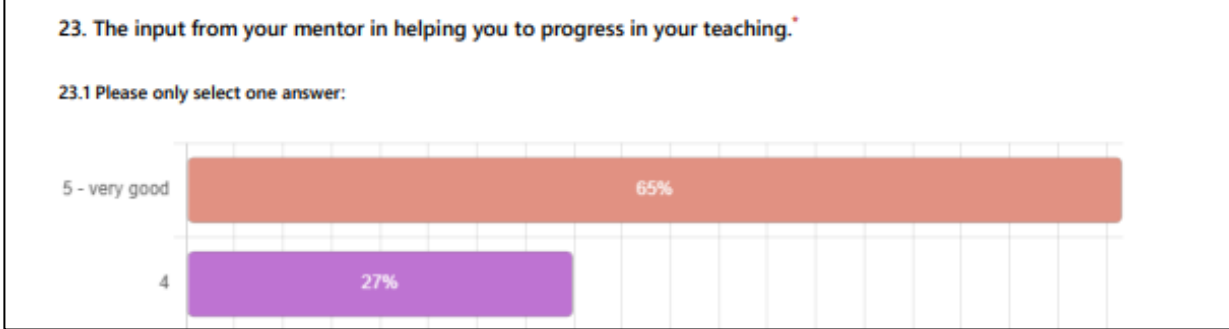
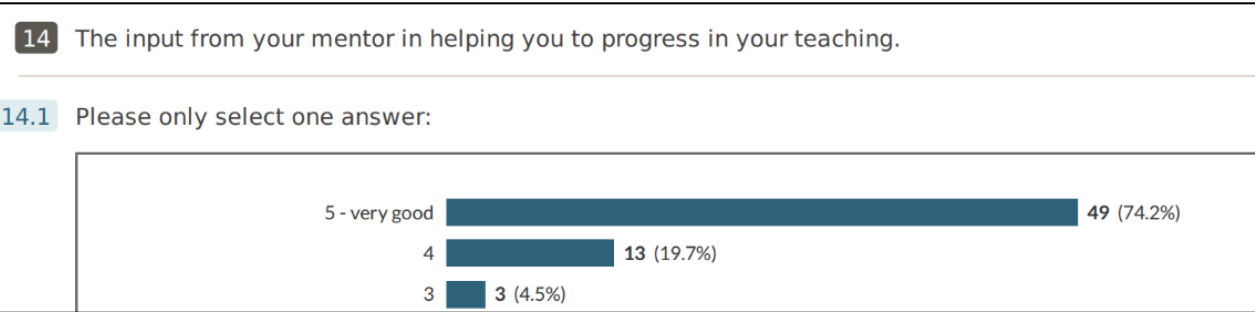




