



Edge Hill University

Department of
Secondary
and Further Education

Further Education and Skills (FES) specific mentor training

AY 24/25

This session will cover:



- The FES ITE curriculum
- 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 placement
- Online teaching on a Friday
- Expectations of lesson planning and workload

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 QTLS phase.**
- **Contingent on meeting the milestones in the curriculum over the course of their ITE, we recommend trainees for the award of QTLS at the end of their course.**
- There is **no separate curriculum for college-based experience.** The specific ITE curricula for each course encompass all aspects of college-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 spiralsed approach.**

Key features of the ITE FES Curriculum:

- Benchmarked against the Occupational Duties for those working with learners in the FE sector
- Enables trainees to meet the requirements for QTLS once in post
- Focus on key skills, such as planning, behaviour, adaptive teaching, embedded in key theories and evidence based practice.

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 FE Professional Practice handbook and the mentor site both contain exemplars of both forms.
- The mentor completes all paperwork

Once per week in the mentor meeting the mentor completes the **Weekly Development Summary**.

- This is done in the weekly mentor meeting and will be sent to you to complete by the Course Lead.
- 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 during the mentor meeting for the trainee to upload for QA of mentoring and progress tracking.

Once per week the mentor observes the trainee teaching using the **Lesson Observation form**. **This is subject specific**.

- 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 and on the skill(s) the trainee is practising and receiving feedback on.
- Can be the same class/lesson if cover is not appropriate.
- Trainees and mentor complete sections of the form which the trainee uploads for QA of mentoring and triangulation with the WDS.



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 FES 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.** 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 (e.g. Observe mentor teaching BTEC class to see how they check for misconceptions with questioning)
- 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



Welcome to the mentor Weekly Development Summary from the Department of Secondary and Further Education (AY 23/24)

'Working creatively with others to enhance life chances'

This form should be completed by the mentor during the Weekly Mentor Meeting.

Name of trainee		Trainee ID no.	
Name of mentor		Professional Practice phase	
Name of Link Tutor		Name of setting	
Course		Week number	

Days trainee has attended this week	Monday	Tuesday	Wednesday	Thursday	Friday
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Y/N if the trainee has shown what they know and can do

Discuss questions with trainee and record their responses

Identify skill(s) to be developed and opportunity (ies) arranged

Questions for mentor and trainee to discuss in mentor meeting	<p>Q1: Mentor summary of trainee response:</p> <p>Q2: Mentor summary of trainee response:</p> <p>Q3: Mentor summary of trainee response:</p> <p>Q4: Has the trainee demonstrated the appropriate professional behaviours required of those training to teach? Y/N (if N, please provide details)</p>	
Additional notes from mentor meeting	<p>For example, review of subject knowledge, relevant CPD, arrangements for upcoming lesson observation, school/department events etc.</p>	
Trainee workload and well-being	<p>Have strategies for workload been discussed?</p> <p>Actions or follow up (if needed)</p>	Y/N
	<p>Has the trainee's well-being been discussed?</p> <p>Actions or follow up (if needed)</p>	Y/N
Opportunities identified for progress	<p>Based on the curriculum for this week, which skill(s) need(s) development?</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p>How, where, and/or when could the trainee observe, practice and/or receive feedback on these skills?</p>
Curriculum for the week	<p>This week trainees should have demonstrated that they know:</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>This week trainees should have demonstrated that they know how to:</p> <p>1.</p> <p>2.</p> <p>3.</p>	

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 and has demonstrated appropriate professional behaviours.
 Yes, trainee is making sufficient progress through the curriculum, but they have 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 and/or has not displayed the appropriate professional behaviours. A Progress Support Plan should be considered.

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.

Making use of the weekly mentor meeting



1. Using the curriculum, review the content for that week with your trainee. Focussing just on the curriculum reduces the cognitive load and provides a clear focus for the trainee learning that week.
2. Using the questions provided on the WDS, question and probe the trainee to review their prior learning. Use this to inform the plan for the opportunities they will need that week to practise.
3. Identify opportunities for the trainee to observe and questions experts in line with the curriculum that week and based on their prior learning (point 2) and include this on the WDS.
4. Identify opportunities for the trainee to practice and receive feedback in line with the curriculum for that week and include this on the WDS.
5. In the next mentor meeting, review the progress against the curriculum (using the questions) and record on the WDS. Start cycle for the next week at step 1.

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**.

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

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

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.

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 .

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 practising 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 L2 class on Thursday	Trainee
Adapting for SEND learners	Observe SENCO teaching L1 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**



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 **5 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: Feedback on the WDS: Online meeting with Link Tutor and mentor**
 - Focus: feedback for the mentor on the quality of their WDS'
 - **QA5: 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.

Providing mentors with feedback on their mentoring at QA points.



- 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 **QA 2,3,4 & 5**.
- This feedback will be:
 - **Verbal:** Built into our QA checkpoints throughout the placement
 - **Written:** Available via our 'InPlace' 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**.

Contrasting Placement

- All trainees need to spend 2 weeks in a setting significantly different to their own.
- This can be within the same college
- They need to see a variety of different teaching styles and students, so L1 vs L3, academic vs vocational, SEND or ESOL.
- Ideally will be in the weeks commencing 28th October and 4th November.
- During those weeks they will not be expected to meet with you and will complete the WDS with link tutors.

