Dear English Mentors,

I hope that you’re well and that your RPTs have got off to a flying start to the term.

This month’s bulletin focuses on the mentor training that you’ll have access to as School A placements come to an end and School B placements begin.

Here is the outline of the third Mentor Module ‘Moving Forwards’, with its emphasis on developing the RPTs beyond the basics that they will now have established:

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| **Mentor Module 3 ‘Moving Forwards’**   | 3.1) Implementing the trainee curriculum: Guided Stage Overview  | [Video](https://drive.google.com/file/d/1_9pFUKOkY23hucvm9IDgbkFOHKSx2Fwq/view?usp=drive_link)and completion [form](https://forms.office.com/e/Q5aueDXHcz) | January 2025 |
| Professional Practice Reviews 2  | In-person tutor visit  | Between 13.1.25-14.2.25 |
| Joint mentor visit  | In-person or online visit  | By 14.2.25 |
| New Mentor Training (Placement B)  | Live online [Click here to join the meeting](https://teams.microsoft.com/l/meetup-join/19%3Ameeting_ZmJiZjU4MGQtNWM3NC00M2Q5LWI2N2MtNGRjOWMxMDczZmNk%40thread.v2/0?context=%7b%22Tid%22%3a%224ffa3bc4-ecfc-48c0-9080-f5e43ff90e5f%22%2c%22Oid%22%3a%22b7050328-4cc7-4482-bf4f-eef36b0887d2%22%7d) | 3.30-5pm Thursday 6.2.25  |
| Contextualising your mentoring (subject-specific training meeting)  | Live online (meeting links to be sent separately)  | 3.40-5pm 11.3.25  |

You may still access the mentor training after Placement A comes to an end, even if you do not have an RPT for Placement B.

Implementing the Trainee Curriculum: Guided Stage Overview

You should already have received the link to the [**video**](https://drive.google.com/file/d/1_9pFUKOkY23hucvm9IDgbkFOHKSx2Fwq/view?usp=drive_link) for the **Guided Implementation Module** (the second practical teaching module for RPTs). This is a short (14min) watch and provides a useful overview of the module expectations. Once you’ve viewed the video, please could you complete this [form](https://forms.office.com/Pages/ResponsePage.aspx?id=xDv6T_zswEiQgPXkP_kOX7fhryqoFS9Nuwe3kyM5BVlUMEdFVkc4SlRUWTRZSjcyUlQwQTI1RzBMRS4u) to register your attendance. This is so that we are sure all mentors have been able to access all of the information needed.

Planning & Teaching Expectations for the Guided Implementation Stage

As you know, RPTs their **teaching timetable should increase towards 50%** by week 22 (27th January) and **72%\* timetable** for the final two weeks of the placement (3.2.25-14.2.25). \*This 72% timetable should be tailored to the needs of the individual RPT and can include a range of teaching involvement. Please refer to the [Guided Implementation video](https://drive.google.com/file/d/1_9pFUKOkY23hucvm9IDgbkFOHKSx2Fwq/view?usp=drive_link) for further guidance. Your Lead Mentor will also be in touch with examples of what this might look like in practice.

RPTs should be **moving to Medium Term Planning, with only one lesson in three requiring a full lesson plan**.  We spent the morning revisiting planning and progress last week, with the aim of consolidating medium-term planning and the RPTs were asked to bring a short MTP of their own design to the session to discuss how they had planned for pupil progress. RPTs also have the option of using a simplified ‘non-negotiables’ lesson plan proforma, which may be helpful.

You can access all of the mentor materials, including the subject-specific mentor conversation prompts, via the [Mentor Hub](https://sitesb.reading.ac.uk/ioe-mentoring/sample-page/pgce-secondary/).

