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SECONDARY ITE MENTOR HANDBOOK 2024-25

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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.

Our annual *James Furlong Mentor Award for Outstanding Contribution to Mentoring* is a public recognition of the impact mentors have on their beginning teachers. Here are some of the comments from the nominations for the 2023 award:

'inspired me to strive to become an excellent [teacher]'

'someone in my corner'

'constantly been flexible, adaptive, attentive, wise, organised, positive, reflective and, most of all, trustworthy'

'my champion'

'a combination of trust, creative licence, expert guidance and engagement with the ITE curriculum'

These comments demonstrate the importance of the mentor's role and what RPTs value in the relationship with their mentor as part of their initial development in their PGCE year.

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 the Manual of Guidance, which specifically covers the implementation of the ITE curriculum for the Secondary PGCE.

Dr Rachel Roberts

Principle Lead Mentor

2 Key Information

2.1 Contacts

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2.2 Dates & Mentor Curriculum Module Outline

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*	Hybrid online & in-person	2.5hrs (1.5hrs meeting; 1hr reading/ accessing supporting materials)	11th July 2024 3.40-5pm	8a, 8n, 7l, 3a, 4a, 2a
	Mentor knowledge *audit*	Online form, access here.	0.5hrs	Available from 11th July 2024	
	1.2) Understanding trainee knowledge & development: *Meeting your RPT and being their mentor*	Script & materials available via UoR Mentor Hub	As part of timetabled mentor meeting	Early September 2024	
	1.3) Implementing the ITE curriculum: *Induction Stage*	Video & mentor handbook	0.5hrs	Early September 2024	
	1.4) Understanding trainee knowledge & development: *Being an RPT mentor in your school*	ITTCo (in school)	1hr	Mid-September 2024	
Mentor Module 2 'Constructive Conversations & Modelling Practice'	2.1) Implementing the ITE curriculum: *Shared Stage*	Video & mentor handbook	0.5hr	Late September 2024	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
	2.2) Implementing the ITE curriculum: *Contextualising your mentoring (phase/subject-specific development)*	Live webinar & materials available via UoR Mentor Hub	1.5hrs	3.40-5pm 17th September 2024	
	2.3) Mentor knowledge & skills: *The reflective cycle, teacher knowledge, observation, feedback, and constructive conversations*	Video & materials available via UoR Mentor Hub	1.5hr	October 2024	
	2.4) Understanding trainee knowledge & development: *(using the Mentor Conversations*	Script available via UoR	As part of timetabled mentor meetings	October – December 2024	

	Guide, linked to Mentor Bulletins)	Mentor Hub			2b, 2c, 2g, 2h, 6a, 6c, 6d, 6e, 6f, 6g, 6h
	2.5) Implementing the ITE curriculum: *Professional Practice Review*	Hybrid/in-person tutor visit	1hr	November 2024	
	RPT Assessment of Progress (Report 1)	Written report		December 2024	
Mentor Module 3 'Moving Forwards'	3.1) Implementing the trainee curriculum: *Guided Stage*	Video & programme handbook	0.5hrs	January 2025	8c, 8d, 8e, 8g, 8h, 8i, 8k, 8l, 8o, 8r 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
	3.2) 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	January 2025	
	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	January - March 2025	
	3.4) Understanding trainee knowledge & development: *Being an RPT mentor in your school*	ITTCo (in school)	1hr	February 2025	
	3.5) Implementing the ITE curriculum: *Professional Practice Reviews*	In-person tutor visit	1.5hrs	January 2025	
	RPT Assessment of Progress (Report 2)	Written report		March 2025	
Mentor Module 4 'Supporting Independence & Specialism'	4.1) Contextualising your mentoring (phase/subject-specific development)	Live webinar	1.5hrs	3.40-5pm 11th March 2025	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	March 2025	
	4.3) Implementing the ITE curriculum: *Independent Stage*	Video & Mentor Handbook	0.5hr	March 2025	
	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	March-June 2025	
	4.5) Implementing the ITE curriculum: *Professional Practice Reviews*	In-person tutor visit	1.5hrs	May 2025	

	4.6) Mentor knowledge & skills: *Mentor reflection (500 words)*	Written submission via online forms	0.5hr	June 2025	
	RPT Assessment of Progress (Report 3)	Written report		June 2025	
Mentor bulletins	Updates, reminders, tasks, reading, suggestions, advice	Email bulletins		Monthly during the Induction & Shared Phases; fortnightly during the Guided and Independent phases	
Lead Mentor meetings	Meeting the LMs' mentor groups Checking/supporting LMs' mentor groups	Online meetings	1hr	As required	

Each year, there are two cohorts for mentor training, **Cohort A** in July for a September start and **Cohort B** in January for a February start. This is to accommodate the different timings of school placements and that not all mentors will have RPTs for both placements. Cohort B Mentors joining in January 2025 will complete condensed versions of Modules 1 and 2 in January/February 2025. Mentors leaving in February 2025 will complete condensed versions of Modules 3 and 4 in February/March 2025. 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).

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
- 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 (guided observation feedback sheet; additional support forms etc.)
- Materials and ideas generated from and for LMs' 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)

BEG – Best Evidence Guide

CCF – Core Content Framework

CCP – Curriculum Check Point

ECF – Early Career Framework

ECT – Early Career Teacher

ITE – Initial Teacher Education

ITTCo – Initial Teacher Training Co-ordinator

LHT – CCF 'Learn how to…' statements

LM – Lead Mentor

LT – CCF 'Learn that…' statements

MoG – Manual of Guidance

PD – Programme Director

PGCE – Post-Graduate Certificate of Education

PPR – Professional Practice Review (tutor visits)

PS – Professional Studies

RPM – Reading Partnership Mentor

RPT – Reading Partnership Teacher (trainee)

SM – Subject Method sessions

WRoPs – Weekly Reflections on Progress

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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:

- Critical Curriculum Thinkers
- Responsive and Reflective Practitioners
- Ethical Community Participants
- Research-Informed Professionals

