



Goal-Setting & Feedback

- Co-create clear, achievable goals based on strengths and development needs.
- Model effective teaching and provide opportunities to observe, practise and receive feedback.
- Make routines and decision-making explicit (e.g., how to scaffold, introduce activities, or use formative assessment).
- Share strategies for inclusion such as scaffolds, guided practice, worked examples, structured discussion routines or scaffolded writing/discussion frames.
- Use co-planning and lesson reviews to build reflective practice.
- Give feedback that is constructive, encouraging and focused on next steps.

Find out more about our international trainees:



Johnson



SCAN ME



Batsa



SCAN ME

International trainees enrich schools with diverse perspectives and global experience.

Mentoring grounded in trust, cultural humility and clear communication helps trainees feel valued and confident.

By offering explicit guidance and celebrating strengths, mentors support wellbeing, belonging and long term success across the partnership.

Visit for more information:



SCAN ME

e: foepartnerships@edgehill.ac.uk

Edge Hill University 

Faculty of Education



A Mentor's Guide to Supporting International Trainees



A Mentor's Guide to Supporting International Trainees

Every trainee's journey is unique. Both home and international trainees bring diverse perspectives, rich prior experience, and varied educational backgrounds that strengthen partnership communities.

Effective mentoring—grounded in high expectations, cultural humility and explicit guidance—helps all trainees develop confidence, agency and a strong sense of belonging. Edge Hill mentors commit to inclusive, supportive mentoring that builds connection, facilitates progress and sets appropriate developmental goals for all trainees.



Inclusive Mentoring

- Create a warm, welcoming environment that values individuality, culture and global experiences.
- Check for any cultural or religious needs (e.g., prayer space).
- Give clear guidance on routines, communication, expectations, safeguarding and professional norms.
- Model positive relationships and consistent, inclusive classroom routines.
- Use co-observations to highlight effective teaching strategies.
- Encourage reflection with questions such as:
 - What prior knowledge will pupils need?
 - How will you support learners who find this challenging?
 - What worked well in your explanations today?
- Offer rehearsal opportunities (e.g., explanations, routines, team-teaching) to build confidence.



Supporting Curriculum & Professional Development

- Explore curriculum maps, long-term plans and progression documents together.
- Share examples of planning, model how to amend or adapt for your pupils.
- Explain assessment expectations, school systems and exam-board requirements (where relevant).
- Check in on key vocabulary, terminology and the language of instruction—supporting trainees to rehearse explanations so classroom communication is clear and accessible for all learners.
- Recommend subject and national professional associations/resources to strengthen trainee teacher identity and expertise.