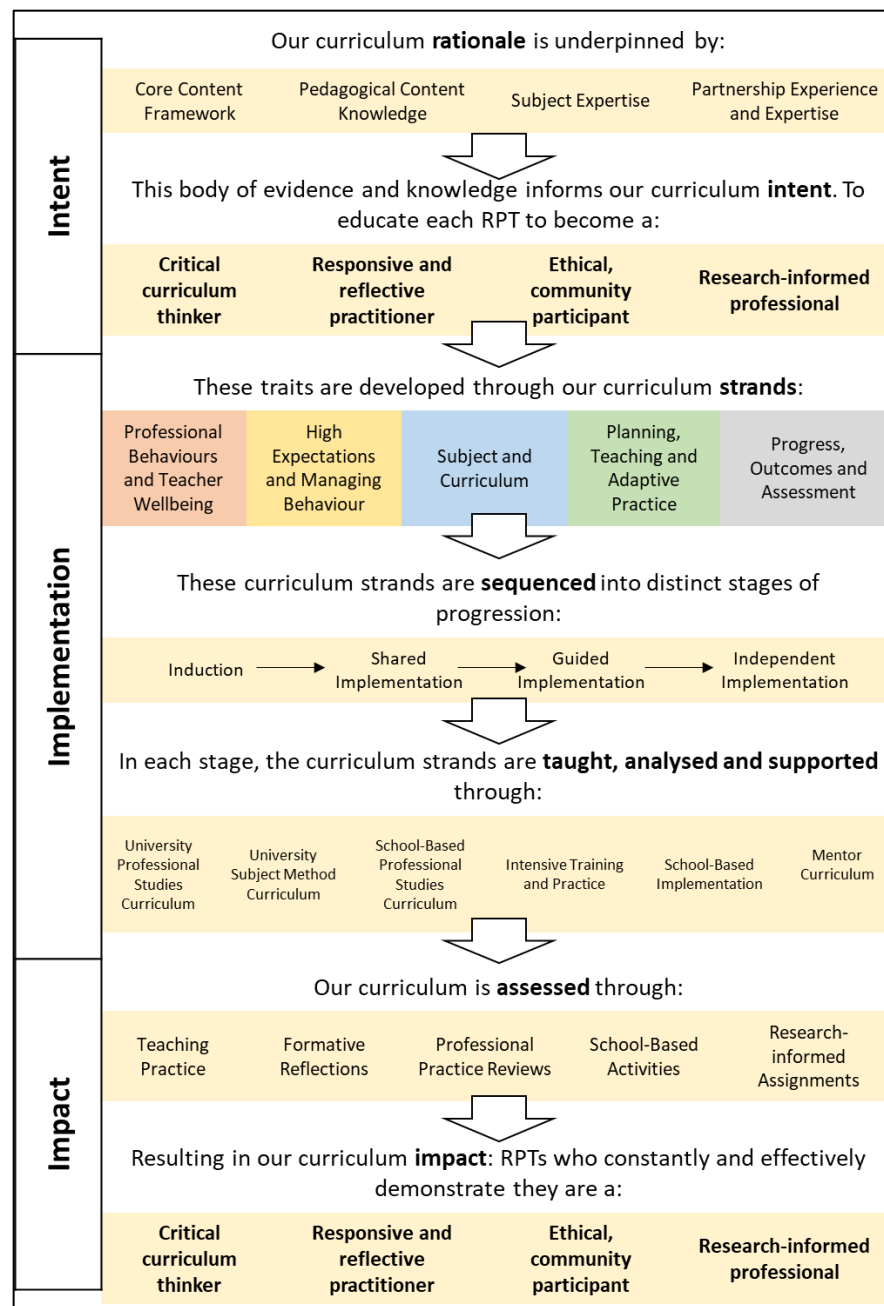
# Secondary ITE Mentor Guide:

## Induction and Shared Implementation Modules





Reading  
Partnership  
Mentors



## Curriculum Vision

# Initial teacher training (ITT): criteria and supporting advice

Statutory guidance for accredited ITT  
providers

Academic year 2024/25

	Week	Date	Teaching involvement	Mon	Tues	Wed	Thur	Fri
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 3. Assignment Guides

