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Mentor Training

**Kerry Onyejekwe and
Jenny Bosworth
Thursday 17th September
2026**



Agenda

2:00 – Introduction to mentoring for new mentors

2.45 - Break

3:00 – Phase specific Mentor Training

4:00-4:15 for New Mentor queries

Who are we?

Jenny Bosworth (jb591@le.ac.uk) – Director of Teacher Education/ Head of Primary PGCE/ Safeguard lead

Kerry Onyejekwe (ko98@le.ac.uk) – Co-head of Secondary PGCE

Jake Halford (jjls2@le.ac.uk) – Co-head of Secondary PGCE

Headsec@le.ac.uk

Fiona Curtis (fc159@le.ac.uk) – Student Disability Lead

Austin Ruddy – Partnerships Coordinator (pgcepartnerships@leicester.ac.uk)

Lydia Powell – Partnerships Administrator



Who are our students?

- Background
- Experience
- Age range
- What they know and will not know yet

Content to date

- Safeguarding
- Teacher identity
- Critical reflection
- Learning theory
- Child development
- Mental health
- Assessment for Learning
- Introduction to SEND
- EDI
- Introduction to placement
- Introduction to the curriculum
- Purpose of Education
- Professionalism
- Modelling
- Technology and AI
- Subject sessions

Building relationships – Mentor and student teacher

NPQ 3.h. Building a relationship of trust and mutual respect between the individuals involved.

- 3.i. Tailoring the conversation to the expertise and needs of the individual (e.g. adapting conversations to be more or less facilitative, dialogic or directive).
- 3.j. Using approaches including observation of teaching or a related artefact (e.g. videos, assessment materials, research, lesson plans), listening, facilitating reflection and discussion by asking clear and intentional questions, and actionable feedback with opportunities to test ideas and practise implementation of new approaches.
- 3.k. Where appropriate, creating opportunities to co-observe a lesson segment, exploring and modelling what

What are beginning teachers experiencing in Phase A/ 1?

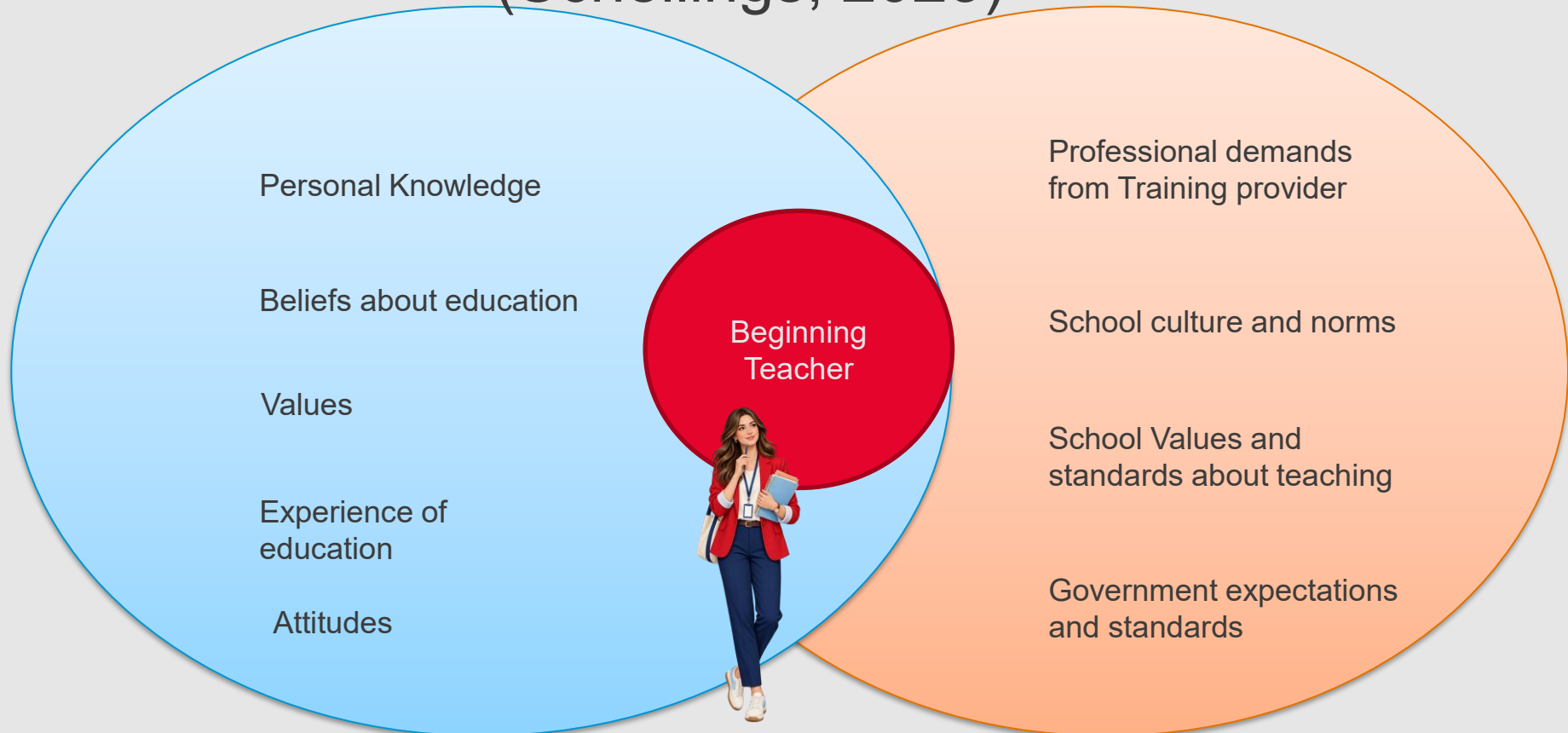
- Adapting to a new (unfamiliar) professional culture and relationships
- Working out what kind of teacher they are
- Imposter syndrome
- What school is like as a teacher instead of as a student, or another role they might have held
- Learning about the world - social issues (poverty, racism, sexism, deprivation)