This is achieved by breaking our curriculum down into five curriculum strands, each informed by the DfE's Core Content Framework, and then sequenced into four discrete stages. Throughout the Induction, Shared Implementation, Guided Implementation, and Independent Implementation stages, the RPTs will be supported and assessed through a range of means. The curriculum vision shows an overview of how our intent, implementation and impact all fit together.
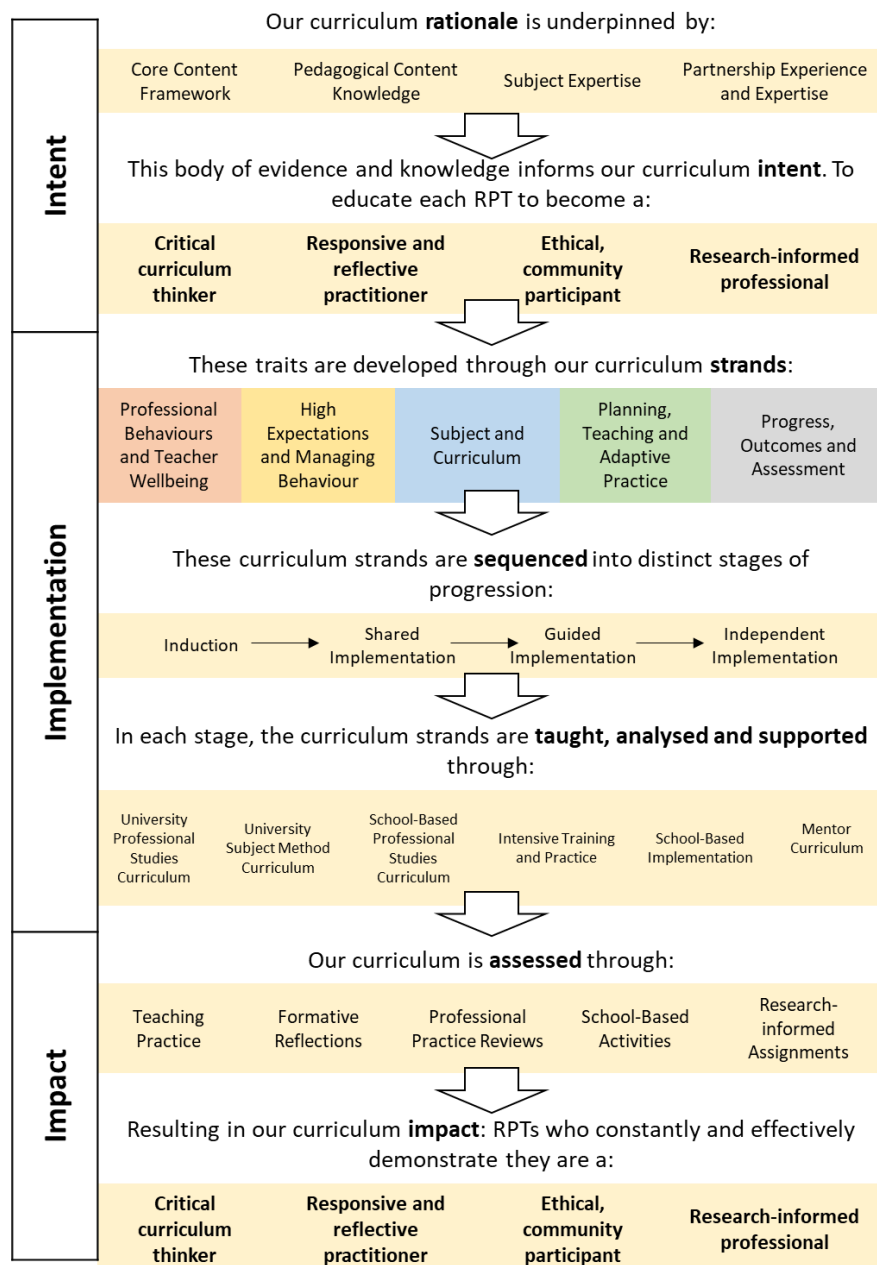

Figure 1 University of Reading ITE Curriculum Vision

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Please see Section 4 'Trainee Curriculum and Course Structure' and the Manual of Guidance for further information.

RPTs learn and develop through the ITE Curriculum of university-based teaching (subject-specific Method and Professional Studies sessions); engaging with educational research and reflection on practice in their PGCE Assignments; through teaching practice, discussion, and reflection during their school placements. This learning is facilitated by university tutors, school-based mentors, and ITTCos.

Mentor training and development is composed of three facets:
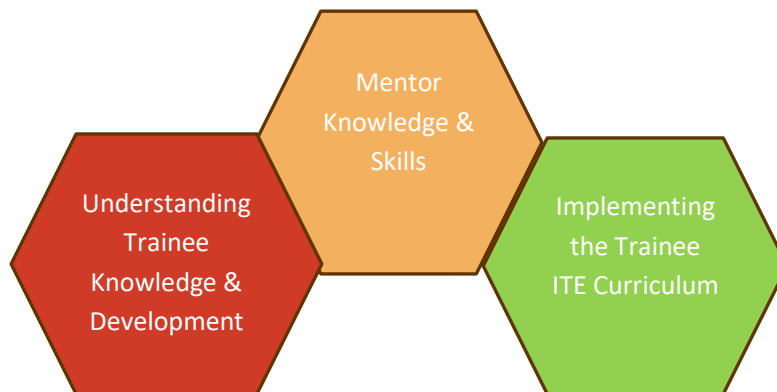
The ITT Core Content Framework (CCF) is core to the ITE Curriculum (focusing on the 'Learn that…' statements), and the Mentor Curriculum (focusing on the 'Learn how to…' statements) which are interwoven through both curriculums and training materials. Our approach to mentor training is underpinned by 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 Mentoring, in recognition of RPMs' efforts and their ongoing professional development.

4 Trainee Curriculum and Course Structure

The Secondary PGCE mentor actions and expectations have been added to the ITE programme structure. The information about RPTs, ITTCos and Tutors can be found in the Manual of Guidance.

	Week	Date	TT	Mon	Tues	Wed	Thur	Fri
Induction Stage	0	26.08.24						Enrolment
	1	02.09.24	N/A	SM	SM	PS (Expectations and Values)	Safeguarding	ITAP (Observing)
	2	09.09.24	N/A	SM	ITAP (SM Observing)	Preparing for placement Team Meeting (am)	School A induction	ITAP (Observing)
	3	16.09.24	N/A	SM	SM Subject Mentor Meeting	PS (How Children Learn)	Department induction ITTCo Meeting	
Shared Implementation Stage	4	23.09.24	N/A	ITAP (Professional)	ITAP (SM Professional)	ITAP (Professional)	ITAP (Professional)	
	5	30.09.24	<33%*	SM	PS (Curriculum and Assessment)	ITAP (Professional)		
	6	07.10.24	<33%*	SM	SM			
	7	14.10.24	<33%*	SM Student-Staff Partnership Group Meeting	SM		Steering Meeting	
	8	21.10.24	<33%*	SM	SM			
	9	28.10.24				Formative Assignment submission 4pm		

Mentor Role Expectations

Wk1:
-Read the MoG and Subject Guide;
- Mentor training 1.1 (recording of live session) and Mentor Audit.

Wk2:
-Prepare for first meeting with RPT, using prompts (Mentor training 1.2);
-Plan RPT timetable, inc. mentor meetings;
-Brief colleagues who will working with RPT.

