



Edge Hill University

Department of
Secondary
and Further Education



Secondary course and phase specific mentor training
Secondary PGCE RE: developmental and consolidation mentor training
AY 24/25

This session will cover:

- The RE PGCE ITE curriculum for the developmental and consolidation placement
- Intensive Training and Practice (ITaP) periods
- Teaching expectations throughout the developmental and consolidation placement
- Abaysa, placement paperwork and the weekly mentoring cycle
- Progress Support Plans: supporting trainees who are not making progress
- Quality Assurance checks and mentor feedback
- 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 spiralsed approach.**

Key features of the ITE RE PGCE Curriculum during the developmental and consolidation phase:

- **Introduction to Core Pedagogical Concepts:** The curriculum introduces trainees to essential teaching concepts and practices in Religious Education, such as understanding the different types of knowledge in RE (e.g., substantive, disciplinary, and personal knowledge). The aim is to foster a deep understanding of these concepts, which are vital for teaching RE effectively.
- **Focus on Professional Responsibilities:** Early in the curriculum, there is an emphasis on understanding professional responsibilities, including safeguarding, creating an inclusive learning environment, and adhering to ethical and professional standards.
- **Incorporation of Inclusive Practices:** The curriculum includes training on how to adapt teaching methods to accommodate all learners, with a particular focus on inclusivity. This involves learning how to support students with diverse needs, including those with SEND (Special Educational Needs and Disabilities).
- **Development of Subject-Specific Skills:** Trainees are guided to develop subject-specific pedagogical skills, such as planning lessons that address common misconceptions in RE, using effective questioning techniques, and fostering respectful and critical discussions on religious beliefs and worldviews.
- **Engaged Reading and Reflection:** A signature pedagogy of the program is engaged reading, where trainees critically engage with central course texts, reflect on their learning, and receive regular feedback. This approach supports the development of critical thinking and reflective practice, which are essential skills for RE teachers.
- **Building a Foundation for Teaching Practice:** Throughout the introductory phase, trainees are encouraged to begin integrating theory with practice. They participate in activities such as joint planning with experienced teachers, micro-teaching sessions, and the development of lesson plans that incorporate the curriculum's theoretical elements.

Intensive Training and Practice (ITaP)

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

- **W/b 17.03.25 (week 30): Questioning** (*Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems (Classroom Practice, 6)*)

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.

For each ITaP, mentors will be provided with resources and handbook 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.



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)



- **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. **Only be required to observe colleagues, practice, and receive feedback related to the specific aspect of their practice** (i.e. behaviour or questioning). 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.
- **It may be useful to combine some of the ITaP activities with those related to induction (e.g. sharing the school behaviour and rewards policies).**
- **For each ITaP, mentors will be provided with resources and handbook 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.**

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

Teaching responsibilities and PPA: The developmental phase (PP2 20th January-28th February)

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 | Developmental | | | |
| Minimum hours in classrooms (including observing, teaching, co-teaching each week.) | <p>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> | | | |
| 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 4-5 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 | <ul style="list-style-type: none"> 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. Some trainees can be expected to teach outside of their specialist subject (where appropriate and in proportion to their specialist subject) and contribute to RSE/PSHE. This includes science trainees who can be expected to contribute across all 3 science disciplines. PGCE PE with Ebacc trainees should be provided with 2-3 hours per week of Key Stage 3 teaching in their Ebacc subject. This is included in their teaching hours and not in addition to. 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 | Support an assembly or collective worship. | 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 (PP2 19th March- 20th June)

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.**

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| Phase | Developmental | | | |
| Minimum hours in classrooms (including observing, teaching, co-teaching each week.) | <p>Teaching hours at this phase should incrementally build to 80% of a full timetable for a minimum of 6 weeks. The 80% refers to a full teaching timetable as is typically defined by your school. This is part of the compliance criteria set by the DfE for ITE and prepares trainees for their ECT phase.</p> <p>This may be adapted to provide additional support and input in consultation with your link tutor.</p> <p>Total teaching hours should not exceed 80% of a full teaching timetable (in your school) 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 | Trainees should have appropriate amounts 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 | <ul style="list-style-type: none"> 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. Some trainees can be expected to teach outside of their specialist subject (where appropriate and in proportion to their specialist subject) and contribute to RSE/PSHE. This includes science trainees who can be expected to contribute across all 3 science disciplines. PGCE PE with Ebacc trainees should be provided with 4-5 hours per week of Key Stage 3 teaching in their Ebacc subject. This is included in their teaching hours and not in addition to. Teaching in this phase should predominantly be solo teaching. | | | |
| Wider opportunities | Support an extra-curricular club | Support an assembly or collective worship. | 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 |

This session will cover:



