Edge Hill University | Department of Secondary and Further Education

Secondary phase specific mentor training
AY 23/24

Housekeeping

- This training is for anyone mentoring a Secondary trainee during academic year 2023-2024.
- It forms part of the core training all Secondary mentors must undertake (as per the Ofsted compliance guidance).
- The PPt delivered and any relevant links will be emailed out to all those who attended.
- To assist with our QA and compliance processes, we hold a list of all mentors who have attended training each academic year. Please put your name and school into the chat if you have not booked on for this session.
- There will be time at the end of the session for Q&A or alternatively use the chat function throughout.

This session will cover:

- Secondary mentor training for 2023-24
- How have we designed our curriculum?
- The curriculum as the progress model
- Assessing progress during placement
- How does the paperwork capture progress?
- Progress Support Plans: supporting trainees who are not making progress
- Taking the next step with your mentor training

Welcome to Secondary mentor training 2023-24

We require all mentors to partake in training once per academic year and do not place trainees with untrained mentors. This training is for anyone **mentoring a Secondary trainee during academic year 2022-2023 and forms part of the training we ask mentors to undertake**.

1. School-based experience (Professional Practice) is a significant and fundamental component of any ITE course (Secondary or FE). It is important to us that our mentors are equipped with the necessary **knowledge**, **skills,** and **familiarity with our processes** so you are able to best support our trainees on their ITE journey and better able to **support trainee experience**.
2. We want to **develop our mentors in your role** as ITE mentors via the CPD which mentoring provides. We will provide you with feedback during your time with us as a mentor.
3. As part of our **Ofsted compliance** and internal **Quality Assurance** measures we are required to ensure that all school-based mentors are adequately prepared and supported so you are best placed to prepare and support trainees. For 2023-24, we are asking mentors to undertake 4 tasks before placement starts:
    - Core training (this session)
    - Subject specific training (delivered by subject specific tutors)
    - The craft of being a mentor & models of mentoring (asynchronous)
    - Utilising the mentor space and documentation (asynchronous)
4. It enables us to keep your knowledge and expertise about ITE up to date so there is **ongoing alignment** between what what is delivered at university and the experiences trainees have with you during their Professional Practice.

Mentoring with Edge Hill

In line with the arrangements for mentoring Early Career Teachers, the mentoring approach within the department of Secondary and Further Education is underpinned by the notion **Instructional Coaching**:

'*working with a **novice** in an individualised, classroom-based, observation-feedback-practice cycle. Crucially, instructional coaching involves revisiting the same specific skills several times, with focused, bite-sized bits of feedback specifying not just what but **how** the novice needs to improve during each cycle*'[1]

As the **expert** in your subject, we ask expert colleagues to mentor our **novice** teachers (trainees) by:

- Modelling what good teaching and ways of knowing looks like in your subject area, including the use of current research.
- Providing opportunities for trainees to observe, practice, reflect and receive feedback related to helping them develop key skills/knowledge/understanding.
- Setting targets which enable trainees to develop what they understand or can do rather than 'tasks' to complete
- Meeting once per week for a 1:1 structured mentoring conversation which focuses on the formative questions and the trainee's learning for that week (in line with the curriculum)

We have provided an asynchronous session for you to undertake which focuses on models of mentoring and which will assist with your mentoring of the trainee and setting appropriate opportunities for them to develop..

1 (https://samsims.education/2019/02/19/247/)

How has our curriculum been designed?

The Core Content Framework

- All curricula is **fully compliant for Ofsted and the DfE**.
- We cover all aspects of the Core Content Framework but we also go well beyond this.
- Our curriculum **enables trainees to make progress towards their QTS recommendation at the end of their course**.
- It **enables trainees to transition into the Early Career Framework** as part of their Early Career Teacher phase.

