Secondary course and phase specific mentor training
Secondary PGCE Computing: Introductory mentor training
AY 24/25

This session will cover:

- The PGCE Computing ITE curriculum for the introductory placement
- Abayasa, placement paperwork and the weekly mentoring cycle
- Progress Support Plans: supporting trainees who are not making progress
- Quality Assurance checks and mentor feedback
- Teaching expectations throughout the introductory placement
- Trainee induction into their new setting
- Online teaching on a Thursday
- Expectations of lesson planning and workload
- Mentor training for 2024/25 and funding.

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**. This is specific to the subject in which they are training.
- Each 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**.
- **Contingent on meeting the milestones in the curriculum over the course of their ITE, we recommend trainees for the award of QTS at the end of their course.**
- 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**.

Key features of the ITE Computing Curriculum during the introductory phase:

- Development of computing curriculum knowledge covering digital literacy, information technology and computer science
- Understanding how to support pupils' acquisition of computing knowledge using key concepts, terms and vocabulary
- Research-informed pedagogical approaches for teaching computing
- Subject knowledge progression and sequencing in computing across key stages
- Using assessment to identifying computing misconceptions
- Coherent lesson planning and teaching of computing for all
- Subject audits and development

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.
- The Secondary Professional Practice handbook and the mentor site contain exemplars of both forms.
- **Both forms are completed online (Abayasa) and submitted by the mentor. There are no paper copies of forms in 2024/5.**

Once per week in the mentor meeting the mentor completes the **Weekly Development Summary.**	**Once per week** the mentor observes the trainee teaching using the **Lesson Observation form.**
- This **completed in the weekly mentor meeting**, **by the mentor** and is an **online form** completed on Abaysa. - Is the trainee making progress? - Formative questions which the mentor asks the trainee and records on the WDS inc questions about professional behaviours. - 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 submits during the weekly mentor meeting.**	- This **completed once per week** and is an **online form** completed on Abaysa. - It is **started by the trainee (before the observation), added to by the mentor (during the observation)** and then **the mentor and trainee complete it together (after the observation)**. - The observation 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 and on the skill(s) the trainee is practising and receiving feedback on. - Can be the same class/lesson if cover is not appropriate. - It is subject specific. **Mentor and trainee complete the form together and submit during the lesson observation discussion.**

Abayasa

- For 2024/25, we have moved away from paper-based forms for the WDS and the lesson observation form. Both forms are now **online** and enable the **mentor to complete and submit** for Link Tutor QA.
- Every Friday from 12pm, the WDS for the following week will be available for you and your trainee to view in advance. You won't receive the WDS via an email attachment as you may have done in the past.
- The ITE curriculum for each subject allows you to see the curriculum for the whole year/course and is available via the mentor site.
- The lesson observation form is subject specific. One of these will be available for you to complete each week.
- Both forms will need to be submitted by the mentor by 5pm Friday for the relevant week.
- Abaysa will also enable trainees to record their attendance each week (which mentors will authorise).

The Weekly Development Summary

- The **WDS is a central tenant of our assessment strategy** on our ITE programmes.
- **To make progress, trainees need to demonstrate what they know and know how to each week in relation to their curriculum**. The trainee also needs to **demonstrate the appropriate professional behaviours** required of those entering the profession.
- The WDS is a **weekly formative check, carried out by the mentor, of the progress the trainee has made that week in relation to their curriculum and in relation to their professional behaviours**.
- **The mentor completes the WDS each during the weekly mentor meeting based on the curriculum** we provide and **using the formative questions.** It therefore **also provides mentors with an agenda for the mentor meeting each week. Trainees should not be asked to complete any part of their WDS.**
- When setting targets, **mentors are asked to explicitly list the opportunities available for trainees to demonstrate the required skills/understanding**.
- The WDS provides opportunity for the mentor to **list the additional support that trainee has had (if any)** and/or **to indicate if the trainee is not making progress and that a Progress Support Plan may be needed.**
- **We cannot start a trainee on a Progress Support Plan (which may lead to the early conclusion of the placement) unless the WDS indicates that additional support has already been put in place and this has not been effective**.

