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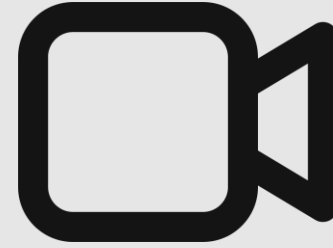
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Primary PGCE (Phase One) Mentor Development Session

18.10.24

Lead Mentor: Ben Harvey-Ashenhurst

What we will cover:



- The mentoring role
- The University of Leicester mentoring programme and mentoring development materials
- The University of Leicester curriculum and assessment
- SMART targets and PDF input
- Expectations for Phase 1 for trainees
- Review the PD cycle and key messages
- Do ask questions, by raising your hand, the PGCE team will monitor this

Who's who?

Tutors:

- Ben Harvey-Ashenhurst (LM, PT & Head of Course)
- Jenny Bosworth (LM and PT, Director of Initial Teacher Education, Safeguarding Lead)
- Fiona Curtis (PT)
- Marianne Quinsee (PT)
- Keith Culverwell (PT)
- Roisin Knight (PT)

Professional services:

Austin Ruddy
Dan Lathbury
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Mentoring



Our mentoring programme is informed
by the national mentoring standards –
QR CODE

Mentor Development (20hrs)

- This mentor training session of three hours
- Self-directed reading using our 'Mentor Development Programme'
- Mentoring conversations when your trainee's personal tutor visits
- Reading the Friday emails
- An evaluation of the mentoring development programme and your own development as a mentor

(Through 1.5 hours engagement each week of the placement)

Not 20 hours of didactic training! Not 20 hours out of class! Not 20 hours of death by PowerPoint!

Before we begin...

**In breakout rooms
discuss your own
experience of mentoring
and/or being a mentee**



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Mentor Development Materials



PGCE Mentor Development Programme

2024-2025



Lead Mentors: Dr. Jake Halford, Jenny Bosworth, Ben Harvey-Ashenhurst & Dr. Fay Baldry



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PGCE Mentor Development Programme

2024-2025



Lead Mentors: Dr. Jake Halford, Jenny Bosworth, Ben Harvey-Ashenhurst & Dr. Fay Baldry

Self-Directed

**Utilised when
PT visits**

**Minimal
assessment**

Self-evaluated

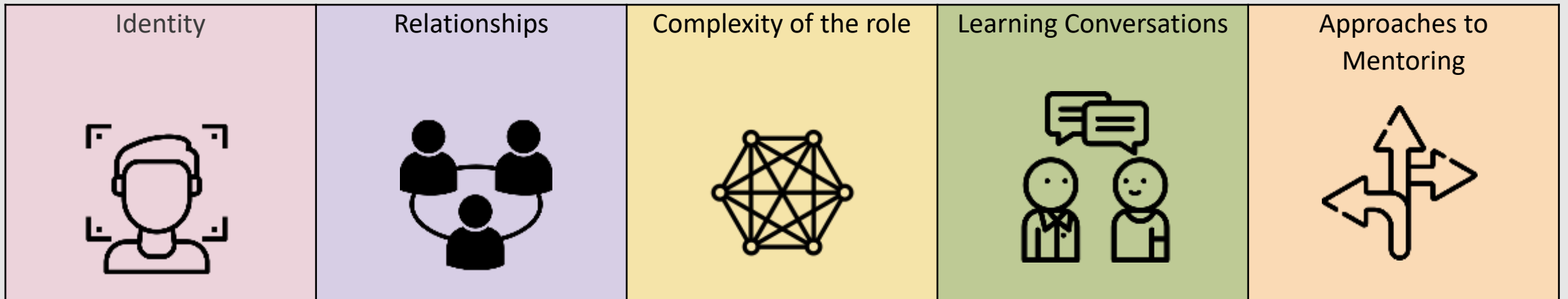


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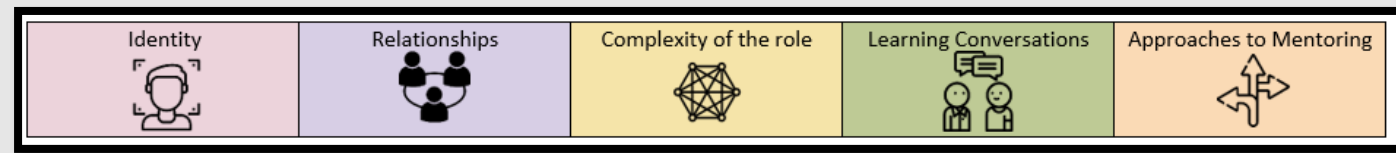
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UoL five principles of mentoring:



Self-directed – why?



These have been carefully sequenced over the weeks of the placement. They have been structured so that you have the relevant support for your role at an appropriate time.

Pre-Placement	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Principles of Mentoring	Beginning Teacher Identity	Observations	Weekly Meetings	Difficult Conversations	Judge mentoring	Adapting Mentoring	Supporting and promoting independence
Role(s) of the Mentor		Building Relationships	Setting Effective Targets	Learning Conversations	Advocacy	Models of Mentoring and Coaching	Wider roles and Professionalism
Beginning Teacher Journey	Cultural Awareness						

Each one-page summary identifies the main principles of this element of mentoring, some suggestions for how you could implement this and resources to further aid your development in this area.

Principles of Mentoring

Summary

The underlying principle throughout the University of Leicester programme is knowing, doing, and being. This reflects the idea that in becoming a teacher, you need to pay attention to developing a beginning teachers' identity as much as knowledge and skills.

