Primary/Early Years **EXPERIENCED Warwick Mentor/Class Teacher** Development Autumn 2023-24

Session Aims:

- To remind you of the impact you can have as a Professional Mentor
- To consolidate understanding of the instructional coaching model and how this applies to trainees at the 'early' stage of their PGCE
- To remind you of the Core Content Framework
- To update you on the Warwick documentation changes that will support you to develop an instructional coaching relationship with your trainee(s)
- To provide an opportunity for Q&A and support

WARWICK MENTOR CONFERENCE

Thursday 28th September - 12:00-5:00

Conference Aims:

- Have a shared understanding of what it means to be a Warwick Mentor.
- Be able to explain your mentoring role within the Warwick ITT curriculum.
- Have evaluated your own mentoring skills and attributes and identified professional development needs within the mentoring role.
- Have explored how the Professional Practice Units are used to support trainee development.
- Be able to explain how the mentoring documentation supports the trainee in their teaching practice.

Conference Agenda:

12:00pm – 1:00pm – Lunch, networking, and completion of self-evaluation (if not already undertaken)
1:00pm – 2.30pm – Exploring mentoring skills, attributes and Warwick's Model of Mentoring
2.30pm – 2.45pm – Master's in Professional Education
2. 45pm – 3.00pm – Refreshments
3.00pm – 5:00pm – Move into phase / subject groups to explore Warwick's Mentoring model in practice.

Click here to book your place:
https://forms.office.com/e/X3kWi65F8U

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https://forms.office.com/e/X3kWi65F8U

Core Content Framework (CCF)

- The CCF details the minimum entitlement of all trainee teachers

- Not a curriculum but supports trainee development in 5 Core areas – behaviour management, pedagogy, curriculum, assessment and professional behaviours

- Embedded in the University Curriculum which is shared with schools

- Curriculum Maps x 3 in Placement Handbook*

- Week-by-week section in Autumn Guide*

- **PPUs and IPPUs**

- Subject Bookmarks*

Priorities for this placement (p.5)

- Promote pupils' progress across the three **core subjects**
- Manage children's behaviour positively, promote positive learning behaviours and attitudes and a climate for learning
- Develop skills of **planning**, **teaching** and **evaluating** through planning and teaching a series of lessons and evaluating impact of teaching on pupil progress
- Promote progress in Systematic Synthetic Phonics (SSP) and Early Reading
- Develop Assessment for Learning practice, including assessing and recording evidence of pupils' progress and using to adapt planning and teaching
- **Build up to** responsibility for around 50-60% of the timetable
- Demonstrate **excellent professional behaviours**

Instructional Coaching Model

Instructional Coaching Principle Continuum

Start of course

End of Course

Might be more directive

Should be a 50/50 collaboration

Mentoring

Coaching

Mentoring	Coaching
Advocating	Facilitating
Informing	Discovering
Telling	Asking
Advising	Listening
Guiding	Clarifying
Sharing opinion	Empathising

Equality	Choice	Voice	Dialogue	Reflection	Praxis	Reciprocity

Social Justice	Intellectual Curiosity	Creativity

Live Coaching

Guided Observations

– 'Live coaching' is where a mentor or class teacher in the role of 'coach', works alongside a less experienced teacher while they are delivering a lesson.
– The coach provides the teacher with live feedback about their teaching so that the feedback is immediate and acted upon rather than being given after the lesson when it is essentially too late.
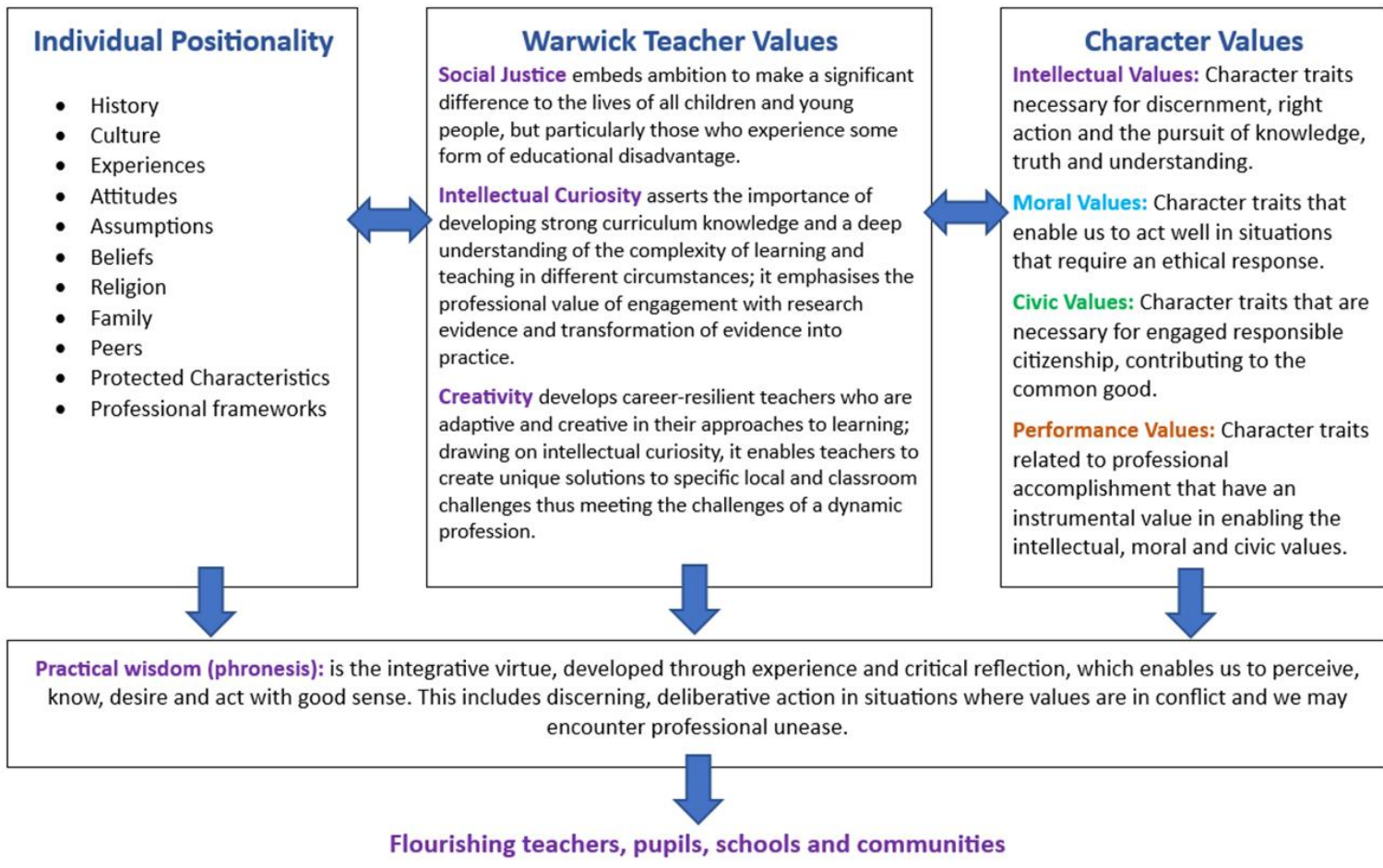
– Guided observations are where the mentor observes an expert colleague **with** the trainee. This is particularly useful if the trainee is trying to develop a particular aspect of their practice (as part of the ELF process) and the mentor can support the trainee in knowing what to look for and unpicking the strategies the colleague is using in their classroom

