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Supporting Mentoring Conversations:

Implementing the UoR ITE Curriculum during the Shared Implementation Stage

Curriculum Strand Shortcuts:

Guide for using this document:

Mentors should use this document for reference and support; to give them confidence that they are effectively implementing the ITE curriculum and building confidence in their own mentoring.

At the beginning of the Shared Implementation module, we recommend that mentors **familiarise** themselves with the sorts of mentoring questions that will help implement the ITE curriculum while ensuring the CCF is covered effectively.

During the placement, we recommend that mentors **remind** themselves of the sorts of content they need to be covering. If there are any areas an RPT needs particular support on, the mentor should focus on this section.

Before the report is written, we recommend that mentors **review** the mentoring questions they could have asked to ensure their RPT has covered the CCF and ITE curriculum.

The sections for each curriculum strand are:

1. Learn how to…: generic mentoring questions

Mentoring questions to prompt reflection and implement ITE curriculum. Agreed across the whole UoR Partnership.

2. Learn how to…: subject specific mentoring questions

Subject specific questions to really push trainee development in weekly mentor meetings. Decided by the UoR Subject Leader.

3. Learn how to…: subject mentor community questions

Space for mentors to write questions that will help support the ITE Curriculum, following engagement with the Mentor Curriculum and collaborating with other mentors.

Curriculum Stage	**Stage 2: Shared Implementation**
Curriculum Strand	Professional Behaviours
1. Learn how to… *Based on the CCF. Mentoring questions to prompt reflection and implement ITE curriculum.*	• What did you learn at university this week? What opportunities would help you observe or implement the content you covered? • As a new teacher, what sorts of things are you doing to ensure you are a 'professional'? • What networks are available to you in order to help with your subject knowledge/lesson planning/professional development? • What are you currently doing to build your subject knowledge? • What do you want to focus on in your professional development this week? • What do you feel more confident about this week than you did last week? • Tell me about the research you have read as part of your first assignment. Tell me about the literature you have been reading at university. • What have you learnt through your observations this week? • What support do you need in order to teach/resource/plan your upcoming lessons? • Which colleagues have you spoken to around the school in order to help your practice? • Have you any questions about how I work as efficiently as possible? • Tell me how you are going to allocate your time for the rest for the rest of the week so we can discuss where you will make sure you have time off. • Which aspects of the upcoming week would you like to do collaboratively with me/colleagues?
2. Learn how to… *Subject specific questions to really push trainee development in weekly mentor meetings*	• How can you benefit from different classes and teachers that are available for you to observe? • What is it that makes maths special? Why is it a core subject? • How would you respond to a member of staff or parent that says they cannot do maths or is negative about the subject? • What opportunities would raise the profile of maths within the school? • Tell me about a mathematics teaching website that you are aware of and how you intend to use their resources in your teaching? (For instance: NRich, Corbett Maths etc) • Is there any research you have come across in your assignment reading that particularly applies to mathematics teaching? • Tell me about any organisations you have engaged with and how has this helped you? (e.g. Mathematical Association, ATM, NCETM)
3. Learn how to… *Space for mentors to write questions that will help support the ITE Curriculum, following engagement with the Mentor*	• How has whole staff CPD or school based professional studies corresponded with your studies at university? Has this raised any questions, similarities and comparisons? • Reflecting on your practical work in school, how has this shaped your view of your teacher identity? • Is there any research, idea or theory that you have learned in school that you would share in discussion at university?

Curriculum and collaborating with other mentors.	
For reference: **Learn that…** *Taken directly from the CCF. Those in bold will have been explicitly explored in centre-based sessions at this Stage.*	• Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration. • Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. • Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues. • Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success. • Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers. • SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils. • Engaging in high-quality professional development can help teachers improve