Underpinning our mentor training approach are the following principles:

1. **Understanding beginning teachers and identities** – As a mentor it is important to know your student teacher, the complexity of learning to teach, where they are in their journey to becoming a teacher and recognition of their stage of development.
2. **Building relationships** – Central to effective mentoring is a positive working relationship. This principle recognises that mentors play a range of roles in student teachers lives and also are crucial in inducting them into the wider school community.
3. **Complexity of the role of the mentor** – As a mentor the approach that you take will change depending on the needs of your student teacher and over the course of the placement. It will require an understanding of different approaches to mentoring and coaching and deciding on appropriate responses and support. As a school-based mentor you will be both the supervisor and assessor of your student which can result in some conflicts between the two roles.
4. **Facilitating learning conversations** – A key way of developing teachers is through effective professional dialogue. This requires being able to give high-quality feedback, an awareness of the complexity and challenges with undertaking observations, and being able to articulate hidden knowledge to beginning teachers. Understanding the complex ways in which student teachers process and implement targets and feedback.]
5. **Adapting mentoring approaches to respond to need** – As a mentor we want you to use your professional knowledge and expertise to adapt your mentoring approach for the student that you have. We are not advocating any one style of mentoring or coaching. Our training will make you aware of the different approaches to empower you as a mentor to adapt according to the situation and context.

These principles have informed the summaries that will be shared with you each week as part of your mentor training. These principles have informed our mentor training along with the concepts of knowing, doing and being (Craig, 2018).

Reflection Task

1. During this process, how will you reflect on your own professional development as a teacher educator?

What can you do now?

1. Look at the Mentor Handbook, practicum/placement guide, and find out what the role of the mentor (co-tutor) is and the expectations for what you need to do.

Further Reading

The further reading is provided as suggestions if you wish to develop your understanding and knowledge of this in further detail. Don't you feel you have to read any or all of them in addition to reading the weekly focus they are here as a resource to support you in your role.

[Structured mentoring: Principles for effective mentoring | Educational Research for Policy and Practice \(springer.com\)](#)

Week 1 – The Principles of Mentoring

-Summary

-Reflection Task

-Task (Follow Up, Deepening)

-Further Reading

What are the rules around professionalism as a teacher in your school?

- What are explicit? What are implicit?
- What issues might a beginning teacher have at the start of Phase 1 in terms of professionalism and following cultural norms in your school?
- How can you as a mentor help to introduce beginning teachers to your professional community?



National Mentor Standards

Standard 3 – Professionalism

Set high expectations and induct the trainee to understand their role and responsibilities as a teacher

The mentor should:

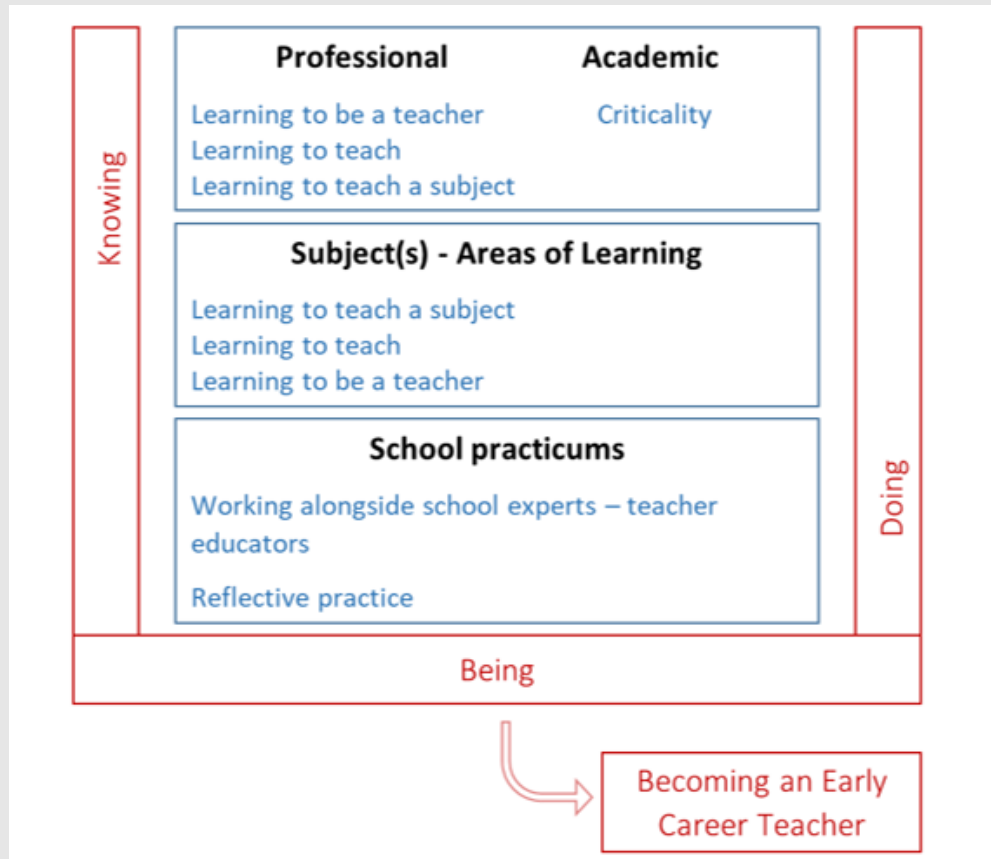
- encourage the trainee to participate in the life of the school and understand its role within the wider community;
- support the trainee in developing the highest standards of professional and personal conduct;
- support the trainee in promoting equality and diversity;
- ensure the trainee understands and complies with relevant legislation, including that related to the safeguarding of children; and
- support the trainee to develop skills to manage time effectively.

A photograph of two young women, one with dark hair and one with curly hair, looking at a screen. The woman on the left is wearing a red sweater. The background is blurred, showing what appears to be a classroom or office setting.