The Edge Hill ITE Pillars

- All ITE at Edge Hill is underpinned by our faculty vision to '***work together creatively to enhance life chances***'.
- This is demonstrated via our 3 pillars which underpin **our curriculum intent**:
  1. **Personal and Professional values, attitudes and beliefs**
  2. **Subject and Curriculum Knowledge**
  3. **The craft of teaching and pedagogy**

Involvement from partners and subject associations

- At all stages of the curriculum design process we have **consulted with partners such as mentors and ITE lead**s. This has been at a whole programme level but also at a subject level.
- We have also **consulted and had our curricula quality assured by subject associations**.

The curriculum as the progress model

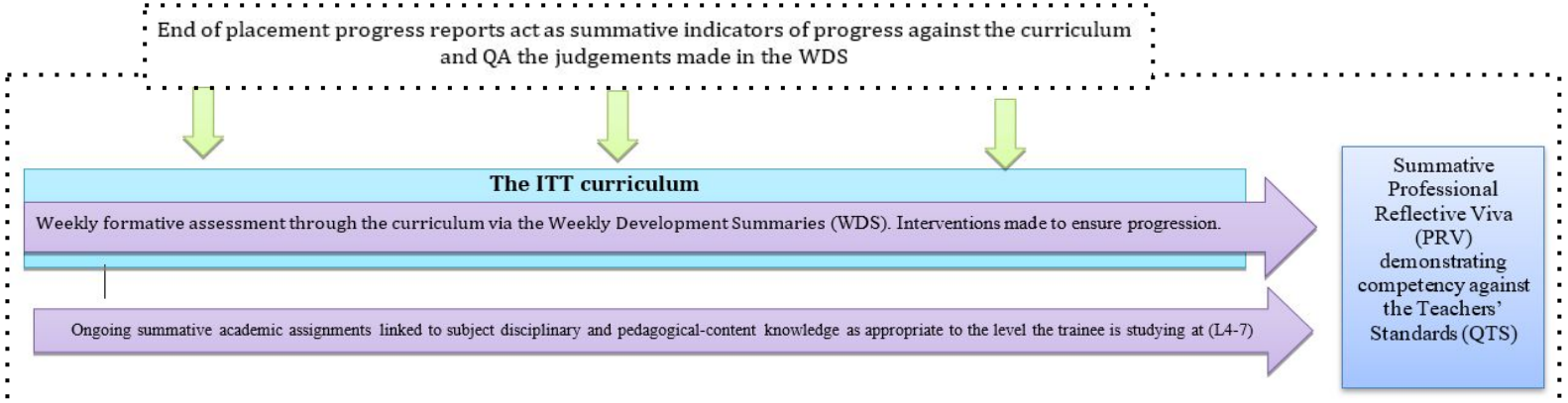
- **To make progress, trainees need to demonstrate what they know and know how to each week in relation to their curriculum**.
- Each secondary course has its own subject-specific ITE curriculum which ensures trainees meet the relevant learning milestones over the course of their ITE journey.
- **Contingent on meeting the milestones in the curriculum over their 3 years (UG) or 1 year (PG), trainees are recommended for the award of QTS at the end of their course for the subject in which they are training to teach.**
- Each course curriculum **breaks down the required component knowledge to address the subject-specific pedagogical content knowledge required within each subject**. This builds throughout the duration of the curriculum towards **the complex composite understanding required for their ECT phase**.
- There is **no separate curriculum for school-based experience**. The specific ITE curricula for each course encompass all aspects of school-based experience and ensures trainees have opportunity to purposefully integrate their learning at university with the opportunities afforded on Professional Practice when they are mentored through their ITT curriculum by mentors who are experts in their subject.
- The content of the curricula is sequenced in line with the faculty approach to progression on Professional Practice; introductory, developmental, and consolidation and **builds in opportunities for trainees to revisit key learning via a spiralised approach**.

Q: Do trainees need to demonstrate they are meeting the Teachers' Standards?
Yes, but this is done by following our curriculum rather than collecting evidence or complete specific tasks. Trainees are only assessed against the Teachers' Standards at the end of Year 3 or their PGCE. Progress is all about the curriculum.

Q: What about everything else a trainee needs to know which may not be covered in your curriculum?
As per current Ofsted and DfE guidance, our curriculum enables trainees to successfully transition from ITE into their ECT phase where they will follow the ECF.

