



Hosts:

Angela Rodda
Saffron Teaching School Hub

Mark Beyer-Woodgate
Chafford Hundred Teaching School Hub

Mentor Conference

Wednesday 24th February 2021

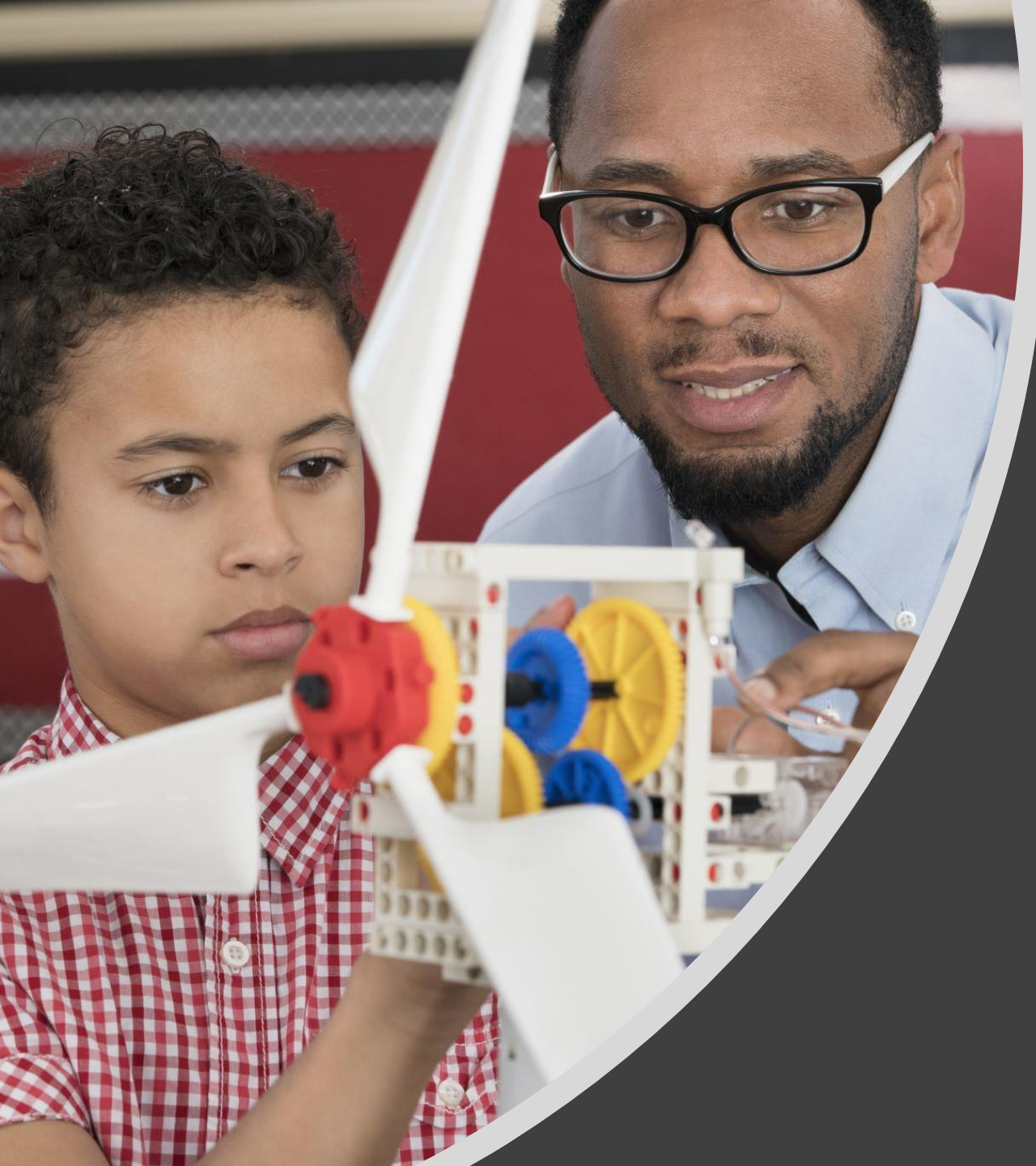
4:00-5:30pm

"Colleagues are a wonderful thing, but *mentors*, that is where the real work gets done" *Junot Diaz*



Mentor Conference

- **Introduction: Angela Rodda and Mark Beyer-Woodgate** "Colleagues are a wonderful thing, but *mentors*, that is where the real work gets done" *Junot Diaz*
- **Keynote 1 - Prof Sam Twiselton OBE:** 'Ensuring progression across the frameworks (ITT, ECT, ECF and beyond)'
- **Keynote 2 - Prof Caroline Daly:** 'Learning partners in educative mentoring: principles and practice'
- **Breakout rooms to discuss Caroline's reading/session** and implications for mentor practice
- **Emma Day:** 'Trauma practice in Covid times'
- **Kelly Campbell, Jane Coleman and Angela Rodda:** 'Getting the most out of the mentor meeting'
- **Emma Hollis and James Coleman:** NASBTT Teacher Educator and Mentoring Zone
- **Opportunity for Q&A: Angela Rodda and Mark Beyer-Woodgate**



'Ensuring progression across the frameworks.'

(ITT, ECT, ECF and beyond)

Prof Sam Twiselton

Director of Sheffield Institute of Education

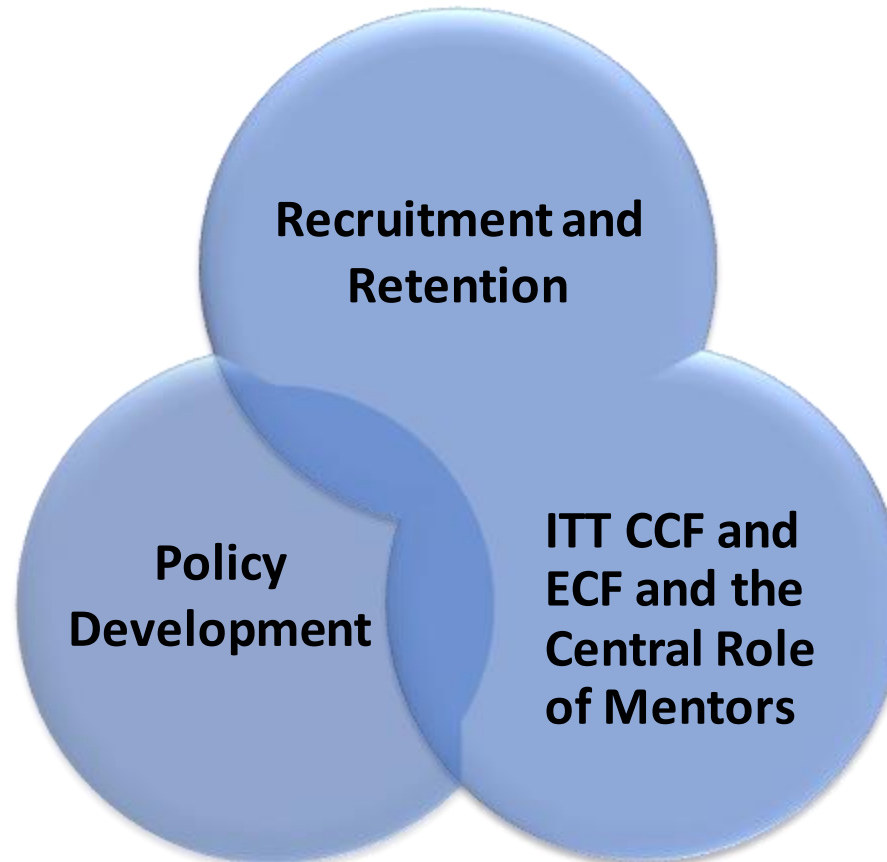
Chair DfE ITT Core Content Group

Vice President of CCT

s.twiselton@shu.ac.uk

@samtwiselton

The teacher development journey



FEBRUARY 1 2019, 12:01AM, THE TIMES

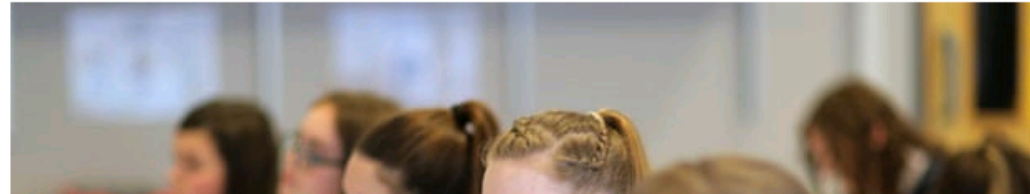
If we don't solve the teacher recruitment crisis, children will bear the brunt

LAYLA MORAN



Bursaries failing to solve teacher retention crisis, says Labour

Analysis by party finds £22m was spent on bursaries for trainees who did not go on to take up teaching posts



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Teacher recruitment a 'significant challenge', say MPs

By Katherine Sellgren
BBC News education reporter

🕒 2 May 2017 | [Education & Family](#) | 📄 93



Encouraging teachers in England to stay in the profession will "remain a significant challenge" for the coming years, a committee of MPs stresses.



House of Commons
Education Committee

Recruitment and retention of teachers

Fifth Report of Session 2016–17

HC 199

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Education

Geographical inequality in education has grown over 30 years, study finds

For children born in 2000, where they live is a more powerful predictor of academic success than it was for those born in 1970, report claims



🕒 This article is 1 year old



109
Sally Weale Education correspondent

Tuesday 12 January 2016 12:43 GMT



📍 London has seen a surge in its GCSE performance in recent years, but children in other regions continue to underachieve. Photograph: Keith Morris/Alamy

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EXCLUSIVE **News**

'It will have a long-lasting impact' – Damian Hinds reflects on his new strategy

Freddie Whittaker

Fri 1st Feb 2019, 5.00



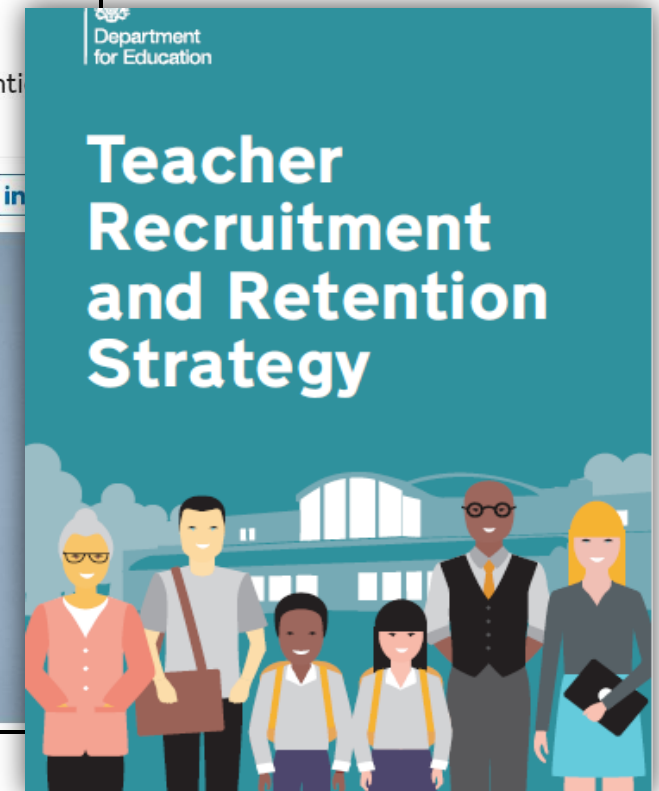
Following the most important announcement of Damian Hinds's political career to date, *Schools Week* accompanied the education secretary on a school visit in Kent to hear more about his lauded recruitment and retention strategy.