Being a mentor with the University of Leicester

- Our curriculum intent and underpinning principles
- Our development cycle
- Our assessment processes

Purposeful Integration



- The PGCE course is designed with knowledge and skill development, in combination with practical application and reflective practice
- Three distinct teaching phases allow for the trainee's understanding of the expectations, and their own progress towards these, to develop

- Our ITE curriculum is developed around the statements of the CCF and embedded alongside this are the principles of 'knowing, doing and being' (Craig, 2018).
- **Knowing** - The complex and interrelated body of knowledge for teaching and ways of thinking, such as creativity and criticality.
- **Doing** The multifaceted skills and practices involved in teaching.
- **Being** Self-awareness that establishes professional identity and responsibilities, and the reflexive relationships with others.
- Through the PGCE course trainees will reflect on their progress with the developing understanding of what teachers know (subject and pedagogical knowledge), what they do (the skills involved) and how they will develop as an effective practitioner, with your support and guidance as an expert colleague.

Knowing

- 'Learn that' statements from the Core Content Framework
- Does not change from phase-to-phase
- Will need to be assessed in some taught sessions and end of each phase to ensure the knowledge students have about teaching and learning is secure and built upon


Phase 1 – 'introduced to'

Phase 2 – 'introduced to' and 'further develop'

Phase 3 – 'show confidence in'

Doing

- 'Learn how to' statements from the Core Content Framework
- The school-based tasks in each phase will be aligned with the expectations

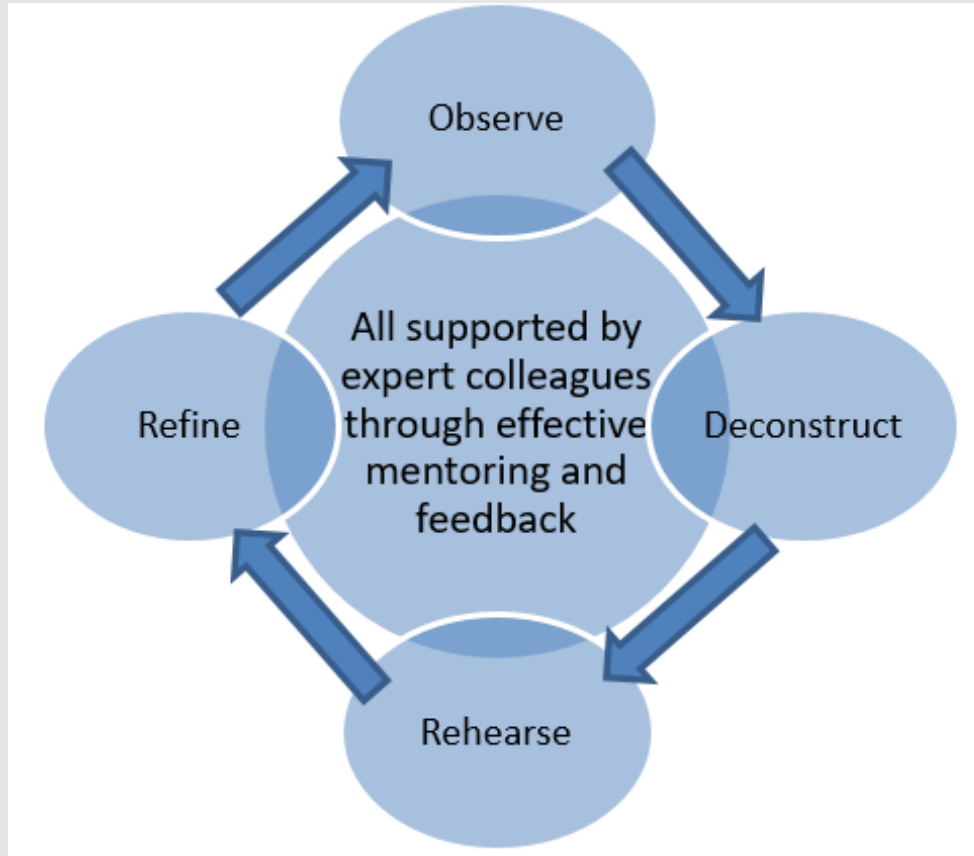


Phase 1 'Task manager'	Phase 2 'Curriculum deliverer'	Phase 3 'Concept/ skill builder'
Discuss and analyse Observe and deconstruct Observe, deconstruct and begin to rehearse	Observe, deconstruct, rehearse and refine	Observe, deconstruct, rehearse, refine and justify their decisions

Being

- Reflective questions on the prompt cards can support mentors and trainees
- Talk-throughs are chosen by the trainee to allow them to reflect upon their own development
- During each weekly review meeting the chosen Talk-through will be addressed which will draw out key aspects of the trainee's understanding

Development cycle



Phase 1

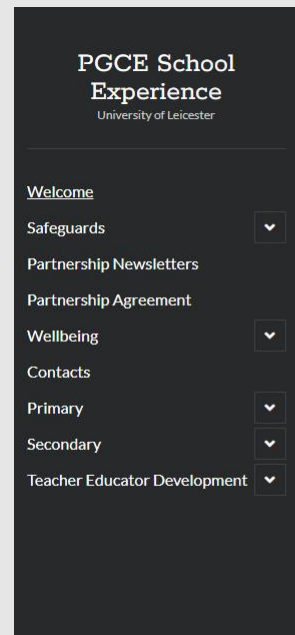
Observe, deconstruct and begin to rehearse and refine and justify their decisions

What will our trainees experience in Phase 1?