Teaching responsibilities and PPA: The introductory phase:

Phase	Introductory (week 7-18)			
Minimum hours in classrooms (including observing, teaching, co-teaching each week.)	<p>Full time trainees: 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.</p> <p>Total teaching hours should not exceed 7 hours per week at this phase to help trainees manage their workload.</p> <p>Part-time trainees (WMC only): A minimum of 3 hours per week considering the prior knowledge and experience of your trainee. This should build incrementally throughout the placement in a supportive manner.</p> <p>Total teaching hours should not exceed 5 hours per week at this phase to help trainees manage their workload.</p>			
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	<p>Full time trainees: Trainees should have 2-3 hours per week of structured Planning, Preparation and Assessment (PPA) time on their timetable.</p> <p>Part-time trainees (WMC only): Trainees should have 1-2 hours per week of structured Planning, Preparation and Assessment (PPA) time on their timetable.</p>			
Subject coverage	<ul style="list-style-type: none"> • All trainees must have an opportunity to plan, teach and assess wholly within in their specialist subject in line with the minimum hours. • They should not be expected to teach outside of their specialist subject and should not be expected to teach on a range of courses/across a range of levels. • Teaching in this phase may take the form of team teaching, teaching small groups, and solo teaching. 			
Wider opportunities	Support an extra-curricular club	Contribute to revision activities	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

Teaching responsibilities and PPA: The developmental phase:

Phase	Developmental (week 20-28)			
Minimum hours in classrooms (including observing, teaching, co-teaching each week.)	<p>Full-time trainees: A minimum of 10 hours (on average 2 per day) per week considering the prior knowledge and experience of your trainee. This should build incrementally throughout the placement in a supportive manner.</p> <p>Total teaching hours should not exceed 12 hours per week at this phase to help trainees manage their workload.</p> <p>Part-time trainees (WMC only):A minimum of 5 hours per week considering the prior knowledge and experience of your trainee. This should build incrementally throughout the placement in a supportive manner</p>			
Mentoring - Minimum hours of mentoring each week	<p>1.5 hours. (This includes your weekly observation and weekly development meeting)</p>			
Planning, Preparation and Assessment (PPA) time	<p>Full-time trainees: Trainees should have 4-5 hours per week of structured Planning, Preparation and Assessment (PPA) time on their timetable.</p> <p>Part-time trainees (WMC only): Trainees should have 2-3 hours per week of structured Planning, Preparation and Assessment (PPA) time on their timetable.</p>			
Subject coverage	<ul style="list-style-type: none"> All trainees must have an opportunity to plan, teach and assess wholly within in their specialist subject in line with the minimum hours. Most trainees can be expected to teach their specialist subject across an increasing range of courses/levels so they begin to experience the range of teaching within FE (e.g. Functional skills, GCSE/L2, BTEC, T-Levels, A level). Teaching in this phase will increasingly take the form of solo teaching with some aspects of team teaching and teaching small groups (if/where appropriate). 			
Wider opportunities	Support an extra-curricular club	Lead on revision activities	Attend staff meetings	Attend and contribute to 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 including delivery of any curriculum

Teaching responsibilities and PPA: The consolidation phase:

Phase	Consolidation (week 31-39)			
Minimum hours in classrooms (including observing, teaching, co-teaching each week.)	<p>Full-time trainees: A minimum of 12 hours (on average 2.5 per day) per week considering the prior knowledge and experience of your trainee. This should build incrementally throughout the placement in a supportive manner.</p> <p>Total teaching hours should not exceed 15 hours per week at this phase to help trainees manage their workload.</p> <p>Part-time trainees (WMC only): A minimum of 6 hours (on average 2.5 per day) per week considering the prior knowledge and experience of your trainee. This should build incrementally throughout the placement in a supportive manner.</p> <p>Total teaching hours should not exceed 8 hours per week at this phase to help trainees manage their workload.</p>			
Mentoring - Minimum hours of mentoring each week	<p>1.5 hours. (This includes your weekly observation and weekly development meeting)</p>			
Planning, Preparation and Assessment (PPA) time	<p>Full-time trainees: Trainees should have appropriate amounts of structured Planning, Preparation and Assessment (PPA) time on their timetable.</p> <p>Part-time trainees (WMC only): Part-time trainees (WMC only): Trainees should have 4-5 hours per week of structured Planning, Preparation and Assessment (PPA) time on their timetable.</p>			
Subject coverage	<ul style="list-style-type: none"> • All trainees must have an opportunity to plan, teach and assess wholly within in their specialist subject in line with the minimum hours. • All trainees can be expected to teach on a range of courses/across a range of levels within their specialist subject so they experience the range of teaching within FE (e.g. Functional skills, GCSE/L2, BTEC, T-Levels, A level). This may include teaching their specialism on modules which are in different subject areas. • Teaching in this phase should predominantly be solo teaching. 			
Wider opportunities	Support or lead an extra-curricular club	Lead on revision activities	Attend staff meetings	Organise and contribute to education visits/trips
	Parents evening or event and report writing	Undertake duties with supervision (before/after school, break, bus)	Set homework	Leading during form/pastoral period including delivery of any curriculum



Online teaching

- To ensure we **deliver our curriculum at the most appropriate time of their training, we deliver to trainees every Friday afternoon (1-3pm) via online teaching.**
- This also provides opportunities for **pastoral support**
- **Trainees will need to be off-timetable on a Friday afternoon (1pm-3pm) to engage in their online session.** This will be **every week throughout the placement.**
- Trainees will need to be 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 Friday (and join at home) disrupts their attendance and their teaching timetables. Any concerns/challenges, please speak to your Link Tutor who can support.

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.**
- **Lesson planning proformas are there as a scaffold at the outset** and should be removed (or reintroduced) as/when they are needed (or not).
- *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>