Curriculum Stage	**Stage 2: Shared Implementation**
Curriculum Strand	High Expectations and Managing Behaviours
1. Learn how to… *Based on the CCF. Mentoring questions to prompt reflection and implement ITE curriculum.*	• What have you observed this week that shows teachers having high expectations? • Can you talk me through the aims for Years 7/8/9/10 this module? • Can you break down the learning objectives from the lessons you observed this week? • What sorts of tasks have you observed teachers set and how effective were they? • What routines have teachers established with their classes? (You may need to speak to teachers whose classes already have established routines about what they did at the beginning of term.) How have they established these routines? • Talk me through the steps you will take to establish routines in your teaching. • What sorts of language have you observed teachers use to promote challenge? • What sorts of behaviour do you want to see from the classes you teach? Talk me through the steps you will take to promote these behaviours in your teaching. • What ground rules does every pupil in your class need to know and remember? • Tell me about the behaviour system in this school and how you will use it consistently. • What sorts of outcomes, effort and behaviour do you want to praise in this lesson? • What sorts of behaviour would you consider unsafe when teaching this topic or teaching this this class in this environment? • In your observations, how have teachers ensured that every pupil knows what to do when they are given a task? • Show me a range of non-verbal cues you will use as an initial response to low level disruption. • What sorts of actions and behaviours can help behaviour in our corridor? And around the school site? • Tell me how the literature you have been reading at university is informing your observations and early teaching. • How do the teachers in this department motivate pupils? • How will you motivate pupils to show your desired behaviours in your teaching?
2. Learn how to… *Subject specific questions to really push trainee development in weekly mentor meetings*	• What impact does your teaching style have on behaviour? What are the advantages and disadvantages of: modelling to students and giving instruction? Students working independently? Students working in groups? • What impact does the degree of challenge in the material have on pupils' behaviour? • How do you show high expectations and still allow pupils to experience success? • How do you inspire students who may feel that they don't have an innate talent for maths that they can be successful? • How can you support pupils with maths anxiety, and help them to overcome it? • From observing a practical subject, how do you think classroom management strategies and expectations differ? How do students respond differently to different environments? • How would you respond to the question 'what is the point in learning this?' or other negative views about maths. Have you experienced or observed any examples? • Have you noticed any difference in levels of engagements between groups of students (e.g., gender, SEND, EAL) and how could you address this?

	• How does your subject pedagogy enhance student/teacher relationships? • What attitudes might students have about maths that would have an impact on their levels of engagement? • How do you know that your chosen objective will provide an appropriate level of challenge for all? • What sort of outcomes, effort and behaviour are particularly praise-worthy in mathematics lessons?
3. Learn how to… *Space for mentors to write questions that will help support the ITE Curriculum, following engagement with the Mentor Curriculum and collaborating with other mentors.*	• How does the reality of classroom management compare with the theory and ideas you have discussed at university? • What does having 'high expectations' mean to you? What does this look like in practice compared to in theory? • Which actions can build trust with students that support effective relationships? • Are there any examples of when it has been difficult to motivate and inspire a student? How does this compare to ideals in research and theory? • Which strategies have you learned from school that support developing a predictable and secure environment, especially for students with SEND?
For reference: **Learn that…** *Taken directly from the CCF. Those in bold will have been explicitly explored in centre-based sessions at this Stage.*	• Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. • Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. • Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential. • Setting clear expectations can help communicate shared values that improve classroom and school culture. • A culture of mutual trust and respect supports effective relationships. • High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds • Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment. • A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs. • The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives. • Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success. • Building effective relationships is easier when pupils believe that their feelings will be considered and understood. • Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward). • Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.

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Curriculum Stage	**Stage 2: Shared Implementation**
Curriculum Strand	**Subject and Curriculum Knowledge**
1. Learn how to… *Based on the CCF. Mentoring questions to prompt reflection and implement ITE curriculum.*	• What content do we teach in Y7/8/9/10/12 this term? Why do we teach this content? • What content could we teach but choose not to? Do you know why we have omitted that content? • Are there any important ways that the department's curriculum aligns with the wider school curriculum? How does this help/hinder the pupils' understanding? • In your observations, what concepts are particularly important in our curriculum? • How have teachers broken down these concepts to ensure pupils can understand? • In your upcoming lesson, what concepts and knowledge will pupils need to learn? • How will you make sure they think hard about these concepts and knowledge? • In your observations, what analogies, stories and/or illustrations have teachers used to make knowledge more memorable? • Tell me what you have learnt at university about some of the ways to make the learning more joyful and/or the knowledge more memorable? • How will you find the resources for this lesson? • Which parts of the lesson would it be useful to team-teach in order to build your subject knowledge at an appropriate pace? • In your observations, what have the pupils found difficult? How can their difficulties and misconceptions help inform your planning? • What sorts of activities do teachers in this department use to practise using the knowledge/skills that the pupils have been taught? • What knowledge do you want pupils to have in their working memories at the start of this lesson? What quiz questions might help achieve this? • In your observations, how to teachers introduce new vocabulary? How do they make it accessible for pupils with low levels of literacy? • Are there ways you can use your subject community to build up your subject knowledge?
2. Learn how to… *Subject specific questions to really push trainee development in weekly mentor meetings*	• How have you seen teachers address pupils' basic numeracy problems? • How do you know if a pupil holds a misconception rather than just made a minor mistake? • How can having multiple methods help or hinder a student's understanding? • What is the difference between a process and a concept? • How and when can you identify that a student needs extension work? • How could extra challenge be added for a student without accelerating in a way that creates large gaps of understanding within the class? • What substantive concepts do you think are particularly important in a mathematics curriculum? • What sorts of knowledge and skills do students need to answer the questions that support the lesson objective? • Can you give me an example of how the teachers you have observed are building procedural fluency and recall of essential facts?