Training Plan

Educational Philosophy Framework

Warwick Educational Philosophy Framework

Individual Positionality

- History
- Culture
- Experiences
- Attitudes
- Assumptions
- Beliefs
- Religion
- Family
- Peers
- Protected Characteristics
- Professional frameworks

Warwick Teacher Values

Social Justice embeds ambition to make a significant difference to the lives of all children and young people, but particularly those who experience some form of educational disadvantage.

Intellectual Curiosity asserts the importance of developing strong curriculum knowledge and a deep understanding of the complexity of learning and teaching in different circumstances; it emphasises the professional value of engagement with research evidence and transformation of evidence into practice.

Creativity develops career-resilient teachers who are adaptive and creative in their approaches to learning; drawing on intellectual curiosity, it enables teachers to create unique solutions to specific local and classroom challenges thus meeting the challenges of a dynamic profession.

Character Values

Intellectual Values: Character traits necessary for discernment, right action and the pursuit of knowledge, truth and understanding.

Moral Values: Character traits that enable us to act well in situations that require an ethical response.

Civic Values: Character traits that are necessary for engaged responsible citizenship, contributing to the common good.

Performance Values: Character traits related to professional accomplishment that have an instrumental value in enabling the intellectual, moral and civic values.

Practical wisdom (phronesis): is the integrative virtue, developed through experience and critical reflection, which enables us to perceive, know, desire and act with good sense. This includes discerning, deliberative action in situations where values are in conflict and we may encounter professional unease.

Flourishing teachers, pupils, schools and communities

The whole first chapter of the training plan...let's have a look.

Warwick Teacher Values Exemplification

The Warwick Teacher Values below are supplemented with examples of areas against which you might reflect.

Social Justice: embeds ambition to make a significant difference to the lives of all children and young people, but particularly those who experience some form of educational disadvantage.

- Race and/or culture (e.g. race, ethnicity, nationality, military families, religious communities, Gypsy, Roma and Traveller communities, EAL)
- Socio-economic and/or class (pupil premium, cultural capital, privilege, spoken language signifiers)
- Gender (boys' achievement, girls' acheivement, gender (mis)representation in subjects, gender identity inc. non-binary, 'invisible' children)
- Sexuality (Heteronormativity, LGBTUIA+ inclusive practice)
- Neurodiversity and disability (SEN, attainment, reasonable adjustments, adaptive teaching)
- Health and wellbeing (physical health, mental health, emotional health, hygiene, hobbies and interests, mindfulness, creativity and spirituality)
- Welfare (e.g. LAC, safeguarding concerns, social care, bereavement, persistent absentees, vulnerable families).

Intellectual curiosity: asserts the importance of developing strong curriculum knowledge and a deep understanding of the complexity of learning and teaching in different circumstances; it emphasises the professional value of engagement with research evidence and transformation of evidence into practice.

- Learning Theories and implications for practice (e.g. social constructivism, mindset theory, Pygmalion Effect, behaviourism, constructivism, motivation theory, cognitive science,
- Models of Reflection
- Reflexivity – the impact of self in any scenario
- 'Learn why' and Criticality - willingness to question (theory and practice)
- Developing subject knowledge
- Approaches to pedagogy (e.g. adaptive teaching)
- Applying academic thinking to practice (subject specific coaching prompts, assignments).

Creativity: develops career-resilient teachers who are adaptive and creative in their approaches to learning; drawing on intellectual curiosity, it enables teachers to create unique solutions to specific local and classroom challenges thus meeting the challenges of a dynamic profession.

- Problem solving in the classroom/educational environment to find solutions which enable ALL children to make progress and learn
- Approaches to planning (using school long, medium and short-term plans, adapting existing planning, openness and criticality when adapting schemes, working with class teachers/mentors to develop lessons that meet the needs of all learners)
- Engaging ALL children in learning (hooks, resources, subject knowledge, environment)
- Open mindedness (trying new things, making mistakes, growth mindset, coaching conversations)
- Leading own development in school, university and beyond (CPD, subject associations, MA)
- Recognising things you find difficult/uncomfortable and actively seeking opportunities in these areas to find resolutions to complex professional challenges.
- Demonstrating professional resilience, especially in the face of set-backs.
- Reflection and reflexivity.
- Developing knowledge and critique of seminal and current thinkers in the field.
- Developing and current subject specific pedagogy.
- Being your authentic self.

My Educational Philosophy

We place great emphasis on helping you chart the milestones that contribute to your increased confidence as a teacher as well as aiding your reflection on the experiences which help shape your education philosophy. Capturing your thoughts at key points in the year will be a powerful means by which you can not only convey your understanding of the role of the teacher beyond that of simply delivering the curriculum but, in addition, help you to articulate the values which underpin your personal philosophy of education. You will find this especially useful when you are writing your personal statement for job applications.

We aspire to foster values in all teachers who engage with learning at The University of Warwick. As part of your development as a teacher, we ask you to reflect on how you have built upon, embedded and connected with the values in our Education Philosophy Framework in your own practice.

