Institute of Education

University of Reading

SUBJECT:

Supporting Mentoring Conversations:

Implementing the UoR ITE Curriculum during the Guided and Independent Implementation Stages

Curriculum Strand Shortcuts:

Professional Behaviours

High Expectations and Managing Behaviours

Subject and Curriculum Knowledge

Planning, Teaching and Adaptive Practice

Progress, Outcomes and Assessment

Guide for using this document:

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

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

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

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

The sections for each curriculum strand are:

1. Learn how to…: generic mentoring questions

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

2. Learn how to…: subject specific mentoring questions

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

3. Learn how to…: subject mentor community questions

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

Curriculum Stage	**Stage 3-4: Guided and Independent Implementation**
Curriculum Strand	Professional Behaviours
1. Learn how to… *Based on the CCF. Mentoring questions to prompt reflection and implement ITE curriculum.*	• What have you learnt about this issue at university recently? Are there any notes or recordings you could revisit to support you with this issue? • What networks are available to you in order to help with your subject knowledge/lesson planning/professional development? • How can you be proactive in getting the support you need? (e.g. university tutor, ITE cohort, other school mentor) • As a more established teacher, what sorts of things are you doing to ensure you are a 'professional'? • What are you currently doing to build your subject knowledge? • What do you want to focus on in your professional development this week? • What do you feel more confident about this week than you did last week? • What do you feel more confident about on this placement than you did previously? • Tell me about your findings from your first assignment? How are you implementing them? • Tell me about the research you have read as part of your second assignment. What research findings are underpinning your practice? • What have you learnt through your observations this week? • What support do you need in order to teach/resource/plan your upcoming lessons? • Which colleagues have you spoken to around the school in order to help your practice? • Have you any questions about how experienced teachers work as efficiently as possible? • Tell me how you are going to allocate your time for the rest for the rest of the week so we can discuss where you will make sure you have time off. • Talk me through which lessons you will plan quickly and simply this week. • Which aspects of the upcoming weeks would you like to do collaboratively with me/colleagues and which aspects would you like independence?
2. Learn how to… *Subject specific questions to really push trainee development in weekly mentor meetings*	• Tell me about a maths teacher you have come across in your reading who have produced resources that you would like to use. How might you use their resources in our curriculum? • Which websites have you been engaging with and using resources from? How has this informed your planning? (e.g. Variation Theory, Diagnostic Questions, Corbett Maths) • Tell me about how you could develop our curriculum by drawing upon a maths teaching website and how you intend on using their resources in your teaching. • Is there any research you have come across in your assignment reading that you will apply in your maths teaching?
3. Learn how to…	

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

Curriculum Stage	**Stage 3-4: Guided and Independent Implementation**
Curriculum Strand	High Expectations and Managing Behaviours
1. Learn how to… *Based on the CCF. Mentoring questions to prompt reflection and implement ITE curriculum.*	• How have you shown high expectations in your practice this week? • Can you talk me through the aims for Years 7/8/9/10/12 over this module? • Can you tell me the learning objectives from each of your upcoming lessons? • Talk me through a lesson activity that you implemented this week for the first time and how effective was it? How do you know? • What routines have you established with your classes? How secure are the pupils in what you expect from them? • What ground rules does every pupil in your class need to know and remember? • Tell me about the behaviour system in this school and where you will use it more proactively and consistently. • What sorts of language are your using to promote challenge in your lessons? • What sorts of behaviour do you want to see from the classes you teach? Talk me through the steps you are taking to promote these behaviours in your teaching. • What sorts of outcomes, effort and behaviour do you want to praise in your lessons this week? • What sorts of behaviour would you consider unsafe when teaching this topic or teaching this this class in this environment? • How are you going to ensure every pupil knows what to do when they are given a task in your lessons this week? • Tell me about a range of non-verbal cues you have used to get desired behaviours in your teaching recently. • What sorts of actions do you want to carry out to help behaviour around the school site? • Tell me how the literature you have been reading at university for your assignment is informing your expectations and aspirations for all pupils? • How are you going to motivate pupils in your upcoming lessons? How will you make the topics meaningful? How will you bring intrigue and curiosity to your lessons?
2. Learn how to… *Subject specific questions to really push trainee development in weekly mentor meetings*	• Can you show me where the maths objectives and outcomes are ambitious for this lesson? And for this sequence of lessons? • Why is the objective on your lesson plan a worthwhile objective for learning maths? • As a classroom-based subject, what are the routines that you are insisting upon in maths lessons? How are these differing for different classes? • What sorts of outcomes, effort and behaviour are particularly praise-worthy in your upcoming lessons? • How could you ask greater depth questions to challenge students conceptual thinking and interleaving of the curriculum?

