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We are

Outstanding

for Initial Teacher Education

Ofsted

Outstanding Provider

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Mentor development 2024 linked to DFE funding

Initial Mentor development audit form

Phase/subject specific briefing Teams

Core Mentor training 2023-25 OMNIS Section 1

QA 1-4 checkpoints with Link tutor

Bite sized mentor development units OMNIS Section 2
for those who have not completed NPQ, MA, ECF (since 2016)
Bite sized professional development units self chosen (Behaviour, Supporting Inclusive Mentoring, Effective WDS)

Record of mentor hours for DFE July 2025

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QA 1-4 mentor development

QA 1: Wellbeing development focus **(Teams meeting week before or week 1)**

QA 2: Effective use of WDS focus(Teams meeting week 2 or 3)

QA 3: Subject specific feedback and target setting development focus (School visit face to face any time after QA2)

QA 4: Impact of mentor development focus (Final week of professional practice)

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Introductory Professional Practice 2024-25
Undergraduate Y1

13th January – 28th February
6 weeks

'Trainees are immensely well supported by knowledgeable and inspirational tutors and by highly skilled, committed mentors. '

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Welcome

Introductory Briefing

13th January – 28th February 2025

Year 1 Lead

Raingerc@edgehill.ac.uk

Year 1 Professional Practice Quality Lead

Catherine.heys@edgehill.ac.uk

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Prior curriculum training

- *Trainees will have been in attendance for 12 weeks and have had the opportunity to experience 'curriculum' sessions focused NC Core and Foundation subjects.*
- *Planning in subjects and opportunity to micro teach a planned science lesson*
- *The trainees have undertaken a full and comprehensive Safeguarding training package; and have a developing knowledge of SEND also.*
- *Trainees will have engaged in taught modules developing their knowledge and understanding of the importance of professionalism in school*
- *Professional practice preparation – contextual analysis, email to school, expectations for observing, planning, teaching, PPA, codes of conduct etc*

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Intensive Training and Practice

- Transitions
- This has been chosen for an ITaP early in the trainees' development as transitions, especially those within lessons, are an area which they frequently do not consider in depth. Transitions are also the area of practice where trainees will most clearly see the importance of well-established routines, and these may still be in the process of being established as the trainees observe them. Through a focus on the different types of transition that occur throughout the school day, trainees will gain insights into many aspects of practice, including:
- Planning for flow in lessons
- Working with other adults in the classroom
- Behaviour management
- Children's extracurricular activities
- Statutory duties
- Communication with parents
- On completion of the ITaP, trainees should be better equipped to take a more holistic approach to lessons and the school day as a whole, with a deeper understanding of the importance of the times between activities.

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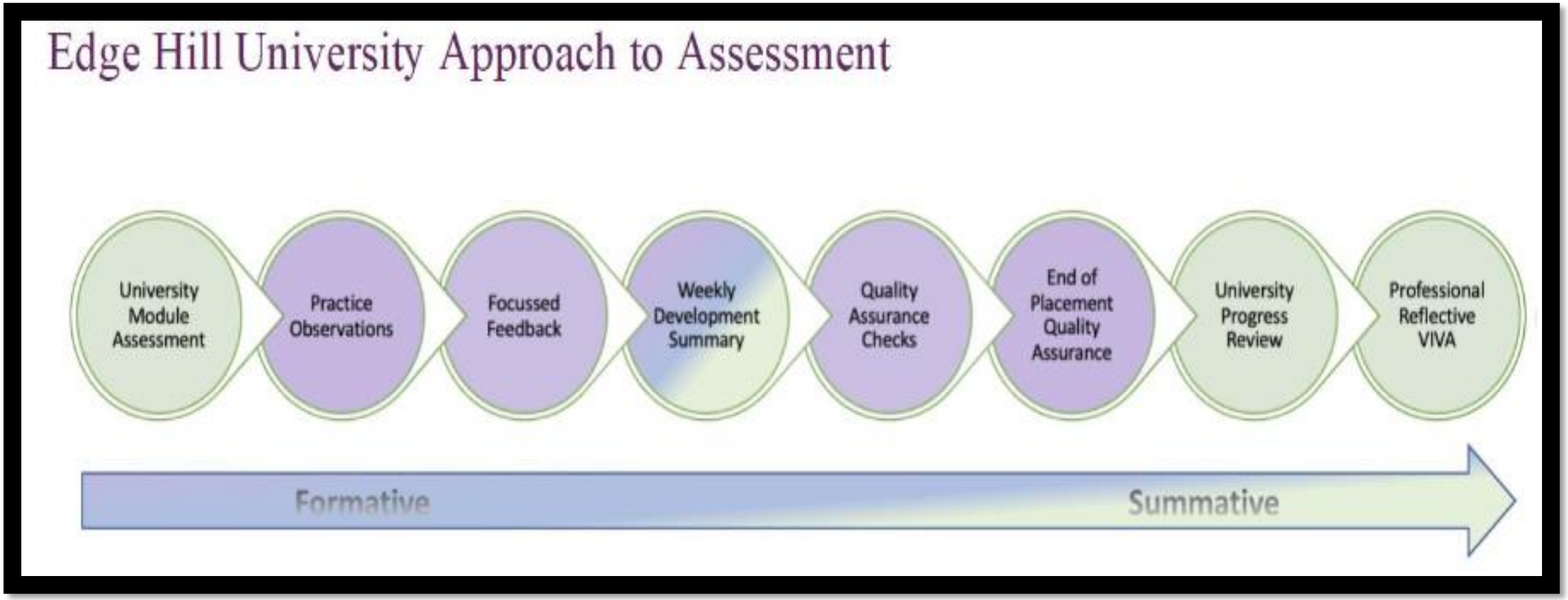
Curriculum as the progress model