Refer to the *'Warwick Educational Philosophy Framework'* to support your reflective entries

Mile-stones	Your Evolving Educational Philosophy
End of Induction	**Prompts to support reflection** *(word count guide – up to 150 words)* • What has contributed to your current position in the field of education? • How might this influence your behaviour, your attitudes, your responses, your language etc? • How might this inform the kind of teacher you aspire to be? • Which values do you hope to embody as a teacher? Why? • Why are these values especially important to you?

| Reflection at the end of Autumn Term | **Prompts to support reflection** *(word count guide – up to 150 words)*
• Which values do you feel you embody as a teacher and how do you demonstrate these in your practice?
• Has your position in the education field changed in any way? (Think about your behaviour, attitude, responses and language?)
• How has your university learning changed this?
• How has your school experience changed this?
• Has your educational philosophy developed? In what way/why? |

| Reflection at the end of Spring Term | **Prompts to support reflection** *(word count guide – up to 150 words)*
• Which values do you feel you embody as a teacher and how do you demonstrate these in your practice?
• Has your position in the education field changed in any way? (Think about your behaviour, attitude, responses and language?)
• What do you think the children would say about you as a teacher?
• Has your education philosophy developed? In what way/why? |

| Reflection at the end of Summer Term | **Prompts to support reflection** *(word count guide – up to 150 words)*
• Which values do you feel you embody as a teacher and how do you demonstrate these in your practice?
• Has your position in the education field changed in any way? (Think about your behaviour, attitude, responses and language?)
• How has your education philosophy changed since the start of the academic year?
• How might it change further in your ECT year(s)?
• How would you like to be remembered at the end of your teaching career by the children you have taught and the colleagues you have worked with? |

The whole first chapter of the training plan

Coaching Contract

Coaching Contract

This Coaching Contract between the Professional Mentor (Coach) and the trainee will define your working interactions and expectations for the "Instructional Coaching" process in order to contribute to a positive, collaborative relationship. Professional Mentors possess the ability to inspire trainees, affect change, support trainee growth and move thinking forward. As an instructional coach, the Professional Mentor will listen, question, support, guide and work with the trainee to set goals, put actions into place and reflect on practice to develop and enrich professional growth.

The Professional Mentor (Coach) will:
Provide a space and time for the coaching conversations to take place. (comfortable, no distractions, regular, weekly)
Be an active listener-listen to the trainee process their own thinking and learning. (Listen, paraphrase, check)
Stay focused on the trainee -Focus on the strengths, emerging skills and individual target.
Ask open questions- Probe the trainee to think deeply, critically and reflectively without being judgmental of responses. (Use question stems to support- Instructional Coaching Support for Professional Mentors)
Collaborate with the trainee to help deepen that thinking. Use expertise and experience.
Offer guidance and support to address the identified target. Use the professional network in the setting.
Observe the trainee over a range of lessons and daily routines.
Collect data to share and inform future coaching conversations. Use the ELF/ICON.

The trainee will:
Be prepared for the weekly coaching conversation. Attend on time.
Provide the Professional Mentor (Coach) with documents pertinent to the coaching conversation. (Core Content Framework, Discussion documents, Collaborative Review Document, ELF,ICON, Teaching File, Training Plan)
Lead the discussion-Identify emerging skills, prioritise targets.
Be open to suggestions to positively and successfully implement changes in practice.
Ask questions- Request support.
Be observed over a range of lessons and daily routines.
Continuously reflect on practice.
Share thoughts, perspective and reflections to inform future coaching conversations.

Both the Professional Mentor and trainee will:
Be open and respectful.
Communicate fluidly.
Maintain confidentiality.

Coaching Contract

Share and discuss the coaching contract early in the placement - this can help establish clear expectations for both mentor and trainee and will help to promote a positive and professional relationship.

Supporting Documentation

The Warwick Toolkit

The coaching contract

ITT Core Content Framework document

Mentor's Guide to the ITT Core Content Framework

Placement Guides

The initial meeting/subsequent meetings guidance documents

The Collaborative Review Document (trainee will have an online copy of this shortly)

The Weekly Instructional Coaching Notes (ICON)

Experiential Learning Form (ELF)

To support the implementation of the Instructional coaching model
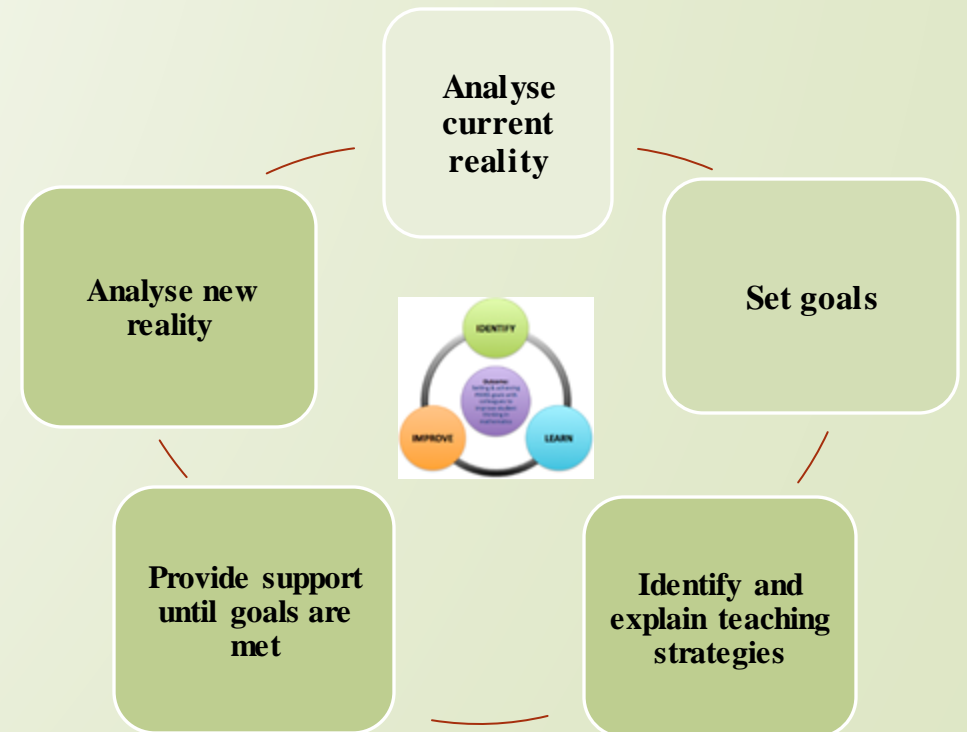
Placement Handbook

Where do I find it? SharePoint > folder #2 **'Placement Docs'**

When will I use it? For answers to any **queries or questions** on **any** placement

SCHOOL PLACEMENT HANDBOOK

Contents

As a trainee you should familiarise yourself with this – skim and scan before placement begins.

Autumn Placement Guide

Where do I find it?

SharePoint > folder #2 **'Placement Docs'**

When can my trainee and I use it?

Every week, throughout the **Autumn** Placement

✓ Calendar for the term

✓ Weekly expectations and checklists

✓ Explicit guidance

Early Years & Primary PGCE 23-24
AUTUMN PLACEMENT GUIDE
For Trainees, Class Teachers and Professional Mentors

in every classroom at teacher every day.'