3. Learn how to… *Space for mentors to write questions that will help support the ITE Curriculum, following engagement with the Mentor Curriculum and collaborating with other mentors.*	
For reference: **Learn that…** *Taken directly from the CCF. Those in bold will have been explicitly explored in centre-based sessions at this Stage.*	• Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. • Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. • Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential. • Setting clear expectations can help communicate shared values that improve classroom and school culture. • A culture of mutual trust and respect supports effective relationships. • High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds • Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment. • A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs. • The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives. • Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success. • Building effective relationships is easier when pupils believe that their feelings will be considered and understood. • Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward). • Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.

Curriculum Stage	**Stage 3-4: Guided and Independent Implementation**
Curriculum Strand	**Subject and Curriculum Knowledge**
1. Learn how to… *Based on the CCF. Mentoring questions to prompt reflection and implement ITE curriculum.*	• What content do we teach in Y7/8/9/10/12 this term? Can you explain why we teach this content? Do you have any questions about our selections? • What content could we teach but choose not to? Do you know why we have omitted that content? Are there any opportunities for you to develop our curriculum by including content we had omitted? • Are there any important ways that the department's curriculum aligns with the wider school curriculum? How does this help/hinder the pupils' understanding? • Are you confident on what concepts are particularly important in our curriculum? • How are you breaking down, emphasising and revisiting these concepts to ensure pupils have increasingly secure (and complex) understandings of these concepts? • In your upcoming lessons, what concepts and knowledge will pupils need to learn? • How will you make sure pupils think hard about these concepts and knowledge? • In your teaching, what analogies, stories and/or illustrations could be used to make knowledge more memorable? • Tell me what you have learnt at university about some of the ways to make the learning more joyful and/or the knowledge more memorable? • How will you find the resources to plan and teach your upcoming lessons? • Which parts of the lesson would it be useful to team-teach in order to build your subject knowledge at an appropriate pace? • In your observations and teaching, what have the pupils found difficult? How can their difficulties and misconceptions help inform your planning? • What sorts of activities do have you seen and used on this placement, which require pupils to practise using the knowledge/skills that they've been taught? • What knowledge do you want pupils to have in their working memories at the start of your upcoming lessons? What retrieval questions might help achieve this? • In your observations and teaching, what ways are there to introduce new vocabulary? How effective have different approaches been in making content accessible for pupils with low levels of literacy? • Are there ways you can use your subject community to build up your subject knowledge?
2. Learn how to… *Subject specific questions to really push trainee development in weekly mentor meetings*	• What substantive concepts do you think are particularly important in our curriculum? What approaches will you use to explore these and make them accessible? • What sorts of knowledge do the pupils need to be able to draw upon to achieve the lesson objective? • Tell me five things that you want every pupil to know securely about this period by the end of each upcoming lesson. • What do you think would be key skills and topic areas for students preparing for GCSE (and A Level) exams? • What strategies could you use to support students with AO2 and AO3 exam questions?

3. Learn how to… *Space for mentors to write questions that will help support the ITE Curriculum, following engagement with the Mentor Curriculum and collaborating with other mentors.*	
For reference: **Learn that…** *Taken directly from the CCF. Those in bold will have been explicitly explored in centre-based sessions at this Stage.*	• A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning. • Secure subject knowledge helps teachers to motivate pupils and teach effectively. • Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed. • Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable. • Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial. • In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about. • In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or "schemata"); carefully sequencing teaching to facilitate this process is important. • Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context. • To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode. • Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.

