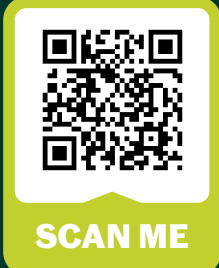


Find out more about
our international trainees:



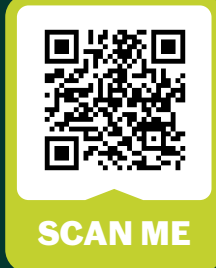
Johnson



SCAN ME



Anjali



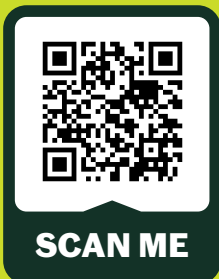
SCAN ME

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



Global community of educators

**Supporting International
Secondary Science Trainees:
A Mentor's Guide**



Effective mentoring, grounded in high expectations, cultural humility, and explicit guidance, helps all trainees to develop confidence, agency, and a strong sense of belonging.

Edge Hill mentors commit to inclusive approaches to mentoring, facilitating progress and setting appropriate goals for all trainees.

Inclusive approach to mentoring

Create a warm, welcoming and professionally curious environment where scientific thinking, individuality and diverse global insights are celebrated. Adapt support responsively so every trainee feels seen, valued and encouraged as they grow into the role of a science educator.

Provide clear, friendly guidance on day-to-day expectations—including routines, dress code, communication norms, safety practices, and working with colleagues—so the trainee feels confident and part of the science team from the outset.

Support the trainee in developing a clear, confident understanding of safeguarding protocols by positively introducing them to key colleagues—such as the SENDCo and DSO—and explaining how multi-agency partnerships work together to create a safe, inclusive environment where every pupil and adult is supported and protected.

Model how you build positive relationships with pupils and show how consistent routines, practical safety expectations, and enthusiasm for science help create lively, inclusive and safe learning environments. It is helpful to provide a running commentary as you move around the school on greeting pupils and responding to situations in the corridor, outdoor areas etc.

Engage in co-observations of expert colleagues to analyse effective science-specific strategies such as modelling, explaining, demonstration techniques, or use of practical enquiry.

Use reflective coaching questions to encourage deeper scientific and pedagogical thinking:

- “How would you teach this scientific concept?”
- “What prior knowledge do pupils need before this investigation?”
- “How will you support learners who find this concept challenging?”
- “Which activities will best develop scientific skills such as analysing data or forming hypotheses?”
- “What strengths did you notice in your scientific explanations today?”

Provide opportunities to rehearse explanations, practise practical routines, or team-teach to enhance confidence and secure strong science pedagogy.



Facilitating progress through science-specific development and curriculum sequencing

Mentors can support trainees in navigating the structure, progression and specialist language of the science national curriculum by exploring progression maps, exam specifications and assessment approaches together.

Discuss sequencing and progression in science by sharing long-term plans, schemes of learning and programmes of study that demonstrate how key concepts develop from Key Stage 2 through to Key Stage 3/4.

Share assessment structures, including exam board materials, past papers and revision resources, so trainees understand how scientific knowledge and skills are assessed.

Schools use a wide range of acronyms, titles and words that can be confusing, be explicit and check trainee understanding of acronyms and setting specific terminology.

In initial stages of professional practice co-plan lessons to model setting expectations.

Check in on key scientific vocabulary and disciplinary language—supporting trainees to rehearse explanations so that classroom talk is clear, accurate and accessible for all learners.

Signpost trainees to specialist science organisations that enrich professional identity and subject expertise: Institute of Physics (IoP), Royal Society of Chemistry (RSC), Association for Science Education (ASE), STEM Learning.

These networks provide excellent opportunities for continued development and connection with the wider scientific education community.



Setting goals

Work with trainees to co-create clear, achievable goals that build on existing strengths and scientific expertise. Ensure goals are specific, developmental and linked directly to opportunities the trainee will encounter in the science classroom.

Behaviour management as a pedagogy should be learned and practiced. It is important to ensure trainees understand a range of behaviour management strategies and understand school behaviour management policies.

Model strong science teaching practices and provide opportunities for the trainee to observe, practise and receive feedback on skills such as modelling, questioning, practical equipment/lab management, use of scientific representations, and supporting working scientifically.

Make your science teaching routines explicit—for instance, how you introduce a practical, how you scaffold a complex concept, or how you use data-analysis tasks to deepen understanding.

Provide opportunities to observe expert colleagues early in the placement, discussing best practice in areas such as demonstration techniques, safety leadership, or explaining abstract concepts.

Reflect informally together on scientific decision-making in the classroom,

discussing why specific explanations, demonstrations or formative-assessment choices supported learning.

Share clearly any adaptations made for individual pupils to promote inclusion in science—such as differentiated practical roles, scaffolded diagrams, or structured support for extended writing.

Use co-planning and joint lesson reviews to build reflective practice and help trainees understand how individual science lessons fit within broader conceptual sequences.

Offer feedback that is constructive, encouraging and forward-focused, celebrating scientific pedagogical growth and outlining the next steps with clarity and positivity.

Conclusion

Mentoring grounded in trust, cultural humility and clear communication helps trainees feel valued and confident. By offering explicit guidance and celebrating individual scientific strengths, mentors nurture a strong sense of belonging and empower trainees to contribute confidently as science educators. Such respectful, relationship-centred mentoring enhances trainee wellbeing and supports long-term career satisfaction and retention across our science partnership.