

# Supporting mentors with the FES ITE curriculum

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# Aims

By the end of this session it is hoped that you will:

- Understand what the Edge Hill FE curriculum is and where to find it, as well as how it has been designed.
- Understand how this can be used to help trainees to make progress.
- Feel more confident and assured when assessing trainee progression using the Weekly Development Summaries (WDS).

# How has the FE curriculum been designed?

- The FE curriculum is designed to introduce, and then build on, core theories, strategies and practice at key points in the year ([Curriculum Information - UH DiT and PG DiT - Mentor Space](#)) to ensure trainees meet the requirements of the Occupational Standards by the end of the course ([Learning and skills teacher](#))
- We assess the trainees' progress weekly by measuring their progress against the curriculum through the Weekly Development Summary (WDS).
- The weekly curriculum is also outlined each week on the WDS to enable mentors to focus on the key elements for that week.

# What is the curriculum based on?

- The curriculum has been written around an evidence-based approach, using both seminal and contemporary research. The key theories we have used are:
  - Sweller's Cognitive Load Theory
  - Skinner's Operant Conditioning
  - Piaget's Cognitive Constructivism
  - Vygotsky's Social Constructivism
  - Bandura's Social Cognitive Theory
- We the used engaged reading every week to critique and develop the trainees understanding and application of these key theories.

# Is the trainee making progress?

- Progress is seen as **making progress through an ITE curriculum which clearly sets out what trainees are expected to do for that stage of their ITE.**
  - *To make progress through the ITE curriculum in [subject] trainees should know...*
  - *To make progress through the ITE curriculum in [subject] trainees should be able to...*
- **Trainees are only assessed against the Occupational Standards at the end of their course.** This is done by the provider who then award the PGDiT.
- **By making progress through the EHU ITE curriculum, trainees are making progress towards being a qualified FES teacher.**

# The Weekly Development Summary (WDS)

The **WDS** enables us, as the ITE provider to

- **track trainee progression through the curriculum** each week.
- Identify where trainees (or mentors) need more **support to make progress**
- Identify trainees who, despite additional support, are not making progress and who may need a **Progress Support Plan**.

As mentors you are asked to:

- ☐ Respond yes/no to the curriculum statements each week
- ☐ Ask trainees 2-3 questions to assess progress and record their responses
- ☐ Identify the skill(s) which trainees need to develop and the opportunities available to practice, observe, or receive feedback on these skills.
- ☐ Confirm
  - ☐ The trainee is making progress for that week
  - ☐ They have made progress but this has required additional support
  - ☐ Despite additional support, trainee has not made progress and/or has not demonstrated the expected professional behaviours

The WDS provides the curriculum on a week-by-week basis. You can view the ITE curriculum for each course for all 42 weeks on our [mentor site](#)

The diagram illustrates the structure of the Weekly Development Summary (WDS) form, with colored boxes highlighting specific sections:

- Curriculum for the week** (Red box): This week the trainee should have demonstrated that they know:
- Questions for mentor and trainee to discuss in mentor meeting** (Blue box): Q1: How do you incorporate metacognitive strategies in your teaching to help students become more independent learners?
- Opportunities identified for progress** (Green box): Based on the curriculum for this week, which skill(s) need(s) development.
- Progress** (Purple box):
  - 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.
  - By observing subject mentor scaffolds how to answer exam style question with Year 11
  - Observe other professionals model good practice in supporting students become independent.
- are a strong support in eventually allowing students to become the independent learners that they need to become
- are a strong support in eventually allowing students to become the independent learners that they need to become
- ☐ Yes ☐ No

# The WDS: Tracking behind the scenes

- Link Tutors review every WDS each week once submitted.
- All data captured on the WDS is recorded and QA'ed at various levels to ensure mentor judgements are accurate and to ensure trainees are receiving high-quality and effective mentoring.
- Mentor submits WDS - Link Tutor records assessment on tracker - Link Tutor contacts mentor if additional support is required and records any interventions made.
  - Y: Progress made
  - YS: Progress made with additional support
  - N: No progress
- Repeated YS or repeated N trigger intervention.