Assessing progress during placement

- There are various mechanisms by which we assess trainees during their ITE. The most important of these is the **Weekly Development Summary** (WDS).
- **To make progress, trainees need to demonstrate what they know and know how to each week in relation**
- **to their curriculum**. The WDS is a **weekly formative check of the progress the trainee has made that week in relation to their curriculum**.
- During placement, **the mentor completes the WDS each during the weekly mentor meeting based on the curriculum we provide and using the formative questions.**
- We ask **mentors to provide opportunities for trainees to demonstrate what they know and what they can do in relation to the curriculum each week.** For example, provide an opportunity for a trainee to show that they understand how effective questioning can be used to check for and address misconceptions.
- The WDS provides opportunity for the mentor to list the additional support that trainee has had that week or **to indicate if the trainee is not making progress and that a Progress Support Plan may be needed.**



How does the paperwork capture progress at key points?

The paperwork support the curriculum progress model and records the progression the trainee is making on a weekly basis through the curriculum.

Once per week the mentor completes the **Weekly Development Summary.**	**Once per week** the mentor observes the trainee teaching using the **Lesson Observation form.**

● This is done in the weekly mentor meeting and will be sent to you to complete by the Course Lead.
● Y/N check against the curriculum for that week.
● Formative questions which the mentor asks the trainee and records on the WDS.
● Opportunities needed for targets to be met.
● Mentor confirms
  ○ Sufficient progress made
  ○ Progress made but this required additional support
  ○ No progress made and a Progress Support Plan may be needed.
● Mentor completes and trainee uploads for QA and tracking.
	● This can be a full lesson, part of a lesson, or any intervention work the trainee is doing with a small group.
	● Focuses on the curriculum for that week but also assess' the trainee subject and pedagogical knowledge.
	● Can be the same class/lesson if cover is not appropriate.
	● Mentor completes and trainee uploads for QA and tracking.

The Weekly Development Summary

Y/N if the trainee has shown what they know and can do

Discuss questions with trainee and record their responses

Welcome to the mentor Weekly Development Summary from the Department of Secondary and Further Education (AY 23/24) Week #					
Course: 'Working creatively with others to enhance life chances'					
Name of trainee		Trainee ID no.			
Name of mentor		Professional Practice phase			
Name of Link Tutor		Name of setting			
Programme		Week beginning			
Days trainee has attended this week	Monday	Tuesday	Wednesday	Thursday	Friday
Key reading for the week	Summary Limitations: Reference				
Support for mentoring in this subject					
Curriculum for the week	This week trainees should have demonstrated that they know:				Y/N
	1. 2. 3.				
	This week trainees should have demonstrated that they know how to:				Y/N
	1. 2. 3.				
Questions for mentor and trainee to discuss in mentor meeting	Q1: Mentor summary of trainee response: Q2: Mentor summary of trainee response: Q3: Mentor summary of trainee response				

Additional notes from mentor meeting	For example, review of subject knowledge, relevant CPD, arrangements for upcoming lesson observation school/department events etc.	
Trainee workload and well-being	Have strategies for workload been discussed?	Y/N
	Actions or follow up (if needed)	
	Has the trainee's wellbeing been discussed?	Y/N
	Actions or follow up (if needed)	
Opportunities identified for progress	To make progress through the curriculum the trainee needs to:	Opportunity agrees for trainee to practise, observe, or receive feedback on this target
	1.	
	2.	
	3.	

Current progress would suggest that the trainee is making sufficient progress through the curriculum to proceed:
☐ **Yes, trainee is making sufficient progress through the curriculum.**
☐ **Yes, trainee is making sufficient progress through the curriculum, but this has required additional support** (please list the additional support provided below. For example, a reduction in teaching load, additional meetings, use of team-teaching etc).

☐ **No, despite additional support the trainee is not making sufficient progress through the curriculum. A Progress Support Plan should be considered.**

Mentor Signature	
Trainee Signature	

Trainees should ensure this WDS is submitted by the deadline for the purpose of formative assessment. Failure to do prevents the Link Tutor from assessing their progress and may result in the trainee being placed on a Progress Support Plan.