Wks3-5:
-Watch Mentor training 1.3 (video);
-Attend Mentor Curriculum 1.4 (ITTCo meeting with mentors)
-Review WRoPs;
-Watch Mentor training 2.1 (video)
-Attend Mentor Curriculum 2.2 (subject mentor meeting)

Wks 6-9:
-Watch Mentor training 2.3 (video);
-Manage RPT's progression from observation to teaching;
-Make use of mentor conversation guides, Mentor training 2.4;
-Model practice; engage in dialogue with RPT; provide opportunities to learn with clear focus and feedback.
-Ensure TT is appropriate for next phase of training;
-Make sure RPT understands any prep requirements for teaching after half term.

	Week	Date	TT	Mon	Tues	Wed	Thur	Fri
Guided Implementation Stage	10	04.11.24	<33%*	ITAP (Inclusion)				
	11	11.11.24	<33%	ITAP (SM Inclusion)	ITAP (Inclusion)			
	12	18.11.24	<33%	SM				
	13	25.11.24	33%	ITAP (Observing)				Lead Partner Sch B Confirmation
	14	02.12.24	33%	SM	ITAP (Inclusion)			
	15	09.12.24	<40%	SM				Report 1 Sch B Confirmation
	16	16.12.24	<40%	SM		Progress Board		ITAP (Observing)
	17	23.12.24	N/A					
	18	30.12.24	N/A					
	19	06.01.25	<40%	SM	EDMPIP	EDMPRT submission (10am)		
	20	13.01.25	50%*				ITTCo Meeting	
	21	20.01.25	50%*					
	22	27.01.25	50%					
	23	03.02.25	72%**				New Placement B Mentor Meeting	
	24	10.02.25	72%**	ITAP (Professional)				Provisional Report 2
	25	17.02.25	N/A			EDMPIPa submission		
	26	24.02.25	N/A	SM	SM	PS (Becoming Independent)	ITAP (Professional)	

Wks 10-16:
-Support RPT in use of resources, team teaching etc.;
-Prompt RPT to draw on learning from EDMPRT assignment;
-Ensure RPT receives at least three formal written feedback forms per week;
-Use a mentor meeting to go through e-Portfolio together;
-Support ITAP experiences;
-Discuss curriculum check points at least two weeks before Report 1 is due;
-Complete PPR1 tutor visit, Mentor training 2.5;
-Contact University Tutor if any area is likely not to be met by RPT;
-Complete Report 1.

Wk20-24:
-Watch Mentor training video 3.1;
-Review Report 1 targets;
-Support RPT in increase in teaching timetable;
-Watch Mentor training video 3.2;
-Make use of the mentor conversation guides (Mentor training 3.3);
-Complete PPR2 tutor visit (Mentor training 3.5);
-Sch A mentor writes provisional Report 2;
-Agree mentor handover meeting with Sch B mentor;
-Sch B mentors attend 'Being an RPT mentor in your school' meeting with ITTCos (Mentor training 3.4)

Wks 26-27:
-Meet with Placement B RPT as part of ITAP (professional) and induction to Sch B.

27	03.03.25	33%	**SM** *Student-Staff Partnership Group Meeting*	PS* (Being their Teacher)			
28	10.03.25	40%		Subject Mentor Meeting			
29	17.03.25	40%				Steering Meeting	Report 2
30	24.03.25	50%	ITAP Assessment	ITAP Assessment	ITAP (Assessment) Progress Board		
31	31.03.25	50%					
32	07.04.25						
33	14.04.25						
34	21.04.25	50%		**SM** Student-Staff Partnership Group Meeting			
35	28.04.25	50%					
36	05.05.25	72%**					
37	12.05.25	72%**					
38	19.05.25	72%**					
39	26.05.25				EDMPIPb submission		
40	02.06.25	72%**				Steering Meeting	
41	09.06.25	Unspecified					
42	16.06.25	Unspecified	*Enrichment*	*Enrichment*	*Enrichment*	*Enrichment*	ITAP (Assessment) Report 3
43	23.06.25		**SM** Student-Staff Partnership Group Meeting	PS (Thriving ECT) -- SM		ITTCo Meeting	

Wks 28-30:
-Attend Subject Mentor training *4.1:*
-Discuss with RPT opportunities for *independence:*
-Review provisional Report 2 and update for final Report *2:*
-Support ITAP experiences.

Wks 31-42:
-Watch Mentor training video (mentor knowledge & skills) *4.2:*
-Watch Mentor training video (implementing the ITE curriculum in the Independent Stage) *4.3:*
-Make use of the mentor conversation guides, Mentor training *4.4:*
-Review RPT's 6th Form *experience:*
-Prepare Report 3 in discussion with *RPT:*
-Complete PPR3 tutor visit, Mentor training *4.5:*
-Set ECT targets.

Wk43:
Complete your mentor reflection (500 words) and submit to your Lead Mentor (Mentor training *4.6*).

Figure 2 Secondary PGCE ITE Curriculum

University day – 36	
Placement A – 73 inc. ITAP (66 without ITAP)	
Placement B – 62 inc. ITAP (57 without ITAP)	
Remote day - 12	
Holiday	

There are 38 active weeks across the programme.

Dates highlighted are Professional Practice Review windows.

Please note, where there is a * in the 'Teaching Involvement' column, it means there will be a significant proportion of lessons where RPTs are involved in **sections** of lessons and **team teaching**.

Please note, where there is a ** in the 'Teaching Involvement' column, it means the RPTs must be fully involved in all tutor activities and must negotiate with their Mentor (and ITTCo and Tutor as appropriate) possible options that allow a sustainable and beneficial increase in their directed time.

Intensive Training and Practice Themes:

- Observing = Observing Experienced Colleagues
- Professional = Embedding Professional Behaviours within a School Context
- Inclusion = Being an Inclusive and Adaptive Teacher
- Assessment = Assessing and Providing Feedback for Progress Over Time

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 17-31)
- Independent Implementation Stage (Wks 32-44)

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 and Subject Method sessions, please see the respective handbooks, 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.
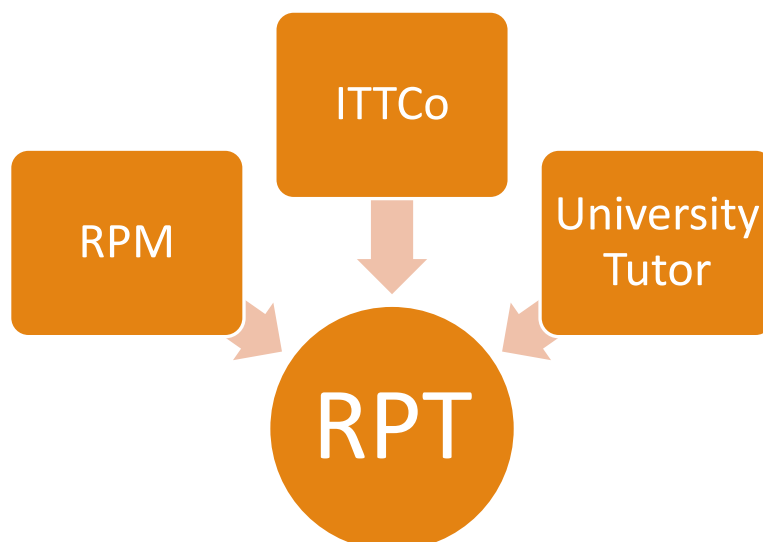