- ✓ The [course] ITE curriculum for the developmental and consolidation placement
- ✓ Intensive Training and Practice (ITaP) periods
- ✓ Teaching expectations throughout the developmental and consolidation placement
- Abayasa, placement paperwork and the weekly mentoring cycle
- Progress Support Plans: supporting trainees who are not making progress
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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 and submitted by the mentor. There are no papercopies of forms in 2024/5.**

| | |
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| <p>Once per week in the mentor meeting the mentor completes the Weekly Development Summary.</p> | <p>Once per week the mentor observes the trainee teaching using the Lesson Observation form.</p> |
| <ul style="list-style-type: none">• 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<ul style="list-style-type: none">○ 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. | <ul style="list-style-type: none">• 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.• 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.
- Abayasa 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 | This week the trainee should have demonstrated that they know: |
| Questions for mentor and trainee to discuss in mentor meeting | 1: Inclusive teaching requires adaptive approaches to make provision for all learners needs underpinned by high expectations that stretch and challenge for successful learning. <input type="radio"/> Yes <input type="radio"/> No Last updated: -- |
| Additional notes from mentor meeting | 2: The importance of prior knowledge about the learner 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. <input type="radio"/> Yes <input type="radio"/> No Last updated: -- |
| Trainee workload and well-being | 3: Teaching assistants (TAs) can support pupils most effectively when teachers plan their deployment and make use of their expertise. <input type="radio"/> Yes <input type="radio"/> No Last updated: -- |
| Opportunities identified for progress | This week trainees should have demonstrated that they know how to: |
| Progress | 1: Explain what Adaptive Teaching is and identify barriers to learning in English. <input type="radio"/> Yes <input type="radio"/> No Last updated: -- |
| Signature | 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. <input type="radio"/> Yes <input type="radio"/> No Last updated: -- |
| | << Prev |
| | Next >> |







| | |
|---|---|
| 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 | Q1: Explain how teachers use data to ensure their planning and teaching is inclusive, with example(s). Mentor summary of trainee response Black - B I U |
| Additional notes from mentor meeting | |
| Trainee workload and well-being | |
| Opportunities identified for progress | |
| Progress | 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 Black - B I U |
| Signature | |
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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.

| |
|---|
| 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 |







Edit

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?

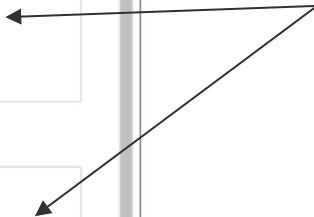
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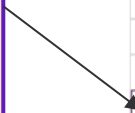
Opportunities identified for progress: What skill(s) does the trainee need to develop to make progress?
How, where and/or when could they have opportunity to observe, practice and/or receive feedback on these skills?



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.



| |
|---|
| 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 |

Edit

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 appropriate professional 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.

Black - B I U      

Last updated: --

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Making use of the weekly mentor meeting



- 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'.

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

| | |
|---|--|
| Key points emerging from the session | <p>Key points emerging from the session Evidence of what the trainee knows, understands, and can do linked to the EHU curriculum.</p> <p>Black ▾ B <i>I</i> <u>U</u> [List Icons]</p> <div style="border: 1px solid red; height: 150px; width: 100%;"></div> <p>Last updated: --</p> |
| Subject Specific Elements | |
| Subject, Curriculum and Pedagogical Knowledge | |
| Opportunities for Further Development | |
| Signatures | |
| Submit | |

| | |
|---|--|
| Key points emerging from the session | <p>Religious Education Research and Subject Association Links National Association of Teachers of Religious Education Culham St Gabriel's RE Online Research</p> <p>Subject Specific Elements <i>What makes an effective Religious Education lesson? Some of the prompts may be useful to support your feedback. There is no requirement to comment against each prompt.</i></p> <ul style="list-style-type: none"> Planning has effective teaching methodologies e.g. the use stories, visuals, and interactive activities to help children understand abstract concepts. An ability to confidently deal with questions and misconceptions. Promote a safe learning environment through effectively responding to sensitive questions and modelling respect. Create a purposeful learning environment that promotes reflectiveness, spiritual and moral development. Communicate high expectations and enthusiasm for teaching RE through providing varied approaches for children to share their knowledge and understanding of a religious and/or non-religious concept. Use various resources and artefacts (both religious and non-religious) to stimulate curiosity and reflection about world views and practices. Knowledge about the 6 major religious world views and Humanism Religious literacy – having confidence to sensitively debate and address controversial issues and support children in working co-operatively to imagine a better future Lesson clearly fitting into the broader R.E. unit of study. Formative assessment strategies are used effectively to ensure that learning is taking place. Support staff are deployed effectively to promote positive behaviours for learning. |
| Subject Specific Elements | |
| Subject, Curriculum and Pedagogical Knowledge | |
| Opportunities for Further Development | |
| Signatures | |
| Submit | |

