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University of Reading

Primary PG ITE Mentor Handbook 2024-25

Contents

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1. Welcome and Introduction

'The human relationship and the conversational learning between mentor and mentee is essentially about learning in a social context and the learning which takes place, because it is social, externalised and internalised, is of a higher order. Coaching and mentoring then reach the parts that other forms of learning just cannot reach' (Gray et al, 2016, p109)

Welcome to the University of Reading's guidance for Reading Partnership Mentors (RPMs). RPMs are a vital component of beginning teachers' development, and it is our hope that this handbook will provide a comprehensive overview of the RPM's role. The role of the RPM is a complex one, as you are the conduit between the Reading Partnership Teacher's (RPT) growing knowledge and understanding of teaching and their application of this in the classroom during their school placements. As such, we have developed a research-informed curriculum for mentors which recognises the importance of the role and develops each RPM's capabilities as a mentor and competence in supporting each RPT to implement the ITE curriculum.

This handbook consists of information about the ITE Curriculum (what the RPTs learn) and how this should be implemented during school placements, facilitated by RPMs. It details the University of Reading's Mentor Curriculum, including key information and guidance for RPMs. Please read this handbook in conjunction with programme-specific guides.

Dr Rachel Roberts

Principle Lead Mentor

2 Key Information

2.1 Contacts

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2.2   Dates & Mentor Curriculum Module Outline

- All training needs to be attended (if live online) or watched / completed regardless of when you have a student. If you do not attend training in the Autumn / Spring, you will need to complete the sessions during the summer
- The first year (2024-2025) of mentor training will include:
  - 21 hours includes (pre-recorded, time spent with visits on visits, looking at and responding to documentation etc). Please see table for more details
- The second year will include 7.5 hrs (pre-recorded / live online after school only) and will mirror what mentors already usually complete every year prior to September 2024.

Autumn (Modules 1 and 2)

Date	Duration	Content	Format
W/C 9th September (1.1)	1 hr	Complete mentor audit and reflection.	Self-study
W/C 9th September (1.1)	2.5 hrs (1.5 hrs recording, 1 hr reading)	Mentor Knowledge and skills – Developing a professional identity	Pre-recorded videos
11th September 4 – 5:30pm (1.2)	**1.5 hrs**	**Implementing the ITE curriculum (Induction and shared stage) – Placement prep**	**Live online**
Autumn placement W/C 16th September (1.3)	As part of mentor meeting with RPT	Understanding trainee knowledge and development – Meeting your RPT	Script to support first meeting with RPT
W/C 23rd September (1.4)	0.5 hrs	Understanding trainee knowledge and development – Being a mentor in your school	Self-study (meeting with ITTCo)
W/C 21st October – W/C 11th November (1.6)	**Visit 1 (2 hrs, with 1 hr mentor development)**	**Observing trainee and supporting target setting / Progress review**	**Face to face**
W/C 4th November (2.1)	1 hr	Implementing the ITE curriculum – target setting and observing	Pre-recorded videos
W/C 18th November (2.2)	1.5hrs	Mentor knowledge and skills: The reflective cycle	Pre-recorded videos
W.C 9th December	**1 hr**	**Placement Tutorial and completing AoP**	**Online**

Total = 10 hours

Spring (module 3)

15th January 4-5:30pm (3.1)	**1.5 hrs**	**Implementing the ITE curriculum (guided stage) – Placement prep**	**Live online**
W/C 20th January (3.2)	1.5hrs	Mentor knowledge and skills: The impact cycle	Pre-recorded videos
W/C 27th January (3.4)	As part of mentor meeting with RPT	Understanding trainee knowledge and	Self-study (meeting with ITTCo)

		development – Being a mentor in your school	
W/C 3rd February	**1hr**	**Placement Tutorial**	**Online**
W/C 17th March **W/C 24th March** **(3.5)**	**Visit 1 (2 hrs, with 1 hr mentor development)**	**Observing trainee and supporting target setting / Progress review**	**Face to face**

Total= 5 hours

Summer (Module 4)

23rd April, 4-5pm (4.1)	**1hr**	**Implementing the ITE curriculum (independent stage) – Placement prep**	**Live online**
W/C 5th May (4.2)	1.5hrs	Mentor knowledge and skills: Stretching your RPT	Pre-recorded videos
W/C 12th May	**1hr**	**Placement Tutorial**	**Online**
W/C 19th May (4.3)	1hr	Contextualising your mentoring	Pre-recorded videos
W/C 30th June (4.5)	**Visit 1 (2 hrs, with 1 hr mentor development)**	**Observing trainee and supporting target setting / Progress review**	**Face to face**
W/C 7th July (4.6)	0.5hrs	Mentor knowledge and skills: reflection	Written submission via online forms

Total = 6 hours

Mentor training and development is composed of three facets:

- Mentor knowledge & skills
- Understanding trainee knowledge & development
- Implementing the trainee ITE curriculum

These are broken down in each Mentor Module and addressed through a range of training formats.

Mentor Curriculum Module	Content	Format	Time (approx.)	Date	CCF LHT Statements Covered
Mentor Module 1 'Being a Mentor'	1.1) Mentor knowledge & Skills: *Developing your professional identity as a mentor, establishing mentor-trainee relationships* Mentor knowledge *audit*	Live online Online form	2.5hrs (1.5hrs meeting; 1hr reading/ accessing learning materials) 0.5hrs	Pre-recorded W/C 9th September W/C 9th September	8a, 8n, 7l, 3a, 4a, 2a
	1.2 Implementing the ITE curriculum: *Induction and Shared Stage*	**Live online & mentor handbook**	**1.5 hours**	**11th September 4-5:30pm**	
	1.3) Understanding trainee knowledge & development: *Meeting your RPT and being their mentor*	Script & materials available via UoR Mentor Hub and Mentor HB	As part of timetabled mentor meeting	W/C 16th September	
	1.4) Understanding trainee knowledge & development: *Being an RPT mentor in your school*	ITTCo to deliver f2f in school	0.5hr	W/C 23rd September	
	1.5) Implementing the ITE curriculum: Professional Progress Review (Interim)	In person visit	1hr (visit is 2 hours and first hour is observing RPT and reviewing progress, second hour is mentor support / target setting / AoP)	W/C 21st October – W/C 11th November	

Mentor Module 2 'Constructive Conversations & Modelling Practice'	2.1) Implementing the ITE curriculum: *Contextualising your mentoring – target setting and using GPGs, assessment against the Strands*	Live webinar & materials available via UoR Mentor Hub	1hr	W/C 4th November	8b, 8f, 8j, 8p, 8q 1a, 1b, 1c, 1e, 1f, 1g, 1h, 7a, 7b, 7d, 7e, 7f, 7g, 7h, 7i, 7j 3b, 3c, 3d, 3g, 3j, 3k, 3m, 3o, 3p, 3q, 3t, 3u 4b, 4c, 4e, 4f, 4g, 4h, 4l, 4n, 4o, 4p, 5a, 5b, 5e, 5f, 5h, 5i, 5j, 5m, 5n 2b, 2c, 2g, 2h, 6a, 6c, 6d, 6e, 6f, 6g, 6h
	2.2) Mentor knowledge & skills: *The reflective cycle, teacher knowledge, observation, feedback, and constructive conversations*	Video & materials available via UoR Mentor Hub	1.5hr	W/C 18th November	
	2.3) Understanding trainee knowledge & development: *(using the Mentor Conversations Guide, linked to Mentor Bulletins)*	Script available via UoR Mentor Hub	As part of timetabled mentor meetings	Weekly	
	RPT Assessment of Progress Report (Report 1) completed during placement tutorial	Written Report		W/C 9th December	

