University
of Worcester

Institute of Education

ITT Mentor Manual
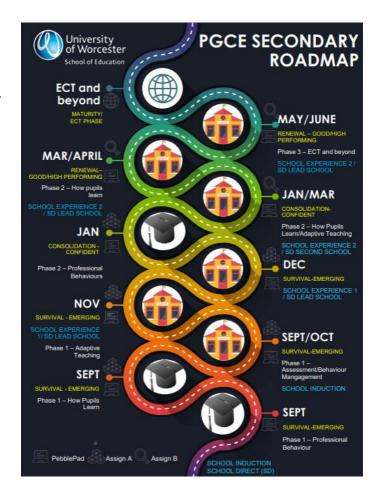
2023-24 – Phase 1

General for PMs

ITT Mentor Manual – Phase 1

This booklet contains weekly notes to support you, as the ITT Mentor, in your weekly mentor meetings and connect the relevance of their university sessions with their classroom practice whilst on placement with you.

Trainees have a **weekly one-hour mentor meeting**, in addition to the **two 15-minute post lesson conversations**. If you have any questions about mentor meetings, please contact the subject tutor (university) in the first instance.

Each week's page contains the following information, which you can use as an agenda, to support you in your mentoring role:

- A given **focus** for the week
- Bullet point list about how this focus has covered in **university sessions.**
- **Reminders** for mentors about key information, tasks, or dates for that week.
- **Training ideas** – these are discussion points and suggested activities, linked to the week's focus, for you to work through with the trainee during the meeting. These are mapped carefully to the Core Content Framework's 'Learn How To…' statements.
- Copy of the **weekly reflection** questions that trainees will complete on PebblePad – you may be able to support them with these.
- A copy of the **Blueprint target** that trainees have set for them in Phase 1. They will have a second target that is bespoke to their needs and discussed with you in this meeting.

MENTOR MEETING FOCUS: Expectations

Links to content in university

Professional studies sessions on:
- The importance of high expectations.
- Tom Bennett's relationships, routines, and responses.

Trainees have a copy of the **UW Blueprint** in the progression.

Reminders for mentors

- Share expectations for attendance and punctuality, sharing lesson plans 2 days in advance, attending meetings etc.
- Introduce the trainee to the class as a 'teacher' rather than a 'trainee teacher'.
- Trainees have an Induction Booklet to complete.
- Ask your trainee to share PebblePad. You should receive two links: one for the weekly reviews and one for the portfolio.
- Trainees attend in-school Professional Studies sessions and have a copy of the sessions they upload to PebblePad.

Training ideas

Ask the trainee:
- What strategies have you seen when observing teachers setting high expectations for learning? (verbal and non-verbal)
- Once you have identified these, can you explain why this was high impact?
- How did the teacher redirect the pupils to focus? Use the UW Blueprint in your discussions.

Then you could do this **activity**: identify the routines that you want your trainee to establish in their lessons.

LHT7h *Discussing and analysing with expert colleagues how routines are established at the beginning of the school year, both in classrooms and around the school.*
LHT7f *Using consistent language and non-verbal signals for common classroom directions.*
LHT1e *Receiving clear, consistent, and effective mentoring in how to create a culture of respect and trust in the classroom that supports all pupils to succeed (e.g., by modelling the types of courteous behaviour expected of pupils).*

Weekly review reflections for trainees

- (PB) Who is the Designated Safeguarding Lead (DSL) in your school? Reflect on what you have learnt about Safeguarding.
- (SKP) Think about the subject knowledge you have covered so far. Take one topic and discuss how you would break complex materials into smaller tasks.

Targets

- Target: Have high standards of attendance, punctuality, and dress.
- Strategies: 1. Find out the minimum expectation of starting and finishing the school day (may vary across the week). 2. Know what the school policy is for planned and unplanned absence. Check if there is anything additional for your mentor. 3. Read the school policy for staff dress/behaviour.
- Lesson: You identify as appropriate, in discussion with your mentor.
- Curriculum threads: PB

- Use the pink progression booklet to support your trainee to set targets. You may find the **Target Setting Booklet** and **Blueprint** useful too. Ask your trainee to log into PebblePad during your weekly review meeting and work together to write targets. Your trainee needs to send you a link to their PebblePad so that you can log in at any time to view their reflections and targets.