 4. Subject Guides

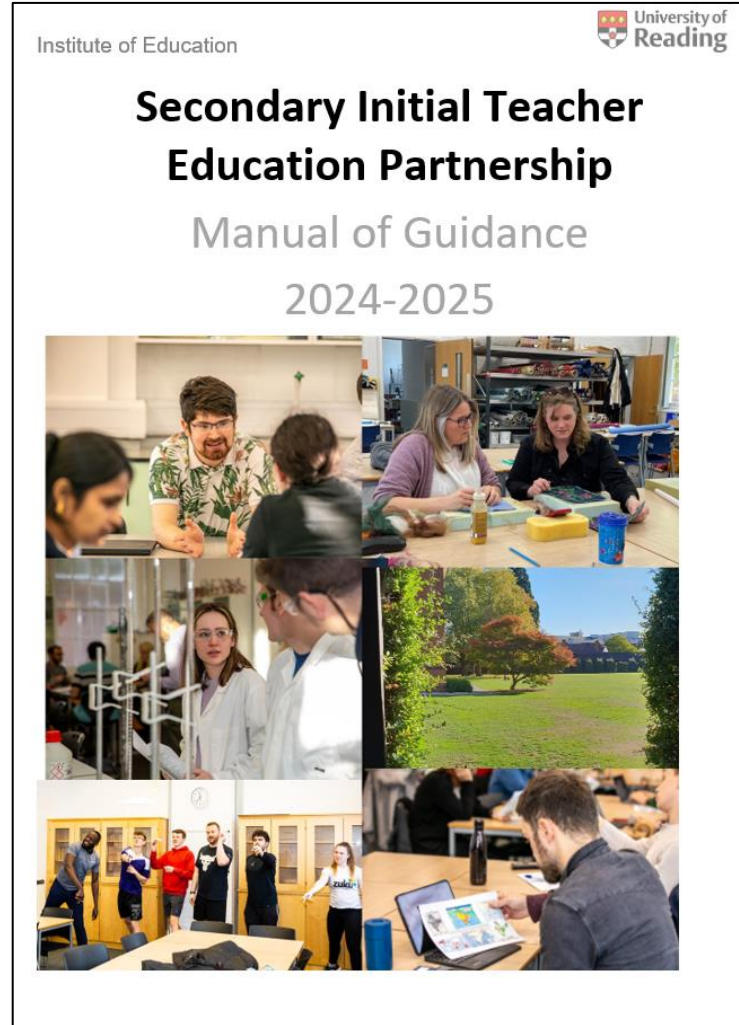
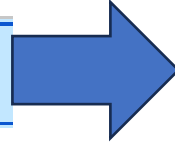
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 6. Mentor Support

 7. Subject Impact

 8. Curriculum Map

 9. ITAPs



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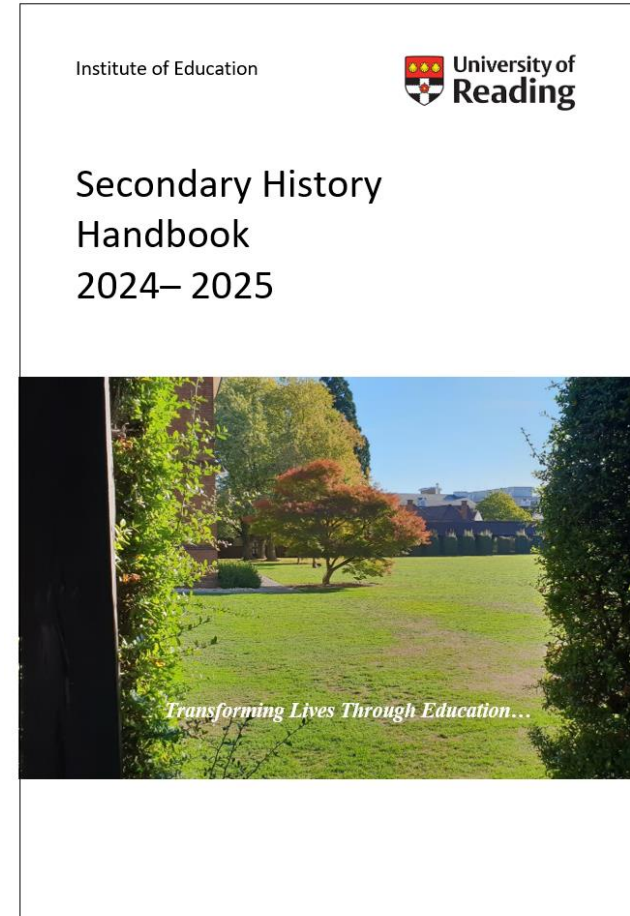
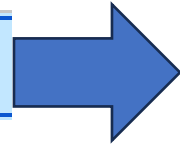
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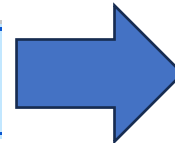
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9. ITAPs