Tick if trainee has made progress, progress but this needed support (and list support), or no progress and a PSP should be considered. We cannot start a PSP with this being ticked on the WDS.

The Lesson Observation form

Edge Hill University

Initial Teacher Education
Secondary Lesson Observation Form

Name of trainee	A. Roberts	Subject	RE
Name of mentor	A. Mentor	Key stage	KS3
Name of link tutor	L. Tutor	Class	7B1
Programme	PGCE RE	Number of learners in session	29
Professional practice Phase (please check box)	Introductory ☐ / Developmental ☒ / Consolidation ☐	Number of the lesson observation	4
School/setting name	Hogwarts High	Date	03/10/2022

Key points emerging from the session

Evidence of what the trainee knows, understands and can do.
Pedagogical knowledge. Use of assessment.

Questioning is used to good effect to re-cap and retrieve prior knowledge – go beyond facts however, this is somewhat low level retrieval and is largely from last lesson. I can see you are using your seating plan to target questions at pupils and ensure questions are purposeful and adapted for the pupils in front of you.

Good use of classroom talk to draw out information about the specific pillars from pupils rather than giving them the learning up front. This is well managed with good use of timings. Warning given to one group who start to veer off task - this works well and they are the first to answer when you ask for responses.

Pupils working in groups for pillar task – how have you arranged these? What support have you put in place? Some are struggling with the task at hand, you could have given some groups different wording on the sheet which would have generated the same learning (just in a more accessible way). Avoid creating different tasks for each group which limits what they are able to do.

Peer assessment task – you do well to construct a success criteria as a group and as a result this gives pupils much greater buy in when peer assessing work. This provides you with valuable insight into the learning and allows you to skip your next task in favour of moving on. Great!

Review of learning – pupils are able to demonstrate how they have moved on from last week but how you are you stretching those at the top end? You could have gone back to the relevance discussion and unpicked if opinions had changed.

Summary of your feedback. Probably the last box completed and will inform your feedback with the trainee

Subject and curriculum knowledge *(including use of pertinent research)*

- Clear demonstration of the 5 pillars and use of subject specific terminology. (e.g. Hajj rather than pilgrimage)
- Ensure you pick up on misconceptions, not all Muslims follow the 5 pillars. This is predominantly Sunni Islam - missed an opportunity to expand on this and develop knowledge further.
- Incorrect assumption that the 5 pillars are found in the Qur'an – they are derived from the practice and teaching of Muhammad
- Great discussion re: the relevance of the pillars today. This helps pupils to consider the relevance of religious practices in different contexts and the impact of COVID on Hajj. Could have been r… in the review,

Subject and pedagogical knowledge
Misconceptions
Terminology
Ways of knowing

Key strengths of lesson/session *(one must be subject related)*

☒ High Expectations and Managing Behaviour	○ Lots of practice for retrieval of prior learning from last lesson and a developing understanding of how the learning needs to be carefully sequenced so its builds on prior
☒ How Pupils Learn, Classroom Practice & Adaptive Teaching	○ Clear expectations for pupils throughout. Clear systems and routines help to keep the learning focussed and orderly
☐ Subject Knowledge and Curriculum	○ High level of professional behaviour throughout including modelling appropriate behaviour and language (inc. subject terminology)
☒ Assessment	○
☒ Professional Behaviours	

Opportunities for further development

Observing expert teachers/discussions with expert colleagues -i.e., subject coordinators.
Discussing/engaging with diversity and inclusion matters.
Observing/teaching learners with EAL and SEND.
Observing/teaching systematic synthetic phonics (SSP) and phonics and reading in secondary.

1. Look again at the teaching on retrieval and interweaving so that pupils are retrieving over a longer period of time and not just the previous lesson. You may want to explore observe how colleagues retrieve KS3 learning with KS4/GCSE. Rosenshine is a key text here.

Key strengths and opportunities needed for future development

Progress Support Plans

A Progress Support Plan (PSP) is the process we utilise when a trainee is not making sufficient progress through their curriculum **despite additional support**.