Mentor Module 3 'Moving Forwards'	3.1) Implementing the trainee curriculum: *Guided Stage*	Live online & programme handbook	1.5 hours	15th January 2025 4-5:30pm	8c, 8d, 8e, 8g, 8h, 8i, 8k, 8l, 8o, 8r
	3.2) Mentor knowledge & skills: *The Impact Cycle, listening and questioning, facilitating MTP, overcoming-barriers, diversity and equity*	Video and materials available via UoR Mentor Hub	1.5hr	W/C 20th January	1d, 7c, 7k, 7l, 7m, 7n 3e, 3f, 3h, 3i, 3l, 3n, 3r, 3s 4d, 4h, 4i, 4j, 4k, 4m, 5c, 5d, 5g, 5k, 5l, 5o 2d, 2e, 2f, 2i, 6b, 6i, 6j, 6k, 6m, 6n, 6o, 6q
	3.3) Understanding trainee knowledge & development: *(using the Mentor Conversations Guide, linked to Mentor Bulletins)*	Script available via UoR Mentor Hub	As part of timetabled mentor meetings	Weekly	
	3.4) Understanding trainee knowledge & development: *Being an RPT mentor in your school, completing an AoP and setting next steps*	ITTCo (in school)	1hr	W/C 27th January	
	3.5) Implementing the ITE curriculum: *Professional Practice Reviews*	In-person tutor visit	1hr (visit is 2 hours and first hour is observing RPT and reviewing progress, second hour is mentor support / target setting / AoP)	W/C 17th March 2025 W/C 24th March	
	RPT Assessment of Progress (Report 2) completed during visit above	Written report		W/C 17th March 2025 W/C 24th March	

Mentor Module 4 'Supporting Independence & Specialism'	4.1) Implementing the ITE curriculum: *Independent Stage*	Video & Mentor Handbook	1hr	23rd April 4-5pm	8m, 8s 7o, 7p 2j, 2k, 6l, 6p
	4.2) Mentor knowledge & skills: *Stretching your RPT, reflective mentor practice, supporting RPTs towards ECT*	Video and materials available via UoR Mentor Hub	1.5hrs	W/C 5th May	
	4.3) Contextualising your mentoring – assessment against the Standards	Live webinar	1.5hrs	W/C 19th May	
	4.4) Understanding trainee knowledge & development: *(using the Mentor Conversations Guide, linked to Mentor Bulletins)*	Script available via UoR Mentor Hub	As part of timetabled mentor meetings	Weekly	
	4.5) Implementing the ITE curriculum: *Professional Practice Reviews / Setting ECT targets*	In-person tutor visit	1.5hrs	W/C 30th June	
	4.6) Mentor knowledge & skills: *Mentor reflection (500 words)*	Written submission via online forms	0.5hr	W/C 7th July	
	RPT Assessment of Progress (Report 3) completed during visit (4.5)	Written report		W/C 7th July	

Depending on the timing and duration of the placement, mentors may complete condensed versions of the modules at different times. In subsequent years, mentors who have successfully completed all four mentor modules will only be required to complete the 'core' refresher training (indicated in red), alongside any regular tutor visits and RPT assessments (see below):

Autumn

1.5 hrs	Implementing the ITE curriculum (Induction and shared stage) – Placement prep	Live online
Visit 1 (2 hrs, with 1 hr mentor development)	Observing trainee and supporting target setting / Progress review	Face to face

Spring

1.5 hrs	Implementing the ITE curriculum (guided stage) – Placement prep	Live online
Visit 1 (2 hrs, with 1 hr mentor development)	Observing trainee and supporting target setting / Progress review	Face to face

Summer

1.5hrs	Implementing the ITE curriculum (independent stage) – Placement prep	Live online

Visit 1 (2 hrs, with 1 hr mentor development)	Observing trainee and supporting target setting / Progress review	Face to face

Total: 7.5 hrs

2.3 Links & Recommended Reading

All of the information for RPMs can be found on the UoR Mentor Hub.

The Mentor Hub will contain all of the mentor curriculum materials and key documents:

- Mentor handbook (this one)
- Training materials: pre-recorded videos, accompanying booklets, recordings of live sessions
- Bespoke reading list linked to the CCF and complemented with phase/subject specific literature linked to each module and curriculum strand
- Repository of core programme documentation (observation feedback sheet; additional support forms, placement handbook etc.)
- Materials and ideas generated from and for Lead Mentors' meeting with mentors

Quick links to key documents also available online:

- ITT Core Content Framework (DfE, 2019)
- Early Career Framework (DfE, 2021)
- The Teachers' Standards (DfE, 2011)
- Chartered College of Teaching (website)
- ITT Core Content Framework exemplification resources

2.4 Glossary of terms/acronyms

| AoP	Assessment of Progress (reports)
IR / PR	Interim Review / Progress Review
ITTECF	Initial Teacher Training and Early Career Framework (combines the former Core Content Framework and the Early Career Framework)
ECT	Early Career Teacher
ITE	Initial Teacher Education
ITTCo	Initial Teacher Training Co-ordinator
LHT	ITTECF 'Learn how to…' statements
LT	CCF 'Learn that…' statements
LM	Lead Mentor
PD	Programme Director
PGCE	Post-Graduate Certificate of Education
PgCE	Professional Graduate Certificate in Education
PS	Professional Studies
RPM	Reading Partnership Mentor
RPT	Reading Partnership Teacher (trainee)

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3 Partnership Principles and ITE Curriculum Aims

Through our emphasis on subject-specificity, high expectations, sustainability, inclusivity and diversity, our curriculum aims to develop four fundamental traits that consistently characterise, and set apart, RPTs. Our intent is that RPTs develop into:

- Evidence-informed teachers
- Compassionate individuals
- Pedagogically-skilled practitioners
- Creative critical thinkers
- Ethical community participants
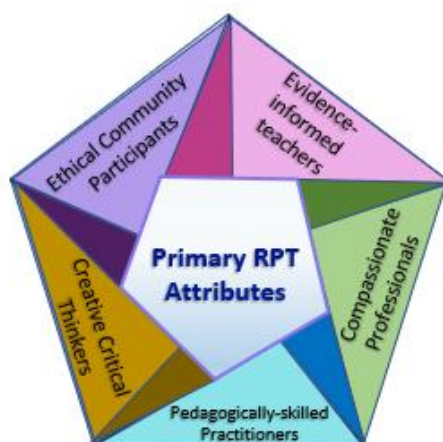
This is achieved by breaking our curriculum down into five curriculum strands, each informed by the DfE's ITTECF, and then sequenced into four discrete stages.
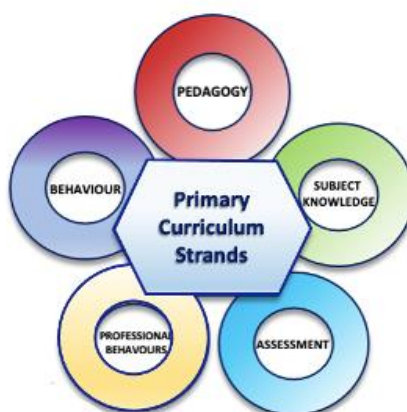
The ITTECF has been mapped to our Professional Studies sessions, as well as key delivery mechanisms of the programme curriculum such as school-based tasks and the weekly RPT-mentor planning process. In addition to this entitlement, our programme places a particular emphasis on:

- Pastoral support, mental health, wellbeing and resilience for both children and RPTs
    - o This underpins all of our taught sessions and is an integral part of our programme. We deliver specific session to support the mental health and wellbeing of RPTs and have a robust Academic Tutor system to support this

- SEND, inclusion and diversity in addition to that which is represented within the CCF
  - o While our pathways cover specific aspects of SEND, this is embedded across all teaching – all teachers are teachers of SEND
- Critically-reflective, evidence-informed practice through a mentor and RPT-owned programme planning process
  - o The three placements support this process through strong, certified mentoring
- Professional relationships within and beyond school
- Climate and Sustainability Education
- The wider role of the teacher beyond curriculum delivery responsibilities

The Primary PG ITE curriculum is a complex crafting of experiences and activities, informed by expert input from a wide range of sources and mediated through practise, observation, feedback, discussion, analysis and reflection. The RPTs are supported in becoming critical curriculum thinkers through this input and continue this learning through their school placements.

Ultimately these curricular strands lead to achieving the Teachers' Standards as set out in Table 1.

ITE Curriculum Strands	TS1	TS2	TS3	TS4	TS5	TS6	TS7	TS8	Part Two
Strand A: High expectations and managing behaviour	√						√		
Strand B: Pedagogy		√		√	√				
Strand C: Curriculum			√						
Strand D: Assessment						√			
Strand E: Professional behaviours and wellbeing								√	√

Table 1 Curricular Strands and the Teachers' Standards

RPTs learn and develop through the ITE Curriculum of university-based teaching; engaging with educational research and reflection on practice in their PGCE Assignments (if the PGCE route has been chosen); through teaching practice, discussion, and reflection during their school placements and carrying out school-based tasks. This learning is facilitated by university tutors, school-based mentors, and ITTCos.