Links to content in university

Professional studies sessions on:

- Setting learning intentions (objectives/outcomes) in terms of the pupils **knowing more, doing more and remembering more.**
- Applying the **UW Principles for Lesson Design** to planning single lessons.

Reminders for mentors

- New to Worcester mentor training – 20th October.
- Ask your trainee to bring their laptop/device to weekly mentor meetings. During this meeting, discuss targets and make sure they complete their targets for the following week, using the SHARP target setting approach.
- Finalise your trainee's timetable (include working with a form group and doing a duty). Your trainee needs to use the UW template to present their timetable on PebblePad.

Training ideas

Ask the trainee:

- Look at a lesson plan from the department. How are the learning objectives phrased? How does the teacher share them?
- How are the learning objectives linked to the curriculum?
- How does each part of the lesson deliver the objective? Can the trainee pick out the chunks?
- How was the learning assessed?

Then you could do this **activity**: Jointly plan a lesson with your trainee, considering the questions above, and articulate your thoughts – "why did you do it in that way?"

LHT 2c Breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps).
LHT 4a Observing how expert colleagues break tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes) and deconstructing this approach.

Weekly review reflections for trainees

- (AT) Reflect on the diverse range of pupils you will teach. Talk to your mentor about how they provide the opportunity for all pupils to experience success. Write a summary of key discussion points.
- (HPL) High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds. How does your mentor and other expert colleagues communicate a belief in the academic potential of all pupils? List some strategies.

Targets

Target: Learn the names of students in one class (e.g., form group, class you are most often with).
Strategies: 1. Talk to expert colleagues about how they learn names 2. Try strategies such as name tents, annotated seating plan, photographs, learning a few at a time, to help learn names quickly 3. Use pupil names in conversations.
Lesson: You identify as appropriate, in discussion with your mentor.
Curriculum threads: BM1, BM3

- Use the pink progression booklet to support your trainee to set targets. You may find the **Target Setting Booklet** and **Blueprint** useful too. Ask your trainee to log into PebblePad during your weekly review meeting and work together to write targets. Your trainee needs to send you a link to their PebblePad so that you can log in at any time to view their reflections and targets.

MENTOR MEETING FOCUS: Rewards and Sanctions   Week ending 20ᵗʰ October 2023

Links to content in university

Professional studies sessions on:

- Responses to positive behaviour.
- Motivation for positive behaviour.
- Positive environments for pupils with autism

Reminders for mentors

- Write two formal lesson observations each week (referring to the UW curriculum threads – your trainee should give you the progression booklet and blueprint before the observation).
- New to Worcester Mentor Training – 20th October.
- After half term trainees should be teaching 6 solo lessons, 5 collaboratively and have focused observations for 3 lessons.

Training ideas

Ask the trainee:

- Select one class the trainee will be teaching. How does the teacher make sure that everyone is included in the lesson?
- How does the teacher select the pupils that will be rewarded? What are the rewards?

Then the trainee could do this **activity**: Script some reward phrases to try out and rehearse them.

LHT7b *Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom.*
LHT1h *Acknowledging and praising pupil effort and emphasising progress being made.*

Weekly review reflections for trainees

- (HPL) Observe your mentor teaching one topic. Consider how they sequence a lesson so that pupils secure foundational knowledge before encountering more complex content. Explain what you see.
- (BM) How does your mentor/school establish a supportive and inclusive environment with a predictable system of reward and sanctions in the classroom? Consider how expected behaviours are reinforced and praised. What sanctions could you (or have you) used for pupils that don't follow routines or expected behaviours?

Targets

Target: Create and explicitly practice entry and exit routines, modelling the types of courteous behaviour expected of pupils.
Strategies: 1. Complete task one in the induction booklet. 2. Plan and practice how to introduce the routine for the first time. 3. Explain what each routine means and what it looks like. 4. Model the routine and ask your mentor for feedback.
Lesson: Discuss with your mentor and identify ONE appropriate lesson.
Curriculum threads: BM1, BM3, BM5.

MENTOR MEETING FOCUS: Prior Learning   **Week ending 27th October 2023**

Links to content in university

Professional studies sessions on:

- Cognitive Load Theory.

Trainees were asked to read:

Sweller, J. (2016) Working Memory, Long-term Memory, and Instructional Design. Journal of Applied Research in Memory and Cognition, 5(4), 360-367.