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ITE Curriculum: Strand Components

Undergraduate Year 1 Full Time – Strand Component Tracker

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
High Expectations •EDI •Behaviour •EAL	To understand the legal and moral responsibilities of teachers to provide a high quality education and to make reasonable adjustments as required. To know that there are strategies and provision that can address inequalities and to implement them when on Professional Practice. To understand that effective relationships is easier when pupils believe their feelings are understood.	To know that social background and family circumstances affect pupils' life chances. To know that all children have a right to learn, and that differences in learning are a valuable part of human diversity.	To learn how to collaborate effectively with additional adults to create a supportive and inclusive learning environment. To know and reinforce established school and classroom routines.	To instil belief and promote the academic potential of all pupils including disadvantaged learners. Observe and recognise strategies to support children with EAL. To respond consistently to pupil behaviour.	To know that social background and family circumstances affect pupils' life chances. To check pupil's understanding of instructions before a task begins.	To know the eligibility criteria for Pupil Premium funding and the purpose of the funding. Begin to develop adaptive teaching to meet the needs of all learners.
How Pupils Learn, Classroom Practice and Adaptive Teaching •Adaptive Teaching •Planning •How Children Learn	All children have a legal and moral right to a high-quality education which values them as unique individuals and enables them to fulfil their potential academically and socially.	The Special Educational Needs Code of Practice (0-25) is predicated on a graduated approach based on adaptive, high-quality teaching, assessment and evidence-based intervention. Know the principles of planning.	How the graduated response outlined in the Code of Practice is implemented in schools. How children with Special Educational Needs are identified in line with the Code of Practice. Understand the role the teacher plays in supporting memory and effective learning.	Key roles and responsibilities in supporting all children including in school and other agencies. Understand the purpose of planning.	The importance of theoretical models of disability and inclusion including medical, social and rights based models aid the interrogation and critical analysis of teaching approaches.	**Be able to** write effective plans for a range of lessons with support (whole class). Understand the interconnectedness of learning.
Professional Behaviours •Safeguarding •Professionalism •Mental Health, Wellbeing and Workload	Knowing who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report.	Know that positive professional conduct underpins self-development and effective working relationships. To know that wellbeing within the workplace requires supportive school environments with systems and structures in place that support staff mental health.	To know their duties in respect of safeguarding and equalities legislation.	Understand the importance of having high standards of professional conduct and be able to adapt to the needs of the school environment.	To understand that promoting the welfare of children is everyone's responsibility. To be able to identify staff members who have overall responsibility for mental health and wellbeing in school.	Be able to work effectively and competently with peers and colleagues and to be able to contribute to professional discussions. To understand the importance of seeking appropriate advice and support when dealing with specific issues (behaviour, workload, safeguarding concerns).
Assessment	Know the difference between formative and summative assessment and how these are used.		Understand the influence of personal experiences and professional subject knowledge on assessment of children's learning.		Be able to evaluate marking policies with a focus on pupil progress.	

These statements are pre-populated onto the Weekly Development Summary for the corresponding week, but this just gives an overview of them across the placement

This can be found on the Mentor Space and Abyasa.

https://sites.edgehill.ac.uk/mentorspace/prmug1-wds/

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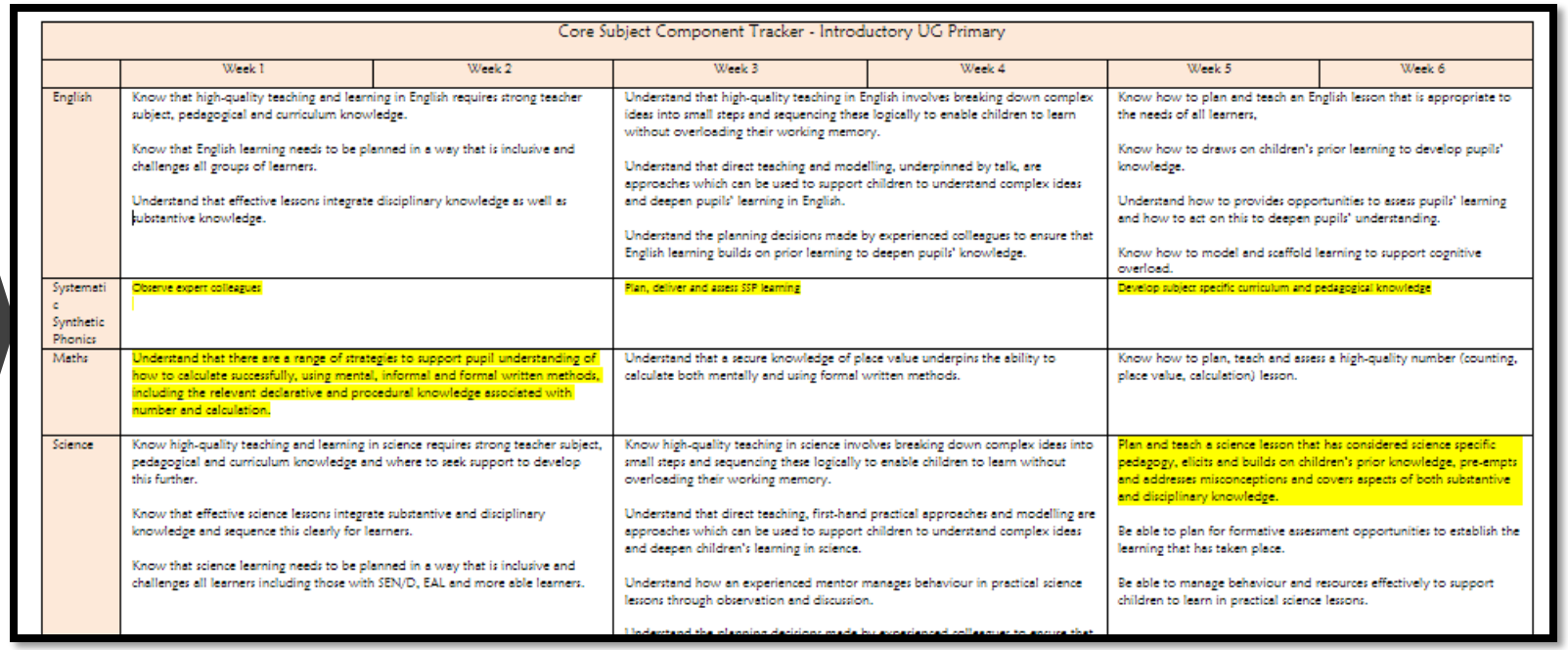
The Edge Hill ITE Curriculum