Mentor provided additional support to help trainee make progress and indicates this on the WDS. Approx. 2-3 consecutive weeks.

Mentor indicates on the WDS that progress has not been made despite the additional support.

Link Tutor, mentor, and trainee meet to agree PSP targets which the trainee needs to meet to get them back on track. Trainee initially given 7 days to action targets.

Link Tutor, mentor, and trainee meet after 7 days to review progress.

Progress made: Monitor via WDS
Partial progress made: PSP extended (max of 10 days).
Insufficient progress made: Conclusion of placement and referral to AHoD .

Link Tutor, mentor, and trainee meet after extension to review progress.

Progress made: Monitor via WDS
Insufficient progress made: Conclusion of placement and referral to AHoD.

Supporting trainee well-being and workload

As a department we are actively working to support trainee workload and we ask our mentors to support us in this endeavour. We ask mentors to:

- **Model a healthy work-life balance** including appropriate timings of emails, communications, and work requests.
- **Provide a timetable which focuses on opportunities to develop through the curriculum, rather than working to a specific teaching load/number of hours** (we provide suggested guidance to help mentors provide appropriate opportunities).
- **Model to trainees how to manage the workload of a teacher/lecturer**. For example, by making use of a marking timetable to deal with busy periods of marking activity.
- **Deliver and support with our curriculum in line with where the trainee is at in their ITE journey noting their status as novice teachers** and the support they will be offered as an ECT or as someone transitioning into QTLS (Further Education).
- **Implement the guidance Ofsted by not requiring trainees to produce onerous lesson plans** (once a level of competence is reached) and **discouraging trainees from artificially creating distinct tasks for different groups of learners** (instead the focus is on adapting their teaching accordingly).
- **Discuss workload and well-being strategies each week in the mentor meeting and record the discussion on the WDS**.
- **Discuss any concerns about workload and well-being with the trainee and their Link Tutor.** This enables the Link Tutor to provide an appropriate support.
- **Signpost trainees to the support available via the Edge Hill Well-being team** https://www.edgehill.ac.uk/departments/support/studentservices/wellbeing/

Teaching responsibilities and PPA: The introductory phase

Prior to Professional Practice starting, mentors and leads will be able to download the Professional Practice Handbook for Secondary. This will include guidance on suitable teaching timetables and how trainee workload should be structured. **Trainees will need to be provided with a timetable for Monday-Friday.**

Overview & workload expectations	Additional responsibilities & notes
Introduces trainees to the expectations of the profession including ways to manage workload and professional behaviours. As part of their induction to the setting, trainees should be given opportunity to undertake an initial period of focussed observation (approx. first 2 weeks) with opportunities to observe expert colleagues both in and outside of their subject so they experience a range of high-quality Teaching & Learning strategies within the Secondary phase. Teaching on this placement will begin as taking part of a lesson (e.g., starter, explanation) and/or undertaking team teaching before the trainee incrementally takes on solo responsibility for a class. **Teaching timetables should incrementally build up to approximately 5-7 hours per week across the subject in which the trainee is training to teach**. Teaching in this phase may include team teaching or supporting small groups of pupils alongside their solo teaching (and as part of the approx. 5-7 hours per week). **In addition to their teaching hours, trainees should have 3-4 hours per week of structured Planning, Preparation and Assessment (PPA) time on their timetable.**	**Teaching should take place wholly within the subject in which the trainee is training to teach.** Those training in biology, chemistry or physics are expected to contribute to all 3 disciplines at Key Stage 3. **Trainees should be provided with opportunities to observe, dialogue, or meet with expert colleagues in line with their targets and curriculum for that week.** **Trainees will need to be available 13:00-15:00 each Thursday for online teaching.** A subject-specific ITE curriculum is provided for trainees to follow each week throughout their duration of their placement. **This is the model of progression.**

Teaching responsibilities and PPA: The developmental phase

Prior to Professional Practice starting, mentors and leads will be able to download the Professional Practice Handbook for Secondary. This will include guidance on suitable teaching timetables and how trainee workload should be structured. **Trainees will need to be provided with a timetable for Monday-Friday.**