- Adapting to a new professional culture and relationships
- Developing their understanding of the children in their placement class
- Understanding the classroom and school routines
- Time management (organisational skills and planning)
- Personal development and awareness of their current capabilities
- Considering how they will move from the observer to the 'teacher, when teaching'
- Treat the trainees as teachers – consider your introduction of them
- What could you do from the first week, that enables them to succeed in the role of 'a teacher'
- The management of pairs, how will you support them in making this a professional and productive relationship.
- How you can ensure parity of experience – for example, one trainee may have more experience, or initial confidence
- Promote opportunities of experience – even when one trainee may be less confident to seize these



Phase One - Documentation



Welcome to the University
of Leicester PGCE School
Experience website

<https://pgce-school-experience.le.ac.uk/>

PGCE School Experience

University of Leicester

[Welcome](#)

[Safeguards](#)



[Partnership Newsletters](#)

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[Primary](#)



[Secondary](#)



[Teacher Educator Development](#)



Welcome to the University of Leicester PGCE School Experience website

Week 1 tasks

- Induction (check this has been completed and that they have access to all relevant policies)
- Identify 4 focus children
- Observe teachers and children
- <10% teaching
- ½ day PPA ½ day PD time
- Plan directed tasks and complete timetable



PGCE School Experience

University of Leicester

Welcome

Safeguards



Partnership Newsletters

Partnership Agreement

Wellbeing



Contacts

Primary



Secondary



Teacher Educator
Development



Primary

This section includes the following:

- [School Experience Overview](#)
- [Roles and Responsibilities](#)
- [Phase 1](#)
- [Phase 2](#)
- [Phase 3](#)
- [Documentation](#)



Key documentation & OneDrive

Phase one overview (including teaching percentages)

<https://pgce-school-experience.le.ac.uk/documentation/>

Trainees will also have these:

- OneDrive e-portfolio
- Planning and assessment folder



One Drive

- Formative feedback observation forms
- Weekly review form including Talk-throughs
- Directed tasks
- CARD 1

Planning and assessment folder

- Weekly timetable
- Lesson plans and evaluations (and associated resources)
- Observations of teachers and children
- Tracking (after mid-point taught session)
- May include directed tasks, if handwritten

Directed Tasks for Phase 1



Directed Tasks for Phase 1

During Phase 1, trainees are required to complete a range of directed tasks to support them in their development as teachers.

The tasks are:

- 1) [Focus Children Progress Summary](#)
- 2) [Observing Expert Colleagues](#)
- 3) [SEND: Speech, Language and Communication Needs](#)
- 4) [Understanding the school's context and curriculum](#)

[Timetable for directed tasks](#) – use this document to plan when you will complete the directed tasks

In the first few days, you need to help trainees to:

- Plan the weekly timetable to include PPA and PD time
- Identify four focus children
- Plan directed tasks across the placement
- Organise observing other expert colleagues
- Plan when the WRM will be held
- Work towards first targets and draft new ones for week 2.

Registering Attendance

- On Blackboard by the trainee

98.5%+

- When absent the trainee registers their absence using the 'Notification of Absence Form'

[CSSAH Notification of Absence \(office.com\)](https://office.com)

Primary PGCE Phase 1
Week 1 Weekly Review Meeting Upload

Content and Settings Submissions (0) Student Activity Question Analysis

Copy Content Print

Question 1 1 point ...

Is there anything that you would like to talk to your personal tutor about regarding support or any concerns?

☐ A Yes Correct answer

☐ B No Correct answer

Question 2 0 points ...

How many days did you attend school this week?

☐ A 1 Correct answer

☐ B 2 Correct answer




☐ C 3 Correct answer

☐ D 4 Correct answer

☐ E 5 Correct answer



Where, what and when:

OneDrive 	 Planning and Assessment Folder	Blackboard 
Weekly review form	Class Information (as appropriate)	Reporting Attendance
Weekly timetable	Weekly timetable	Formally observed lesson plan
CARD	Lesson plans (including resources)	Weekly review form
Teacher mentor formative feedback	Observations of expert colleagues	Teacher mentor formative feedback
Visiting tutor feedback	Observations of children	
Examples of planning	Directed task materials	
Directed tasks		

A photograph of two young women sitting at a desk, looking at a laptop screen. The woman on the left is wearing a red sweater and has long dark hair. The woman on the right is wearing a blue top and has curly dark hair. They are both smiling and looking at the laptop. The laptop is open on the desk, and there are some papers and a pen nearby. The background is slightly blurred, showing a window with a red frame.