Reminders for mentors

- Review and set targets during each weekly mentor meeting (including strategies the trainees can use the following week).
- Ensure all lessons which are not formally observed have informal written feedback in the purple exercise book (trainees should give this to the observer before the lesson is observed).
- There is an accredited Computer Science Accelerator course during half term (2 days) for any trainee who would like to add this to their CV. Details on the trainees' the weekly briefing.
- Over half term, trainees will be working on their Assignment A resource. Make sure that you have discussed this and identified a group/topic area for them to focus on.

Training ideas

Ask the trainee:

- Choose one topic the trainee will be teaching. What prior knowledge do pupils have?
- What are the common misconceptions?
- What do pupils often struggle with?

Then you could do this **activity**: Identify a topic. Support your trainee with pre-empting a misconception. Ask them to rehearse an explanation.

LHT2a Receiving clear, consistent, and effective mentoring in how to take into account pupils' prior knowledge when planning how much new information to introduce.
LHT6d Receiving clear, consistent and effective mentoring in how to structure tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g., by using common misconceptions within multiple-choice questions).
LHT5j Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge.

Weekly review reflections for trainees

- (SKP) Secure subject knowledge helps teachers to motivate pupils and teach effectively. What essential concepts, knowledge, skills and principles of your subject do you need to improve to support your teaching in the next half term. How will you achieve this? You may wish to refer to your subject knowledge audit.
- (AT) Consider strategies from university/school on SEND. Think of one pupil you have encountered who requires adaptive teaching (perhaps a SEND pupil, EAL, more able or disadvantaged pupil). What is the pupil's specific need? What strategies did your mentor/the class teacher/you use to address the pupil's specific need? (Remember to keep the pupil's identity anonymous in this reflection.)

Targets

Target: Use a strong voice to gain the attention of a class.
Strategies: 1. Watch expert colleagues. 2. Stand and speak with purpose 3. When giving instructions, stop moving and strike a formal pose 4. Use a formal register including tone and word choice. 5. Practice this with your mentor and ask for feedback.
Lesson: You identify as appropriate, in discussion with your mentor.
Curriculum threads: BM1, BM7.

Links to content in university

Professional studies sessions on:

- Questioning strategies.

Reminders for mentors

- Trainees will be at university on Friday 17ᵗʰ November and Monday 20ᵗʰ November.
- On Friday trainees will be sharing their ideas for their Assignment A resource. Please ask them about this if you haven't already.

Training ideas

Ask the trainee:

- To provide examples of closed and open questions.
- Have you asked the pupils any questions that they have struggled to answer and what did you do?
- What is the benefit of wait time?

Then the trainee could do this **activity**: Plan two questions to ask in one lesson this week.

LHT3g Being aware of common misconceptions and discussing with expert colleagues how to help pupils master important concepts.
LHT3l Providing tasks that support pupils to learn key ideas securely (e.g., quizzing pupils so they develop fluency with times tables).
LHT4o Including a range of types of questions in class discussions to extend and challenge pupils (e.g., by modelling new vocabulary or asking pupils to justify answers).
LHT4p Providing appropriate wait time between question and response where more developed responses are required.
LHT6g Monitoring pupil work during lessons, including checking for misconceptions.

Weekly review reflections for trainees

- (PB) How are you using the progression booklet? Have you discussed your progress with your mentor? How do you use the progression booklet to help set targets?
- The booklet is organised into curriculum themes: behaviour management, how pupils learn, adaptive teaching, subject knowledge and pedagogy, assessment, and professional behaviours. You will notice these themes as they spiral through your training when you will revisit key aspects in different phases of the course. There is also a thread called 'Equality, Diversity and Inclusion' that is referenced against part 2 of the Teachers' Standards in the progression booklet.

Targets

Target: Write precise learning objectives for one lesson.
Strategies: 1. Talk to your mentor about writing precise learning objectives that are curriculum driven 2. Write an objective that can be accomplished in one lesson 3. Review your planned objective with your mentor 4. Plan a formative assessment task (brief final mini assessment) linked to lesson objectives.
Lesson: You identify as appropriate, in discussion with your mentor.
Curriculum threads: HPL7, SKP1, SKP2

MENTOR MEETING FOCUS: Formative Assessment   **Week ending 17th November 2023**

Links to content in university

Professional studies sessions on:

- Formative assessment.