Damian Hinds: We'll transform support for new teachers

The education secretary outlines his new recruitment and retention strategy, which focuses on teacher training

Damian Hinds
28th January 2019 at 12:30pm

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FEBRUARY 1 2019, 12:01AM, THE TIMES

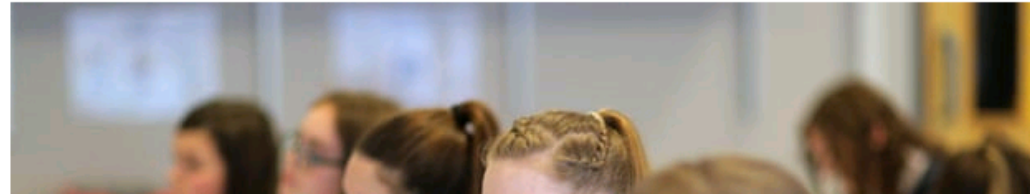
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Teacher recruitment a 'significant challenge', say MPs

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The teacher development journey



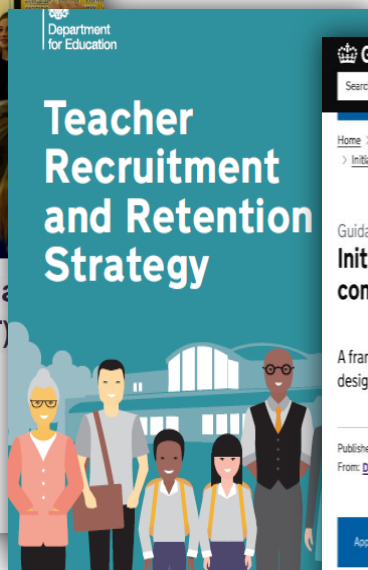
A Short History of Teacher Development Policy



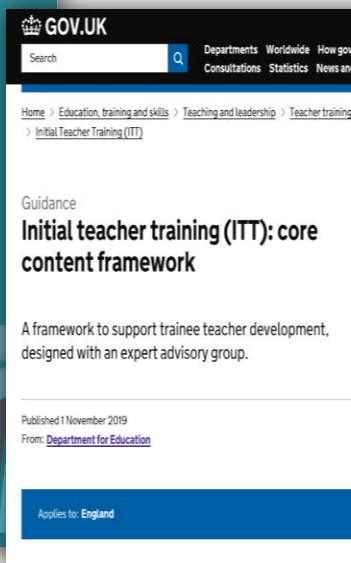
Carter review of initial teacher training (ITT)

Sir Andrew Carter OBE

January 2015



Teacher Recruitment and Retention Strategy

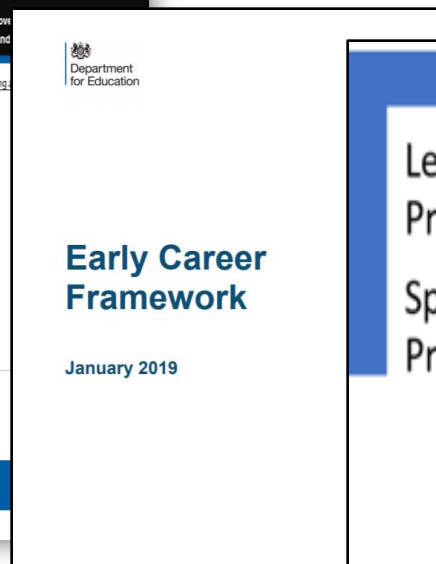


Initial teacher training (ITT): core content framework

A framework to support trainee teacher development, designed with an expert advisory group.

Published 1 November 2019
From: [Department for Education](#)

Applies to: England



Early Career Framework

January 2019



Leadership National Professional Qualification Specialist National Professional Qualification



TEACHING SCHOOL HUBS



The scope of the Carter Review of ITT

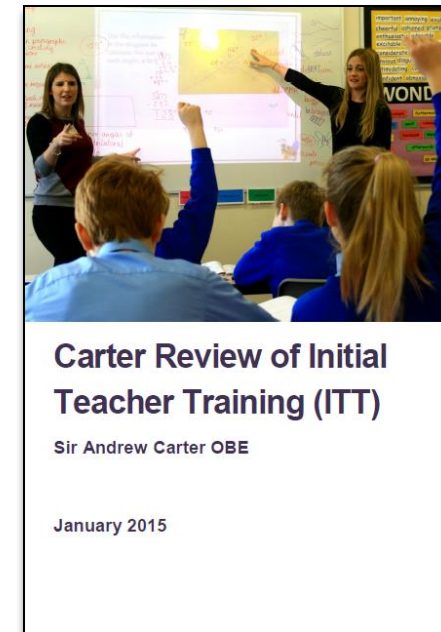
- All ITT routes (HEI, SCITT, School Direct as well as Teach First) and subjects/phases.

The Advisory Group

- Professor Samantha Twiselton (Sheffield Hallam University)
- Dr Louise Walker (Manchester University)
- Sir Dan Moynihan (Harris Federation)
- Judith O’Kane OBE (Bright Futures Education Trust)
- Daisy Christodoulou (ARK Schools)

The Review Process

- **A review of the existing evidence base**
- **A call for evidence** that received 148 responses
- **11 themed roundtable discussions with sector experts**
- **24 meetings and discussions with experts and stakeholders**
- **31 visits to ITT providers and schools involved in ITT**
- **A review of course materials** from ~150 programmes.
- **A survey of trainee and applicant opinions about ITT course information**



[illegible]

REFLECTIONS ON CARTER/ITT framework



The review found a lot of very good practice BUT:

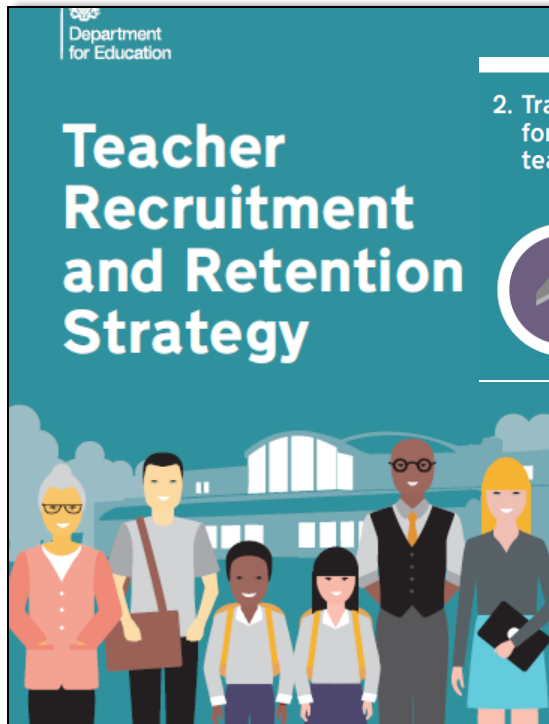
An inconsistent picture as to what is included and how it is delivered

The best carefully craft and integrate types of knowledge and experiences HOW, WHO, WHERE, WHEN and HOW OFTEN as important (if not more) than WHAT

Some MATs and TSAs create a seamless join from ITE to NQT/RQT but this is variable regionally and nationally

The system is fractured nationally and regionally - coordination is lacking systemically

ITE IS NOT LONG ENOUGH AND NOT SUFFICIENTLY JOINED TO EARLY CAREER SUPPORT



2. Transforming support for early career teachers

! **CHALLENGE:** Teachers at the start of their careers don't always get the support they need to build a successful career, and at the moment, too many end up leaving.

✓ We will transform the support for early career teachers, introducing the most significant reform to teaching since it became a graduate-only profession. The Early Career Framework will underpin an entitlement to a funded 2-year support package for all new teachers, providing them with the support enjoyed by other top professions. These reforms sit at the heart of our strategy and will include a dedicated mentor and a reduced timetable for early career teachers, giving them the time and support needed to focus on their professional development.

Press release

New support for trainee teachers

Expert panel will draft guidance to support teachers in their first years on the job

Published 20 May 2019
From: [Department for Education](#)



Understanding what it is and what it isn't

Introduction

The Purpose of this Review

The quality of teaching is the single most important in-school factor in improving outcomes for pupils – and it is particularly important for pupils from disadvantaged backgrounds. No one is born a great teacher. Great teachers continuously improve over time, benefitting from the mentoring of expert colleagues and a structured introduction to the core body of knowledge, skills and behaviours that define great teaching.

Our vision is for a teacher training and development system in which:

- The ITT Core Content Framework and the Early Career Framework (ECF) establish an entitlement to a 3 or more year structured package of support for future generations of teachers;
- Mentoring and support from expert colleagues forms a key element of this multi-year entitlement;
- Qualified Teacher Status (QTS) will continue to be awarded at the end of Initial Teacher Training to those who meet the Teachers' Standards; and
- The ITT Core Content Framework and the ECF will be reviewed regularly in the future, ensuring they are updated and regularly build on previous iterations and draw on the best available evidence.

The ITT Core Content Framework needs to be reviewed regularly in the future. The framework experts have used the ITT Core Content Framework as a guide when designing their curricula. It contains explanations and definitions that reflect government's expectations of how the Core Content Framework is interpreted by providers.