Figure 3 Supporting Roles

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 department 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 an RPM are:

1. To support the RPTs in their implementation of the University of Reading's ITE curriculum.
2. To support the work of RPTs by providing them with a planned programme of structured tutorials of one hour each week during school placements, plus 30 minutes of pre and post lesson observation meetings.
3. To introduce the RPTs to the ethos and working procedures of the department and its staff.
4. To arrange for RPTs to work with pupils across the Key Stages and attainment range.
5. To provide opportunities for the RPTs to work with other teachers and support staff in the department, where appropriate.
6. To co-ordinate the RPT's work with other members of staff in the department, ensuring consistency and monitoring feedback.
7. To provide regular oral and written feedback on each RPT's teaching. Written feedback should be given to the student at least three times a week.
8. To be involved in facilitating the RPT's work on subject-related issues and co-ordinating it with work undertaken in University-based Subject sessions.
9. To contribute to the monitoring and assessment of the students' progress against the ITE curriculum and, at the end of the course, against the Standards for the award of Qualified Teacher Status.
10. To attend the University-based training and watch resources from the Mentor curriculum, in order to share ideas, be updated on programme developments and build competence as a ITE mentor.
11. To engage with curriculum implementation initiatives supplied by the relevant Subject Leader throughout the year, such as the Mentor Conversations guide and Mentor Bulletins.
12. To meet with the RPT's Mentor on their other placement to discuss progress and targets.
13. To engage with the DfE's Core Content Framework and support the University's efforts to embed this within the wider curriculum.
14. To support the Quality Assurance monitoring procedures of the Programme and thereby strive for continual improvement in the quality of both school-based and centre-based training.
15. To check the RPT's ePortfolio regularly.

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 will arrange for every RPT to be assigned a tutor group with an expert form tutor; the process for selection must include speaking to Pastoral Leads to identify expert form tutors, based on knowledge of pupils and engagement with wider community. ITTCos are responsible for any arrangements necessary for on-site Professional Practice Review visits (e.g. parking). Placement B ITTCos arrange a primary school visit for their RPTs in a feeder school.

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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 Subject Mentors and form tutors, 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 whole school 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.

6. To prepare, and share with Mentors, a school-based PS programme and lead, with the help of specialist colleagues, a series of weekly seminars on how key issues affect and are dealt with in the school. ITTCos must designate 2 hours (or two periods) each week on all of their RPTs' timetables for Professional Studies. This will include seminars that contextualise and critique ITE curriculum content, and can include other forms of structured professional development and critical reflection.

7. To be involved in facilitating the RPTs' work on whole-school issues and connect these with the University-based Professional Studies programme.

8. To arrange for each RPT to be attached to a form group and work alongside the form tutor.

9. To observe each RPT at work with either a form group or subject group and give written feedback on the session.

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 Scheduled Reports completed by Mentors, adding additional comments where appropriate and discussing the Reports with the RPTs.

11. To attend the University based training sessions and briefing sessions in order to share ideas and be updated on programme developments. A 'stand in' should be sent in cases of unavoidable absence (Schools are funded to release ITT Co-ordinators for 3 half-day Partnership Development and Training sessions each year.)

12. 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.

13. To ensure that the school is represented at each of the relevant Subject Mentor Development and Training sessions throughout the year. (Schools are funded to release Subject Mentors for 3 half-days each year. When the nominated Mentor is unable to attend, every effort should be made to send a representative in their place).

14. To engage with the DfE's Core Content Framework and support the University's efforts to embed this within the wider curriculum.

15. To check the RPTs' e-Portfolio regularly.

ITTCos attend termly meetings to both learn about and contribute to the ITE curriculum and PGCE programme.

5.3   The Lead Mentor Role

Following the ITT Market Review, all accredited providers have received funding to recruit Lead Mentors for one academic year. These Lead Mentors oversee teams of approximately 30 mentors, organised geographically. The Lead Mentors work exclusively with the Mentors and not their RPTs, and the Lead Mentors are completely removed from the assessment processes. Their role includes: supporting mentors who join the programme mid-way through a placement, supporting mentors when RPTs have been placed on support plans, providing coaching for mentors, sharing and championing exceptional mentor practice, administrating the Mentor Award, and monitoring and encouraging mentor engagement with the mentor curriculum.

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

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 four traits that we aim for RPTs to develop in their initial training year, to become:

- Critical Curriculum Thinkers
- Responsive and Reflective Practitioners
- Ethical Community Participants
- Research-Informed Professionals.

It is important that RPMs recognise their role in the development of these traits, 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 Figure 4 below.
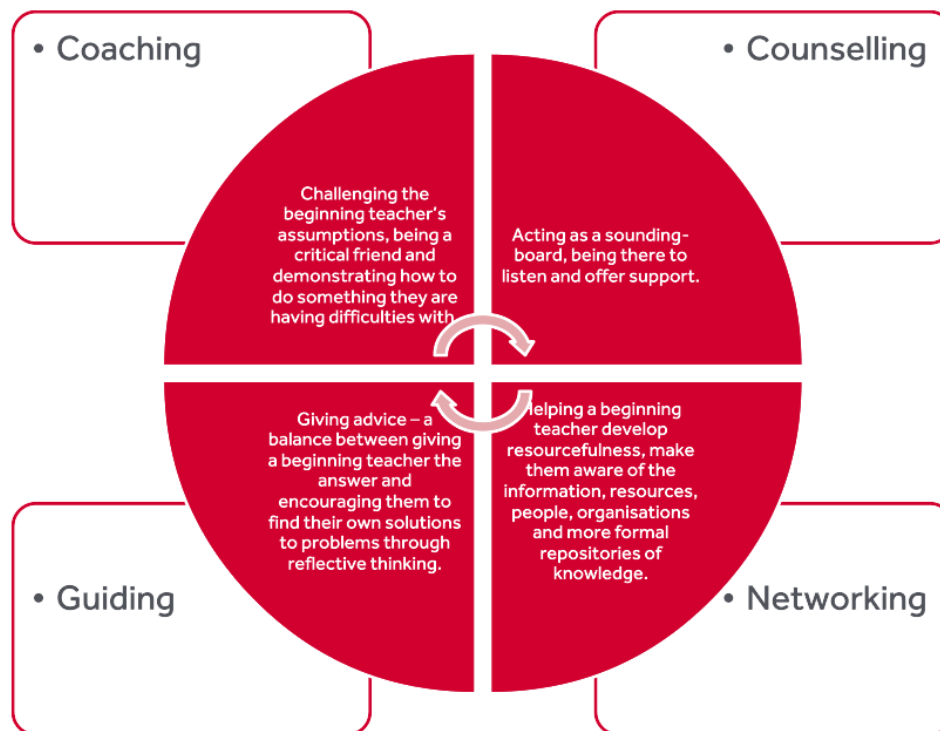
Figure 4 The Developmental Model of Mentoring, adapted from Golder, Keyworth, & Shaw (2020, p. 13)