| | |
|---|---|
| Key points emerging from the session | <p>Subject Specific Elements</p> <ul style="list-style-type: none"> Communicate high expectations and enthusiasm for teaching RE through providing varied approaches for children to share their knowledge and understanding of a religious and/or non-religious concept. Use various resources and artefacts (both religious and non-religious) to stimulate curiosity and reflection about world views and practices. Knowledge about the 6 major religious world views and Humanism Religious literacy – having confidence to sensitively debate and address controversial issues and support children in working co-operatively to imagine a better future Lesson clearly fitting into the broader R.E. unit of study. Formative assessment strategies are used effectively to ensure that learning is taking place. Support staff are deployed effectively to promote positive behaviours for learning. |
| Subject Specific Elements | |
| Subject, Curriculum and Pedagogical Knowledge | |
| Opportunities for Further Development | |
| Signatures | |
| Submit | |

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.

| | |
|---|---|
| Key points emerging from the session | <p>What strengths of subject, curriculum and pedagogical knowledge has the trainee demonstrated? Please check all boxes that apply.</p> <p><input type="checkbox"/> High expectations and managing behaviour</p> <p><input type="checkbox"/> How pupils learn. Classroom practice and adaptive teaching <input type="checkbox"/> Subject knowledge and curriculum</p> <p><input type="checkbox"/> Assessment <input type="checkbox"/> Professional behaviours</p> <p>Last updated: --</p> <p>Please detail the strengths of subject, curriculum and pedagogical knowledge the trainee has demonstrated.</p> <p>Black - B <i>I</i> <u>U</u> [List] [Table] [Link] [Image]</p> <div style="border: 1px solid red; height: 100px; width: 100%;"></div> <p>Last updated: --</p> <p style="text-align: center;"> << Prev Next >> </p> |
| Subject Specific Elements | |
| Subject, Curriculum and Pedagogical Knowledge | |
| Opportunities for Further Development | |
| Signatures | |
| Submit | |

| | |
|---|---|
| Key points emerging from the session | <p>Target setting prompts Primary subject specific target setting - Mentor_Soace</p> <p>What needs developing? Choose 1 or 2 targets for development.</p> <p>Black - B <i>I</i> <u>U</u> [List] [Table] [Link] [Image]</p> <div style="border: 1px solid red; height: 100px; width: 100%;"></div> <p>Last updated: --</p> <p>How, where or when could the trainee observe practice and/or receive feedback.</p> <p>Black - B <i>I</i> <u>U</u> [List] [Table] [Link] [Image]</p> <div style="border: 1px solid red; height: 100px; width: 100%;"></div> <p>Last updated: --</p> <p style="text-align: center;"> << Prev Next >> </p> |
| Subject Specific Elements | |
| Subject, Curriculum and Pedagogical Knowledge | |
| Opportunities for Further Development | |
| Signatures | |
| Submit | |

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|---|---|
| Key points emerging from the session | <p>Observer (mentor)</p> <p><input type="radio"/> Yes <input type="radio"/> No</p> <div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div> <p>Last updated: --</p> <p>Observer (link tutor)</p> <p><input type="radio"/> Yes <input type="radio"/> No</p> <div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div> <p>Last updated: --</p> <p>Trainee</p> <p><input type="radio"/> Yes <input type="radio"/> No</p> <div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div> <p>Last updated: --</p> |
| Subject Specific Elements | |
| Subject, Curriculum and Pedagogical Knowledge | |
| Opportunities for Further Development | |
| Signatures | |
| Submit | |

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|---|---|
| Key points emerging from the session | <p>Last updated: --</p> <p>How, where or when could the trainee observe practice and/or receive feedback.</p> <p>Black - B <i>I</i> <u>U</u> [List] [Table] [Link] [Image]</p> <div style="border: 1px solid red; height: 100px; width: 100%;"></div> <p>Last updated: --</p> <p>Who will organise this?</p> <p>Black - B <i>I</i> <u>U</u> [List] [Table] [Link] [Image]</p> <div style="border: 1px solid red; height: 100px; width: 100%;"></div> <p>Last updated: --</p> <p style="text-align: center;"> << Prev Next >> </p> |
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| Subject, Curriculum and Pedagogical Knowledge | |
| Opportunities for Further Development | |
| Signatures | |
| Submit | |

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.

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**



Making use of the weekly mentor meeting



- 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 '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**.

Accessing your feedback from your Link Tutor





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 or 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 January 13th.
- You may also wish to combine some of the ITaP and induction tasks (e.g. sharing behaviour policy, observing how the sanctions process works etc).



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 including during the ITaPs.**
- 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.
- 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.**
- **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>



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