The Weekly Development Summary

- The WDS is completed on Abyasa by the mentor each week, during the weekly mentor meeting.
- Many of the sections will be pre-populated to help you as a mentor

Curriculum for the week: Indicate Y/N against the different aspects of the curriculum for that week

Key reading for the week
Support for mentors with the curriculum focus
Curriculum for the week
Questions for mentor and trainee to discuss in mentor meeting
Additional notes from mentor meeting
Trainee workload and well-being
Opportunities identified for progress
Progress
Signature

This week the trainee should have demonstrated that they know:

1: Inclusive teaching requires adaptive approaches to make provision for all learners needs underpinned by high expectations that stretch and challenge for successful learning.
○ Yes   ○ No
Last updated: --

2: The importance of prior knowledge about the leaner and their needs specific to the educational setting. These are mandatory responsibilities such as safeguarding procedures and SEND code of conduct when working closely with the SENCO.
○ Yes   ○ No
Last updated: --

3: Teaching assistants (TAs) can support pupils most effectively when teachers plan their deployment and make use of their expertise.
○ Yes   ○ No
Last updated: --

This week trainees should have demonstrated that they know how to:

1: Explain what Adaptive Teaching is and identify barriers to learning in English.
○ Yes   ○ No
Last updated: --

2: Research specific areas of need and suggest methods to adapt planning to reduce or remove learning barriers, for example adapting resources, using additional support, effective modelling and scaffolding or flexible grouping.
○ Yes   ○ No

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Edit

Q1: Explain how teachers use data to ensure their planning and teaching is inclusive, with example(s).

Mentor summary of trainee response

Last updated: --

Q2: Explain the concept of Adaptive Teaching and identify how this could be used to adapt teaching of a topic in English to address a specific pupil need.

Mentor summary of trainee response

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Questions for mentor and trainee to discuss: These are the formative questions, linked to the curriculum for that week. Use these questions to ascertain what the trainee knows and summarise their responses in the space provided.

Based on the curriculum for this week, which skill(s) need(s) development

Black ▾ B I U

Last updated: --

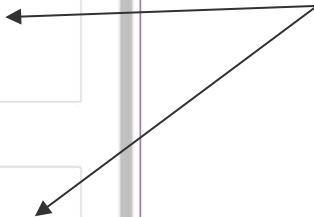How, where and/or when could the trainee observe, practice and or receive feedback on these skills?

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Opportunities identified for progress: What skill(s) does the trainee need to develop to make progress?
How, where and/or when could they have opportunity to observe, practice and/or receive feedback on these skills?

Progress: Considering the curriculum for that week, and their professional behaviours, has the trainee made sufficient progress?

There is a space provided to provide details of any additional support the trainee has been given.

We are unable to start a Progress Support Plan, without the 3rd/final box being checked on the WDS.

Current progress would suggest that the trainee is making sufficient progress through the curriculum to proceed:
○ Trainee is making sufficient progress through the curriculum and has demonstrated appropriate professional behaviours
○ Trainee is making sufficient progress through the curriculum but this has required additional support
○ Despite additional support the trainee is not making sufficient progress through the curriculum and/or has not displayed the appropriateprofessional behaviours. A Progress Support Plan should be considered

Last updated: --

Please list the additional support provided below. For example, a reduction in teaching load, additional meetings, use of team-teaching etc.

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Last updated: --

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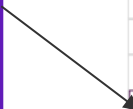
Progress Support Plans

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

4. 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 .

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

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

3. 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.

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

Progress made: Monitor via WDS
Insufficient progress made: Referral to AHoD for consideration of next steps. This may include concluding the placement early.

The Lesson Observation form

Yellow boxes are completed by the trainee in advance of the lesson observation. Trainees should outline **the skill(s) they are practising** and **how they have planned for this**. **Their feedback should be related to this skill(s).**

Blue boxes are completed by the mentor during the lesson observation. This may be a whole lesson or a part of a lesson. This feedback forms the basis of the observation feedback. **The feedback should relate to the skill(s) which the trainee is practsing for that week (taken from the curriculum focus)**

Purple boxes are completed by mentor and trainee during the observation feedback. This should **identify the skill(s) which need development, where/when/how trainees can practice, observe and/or get feedback on the skill(s)** and **who needs to organise this opportunity.**

Trainees should be **observed by their mentor once per week**. This can be a **whole or part of a lesson**. Observations can commence as soon as the trainee undertakes a teaching activity.

Sections in yellow be completed by the trainee prior to the lesson observation			
Name of trainee		**School/setting name**	
Name of mentor		**Key stage**	
Name of link tutor		**Class**	
Programme/course		**Number of learners in session**	
Professional practice phase	Introductory Developmental Consolidation	**Date**	

What skill(s) are you practising and receiving feedback on during this observation? (based on the weekly curriculum and prior targets). How have you planned for this in your lesson?