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 5, 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 5 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 ITT Core Content Framework (Department for Education, 2019), 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 RPM'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) knowledge and pedagogical knowledge (how children learn), as illustrated in Figure 6:
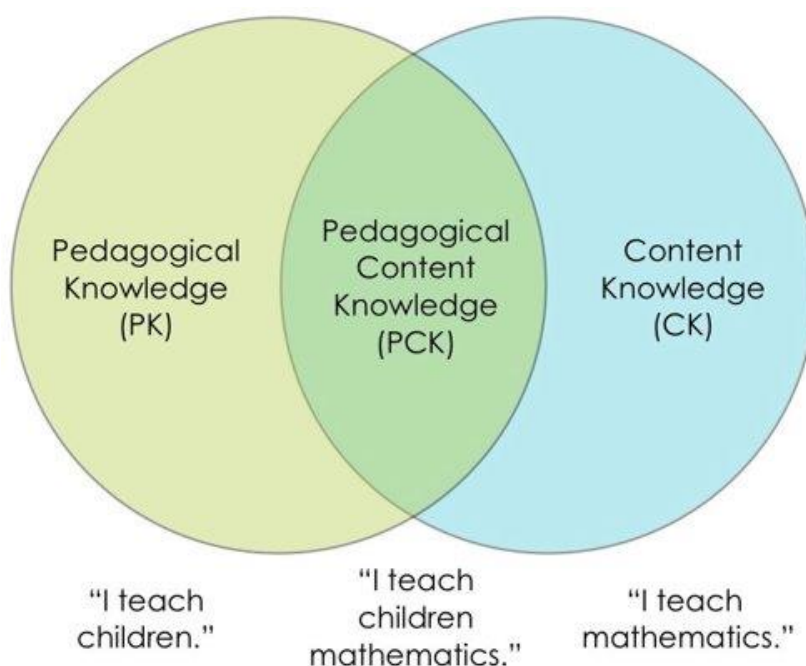

Figure 6 Pedagogical Content Knowledge, adapted from Shulman (1986)

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 7.

	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 7 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' Professional Practice 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 ITT Core Content Framework (CCF) and the Early Career Framework (ECF) stipulate a minimum entitlement for the training of teachers, in which mentoring and support from expert colleagues forms a key element. The CCF is therefore to the core ITE and mentor curriculums.

The CCF is divided into 'Learn that…' (LT) and 'Learn how to…' (LHT) statements, grouped under each Teacher Standard (see the extract from the CCF in Figure 8 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 8 Extract from the CCF (Department for Education, 2019, p. 9)

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	Module 1: Being a Mentor	Module 2: Constructive Conversations & Modelling Practice	Module 3: Moving Forwards	Module 4: Supporting Independence & Specialism
Indicative content	Developing a professional identity as a mentor; mentor values & beliefs; understanding trainee teachers' development; establishing mentor-trainee relationships; supporting and facilitating Reflective Practice	Reflection, teacher knowledge, observation, feedback, and constructive conversations	The Impact Cycle, listening and questioning, overcoming-barriers	Stretching your RPT, reflective mentor practice, supporting ECTs
ITE Curriculum Strands	**CCF LHT Statements Covered**			
Professional Behaviours & Teacher Wellbeing	8a, 8n	8b, 8f, 8j, 8p, 8q	8c, 8d, 8e, 8g, 8h, 8i, 8k, 8l, 8o, 8r	8m, 8s
High Expectations & Managing Behaviours	7l	1a, 1b, 1c, 1e, 1f, 1g, 1h, 7a, 7b, 7d, 7e, 7f, 7g, 7h, 7i, 7j	1d, 7c, 7k, 7l, 7m, 7n	7o, 7p
Subject & Curriculum Knowledge	3a	3b, 3c, 3d, 3g, 3j, 3k, 3m, 3o, 3p, 3q, 3t, 3u	3e, 3f, 3h, 3i, 3l, 3n, 3r, 3s	
Planning, Teaching and Adapting Practice	4a	4b, 4c, 4e, 4f, 4g, 4h, 4l, 4n, 4o, 4p, 5a, 5b, 5e, 5f, 5h, 5i, 5j, 5m, 5n	4d, 4h, 4i, 4j, 4k, 4m, 5c, 5d, 5g, 5k, 5l, 5o	
Progress, Outcomes and Assessment	2a	2b, 2c, 2g, 2h, 6a, 6c, 6d, 6e, 6f, 6g, 6h	2d, 2e, 2f, 2i, 6b, 6i, 6j, 6k, 6m, 6n, 6o, 6q	2j, 2k, 6l, 6p

Figure 9 Mentor Curriculum Map

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.

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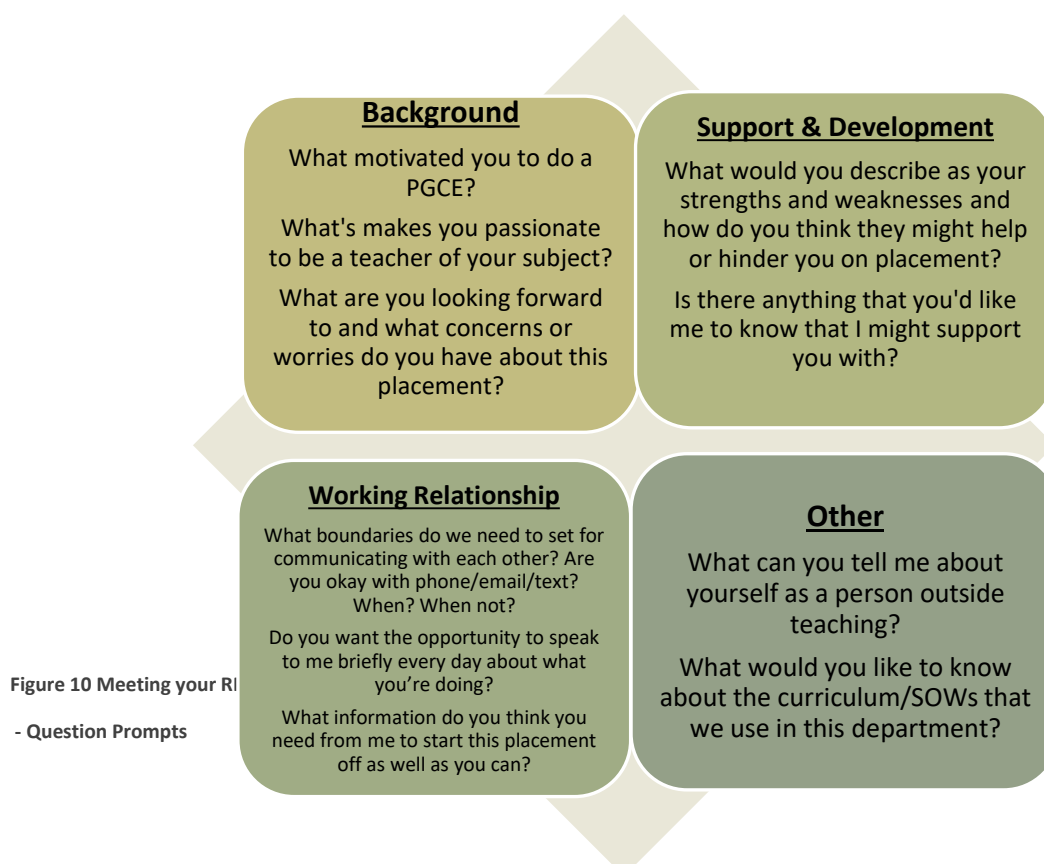
7 Guidance for Mentors