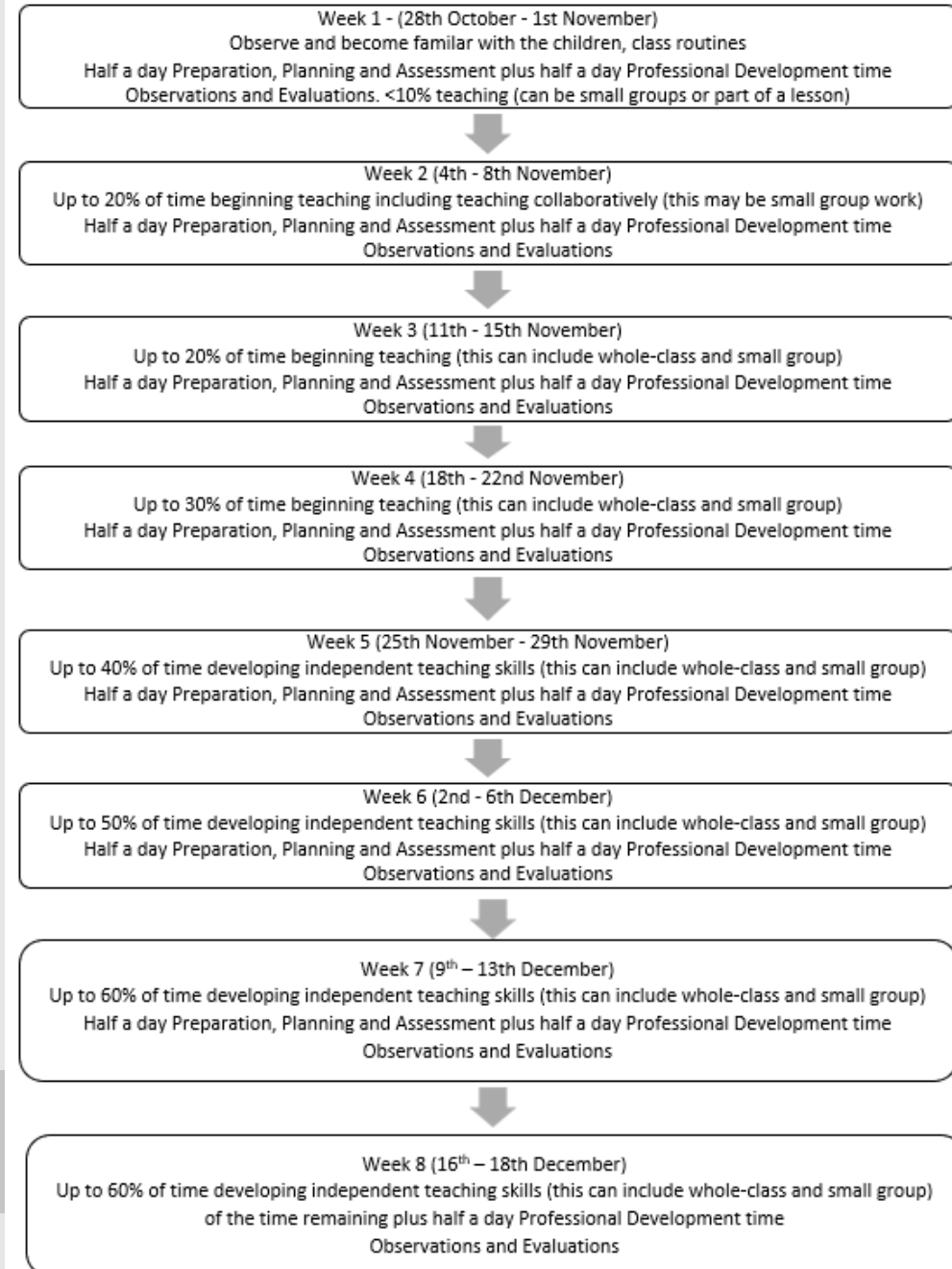
Curriculum and Assessment

The Organisation of the Placement:

28 th October (15)	Phase 1 Placement (37 days)	<10% teaching				Northamptonshire Rutland
4 th November (16) (Visits)	20%					
11 th November (17) (Visits)	20%				Professional SBB 2.04 09:00-16:00 PM Associates In	
18 th November (18)	30% (begin focus children)					
25 th November (19)	40%				AM Management Meeting	
2 nd December (20) (Visits)	50%					
9 th December (21) (Visits)	60%				CARD 1	
16 th December (22)	60%	PM Development Meeting		Academic UA2 (SSC LUNCH) SBB 2.03 09:00-13:00	Tutorial 3 (TEAMS)	

Clarification of Dates:

- Visit 1 in week 2 or 3 (4 or 11.11.24)
- Visit 2 in week 6 or 7 (2 or 9.12.24)
- CARD 1 Submission (Fri 13th December)



The role of the Teachers' Standards

Teachers' Standards **are**

- used to support summative judgements
- to be consistently met by a student to be **course at a developmentally appropriate**

Teachers' Standards **are**

- to be used to inform observations or to give feedback
- to be used to summatively assess trainees



Part 2 of the teacher standards:

	Focus	Knowing (knowledge, skills and understanding)	Doing	Review Points
Ref	Reflection	Understand and apply Brookfield's lenses (2005) as a model of reflection; be aware that reflection develops practice, especially when supported by observation of and feedback from experts.	Seek, reflect and act on feedback from experts. To use Brookfield's model of reflection (2005) to develop practice	Final: Secure Yes <input type="checkbox"/> Not yet <input type="checkbox"/>
Professional Behaviours	Professional Conduct	Understand what behaviours are compatible with the teaching profession, (PPC) and that a teacher is expected to demonstrate consistently high standards of personal and professional conduct.	Maintain professional behaviours (PPC) inc. professional relationships with tutors, colleagues and peers Responds positively, constructively and quickly to feedback and communication. Be proactive in raising any areas of concern or development.	Final: Met <input type="checkbox"/> Not Met <input type="checkbox"/>
	Self-management	Aware of strategies for managing workload, mindful of work/life balance and well-being, knowing expert support is essential.	Organise time and workload, to support your wellbeing and work/life balance, through protecting time for rest and recovery. Be proactive in keeping documentation up to date. Seek support and guidance from experts if needed to develop.	Final: Secure Yes <input type="checkbox"/> Not yet <input type="checkbox"/>
	The Teacher and the Law	Teachers are expected to engage with key regulatory/legal and advisory frameworks (e.g. Children and Families Act 2014, Equality Act 2010).	Act within appropriate frameworks and policies	Final: Met <input type="checkbox"/> Not Met <input type="checkbox"/>
	Keeping Children Safe	Know teachers have responsibility to keep children safe from harm, understanding safeguarding, knowing indicators of harm, including how to support children to keep safe on line.	Adhere to school safeguarding policies and report concerns immediately through the processes of your placement school.	Final: Secure Yes <input type="checkbox"/> Not yet <input type="checkbox"/>
	Well-being	Be aware of mental health and well-being issues (children)	Engage with school policies and practices	
Beliefs and Values	Identity	Know that teachers' beliefs and values impact on practice.	Reflect on own beliefs and values through your weekly review forms.	Final: Secure Yes <input type="checkbox"/> Not yet <input type="checkbox"/>
	Teachers' Expectations and Influence	Know that teachers can influence attitudes, wellbeing, motivation and behaviour of children, with expectations influencing outcomes. Know that language and behaviours are key to communicating expectations.	Identify appropriate language and behaviours to communicate unconditional positive regards through a belief in the potential of all children ; with expert guidance, practice use.	Final: Secure Yes <input type="checkbox"/> Not yet <input type="checkbox"/>
	Purpose of Education	Be aware of different perspectives on the role of education (e.g. cultural, economic) and the impact on individuals and society.	Understand the school's ethos and articulate how this is expressed. Complete the context and curriculum task in the first task.	
	Social Justice	Be aware societal inequities can be impacted by education.	To articulate the development of your understanding of pupil premium as a system for supporting disadvantaged groups of learners.	
	Inclusion (EDI)	Know all children are entitled to receive high quality teaching.	As a trainee teacher you uphold the roles and responsibilities of the teacher, so that all children make progress in their learning.	
	Final report	Comment:		Part 2: Met <input type="checkbox"/> Not Met <input type="checkbox"/> On Track: Yes <input type="checkbox"/> No <input type="checkbox"/>