Using the ITT Core Content Framework

The ITT Core Content Framework – building on and extending the Framework of Core Content for Initial Teacher Training (2016) – defines in detail the minimum entitlement of all trainee teachers. As with the ECF, the ITT Core Content Framework draws on the best available evidence and has been independently reviewed by the Education Endowment Foundation.

Design of the ITT Core Content Framework

The ITT Core Content Framework – as with the ECF – has been designed to support trainee development in 5 core areas – behaviour management, pedagogy, assessment and professional behaviours. In order to ensure congruence with the 8 Teachers' Standards, the ITT Core Content Framework is presented in 8 sections. In developing the framework, behaviour management is addressed in High Expectations and Managing Behaviour (S1 and S7); pedagogy is addressed in How Pupils Learn, Classroom Practice and Adaptive Teaching (S2, S4, S5); and assessment, assessment and professional behaviours are addressed in S3, S6 and S8 respectively.

The ITT Core Content Framework sets out two types of content – mirroring the ECF. Within each area, key evidence statements ('Learn that...') have been drawn from current high-quality evidence from the UK and overseas. These 'Learn that...' statements are deliberately the same as the 'Learn that...' statements in the ECF because the full entitlement – across both initial teacher training and early career development – for new entrants to the profession is underpinned by the evidence of what makes great teaching. A bibliography is provided with suggested reading, which can be shared with trainee teachers to support their critical engagement with research. This evidence includes high-quality reviews and syntheses, including meta-analyses and rigorous studies.

Aims of the ITT Core Content Framework

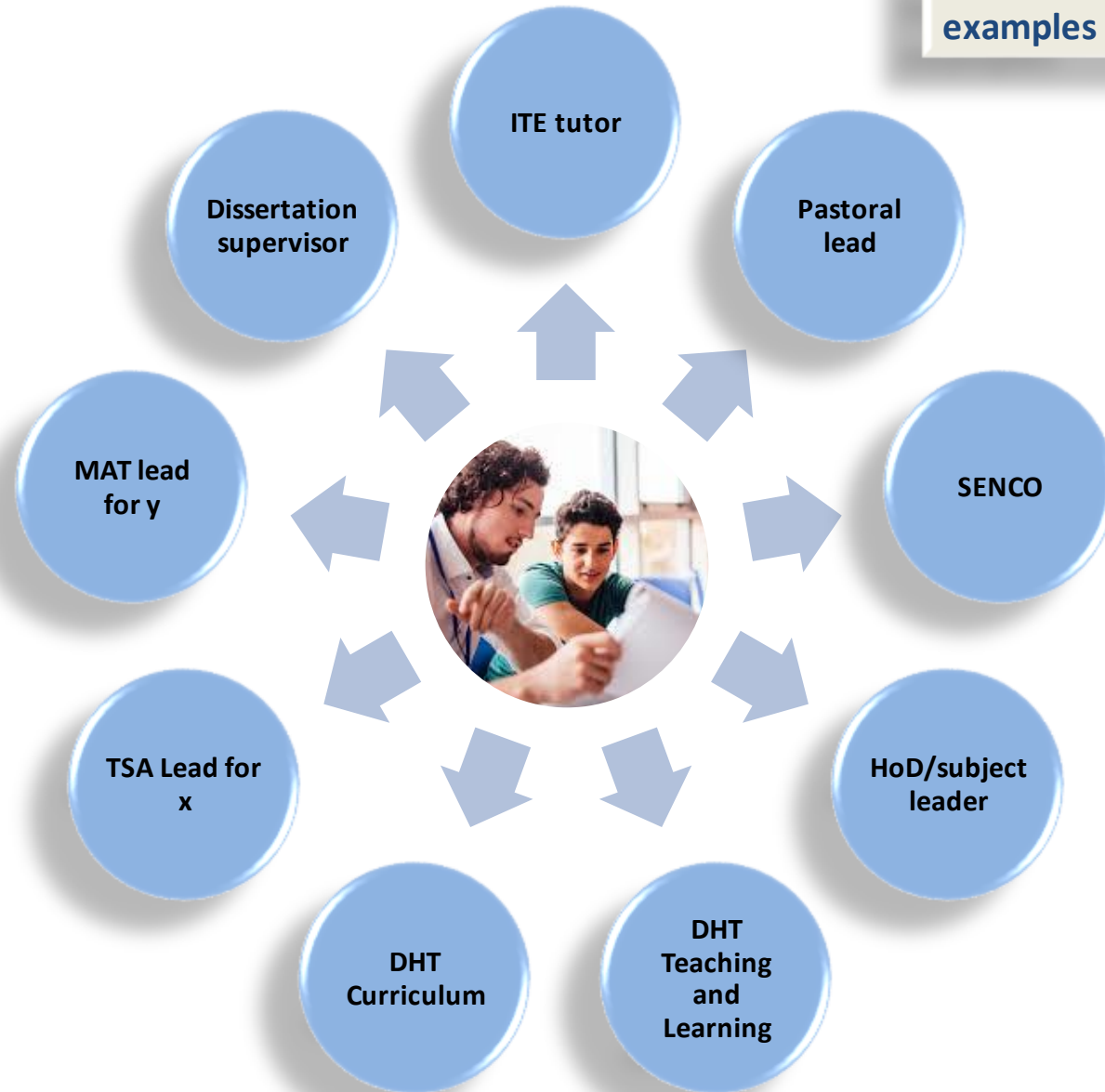
- A core minimum entitlement.
- To work coherently with the ECF to ensure all new teachers benefit from at least 3 years of evidence-based training, across ITT and into induction.
- To support more trainees to successfully enter and remain in the profession.



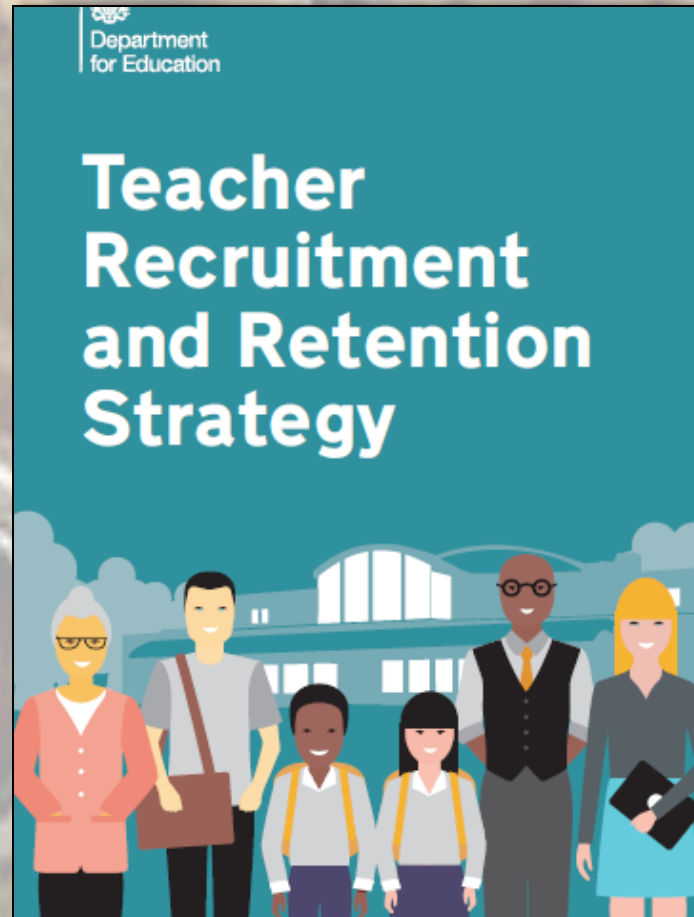
Early anecdotal impressions

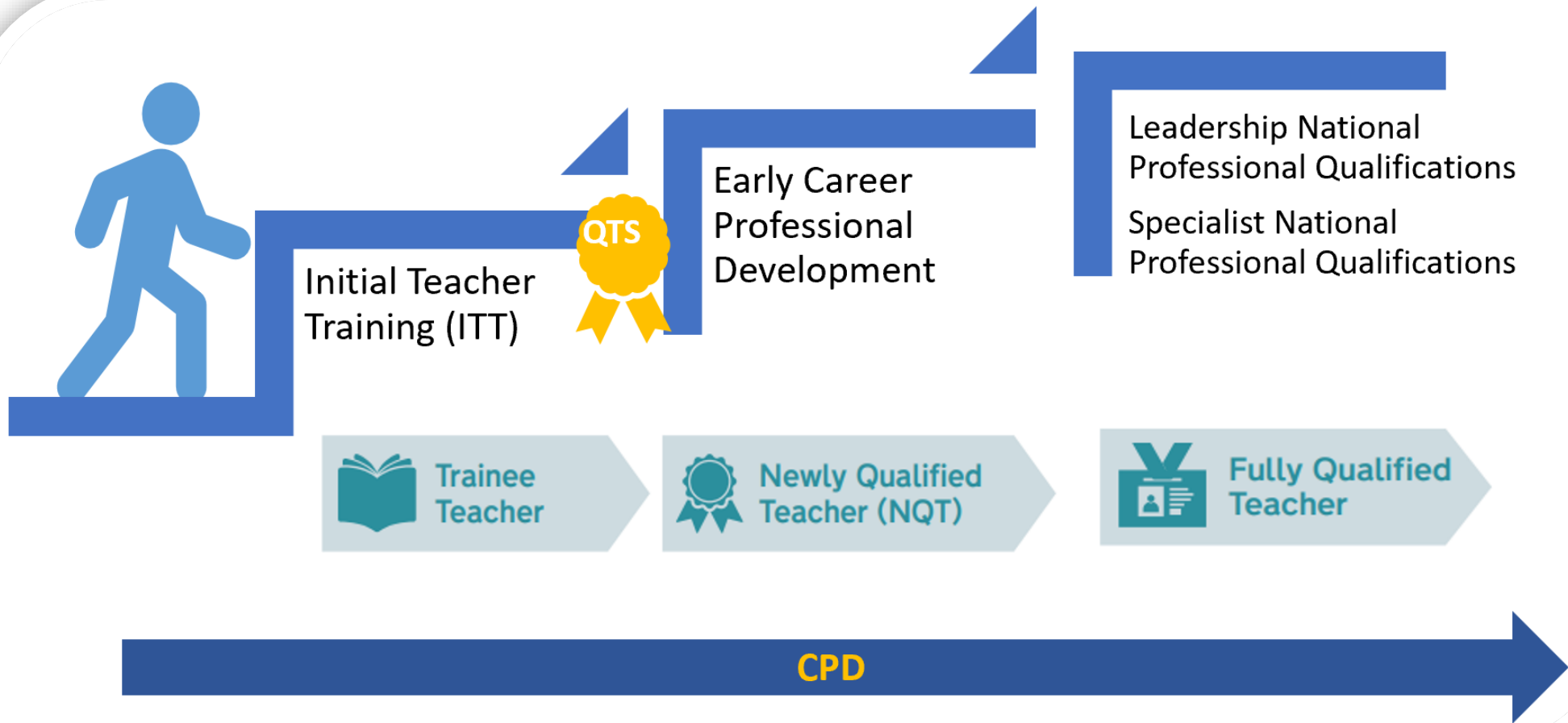
- The 'framework not curriculum' message needs emphasizing but is then welcome
- Sequencing and crafting of experiences is key
- Some terminology is less familiar but benefits from critical analysis and relating to more familiar models
- The 'expert colleague' term needs unpacking but this prompts a useful conversation (see next slide)
- Covid has clearly thrown up many challenges but also some opportunities