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?'), see Figure 10:

Background

What motivated you to do a PGCE?

What's makes you passionate to be a teacher of your subject?

What are you looking forward to and what concerns or worries do you have about this placement?

Support & Development

What would you describe as your strengths and weaknesses and how do you think they might help or hinder you on placement?

Is there anything that you'd like me to know that I might support you with?

Working Relationship

What boundaries do we need to set for communicating with each other? Are you okay with phone/email/text? When? When not?

Do you want the opportunity to speak to me briefly every day about what you're doing?

What information do you think you need from me to start this placement off as well as you can?

Other

What can you tell me about yourself as a person outside teaching?

What would you like to know about the curriculum/SOWs that we use in this department?

Figure 10 Meeting your RP[ ] - Question Prompts

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The Mentor Standards (Department for Education, 2016) are useful for you to cement this conversation, which you can use to set out as an agreement. 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 department for advice or asking how things work.* *When you start teaching I will observe you at least three times 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 English) 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 group, 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 your classes; 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 programmes of study and relevant 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 classes. 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 your classes 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 system of assessing pupils' work, 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). This will help inform your planning too. When we do moderation (and sometimes training from the exam board), you will be fully involved.* *We have an extensive subject library, including books on English pedagogy, and I would like you to read from here regularly. We can discuss what you've read in our meetings.* *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	*I will make sure that you are able to contribute to some of our afterschool clubs (such as creative writing) and do some work with our feeder primary school.*
Set high expectations and induct the trainee to understand their role and responsibilities as a teacher	*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.*
The mentor should:	*Our ITT tutor will ensure that you're attached to a tutor group and will be able to attend meetings with the head of year and any training we have on safeguarding etc. We'll discuss things like diversity and the curriculum in English department meetings and how we try to encourage reading for pleasure through making a focus of our new library.*
• 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;	*We will provide you with 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.*
• 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	*I will work closely with other members of the department to make sure that they understand how your training course works and that they regularly observe and give you feedback.*
Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnerships.	*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.*
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 11 Using the Mentor Standards to set expectations of your relationship

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 department and school (Roberts, 2020).

7.2   Induction & First Mentor Meeting

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 and their subject specialism at degree level, their needs will be unique to them. Completing an initial needs analysis (which can be updated periodically) with your trainee can be a helpful starting point; Figure 12 is an example of one completed at the beginning of a placement for an English RPT. This is a highly personalised exercise, and you will need to contextualise the training for your school and department.

RPT's needs (Linked with the ITE Curriculum Strands)	Support strategies	Date for completion
Subject knowledge & Curriculum Knowledge (*such as: knowledge of contemporary children's literature*)	Trainee to read three books typically taught to Year 8. Discuss with mentor/Key Stage 3 co-ordinator why they are taught to this year group. Trainee to read some of the Carnegie Award book winners to develop a wider knowledge of current fiction for young adults.	
Subject knowledge & Curriculum Knowledge (*such as: knowledge and understanding of the current GCSE syllabus you use in your school*)	Trainee to read AQA GCSE syllabus and the department's programme of study for Key Stage 4. Discuss with mentor/Key Stage 4 co-ordinator/Head of Department the rationale for the order of teaching and choice of texts for sets (if relevant). Participate in webinar training provided by the exam board.	
High Expectations & Managing Behaviours (*such as: your school's sanctions and rewards policy*)	Trainee to read school policy and attend training session provided by the assistant head. Trainee to observe specific members of staff to see how the policy works in practice (mentor to suggest staff to observe).	
Progress, Outcomes and Assessment (*such as: the collation of data and reporting systems*).	Trainee to attend training session provided by data manager. Mentor to demonstrate how this works in English by showing a recent report cycle and explaining how it works.	

Figure 12 RPT Needs Analysis

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.

The first mentor meeting can utilise several of the elements described to set a solid foundation for your mentor-RPT relationship. This meeting is therefore demarcated as part of the mentor training and the mentor and RPT can prepare and use the following procedure:

1. The RPT can prepare for the first meeting by writing their Opening Position Statement (Appendix 11 in the MoG) and brining it to the meeting.
2. The mentor should use some of the first mentor meeting question prompts (Appendix A) to structure the conversation and find out about their RPT, their prior experiences, strengths, areas for development etc.
3. The mentor can use the Mentor Standards to set out their expectations and how their relationship will work with the RPT (Appendix B), to create a mentoring agreement with the RPT. This could be prepared in advance of the meeting or co-constructed as part of the discussion.
4. Having identified areas for development with the RPT, an RPT Needs Analysis can be completed (Appendix C) to identify some initial targets and strategies.

7.3 Implementing the ITE curriculum

So that you are able to implement the ITE curriculum, guidance is provided for each stage of the PGCE. 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 WRoPs (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.

During the **Induction Stage**, RPTs should be engaging in observing experienced colleagues (yourself included!). Guidance is provided for RPTs to get the most out of observing lessons and, as their mentor, you can direct their observation foci. Paired observation (where you observe alongside your RPT) can be a really valuable. If you are able to, talk about what you 'notice' is going on in the lesson and what your RPT can see. This will unlock some of the 'tacit knowledge' that may be otherwise hidden from them. If you can, schedule some time for you both to talk to the class teacher (Roberts, Observing beginning teachers' lessons, 2020).