Curriculum Assessment and Review Document (CARD 1)

- Makes strong links between the university sessions (knowing) and the school-based practicum (doing) to form a basis for assessment (being)
- Summarises our curriculum over the three phase CARDS
- Brings together the academic and professional elements of the PGCE course
- A developmental tool by which to monitor understanding and progress
- The Teachers' Standards are not explicit. They do inform the standards.

Assessment of Knowing and Doing – CARD 1

- These will form a significant part of the end of phase comments from the mentors
- We will want to know from the mentors and the trainees if they are 'secure' or 'not yet secure'
- This will assess the trainee's understanding and how they have integrated what they 'know' and what they can now 'do'
- Working through each phase, we will see the trainee's *knowing* more, *remembering* more, *doing* more and *understanding* more

Summative Assessment: Teachers' Standards

To meet the Teachers' Standards (for trainees) a trainee teacher needs to demonstrate that their practice is consistent with the definition set out in the Preamble, and that they have met the standards in both Part One and Part Two of the Teachers' Standards. The bulleted subheadings within each Teachers' Standard should not be interpreted as separate standards in their own right (DfE, 2013), so overall holistic judgement should be made; this is taken into account as described in the processes below.

The Teachers' Standards need to be interpreted in a way that is consistent with what could **reasonably be expected** of a trainee/trainee teacher **prior** to the award of QTS, and need to be interpreted according to the **role and context** (DfE, 2013). We have translated the Teachers' Standards bullet points into TS Benchmark Statements to describe indicative features of practice that indicate the **minimum** characteristics a **trainee teacher** should demonstrate; these descriptors are designed to provide a basis for interim and end of course assessment. To be awarded QTS the trainee teacher needs to have met all of the Teachers' Standards (for trainees).

Teachers' Standards (TS) Benchmark Statements (in white)

- Secure:** In your professional judgment, the trainee teacher has achieved (or surpassed) the TS Benchmark Statement.
- Not yet Secure:** Although they are not yet achieving the TS Benchmark Statement, capability is improving. This could include achieving the TS Benchmark Statement but in a very limited range of contexts, or if there has not yet been the opportunity to engage with this area (for the latter add a comment to this effect).

Supporting Development

Whilst the CARD provides the structure for the interim and final reports, its key function is developmental. It provides a framework for the trainees and yourselves to understand their curriculum and map out an appropriate developmental trajectory.

Consistency: If the TS Benchmark feature was part of the trainee teacher's repertoire but they were still working to establish this practice on a consistent footing, or across a range of contexts, this would fall under 'may not be consistently sustained' and 'met' **can** be awarded. However, it would be expected that the trainee teacher could identify successful/less successful approaches, articulate how they could develop their practice and act on feedback.

Support and Guidance: 'Appropriate' refers to the support that is embedded in course processes, such as weekly meetings with mentors, observations, working with/alongside expert colleagues and tutorials. This includes Support Plans/Action Plans when targets set are being achieved.

TS Benchmark Statements, in white, are the **minimum** standards that can reasonably be expected of a trainee teacher at the end of their initial year of training. As we would expect most trainees to exceed this minimum standard, it would not be unusual to meet this minimum requirement at the Interim Report stage of Phase B.

- Not met:** Interim report: If one or more of the TS Benchmarks Statements is not secure then the associated Teachers' Standard will be recorded as **not met**.
- Final report - Holistic judgement:** The norm would be for all TS Benchmark Statements to be secure for 'met', but a holistic judgment should be made as the subheadings are not to be interpreted separately. It is possible to meet the overarching standard if one or two TS Benchmark Statements are not secure. This could include circumstances where the trainee teacher has not had the opportunity to engage with specific requirements e.g. deploying support staff. Consequently, if there are any 'not secure' TS Benchmark Statements in the final report, the trainee teacher's overall profile for that standard should be reviewed to determine if that standard has been 'met' or 'not met'.
- On track:** For the Interim Report there is also an 'on track' yes/no question. This is a 'best fit' for that Teachers' Standard to indicate whether the trainee teacher is making progress that would put them on a trajectory to successfully meet the Teachers' Standards by the end of the placement. This is to capture those standards where the trainee teacher is making expected progress but has not yet reached the 'met' standard.

Breadth and depth: going beyond the minimum 'met' standards. 'Met' is the **minimum** standard; most trainees will go beyond this. For example, a trainee teacher may be meeting the standards (for trainees) most of the time in the majority of contexts, which is beyond met. Indeed, some trainee teachers will be achieving these standards across a range of

University sessions have covered...

School-based learning should include...

Subject specific context to consider...