WARWICK

Contents

Planning Expectations

No changes from last year!

Just remember:
- Individual planning is crucial this term
- Can move on to weekly IF you both agree that they are ready to do so
- Planning should be guided and supported – planning needs to be modelled
- Joint PPA is a minimum expectation
- EY are in KS1 in first placement

Early Years

⬚ Trainees based in EY will have a different set of plans to use to support trainees to respond 'in the moment' and plan for their learning environment, their additional adults and their continuous provision – some trainees based in KS1 and SEND settings may also be adopting a continuous provision approach in their settings and would benefit from using these proformas as opposed to the standard primary ones.

The Autumn Term Calendar (p.6)

Autumn 1: 'Serial Days'

Autumn 1: 'Serial Days'

Autumn 2: 'Block Placement'

3. AUTUMN PLACEMENT CALENDAR

w/b	Mon	Tue	Wed	Thurs	Fri	Notes
Key:	= University day		= School-based day			Conference/Alliance/Uni day
11.9.23 Week 1	University day	University day	University day	Observation & settling in	Observation & settling in	
18.9.23 Week 2	University day	University day	University day	Observation & settling in	Observation & settling in	
25.9.23 Week 3	University day: B2L focus	University day: B2L focus	Behaviour to Learn IPPU focus	Behaviour to Learn PPU focus	University day: B2L focus	
2.10.23 Week 4	University day	University day	University day	Behaviour to Learn IPPU focus	Behaviour to Learn IPPU focus	
9.10.23 Week 5	Alliance/ Uni Day: Prep for Learning focus	University day: Prep for Learning focus	'Prep for Learning & Teaching' IPPU focus	'Prep for Learning & Teaching' IPPU focus	'Prep for Learning & Teaching' IPPU focus	
16.10.23 Week 6	University day	University day: SSP and Early Reading	SSP and Early Reading IPPU focus	SSP and Early Reading IPPU focus	SSP and Early Reading IPPU focus	Leicester schools half-term - trainees to attend university days x2 as identified in this week
23.10.23 Week 7	University day	University day	Prep for teaching day	Prep for teaching day	Inclusion day	

Weekly Guidance (p.8)

- 'Guidance for **the first half term** where trainees are becoming accustomed to and familiar with their new school, the policies and practices, and in getting to know the pupils they will be working with. This section is structured as a **detailed checklist** to support trainees in **finding out about important information** and in identifying supportive activity for the initial days in school. You will also find **reference to the IPPUs** and activities to engage with during the **'Prep Days'** at the end of the first half term to prepare trainees as they move to the second half term.

Weekly Guidance (p.8)

- Guidance for **the second half term** where **trainees will be planning, teaching, evaluating and assessing whole lessons for the whole class**, is structured with **a grid** outlining the expected teaching percentage build up along with suggested foci. A **separate 'weekly' checklist** to help trainees stay on track and to support them in meeting expectations in the role as class teacher can also be found this section. '

Observation and Settling in Activities (p.9)

- Autum Term: 1st Half Term Guidance **(Weeks 1&2)**
- Trainees have 15 activities including e.g. meeting with mentor, reading key policies and getting to know pupil's names
- Designed to help trainees know what they need to know
- Requires trainees to be professional and proactive
- Have a good understanding of what they need to be doing and be brave – they may be just outside their comfort zone

Autumn Term: <u>1st Half Term</u> Guidance (Weeks 1 &2)

Trainee tasks:	Complete
Weeks 1 and 2 aim to:	
1. Meet with your Mentor. Share the link to your **SharePoint** space with your Mentor and ensure that your mentor has 'write/edit' access; you should look through the structure together in order to: - Discuss your Training Plan - Discuss and understand the IPPUs and PPUs (Professional Practice Units) and associated expectations	
2. Share expectations for shared PPA, guided supported planning and the focused time to complete IPPUs (and later PPUs) **with your class teacher**	
3. Ensure you have accessed and taken account of relevant school policies – especially Behaviour, SRE, English, Maths, Science and Marking.	
4. Ask your school to brief you on their safe operating procedures and any health and safety guidance.	
5. Clarify safeguarding/child protection procedures and personnel; and ask the school to share their 'Emergency Plan' with you	
6. Find out about your school's approach to promoting SMSC development in pupils in order to address "British values" and prepare pupils for life in modern Britain.	
7. For your class, ensure you are aware of: - details for pupils with specific needs e.g., SEND, EAL, physical and mental health, and practices to overcome barriers to learning. - pupils who are eligible for pupil premium funding and associated targeted interventions. - assessment data on pupils (e.g., age-related achievements)	
8. Gather relevant classroom information e.g.: class/school timetables; class lists and how children are grouped, any commercial schemes used by the school and any access information you need in order to use the materials in readiness for the 2nd half term	
9. Learn pupils' names quickly.	
10. Work with groups of pupils, getting to know the class as this will help to inform your planning	
11. Undertake activities which help to establish you as an authority figure e.g., reading a story to the class, taking the register etc.	
12. Observe the range of lesson structures, teaching approaches and resources that the class teacher uses to engage pupils and promote learning (and minimise behaviour problems). Look carefully at how the teacher models learning and asks questions to establish pupils' understanding and confidence.	
13. Identify how the teacher creates a good and safe environment and promotes a climate for learning.	
14. If appropriate, ensure that appropriate steps/risk assessment have been undertaken to your medical needs and/or you have shared your ISP and agreed 'reasonable adjustments.	
15. Look for evidence of learning theories in practice. When observing can you identify examples of each learning theory in practice? Why do you think this particular approach to learning was chosen. Make some notes. These will support your trainee-led presentation on learning theories.	

p.9

Autumn Term: <u>1st Half Term</u> Guidance (Weeks 3-7)

Trainee Tasks:	Complete
Weeks 3-6: complete IPPUs as per the calendar:	
16. Complete activities as set out in each of the three **IPPUs: Wk. 3 and 4**: Behaviour to Learn; **Wk. 5**: Preparation for Learning and Teaching; **Wk. 6**: Systematic Synthetic Phonics (SSP) & Early Reading - see individual IPPUs on SharePoint	
17. Upload 'Outputs' for the three IPPUs to the relevant SharePoint file as you go	
18. Continue to get to know the school; the colleagues you will be working with; the pupils in your class including their needs as learners and them as individuals (their interests, behaviours etc.); the classroom expectations and how the class teacher manages these; complete any outstanding points from wk. 1&2.	
19. Access the School's Curriculum Map and any medium-term Plans for the Core subjects. If the school timetable allows, attend PPA meetings with your class teacher to see how this time supports learning, planning and teaching.	
Week 7 'Prep Day' guidance. In preparation for Autumn term - 2nd half:	
19. Agree timetables for your teaching, PPA and non-contact time **for at least the first two weeks** after half term (weeks 8 and 9). Add these to your Teaching file.	
20. Undertake GUIDED SUPPORTED PLANNING WITH YOUR CLASS TEACHER (e.g., during PPA time) to support you in producing your own lesson plans and associated resources for week 8. Share the plans and resources with your class teacher preferably **at least one day before** you are due to teach the individual lessons.	
21. Be mindful of the trainee-led presentations on learning theories (after half term). Ensure you have looked for evidence of learning theories in practice. When observing can you identify examples of each learning theory in practice? Why do you think this particular approach to learning was chosen. Make some notes.	