Mentor training and development is composed of three facets:
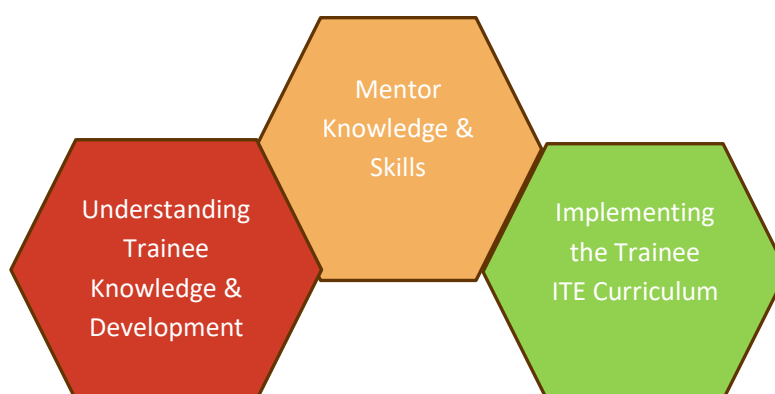
The Initial Teacher Training Early Career Framework (ITTECF) is core to the ITE Curriculum (focusing on the 'Learn that…' statements), and the Mentor Curriculum (focusing on the 'Learn how to…' statements) which are interwoven through

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both curriculums and training materials. Our approach to mentor training is underpinned by evidence on effective professional development which:

- builds knowledge;
- motivates teachers;
- develops teaching techniques;
- embeds practice (EEF, 2021)

Successful completion of the Mentor Curriculum modules outlined in Section 2.2 results in Certification of UoR Mentoring, in recognition of RPMs' efforts and their ongoing professional development.

4 Trainee Curriculum and Course Structure

The Primary PG ITE mentor actions and expectations have been added to the ITE programme structure. The information about RPTs, ITTCos and Tutors can be found in the Placement Handbook.

Course calendar (2024-2025)

	Date	Teaching %	Monday	Tuesday	Wednesday	Thursday	Friday
Stage 1: Induction	2.9.24		LPR in school	LPR in school	LPR in school		
	9.9.24	NA					
	16.9.24	NA					
	23.9.24	NA					
	30.9.24	Induction	ITAP1-UNI	ITAP1-SCH			
Stage 2: Shared Implementation	7.10.24	Group					
	14.10.24	Group					Masters
	21.10.24	Whole lessons	ITAP2-UNI	ITAP2-SCH	Visit 1	Visit 1	Masters
	28.10.24						
	4.11.24	Whole lessons	Visit 1	Visit 1	Visit 1	Visit 1	
	11.11.24	Whole lessons	Visit 1	ITAP3-UNI	ITAP3-SCH	ITAP3-SCH	
	18.11.24	20%					
	25.11.24	30%					
	2.12.24	30%					
	9.12.24	40%	Placement Tutorial 1 - PR1				
	16.12.24	40%	Placement Tutorial 1 - PR1				
		Christmas					
	6.1.25						

University of Reading

Stage	Date	%					
Stage 3: Implementation	13.1.25						
	20.1.25	Induction					
	27.1.25	20%					
	3.2.25	30%	Placement Tutorial 2				Masters
	10.2.25		ITAP4-UNI	ITAP4-UNI	ITAP4-SCH	ITAP4-SCH	Masters
	17.2.25						
	24.2.25	30%	ITAP2-UNI	ITAP2-SCH			
	3.3.25	50%					
	10.3.25	70%					
	17.3.25	80%	Visit 2 (Lead Partner route)				
	24.3.24	80%	Visit 2 (UoR route)				
	31.3.24	NA					
	7.4.25	Easter					
	14.4.25	Easter					
	21.4.25						
Stage 4: Independent Implementation	28.4.25	Induction					
	5.5.25	50%					
	12.5.25	60%	Placement Tutorial 3				
	19.5.25		ITAP1-SCH	ITAP1-UNI	ITAP3-UNI	ITAP3-SCH	
	26.5.25						
	2.6.25		ITAP5-UNI	ITAP5-SCH	ITAP5-SCH		
	9.6.25	80%					
	16.6.25	80%					
	23.6.25	80%					
	30.6.25	80%	Visit 3				
	7.7.25	80%	Visit 3 / Enrichment Week				
	14.7.25						

Autumn / Summer Placement	
Spring contrasting placement	
ITaP	
University training	
Masters	

The course is designed to track RPTs' development over four stages:

- Induction Stage (Wks 1-5)
- Shared Implementation Stage (Wks 6-16)
- Guided Implementation Stage (Wks 19-31)
- Independent Implementation Stage (Wks 34-46)

Furlong and Maynard's (1995) study suggests that beginning teachers progress through five stages in their early development:

- Early idealism
- Personal survival
- Dealing with difficulties
- Hitting a plateau
- Moving on

RPMs will need to recognise where their RPT is in their development and mentors will be supported in how they can enable RPTs to move through these stages towards a level of competence that meets the Teachers' Standards at the end of their training. This is explored in the Mentor Curriculum Modules.

For details of the content of the university Professional Studies, please see the respective handbook or materials, available via the Mentor Hub.

5   Roles and Responsibilities

The RPT is supported in their development principally by three professionals, as set out in Figure 3.
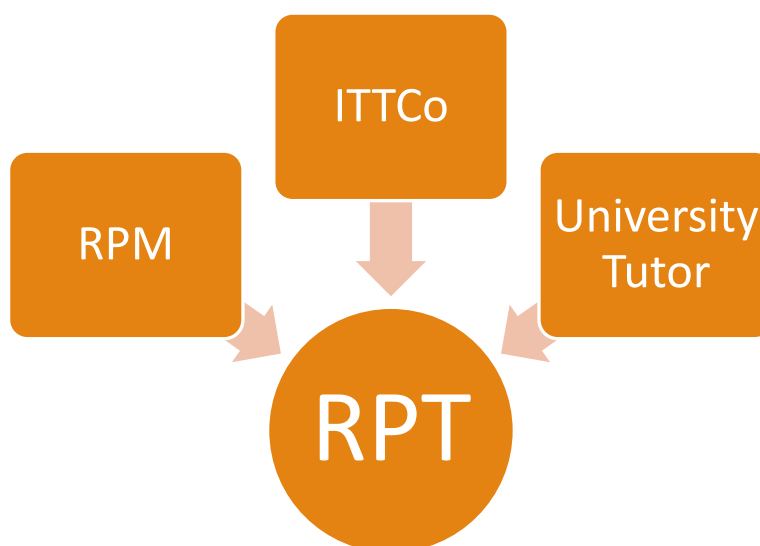
Figure 3 Supporting Roles

5.1 The Reading Partnership Mentor Role

The Reading Partnership Mentor is responsible for supporting, guiding, and coaching the RPT, so that RPTs can develop and flourish in their classroom practice in their school experiences. This involves providing the RPT with an appropriate timetable, attending relevant University training, and meeting with the RPT each week. The RPM adjusts the training

programme in school to meet the individual needs of the RPT, liaising with other members of the school to ensure consistency of approach.

Mentors must communicate regularly with their ITTCo, in order to ensure that the Partnership Agreement is being fully implemented, and that the RPT has every opportunity to engage fully with the ITE curriculum.

The primary responsibilities of a RPM are:

1. Meet with RPT/s to complete the First Meeting Checklist, creating robust and mutually respectful, professional relationships.
2. Support the RPTs:
    a. Formally, via a mentor meeting once a week, to be recorded on the Weekly Planner (found in the RPTs ePortfolio which the RPT's will share with the mentor), setting effective and appropriately challenging targets.
    b. Informally, with regular opportunity for reflective discussions, encouraging RPT's to identify the positives
3. Collaborate with and support RPTs to plan, teach and assess, being mindful of expectations at each stage of training. See the 'Staged Planning Support' section (Appendix 4) for details.
4. Observe lessons/group work (at least one per week, if possible) and provide constructive written and verbal feedback.
5. Support RPTs to meet the Assessment Descriptors (see the Mentor Team) as relevant to the placement / Teacher Standards. Examples of how the RPT's have done this should be recorded on the ePortfolio claims with a link to the location of the evidence in the ePortfolio (or elsewhere).
6. Support RPTs with their School Based Tasks, drawing on evidence-based research.
7. Assess the RPT being mindful of their progress through the PGCE and particular expectations for this stage in their training
8. Notify the Supervising Tutor if there are any worries or queries, identifying where progress is a cause for concern and liaise with the RPT, ITTCo and university to devise an appropriate support plan
9. Attend and complete all mentor curriculum sessions as outlined in the additional Mentor Handbook.