High Expectations and Managing Behaviours				
CCP1b: Showing high expectations and getting to know all pupils		CCP2b: Showing high expectations and getting to know all pupils		CCP3b: Showing high expectations and getting to know all pupils
Meeting by Report 1	Exceeding by Report 1	Meeting by Report 2	Exceeding by Report 2	Meeting the Teachers' Standards: Set high expectations which inspire, motivate and challenge pupils (Std 3)
<p>In conversations with tutors and colleagues, the RPT has regularly shown they have high expectations of all their pupils. (3.2)</p> <p>The RPT has sought opportunities to learn about different pupils' backgrounds and personal barriers to learning. They have shown a desire to learn about different communities. (1.4)</p> <p>The RPT has used learning objectives to help them plan lessons and measure the success of lessons.</p> <p>The RPT has shown an awareness of what would motivate and engage their pupils. (3.2)</p> <p>When teaching, the RPT has shown high expectations of all by questioning a wide range of pupils. (3.2)</p> <p>The RPT has attempted to make lessons accessible, identify when pupils might find learning difficult, and appropriately break down difficult content. (1.4)</p> <p>The RPT can articulate how they have planned to create safe and stimulating environments for pupils.</p>	<p>As with Meeting</p> <p>The RPT has involved pupils using a variety of methods; for instance, they have started to use non-verbal cues (e.g. as positioning and facial expression) to demonstrate their high expectations and include practice. (3.2)</p> <p>The RPT has begun to craft their own challenging, ambitious learning objectives.</p> <p>The RPT has made the vast majority of taught content accessible to all pupils and they have started to recognise when they need to select practice during lessons.</p>	<p>As with Meeting at CCP1</p> <p>The RPT has shown high expectations across at least two key stages, demonstrating positive attitudes and values. (3.2)</p> <p>The RPT can take fluently about both of their placement schools' communities and has evidence of building mutual respect with pupils. They can use knowledge of their pupils to positively affect their practice. (3.2)</p> <p>The RPT has used learning objectives that aim for all pupils to achieve on a consistent basis. They are increasingly able to craft their own challenging, ambitious learning objectives. (3.2)</p> <p>In both placement schools, the RPT has evidence of involving pupils to learn and participate in lessons, showing a positive impact on behaviour and wellbeing. (1.2)</p> <p>The RPT has articulated safe and stimulating environments for pupils, both when planning and teaching about difficult, sensitive or controversial topics.</p> <p>The RPT has modelled positive attitudes, values and behaviour expected of pupils in both schools.</p>	<p>As with all other expectations</p> <p>The RPT has planned learning objectives and taught lessons that show a high expectation in their subject.</p> <p>In both schools, the RPT has taught lessons where all pupils have been highly motivated for sustained periods.</p>	<p>All of the below must be underpinned by secure understanding and consistent application of the Core Content Framework.</p> <p>The RPT must:</p> <ul style="list-style-type: none"> <li>• establish a safe and stimulating environment for pupils, meeting individual needs</li> <li>• set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li> <li>• demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils</li> </ul> <p>To exceed the ES curriculum expectations and Teachers' Standard 3, the RPT should be consistently showing examples of excellent practice related to setting high expectations which inspire, motivate and challenge pupils. These will include examples in the CCP3 'meeting' column.</p>

CCP1c: Taking responsibility for behaviour management		CCP2c: Taking responsibility for behaviour management		CCP3c: Taking responsibility for behaviour management
Meeting by Report 1	Exceeding by Report 1	Meeting by Report 2	Exceeding by Report 2	Meeting the Teachers' Standards: Manage behaviour effectively to ensure a good and safe learning environment (Std 7)
<p>The RPT has used the names of all their pupils and tried to ask them when addressing individuals.</p> <p>The RPT has made use of seating plans where appropriate to promote desired behaviour, creating a safe learning environment especially for those with special educational needs. (3.2)</p> <p>The RPT has observed a range of behaviour inside and outside of class.</p>	<p>As with Meeting</p> <p>The RPT makes use of non-verbal and strategic verbal communication to manage behaviour management consistently.</p> <p>The RPT is starting to manage behaviours outside of their learning environment, for instance in corridors and outdoors.</p>	<p>As with Meeting at CCP1</p> <p>The RPT has a detailed knowledge of the behaviour policies of both schools and has implemented different policies in the different contexts. (3.2, 7.1)</p> <p>The RPT can articulate the routines that impact to be embedded with all their classes, and have made attempts to put them into action through discussion planning.</p>	<p>As with all other expectations</p> <p>The RPT has displayed effective behaviour management outcomes in both schools and can articulate why they were successful. Routines have been embedded consistently with all their classes.</p> <p>The RPT is consistent in their</p>	<p>All of the below must be underpinned by secure understanding and consistent application of the Core Content Framework.</p> <p>The RPT must:</p> <ul style="list-style-type: none"> <li>• have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and</li> </ul>