Professional Practice Units (PPUs)

Where do I find them?

SharePoint > folder #5 **'Professional Practice Units' > Autum Term**

For uploading all notes etc.

IPPUs for this half term

PPUs for after half term

Resources

Professional Practice Units (PPUs)

When will I complete them? (see the calendar - p.6)

AUTUMN TERM PPUs		PPU completed	PPU selected for Reflective Writing Assessment (select 1 in addition to B2L)
PPU focus	**Suggested time allocation**	√	√
1. Behaviour to Learn (IPPU)	Timetabled for w/b: 25/9		√
2. Preparation for Learning and Teaching (IPPU)	Timetabled for w/b: 9/10		
3. Systematic Synthetic Phonics and Early Reading (IPPU)	Timetabled for w/b: 16/10 or 30/10 for trainees on placement in Leicester schools		
4. Talk for Learning	*Suggested time: w/b: 13/11*		No reflective writing option due to the Subject Studies assignment focus.
5. Maths misconceptions	*Suggested time: w/b: 27/11*		

Trainees must complete all 5 IPPU/PPUs. They will write and submit reflections for B2L and one other of their choice. All others will be assessed in the Summer Term via professional discussion

Intensive Professional Practice Units - PPUs for the serial days/first half term

PPUs for the block placement /second half term

https://warwick.ac.uk/fac/soc/cte/pintra/mentors/primtool

Intensive Professional Practice Units (IPPUs)

- Designed to integrate trainees' University-based training with their school-based training and development – ensuring a coherent and effectively sequenced curriculum

- Enables trainees to receive minimum entitlement to learning as set out in the Core Content Framework (CCF) Particularly the '**Learn How To**' statements

- Supports parity of experience across the Partnership

- Scaffolds trainee practice and progress towards successfully meeting the Teachers' Standards by the end of the course

Intensive Professional Practice Units (IPPUs)

Left panel:

IPPU 1	Intensive Professional Practice Unit: Behaviour to Learn

Curriculum Focus – Primary Trainees

This IPPU links to the following ITE curriculum training:
The Behaviour to Learn Build Day and Develop Days 1&2 (Autumn Term)
Professional Enquiry 'Behaviour to Learn #2' lecture and workshop (Spring Term)
Science: 'Behaviour Management and organisation for science' (Autumn Term)
Maths: 'Mathematical Mindsets' (Autumn Term)
English: throughout the programme (ongoing)
Whole Curriculum Studies: throughout the second subject sessions (Spring/Summer Terms)
Safeguarding in schools is covered in Terms 1,2 and 3 at University

Introduction

Learning can be hard and there can be many distractions. Establishing routines and expectations can support learners to resist distractions, key into learning and be more successful for the teacher and the pupils. During the Build Day we explore pupils' ability to self-regulate and how teachers are key role models.

Key Learning

Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils
Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils
The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives
A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs
A culture of mutual trust and respect supports effective relationships
Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment
With your mentor you will have the opportunity to set high expectations for behaviour by:
- Appling rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate
- Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom.
- Using consistent language and non-verbal signals for common classroom directions
- Rigorously maintaining clear behavioural expectations

In this unit you will make connections between the induction sessions and the practices in your school. You will have the opportunity to:
Discuss and analyse:
- who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report.
- how routines are established at the beginning of the school year, both in classrooms and around the school.
Receive guidance, practise, and receive feedback in coaching meetings to improve at:
- Working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues).
- Giving manageable, specific and sequential instructions.
- Acknowledging and praising pupil effort and emphasising progress being made.

Middle panel:

Mentor Notes

Feedback on the effectiveness of approaches employed by the trainee in interactions with pupils prior to taking responsibility for teaching groups can provide a focus for early mentor meetings. The activities are designed to be completed before taking on the teaching of sequences of full lessons.
Suggested prompts for coaching conversations on deeper learning:

What are you noticing in your observation of teachers' establishment of class routines? What is the impact of these routines on establishing a safe classroom environment and promoting a focus on learning?
What behaviour are you noticing from pupils that teachers have to deal with?
How does the teacher minimise the chances of misbehaviour occurring?
What do you notice about how pupils respond to the teacher's instructions?
What do you notice about the ratio of positive to negative interactions between teacher and pupils in the classroom?
How did you respond to the children's positive behaviours? What did you say or do?
How will you plan your lessons to take account of these factors?

Suggestions for modelling, practising and embedding strategies to promote behaviour for learning are integral to the training in this IPPU - they include;
Focus 1: Effective routines; entry, exit, transitions
Focus 2: Effective responses; including positive reframing, clarity of language and consistency with expectations.
Focus 3: Effective relationships; building a sense of belonging by knowing names, awareness of pupil characteristics and promoting positive interactions

Assessment of Learning: Reflective Writing Assessment: (500 words)

With reference to your IPPU experiences AND key reading in this IPPU, reflect on:

- The principles of classroom management and behaviour to learn in your subject/phase, with a specific focus on rules and routines, including how to start a lesson.
- The potential challenges for trainee teachers in implementing routines and expectations.
- The impact of planning for transitions and for giving manageable, specific and sequential instructions which maintain a learning environment.
- Select a particular aspect of behaviour on which to focus.
- Refer to your 'checklist for reflective writing' to ensure you are reflecting rather than describing.
- Reflect upon how the Warwick Teacher Values relate to your behaviour to learn practice.
- Use Harvard referencing to cite sources

**ALL IPPUs
start with this same structure**

Right panel:

Key reading
Bandura, A. (1986) Social foundations of thought and action: a social cognitive theory Englewood Cliffs New Jersey: Prentice Hall
Bandura, A. (1997) Self-efficacy: the exercise of control New York: Freeman
DfE (2021a) Development Matters Non-statutory curriculum guidance for the early years foundation stage available online at:https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web__2_.pdf accessed 11.8.21
DfE The trainee teacher behaviour toolkit summary.
https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework/the-trainee-teacher-behavioural-toolkit-a-summary
DfE (2021b) Statutory framework for the early years foundation stage Setting the standards for learning, development and care for children from birth to five available online at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf accessed 11.8.21
DfE. (2022) Behaviour in Schools. Available here: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour_in_Schools_guidance_July_2022.pdf
Didau, D. and Rose, N. (2016) What every teacher needs to know about psychology Woodbridge: John Catt Educational Ltd.
Education Endowment Foundation (EEF) (2019) Improving Behaviour in Schools Guidance Report available at: https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-behaviour-in-schools/ accessed 4-8-20
Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Accessible from: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit
Ellis, S. and Tod, J. (2018) Behaviour for learning: promoting positive relationships in the classroom Abingdon: Routledge
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BUILD – DEVELOP - EMBED

Intensive Professional Practice Units (IPPUs)

Overview of Activities

Activity	Suggested Days for Completion	
	Embed Day 1 or 2	Embed Day 3 or 4
Discussion with expert colleague about the school's behaviour policy	■	
Focus 1 - Routines:		
1A: Trainee observation of within lesson transition routine - **focus on expert colleague**	■	
1B: Trainee observation of within lesson transition routine - **focus on pupils**	■	
1C: Observation of trainee's transition routine by expert colleague followed by discussion		■
Focus 2 - Responses:		
2A: Trainee **observation of pupils** - focus on encouraging engagement	■	
2B: Trainee's **observation of expert colleague** - focus on encouraging engagement	■	
2C: Observation of trainee's responses to pupils by expert colleague followed by discussion		■
Focus 3 - Relationships		
3A: Trainee's observation of expert colleague - focus on demonstrating belonging		■

Embedding your practice

Focus 1 Routines

1A: Trainee's observation of teacher

Area:	Within Classroom Transitions
Examples may include: moving from the carpet area to the tables/moving from an experiment to desks/change in activity e.g. individual work to group work
In Focus 1A you will focus on the class teacher (in 1B you will focus on the pupils)

Step	Guidance	Notes
Observing an expert colleague e.g. class teacher/ subject lead/ mentor/ external specialist/ subject specialist/ phase lead.	**How does the expert colleague:**
Gain pupils' attention
Signal behavioural expectations (including non-verbal methods)
Give instructions/use questions and prompts
Use body language and gesture to communicate and reinforce expectations
Break the transition down (e.g. step by step)
Manage pupil movement
Use and encourage good listening
Use praise
Apply school policy in relation to rewards and sanctions
The above list is not exhaustive, make notes on other aspects linked to the focus and area that interest/support you. For further prompts see the B2L checklist.	*Trainee to record notes during observation:*
Analyse	*Map out the steps of this routine from beginning to end; consider the steps recognised in 'standardising the routine':
- Secure students' attention
- Verbally walk through the routine
- Check and prepare for the signal
- Signal, switch and re-focus (feedback)*	
Reflect and discuss *Identify some questions to discuss with your mentor regarding your observation*		

Write or type your own notes **during the observation**

Reflect **after the observation**

Record questions **after the observation**

Intensive Professional Practice Units (IPPUs)

Intensive Professional Practice Units (IPPUs)

Overview of Activities

FOCI	Activity	Suggested Days for Completion		
		Embed Day 1	Embed Day 2	Embed Day 3
1. SCHOOL'S CURICULUM	1A: Discussion with expert colleague the school's curriculum and approaches to planning			
2. MODELLING	2A: Trainee observation of expert colleague's modelling (English or maths)			
	2B: Trainee's planning for own modelling session			
	2C: Observation of trainee's modelling by expert colleague and discussion			
3. TRACKING THE LEARNING JOURNEY	3A: Trainee's observation of teacher and pupils (learning journey)			
4. QUESTIONING	4A: Trainee's observation of expert colleague's questioning			
	4B: Analysis of expert colleague's questioning			
5. USE OF PRIOR LEARNING	5A: Trainee's observation of the use of prior learning			
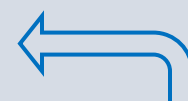
IPPU 2: Preparation for Learning and Teaching

IPPU 3: SSP and Early Reading

IPPUs will be introduced individually and more fully during University days in the same week.

Embed activities All resources/proforma needed can be found in your SharePoint file	Tick when completed
Familiarise yourself with the school's SSP scheme and the range of phonically decodable texts that are used to teach and supplement SSP.	
Interview the expert colleague who is responsible for leading early reading – use the 'Whole School Approach to SSP and Early Reading' form to record their responses.	
Observe expert colleague teaching SSP (Use SSP Observation Form)	
Complete the reading perceptions survey for a group of pupils in your class. You may choose a small group (5 or 6 pupils) who you wish to learn more about as readers or you may wish to conduct this with the whole class (especially if the pupils are able to complete these independently)	
Talk to a person in school with overall responsibility for RfP. How do these match with the RfP principles in the research and what you have seen in your own classroom and across the school. Make notes if you wish.	
Observe an expert colleague teaching SSP (use Part A of the ELF) In preparation for the observation, choose and share a focus for the observation to support application of this within your own practice, e.g: appropriate pace, specific use of language, pupil engagement, AfL, impactful use of resources to promote rapid progress etc.	
Plan an SSP session for the following day using the school scheme and incorporating what you have noticed from your observations (make reference to Part A o the ELF)	
Look at the phonetically decodable texts in school (physical and online, if school has this resource).	
Find out about book banded books: how are they chosen, how are they banded - does this link with the SSP decodable books? How do children access these books? Make notes if you wish.	
Which whole texts (not just books; consider short films, online texts, websites etc) are used in school as part of the English, maths, science and wider curriculum planning? Find out why they have been selected. Find out why they are sequenced that way. A discussion with the English lead may support you with this. Make notes if you wish.	
Look in school spaces where books are freely available (classrooms, school library, book boxes etc.) Consider the balance of texts and form some opinions about the quality and balance of fiction / non-fiction and poetry texts. Make notes if you wish	
Plan and teach an SSP session for the following day using the school scheme and incorporating what you have noticed from your observations; get feedback from your expert colleague (they should use Part B of the ELF)	
Engage in an instructional coaching conversation using (Part B of ELF) linked to the SSP session delivered	
Look at the home school reading diaries. What do you notice about parental / carer engagement? What genres are children choosing? How might you move this forward? Make notes if you wish.	
Talk to your mentor about what you will do this term to actively promote R4P and get feedforward on your plans. You may wish to share your impact at the end of year during the ECT conference.	
Identify and timetable with your mentor and class teacher when you will teach a series of SSP lessons during the second half of the Autumn term: - If you are in KS1 you will need to teach 15 sessions of SSP; - If you are in KS2, you will need to teach 5 sessions (this may be a small group or intervention, or you may wish to go into KS1 or Rec) NB: You should be supported to plan these SSP lessons. You should receive feedback on your planning and teaching of SSP. You should be observed at least once if you are in KS2 and twice if you are in KS1	

Observation and the ELF

Ideal for your CT to use with trainee

Experiential Learning Form

A: Trainee's Observation of expert colleague

Part A. focuses upon the trainee's identification of a target and observation of an expert colleague modelling practice in relation to the trainee's target, with follow-up discussion.