For the mentor, mentoring provides:

1. A catalyst to reflect upon one's own practice
2. A way of developing personal and professional skills further
3. Opportunities to network with other professionals
4. Job satisfaction and increased self-esteem
5. New opportunities for career and professional development

5.2   The ITTCo Role

The ITTCo is responsible for organising and quality assuring Initial Teacher Training in the school and are centrally involved in mentor selection. **This involves supporting the University with the implementation of Intensive Training and Practice (ITAP) activities and the Mentor curriculum**. ITTCos are responsible for any arrangements necessary for on-site Progress Reviews (e.g. parking).

The primary responsibilities of an ITT Co-ordinator are:

1. To prepare and implement a policy for ITE within the school.
2. To manage and support the team of mentors, ensuring that they understand the demands of their role and facilitate the sharing of good practice by meeting with them at intervals to share good practice and monitor the progress of the RPTs across the programme.
3. To support the RPTs in their implementation of the University of Reading's ITE curriculum.
4. To introduce the RPTs to the ethos and working procedures of the school and to key members of staff.
5. To provide training for RPTs on safeguarding and on the relevant school policies, completing all inductions.

8. To arrange for each RPT to be attached to a class and work alongside the class teacher (if not the mentor).
9. To observe each RPT and give written feedback on the lesson.
10. To monitor and contribute to the assessment of the RPTs' progress towards the Standards for the award of Qualified Teacher Status by monitoring the quality of the AoPs completed by Mentors, adding additional comments where appropriate and discussing the reports with the RPTs.
11. To support the Quality Assurance monitoring procedures of the PGCE Programme and thereby strive for continual improvement in the quality of both school-based and centre-based training.
12. To engage with the DfE's ITTECF and support the University's efforts to embed this within the wider curriculum.

5.3 The Lead Mentor Role

The Lead Mentor is responsible for the support and development of mentors. Each LM is assigned approximately 25 RPMs across the Partnership. Our team of Lead Mentors have a proven track record as a teacher and mentor, appropriate academic credentials and Qualified Teacher Status. They also have a thorough knowledge of the ITE curriculum and understand how to support RPMs in its implementation in the school placements.

The primary responsibilities of a Lead Mentor are to quality assure placements and the assessment of Reading Partnership Teachers (trainees) via moderation school visits and support individual mentors with struggling trainees.

They may also be involved with:

1. Mentor training
2. Tracking mentor engagement with mentor training.
3. Recruitment and safeguarding procedures.
4. The implementation and assessment of ITAPs.
5. Quality assurance of mentoring via mentoring evaluations, feeding into continued programme development.
6. Escalation panels, where RPTs may be considered as 'Cause for Concern'.
7. External Examiner visits and validation exercises.
8. Working one-to-one with mentors who are keen to extend/develop their mentoring skills further (if, for example, they have a very able trainee).
9. Working in partnership with Programme Directors and school-based ITTCos to carry out their role.

Mentors will be informed of their LM, who will organise an initial introductory meeting early in the autumn term.

5.4 Lead Mentor Training

Lead Mentors' training consists of four modules, which mirror the Mentor Curriculum modules, as outlined in Figure 4:

Year: 2023-24	Module 1: Being a Lead Mentor: role and expectations	Module 2: Leading constructive meetings with ITTCos and mentors	Module 3: How to support mentors and ITTCos with any struggling trainees	Module 4: Developing the mentor
Lead Mentor training (curriculum content topics)	- Overview of mentor professional identity, values, beliefs and knowledge; - Audit of subject knowledge, PCK and the CCF; - Trainee teachers' development; - The mentor-trainee relationship and facilitating reflective practice; - Effective teaching and learning;	- PCK and the reflective cycle; - Observing and giving feedback; - Principles of Instructional Coaching; - The relationship between the CCF's 'Learn that' and 'Learn how to' statements and embedding them in trainees' learning;	- Instructional Coaching and the impact cycle; - Listening and questioning; - Using reappraisal, overcoming barriers and having difficult conversations; - Developing feedback and target-setting; - Medium Term Planning; - How to support mentors and ITTCos for any struggling trainee	- Stretching the trainee; - Instructional Coaching beyond first year; - Mentoring beyond the first year; - Developing the mentor *6hrs Training*

	- Being a Lead Mentor: role and expectations *8hrs Training*	- Leading constructive meetings with ITTCos and mentors *8hrs Training*	*8hrs Training*	

Figure 4 Lead Mentor Training Outline

LM training consists of a combination of face-to-face training, pre-recorded videos, and selected reading, totalling **30hrs.** In subsequent years, LMs will be in receipt of **12hrs** refresher training. In addition, LMs are supported in completing an NPQLTD with our local Teaching Hub (TSH Berkshire).   LMs could complete Master's Level mentorship module (EDM190 'Developing Mentoring Excellence' - 200hrs of study; blended learning; 20 M Level credits).

6   Being a Reading Partnership Mentor

There are many definitions of mentoring and different mentoring models. A helpful starting point can be to see mentoring as a professional support, whereby mentoring provides:

> …a one-to-one relationship between a relatively inexperienced teacher (the mentee) and a relatively experienced teacher (the mentor), which aims to support the mentee's learning, development and well-being, and their integration into the cultures of both the organisation in which they are employed and the wider profession. (Hobson, 2016, p. 88)

This is a holistic definition that centres mentoring as a relational process and is explicit in the focus on the mentee's wellbeing, as well as their development as a teacher.

We know how important mentors are in the establishment of beginning teachers' professional identity and classroom practice, through the range of support mentors provide to induct them into the profession (Hobson, Ashby, Malderez, & Tomlinson, 2009), which speak directly to the attributes that we aim for RPTs to develop in their initial training year, to become: Evidence-informed teachers, Compassionate individuals, Pedagogically-skilled practitioners. Creative critical thinkers and Ethical community participants.

It is important that RPMs recognise their role in the development of these attributes, in order for RPTs to become the value-driven, effective professionals who make positive contributions to education that is the programme's aim.

In addition, RPMs will benefit from their role: the positive impact you will have on their RPTs, the development of your own learning and reflection on your own practice, and seeing the development of your trainees over time (Hobson, Ashby, Malderez, & Tomlinson, 2009).

6.1 Mentoring Model

The University of Reading's model for mentoring is a developmental model, drawn principally from the work of Clutterbuck (2004). This model recognises the relational process of the mentoring relationship, that potentially incorporates aspects of the counsellor, guide, networker, and coach, as set out in Fig. 5 below.
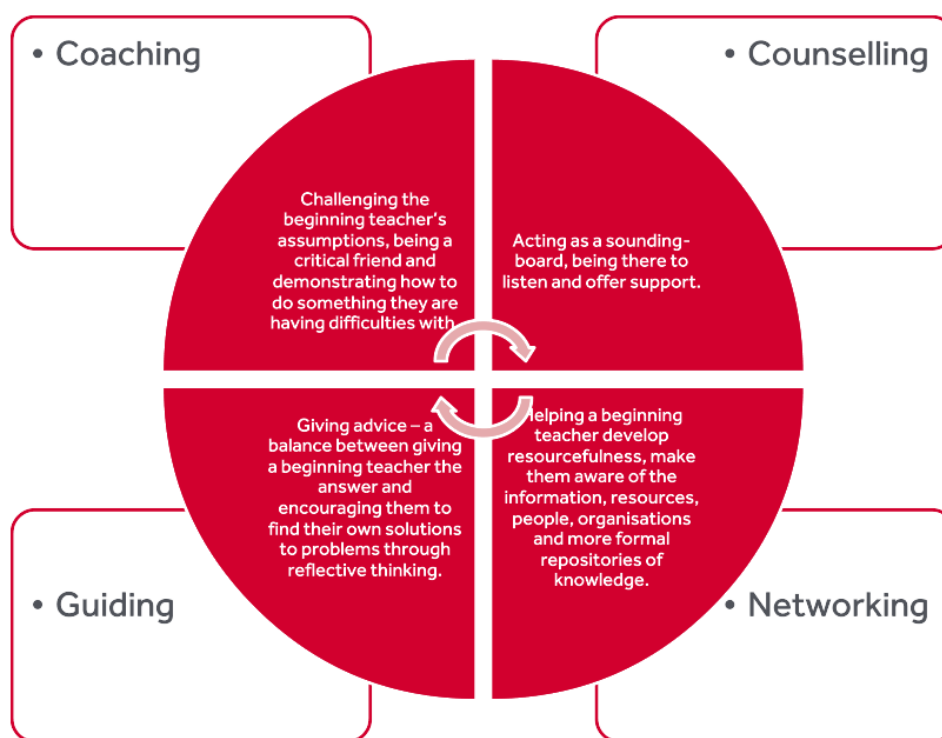
We recognise that, whilst this model aims to be broadly non-directive, RPTs will sometimes 'benefit from (relatively directive) construction feedback from mentors' (Manning & Hobson, 2017, p. 576), and part of the skill of mentoring is assessing when to be more or less directive with your RPT. Mentor training aims to forestall negativity that can be a feature of mentoring if it focuses primarily on performance ('judgementoring') so that 'mentors are first and foremost on the side of – allies, champions and advocates for – their mentees' (Hobson, 2016, p. 100).