5	Intervention made	6	Intervention made	7	Intervention made	8	Intervention made	9	Intervention made
Y		Y		Y		N	Emailed trainee with support	Y	
Y		Y		Y		N	Emailed trainee with support	N	Emailed w
Y		Y		Y		Y		Y	
Y		Y		Y		Y		Y	
N	Emailed with support	Y		Y		Y		N	emailed s
Y		Y		N	Emailed with support re compl	Y		N	Emailed w
Y		Y		Y		Y		Y	emailed re
Y		Y		Y		Y		Y	
N		Y		Y		Y		Y	
Y		Y		N	Emailed with support re compl	Y		N	Emailed w
Y		Y		Y		N	Emailed to upload to onedrive	N	Emailed re
Y		Y		N	Emailed with support re compl	Y		Y	
Y		Y		Y		Y	Emailed mentor for guidance on targ	HT	
Y		Y		Y	Emailed for clarification of prog	Y	Emailed mentor about answer No to	Y	
Y		Y		Y	Emailed about opportunities id	N	Professional behaviours - sent meeti	HT	
Y		Y		Y	QA NI mentor just received Aby	Y	Emailed about opportunities	Y	
Y		Y		Y	Emailed about opportunities id	Y	Emailed about opportunities	N	Emailed a
N	Emailed with support	Y		Y	Discussed completion of WDS	Y	Emailed about opportunities	HT	
Y		Y		Y		Y	Emailed about opportunities	Y	
Y		Y		Y		Y		Y	
Y		Y		N	Emailed with support re compl	Y		Y	
Y		Y		N	Emailed with support re compl	N		Y	
Y		Y		Y		Y		Y	
Y		Y		Y		Y		Y	
Y		Y		Y		Y		Y	
Y		Y		Y	Emailed positive feedback abou	Y		HT	
Y		Y		Y	Discuss completion of WDS in	N	Emailed to check if need support as	N	
Y		Y		Y	Emailed for clarification re. curriculum for the week			Ys	
Y		Y		Y		Y		Y	
Y		Y		Y		Y		Y	Emailed w
Y		Y		Y		Y		Y	
Y		Y		N	Just placed	Y	Emailed about opportunities	Y	
Y		Y		N	Emailed with support re compl	N	emailed with support	Y	
Y		Y		Y	Emailed for clarification re. cur	Y	Emailed about opportunities	Y	

# How do we support those not making progress?

Progress Support Plans (PSPs) are utilised in instances where the WDS process has indicated that a trainee is not making sufficient progress through the weekly curriculum despite additional support and intervention being put in place. Such interventions made include (but are not limited to):

- Signposting to additional material or specific content addressed in taught sessions.
- Additional tutorials and/or sessions with a relevant colleague.
- Opportunities such as observation of colleagues, team-teaching, structured support sessions, or additional mentoring (if concern relates to progression through the curriculum whist on Professional Practice).
- Referral to the Student Support Team and the requirement that the trainee engage with their support.
- Department Progress Meetings (DPM)



- The process enables the department to formally raise concerns with the trainee about their progression through their ITE curriculum, it puts in place SMART targets which the trainee needs to act on and provides an opportunity for progression towards these targets to be reviewed after one-two weeks. A PCP can lead to one of three outcomes for the trainee; sufficient progress has been made and the trainee returns to being monitored via the WDS, partial progress has been made but the trainee requires an additional week to make sufficient progress, or the trainee has not made sufficient progress and is referred to the Associate Head of Department for consideration of next steps. These next steps can include.
- A delay to the trainee undertaking their placement until such a time as progress has been made.
- A request that the trainee undertakes their placement at a second attempt (if the PSP relates to progression through the curriculum whilst on Professional Practice).

# The PSP process