Step	Guidance	Notes
Trainee's Target	Trainee identifies a target...	Own target/focus
Observing an expert colleague	Discuss your target and focus for observation with your expert colleague in advance of the lesson.	Discussion of target with expert colleague and agree key points to look out for
		Observation of expert colleague – add notes
Discuss your observations	Talk to your expert colleague about what you observed.	Deconstruction, discussion and analysis with expert colleagues - Identify specific actions

Identify how you will gain feedback on what you have learned from the observation above, in order to gain feedback and further improve:

Identify how you will take this learning forward.

B: Observation of trainee's practice by expert colleague

Part B. focuses upon observation of the trainee's practice, with reference to their identified target, with subsequent reflection, feedback/coaching and target-setting.

Taking opportunities to practise, receive feedback/ coaching and improve	Your expert colleague observes your practice	Take opportunities to practise… expert colleague observes and notes
Discussion: trainee and expert colleague	The trainee shares their reflection	Trainee reflects on practice and shares reflections – mentor adds notes
	Observer's feedback/coaching...	Coaching – discuss, receive feedback and improve
Future target	Trainee and expert colleague create a new target	Improve – a revised target

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Managing Workload

- The government has committed to tackle unnecessary workload for teachers
- CTE tackles unnecessary workload for trainee teachers
- **Avoid duplication**
- **Shared PPA/supported/guided planning**
- **What is a reasonable workload?**
- **Pupil progress…**
- **Talk to CTs about their workload tips.**

Autumn Block Placement – second half term

- ✓ Guidance for Teaching percentages and subjects
- ✓ Weekly Checklists to keep trainees up to date with expectations and workload
- ✓ Guidance for supporting trainee wider practice
- ✓ Trainee progress is reviewed collaboratively at two formal points (mid point and end of 7 weeks)
- ✓ **All explained to trainees in a Uni session on Tues 24th Oct**

Primary Updates and Support for Professional Mentors and Trainees

From Warwick. Anywhere.

Welcome to our Spring Term (University Week 27) update - a way for us to link university and school learning in bite-sized chunks.

Check your inbox – we know only 50% of schools take time to look at this. We have designed it to be brief and helpful.

It contains:
- Instructional Coaching support
- Bite-sized, relevant research snippets /videos
- Wider Curriculum support to enrich subject-specific pedagogy and practise.

Expectations of University Moderation Tutor

All Trainees

Autumn 1	Autumn 2	Spring	Summer
Settling in visit - online	Visit with observation	Visit with observation	One visit which will be an observation and online viva (Assessment dialogue)

Linking theory and practice

Centre for Teacher Education
University of Warwick
Prompts to support subject specific feedback in
English

The questions have been organised in relation to the different strands of the Core Content Framework to support the coaching conversation post-lesson. Signposting to relevant university sessions and/or suggested academic reading have also been provided.

Behaviour Management (TS1 and 7)	How do you create an effective learning environment which motivates and involves all pupils in their English learning? (For example: nurturing an open mind set by using the language of possibility in exploration of grammar and editing changes when composing visual or written texts; by asking genuine questions to establish deep understanding of a pupil's personal response or reflection regarding a character, text or event)
	How does your use of high-quality oral language promote challenge and aspiration? (awareness and exploration of Tier 2 and 3 language; accurate and frequent use of Terminology for Pupils in Primary English)
Pedagogy (TS2, 4 and 5)	How did you deconstruct, model, explain, scaffold, discuss and analyse the English learning today? (For example: metacognition in planning, drafting and editing in writing, reading thought processes, synthetic phonics strategies, spelling strategies; use of writing frames or memory joggers)
	Explain the impact of providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills. (For example: enough time to write / read after being taught the skill or aspect of the English curriculum.)
	Explain the impact of your flexible grouping and talk for learning decisions: group work, collaborative work, paired talk – how did you scaffold it? How effective was it? How did it help you adapt your practice by harnessing a better understanding of their learning? (For example: Did you give enough time for thinking when facilitating a mix, pair, share collaborative learning structure for children to respond to a reading question?)
	Explain the impact of your planning for SEND in this English session. (For example: did you select a text that all children could access? Did your adaptive teaching approach have the desired impact? If you provided a word map for example, was this accessed and used? Why? Why not? Might another approach have been more suitable?)
Curriculum (TS3)	Which core knowledge in English is connected to the concept you taught today? (For example: Terminology for pupils linked to the grammar curriculum.)
	Have you used analogies, illustrations, examples, explanations and demonstrations to support learning for all pupils? (For example: texts accessible to all, do they inspire writing, are you a teacher writer, do you plan enough time for a systematic editing process)
	How did you use the school's English curriculum plans and resources to prepare today's lesson so that links between content and skills are made? (For example: Is this the first time that they have attempted to write about this text type or not? How are you extending the nuance of their conceptual framework about the qualities of this text type?)
	How did you take into account the pupils' prior knowledge? (For example: how do these skills in phonics, grammar, writing, reading fluency, listening, speaking, drama and moving image, fit into a sequence?)
Assessment (TS 6)	How did you identify and address misconceptions that occurred in the lesson? (For example: in phonics, are mispronunciations dealt with effectively, are grammar misconceptions unpicked and explored?)
	Analyse the AfL strategies used in the lesson. (For example: questioning understanding of the impact of using one word instead of another for a particular effect, or effectively 'wrestling the question' in reading to understand what an answer might need to include)
Assessment (TS 6) cont.	How did your AfL link to the school's marking policy? (For example: how has oral or written marking contributed to the editing process over time in this piece of writing? If peer assessment is used to improve writing, how impactful has this been? Was sufficient time planned for pupils to engage in High Quality discussion? Did the grouping/partner arrangements facilitate this? Di you provide scaffolding and gambits for this tyle of talk and model it sufficiently using success criteria)
Professional Behaviours (TS8)	How did you strengthen your English pedagogical and subject knowledge prior to this lesson? (Think about phonics, grammar, writing, reading, listening, speaking, drama and moving image and teacher knowledge of texts)
	Discuss and analyse how you prepared additional adults prior to the lesson? (For example: have you checked their grammar understanding? Do they know the text features? Are they clear about how this learning fits into a wider sequence of learning? Do they know the text?)
	How do you communicate pupil learning to parents? (Book bags/changing books/notes home linked to successful writing/promoting English learning by sending copies home/using newsletter or school-specific social media/phone calls home)