6.2 Mentor Qualities

Ellis et al's (2020) review of the literature suggests that effective mentors:

- Collaborate with the university
- Develop a disposition and professional knowledge in mentoring
- Establish an effective relationship with the trainee
- Facilitate the trainee's learning
- Model effective teaching and make connections between theory and practice
- Provide direction and support
- Adopt a progressive mindset and support the trainee to nurture a teacher-identity (Ellis, Alonzo, & Nguyen, 2020, p. 10)

Mentoring is about the professional development of both mentor and RPT. Mentors are central in having oversight of the RPT's training, sharing an understanding of effective teaching and supporting the learning journey. Mentors need to be motivated in their role and be effective classroom practitioners who are interested in continuing to develop themselves as well as others. As an RPM, you are at the heart of a successful ITE programme and partnership.

We use the Mentor Standards (DfE, 2016), set out in Figure 6, to underpin the training and expectations of the RPM's role.

Mentor Standards (DfE, 2016)

Standard 1 - Personal qualities: Establish trusting relationships, modelling high standards of practice, and understand how to support a trainee through initial teacher training. The mentor should:

- Be approachable, make time for the trainee, and prioritise meetings and discussions with them;
- use a range of effective interpersonal skills to respond to the needs of the trainee;
- offer support with integrity, honesty and respect;
- use appropriate challenge to encourage the trainee to reflect on their practice; and
- support the improvement of a trainee's teaching by modelling exemplary practice in planning, teaching and assessment.

Standard 2 – Teaching: Support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs. The mentor should:

- support the trainee in forming good relationships with pupils, and in developing effective behaviour and classroom management strategies;
- support the trainee in developing effective approaches to planning, teaching and assessment;
- support the trainee with marking and assessment of pupil work through moderation or double marking;
- give constructive, clear and timely feedback on lesson observations;
- broker opportunities to observe best practice;
- support the trainee in accessing expert subject and pedagogical knowledge;
- resolve in-school issues on the trainee's behalf where they lack the confidence or experience to do so themselves;
- enable and encourage the trainee to evaluate and improve their teaching; and
- enable the trainee to access, utilise and interpret robust educational research to inform their teaching.

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.

Standard 4 – Self-development and working in partnership: Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnerships. The mentor should:

- ensure consistency by working with other mentors and partners to moderate judgements; and
- continue to develop their own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research.

Figure 6 Mentor Standards (Department for Education, 2016)

RPMs are asked to complete an audit as part of their training that evaluates your knowledge and skills as a mentor. The tailored mentor training, as set out in the Mentor Modules in Section 3.4 will develop your knowledge and skills as a mentor, including your knowledge of the [Initial Teacher Training and Early Career Framework](#) (Department for Education), as part of the mentor's role is to implement the CCF's 'Learn how to…' statements in the school placements.

In practical terms, this means that the RMP's responsibilities will include engaging with mentor training; inducting RPTs into their departments; creating an observation and teaching timetable; regularly observing the RPT's teaching and providing feedback; linking RPT's learning from university-based to classroom-practice; meeting with the RPT weekly and setting and reviewing developmental targets. These responsibilities are set out in detail in Section 5.1.

6.3   Mentor Knowledge and Skills

Experienced teachers have developed expertise of Pedagogical Content Knowledge (or PCK). This is the overlap between content (or subject / phase) knowledge and pedagogical knowledge (how children learn), as illustrated in Figure 7:
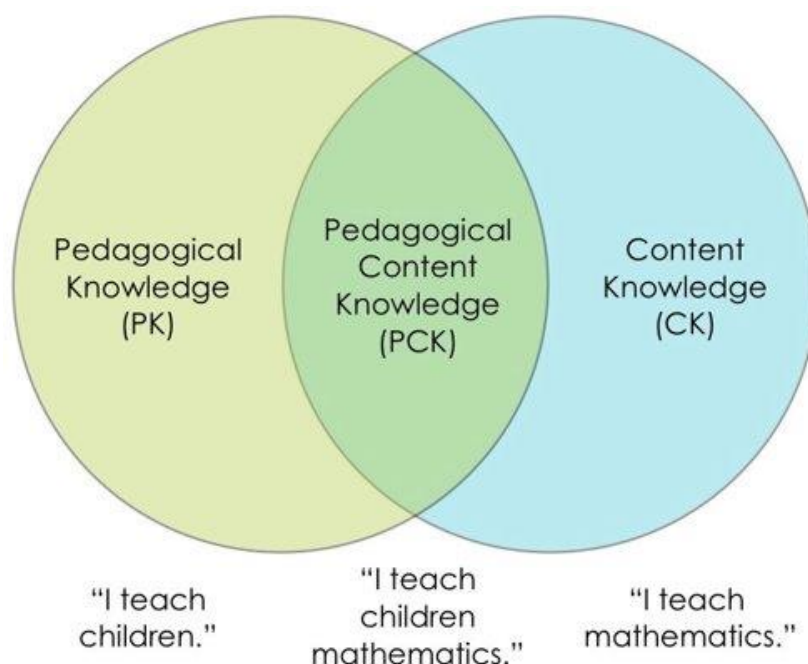
Figure 7 Pedagogical Content Knowledge, adapted from Shulman (1986)

Mentors will draw on several facets of their 'teacher knowledge' and thinking about how they can convey and contextualise this knowledge to their RPT, as set out in the table in Figure 8.

	Teaching context	Mentoring context
Content knowledge	Maths/English etc	Planning, behaviour management, AfL, differentiation, etc
Pedagogical knowledge	How to teach children – behaviour management, differentiation etc	How to teach mentees – collaboration, reflection, guidance
Pedagogical content knowledge	Ways of representing knowledge, common errors, misconceptions	Ways of understanding what goes on in the classroom, how to observe, judging an appropriate tone for relationships, how to tell if pace is right
Contextual knowledge	Curriculum, policy, school environment	Standards, policy, school and university environment

Figure 8 Teaching and Mentoring Contexts, adapted from Jones & Straker (2006) and Shulman (1986)

Teachers' practical knowledge is 'developed or adjusted by teaching experience and integrates content knowledge, knowledge about students, the curriculum, the specific teaching situation, and pedagogy' (Zanting, Verloop, & Vermunt, 2003, p. 196); as much of this knowledge is tacit, one of the challenges of mentoring is making *what* you do and *how* you do it explicit for your RPT to learn and develop. RPMs will need to consider themselves as 'teachers of teaching' (Grimmett, Forgasz, Williams, & White, 2018, p. 341).

6.4 The Mentor Curriculum

The mentor curriculum focuses on the development of key mentoring skills:

- Facilitating reflective practice
- Modelling and deconstructing effective teaching
- Observation and feedback
- Conducting constructive conversations

These will be delivered via a blended training package of live face-to-face/hybrid sessions, accessible training videos and supporting booklets, visits from university tutors in the RPTs' Progress Reviews, and mentor conversation prompts across four Mentor Curriculum Modules. Details regarding times, dates and formats can be found in Section 2.2 of this handbook.

The DfE's ITTECF stipulate a minimum entitlement for the training of teachers, in which mentoring and support from expert colleagues forms a key element. The ITTECF is therefore to the core ITE and mentor curriculums.

The ITTECF is divided into 'Learn that…' (LT) and 'Learn how to…' (LHT) statements, grouped under each Teacher Standard (see the extract from the ITTECF in Figure 9 below). The LT statements are taught explicitly through university sessions; the LHT statements are facilitated in school placements by mentors, ITTCos and other expert colleagues so that RPTs can demonstrate their learning as beginning teachers.