Expert Colleagues: illustrative
examples



The many moving parts of R+R



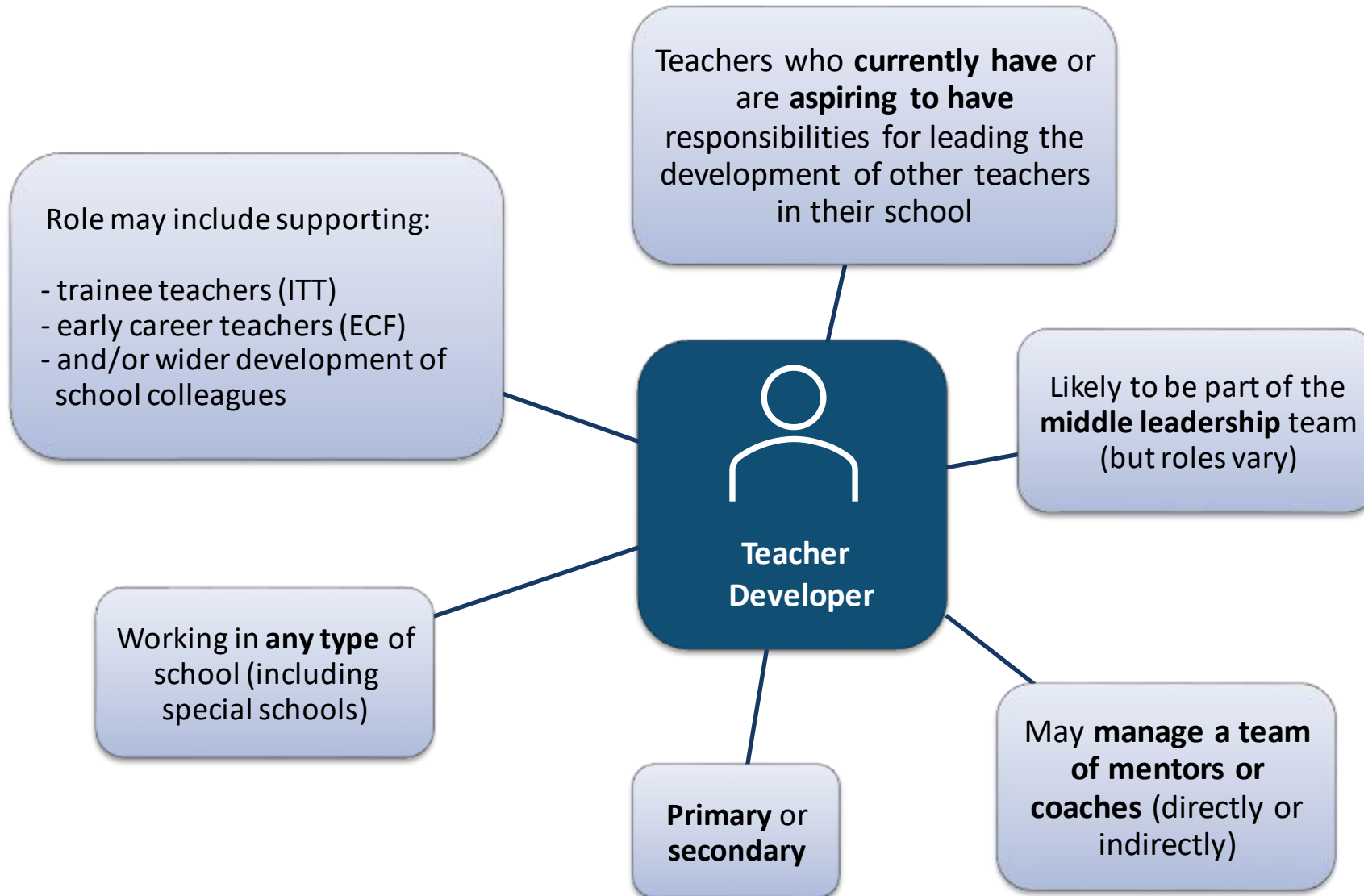


Reformed Suite of NPQs

Section map showing how professional development is a thread between all the new NPQ frameworks

Leading Teacher Development	Leading Teaching	Leading Behaviour and Culture	Senior Leadership/Headship/Executive Leadership
Teaching (Consolidation of ECF)	Teaching (Consolidation of ECF)	Teaching (Consolidation of ECF)	Culture
Designing Professional Development	School Culture	School Culture	Teaching
	How Pupils Learn	Enabling Conditions for Good Behaviour	Curriculum and Assessment
Delivering Effective Professional Development	Subject and Curriculum	Complex Behavioural Needs	Behaviour
	Classroom Practice	Professional Development	Additional and Special Educational Needs and Disabilities
	Adaptive Teaching		Professional Development
Implementation	Assessment	Implementation	Organisational Management
	Professional Development		Implementation
	Implementation		Working in Partnership
			Governance and Accountability

Who is it for?



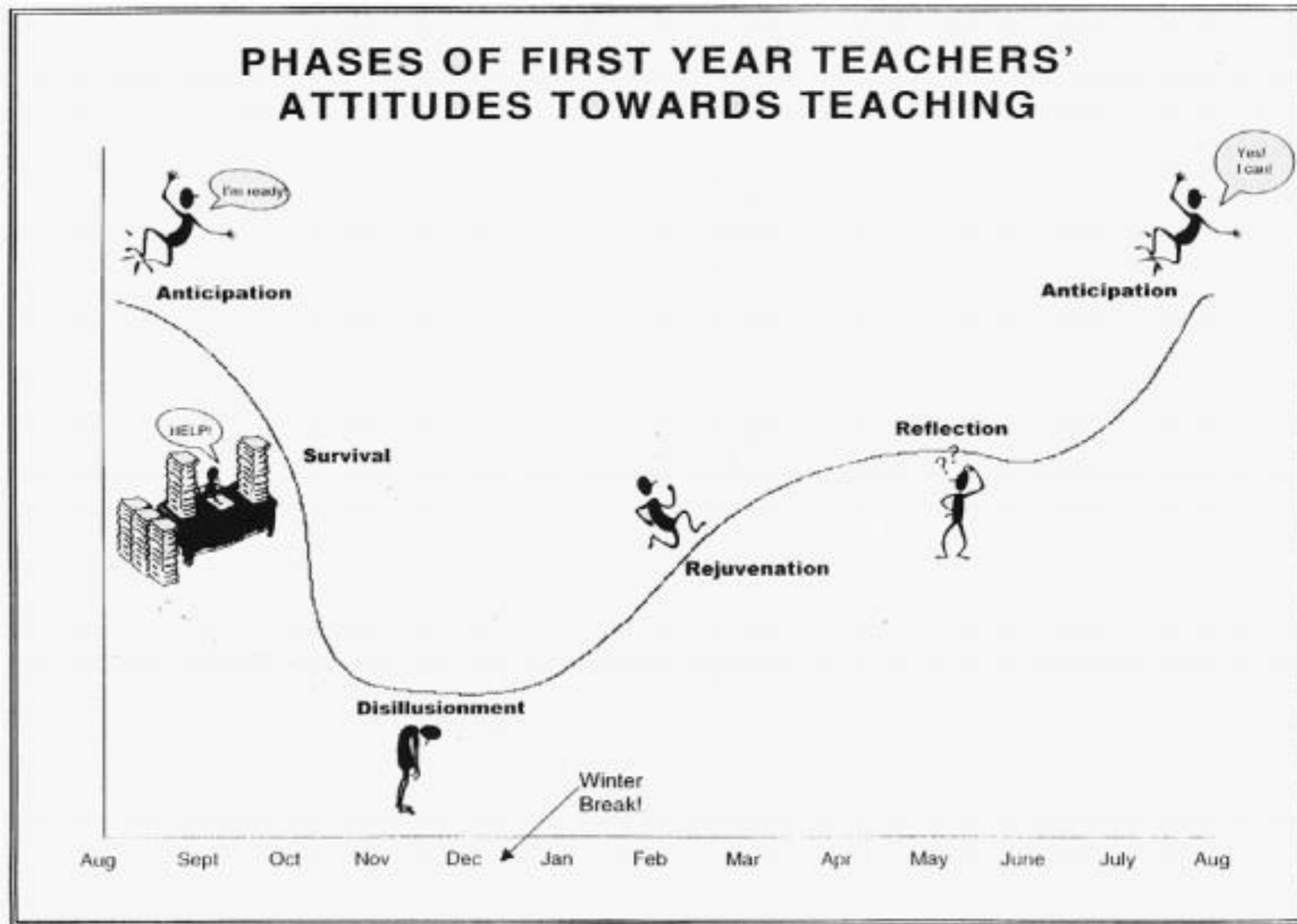
Questions and comments

There will be an opportunity at the end of today's conference to post your questions.