Curriculum: CCF3

	Focus	Knowing	Doing	Subject Context	Review
Subject and Curriculum	Subject knowledge	Understand that teachers need to have a secure subject knowledge and be proactive in developing this.	Ensure that the appropriate subject knowledge is in place for taught lessons.		Final: Secure Yes <input type="checkbox"/> Not yet <input type="checkbox"/>
	Teacher Knowledge	Understand the interconnected nature of knowledge required for teaching: subject, pedagogical content, curriculum.	Be able to recognise and identify these three elements within teacher mentor lessons/planning.		Final: Secure Yes <input type="checkbox"/> Not yet <input type="checkbox"/>
	Pedagogical content knowledge	Identify key concepts , ideas, knowledge, skills and principles of the subject.	Identify these models within your teacher mentor's planning and lessons. Assess focus children using the <u>SVoR</u> .	e.g. <u>SVoR</u> in reading and the rope model in mathematics.	Final: Secure Yes <input type="checkbox"/> Not yet <input type="checkbox"/>
	Language, literacy and numeracy	Understand how literacy supports learning across the curriculum. To understand the importance of metalanguage within subjects (e.g. Split digraph in phonics or addend in mathematics).	Model subject-specific language and have high expectations for children's use of high-quality language. With support is beginning to teach/team teach SSP.		Final: Secure Yes <input type="checkbox"/> Not yet <input type="checkbox"/>
Final report		Comment:			Overall: On Track Yes <input type="checkbox"/> No <input type="checkbox"/>
		Strengths:		Areas for development:	

Assessment during and at the end of P1

Overall

Observing and Teaching across the primary curriculum:



Trainee's experiences during Phase 1

	Observed in P1	Taught in P1
Art and Design		
Computing		
Design Technology		
Geography		
History		
Modern Foreign Languages		
Music		
Physical Education		
PSHE/RHE		
Religious Education		

Professional Development Cycle



A photograph of two young women sitting at a wooden desk, looking at a laptop. The woman on the left is wearing a red sweater and holding a pen. The woman on the right is wearing a light blue shirt and has curly hair. They are both smiling and appear to be engaged in a collaborative study session. The background is slightly blurred, showing an indoor setting with a window.

Target setting

Model for Setting Targets

S-Specific **M** – Measurable **A** – Attainable **R** – Realistic **T** – Time Related

Verb What is to be done	Object What/whom	Result What outcome will be achieved
To usequickly address low level off task behaviours using the school's/class behaviour policy...	..so children's learning time is maximised and expectations reinforced.
To model...	...the schools agreed calculation policy...	...so that a consistent approach is adopted.
To provide....	...clear LO and SC to the children...	...so children know what they are learning and how to achieve this.
To deploy..	...additional adults in the room to support the learning of target children..	...so children are provided additional input to aid their progression.

The SMART targets we have set your trainees for their first week:

Weekly targets				
You should identify and work on three targets each week.				
NB: Ensure coverage of all five areas across the placement				
Core Content Framework Area	Targets	Strategies and steps to achieve this target	Review of progress (<u>completed</u> end of week 1)	Mentor comments (<u>completed</u> end of week 1)
Include the relevant 'Learn how to' statement in the box below the area heading.	Remember: <i>Verb – subject – result</i> e.g. To <i>use modelling within maths teaching so lower attaining pupils to make progress</i>	Think about what you might need to observe, deconstruct, rehearse and refine What 'in the moment' mentoring might you request?		
Relationships and Behaviour Management	To go out at break or lunchtime with the children on at least two occasions this week, so that you can get to know the children in a different context and develop professional and positive relationships with them.	What you will do: How your mentor will support you:		
Pedagogy	To observe my TM on at least three occasions with a focus on the use of dual coding in lessons so that I can understand how this is enacted	What you will do: How your mentor will support you:		
Adaptive Teaching		What will you do: How will your mentor support <u>you</u> :		
Subject and Curriculum	To read and understand the Autumn term plans across the curriculum for my class	What will you do: How will your mentor		

Professional Development Focus

Trainee's targets will inform their professional development focus

A PDF is **what they are focusing on in a lesson to further improve their practice.** This will be clear through their planning and evaluations.

Name:	Date:	Subject:	Whole Class/Small Group	Year Group:
Professional Development Focus (PDF): <i>To use cold calling at key assessment points during the lesson to ensure that I hear responses from a wider range of children (not just those who always raise their hands) and can then adapt my teaching according to their learning needs at that point.</i>		Post Lesson Evaluation of PDF:		

PDFs

PDFs may be generated by:

- Weekly targets (**broken down**)
- Formal or informal feedback from TM
- Personal reflections
- Feedback from children (Brookfield)
- Feedback from other adults/placement partner

Targets to PDFs

To *use modelling within mathematics teaching so lower attaining pupils to make progress.*