Curriculum Stage	**Stage 3-4: Guided and Independent Implementation**
Curriculum Strand	**Planning, Teaching and Adapting Practice**
1. Learn how to… *Based on the CCF. Mentoring questions to prompt reflection and implement ITE curriculum.*	• Have you seen some examples of processes explained or models that make abstract ideas more accessible? Could you try any of these approaches in your teaching? • How will you break down learning into accessible steps in your upcoming lessons? • What have you learnt about scaffolding learning from university sessions and observations? How have/will you put these into action yourself? • What support do you need in completing the medium term lesson planning proforma? • How has classroom talk been used effectively in observations and your teaching? • Which questioning techniques will you use this week? How will you know if they proved effective? • Tell me about the HW you plan to set this term and explain your rationale. • Tell me how you will draw upon HW in lessons. • How have lessons that you've observed and taught been designed to build on pupils' prior knowledge? What about in your upcoming lessons? • What do you already know about SEND from your prior experience/university sessions? What have your learned from data and the SENCo about the support individual pupils will need in your upcoming lessons? • Tell me how you plan to potentially adapt your teaching to support all pupils in your upcoming lessons?
2. Learn how to… *Subject specific questions to really push trainee development in weekly mentor meetings*	• What substantive concepts in your upcoming lessons need to be broken into clear steps? How will you use visuals, manipulatives, activities, props etc to support your explanations of these concepts? • Tell me about an activity or resource that you learned about at university that you are using in your planning and teaching this week. • If during a lesson you notice that students don't have the understanding you need to continue to the next part of the lesson, what strategies could you use? • How could you provide extra challenge to students without accelerating through the curriculum?
3. Learn how to… *Space for mentors to write questions that will help support the ITE Curriculum, following engagement with the Mentor Curriculum and collaborating with other mentors.*	

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



Curriculum Stage	**Stage 3-4: Guided and Independent Implementation**
Curriculum Strand	**Progress, Outcomes & Assessment**
1. Learn how to… *Based on the CCF. Mentoring questions to prompt reflection and implement ITE curriculum.*	• How have you planned to avoid overloading pupils' working memory in your teaching recently? Where hasn't it worked and what would you do differently? • What sorts of actions are you using to reduce distractions to achieving your learning objectives? • Talk me through each recent/upcoming lesson in terms of how you build upon pupils' prior learning? • In your medium term planning, what have you done/will you do to secure learning in the pupils' long-term memories? • What possible misconceptions about our curriculum content have you observed, identified following conversations with colleagues, or anticipated in planning? • In your teaching, what opportunities will/have pupils have/had to think hard about the key learning objectives? • When planning retrieval activities for this sequence of lessons, what is the knowledge pupils need to have in their working memories? • What sorts of activity have you used particularly effective? Why were they so effective? How might you need to adapt them when using again? • What activities could you use in this lesson for the pupils to demonstrate pupils have achieved the learning objectives? • Tell me about a range of formative assessment you use in a lesson? • Tell me how you give pupils opportunities to respond to their feedback? • How will the data you have gathered on the pupils in each of your classes affect your upcoming planning? • How are you incorporating the assessment information that colleagues have shared with you, when planning upcoming lessons with this group? • Talk me through a questioning sequence that you have planned for an upcoming lesson. • What principles of effective assessment (particularly from Black & Wiliam, and Christadoulou) have you incorporated in your practice? • What are you looking for when marking the pupils' work? • What alternatives are available so you can give high-quality feedback without actually marking? • Talk me through your mark book and what data you will try and capture this term. • Talk me through each year group you teach: what do you want the pupils to do with your feedback once you have given it to them?
2. Learn how to… *Subject specific questions to really push trainee development in weekly mentor meetings*	• What is a realistic goal of pupil attainment for this lesson/sequence of lessons? • How might you adapt the department lesson/enquiry question to bring about different mathematical outcomes? After reviewing the pupil outcomes, what feedback will help the pupils' mathematical understanding? • Which strategies have you tried as a way of checking student understanding? • How could you respond if you identify a number of students have not understood a key concept in your lesson? • How can use of summative assessment data inform your planning?

	• If you notice in an assessment task or homework that there are common errors and misconceptions, what strategies could you apply to address these during the next lesson?
3. Learn how to… *Space for mentors to write questions that will help support the ITE Curriculum, following engagement with the Mentor Curriculum and collaborating with other mentors.*	
For reference: **Learn that…** *Taken directly from the CCF. Those in bold will have been explicitly explored in centre-based sessions at this Stage.*	Learning involves a lasting change in pupils' capabilities or understanding. Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas. An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory. Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded. Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge. Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly. Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned. Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall. Worked examples that take pupils through each step of a new process are also likely to support pupils to learn. Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs. Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear. Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use. To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect. High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve. Over time, feedback should support pupils to monitor and regulate their own learning. Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.