School Based Subject Component Tracker



Core Subject Component Tracker - Introductory UG Primary

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	Know that high-quality teaching and learning in English requires strong teacher subject, pedagogical and curriculum knowledge. Know that English learning needs to be planned in a way that is inclusive and challenges all groups of learners. Understand that effective lessons integrate disciplinary knowledge as well as substantive knowledge.		Understand that high-quality teaching in English involves breaking down complex ideas into small steps and sequencing these logically to enable children to learn without overloading their working memory. Understand that direct teaching and modelling, underpinned by talk, are approaches which can be used to support children to understand complex ideas and deepen pupils' learning in English. Understand the planning decisions made by experienced colleagues to ensure that English learning builds on prior learning to deepen pupils' knowledge.		Know how to plan and teach an English lesson that is appropriate to the needs of all learners, Know how to draws on children's prior learning to develop pupils' knowledge. Understand how to provides opportunities to assess pupils' learning and how to act on this to deepen pupils' understanding. Know how to model and scaffold learning to support cognitive overload.	
Systematic Synthetic Phonics	Observe expert colleague		Plan, deliver and assess SSP learning		Develop subject specific curriculum and pedagogical knowledge	
Maths	Understand that there are a range of strategies to support pupil understanding of how to calculate successfully, using mental, informal and formal written methods, including the relevant declarative and procedural knowledge associated with number and calculation.		Understand that a secure knowledge of place value underpins the ability to calculate both mentally and using formal written methods.		Know how to plan, teach and assess a high-quality number (counting, place value, calculation) lesson.	
Science	Know high-quality teaching and learning in science requires strong teacher subject, pedagogical and curriculum knowledge and where to seek support to develop this further. Know that effective science lessons integrate substantive and disciplinary knowledge and sequence this clearly for learners. Know that science learning needs to be planned in a way that is inclusive and challenges all learners including those with SEN/D, EAL and more able learners.		Know high-quality teaching in science involves breaking down complex ideas into small steps and sequencing these logically to enable children to learn without overloading their working memory. Understand that direct teaching, first-hand practical approaches and modelling are approaches which can be used to support children to understand complex ideas and deepen children's learning in science. Understand how an experienced mentor manages behaviour in practical science lessons through observation and discussion.		Plan and teach a science lesson that has considered science specific pedagogy, elicits and builds on children's prior knowledge, pre-empts and addresses misconceptions and covers aspects of both substantive and disciplinary knowledge. Be able to plan for formative assessment opportunities to establish the learning that has taken place. Be able to manage behaviour and resources effectively to support children to learn in practical science lessons.	

To make progress, trainees need to demonstrate what they know and know how to each week in relation to their weekly EHU ITE curriculum components .

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Introductory expectations : ITTECF

Trainees themselves need to demonstrate evidence that they know more and remember more of their ITE curriculum and that they can put this into practice.

Support for Behaviour Management Training – rules, routines and positive classroom management

Lesson planning – principles, importance of working memory, meta cognitive approaches, balancing exposition, repetition, practice and retrieval of critical knowledge and skills.

Professional behaviours collaboration to support pupils, key role of working collaboratively with expert colleagues, including experienced and effective teachers and subject specialists in schools.

Understand difference of formative and summative assessment and use marking policy

The principles of adaptive teaching, some approaches to adapting teaching for children with common needs encountered in the classroom,

Explanations – clear instructions, modelled at key points and able to check pupil's understanding of instructions before a task begins

Professional Practice Requirements

Professional Practice comprises of observing, teaching and time for planning, preparing and assessing.

This table sets an expectation for each trainee.

*This is a guideline only. Schools may increase/decrease this accordingly.

Professional Practice Expectations – Primary 5-11

Mentors should ensure that trainees have regular opportunities to observe and collaborate with experts, practice pedagogical approaches, receive regular purposeful feedback, observe, and be observed.

The table below sets out guidance for the number of hours trainees should be engage in teaching activity per week on each of the three phases to ensure they have sufficient opportunity to practise, be observed, and receive feedback. When not engaged in teaching or support activities within their base classroom it is expected that trainees have opportunities to observe or support other experts across the setting and work within their component grids. Time for planning preparation and assessment equivalent to 20% should be built in across the week but should be school based.