Sections in blue be completed by the mentor during the lesson observation
What makes this an effective [subject] lesson (in line with the curriculum this week)?
What pertinent research has the trainee used to plan/deliver this lesson? (e.g. Ofsted Research Review, this week's engaged reading text, [Other Subject Specific text])
What strengths of subject, curriculum and pedagogical knowledge has the trainee demonstrated?
What are the areas of strength observed and what is the impact on learners?

Sections in purple to be completed by trainee and mentor during observation feedback		
Which skills need development?	How, where, or when could the trainee observe, practise, and/or receive feedback on these skills?	Who needs to organise this opportunity? Trainee/Mentor/Link Tutor/Other expert colleague

Providing opportunities for trainees

- To assist them in making progress through their curriculum**, trainees will need to be provided with targets which identify opportunities to practise, observe, receive feedback, or to learn from expert colleagues** .
- Identifying these opportunities forms part of your **weekly mentor meeting** and is **recorded on the WDS**.

Sections in purple to be completed by trainee and mentor during observation feedback		
Which skills need development?	How, where, or when could the trainee observe, practise, and/or receive feedback on these skills?	Who needs to organise this opportunity? Trainee/Mentor/Link Tutor/Other expert colleague
Cold calling questioning	Practise with 7A2 on Thursday	Trainee
Adapting for SEND learners	Observe SENCO teaching her group	Mentor to chat to SENCO
Managing chatter	Practise & feedback with GCSE class	Trainee & mentor

- Opportunities can go beyond lesson observations.
- For example
  - Observing an expert colleague and then questioning them on an aspect of their practice
  - Receiving feedback from their mentor after a lesson observation
  - Speaking with expert colleagues (for example DSO, SENCO, Subject Lead etc)
  - Having a skill or aspect modelled to them
  - Being directed to research, resources, or prior learning from EHU
  - Making use of resources from IRIS connect
- **Suggested opportunities are provided each week in the FE ITE curriculum document**

WORK IN PROGRESS

Making use of the weekly mentor meeting

Edge Hill University
Weekly Cycle for Mentoring

1 Managing Cognitive Load

Review
Using the Weekly Development Summary (WDS) as a record, the trainee and the mentor review the EHU curriculum content for the week, this provides a focus and is sequenced incrementally to manage cognitive load.

2 Revisiting Prior Learning

Questioning
The weekly Development Summary includes questions that the mentor can use to review prior learning and assess that the student has the relevant knowledge in order to benefit from opportunities to practise in a given week.

3 Instruction

Observation of Experts
Trainees should be given focused and deliberately chosen opportunities to observe expert colleagues and analyse what they have seen throughout their teaching practice. Vitally, these observations should be planned and selected by the mentor as instructional opportunities.

4 Rehearsal / Monitoring and Feedback

Practice and Feedback
The mentor will observe the trainee's practice, focusing on a particular technique, strategy or component of teaching, as appropriate to that week's curriculum. Sherrington and Caviglioli (2021) argue that mentors need to 'call your shots' and make the focus of the observation clear beforehand.

5 Progress against the EHU Curriculum

Reflection
A weekly development summary (WDS) of progress against the EHU ITE curriculum is completed, and the trainee reflects on progress. The cycle begins again at step1.

- The 1-hour mentor meeting between you and your trainee should take place once a week. It can take place during the school day or immediately before or after school. If you are supporting more than 1 trainee, each trainee will need their own meeting.
- Please schedule the meeting and include this on the trainee timetable. This helps the trainee to prepare for their meeting and helps them to manage their workload.
- The focus of the meeting will be the completion of the WDS and the assessment of the progress the trainee has made that week.
- There are sections on the WDS for you to record anything else which was discussed in the mentor meeting (such as workload, tasks to complete, well-being etc) so please use it like an agenda.
- At the end of the meeting, please submit the WDS for that week
- As a supportive measure and to assist with your mentoring, on occasion your Link Tutor may wish to join your mentor meeting. They will do this 'virtually'.

