# First Mentor Meeting Checklist – Primary PG

|  |  |
| --- | --- |
| Complete Inductions as outlined in ePortfolio tab |  |
| **Mentor meeting:**   * Complete ‘Class Discussion’ and ‘Getting to know your School’ lists below * Discuss and provide curriculum planning for the block period, including a provisional discussion of the teaching commitment and PPA. * Timetable in weekly mentor meeting, PPA, SBTs, non-contact and observation time (using the Timetable in the Weekly Planner to help) * Ensure mentor has Mentor Handbook * Share your AoP and Initial Needs Documents * Make mentor aware of visit weeks and deadlines for interim and progress reviews * Share Supervising Tutor name and details with mentor * Mentor: Provide RPT with the following: * Class timetable (including blank ones to map out teaching) * Door passes / codes * Usernames / passwords for all schemes, shared areas and printers * School calendar, including Parents Evenings, meetings, INSET, briefings, Pupil progress etc. **Ensure RPT is invited to all of these to gain the full experience and understanding of working in the role of the teacher.** |  |
| Explore opportunities for you to work with the whole class, with activities such as register or reading a story. |  |
| Explore opportunities for you to work with groups of children (following Mentor’s planning). |  |
| Identify opportunities to observe experienced teachers. |  |

**Getting to know your school: (Please note the following)**

|  |  |
| --- | --- |
| As and RPT, ensure you have access to: |  |
| * Names of Teaching Assistants and other adult helpers (e.g., parents) * Timetable for class/year group * Staff meeting days and times (you will need to attend these) * Inset dates during placement (you will need to attend these) * How to get around the school / door passes * List of available resources appropriate to teaching commitments (medium term plans, daily plans, schemes of work, websites etc) * Pattern of work, fixed times for e.g., hall times, PE, computing, specialist teachers, breaks, specialist rooms or outside areas, use of TAs/adult helpers. * Organisation of children and use of grouping/setting. Note when work is undertaken as a class, in small groups, as individual tasks. * Arrangement of furniture, position of "board", display space, arrangement of outdoor area. * Note specialist rooms, e.g., ICT suite, hall/playground space, and note size and availability. * Classroom and Outdoor area resources * Books, equipment, materials, artefacts, toys, IWB, ITPs, software / log on details for shared areas / printers * Consumable materials, availability of paper, paint, photocopier, etc. * School routines: (assemblies etc) * Check arrangements for distributing materials, using A/V equipment, changing for PE, outdoor play procedures, break times, mid-day meals, homework, register. * Parents: enquire about arrangements for parent/school contact e.g., informal conversations, newsletters, notes home, homework, parents evenings |  |

**Class Discussion**

|  |  |
| --- | --- |
| Go through the class list with the RPT and identify the following: |  |
| * Seating charts * Children who have SEND * Children who have EAL * Children who may have particular barriers to learning * Children in receipt of Pupil Premium funding   + Free school meals (FSM)   + Children from service families   + Looked After Children (LAC)   + Ever6 – any child who has had FSM in the last 6 years |  |
| **Getting to know each other:**  Mentors will use the following guidance(also outlined in the Mentor Curriculum handbook) to agree ways of working together going forward. Questions that may be asked or discussed may include the following (initated by the mentor – not all questions have to be asked, but may help moving forwards as professionals):   1. What would you describe as your strengths and weaknesses? Let’s have a look at your Initial needs / AoP document to identify where we can develop these. 2. How are you at managing your time - is this something you feel you need to develop? 3. What do you expect to gain from this placement? 4. What boundaries do we need to set for communicating with each other? Are you okay with phone/email/text? When? When not? How quick does my response need to be? 5. Do you want the opportunity to speak to me briefly every day about what you’re doing or are you happy to keep it to the weekly mentor meeting? 6. How were you mentored on your previous placement? Tell me about what went well and what could have been better, remembering to remain professional in your responses. 7. What can you tell me about yourself as a person outside teaching? 8. What are you looking forward to and what concerns or worries do you have about this placement? 9. What information do you think you need from me to start this placement off as well as you can? What do you expect of me throughout the placement? 10. What kind of pedagogical approaches and techniques have you had the opportunity to experiment with in your first placement? Is there a particular pedagogical approach that you would like to develop in this placement? 11. What would you like to know about the curriculum/SOWs that we use in this school? (Connollly, Bates, & Shea, 2020, p. 419) |  |