# Mentor Curriculum

Dates	ITE Curriculum Stage	Mentor Curriculum Module
July-September	1. Induction	<b>1. Being a Mentor</b>
October-December	2. Shared Implementation	<b>2. Constructive Conversations and Modelling Practice</b>
January-March	3. Guided Implementation	<b>3. Moving Forwards</b>
April-June	4. Independent Implementation	<b>4. Supporting Independence and Specialism</b>

# Mentor Curriculum

- Weekly mentor meeting (one hour), to discuss the Weekly Reflection, agree targets and co-plan upcoming lessons.
- Additional 30 minutes of informal support.
- Provide (or ensure) written feedback for 3 lessons a week.
- Support departmental colleagues with expectations.
- Engage in the mentor curriculum.

# Timetable until Christmas

	Supported subject-specific teaching	Activities in support of teaching (observations, Mentor meeting, Professional Studies in school, working as a TA, tutor group time)	Planning and preparation
Placement A: Shared Implementation stage	<b>33%</b>	<b>33%</b>	<b>33%</b>  (This can be scaffolded in the first term to include WRoP writing and ePortfolio uploading)

- Teaching small sections of a lesson, using resources that the RPT has already observed being used effectively
- Teaching small sections of a lesson from established resources
- Co-planning resources and observing an experienced teacher deliver them
- Micro-teaching within lessons, focussing on a particular aspect (e.g. substantive content exposition, welcoming pupils and setting starter, managing a transition, questioning pupils after a task, discussing homework, setting a difficult task by modelling an outcome with pupils, etc), with detailed planning and explicitly stated rationale
- Co-planning a full lesson with an experienced teacher, then teaching
- Co-planning a lesson that is not currently taught or resourced, with an experienced teacher, then teaching
- Co-planning a short sequence of lessons, with an experienced teacher, then teaching

N.B. This is not a fixed pathway and mentors will make judgements about when RPTs are ready to move through the different shared experiences.



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# ITAPs

- Intensive Training and Practice units.
- Introduce and analyse foundational ITE content at university; prepare, enact and review in schools.
- Subject tutors, ITTCos and mentors work together to ensure RPTs have required knowledge and experiences.
- RPTs complete a workbook for each of these ITAPs.

Institute of Education

Secondary ITE Intensive Training and Practice Workbook:

## Observing Expert Colleagues



Name:

Placement School:

Tutor:

### Contents

University of Reading Curriculum Aims of ITAP: Observing Expert Colleagues .....	2
Overview of ITAP: Observing Expert Colleagues .....	2
RPT Workbook .....	3
Friday 8 <sup>th</sup> September: Introduce .....	3
Tuesday 10 <sup>th</sup> October: Analyse .....	5
Monday 27 <sup>th</sup> November: Prepare, Enact and Review .....	7

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**Observing** =  
Observing  
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Friday 6 September	Tuesday 10 September	Friday 13 September	Monday 25 November	Friday 20 December
Day 1 – University	Day 2 – University	Day 3 - School	Day 4 - School	Day 5 – University*
Introduce	Analyse and Prepare	Enact	Enact	Review
<ul style="list-style-type: none"> <li>• Research-Informed Practice: Introduction to EDMPT and High Expectations.</li> <li>• Choosing a focus for observation: Case Studies of Motivation, Talk and Inclusion.</li> <li>• What makes an effective lesson and what makes an effective observation?: Introduction to the CCF.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the features of effective lessons and Expert Colleagues on my placement so far?</li> <li>• How to maximise learning from Expert Colleagues?</li> <li>• How to observe for different purposes?</li> <li>• How have successful RPTs used observations to maximise learning from Expert Colleagues?</li> </ul>	<ul style="list-style-type: none"> <li>• Agree etiquette for observing with ITTCo.</li> <li>• In 1s, 2s or 3s depending on number on placement. Critically observe 3 lessons (or 3 hours maximum). Each taught by expert colleague. Each lesson to have a different focus.</li> <li>• Review findings and reflections through discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Critically observe on their own, three expert colleagues with RPT's chosen focus.</li> </ul>	<ul style="list-style-type: none"> <li>• Written summary of findings and implications for practice.</li> </ul>