Phase	**Introductory**			
Minimum hours in classrooms (including observing, teaching, co-teaching each week.)	A minimum of 15 hours pro rata (on average 3 per day)			
Mentoring - **Minimum** hours of mentoring each week	1.5 hours. (This includes your weekly observation and weekly development meeting)	PPA Time (School based)	20%	
Subject coverage All trainees must have an opportunity to plan and teach	**Systematic synthetic phonics:** Plan and teach a minimum of 1 SSP lesson within placement	**Core subjects:** Plan and teach a minimum of 3 Maths and English lessons per week Plan and teach a minimum of 1 Science lesson per week or equivalent.	**Foundation subjects:** Plan and teach a minimum of 4 foundation subjects (at least 1 lesson each)	
Wider opportunities (based on opportunity)	Support an extra-curricular club	Support an assembly or collective worship.	Attend staff meetings/INSET	Attend school trip
	Attend parents evening or event and contribute to report writing	Supervise play times	Register children	Meet/greet/dismiss children
	Whole class reading	Engage with education professionals		

*Teaching to build up gradually across placement, beginning with team teaching/teaching parts of lessons progressing to whole class teaching

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Weekly cycle for mentoring: WDS

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.

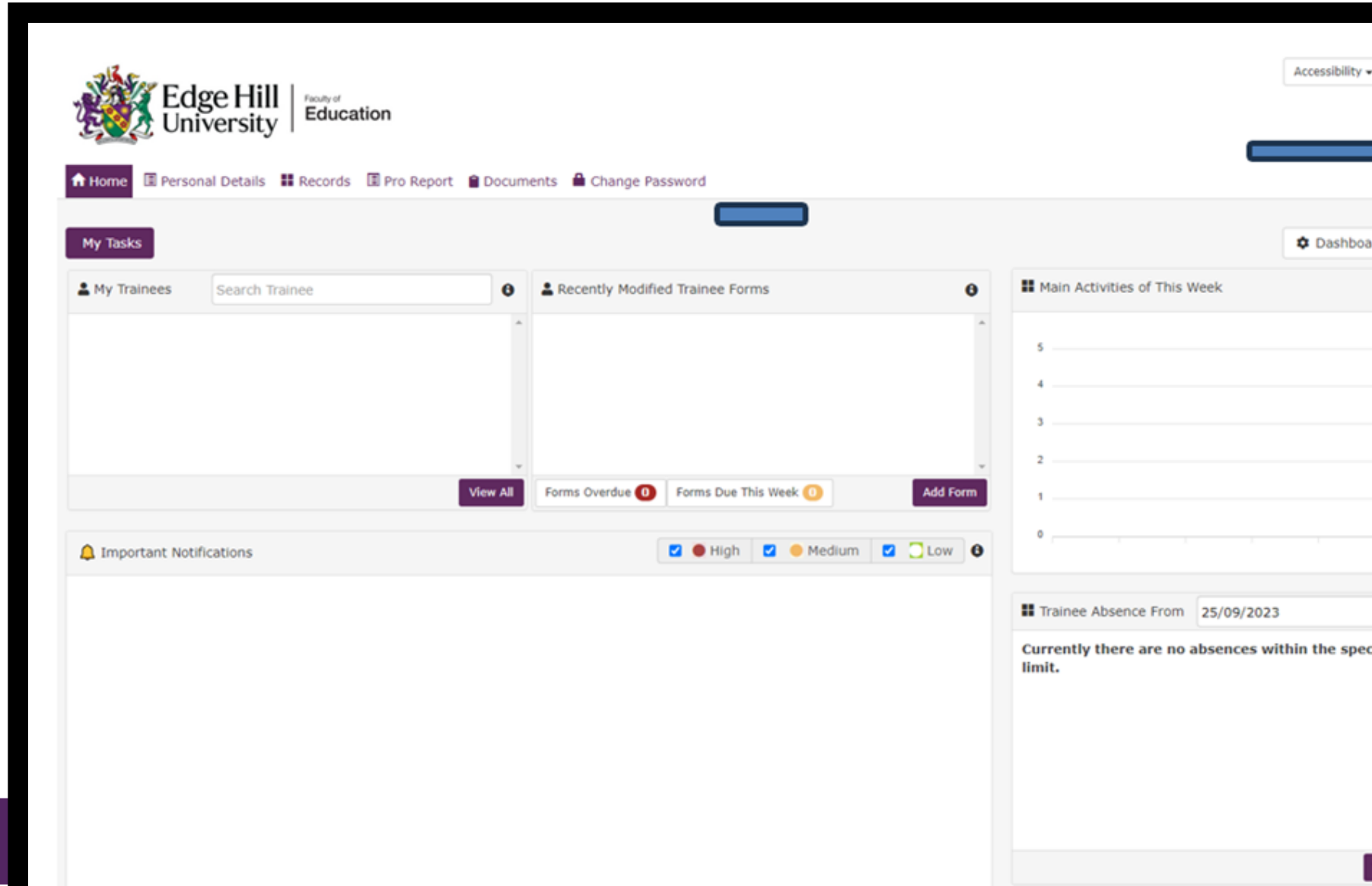
5. In the next mentor meeting, review the progress against the curriculum (using the questions) and record on the WDS. Start cycle for the next week at step 1.