Figure 9 Extract from the CCF (Department for Education, 2019, p. 9)

Each of the ITTECF's 'Learn how to…' statements are assigned to a module and map against the Primary PG ITE Curriculum strands, as indicated in Figure 7 below.

The CCF is a 'minimum entitlement' and our Trainee ITE curriculum goes far beyond this minimum. Mentors are trained and supported in their implementation of the curriculum and LHT statements through the Mentor Curriculum modules.

7 Guidance for Mentors

This section sets out some essential guidance for mentor practice, which is developed further in the Mentor Curriculum Modules.

7.1 Expectations and the Mentoring Relationship

The importance of the mentor-trainee relationship is well documented in research (CUREE, 2005; Lord, Atkinson, & Mitchell, 2008) and as a mentor, you have quite a lot of power and influence over your RPT, which shouldn't be underestimated. As a qualified, experienced teacher, comfortable in your professional environment, much of what you do will seem effortless to a novice. It may seem obvious, but for the RPM-RPT relationship to work, it needs to be positive, bearing in mind the power differential (Roberts, Developing a Mentor-Mentee Relationship, 2020).

Schutz (1994) suggests that positive relationships are dependent on both parties showing that the other is important, competent, and likeable. As an RPM, you need to demonstrate to your RPT that they are *important* by making time for them; that they are *competent* by showing that you believe in them and *likeable* by showing interest in them (Roberts, Developing a Mentor-Mentee Relationship, 2020). These features are reflected in the first Mentor Standard: 'be approachable, make time for the trainee, and prioritise meetings and discussions with them' (Department for Education, 2016, p. 11).

Ferrier-Kerr's (2009) research suggests that a positive mentoring relationship is founded in 'personal connectedness' (p. 792), so finding a point of connection between yourself and your RPT is key. This could be in shared values/motivation to teach; it could be in relation to the shared passion you have for your subject. The University of Bedfordshire (Connollly, Bates, & Shea, 2020) conducted a study which generated a set of questions that mentors could use to structure their initial meeting with your RPT. They consist of quite broad questions to enable mentors to find out more about their trainee and their values and motivation (such as 'What motivated you to do a PGCE?') and more specific questions that allow some boundaries and expectations of the mentor-trainee relationship to be confirmed (such as 'What boundaries do we need to set for communicating with each other?'). A complete list of the questions, which we would recommend you adapt and use in your first meeting with your RPT can be found in Appendix A.

The Mentor Standards (Department for Education, 2016) are useful for you to cement this conversation, which you can use to set out as a kind of contract. An example of what this might look like is provided in Figure 11, and a blank table is provided in Appendix B.

Mentor Standard	Expectations in your mentor-trainee relationship
Standard 1 - Personal qualities *Establish trusting relationships, modelling high standards of practice, and understand how to support a trainee through initial teacher training* The mentor should: • Be approachable, make time for the trainee, and prioritise meetings and discussions with them; • use a range of effective interpersonal skills to respond to the needs of the trainee; • offer support with integrity, honesty and respect; • use appropriate challenge to encourage the trainee to reflect on their practice; and • support the improvement of a trainee's teaching by modelling exemplary practice in planning, teaching and assessment.	*I (the mentor) will meet with you (the trainee) at least once a week for our designated meeting.* *I will meet with you at other times if needed and try to 'check-in' with you every day, although I won't necessarily have time to spend very long every day.* *You can email me at any time and you can call me up until 7pm, although I'd rather you didn't phone unless it is an emergency.* *Because I have additional responsibilities, sometimes I will be very busy and may seem distant or stressed; please don't take this personally and remember that I am still here for you if you need me. Do also use other members of the school for advice or asking how things work.* *When you start teaching I will observe you at least once a week and provide verbal and written feedback. Please don't be discouraged by suggestions for improvement; this is meant to help you improve.* *I am very happy for you to observe me teaching any of my classes and will arrange for you to observe other staff (both in and out of the year group) throughout the year. If you aren't able to observe a lesson for any reason, please let me or the member of staff know, as they may have planned something especially for you to see!* *Each week we will spend some time talking and thinking about what is being taught in each year lesson, where resources and be*

	found etc. It would be great to hear your ideas or approaches that you've learnt at university or through your own study. We are always happy to experiment.
Standard 2 – Teaching *Support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs* The mentor should: • support the trainee in forming good relationships with pupils, and in developing effective behaviour and classroom management strategies; • support the trainee in developing effective approaches to planning, teaching and assessment; • support the trainee with marking and assessment of pupil work through moderation or double marking; • give constructive, clear and timely feedback on lesson observations; • broker opportunities to observe best practice; • support the trainee in accessing expert subject and pedagogical knowledge; • resolve in-school issues on the trainee's behalf where they lack the confidence or experience to do so themselves; • enable and encourage the trainee to evaluate and improve their teaching; and • enable the trainee to access, utilise and interpret robust educational research to inform their teaching.	*I will help you with getting to know the class; initially by observing them and then gradually teaching small groups and team teaching before embarking on whole-class teaching.* *I will show you the school behaviour policy and explain how this works in lessons. When you observe me teaching, and other members of staff, we'll discuss some of the strategies used to manage a class well.* *I will show you all of our Schemes of Work and demonstrate how I plan individual lessons. We can try some co-planning first, then I will give you advice on the plans that you create for lessons. In the first three weeks of you teaching, I would like to see these in advance – at least 24hrs so that I will have time to look at them. I can then give you some suggestions before you teach. Towards the end of the term, once we are both more confident in your planning, then I won't need to see them in advance (although I'll still be happy to give you advice if you want it!).* *We have lots of resources, and you are welcome to use these. However, you will need to adapt them to suit the class and this should be shown in your planning. It is really good practice to do some planning from scratch and I will help you do this initially. Hopefully, by the end of the term you will be able to do this independently.* *We have a strict marking policy that we need to adhere to, so I will sit down with you and co-mark a few times. As you begin to take over classes, you should start to do some marking (with the help of the main class teacher if this is not you). This will help inform your planning too. When we do moderation, you will be fully involved.* *If you have any problems or issues with other members of staff, I will help you; please don't be afraid of talking to me about any issues that you have.* *I promise to be positive and supportive in our conversations.*
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.	*I will make sure that you are able to contribute to some of our afterschool clubs.* *I will tell you if I feel that your conduct is at odds with our expected codes of conduct – please don't be offended – but we do expect you to be on time, to be polite and dress appropriately.* *Our ITTCo will ensure that all your inductions are completed.* *It is a good idea to get a diary and teacher's planner. You can then keep track of all aspects of your school week; keep a 'to do' list and start a markbook.*
Standard 4 – Self-development and working in partnership *Continue to develop their own professional knowledge, skills and understanding and invest*	*I will work closely with other members of the school to make sure that they understand how your training course works and that they regularly observe and give you feedback.*

time in developing a good working relationship within relevant ITT partnerships. The mentor should: • ensure consistency by working with other mentors and partners to moderate judgements; and • continue to develop their own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research.	*I will read all of the training materials from the ITT provider and keep your university tutor informed of your progress. I will attend the mentor training provided by the university and keep my subject and pedagogical knowledge up-to-date by reading relevant research, such as the College of Teaching's 'Impact' magazine.*

Figure 1 Using the Mentor Standards to set expectations of your relationship

In addition, you may want to draw up something similar (using the Teachers' Standards, perhaps) for your RPT to fill in. This may seem overly formal but will at least provide a clear outline of what both you and your trainee can expect, and it will be specific to the context and ways of working in your school (Roberts, 2020).

7.2 Induction

The process of becoming a teacher is not as simple as imitation and trying to create a 'mini-you' should be avoided: 'The question is not "how can this student teacher become like me?" but "How can this student teacher learn to start becoming a good teacher?"' (Goodwyn, 1997, p. 49). As the school-based mentor, you create the training plan for your trainee's school experience.

Depending on how much school experience your trainee has had prior to beginning training, their needs will be unique to them. Your RPT will come at the start of the year with an Initial Needs Document, where they identify their own strengths and areas for development. Consider using this and their subsequent AoPs to identify areas for them to improve and celebrate their strengths in your timetable planning.

The more specific you can both be regarding the trainee's needs; the more targeted support can be. They can also be related to the ITE Curriculum Strands, so that RPTs can demonstrate they are making progress.