Professional Practice Reviews (tutor visits)

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|  | **Professional Practice Review 2** |
| **ITE Curriculum Stage** | Guided Implementation |
| **Mentor Module** | 3 ‘Moving Forwards’ |
| **Format** | On-site school visit. Joint observation of RPT teaching a full lesson, followed by feedback conversation. |
| **RPT Preparation** | RPT to plan a lesson in detail, ensuring they provide a detailed lesson plan in advance of the lesson. Planning can be collaborative, although should show some independence. |
| **Mentor development focus** | Knowledge of key themes and content from ITE curriculum to be identified through lesson observations, capacity to conduct feedback conversations, and support for RPT to reflect following teaching and improve future teaching. |
| **RPT assessment focus** | RPT reveals their progress and attainment through a detailed discussion of their experiences, and their capacity to plan a lesson with some independence, using feedback from PPR1. RPT shows how effectively they implement lesson plans and reflect by drawing upon experiences and the ITE curriculum following teaching.  |

The PPR visit is a fantastic opportunity to not only see the RPTs in action in the classroom, but to have developmental conversations in tandem with you as mentors and the RPTs. It is the RPT’s responsibility to organise these visits, with the focus on demonstrating their implementation of planning, classroom presence and relationships with their pupils. It is helpful for the **joint observation** to have a focus (such as how they are adapting their teaching to the needs of the class), which can then be discussed after the lesson.

Joint Mentor Visit

So that you can have a hand-over conversation with your RPT’s School B mentor, RPTs will liaise with their second placement mentor so that you can have a short **(30min) online meeting** with them. These can take place at any time before the end of the School A placement (14.2.25). Your RPT should bring to the meeting a **completed Curriculum Check-Point self-audit** for this module, so that you can discuss strengths and areas for development with the School B mentor in preparation for their transition to their second school.

Provisional Report 2

As School A mentor, you will be completing your RPT’s **Provisional Report 2** (which can be found on the same Excel spreadsheet as Report 1), due for submission on their final School A placement, **Friday 14th February**. This will provide the opportunity for you to identify progress and targets that your RPT will then develop in their initial weeks in School B. The School B mentor will complete the final Report 2 (due 21st March), building on your assessment/comments.

CPD opportunities

You may find these links useful/interesting!

* Bennie Kara’s [blog](https://benniekara.substack.com/p/but-i-dont-want-to-offend-anyone?r=1p74z0&triedRedirect=true) on teaching unfamiliar cultures and concepts
* Those of you teaching *A Christmas Carol* may also find this [VictorianWeb blog](https://victorianweb.org/art/illustration/carol/1.html) interesting, looking at the illustrations for Fezziwig’s ball.  (The whole website is an excellent source for C19th texts.)
* The amazing Prof Emma Smith is running a series of free [webinars](https://www.eventbrite.co.uk/cc/english-facultyowc-shakespeare-webinar-series-3887823) on a range of Shakespeare plays, including [*Macbeth*](https://www.eventbrite.co.uk/e/english-facultyowc-shakespeare-webinar-macbeth-tickets-1110448875479?utm-campaign=social&utm-content=attendeeshare&utm-medium=discovery&utm-term=listing&utm-source=cp&aff=ebdsshcopyurl) on Monday 3rd February 6-7.15pm
* A useful [TES article](https://www.tes.com/magazine/teaching-learning/secondary/Three-ways-live-modelling-revolutionised-my-students-writing) on live modelling.
* This is a useful [guide](https://www.tes.com/magazine/teaching-learning/general/dyslexia-defintion-how-teachers-and-schools-can-help)for supporting dyslexic students.
* The English Association is starting a national conversation about the future of our subject.  Find out more [here](https://englishassociation.ac.uk/thinking-forwards-a-national-conversation-about-the-future-of-english/).
* Teresa Cremin's research on reading is excellent; read about her advice on encouraging reading for pleasure [here](https://www.tes.com/magazine/teaching-learning/general/encourage-pupils-reading-for-pleasure-teresa-cremin).
* This American [blog](https://www.aft.org/ae/winter2024-2025/catts_kamhi)offers some thoughts on reading comprehension.
* This short [video](https://ed.ted.com/lessons/why-should-you-read-james-joyce-s-ulysses-sam-slote) argues why everyone should read Joyce's Ulysses...
* A short [article](https://www.tes.com/magazine/teaching-learning/general/what-is-socratic-questioning)on Socratic questioning.
* We've dipped into a bit of stylistics in some university sessions.  Do take a look at the University of Nottingham's [Stylistics Toolkit.](https://www.nottingham.ac.uk/common/stylisticstoolkit/StylisticsToolkit/content/#/)

As ever, do let me know if you have any questions and I look forward to seeing many of you on my visits.

Best wishes

Rachel