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3. Learn how to… *Space for mentors to write questions that will help support the ITE Curriculum, following engagement with the Mentor Curriculum and collaborating with other mentors.*	• What methods and resources could you use to improve your subject knowledge? • What is the difference between your knowledge of the subject and your subject knowledge for teaching? • If you reflect on your subject knowledge audit, having now experienced working with students, is there anything you would change? If anything is not as strong as you thought, why is that? • In comparison to the misconceptions you have previously researched, discussed and anticipated, have there been any misconceptions that students have displayed that have surprised you?
For reference: **Learn that…** *Taken directly from the CCF. Those in bold will have been explicitly explored in centre-based sessions at this Stage.*	• A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning. • Secure subject knowledge helps teachers to motivate pupils and teach effectively. • Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed. • Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable. • Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial. • In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about. • In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or "schemata"); carefully sequencing teaching to facilitate this process is important. • Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context. • To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode. • Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.

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Curriculum Stage	**Stage 2: Shared Implementation**
Curriculum Strand	**Planning, Teaching and Adapting Practice**
1. Learn how to… *Based on the CCF. Mentoring questions to prompt reflection and implement ITE curriculum.*	• How has learning been broken down into steps in the lessons you've observed this week? • Have you seen some examples of processes explained or models that make abstract ideas more accessible? • What have you learnt about scaffolding learning from university sessions? Have you seen this in action in lessons? • What are the key features of a lesson and how are these utilised in the lesson plan proformas you are using? • What kinds of talk have you observed in lessons? How is talk facilitated by the teacher? Why is it important? • Teachers use questions for a range of reasons, including to check understanding and to prompt thinking. Have you observed/used a range of questioning techniques this week? How were they effective? • Are you aware of how we group pupils and our rationale? • Do you know how often and what kinds of HW we set for different year groups? Have you observed how HW relates to classwork? • How have lessons that you've observed been designed to build on pupils' prior knowledge? • What do you already know about SEND from your prior experience/university sessions? • In the classes you've been assigned to, are you aware of which pupils may need extra support? How have they been supported/teaching been adapted to support those pupils?
2. Learn how to… *Subject specific questions to really push trainee development in weekly mentor meetings*	• How do you know what are the appropriate layers of complexity to specifically work through and which can be inferred? • How do you know what representation or idea will be most useful in getting pupils to understand a topic? • How do you provide stimuli that lead to meaningful pupil talk? • How do you provide support and scaffolding for challenging topics? • How do you build on previous learning without repeating it? • How do you adapt for students with dyscalculia, maths anxiety or other barriers to learning? • How could a child's literacy difficulties impact on their learning of maths and how could they be supported to reduce this barrier to learning? • If you have any TAs in your classes, how can you ensure they understand and support the methods you are teaching? • How could you design some multiple-choice questions to assess student learning and identify their misconceptions? • Which examples and models will you want students to note down and how will this help them? • Tell me about an activity or resource that you learned about at university that you are using in your planning and teaching this week.