7.3 Implementing the ITE curriculum

So that you are able to implement the ITE curriculum, guidance is provided for each stage of the Primary PG programme. This is done via a range of ways:

- Enabling your access to university session materials (so that you are aware of what the RPTs have learnt about) via the Mentor Hub
- Supporting Mentoring Conversations prompts and questions;
- Suggested weekly focus for Weekly Planners and meetings (see Section 6.8 for more information)
- Regular Mentor Bulletins
- Mentor Curriculum modules training

7.4 Timetables and Beginning Teaching

Each phase of training indicates the amount of involvement in teaching that RPTs are required to have. This is carefully tailored to their development and increasing classroom experience and is listed alongside the course timetable above. At

the start of each placement, your RPT and you will be provided with a **Learning Timetable** which will outline specifically what the RPT should aim to teach each week and what school-based tasks to complete. You should use this to support your weekly meeting and design the following week's timetable. You will find this in your mentor hub, and the RPT will have a copy.

7.5   Mentor Meetings

RPTs are entitled to **one and a half hours** a week to meet with you to review their learning and progress, agree targets and strategies for the forthcoming week. This should be designated time and protected on your timetable. These meetings are vital in their role in structuring RPTs' learning and development. The conversations should be reflective and can form part of a reflective cycle that is embedded in the training.

Figure 2 The Reflective Cycle (adapted from Gibbs (1988))

In addition, at least thirty minutes of time should be used for pre and/or post lesson observation conversations and feedback. Conversations that you have with your RPT can facilitate their reflection and therefore reflective practice. Sometimes this will need conscious structuring of your discussions with your RPT. As your discussion is going to centre around their experience, considering *how* you structure the conversation will clarify the purpose and important learning points for that week (Roberts, 2020). Gibbs suggests using questions for the stages of the cycle (Figure 13). An adapted version of questions you **might** use with some examples is provided in Figure 14.

Step in Gibbs' reflective cycle	Example questions/prompts
Description	*Tell me what happened in your lesson on Tuesday.*
	Can you describe the incident with Joanna in more detail?
	What were you thinking/feeling at that point?

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Evaluation	*Thinking about what you wanted the pupils to learn, how effective did you think that activity was?*
	What did you find easy/difficult?
Analysis	*Why do you think your lesson on plants with Yr3 was difficult? How was it different to the previous lesson with that class?*
Conclusions	*If you were to teach that lesson again, what would you change?*
Action plan	*As you've suggested that most of the class found the first activity too easy, let's think about pitch and pace at the beginning of lessons…*

Figure 3 Suggested questions to facilitate reflection, adapted from Gibbs (1988, p. 54)

Mentor meeting conversations will naturally include some discussion and feedback of your RPT's teaching, although mentor meetings shouldn't *only* be used for this and should be tailored to the needs of the individual RPT and the specifics of what they are focusing on in any given week. Further guidance for getting the most out of your mentor meeting conversations is provided in Mentor Module 2, as part of your mentor training. In addition, mentor conversation prompts/questions are provided for each Stage of the programme (see the example in Appendix D and full versions in the Mentor Hub).

7.6 Observation and Feedback (verbal and written)

Observing your RPT and providing feedback on their teaching is an important part of your role as RPM. You will be providing both verbal and written feedback (and RPTs are entitled to receive at least one formal written observation per week). Particularly in the initial stages of your RPT's teaching experience, it is optimal to focus on specifics when observing and providing feedback (this will enable progress to be deliberate and stepped). You will need to think about several factors when providing feedback:

- When and where (it takes time and should be timely)
- Structure (how to begin the conversation; how to move things on; how to conclude)
- Specific language use (what kind of language you use, particularly evaluative language)
- Tone (*how* the language is spoken)
- Body language (what is being communicated non-verbally) (Roberts, 2020, p. 120)

There are a number of ways in which you can structure the feedback conversation that should be of benefit to your trainee and lessen any awkwardness you might feel in taking on the role of arbiter of teaching quality. First, try to avoid beginning the conversation with an emotional response (either yours or theirs!). It is common for those giving feedback to begin by asking 'How do you think/feel it went?' (Iyer-O'Sullivan, 2015); whilst starting this question is less immediately judgemental or evaluative than 'I thought that lesson was good/great/messy etc.' and is intended to provoke reflection in the trainee, it can lead to quite limited responses. RPTs may fall back on saying something like: 'Well, it was ok' and then begin to list all of the elements of the lesson they felt were 'wrong' or things that they didn't do very well. A better starting point would be to move away from a generic 'what went well' question, to a more focused **'What did you want the pupils to *learn*?**' Immediately, this question will mean that your RPT's reflection focuses on the learning of the pupils, rather than their own performance. This has two benefits: it means that they are less likely to fall into a cycle of self-flagellation by criticising their own capabilities and it will open up a deeper conversation about the strategies and decisions that took place in the lesson and their impact on pupils' learning. Your following discussion is therefore less likely to feel judgemental, as you are both critiquing the dynamic interaction between learning activities and pupils' engagement and reaction to them (Roberts, 2020, p. 120).

The literature on effective mentor feedback include: being supportive (Martinez Agudo, 2016); showing empathy (Akcan & Tatar, 2010); recognising trainees' efforts through using praise, which will encourage and motivate them (Rhodes, Stokes,

& Hampton, 2004); being sensitive and balanced (Parsloe & Wray, 2000); being goal-oriented (Brandt, 2008). We advocate using the REVIEW structure for feedback conversations, as illustrated in Figure 15.

Stages		Comments	Sample Statements/Questions
R	Reassure and Re-integrate	*Reassure without letting RPT know your thoughts; even if they know you thought some teaching was effective they still have to work out what!*	Thank you. There was some really effective work there…
E	Establish focus on objectives	*Personal goals may be relevant at the start of the programme; as teacher grows, focus must fall on pupil learning*	What did you want to achieve yourself? What was your personal goal? What did you want the group to learn?
V	Visit through questions	*Get RPT to think about importance of lesson plan to success or otherwise of lesson* *Link questions to specific Q Standards, particularly those that were a focus of the lesson and part of the RPT's targets* *OR depending on the RPT a much more open ended approach can be used and they can set the agenda* *Note strength of answers - assessment*	In trying to achieve your outcomes how helpful was your lesson plan? What went well with regard to…………? What else went well? What about…… how did that go? If you had the opportunity to do it again, what would you do differently? What didn't go to plan? What were you less happy about?
I	Input – your own contribution	If the RPT has run out of ideas (frustrated at questioning) move to more direct 'leading' (telling)	Questioning What about ……? What else ……? How else ……? How could that have been achieved?
E	Emphasise and summarise key points raised		Lots of useful points there – Let me try to summarise them for you…… (briefly pick out the key issues)
W	"What have you learnt?" "What will you now do?"		Ask the RPT the questions and try to nail precisely what they will do with what they have learnt to take them forward in the next lesson.

Figure 4 The REVIEW Process for structuring feedback conversations

The REVIEW model of feedback has been developed to support Mentors in encouraging RPTs to reflect on their teaching and take ownership of their development. It is important that RPTs seek to understand their practice rather than to imitate role models. The observation summary form for written feedback can be found in the appendices.

7.7   Working with other colleagues

Your RPT will not just teach and be observed by you; they will work with a number of different colleagues, including support staff. As RPM, you may need to cascade some of the training and ways of working with your RPT to other staff (particularly if they don't have personal experience of mentoring). This may be a straightforward sharing of proformas and short conversations, but they may also benefit from observing you provide feedback, both verbal and written.

7.8   Weekly Reflections & the e-Portfolio

During each school experience, the RPT will have weekly meetings with their mentor. These meetings should appear on both the Mentor and RPT's timetables so that the time is protected. This is an opportunity to reflect and to discuss targets

to aid their progression and personalised learning. The meeting should have an agenda and be shared in advance. It will follow the following structure:

1.   Review and reflect upon progress over the latest week;
2.   Have a focused developmental dialogue on an agreed area of practice supported by evidence and expertise; and
3.   Plan the next steps in training (identify up to three areas to focus upon in practice – these can be linked).