In the **Shared Implementation Stage**, we encourage Mentors to be flexible with their definition of 'Supported subject-specific teaching'. By using an instructional coaching approach, RPTs can be given really targeted opportunities to implement particular aspects of the ITE curriculum, and afterwards receive immediate, focussed feedback. In these cases, 'Supported subject-specific teaching' can involve:

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

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

Please see the Manual of Guidance, Section 7.2 'Phases of the Programme' for a detailed outline of expectations for each stage of the programme.

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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 a designated hour 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 13 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?*
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 photosynthesis with Yr7 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 14 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 three formal written observations 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 15 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 lesson feedback form for written feedback can be found in Appendix E.

7.7   Working with other colleagues

Your RPT will not just teach and be observed by you; they will 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

The purpose of the e-Portfolio is to capture the learning and progress of the RPT. Housed in OneNote, RPTs are required to complete and upload a range of documents, including personal information and starting points, subject knowledge development, evidence of training, timetables, lesson plans and resources, feedback, ITAP workbooks, progress reports and Weekly Reflections on Progress (WRoPs).

The WRoP is split into parts that need to be done *before* a Mentor meeting (update on targets, reflection on the week including Professional Studies) and *during/after* a Mentor meeting (content covered in Mentor meeting and targets/strategies for the coming week).

We recommend a maximum of two targets should be set, focused on the areas that will be most helpful to their development in the following week.

- Targets will be informed by feedback given to RPTs on their teaching by staff in the previous week.
- Each target should relate to an aspect of their development as a teacher (e.g. "Communicate effectively with parents regarding their child's learning") not to specific tasks (such as "prepare, attend and participate in Year 8 parents' evening", which is a strategy (or way) for meeting the target. If RPTs struggle with the difference, they should talk it through with their University Tutor.
- Targets should be SMART (Specific, Measurable, Achievable, Relevant, Time-bound).

Possible strategies or ways for meeting targets might include reading around an issue or aspect of their subject specialism, researching teaching resources, observations of teachers, trying out a strategy with a particular class.

The WRoP templates are designed for each part of the course and therefore differ slightly at different points (such as, when RPTs are engaging in ITAP activities), to enable their learning, reflections and developmental targets to be captured.

The WRoP also provides a record of the Mentor meeting. No other agenda needs to be created and no further notes need be taken.

7.9   Professional Practice Reviews & Assessing Progress

For the Shared Implementation and Guided Implementation Stages, RPTs are assessed against our ITE curriculum expectations. Formative assessment conversations between RPTs and their tutors, Mentors and ITTCos take place throughout the year. Both of these two modules culminate in a 'Curriculum Check-Point' where the RPT, Mentor, ITTCo and Tutor review their practice across the module. At these Curriculum Check-Points, the Mentor and ITTCo will complete a short report to confirm whether the RPT has met the curriculum expectations and to set targets for the next module. In order to pass, RPTs are required to meet our curriculum expectations at the Curriculum Check-Point for the first two modules or have clear targets/Additional Support agreed. If an RPT is not sufficiently engaging with the curriculum at *any point* in the year for a sustained period, despite clear opportunities and support, the RPT, Mentor, ITTCo or tutor can decide to begin a process of Additional Support for the RPT. The third module, *Independent Implementation*, will be assessed at the end of the course against the Teachers' Standards. The RPT must demonstrate they have met all aspects the Teachers' Standards at the end of the course in order to be

recommended for the award of Qualified Teacher Status to the DfE. The DfE will formally award Qualified Teacher Status.

The process is the same for each Curriculum Check Point: the RPTs audit their actions, behaviours, and experiences; the Tutor carries out a Professional Practice Review which sets targets for the remainder of the module; the Mentor and ITTCo submit a Report; and the Subject Lead reviews the Report at the Progress Board. The RPT has opportunities to respond to any issues or targets raised during the audit and the Professional Practice Review, and the Subject Leader makes the final decision at the Progress Board.

Curriculum Check-Point

RPT Audit/BEG against the ⟶ Professional ⟶ Report ⟶ Progress
curriculum expectations Practice Review Board
for that stage of the course
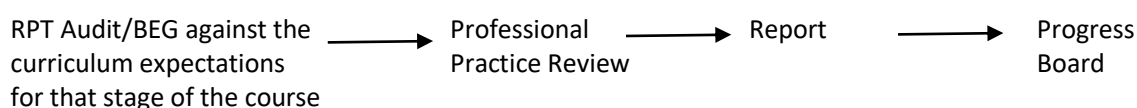
The principal purpose of the Professional Practice Review is to support the development of the Mentor and monitor the consistency of the mentoring across the Partnership, and assess the RPT's implementation of the ITE curriculum. Tutors provide feedback to Mentors as well as to the RPT, following either a co-planning conversation or observation of teaching and feedback. RPTs will be in receive of at least three PPR visits (one in each Stage), two of which will be in-person.

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 WRoP 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 Additional Support 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. In addition, you can draw support from your Lead Mentor; they can help you. Please see the MoG for more information 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).

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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.

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9 Appendices

Appendix A: Meeting Your RPT

Find out when you are timetabled to have your first meeting with your RPT. The RPT should prepare for the meeting by sharing a copy of their Opening Position Statement, which you could look at together and incorporate into your conversation, using some of the suggested prompts below:

Background

What motivated you to do a PGCE?

What's makes you passionate to be a teacher of your subject?

What are you looking forward to and what concerns or worries do you have about this placement?

Support & Development

What would you describe as your strengths and weaknesses and how do you think they might help or hinder you on placement?

Is there anything that you'd like me to know that I might support you with?

Working Relationship

What boundaries do we need to set for communicating with each other? Are you okay with phone/email/text? When? When not?

Do you want the opportunity to speak to me briefly every day about what you're doing?

What information do you think you need from me to start this placement off as well as you can?

Other

What can you tell me about yourself as a person outside teaching?

What would you like to know about the curriculum/SOWs that we use in this department?

These suggested questions are adapted from Connollly, S., Bates, G., & Shea, J. (2020). "First meetings": constructive first encounters between pre-service teachers and their mentors. *International Journal of Mentoring and Coaching*, 411-426.

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Appendix B: Blank mentoring expectations agreement

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.	
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.	