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3. Learn how to… *Space for mentors to write questions that will help support the ITE Curriculum, following engagement with the Mentor Curriculum and collaborating with other mentors.*	• Are we differentiating in class, so that all students have access to the learning? • How much scaffolding has been included? • Is there extension for the higher attaining students? • Have SEN needs been taken into account while planning? • Do we know the prior knowledge of the students? Starter or Pre learning? • What could you do differently to get the right learning outcome? (in case a lesson plan doesn't work) • What went well with the lesson? Can this be adapted to another class? What changes will you make for another class?
For reference: **Learn that…** *Taken directly from the CCF. Those in bold will have been explicitly explored in centre-based sessions at this Stage.*	• Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning. • Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned. 3. • Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible. 4. • Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases. 5. • Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success. 6. • Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems. • High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary. • Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success. • Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice. • How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation. • Homework can improve pupil outcomes, particularly for older pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than the amount set. • Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. • Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. • Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. • Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils. • Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils. • There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial. • Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.

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Curriculum Stage	**Stage 2: Shared Implementation**
Curriculum Strand	**Progress, Outcomes & Assessment**
1. Learn how to… *Based on the CCF. Mentoring questions to prompt reflection and implement ITE curriculum.*	• How have teachers tried to avoid overloading pupils' working memory in your observations this week? • What sorts of actions do teachers in this department use to reduce distractions to the core learning? • In your planning, how have you tried to break material into small, appropriate steps for this class? • Where have you seen teachers build upon pupils' prior learning? • In your planning, what have you done to secure learning in the pupils' long-term memories? • What possible misconceptions have you observed or identified following conversations with colleagues? • In your planning, what opportunities will pupils have to think hard about the key learning objectives? • When planning retrieval activities for this lesson, what is the knowledge pupils need to have in their working memories? • What sorts of activity have you observed that were particularly effective? Why were they so effective? • What activities could you use in this lesson for the pupils to demonstrate they have achieved the learning objectives? • How do teachers in this department use formative assessment? • How do teachers in this department give pupils opportunities to respond to their feedback? • What sorts of assessment have you planned for in an upcoming lesson? What will you do with the data you gather in the lesson? • How are you incorporating the assessment information that colleagues have shared with you, when planning upcoming lessons with this group? • Talk me through a questioning sequence that you have planned for this lesson. • What principles of effective assessment (particularly from Black & Wiliam, and Christadoulou) do you want to incorporate in your practice? • What are you looking for when marking the pupils' work? • What alternatives are available so you can give high-quality feedback without actually marking? • Talk me through your mark book and what data you will try and capture this term. • What do you want the pupils to do with your feedback once you have given it to them?
2. Learn how to… *Subject specific questions to really push trainee development in weekly mentor meetings*	• How can you prevent cognitive overload by breaking a topic into layers of complexity? • Where can you find help in identifying layers of complexity in a topic? • How do you decide what is the key learning for a topic, that all pupils should master, and what is extension material? • How can you support pupils in memorising what they have learned? • How do you decide when to focus on conceptual understanding or procedural fluency? • How can you tell when pupils understand, beyond simply getting the answer right?

	• How can you support pupils in recognising what they do and don't understand, and what the next steps are? • How do you use assessment data in planning the lesson content and structure? • What AfL strategies do you find helpful? • How do you decide when to give individual feedback or address as a class? • What strategies could you use to support retrieval practice and interleaving of topics? • Which tools could you use to check the understanding of the whole class? How would you respond if they showed a lack of understanding? • Following independent work, what strategies could you use for efficiently issuing answers for self-assessment, assessing student's success as a class and identifying where difficulties may have arisen?
3. Learn how to… *Space for mentors to write questions that will help support the ITE Curriculum, following engagement with the Mentor Curriculum and collaborating with other mentors.*	• How do you plan on progressing through the topic over the next 3 lessons (short time period, not over a half-term)? • How do you know students will have achieved what you wanted them to achieve – to check the objectives were met? • Assessments – how is the assessment going to be used? How will it impact future planning? Will misconceptions be addressed? • Could students have the opportunity to monitor their own progress – what could be put into place at the start and end of the topic to inform them of their progress? • If something is marked, what impact is it going to have? What is the purpose of it being marked? Mark effectively, make it valuable!
For reference: **Learn that…** *Taken directly from the CCF. Those in bold will have been explicitly explored in centre-based sessions at this Stage.*	Learning involves a lasting change in pupils' capabilities or understanding. Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas. An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory. Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded. Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge. Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly. Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned. Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall. Worked examples that take pupils through each step of a new process are also likely to support pupils to learn. Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs. Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear. Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use. To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect. High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve.

	Over time, feedback should support pupils to monitor and regulate their own learning. Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.