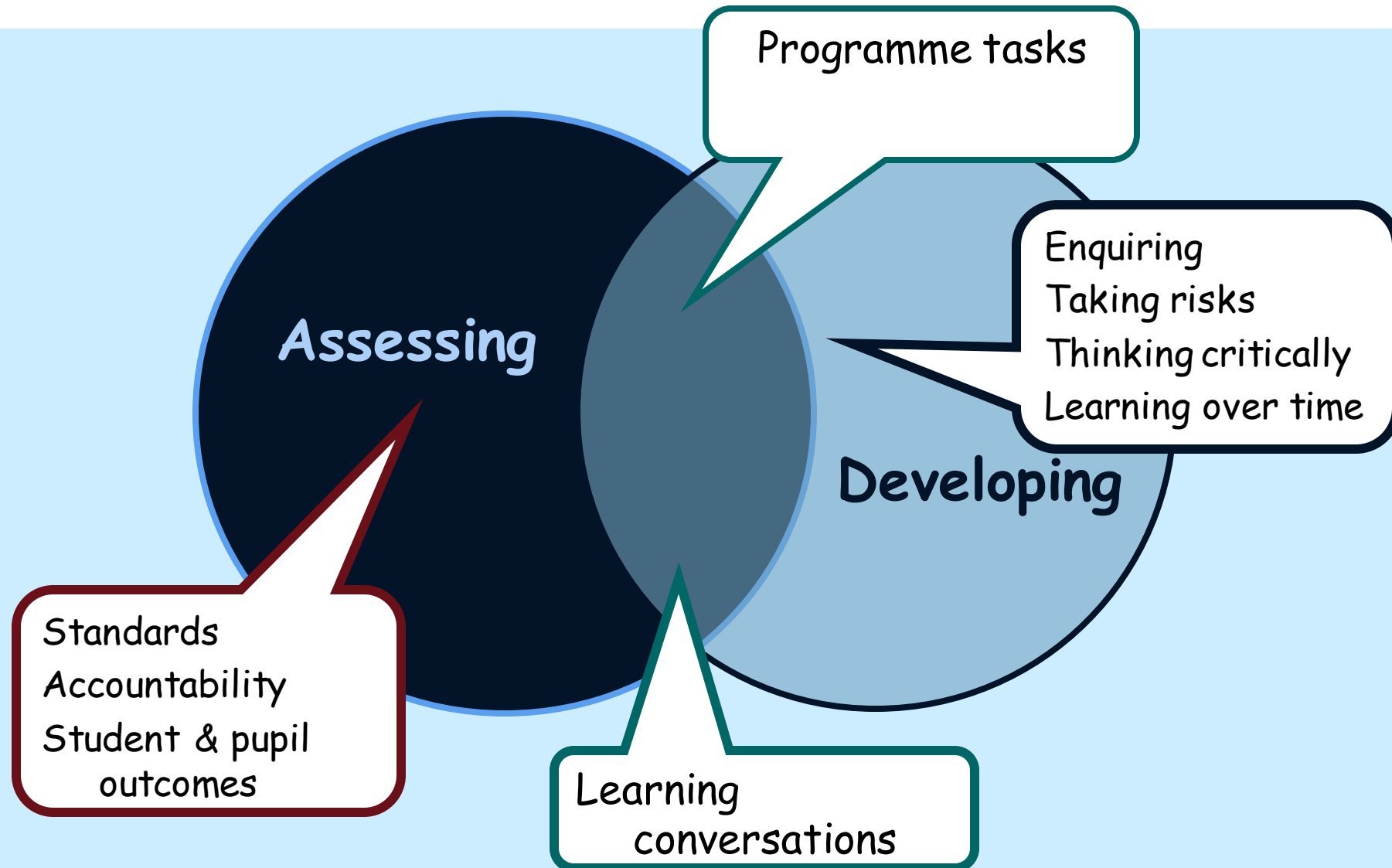
Learning partners in educative mentoring: principles and practice

Caroline Daly
Professor of Teacher Education
UCL Institute of Education

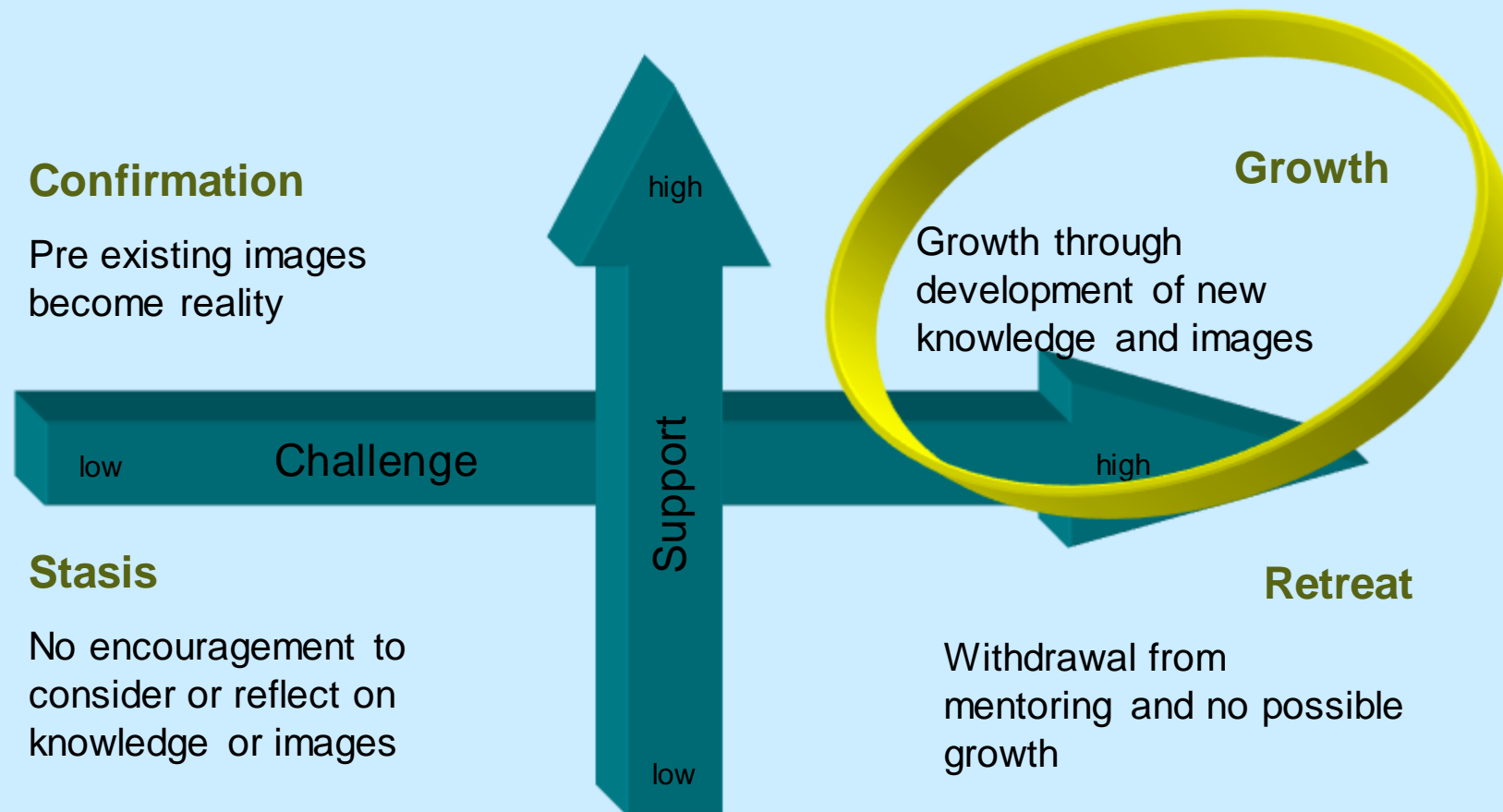




Mentoring in a dual role



Vital: balancing support and challenge



How is the mentor role understood?

Expert-novice \longleftrightarrow Learning partners



Which image strikes you as most representing the mentoring relationship with a student/trainee teacher?

Some reflection...

- Would the same picture represent your own experience of being mentored as a new teacher?
- What pictures do you think student/trainee teachers would choose to represent how they see the mentoring relationship?

I haven't discussed my end of ITE progress review with my NQT mentor – is it too late? Is there any point?

Will I be able to co-plan my lessons with my mentor?

I'm really struggling with this class. The things I've been advised to try don't seem to be working. What next?

I'm finding it really hard to manage my workload. I know that's what teaching is like – I can't see any way of dealing with this?

Sometimes I think it shows that I did little class teaching before schools closed last year. How can I admit this?

What's all this about joining a Subject Association or specialist phase association? Do I have to pay for that?

I've got QTS 'on trajectory' – am I expected to be able to do all the things normally expected of a NQT?

I thought observing other teachers would help my development – this doesn't seem to be happening?

Research into mentor-mentee relationships



NEW TEACHERS

*Hobson and McIntyre
(2013)*

- 'Teacher fabrication as an impediment to teacher learning and development'
- Proposes intrinsic challenge in the dual role of mentor = fabrication
- Risks of 'judgementoring' (Hobson & Maldarez, 2013)