Trainee progress: Abyasa

Receive log in and password

Home screen
Welcome
- Change password

Dashboard
- Trainee details
- Professional practice forms
- Reminders
- Attendance



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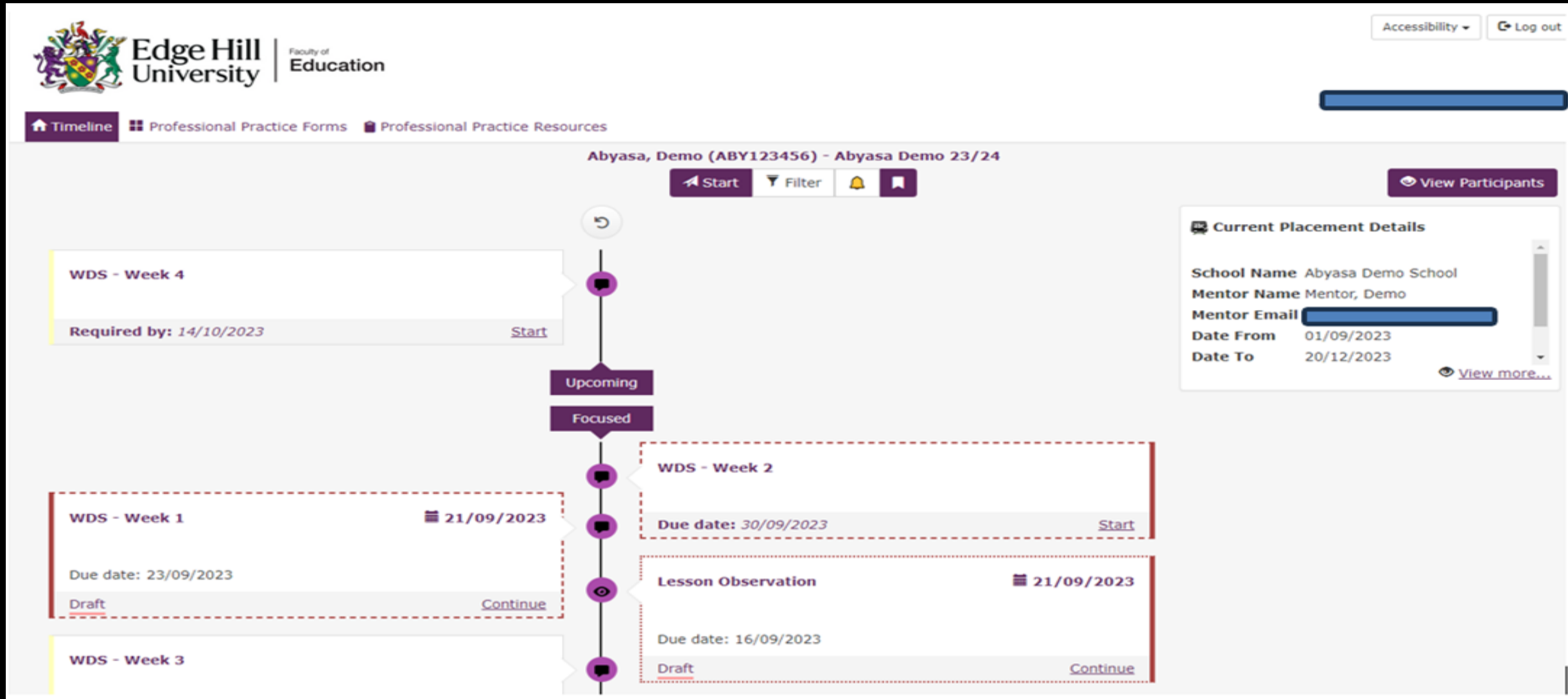
Trainee Timeline



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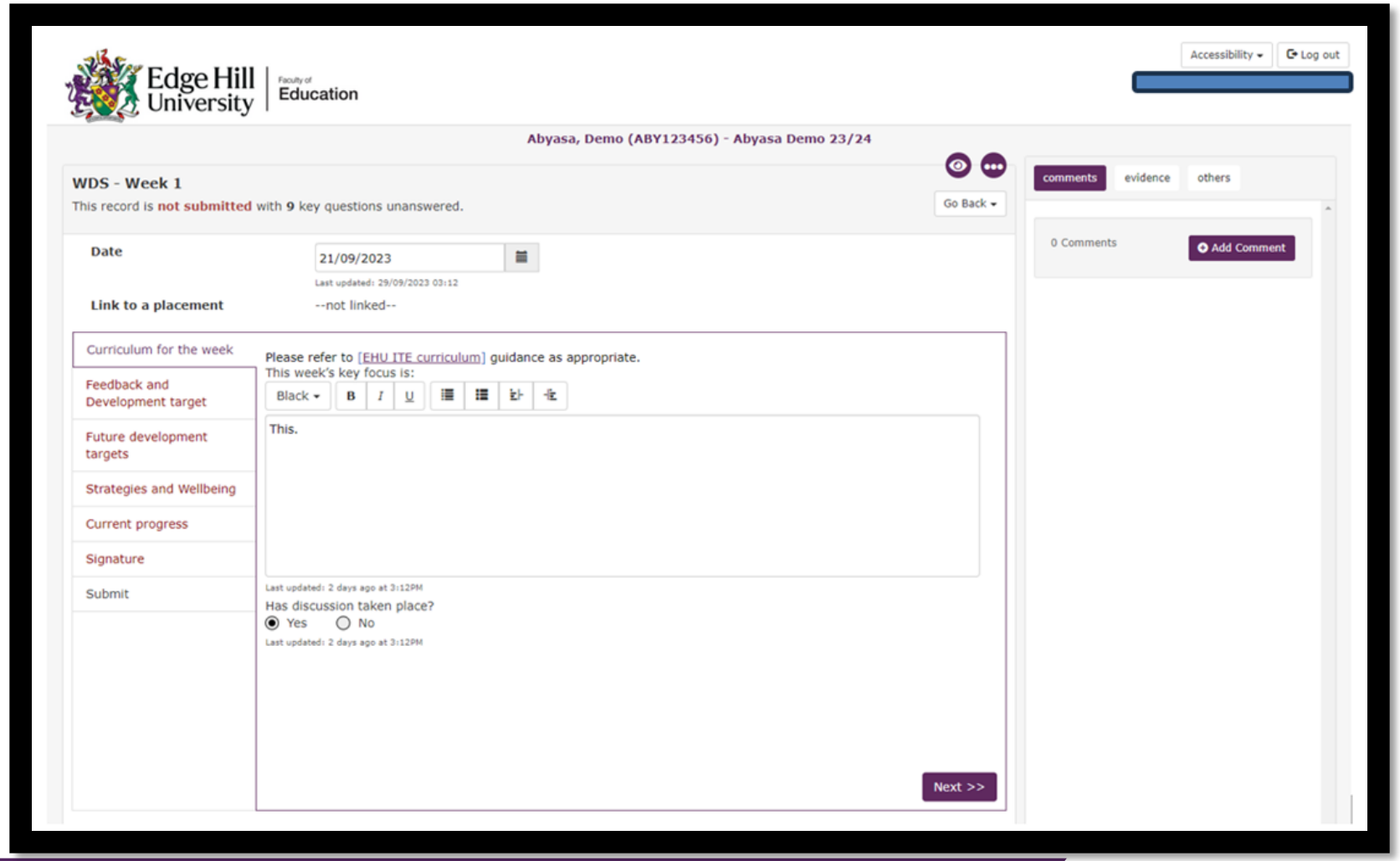
Weekly Development summary WDS