Trainees were asked to read:
Wiliam, D. (2017) Assessment, marking and feedback. In Hendrick, C. and McPherson, R. (Eds.) What Does This Look Like in the Classroom? Bridging the gap between research and practice. Woodbridge: John Catt.

Reminders for mentors

- Trainees will be at university on Friday 17th November and Monday 20th November. Please factor the planning for this in your mentor meeting.
- Are you using the progression booklet? The booklet is organised into curriculum themes:
  - Behaviour management.
  - How pupils learn.
  - Adaptive teaching.
  - Subject knowledge and pedagogy.
  - Assessment.
  - Professional behaviours.

These themes spiral through the training year when trainees will revisit key aspects in different phases of the course. There is also a thread called 'Equality, Diversity and Inclusion' that is referenced against Part 2 of the Teachers' Standards in the Progression Booklet.

Training ideas

Ask the trainee:

- To reflect on previous lessons that they have observed and identify the formative assessment strategies or opportunities.
- To model a formative assessment that you have used in their own teaching.

Then you could do this **activity**: Challenge the trainee to look at a lesson plan and identify an appropriate place for formative assessment, for example, a hinge question.

LHT 6a Discussing and analysing with expert colleagues how to plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g., by using hinge questions to pinpoint knowledge gaps).
LHT 5c Making use of formative assessment.
LHT 6m Develop an understanding that written marking is only one form of feedback.

Weekly review reflections for trainees

- (HPL) Periodic reflection point - lesson planning. The five Principles of Lesson Design (see Blackboard Lesson Planning Toolkit) are framed as questions that you ask yourself as you move around the design process. What have you found are the challenges of lesson planning and how do you intend to refine this process?
- (PB) How does your school promote health and wellbeing for pupils? How does your school promote health and wellbeing for staff? How do you promote your own health and wellbeing?

Targets

Target: Design a mini assessment aligned to the learning objective.
Strategies: 1. Identify the skill or knowledge that you expect the students to have mastered following your teaching episode. 2. Plan a short activity that will demonstrate if this has been mastered. 3. Ask your mentor if this task aligns to the objectives, adjusting if necessary. 4. Incorporate the mini assessment into your learning episode.
5. Review how this went with your mentor.
Lesson: You identify as appropriate, in discussion with your mentor.
Curriculum threads: HPL1, HPL5, SKP1, SKP2, SKP3, A

MENTOR MEETING FOCUS: Professional persona   **Week ending 24ᵗʰ November 2023**

Links to content in university

Professional studies sessions on:

- The importance of relationships.
- Motivating strategies.

Trainees were asked to read:
Lazowski, R. A., & Hulleman, C. S. (2016) Motivation Interventions in Education: A Meta-Analytic Review. Review of Educational Research, 86(2), 602–640. https://doi.org/10.3102/0034654315617832

Reminders for mentors

- Trainees at university for their writing retreat on Friday 8ᵗʰ December.

Training ideas

Ask the trainee:

- How do teachers motivate all pupils through their use of language and intonation?
- How do teachers manage pupils making mistakes in the classroom?
- How do teachers respond when they make mistakes in the classroom?

Then you could do this **activity**: Ask the trainees to observe a lesson and create a tally chart of all the positive and motivational statements made by the teacher. Note some of the phrases used. Create a list of the superlatives that are used, for example, "excellent work Robert that is a good answer", "fantastic example Claire you have given good detail".

LHT1b Using intentional and consistent language that promotes challenge and aspiration.
LHT1c Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine
LHT7l Responding consistently to pupil behaviour

Weekly review reflections for trainees

- (PS in school) Your programme this term should include: induction/professional behaviours, behaviour management, adaptive teaching to meet the needs of individual pupils and assessment using school data. Briefly note what have you learnt in your sessions and how have you put this into practice.
- (Enhancement Activity) Why did you choose your option? What did you learn in this session? If you didn't choose an enhancement activity, why not? How did you use this time instead?