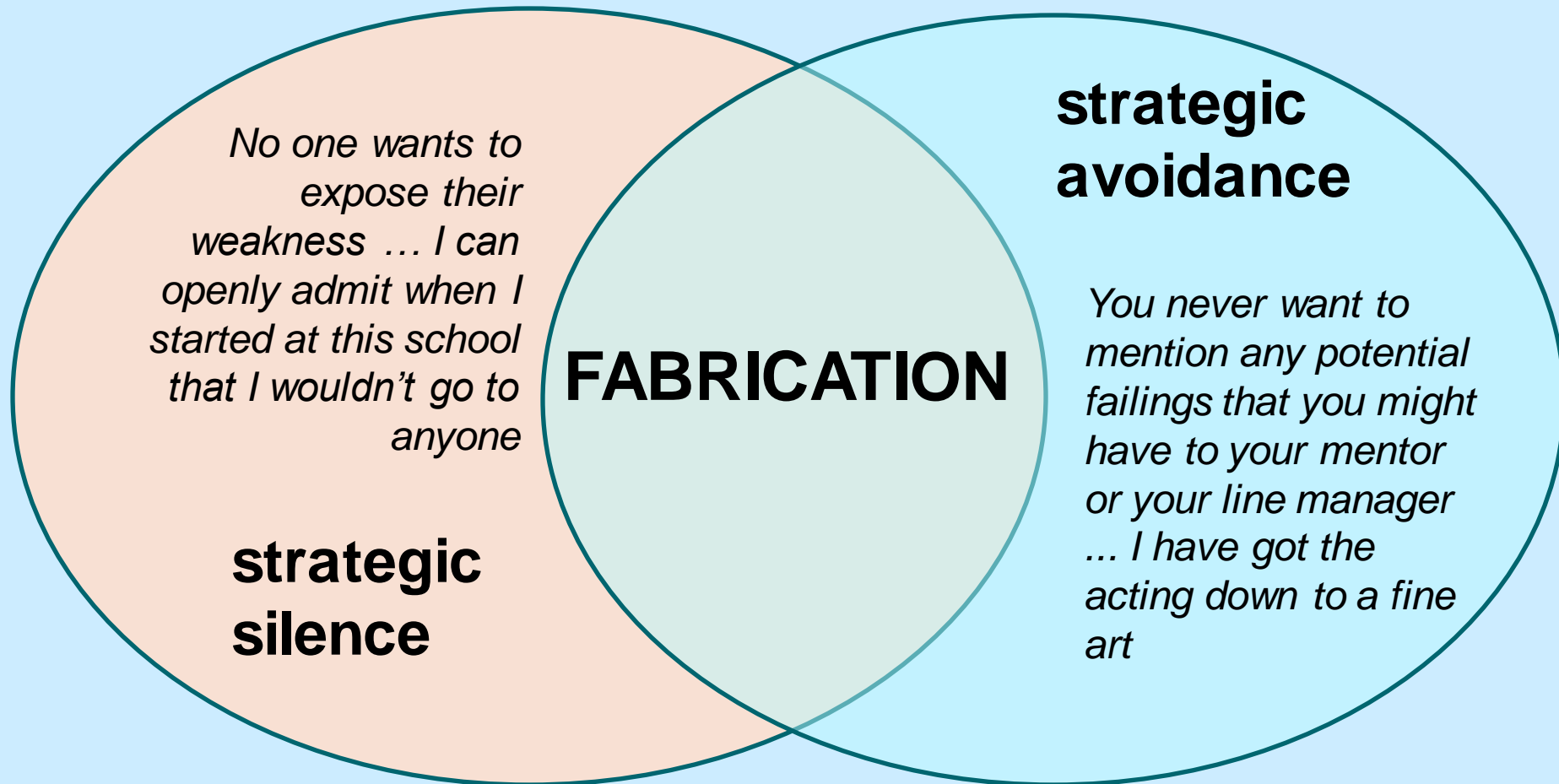
MENTORS

Langdon (2014)



- Mentor/mentee learning conversations
- New Zealand – trainee teachers & NQTs
- Mentor research – did not really know the kinds of dialogue they practised
- Identified types of dialogue/ examined conversations
- Mentor development

The necessity of mutual purpose



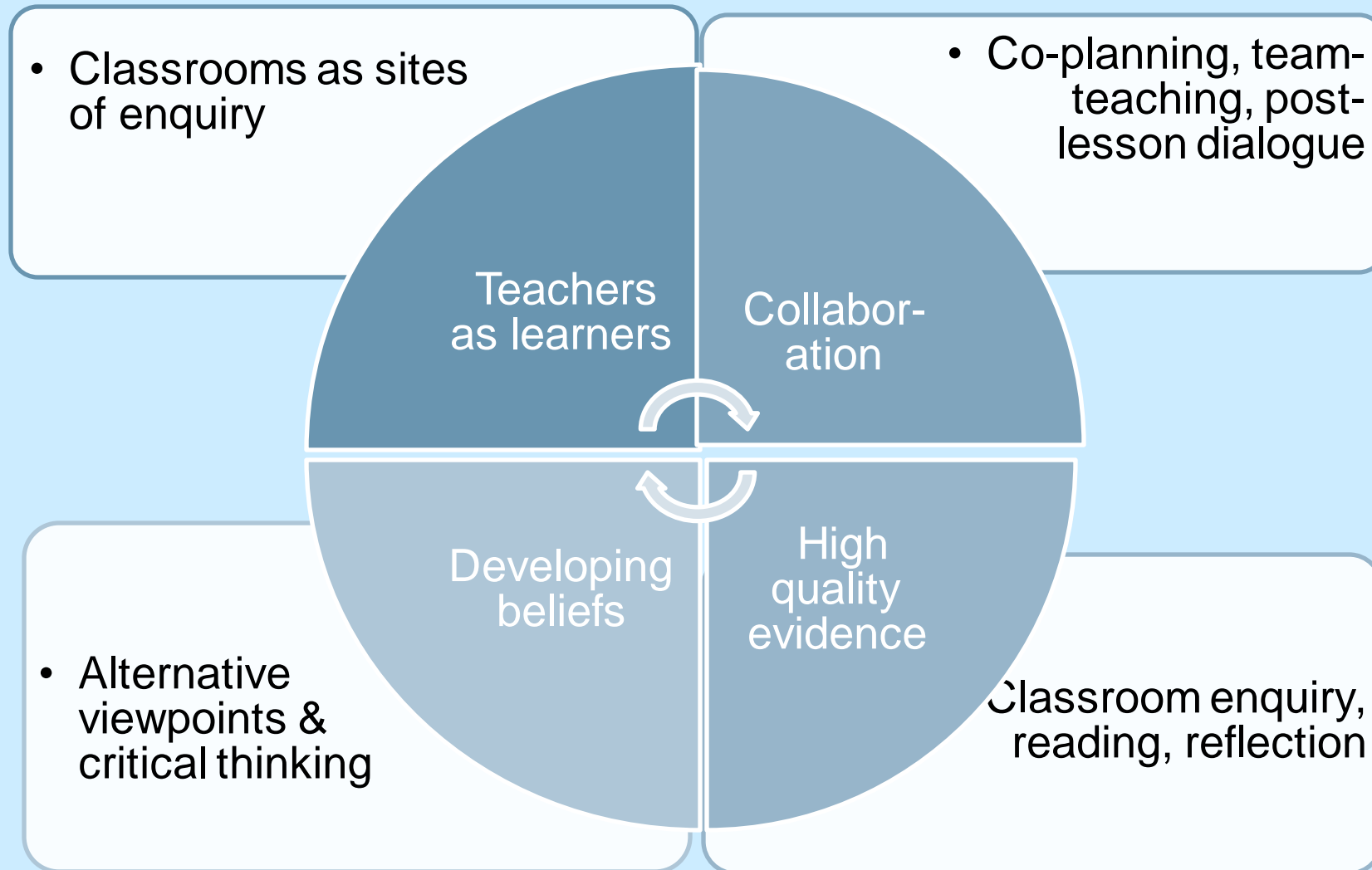
Educative mentoring ...

...is based on a vision of teachers as learners and the classroom as a site of enquiry (Norman and Feiman-Nemser, 2005)...

...It is based on collaborative principles that involve building knowledge together about teaching and learning (Daly and Milton, 2017)

...facilitating the development of alternative beliefs and viewpoints (Flores and Day, 2006) –

...and collecting and assessing high-quality evidence that is professionally relevant to the [beginning] teacher (Yusko and Feiman-Nemser, 2008).



Educative

- ‘a role, a relationship and a process’
- Enquiry into pupil learning as basis for practice development
- Mentor learning as well as student/NQT learning

Restrictive

- Learning from ‘experts’
- Passing on school routines and norms
- ‘how things are done around here’



Policy environment

- Concerned with identifying 'what works'
- Concerned with finding solutions to problems
- Concerned with replicability and reliability across contexts
- High emphasis on data demonstrating compliance
- Conceptualises knowledge as stable and transferable
- Seeks certainty

Educative mentoring

- Concerned with the teacher as a social, principled, practitioner
- Concerned with problematising practices
- Concerned with classrooms as highly complex social spaces
- High emphasis on rich data as evidence of teacher learning
- Conceptualises knowledge as constantly reconstructed
- Embraces uncertainty as core to thoughtful teaching

This means

- ‘A new mentoring stance’ (Langdon and Ward, 2015)
- The quality of dialogue is crucial
- ‘alternative practices’ are explored
- Planning and reviewing teaching are core
- Enquiry is embedded – ‘let’s find out...’
- Builds capacity for school improvement

Break out groups

Educative mentoring – deepening understanding

- What can we do to stop so many pupils in this class ‘falling off a cliff’ when we’re teaching fractions, once we move from teacher-led input to pupil practice?
- How could we work with pupil voice to help design our new topic next term?
- Could the ‘curiosity corner’ *be better used* to support learning in science this term?

Break out groups

- Think of an educative question worth exploring with a mentee
 - What could the mentee learn?
 - What could the mentor learn?
 - What could be the impacts on the pupils/students?
 - What kinds of evidence might be generated by pursuing this question?

- Daly, C and Milton, E. (2017) “External Mentoring for new teachers: mentor learning for a change agenda”, *International Journal of Mentoring and Coaching in Education*, 6(3) 178-195.
- Flores, M. and Day, C. (2006) “Contexts which shape and reshape new teachers’ identities: a multi-perspective study”, *Teaching and Teacher Education*, 2, 219-232.
- Hobson, A. and Malderez, A. (2013) Judgementoring and other threats to realizing the potential of school-based mentoring in teacher education. *International Journal of Mentoring and Coaching in Education*, 2 (2), 89–108.
- Hobson, A. and McIntyre, J. (2013) “Teacher fabrication as an impediment to professional learning and development: the external mentor antidote”, *Oxford Review of Education*, 39(3) 345-365.
- Langdon, F. (2014) “Evidence of mentor learning and development: an analysis of New Zealand mentor/mentee professional conversations”, *Professional Development in Education*, 40(1) 36-55
- Langdon, F. and Ward, L. (2015) “Educative mentoring: a way forward”, *International Journal of Mentoring and Coaching in Education*, 4(4) 240-254.
- Moir, E. (1999) The stages of a teacher’s first year. In M. Scherer (Ed.), *A better beginning: Supporting and mentoring new teachers*, 19–23. Alexandria, VA: Association for Supervision and Curriculum Development.
- Norman, P.J. and Feiman-Nemser, S. (2005) “Mind activity in teaching and mentoring”, *Teaching and Teacher Education*, 21, 679-697.
- Yusko, B. and Feiman-Nemser, S. (2008) “Embracing contraries: combining assistance and assessment in new teacher induction”, *Teachers College Record*, 110(5) 923-953.

Trauma and mental health: the impact of Covid-19

Emma Day

BA(hons) QTS, PGDip (psych), NPQH, FHEA, MBACP

Aims for the Session

- To understand the impact of trauma on the brain
- To be able to have successful mentoring conversations during this time

What is Trauma?

Going through very stressful, frightening or distressing events is sometimes called trauma. When we talk about emotional or psychological trauma, we might mean:

- situations or events we find traumatic
- how we are affected by our experiences

Traumatic events can happen at any age and can cause long-lasting harm. Everyone has a different reaction to trauma, so you might notice any effects quickly, or a long time afterwards. (Mind, 2021)

An introduction to Trauma

“Trauma, including one-time, multiple, or long-lasting repetitive events, affects everyone differently. Some individuals may clearly display criteria associated with posttraumatic stress disorder (PTSD), but many more individuals will exhibit resilient responses or brief subclinical symptoms or consequences that fall outside of diagnostic criteria. The impact of trauma can be subtle, insidious, or outright destructive.”