Overview & workload expectations	Additional responsibilities & notes
Requires trainees to continue with periods of observing expert colleagues, but alongside this there is an increase in their teaching load and the related responsibilities which come with this (such as marking). Trainees should be given opportunity to observe and/or support classes before taking on responsibility for them. Teaching on this placement may include some periods of support and/or team teaching however this should be predominantly solo teaching. **Teaching timetables should incrementally build up to approximately 8-10 hours per week across the subject in which the trainee is training to teach.** Teaching hours should predominantly be solo teaching with some lessons of team-teaching or where the trainee acts as support. **In addition to their teaching hours, trainees should have 4-6 hours per week of structured Planning, Preparation and Assessment (PPA) time on their timetable.**	**Teaching should take place wholly within the subject in which the trainee is training to teach.** Those training in biology, chemistry or physics are expected to contribute to all 3 disciplines at Key Stage 3 and there may be some 'humanities' teaching for RE, Geography, or History trainees. All trainees should be supported to undertake some teaching of **PSHE and/or RSE.** **Trainees should be provided with opportunities to observe, dialogue, or meet with expert colleagues in line with their targets and curriculum for that week.** **Trainees will need to be available 13:00-15:00 each Thursday for online teaching.** A subject-specific ITE curriculum is provided for trainees to follow each week throughout their duration of their placement. **This is the model of progression.**

Teaching responsibilities and PPA: The consolidation phase

Prior to Professional Practice starting, mentors and leads will be able to download the Professional Practice Handbook for Secondary. This will include guidance on suitable teaching timetables and how trainee workload should be structured. **Trainees will need to be provided with a timetable for Monday-Friday.**

Overview & workload expectations	Additional responsibilities & notes
The **consolidation placement** builds on the two previous phases and has an emphasis on an increased level of responsibility for whole class-teaching, an increased teaching load and a focus on building on targets from the developmental phase with a view to preparing trainees for their next stage as an Early Career Teacher. **At the end of this phase, trainees should be ready to transition into the Early Career Framework with the support this brings.** There is the expectation that teaching at this phase is largely solo teaching with only some aspects of support and/or team teaching (as a supportive measure). **Teaching timetables should incrementally build to approx. 12-15 hours per week across the subject in which the trainee is intending to specialise**. These hours should predominantly be solo teaching and in the subject in which the trainee is training to teach. **In addition to their teaching hours, trainees should have 5-6 hours per week of structured Planning, Preparation and Assessment (PPA) time on their timetable.**	**Teaching should take place wholly within the subject in which the trainee is training to teach.** Those training in biology, chemistry or physics are expected to contribute to all 3 disciplines at Key Stage 3 and there may be some 'humanities' teaching for RE, Geography, or History trainees. All trainees should be supported to undertake some teaching of **PSHE and/or RSE. It may also be appropriate for the trainee to support or have experience of teaching KS5/A level (where appropriate and available).** **Trainees should be provided with opportunities to observe, dialogue, or meet with expert colleagues in line with their targets and curriculum for that week.** **Trainees will need to be available 13:00-15:00 each Thursday for online teaching.** A subject-specific ITE curriculum is provided for trainees to follow each week throughout their duration of their placement. **This is the model of progression.**

Taking the next step with your mentor training

- From 2024-25, the DfE require all mentors to completed 20 hours of mentor training (a mixture of synchronous and asynchronous delivery) prior to a placement starting.
- To support mentor workload, Edge Hill is working in conjunction with other ITE providers in the region to provide the bulk of these hours online, asynchronous, and ‘common’ to all.
- There will be 8 hours which are Edge Hill specific.

In anticipation of this additional requirement, for 2023-24 we are asking mentors to undertake 4 tasks before a placement starts and to ensure they are trained:

- Phase specific training (this session) ✅
- Course specific training (delivered by Link Tutors)
- The craft of being a mentor & models of mentoring (asynchronous)
- Utilising the mentor space and documentation (asynchronous)

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