Centre for Teacher Education
University of Warwick
Prompts to support subject specific feedback in
English

Overview of Topics Covered in University Sessions

University Lectures explore:
- o Phonics Subject Knowledge – Pre-recorded. Revisit over year
- o Grammar Subject Knowledge – Self Study. Revisit over year
1. Introduction to English (SD and Core)
2. Multimodality and Affordance (Core only, but materials made available)
3. Spelling and Handwriting (Core only, but materials made available)
4. Assessment and Miscue Analysis (Core only, but materials made available)
5. Spoken Language (SD and Core)

University Seminars explore:
1. Appreciating Children's Literature (SD and Core)
2. Teaching Reading Pedagogies (SD and Core)
3. Teaching Phonics (SD and Core)
4. Teaching Writing Pedagogies (SD and Core)
5. Planning for English (Core only, but materials made available)
6. Teaching Grammar (SD and Core)
7. Developing Comprehension (Core only, but materials made available)
8. Creative Pedagogies – Non-Fiction (SD and Core)
9. Creative Pedagogies – Poetry (SD and Core)
10. Creative Pedagogies – Fiction (Core only, but materials made available)

*EY and Primary Tailored Versions

All Primary Trainees have all of the above sessions, tailored to Primary

Key Books and Articles

Updated from your feedforward – we will use these during our Mentor Conference.

Linking theory and practice

- When you are having these conversations, are you initiating discussions that like key university curriculum reading and theory?

- Use the 'Subject Guidance' and the Professional Practice Units to help you link in with key reading and theory – this is very useful for your own professional development too!

Collaborative Review document (CRD)

No change!

Teaching Expectations

- Outlined in placement guides
- 30% approximately by Assessment Point 1
- 50%-60% by Assessment Point 2
- 60% by Assessment Point 3
- 70% by Assessment Point 4
- 70% by Assessment Point 5 (If Trainees are able to, they can aim for 80% in this term.)
- 80% by Assessment Point 6

- Profiles will be completed on the Collaborative Review Document ready for submission at each assessment point and the grades verified at the end of each Term on a very brief Qualtrics form.

Whilst not timetabled to teach, trainees might:

- Observe learning and teaching – class teacher and other expert colleagues using the ELF form

- Meet with expert colleagues to learn from their area of expertise; discuss lessons they have observed; receive feedback

- Have their weekly mentor-trainee meeting (although this may need to take place after school or at lunchtime depending on mentor's responsibilities)

- Support the class teacher – before, after and during the school day

- Develop relationships with the children by working with groups/individuals

- Review and monitor progress and prepare for mentor-trainee meetings, including updating training plan and collaborative review document

- Time for planning, preparation and assessment

- Complete university tasks/conduct research for assignments e.g. documenting children's dialogue for Autumn Term 'talk' assignment

> 20 % minimum of PPA/Non-contact time

Further Development Opportunities

WARWICK MENTOR CONFERENCE

Thursday 28th September – 12:00-5:00

Conference Aims:

- Have a shared understanding of what it means to be a Warwick Mentor.
- Be able to explain your mentoring role within the Warwick ITT curriculum.
- Have evaluated your own mentoring skills and attributes and identified professional development needs within the mentoring role.
- Have explored how the Professional Practice Units are used to support trainee development.
- Be able to explain how the mentoring documentation supports the trainee in their teaching practice.

Conference Agenda:

12:00pm – 1:00pm – Lunch, networking, and completion of self-evaluation (if not already undertaken)
1:00pm – 2.30pm – Exploring mentoring skills, attributes and Warwick's Model of Mentoring
2.30pm – 2.45pm – Master's in Professional Education
2. 45pm – 3.00pm – Refreshments
3.00pm – 5:00pm – Move into phase / subject groups to explore Warwick's Mentoring model in practice.

Click here to book your place:
https://forms.office.com/e/X3kWi65F8U

To book your place:

https://forms.office.com/e/X3kWi65F8U

Adobe Creative Educator Level 1 - Intro to Adobe Express

Text Design & Affordance in the Primary English Curriculum

Wednesday 27th September from 4:00 - 5:30

In order to access the session, please click on the link below:

https://teams.microsoft.com/l/meetup-join/19%3ameeting_ODQzM2I3OGYtYTlkYi00MjliLTgxNTgtMzU0ODYy YTQ3ODIk%40thread.v2/0?context=%7b%22Tid%22%3a%22fa7b1b5a-7b34-4387-94ae-d2c178decee1%22%2c%22Oid%22%3a%22d453f208-41bb-4b65-b1f2-b502ffa97b76%22%7d

Meeting ID: 298 051 186 672
Passcode: VKeTom.

For a flavour of what the session might be like, take a look at the videos on this website:

https://express.adobe.com/page/uCWZEvRu1z4D8/

The session will be delivered by Dominic Traynor: Adobe Expert and all round inspirational creative!

You will get an official certificate of recognition for your employment portfolio upon completion.

Whilst this session is optional, it is a fantastic opportunity to learn about how primary children might go about planning, drafting and editing writing using computer software. Jo and I will be there as some friendly faces and to celebrate your attendance and commitment; going above and beyond to learn all that you can about how Primary English might be taught and how children might build their learning.

Your English Tutors are looking forward to seeing you online!

In order to access the session, please click on the link below:

 https://teams.microsoft.com/l/meetup-join/19%3ameeting_ODQzM2I3OGYtYTlkYi00MjliLTgxNTgtMzU0ODYy YTQ3ODIk%40thread.v2/0?context=%7b%22Tid%22%3a%22fa7b1b5a-7b34-4387-94ae-d2c178decee1%22%2c%22Oid%22%3a%22d453f208-41bb-4b65-b1f2-b502ffa97b76%22%7d

Meeting ID: 298 051 186 672 Passcode: VKeTom.

For a flavour of what the session might be like, take a look at the videos on this website:

https://express.adobe.com/page/uCWZEvRu1z4D8/

What are your next steps to develop your mentoring practice?

Opportunity for Q&A