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	7	14.10.24	<33%*	SM	SM		<i>Steering Meeting</i>	
	8	21.10.24	<33%*	SM	SM			
	9	28.10.24				Formative Assignment submission		
	10	04.11.24	<33%*	ITAP (Inclusion)				
	11	11.11.24	<33%	ITAP (SM Inclusion)	ITAP (Inclusion)			
	12	18.11.24	<33%	SM				
	13	25.11.24	33%	ITAP (Observing)				<i>Lead Partner Placement B Confirmation</i>
	14	02.12.24	33%	SM	ITAP (Inclusion)			
	15	09.12.24	<40%	SM				<i>Report 1 Placement B Confirmation</i>
	16	16.12.24	<40%	SM		<i>Progress Board</i>		ITAP (Observing)
	17	23.12.24						
	18	30.12.24	N/A					
	19	06.01.25	<40%	SM EDMPRT submission	EDMPIP	EDMPIP	<i>ITCo Meeting</i>	

**Professional** =  
Embedding  
Professional  
Behaviours  
within a  
School  
Context



Monday 23 September	Tuesday 24 September	Wednesday 25 September	Thursday 26 September	Wednesday 2 October	Monday 10 February	Wednesday 27 February
Day 1 - University	Day 2 - University	Day 3 - School	Day 4 - School	Day 5 - School	Day 6 - School	Day 7 - School
Introduce	Analyse	Prepare	Prepare	Enact and Review	Analyse and Prepare	Enact and review
<ul style="list-style-type: none"> <li>Managing Behaviours</li> <li>High Expectations, Resilience and Receiving Feedback</li> <li>Reflective Practice</li> <li>Being an Ethical Community Participant</li> </ul>	<ul style="list-style-type: none"> <li>How to manage behaviour in subject specific scenarios?</li> <li>What makes an effective reflection?</li> <li>How to handle and respond to feedback conversations?</li> </ul>	<ul style="list-style-type: none"> <li>Discussion with behaviour lead and Designated Safeguarding Lead. Complete specified activities.</li> <li>Critically observe tutor time for two days. Discussion with tutor about group, including PSHE.</li> <li>Shadow experienced teachers on different school duties. At least three duties across the two days.</li> <li>Collate school values, priorities and shared language from website and 3-4 chosen policy documents.</li> <li>Simulation activities with peers for different scenarios around the school.</li> <li>Produce scripts for tutor time and teaching involvement on day 5</li> </ul>		<ul style="list-style-type: none"> <li>Lead tutor time, whatever they are doing that day.</li> <li>Involvement in subject lesson with class who have been observed where professional behaviours are explicitly articulated.</li> <li>Critical reflection of tutor time and teaching involvement.</li> <li>Plan of action for how professionalism will be displayed within that school</li> </ul>	<ul style="list-style-type: none"> <li>Recorded reminder of foundational content and retrieval quiz.</li> <li>Positively engage with induction activities arranged by ITTCO.</li> <li>Collate school values, priorities and shared language from website and 3-4 chosen policy documents.</li> </ul>	<ul style="list-style-type: none"> <li>Comparison of policies and shared language between Placement A and Placement B, identifying opportunities and areas to deliberately practice.</li> <li>Plan of action for how professionalism will be displayed within that school</li> </ul>