QA checkpoints to support mentoring

- In line with the current expectations from the DfE and Ofsted, **trainees are assessed during their placement via their school-based mentor making use of the curriculum provided**. This is supported by regular and ongoing Quality Assurance throughout.
- There are **4 points of contact from the Link Tutor with Quality Assurance, mentor support, and feedback on mentoring a focus of each.**

> **QA1: Pre-placement support: Online meeting with Link Tutor before the placement starts with mentor and trainee.**
>   - Focus: arrangements for mentor training and any additional support the trainee may require
> **QA2: Feedback on the WDS: Online meeting with Link Tutor and mentor within 3 weeks of placement start date**
>   - Focus: feedback for the mentor on the quality of their WDS'
> **QA3: Seeing the mentoring in action: Attendance at a mentor meeting or during a lesson observation.**
>   - Focus: feedback for the mentor on the effectiveness of their mentoring.
> **QA4: Triangulation and confirmation of trainee progress**
>   - Focus: submission of final WDS, target setting for next phase of ITE and conclusion of placement.

Providing mentors with feedback on their mentoring at QA2&QA3

- It is important to us that mentors feel **supported** but also **developed in their role**. Part of our mentoring strategy is that mentors receive **feedback on their mentoring throughout the placement**.
- This happens specifically at **QA2 & QA3.**

- This feedback will be:
  - **Verbal:** Built into our QA checkpoints throughout the placement
  - **Written**: Available via our 'Abaysa' platform which all mentors receive a log in for. This may often be summary of the verbal feedback already provided.
  - Focussed on **key aspects of the mentoring** such as its effectiveness for the trainee, the use of the WDS, setting targets, providing opportunities, supporting the development of the trainee.
  - Focussed on **Quality Assuring the mentoring** which the trainee is receiving and **identifying ways in which mentoring may be developed**.

Teaching responsibilities and PPA: The introductory phase (2nd October-19th December)

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.**

Phase	Introductory			
Minimum hours in classrooms (including observing, teaching, co-teaching each week.)	**A minimum of 5 hours (on average 1 per day) per week** considering the prior knowledge and experience of your trainee. This should build incrementally throughout the placement in a supportive manner. **Total teaching hours should not exceed 7 hours per week** at this phase to help trainees manage their workload.			
Mentoring - Minimum hours of mentoring each week	1.5 hours. (This includes your weekly observation and weekly development meeting)			
Planning, Preparation and Assessment (PPA) time	Trainees should have **2-3 hours per week of structured Planning, Preparation and Assessment (PPA) time on their timetable**. This should be identified on their timetable and is directed time for trainees to plan, prepare, and assess in relation to their teaching.			
Subject coverage	• All trainees must have an opportunity to **plan, teach and assess at Key Stage 3 and Key Stage 4 in their specialist subject** in line with the minimum hours. They **should not be expected to teach outside of their specialist subject**. This exception to this is Science trainees who can be expected to contribute across all 3 science disciplines. • Teaching in this phase may take the **form of team teaching, teaching small groups, and solo teaching.**			
Wider opportunities	Support an extra-curricular club	Support an assembly or collective worship.	Attend staff meetings	Attend education visits/trips
	Parents evening or event and report writing	Undertake duties with supervision (before/after school, break, bus)	Set homework	Supporting during form/pastoral period

Intensive Training and Practice (ITaP)

As part of the curriculum for the developmental and consolidation placement, trainees will complete an ITaP during their introductory phase:

- **W/b 30.09.24 (week 6): Creating a culture of inclusion for all learners** *(Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed (Adaptive Teaching, 5)*

Trainees will need to have **opportunities to observe and reflect upon expert practice which focuses on this specific aspect of their practice**. They will be **supported to understand exactly what it is that makes such practice effective and to think about how it could be embedded in their own teaching**. They will need to have the **opportunity to apply what they have learned, deconstruct practice, and receive feedback from expert colleagues such as their mentors**.

The intention is to consolidate trainee understanding of how the research evidence base underpinning their ITE curriculum should shape teaching practice, deepening their understanding of theory and practice and increasing trainee confidence to teach using effective questioning.

Mentors will be provided with resources and handbooks in advance to support the trainee including information about the opportunities trainees will need to be afforded and what skills they need to see demonstrated and unpicked.

The focus on inclusive and adaptive practice has been chosen as an early ITaP to enable trainees to recognise the importance of putting inclusive and adaptive practice at the heart of their teaching, rather than as a 'bolt on'.

ITaPs are a blend of centre- and school-based activities to:

· **Introduce**: support trainees' learning about the theory of teaching and learning around a given aspect of pivotal practice (e.g questioning)

· **Analyse**: support trainees to analyse and deconstruct expert teaching

· **Prepare**: provide opportunities for trainees to use approximations to practice and get expert feedback

· **Enact**: support trainees to apply their learning in the classroom in different scenarios and contexts

· **Assess**: monitor trainees' knowledge and skills

Intensive Training and Practice (ITaP)

During the ITaP week, trainees will:

- **Only attend placement Wednesday-Friday**. They will spend the Monday and Tuesday of that week on campus. Their campus sessions will involve a mixture of lectures, workshops, role plays, digital simulations, and periods of engaged reading. This means trainees will start their placement on **Wednesday 2nd October.**

- **Only be required to observe colleagues, practice, and receive feedback related to the specific aspect of their practice** (i.e. professional behaviours). This may mean there are other, unrelated activities they don't engage with for that week.

