**Weekly subject mentor meetings in school or college**

***U2/P2: Deepening understanding and impact on learning, developing agency***

**Before** each meeting: make initial notes. Refer to ITAPs and other related university-based experiences.

**During** and **following** each meeting, record key points from the discussion with your subject mentor.

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| **P2-1** | Professional behaviours: **Safeguarding** | Remember that you should make notes **ahead** of each meeting, and add further notes **during or after** discussion with your mentor - and link to this in your progress matrix. | |
| **Programme** | Discuss any differences that you anticipate in terms of safeguarding policy and practice in this contrasting placement. |  | |
| **Subject** | Consider the importance of making time for conversations with young people in your classroom. |  | |
| **Progress made this week –** note lessons taught, observed, and key points of progress | | | **Identified strengths –** following discussion with your mentor |
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| **Targets for the next week** - building on targets in lesson observation report | | | **Proposed actions to achieve these targets –** add these to your progress matrix |
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| **P2-2** | Teacher expectations: **Behaviour for Learning** | Remember that you should make notes **ahead** of each meeting, and add further notes **during or after** discussion with your mentor - and link to this in your progress matrix. | |
| **Programme** | Discuss what you have observed and done to raise pupils’ expectations of their behaviour and approach to learning. |  | |
| **Subject** | List some of the routines you have focused on, when planning a lesson (perhaps with input from your subject mentor). |  | |
| **Progress this week** - note lessons observed, and key points of progress | | | **Identified strengths** |
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| **Targets for the next week** | | | **Actions towards achieving these targets** |
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| **P2-3** | Planning and teaching:  **Classroom practice** | Remember that you should make notes **ahead** of each meeting, and add further notes **during or after** discussion with your mentor - and link to this in your progress matrix. | |
| **Programme** | Discuss what you have observed about how teachers create more inclusive lessons by eg. choice of examples. |  | |
| **Subject** | Consider where you have used guides, scaffolds, or worked examples and opportunities to practise to help pupils apply new ideas. |  | |
| **Progress this week** | | | **Identified strengths** |
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| **Targets for the next week -** building on targets in your lesson observation report | | | **Actions towards achieving these targets** |
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| **P2-4** | Planning and teaching **Subject and curriculum knowledge** | Remember that you should make notes **ahead** of each meeting, and add further notes **during or after** discussion with your mentor - and link to this in your progress matrix. | |
| **Programme** | Discuss some of the big ideas / foundational concepts that you have been aiming towards in your teaching. |  | |
| **Subject** | Consider how you have helped pupils become confident in using important concepts, or address misconceptions. |  | |
| **Progress this week** | | | **Identified strengths** |
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| **Targets for the next week -** building on targets in your lesson observation report | | | **Actions towards achieving these targets** |
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| **This week marks the middle of the placement. Please complete your mid-placement reflections in your Progress Matrix, and discuss key points with your subject mentor.** | | | |
| **P2-5** | Planning and teaching: **How pupils learn** | Remember that you should make notes **ahead** of each meeting, and add further notes **during or after** discussion with your mentor - and link to this in your progress matrix. | |
| **Programme** | Reflect on any success you have had with regular purposeful practice of what has been previously taught; quizzing pupils to retrieve information from memory; spacing practice so that pupils revisit ideas after a gap. |  | |
| **Subject** | Reflect on what you have learnt about using group and pair work as a context for exploring new ideas and skills, and for practice. |  | |
| **Progress this week** | | | **Identified strengths** |
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| **Targets for the next week -** building on targets in your lesson observation report | | | **Actions towards achieving these targets** |
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| **P2-6** | Planning and teaching: **Adaptive teaching** | Remember that you should make notes **ahead** of each meeting, and add further notes **during or after** discussion with your mentor - and link to this in your progress matrix. | |
| **Programme** | Thinking about recent lessons, consider what you are doing to identify who needs further support, and who needs more challenge. |  | |
| **Subject** | Discuss the focus of your second assignment ‘*Inclusive Educational Practice’*, and how this will help you to be more informed and prepared as a teacher. |  | |
| **Progress this week** | | | **Identified strengths** |
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| **Targets for the final week -** building on targets in your lesson observation report | | | **Actions towards achieving these targets** |
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| **P2-7** | **Assessment** | Remember that you should make notes **ahead** of each meeting, and add further notes **during or after** discussion with your mentor - and link to this in your progress matrix. | |
| **Programme** | Discuss some of the effective approaches to feedback that you have observed, in your subject or in other subjects. |  | |
| **Subject** | Consider how your own use of feedback has developed in the last few weeks. |  | |
| **Progress this week** | | | **Identified strengths** |
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| **Targets for the next week -** building on targets in your lesson observation report | | | **Actions towards achieving these targets** |
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| **This week, please make sure that your Progress Matrix is up to date, and discuss key points with your subject mentor to support them in writing your Progress Report.** | | | |
| **P2-8** | Planning and teaching: **How pupils learn** | Remember that you should make notes **ahead** of each meeting, and add further notes **during or after** discussion with your mentor - and link to this in your progress matrix. | |
| **Programme** | Reflect on the value of particular activities or tasks in which you have deliberately aimed to facilitate learning as a social process. |  | |
| **Subject** | Consider where you have been able to create opportunities for pupils to share their difficulties or good examples with each other. |  | |
| **Progress this week** | | | **Identified strengths** |
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| **Targets for the next placement** – see also Progress Report | | | **Actions towards achieving these targets** |
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