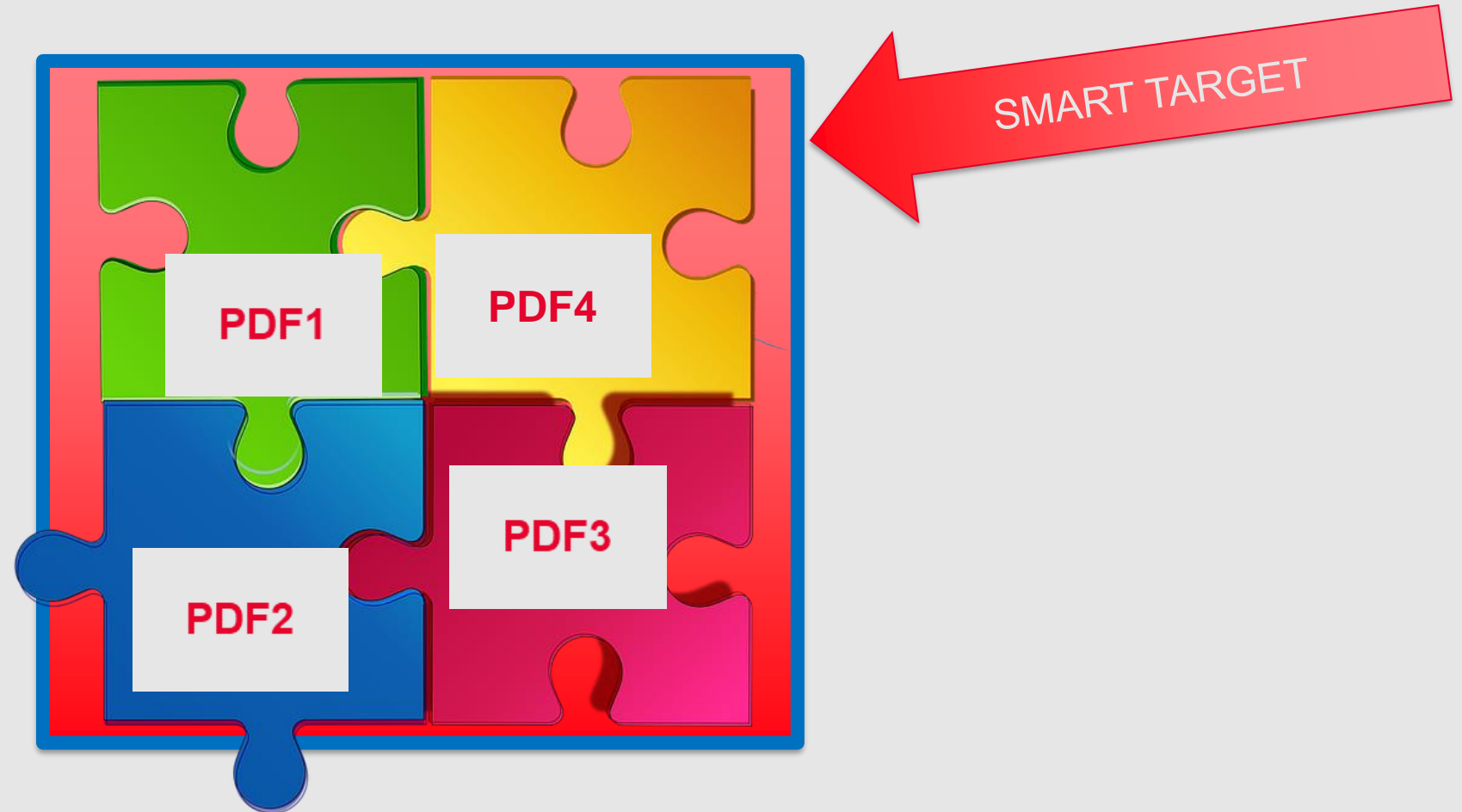
- *To ensure that when modelling, all children can see what I am doing.*
- *To prepare and use questions to assess when lower attaining children are ready to progress.*

Lesson plans and PDFs

Lesson/Activity Planner

Name:	Date:	Subject:	Whole Class/Small Group	Year Group:
Professional Development Focus (PDF):		Post Lesson Evaluation of PDF:		
Any other implications for your teaching from previous evaluations and feedback				
Learning outcome related to the EYFS/NC: (This may be the same for several lessons)				
Place of this lesson/activity within the sequence of lessons				
Learning Objective for this lesson/activity (with context if appropriate):		Success Criteria		
Key Vocabulary: <i>(consider how you will introduce this, display this and assess its use)</i>		Resources: (Include health and safety issues, outdoors if appropriate)		
Potential Misconceptions/Errors		Pupils' Prior Learning for this lesson		
Who will you focus your assessment on and how will this be done?				

Reviewing PDFs and targets



Target setting – SMART



Target 1	Target 2	Target 3	Target 4
Increase the pace of the lesson	Think about your questioning	Manage low level disruption	Develop use of attention grabbers

The details!

- The **university-led trainees' personal tutor will visit twice during phase one**
- Lead partner trainees will have **one visit from their personal tutor and one from their lead partner.**
- You will receive a 'Friday email' each week to summarise the expectations for the following week
- You should aim to formally observe and feedback to your trainee once a week but you will also have informal professional discussions throughout the placement
- The CARD should form part of your weekly review meetings and support you and your trainee in tracking progress and setting targets

- Making greater use of Talk-throughs so that mentors can establish what trainees really know and using the CARD regularly to consider individual needs
- Using OneDrive so that trainees and mentors can see everything and can simply add to/revise/edit documentation online and have an overview of everything
- At the end, can mentors please add name to CARD, get SLT comments and then email directly to VTs in addition to uploading to OneDrive

When to raise concerns

- Is the trainee behaving **consistently**, and to a high standard, in line with the personal and professional conduct element of Part 2 of the standards?
- Are they meeting your expectations of what is outlined for this stage of their development?
- Are they meeting your expectations for progress within the professional development cycle, from your observations, weekly reviews and discussions?

If not:

- Speak to your Visiting Tutor when they visit/ make contact
- If you have serious concerns, email your Visiting Tutor and they will discuss the next stage of the support process with you
- If your concerns relate to Part 2, contact your Visiting Tutor immediately
- If you have an issue from a safeguarding concern, regarding your trainee personally or their professional conduct, contact our safeguarding lead: Jenny Bosworth jb591@le.ac.uk

What does the CCF say?

- **Discussing and analysing with expert colleagues:** Interrogate with an expert colleague – using the best available evidence – what makes a particular approach successful or unsuccessful, reflecting on how this approach might be integrated into the trainee's own practice.
- **Observing how expert colleagues ... and deconstructing this approach:** Working with expert colleagues – using the best available evidence – to critique a particular approach – whether using in-class observation, modelling or analysis of video – to understand what might make it successful or unsuccessful.
- **Receiving clear consistent and effective mentoring:** Receiving structured feedback from expert colleagues on a particular approach – using the best available evidence – to provide a structured process for improving the trainee's practice.

Professional Development Cycle



With great thanks...

*We extend our gratitude to you
for the role you are playing as
mentors in partnership with
the University of Leicester.*

In partnership, we work as citizens of change

A photograph of two women sitting at a desk, looking at a laptop screen. The woman on the left is wearing a red sweater and holding a pen. The woman on the right is wearing a light blue top. They are both smiling and appear to be engaged in a collaborative activity.

Questions?

- 1) The mentoring role
- 2) The University of Leicester curriculum and assessment
- 3) SMART Targets and PDF input
- 4) Expectations for Phase 1 for trainees
- 5) Review the PD cycle and key messages

Thank you!