(NCBI,2014)

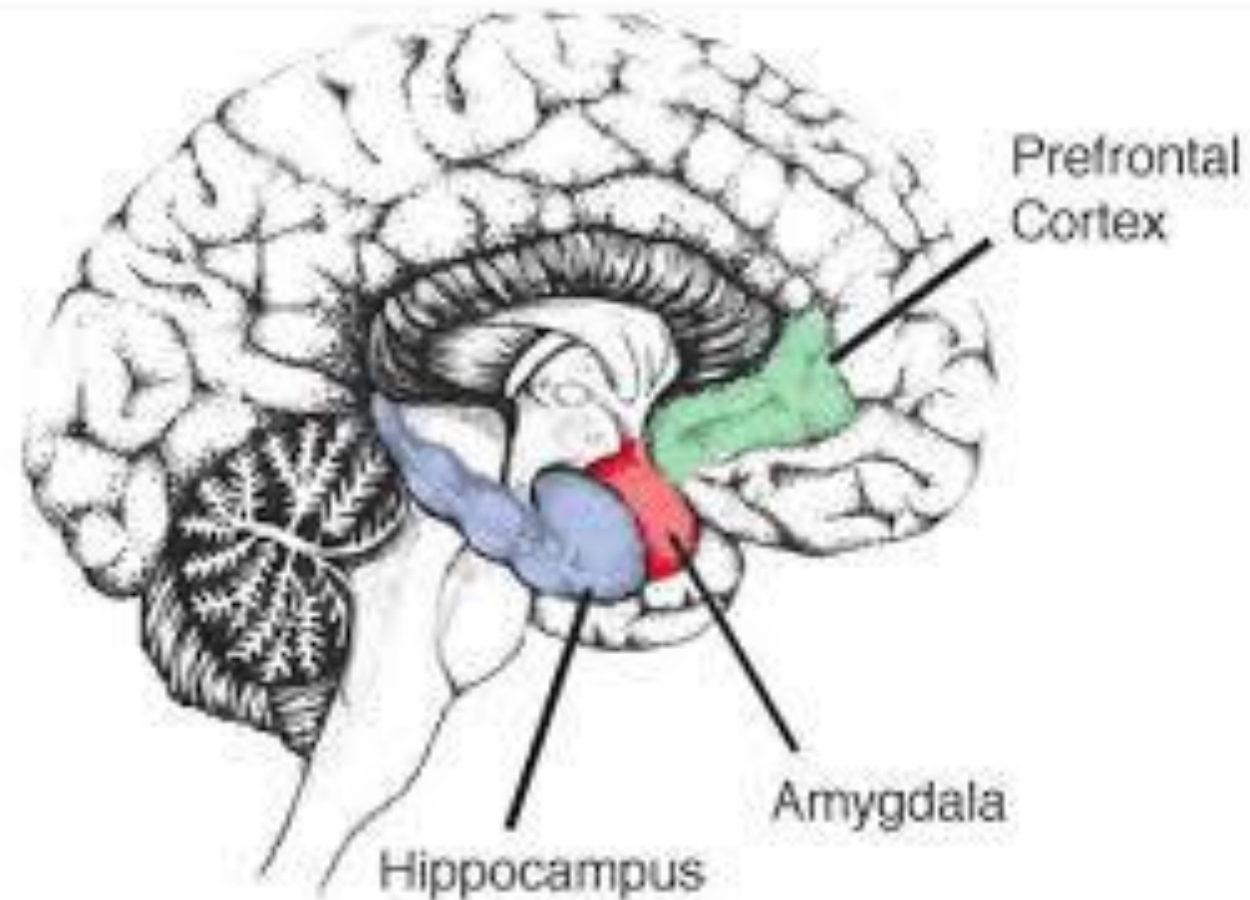
Reactions are a normal response to an abnormal situation

Traumatic Stress

Immediate and delayed responses: refer to handout 1

Spotting the immediate signs.... But why?

Effect of trauma on the brain



Mentoring conversations that support in times of trauma

- Avoid trying to fix the problem. During times of trauma most people feel out of control. If you try to fix this, it can lead to further feelings of not managing or failure.
- Coaching and therapeutic approaches (based on a solution focussed approach)

This approach puts the trainee in the driving seat and avoids mentor burnout.

Handout 2

The Stress Bucket



Case Study

Trainee A declared medicated anxiety, she was diagnosed with EUPD. This was being managed. However, during lockdown she had started to hear voices. She is in a school that may also be a stressful environment.

1. In initial interview was held to discuss triggers and strategies.
2. A mental health support plan was drafted **with** her.
3. Regular monitoring is in place.
4. Her Tutor receives regular supervision.

Sometimes the support is less than you imagine.....

Nature of Needs (please comment and link to the Teaching Standards or Code of Conduct where appropriate):

Major anxiety, struggling with sleep. With lectures this has given a sense of routine. I was in a dark place a couple of months ago. Sertraline 100mg, was on 50mg for 1 month then increased about a month ago. My paranoia has eased but I have self doubt. I worry that I'm rubbish at what I'm doing, others talking about me/laughing about me. I have had voices (in the past). This is ok at the moment. I now have thoughts that feel more like worry: am I going to be a good enough teacher? I've been hiding my anxiety and depression for a long time. Lockdown got to me. It went downhill. I couldn't get out of bed and attached to myself to my mum. If I got out of bed I needed to know where she was, I wasn't eating or talking to anyone. I then started going out on walks. Then I would come home and go straight back into my room. This is a blessing in disguise. I'm now getting the help I need. I was a zero then, now an 8 (out of 10). This week has been overwhelming. Before I would have avoided doing things, however this has not happened. I feel more organised. I feel this is because this is where I want to be (teacher training). The number that feels unmanageable is 5.

Useful strategies for home	Person Responsible	Monitored by
Staying organised and on top of my workload - supports my wellbeing	Trainee	Tutor
Liaising with XXX when I feel my number dropping below 6 (this is a scale of 0-10)	Trainee and WBL	WBL
Self monitoring on a scale of 0-10. Promptly contacting ED as above.	Trainee	WBL
<i>XX has a counsellor and can increase the sessions if she needs to.</i>	Trainee	WBL

Useful strategies for lectures	Person Responsible	Monitored by
Staying organised and on top of my workload - supports my wellbeing	Trainee	Tutor
Be engaged with the study group as a means of support.	Study group.	Tutor

Useful strategies for school	Person Responsible	Monitored by
Feedback to focus on what went well. For XXX to begin to reflect on what went well. For SMART targets to be set for development ensuring these are monitored and adjusted if need be.	Class mentor and PT: Tutor	Tutor
Trainee to email WBL if feedback feels unmanageable or focusses on negative rather than the positives. Trainee is aware the feedback should focus on what she is doing well with small targets set for improvement.	Trainee	WBL
Standing in front of the class for the first time is a concern. The gradual build up to this was explained. The gradual build up will be essential: small group work , then register, then story, then lining children up, then a small starter to a lesson.	XX has already discussed with her mentor team teaching.	Class mentor
<i>Share this document with the school.</i>	XX will print and ensure the document is shared but not left in school.	Tutor

Trainee's views

I came to this meeting just wanting to know that I had the extra support.

On-going support for trainees and mentors during this period (whilst working with on-going trauma)

- **Observations and meetings to have a specific foci**
- **Meetings to be short**
- **Personal reflections /observing expert colleagues - can these be scaffolded?**
- **Instructional coaching (builds on the positive solution focused approach)**
- **Carefully designed coherent curriculum...lectures/taught course to link to practice**
- **Mentor liaison (supervision)**
- **Trainee peer support**

**Finally a steer from Professor Barry Carpenter, CBE,
OBE, PhD, FCCT:**

*“Teaching is about relationships” so when entering the classroom in
September new teachers should “go in humanity first and teaching second”*

Your Homework

Draw your own stress bucket

**success
isn't just
about what you
accomplish
in your life
it's about what
you inspire
others to do**

Effective mentoring:
making the most of
our valuable time

Who we are

Why we are interested in this work with mentors

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Are mentors aware of all the responsibilities and commitments expected of our trainees?

- What ITT provider tasks does your trainee have to do each week?
- What PGCE or Action Research work do they need to do and how is mapped out?
- What are other teachers who are working with your trainee asking them to do? Are you aware of this and monitoring it?
- What subject knowledge development tasks are they working on each week? How do we keep this high on the agenda, but make it manageable for them?
- When are the pinch points for trainees each term? Can we help with a light duties/reading week?
- Could mentors do a 360 view of each term with your trainee and map out commitments so you both have a clear view and can plan for this?
- Trainees do not know how to manage their time well - this is something we have to teach them.
Using your frees effectively is the best lesson to learn as a new teacher!
- **How can you support this process by building a timetable that supports all your trainee's commitments and helps them learn how to manage their time in bite-sized chunks ?**

How could designated slots on a trainee's weekly timetable help support trainees with time management and workload?

Here is an example of what this might look like in practice.

- This is based on trainee working a 42-hour week- in school and out of school. This can be amended to suit your trainee, your provider and their unique needs.
 - How much is the trainee teaching?
 - What are the ITT provider commitments each week?
 - We do need to recognise that research, reading and completing other professional activities takes time and build this into the timetable.
 - PGCE commitments may need time allocated out of school to visit a library or work in a chunk of time independently.
 - Too much time in school teaching, observing and marking gives very little time for other work. If trainees are then taking all this home, it can make time management and work life balance very difficult.
 - Too much lesson observation in school that is unfocused can eat into the trainee's week and have limited impact on their progress, if untargeted.
 - At pinch points could we build in a light duties/reading week?

Training	Hours Per week		
	Autumn	Spring	Summer
Teaching	6	9	12
Planning & Preparation	12	9	6
Core Training	5		
Mentor meeting	1		
Observation (related to targets)	2		
Other evidence gathering related to targets	2		
Assessment & marking	3		
Professional Studies or other meetings in school	2		
Core Reading (from weekly curriculum plan)	2		
Weekly Reflection	1		
Uploading Evidence / Curating OneNote folder	1		
PGCE (Action Research: reading, writing, data collection, etc.)	5		

Part time trainees follow the same plan per fortnight: 10 hours of core training in Y1 (per fortnight) and 10 hours of PGCE in Y2.