Prior experience filters what students see and how they make sense of the world



Beginning Teachers are reconciling two domains (Schellings, 2023)



Reasonable adjustments for our student teachers

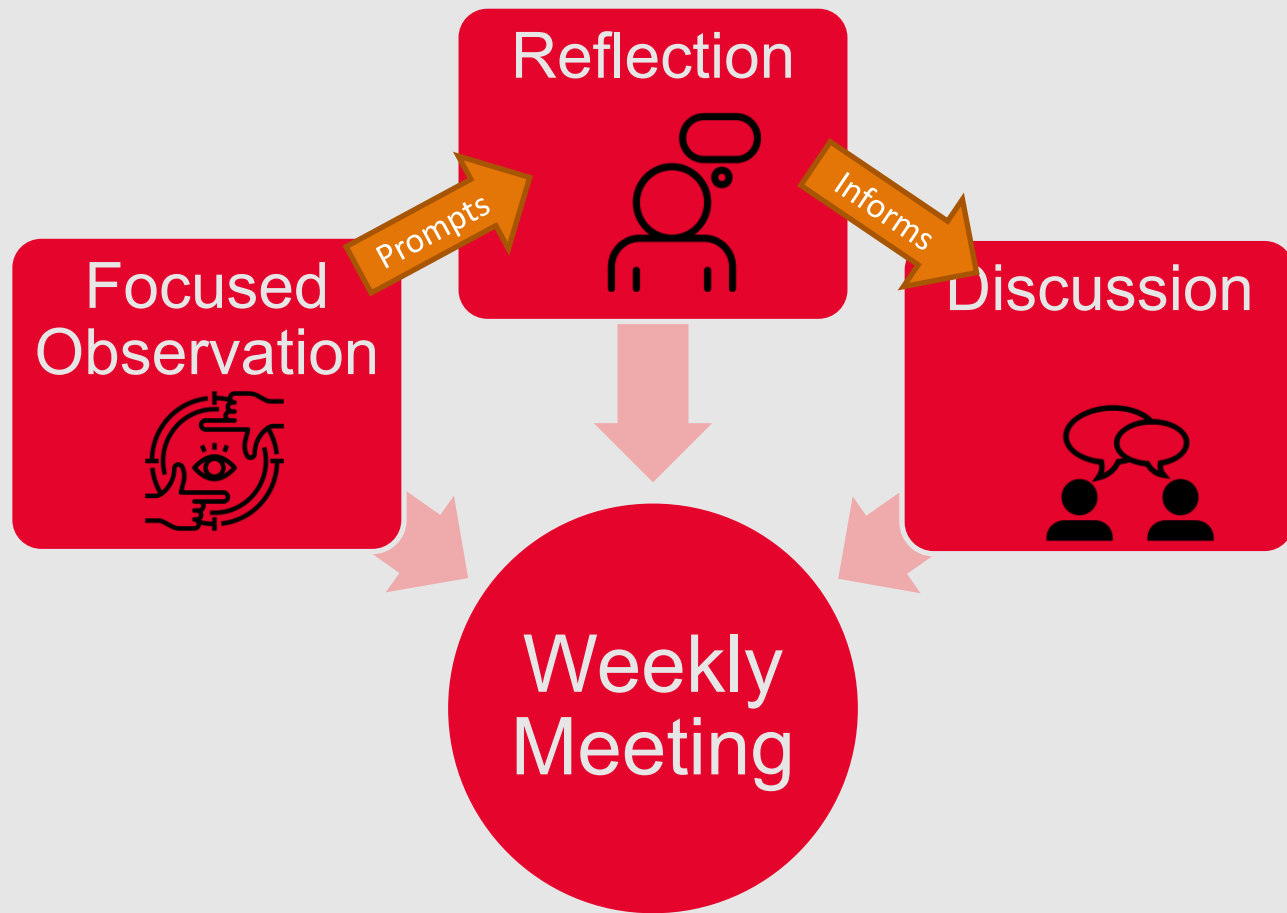
- **Student Disability Lead** - currently Fiona Curtis with Kerry Onyejekwe taking over the role in November
- The Initial Teacher Education Ofsted Inspection Framework (2026) has **Inclusion** as the first area for inspection.
- Together we provide an inclusive culture and environment where equality and diversity are championed
- We support trainees to reduce the barriers that they may face to their learning and/or wellbeing
- creating an inclusive environment where trainees feel able to share their needs and ask for help including those with identified special educational needs and/or disabilities (SEND) and those who may face other barriers to their learning and/or wellbeing

Support you need and strategies to start with

You will have support from your ITE Coordinator/ University Tutor/ other colleagues

Protected time is critical to your success at working with your student teacher – a one hour meeting on your timetable is the absolute minimum

- Time for those all important corridor conversations
- Time to read the weekly information coming out to you
- Building a rapport with your student teacher
- Use strategies that help your own pupils and will help novice teachers such as modelling, explanations and scaffolds.
- Talk through your own thought processes and debrief experiences to build your students' metacognition (e.g. narrating what you as the expert teacher is seeing, thinking and doing when you are planning, observing and teaching).



Website – Under construction!

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

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Welcome to the University
of Leicester PGCE School
Experience website

Website

- Placement documentation
- Curriculum materials
- CARD A and B with subject exemplification/CARD 1, 2 and 3
- Course Calendar and timetable
- Weekly Guides
- Teaching assessment documents
- Commendation Form
- Support Plan/ Action Plan forms
- Contact details
- Partnership Agreements



Optional Reading – Teacher Educator Development

- We are developing TED materials and support over the coming year we will suggest optional readings to support you to bridge the gap between school mentoring and teacher education – Watch this space!
- https://my.chartered.college/impact_article/supporting-trainee-teacher-resilience-through-mentoring/

Break

We will welcome experienced mentors and split into phase specific Mentor Training

Join: <https://teams.microsoft.com/meet/365051801402176?p=RslhGWuqyao337IUZb>

Meeting ID: 365 051 801 402 176

Passcode: VP3uL2Rj

4pm New Mentor Q&A

- Those of you who are experienced mentors do you have any advice for your new colleagues?
- New mentors Q&A with Kerry and Jenny

Experienced mentors – Thank you for your time please do not hesitate to contact us with any questions or concerns. This session has been recorded and will be put up on the School Experience website over the next 48 hours

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