- **Need to be given a significantly reduced timetable.** Trainees will only need opportunities to practice and receive feedback on the specific aspect of their practice and do not need to be teaching a set number of hours. They will also need to be available to undertake additional observations of expert colleagues and related activities.

- **Need to be assessed at the end of the week.** If possible, we ask that the mentor meeting for that week is arranged for the Friday so mentors can assess progress at the end of the ITaP via the WDS.

Trainees and mentors will be provided with a resource handbook for each ITaP which includes the timetable for the week and additional information. There is also a dedicated ITaP section on the mentor site.

It may be useful to combine some of the ITaP activities with those related to induction (e.g. Meeting the SENCO).

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Trainee induction activities

To support and welcome trainees into their new setting, we ask mentors to provide **induction activities** for all trainees as part of their **first week and second week in the setting**. This can mirror the same arrangements which are in place for new staff:

- Any **safeguarding and Prevent** training which is required for new members of staff and related policies (this would be in addition to the L1&L2 training trainees have already done).
- Any **key policies** which are shared with new staff (e.g. policies related to assessment, behaviour, staff conduct/attendance/punctuality, whistle blowing etc).
- Introduction to **key colleagues** within the department/faculty/school **including DSO**.
- **Familiarity with the school and location of key resources** (e.g. reprographics, support teams etc)
- Access to **departmental resources including schemes of learning, assessment guides/process etc**.
- **Organisation of an appropriate timetable** using the guidance provided in this training and the Professional Practice handbook. This will need to be shared with your Link Tutor at the earliest opportunity and in time for the first QA meeting.

- Please spread these activities out over the first two weeks of the placement, noting that trainees will be undertaking their ITaP during w/b September 30th

- You may also wish to combine some of the ITaP and induction tasks (e.g. meeting with SENCO)

Online teaching

- To ensure we **deliver our curriculum at the most appropriate time of their training, we deliver to trainees every Thursday afternoon (1-3pm) via online teaching**.

- This also provides opportunities for **pastoral support**

- **Trainees will need to be off-timetable on a Thursday afternoon (1pm-3pm)to engage in their online session**. This will be **every week throughout the placement including during the ITaP.**

- Trainees will need to directed to a quiet space within their setting to be able to access and participate in the online session within their setting.

- Allowing trainees to leave placement early on a Thursday (and join at home) disrupts their attendance and their teaching timetables. Any concerns/challenges, please speak to your Link Tutor who can support.

- It may be useful to help trainees identify a suitable space as part of their induction to the setting.

Expectations of lesson planning and trainee workload

- Trainees will need support and guidance as they learn how to use lesson plans to support their teaching and learning activities. **There is no requirement for trainees to be completing onerous lesson plans once they have demonstrated their competency.** We would expect almost all trainees will need to complete a lesson plan for the entirity of their introductory placement.

- **Lesson planning proformas are there as a scaffold at the outset** and should be removed (or reintroduced) as/when they are needed (or not). However, **this would almost certainly be during the latter stages of later placements rather than during the introductory phase**.

- *When should trainees submit their lesson plans?* A suggestion of **48hrs in advance of the lesson**, as this **allows time for mentors to review** the lesson plan and resources, and then **provide feedback** with enough time for the trainee to make any required changes.

- *Managing workload:* It is important for the trainee to have modelled to them how colleagues manage their workload, in order to promote positive wellbeing and **workload management.** 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.
  - **Model to trainees how to manage the workload of a teacher**. 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.
  - **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** where you have concerns https://www.edgehill.ac.uk/departments/support/studentservices/wellbeing

Edge Hill University | Faculty of Education

Initial Mentor assessment

Course specific briefing
Teams

Core Mentor training 2023-25

Mentor Space

QA 1-4 checkpoints with Link tutor

OMNIS OPTIONAL UNITS
for those who have not completed NPQ, MA, ECF (since 2016)
Bite sized professional development units (Behaviour, Supporting Inclusive Mentoring, ITaPs)

Impact of mentoring/record of training for DFE reform funding