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Appendix C: Blank RPT Need Analysis Form

RPT's Needs (Linked with the ITE Curriculum Strands)	Support Strategies	Date for completion
Professional Behaviours & Teacher Wellbeing		
High Expectations & Managing Behaviours		
Subject & Curriculum Knowledge		
Planning, Teaching and Adapting Practice		
Progress, Outcomes and Assessment		

Appendix D: Example Mentor Conversation Prompts

Supporting Mentoring Conversations	
Subject/Phase:	**Secondary English**
Curriculum Stage	**Stage 3: Guided Implementation**
Curriculum Strand	**Progress, Outcomes & Assessment**
1. Learn that... *In university sessions, trainees will have encountered the following 'Learn that...' statements from the **CCF How Pupils Learn (Standard 2 – 'Promote Good Progress).** Mentors can access trainee learning materials in the Mentor Hub.*	• **2.5**: Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge. • **2.6**: Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly. • **2.7**: Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned. • **2.8**: Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall. • **2.9**: Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.
2. Learn how to... *In their school placements, mentors should enable trainees to develop this knowledge through engaging with the following 'Learn how to...' statements from the **CCF How Pupils Learn (Standard 2 – 'Promote Good Progress),** which puts this knowledge into practice.*	*Build on pupils' prior knowledge, by:* • **2d**: Discussing and analysing with expert colleagues how to sequence lessons so that pupils secure foundational knowledge before encountering more complex content. • **2e**: Discussing and analysing with expert colleagues how to identify possible misconceptions and plan how to prevent these forming. *And - following expert input - by taking opportunities to practise, receive feedback and improve at:* • **2f**: Encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed. *Increase likelihood of material being retained, by:* • **2i**: Discussing and analysing with expert colleagues how to design practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work.
3. Learn how to conversation prompts... *To enable trainees to think about, rationalise, and put into practice the 'Learn how to…' statements from the **CCF How Pupils Learn (Standard 2 – 'Promote Good Progress)** relevant for this stage of their learning, mentors can use a combination of the generic conversation prompts and the subject-specific, adapting*	Generic • 'Talk me through each recent/upcoming lesson in terms of how you build upon pupils' prior learning, assuring their foundational knowledge, before you move on to more complex content. How have you spaced the learning sequence?' (LHT 2d) • 'How will the data you have gathered on the pupils in each of your classes affect your upcoming planning?' (LHT 2d) • 'What possible misconceptions about our curriculum content have you observed, identified following conversations with colleagues, or anticipated in planning?' (LHT 2e) • 'What activities could you use in this lesson for the pupils to demonstrate pupils have achieved the learning objectives? How might you check that what they've learnt is in their long-term memory?' (LHT 2f) • 'Tell me about a range of formative assessment you use in a lesson.' (LHT 2f) • 'Tell me how you can use worked examples and give pupils opportunities to respond to their feedback.' (LHT 2f) Subject-specific (Secondary English): • 'What foundational knowledge of aspects of literature and language have you established that pupils know and how have you assessed pupils' prior knowledge and understanding of a text?' (LHT 2d)

for their context and current teaching.	• 'How can we sequence the next three lessons so that the pupils' knowledge and understanding of *Macbeth* is secured and then developed for more complex content, so that they can successfully address the theme of power in the forthcoming assessment?' (LHT 2d) • 'Pupils often attribute pathetic fallacy to descriptions of the weather. However, it is more accurately a kind of personification that assigns human emotions to inanimate (usually natural) objects. Coined by John Ruskin, the emphasis is on the use of emotions (the *pathos*) within the description. See [Literary Terms website](#) For more details. Given that pathetic fallacy is prominent in the text that you're teaching, how can you address this misconception with the class?' (LHT 2e) • 'At this point in *An Inspector Calls*, what do each of the characters know about the identity of Eva Smith? Why is this significant, and how might you check that the whole class is aware that the Inspector has shown the picture of her to each character individually?' (LHT 2f) • 'Knowledge and skills function slightly differently in English compared to other subjects. Retrieval practice does therefore need to be used in a way that fits with the discipline. Let's read this [blog](#) on retrieval practice in English and think about how you use retrieval practice in English lessons.' (LHT 2i)
4. Trainee school-based tasks... *The mentor conversation prompts will support the trainees' knowledge and understanding of how to develop planning for progress in a sequence, so that they can successfully demonstrate the 'Learn how to...' statements from the **CCF How Pupils Learn (Standard 2 – 'Promote Good Progress)** identified for this stage of their development.*	Plan a sequence of lessons (minimum of four), using the subject-specific Medium-Term Plan template provided. Identify the key learning objectives, using prior assessment data specific to the class you're teaching, so that you plan for their progress. Use Rosenshine's principles of instruction to help you structure the sequence, adapting for your subject, topic, and context. (LHT 2d) Revisit the following university Subject Method sessions: • SM20 'Essentials of Teaching & Learning in English' (CCF LT 2.6, 2.7, 2.8, 2.9) • SM31 'Creating a Scheme of Work' (CCF LT 2.4, 2.5, 2.6, 2.7, 2.8, 2.9) *For example, in this session, trainees learnt how to break down a sequence of learning, focusing on* The Tempest*, identifying which aspects of the text would be covered, what the focus of learning would be and what strategies would be used in each lesson. Trainees learnt that sequencing concepts and modelling are essential parts of teaching over time and that regular retrieval and spaced practice can ensure that learning is retained.* These materials can be accessed through Blackboard and the Mentor Hub.

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Appendix E: Lesson Feedback Form

Lesson Observation Feedback Guidance
An observation should typically follow the format below: 1. Prior to the observation: ensure that you and your RPT have identified an appropriate professional development focus. 2. During the observation: annotate their planning resources (such as a lesson plan) in relation to their identified focus and impact on children's learning. It may be helpful to write down what happens when in the 'observation notes' section. Consider your use of evaluative language in this section – do use it to identify aspects of good practice and record in the 'strengths' section, connected to the curriculum strands - as well as record questions that might prompt reflection (e.g. 'how might you re-organise the order of your instructions for the first activity?') 3. 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. 4. Begin the post-lesson discussion with a question such as 'What did you want the children to learn?' Discuss the RPT's reflections, contributing your own where appropriate (see further guidance for structuring lesson observation feedback conversations in the Mentor Handbook). Agree developmental targets and suggest some strategies that they can use to address them. 5. After the discussion: ensure that the RPT has a copy of any notes made this completed form.
University of Reading: Secondary Initial Teacher Education Partnership
RPT: **Observer:** **Date:**   **Class/group:**
Professional development focus for this lesson/sequence of lessons:
How has the RPT addressed their development focus?

Observation notes
(Please use the space below to make notes on the lesson – if you provide analysis/comments within a commentary, please highlight these for the RPT's ease and benefit)

Observer Reflections on the RPT's Lesson		
What **support** was received by RPT in planning this lesson and how effectively have they worked with colleagues in planning, teaching and responding to feedback?	Department lesson	
	Adapted department lesson	
	Non-department lesson	
What are the **strengths** (and/or areas that have been improved) from previous observations? (Where possible try to give subject-specific feedback and identify where the RPT has appropriately engaged with their ITE curriculum for this stage of the course):		
Professional Behaviours and Teacher Wellbeing (CCF 8)		

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High Expectations and Managing Behaviour (CCF 1&7)	
Subject and Curriculum Knowledge (CCF 3)	
Planning, Teaching and Adaptive Practice (CCF 4&5)	
Progress, Outcomes and Assessment (CCF 2&6)	

What **target**(s) would you like to see the RPT act on in future teaching?
(Where possible try to give subject-specific feedback)