Looking at this through the lens of lesson planning

- **Lesson planning is the single most time consuming thing for a trainee teacher.**
- **Fact** - Trainees don't know how to plan, where to find resources or class information, or what to prioritise.
- As mentors, we need to ask ourselves what is the core purpose of making trainees plan a lesson.
- It should not be about evidence gathering or box ticking - It should be to enable mentors to support your trainee to learn about effective lesson planning. If you can see how they are thinking about their planning - you can help them improve!
- Ask yourself what you are most concerned about when reviewing your trainee's lesson plan. (For me, it is seeing they understand the big picture thinking on how the lesson plans builds on prior knowledge, what AFL opportunities will be used to test that the learning objectives have been met and that the trainee is clear on what adaptive teaching methods will be employed to support ALL learners.) I am less interested in what happens at 3.03pm or when the glue sticks get handed out.
- As mentors we make it clearer what the main focus is when planning a lesson. The logistics of the lesson might be seen in the trainee's PPT, smart file or recorded video demonstration/worksheet. **Does this all need to be written out again - if we can already see it in this format?**
- **How much time are we spending co planning with our trainees to help model and speed up the planning process?**
- **This is where the real support/learning happens! 10 minutes doing a draft 5 minute lesson plan overview with your trainee where you give them some lesson resources can save the trainee hours of time going forward. In reality this is how all teachers plan - together!**

DfE school workload reduction toolkit



Addressing teacher workload in Initial Teacher Education (ITE)

Advice for ITE providers

November 2018



Eliminating unnecessary workload around planning and teaching resources

Report of the Independent Teacher Workload Review Group

March 2016

- **We need to think again about our processes and practices:**
- remove those that have become established through custom rather than evidence of what works. This is particularly relevant in relation to lesson planning.
- review our demands on trainee teachers in relation to planning to concentrate on the purpose of planning and how to plan across a sequence of lessons
- reduce the expectation on trainees to develop their own individual lesson plans and curriculum resources for every lesson they teach; instead trainees should focus on evaluating, using and adapting (where necessary) existing high quality resources, schemes of work and textbooks
- Review approach to Curriculum planning at the early stages of teacher training to develop a more structured approach around co-planning.
- encouraging the use of high quality curriculum resources and textbooks to plan a sequence of lessons. As trainees become more secure in their planning, they should be encouraged to evaluate existing resources to assess their quality and make decisions on which are best to use in different contexts;
- Over time, trainees should also be encouraged to develop more light touch planning over sequences of lessons in line with the principles found in the independent report on planning and resources.

Co planning with your trainee: 5 steps from Explicit Instruction to Independent Effective Lessons Planning

Novice Planner

Confident Planner

1

Give trainees the **Knowledge** on how to plan lessons effectively. Keep this clear and focused on the core elements of lesson planning:

1. **Know your pupils:**
This will facilitate effective support, challenge for all pupils
2. **Set Clear Learning Goals:**
-What do the pupils already know?
-What new knowledge and skills do you want them to develop by the end of the lesson?
3. **Plan the Learning Journey:**
Identify effective tasks and activities that will facilitate the learning.
4. **AFL:**
-What, when and how will you check pupil learning and progress?

2

Provide **Worked Examples** of how Long-term Schemes of Learning can be broken down into shorter learning episodes.

1. **Provide Examples:**
Mentors should provide examples of prior lesson planning and talk the trainee through the process.
2. **Curriculum:**
Examine and discuss the Schemes of Learning, Curriculum and statutory requirements and how this is considered when planning individual lessons

3

Modelling is key to effective mentoring; revealing the thought processes of an expert colleague helps to develop trainees' metacognitive skills.

1. **Model and Verbalise Planning:**
Mentors should verbalise their thinking as they approach and work through the elements of planning
2. **Model and Verbalise Outcomes:**
Model and verbalise reflections of lesson outcomes as well as planning. This will help trainees develop the feedforward process.

4

Scaffold the planning process.

1. **Plan parts of the lesson:**
Plan parts of the lesson and ask the trainee to fill in the blanks.
2. **Discuss the trainee's reasoning:**
Collaborative reflection during co-planning is much more effective than trainees planning independently and the giving the plan to the mentor to critique.
3. **Encourage trainee to lead:**
Work through the lesson planning process together but wait for the trainee to lead on this.

5

Deliberate Practise.

1. **Plan, Plan and Plan again....:**

Even if trainees appear confident and appear to master lesson planning, this will be impacted by new topics, weaknesses in subject knowledge, Key Stage change etc.

Revisit the 5 step plan often to ensure trainees can apply their lesson planning skills in different contexts.

Getting the most out of the hour long mentor meeting

The purpose of the mentor meeting is to look backwards and forwards.

To review the trainee's learning and progress from last week and set up personalised and clear targets for the following week.

This is formal meeting - much like our line manager meetings. This needs clear expectations, boundaries and time management to make the most of the hour. This is the skill of the mentor!

It requires preparation for both the trainee and the mentor to make it a success.

Getting the most out of the hour long mentor meeting

We can think of the meeting as having distinct phases:

5 mins: Pastoral catch up/ well-being check - We must be strict on this and if needed make another appointment if the trainee flags a pastoral concern. The mentor meeting is not the place for a constant review of how the trainee is feeling. Trainees have to learn the professional conduct expected of such meetings and we have to model this for them.

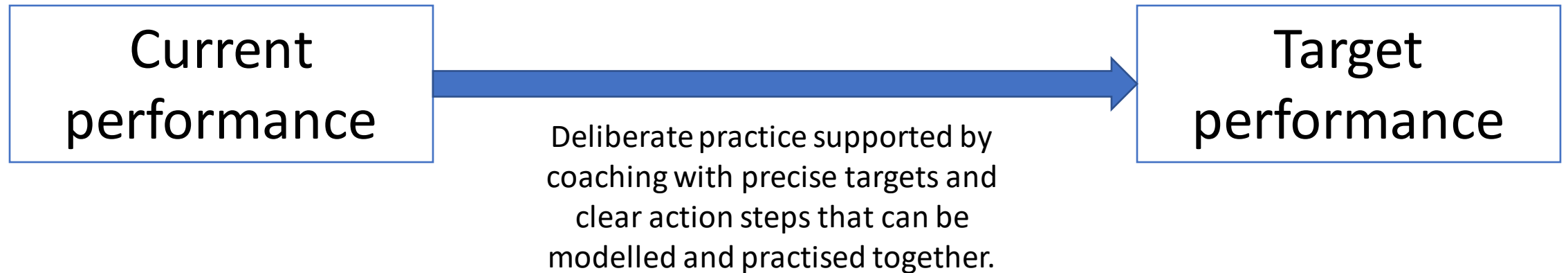
10 mins: Reviewing trainee targets. What were the trainee's targets from last week, what have they learnt/completed? Trainees should come prepared with this ready to share. Mentors need to clearly communicate their expectations of this in advance of the meeting.

15 mins: Discussion of last week – review the trainee's learning. What is the quality of any evidence of progress? What are the lesson observation feedback reports telling us we need to work on? What is the quality of the trainee's reflection of student progress? Can the trainee articulate to you their strengths and areas to develop from their weekly practice. Is this in line with your thoughts?

15 mins: target setting for next week- This should be based on ITT course requirements and trainee's personalised learning. **How are mentors communicating these targets to other teachers that the trainee is working with?**

15 mins: This can be used for modelling & rehearsal of ONE aspect of trainee's practice. Or could be used for forward lesson planning for next week.

Instructional Coaching approaches to mentoring is designed to do?



So...where it can go wrong?

- The trainee is not prepared for the mentor meeting- time is then lost finding evidence of weekly targets. **We must make our expectations clear to trainees and encourage preparation.**
- The mentor is not prepared for the meeting- lesson observation reports from other teachers have not been read, or perhaps the mentor is not clear on the requirements of the course for their trainee. **Mentors must prepare for each meeting- It is clear to trainees when this is not the case. Mentors may need support from the ITT provider for this.**
- The full hour is not given to the trainee. Mentors can be called away for other things. **We must protect the mentor meeting time and find a private and safe space to have these sensitive discussions.**
- The hour meeting is used to discuss teaching and learning in more general terms, but the formal review of targets is not the focus. **We all need to realise the importance of well crafted weekly targets and training tasks for scaffolding and assessing trainee learning over time.**
- The mentor meeting is a pastoral care meeting only. **On the odd occasion this may be necessary, but it should not be a pattern. We must make our expectations clear on the purpose of the mentor meeting and the protocols expected. Modelling professional practice.**

MYTHS



Dispelling some mentoring myths..

Dispelling some mentoring myths

Trainees need to complete detailed lesson plans.

Lesson planning is a process and writing a lesson plan documents that process. Written lesson plans are not a necessity but a tool for practice development. The focus should be on developing effective practice and not minutely detailing every step of the lesson plan and its delivery.

Trainees do not have design original resources, tasks and activities.

Trainees can learn how to adapt already available resources – do not reinvent the wheel. The skill is in how you use and adapt already produced resources that are proven to be effective.

Mentors need to see evidence that the trainee has differentiated their lessons both within their plans and the lesson itself.

‘In-class differentiation, through providing differentiated teaching, activities or resources, has generally not been shown to have much impact on pupils’ attainment.’ ‘adapting teaching in a responsive way, for example by providing focused support to pupils who are not making progress, is likely to improve outcomes... this type of adaptive teaching should be clearly distinguished from forms of differentiation that cause teachers to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils. ‘ (Ofsted, 2019)

Mentors are the ‘Expert Colleagues’ as referred to in the CCF

There is a pool of Expert Colleagues’ that the trainee can learn from in school and the mentor is one. Senior Leaders, SENDCo’s, Support Staff, Heads of Year/Departments, Phase Leaders etc. are experts that the trainee can learn from.



The National Association of
School-Based Teacher Trainers

Teacher Educator and Mentoring Zone

The **Teacher Educator and Mentoring Zone** is dedicated to supporting the professional learning and development of Teacher Educators individually and as a profession.

We believe it is vital to recognise the role of a Teacher Educator as a professional who is instrumental to the development of early career teachers.

<https://www.nasbtt.org.uk/temz/>



Emma Hollis
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Q&A session

Please click on the link in the chat and type your questions directly into our Q&A [Google document](#).

We will collate all your questions and produce an 'FAQ' document which we will send out by email after the conference.