- **Pre-populated curriculum linked to integrated curriculum and ITTECF**
- **Review and reflect**
- **Targets – what and how? Experts**

  Workload and wellbeing
- **Curriculum as the progress model**



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Wellbeing and workload

How and who?

- **WDS meeting each week**
- **Link tutor support**
- **University service support**
- **Concerns**

Support Wellbeing

Promote positive relationships

Anticipate pressure points

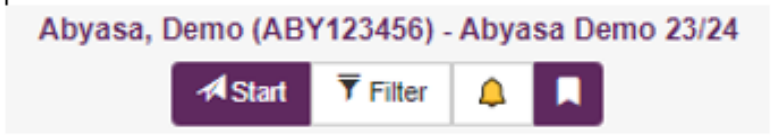
Share workload strategies

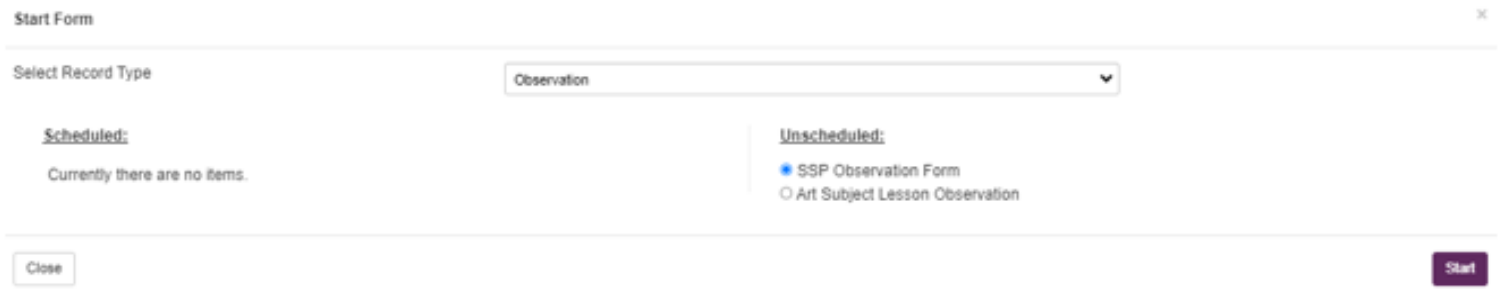
Giving subject specific feedback

Lesson observation

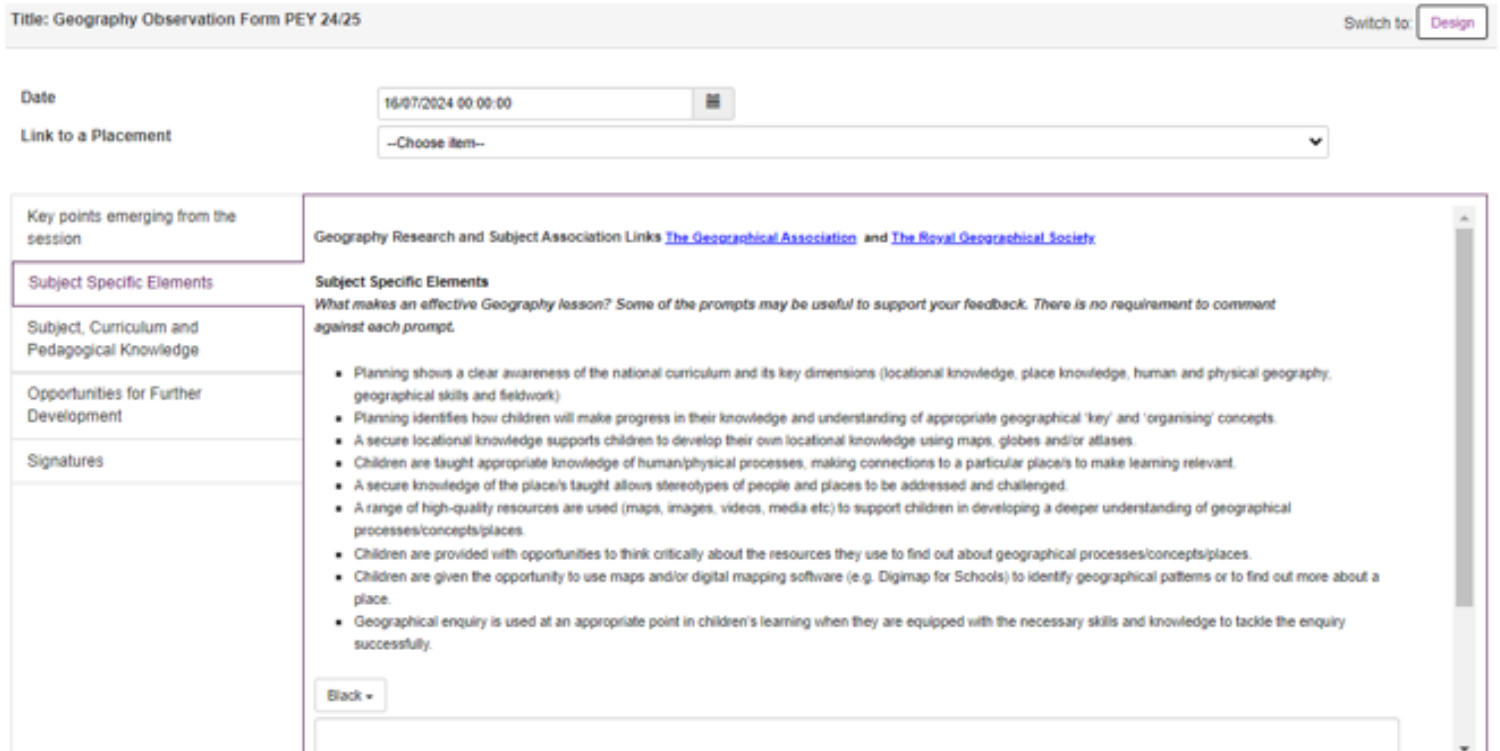
Primary

Observation forms from start menu



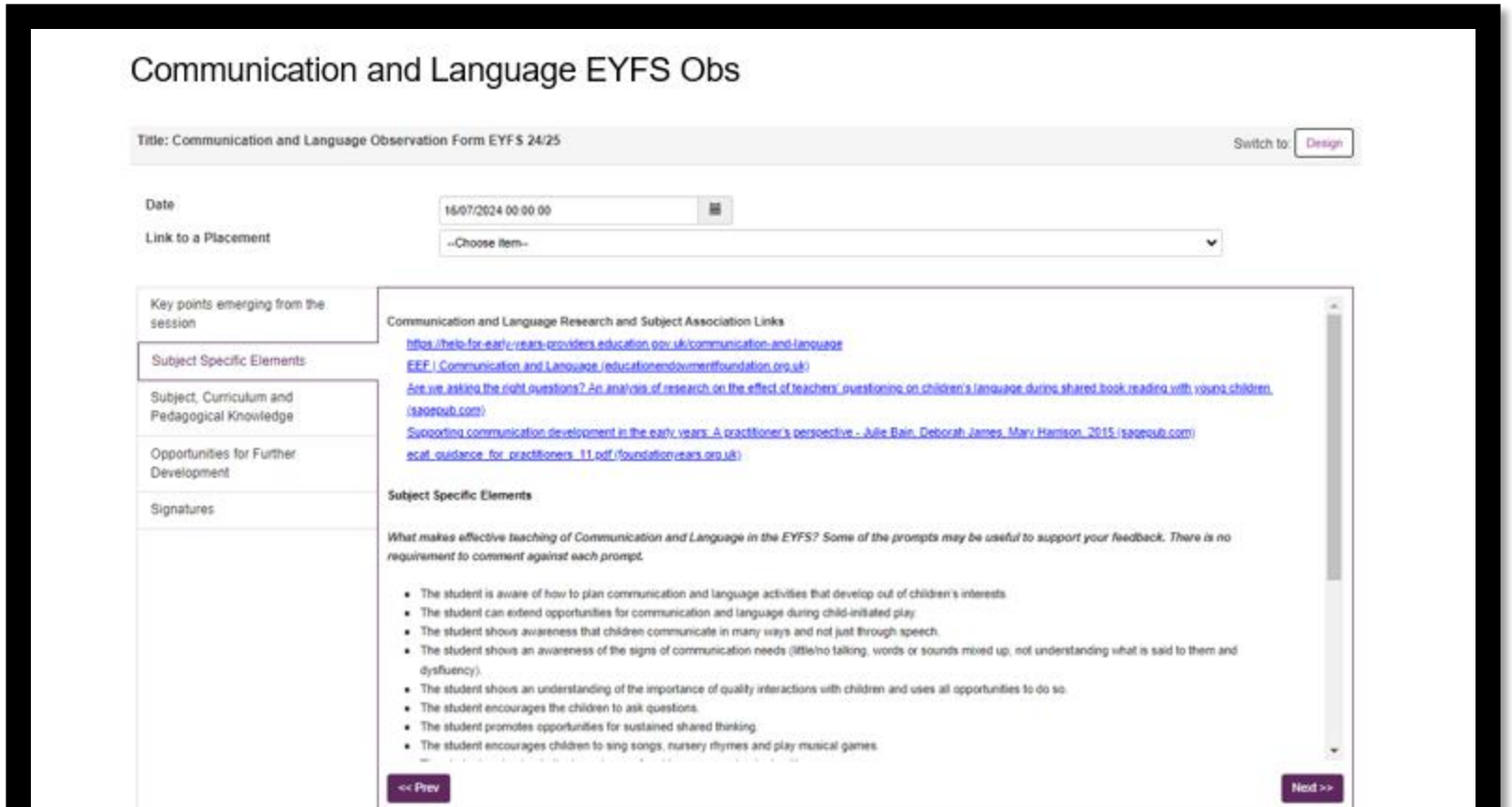


Geography PEY Obs



Lesson observation forms.