# ITAPs

	Week	Date	Teaching involvement	Mon	Tues	Wed	Thur	Fri
Induction Stage	0	26.08.24						Enrolment
	1	02.09.24	N/A	SM	SM	PS (Expectations and Values)	Safeguarding	ITAP (Observing)
	2	09.09.24	N/A	SM	ITAP (SM Observing)	Preparing for placement	School A induction	ITAP (Observing)
	3	16.09.24	N/A	SM	SM <i>Subject Mentor Meeting</i>	PS (How Children Learn)	Department induction <i>ITTCo Meeting</i>	
	4	23.09.24	N/A	ITAP (Professional)	ITAP (SM Professional)	ITAP (Professional)	ITAP (Professional)	
Shared Implementation Stage	5	30.09.24	<33%*	SM	PS (Curriculum and Assessment)	ITAP (Professional)		
	6	07.10.24	<33%*	SM	SM			
	7	14.10.24	<33%*	SM	SM		<i>Steering Meeting</i>	
	8	21.10.24	<33%*	SM	SM			
	9	28.10.24				Formative Assignment submission		
	10	04.11.24	<33%*	ITAP (Inclusion)				
	11	11.11.24	<33%	ITAP (SM Inclusion)	ITAP (Inclusion)			
	12	18.11.24	<33%	SM				
	13	25.11.24	33%	ITAP (Observing)				<i>Lead Partner Placement B Confirmation</i>
	14	02.12.24	33%	SM	ITAP (Inclusion)			
	15	09.12.24	<40%	SM				Report 1 <i>Placement B Confirmation</i>
	16	16.12.24	<40%	SM		<i>Progress Board</i>		ITAP (Observing)
	17	23.12.24						
	18	30.12.24	N/A					
	19	06.01.25	<40%	SM EDMPRT submission	EDMPIP	EDMPIP	<i>ITTCo Meeting</i>	

**Inclusion** = Being an Inclusive and Adaptive Teacher

Monday 4 November	Monday 11 November	Tuesday 12 November	Tuesday 3 December
Day 1 – University	Day 2 – University	Day 3 - School	Day 4 - School
Introduce	Analyse	Prepare and Enact	Enact and Review
<ul style="list-style-type: none"> <li>• Special Educational Needs</li> <li>• English as an Additional Language</li> <li>• Literacy and Phonics</li> <li>• Different Communities</li> <li>• Mental Health and Neurodiversity</li> </ul>	<ul style="list-style-type: none"> <li>• What does adaptive teaching look like in my subject?</li> <li>• How can planning and teaching be adapted effectively?</li> <li>• How to teach complex topics in accessible ways?</li> </ul>	<ul style="list-style-type: none"> <li>• Either visit SEND department or shadow a Teaching Assistant for one period. Complete specified activities.</li> <li>• Discussion with expert colleague about how they use data and a seating place to be inclusive and adaptive in their teaching. ITTCo can arrange for all RPTs.</li> <li>• Detailed annotation of an existing department resource, explicitly drawing upon Day 1 sessions.</li> <li>• Detailed annotation of week's lesson plans outlining adaptive teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach lessons using existing department resources, with observer focus on adaptive and inclusive teaching. Must share annotated lesson plan with observer at start of lesson.</li> <li>• Write <u>WRoP</u> reflection and discuss in subsequent mentor meeting.</li> </ul>



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 1. Manual of Guidance

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 2. Professional Studies Guide

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 3. Assignment Guides

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 4. Subject Guides

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 5. Assessment Framework

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 6. Mentor Support

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 7. Subject Impact

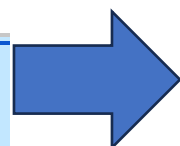
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 8. Curriculum Map

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 9. ITAPs

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 Embedding Professional Behaviours

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 Observing Expert Colleagues

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 University of Reading ITAP Overview\_Aims\_23.24.docx  University of Reading\_ITAP Subject and School Details.p... 

# Upcoming

12 September: RPTs in school with ITTCos – go and say hi!

17 September: Subject Mentor Meeting. Online, 3.40-5pm.

19 September: RPTs in department – timetable, curriculum, discuss introduction questions.

# Tracking mentor engagement

	<b>Induction and Shared Module Video</b>  September 24	<b>Mentor meeting</b>  September 24	<b>Professional Practice Review</b>  November 24	<b>Guided Module Video</b>  January 25	<b>Professional Practice Review</b>  January 25	<b>Mentor meeting</b>  March 25	<b>Independent Module Video</b>  March 25	<b>Professional Practice Review</b>  May 25
Gary Mentor	x	x	x	x	x	x	x	x