The remainder of the meeting should cover:

1.   Planning the learning timetable for the following week, using appendices to support
2.   Working together to identify training priorities and opportunities, informed by the entitlement set out in the CCF
3.   Looking back to reflect on progress and achievements informed by feedback from formal and informal observations, using this feedback to set targets for the forthcoming week
4.   Review progress against the Assessment Descriptors / Teachers' Standards and plan for any specific training needs
5.   Review progress of school-based tasks
6.   Address any personal support needed (e.g. help with personal organisation or time management issues, anxieties or concerns affecting training and progress, relationships within school)
7.   Maintain an overview of the long-term training plan to ensure that requirements are being met

The RPT will complete their Weekly Planner during the meeting in their ePortfolio, which they will share with Mentors and Tutors via OneNote. These will be checked weekly by the tutors, who will check the RPT has:

1.   Taught the necessary subjects / proportion of the timetable (with PPA time protected – 20% of the timetable at least)
2.   Is making good progress with their school-based tasks
3.   Has been observed once and has observed other teachers (they should not be receiving numerous observations)
4.   Is making good progress as assessed by their mentor and has agreed targets to take forward / reflected on previous targets

The Tutor will make the RPT aware, either by email or a note directly on their portfolio that the targets have been checked. Appendix 9 and Appendix 10 give additional support in supporting the RPT to set SMART targets in their weekly planners. At least one of the targets must be based around subject knowledge, using the Good Practice Guide to support.

Setting Targets:

The Weekly Planner enables RPTs to track their progress towards the targets set by staff and tutors in Partnership placements, tutors in relation to university based work and themselves in response to the range of experiences provided during the year.   RPTs, Tutors and Mentors should ensure the targets are 'SMART':

S Specific - The target must say exactly what needs to be learned or done

M Measurable - It must say exactly how this can be measured

A Achievable - The target must not be too hard or too large

R Realistic - The target must be 'do-able'

T Timed - There should be a set time limit for achieving the target.

See Placement Handbook for additional support and more information.

7.9   Progress Reviews & Assessing Progress

School Experiences are assessed as pass/fail in the penultimate or final week of the School Experiences.   During the final meeting of each school experience, the examples that the RPT presents to support their achievement of the Strands / Teachers' Standards will be assessed regarding the expectations at that stage of the training process.

Progress Review meetings at the end of each School Experience (PR1, PR2 and PR3) are summative assessment points and at the end of the Autumn and Spring, RPTs must achieve a 'pass' to progress to the Spring and Summer. This will be informed by:

•   The grading for each Strand / Teachers' Standard, taking into account the Assessment Descriptors which define expectations at that point in the programme

•   Examples within the ePortfolio of knowledge and understanding of pupil progress and the RPT's role in facilitating pupil progress

Please note that assessment is based upon the examples presented in the meeting, not the ePortfolio itself. The tutor should scrutinize the ePortfolio prior to and during visits or tutorials but they are not submitted for assessment.

Assessment of progress towards the Strands / Teachers' Standards takes place at regular Review Points during the School Experiences (all interim and progress reviews).

As a mentor, you are integral to the assessment of the RPT and will need to complete the Assessment for ogress prior to any review points alongside your RPT, with you both identifying together strengths and areas for development against the Strands / Standards.

7.10 Support and difficulties

Sometimes RPTs have difficulties and may need intervention. Mechanisms for supporting your RPT if they are having difficulties are in place. Please alert their university tutor in the first instance and your ITTCo (we require RPMs to indicate on each Weekly Planner that they are satisfied that their RPT is engaging appropriately with the ITE curriculum). University tutors will then advise you on how best to proceed, which may include introducing an Extra Support Form or Cause for Concern. Both plans are designed to be supportive, provided focused targets and strategies to help RPTs overcome any barriers to making progress on the course that they may have. Please see Placement Handbook and further guidance on supporting your RPT is provided in Mentor Curriculum Module 3.

7.11 Certification and development as a mentor

Mentors who successfully complete the Mentor Curriculum modules will qualify for Mentor Certification, demonstrating that they can:

- Be effective mentors to Reading Partnership Teachers
- Develop the more generic skills of mentoring that will enable them to enhance their career development

Part of gaining the Mentor Certification may involve being invited to speak at one of our Partnership Mentor Training events.   In subsequent years, mentors who have successfully completed all four mentor modules will only be required to complete the 6hrs of 'core' refresher training (as outlined in section 2.2).

Mentors may also be interested in taking our Master's Level mentorship module (EDM190 'Developing Mentoring Excellence' - 200hrs of study; blended learning; 20 M Level credits). Please contact pgecsecondary@reading.ac.uk for further information.

8 References

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9 Appendices

Appendix A: Questions for your first mentor meeting

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)

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Appendix B: Blank mentoring expectations 'contract'

Mentor Standard	Expectations in your mentor-trainee relationship
Standard 1 - Personal qualities *Establish trusting relationships, modelling high standards of practice, and understand how to support a trainee through initial teacher training* The mentor should: • Be approachable, make time for the trainee, and prioritise meetings and discussions with them; • use a range of effective interpersonal skills to respond to the needs of the trainee; • offer support with integrity, honesty and respect; • use appropriate challenge to encourage the trainee to reflect on their practice; and • support the improvement of a trainee's teaching by modelling exemplary practice in planning, teaching and assessment.	
Standard 2 – Teaching *Support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs* The mentor should: • support the trainee in forming good relationships with pupils, and in developing effective behaviour and classroom management strategies; • support the trainee in developing effective approaches to planning, teaching and assessment; • support the trainee with marking and assessment of pupil work through moderation or double marking; • give constructive, clear and timely feedback on lesson observations; • broker opportunities to observe best practice; • support the trainee in accessing expert subject and pedagogical knowledge; • resolve in-school issues on the trainee's behalf where they lack the confidence or experience to do so themselves; • enable and encourage the trainee to evaluate and improve their teaching; and • enable the trainee to access, utilise and interpret robust educational research to inform their teaching.	
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.	
<u>Standard 4 – Self-development and working in partnership</u> *Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnerships.* The mentor should: • ensure consistency by working with other mentors and partners to moderate judgements; and • continue to develop their own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research.	

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Appendix C: Observation Summary Form

Guidance on completing this form

In carrying out a formal observation, you will need four documents:

1. A hard copy of the RPT's planning for the observed activity;

2. A copy of the Assessment Descriptors for this placement (Final Placement Exemplification if final placement);

3. A copy of the Subject-Specific Good Practice Guide, open at the page for the subject you are observing;

4. A copy of this Observation Summary Form, with Section A completed in advance by the RPT.

An observation will typically follow the format below:

1. Prior to the observation: ensure that you and your RPT have identified an appropriate professional development focus* in Section A.

2. During the observation: annotate their planning in relation to their identified focus and impact on children's learning.

3. During the observation and subsequent discussion: use the Assessment Descriptors and relevant page of the Good Practice Guide to appraise the RPT's subject knowledge and pedagogy, utilising these to inform your annotations.

4. After the observation: ask the RPT to reflect privately on the lesson. If you are an in-school colleague, you could give them time to annotate their own copy of their plan before your discussion.

5. Begin the post-lesson discussion with a question such as 'What did you want the children to learn?' Discuss the RPTs reflections, contributing your own where appropriate. Together, summarise your discussion on this Observation Summary Form, including the assessment of current progress. Draw on the subject-specific good practice guide to ensure at least one target is subject specific.

6. After the discussion: ensure that the RPT has a copy of any notes made and that you both get a copy of the agreed Observation Summary Form.

SECTION A Pre-observation preparation (to be completed in advance by RPT and supplied to observer(s)):

Name of RPT: **School:**   **Activity:**

Date: **Year group/ number of children:**

Subject focus:

The aspect of my professional practice I would like this observation to focus on:

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This aspect is part of my development in:

Strand A	☐	Strand B	☐	Strand C	☐	Strand D	☐	Strand E	☐

My level of responsibility in planning this lesson:

SECTION B Summary notes (to be completed by the observer through discussion with the RPT):

Name(s) of Observer(s):

The RPT's independent reflections:

1. Impact on children's learning

2. Professional development focus

Additional reflections from the observer:

Agreed strengths (at least one must relate to the specific subject being taught)	**Agreed targets** (at least one must relate to the specific subject being taught)
(Please draw upon the expectations for this placement in the Strand Assessment Descriptors /Exemplification)	*(Please draw upon the expectations for this placement in the Strand Assessment Descriptors/Exemplification)*

At this stage of the training, this observation contributes evidence that this RPT is:

☐ Making appropriate progress

☐ Making limited progress

☐ Displaying significant weaknesses in the following Strand(s):

Or

☐ This observation was not typical of this RPT's performance at the current time (please explain briefly)

*See programme guidance for support on identifying appropriate foci for observations.