Early Years



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Lesson Observation

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

Focused observation – 20 minutes to fit in with other 'low-stakes' opportunities.

This feedback focuses on the selected specific aspect of practice or subject specific focus, the teaching not the trainee and feels constructive. Collecting evidence, such by as noting details of a significant interaction or moment in the lesson that can be discussed afterwards.

Providing feedback, which includes specific praise for what worked well and constructive feedback, with a subject specific element, leading to the setting of an appropriate goal for future development.

Feedback is dialogic. Questioning prompts are used to engage the trainee in the process of review and probe understanding of their use of the target strategy.

Feedback results in action planning – the mentor identifies further practice or opportunities to observe experts, rehearse or practice

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THANK YOU

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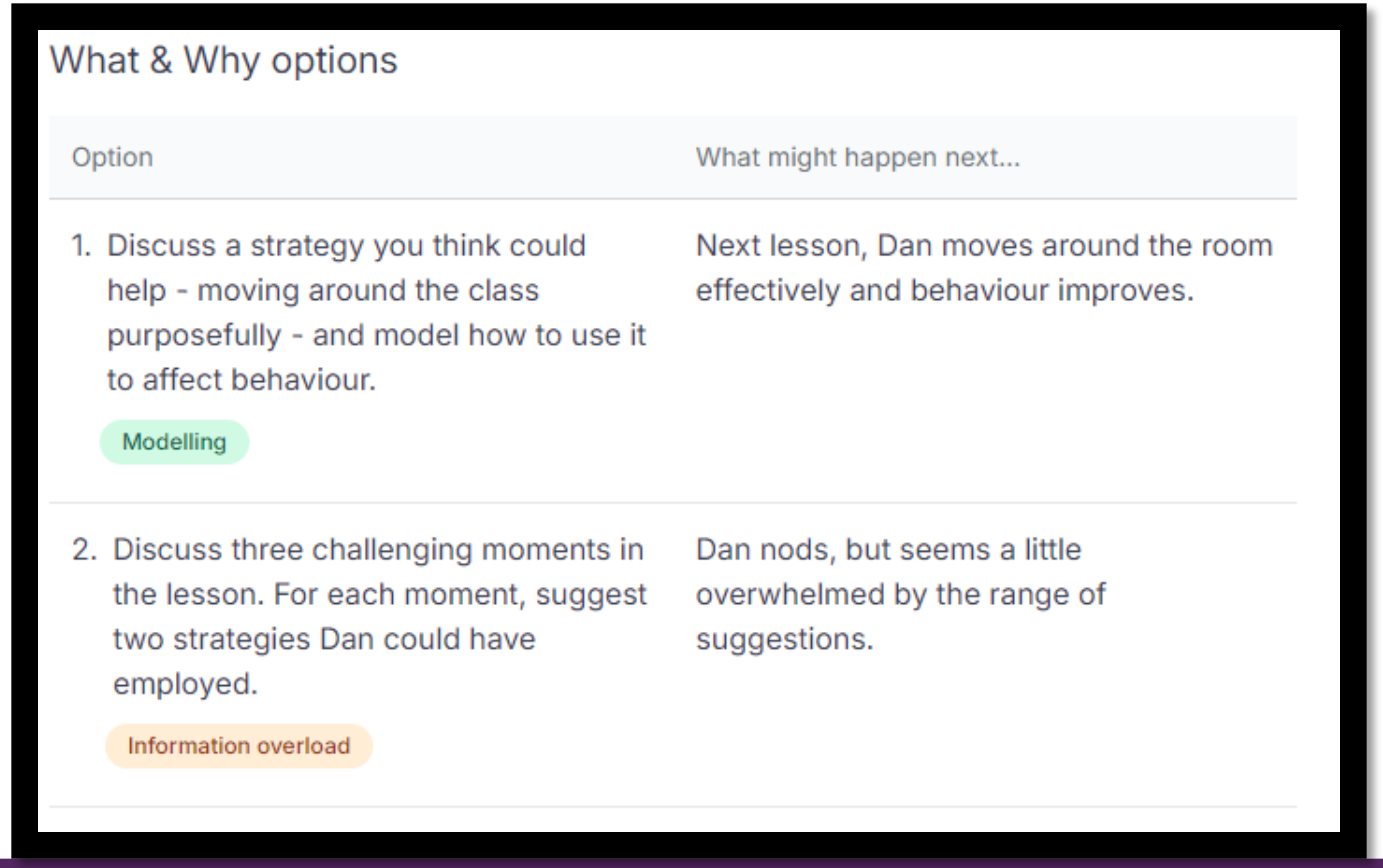
Targeted feedback

During the lesson, Dan struggled to deal with low-level disruption. While lots of pupils worked well and followed his instructions, a small number of pupils were distracted and chatty, including during an explanation Dan gave to the class.

You want to help Dan improve his ability to manage low-level disruption. **Which approach do you think would be more likely to help Dan?**



What & Why options

Option	What might happen next...
1. Discuss a strategy you think could help - moving around the class purposefully - and model how to use it to affect behaviour. Modelling	Next lesson, Dan moves around the room effectively and behaviour improves.
2. Discuss three challenging moments in the lesson. For each moment, suggest two strategies Dan could have employed. Information overload	Dan nods, but seems a little overwhelmed by the range of suggestions.