Targets

Target: Make use of praise and rewards in line with your school's policy
Strategies: 1. Observe expert colleagues and how they use praise/rewards. 2. Be familiar with the school policy on praise/rewards 3. Narrate what students are doing well in one learning episode (give rewards if appropriate) 4. Discuss and reflect on your use of praise in your lesson.
Lesson: You identify as appropriate, in discussion with your mentor.
Curriculum threads: BM6

MENTOR MEETING FOCUS: Explanations and Modelling   Week ending 1st Dec 2023

Links to content in university

Intensive training and practice (ITAP) week on:

- Practicable explanations and modelling strategies (e.g., scaffolded modelling, worked examples, live modelling and "I do, we do, you do")
- Observations of explanations and modelling in subjects
- Deliberate practice of explanations and modelling in subjects

Reminders for mentors

- School Report 1 due Friday 15th December. Email to c.rowlands@worc.ac.uk once completed with comments
- Ensure that the report has been discussed with the trainee and that they have a final copy to upload to PebblePad.
- Trainees at university for their writing retreat on Friday 8th December

Training ideas

Ask the trainee:

- Which topics have you or your pupils found to be tricky concepts this week?
- Can you share how you scaffold the pupils learning to overcome these barriers?
- What modelling strategies can be used prior to scaffolding this to novice learners? (For example, teacher demonstration, a narration, ask a pupil to model, worked example using a visualiser, a video clip)

Then the trainee could do this **activity**: Think about one of the lessons that you will be teaching next week. Where will the challenging elements be? Can you plan how you will model and then scaffold this?

LHT 4b Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.
LHT4g Starting expositions at the point of current pupil understanding.
LHT2b Discussing and analysing with expert colleagues how to reduce distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content).

Weekly review reflections for trainees

- (HPL) Watch your mentor and deconstruct how routines are explicitly taught in the classroom. Look specifically at the way they give clear instructions, their use of language and how understanding of instructions are checked before pupils begin a task. Reflect on ways that you could rehearse this and embed it into your teaching.
- (HPL) Think about university/school sessions on retrieval practice. How could you build regular review and practice of key ideas and concepts over time into your planning? Bullet point a few points. Ask your mentor for help if needed.

Targets

Target: Plan opportunities for student independent practice.
Strategies: 1. Plan an opportunity for pupils to practise independently 2. Implement a longer independent practise and/or plenary task to see how many of the pupils have mastered the concept. 3. Review with your mentor.
Lesson: You identify as appropriate, in discussion with your mentor.
Curriculum threads: HPL1, HPL3, HPL5, SKP1, A1, A2, A4

MENTOR MEETING FOCUS: Supporting individual pupils   Week ending 8th Dec 2023

Links to content in university

Professional studies sessions on:

- How pupils with dyslexia.
- Making sense of autism.
- Consideration of those with SEMH.

Trainees were asked to read:
Davis et al. (2004) Teaching Strategies and Approaches for Pupils with Special Educational Needs: A Scoping Study. Accessible from: http://dera.ioe.ac.uk/6059/1/RR516.pdf

Reminders for mentors

- School Report 1 due Friday 15th December. Email to c.rowlands@worc.ac.uk once completed with comments.
- Ensure that the report has been discussed with the trainee and that they have a final copy to upload to PebblePad.

Training ideas

Ask the trainee:

- How do teachers portray their high expectations to the class?
- What are the strategies for identifying pupils who need content further broken down?
- Can you focus on one particular pupil and explain the additional support that they need and then the steps that you take to ensure that this pupil can achieve in the lesson?

Then the trainee could do this **activity**: During an observation, identify a pupil that may need additional support. How does the teacher support them in the class? How do they interact with them? What impact does this have on the pupil? What did they achieve in the lesson?

LHT 5b Identifying pupils who need new content further broken down.
LHT5e Observing how expert colleagues adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations and deconstructing this approach.

Weekly review reflections for trainees

- (HPL) In your lessons this week, have the pupils made progress (individuals, groups and whole class)? Consider if they are making progress over time (in the sense of knowing more, remembering more and being able to do more).
- How do you know (evidence: marking, progress from starting points, overcoming misconceptions)? Ask your mentor or a colleague for their opinion as well.
- (HPL) When monitoring pupil work what are the most common misconceptions? Give one example and identify how to prevent these from forming (ask your mentor for their opinion as well!)

Targets

Target: Know when students are off task using your teacher radar.
Strategies: 1. Deliberately scan the room for off-task behaviour 2. Choose 3/4 hot spots (places where you have pupils who often get off task) to scan constantly 3. Be seen looking - exaggerate by craning your neck to appear to be seeing all corners of the room 4. Circulate the room with purpose 5. Reflect on this with your mentor.
Lesson: You identify as appropriate, in discussion with your mentor.
Curriculum threads: BM1, BM4, BM5, BM6, BM7

MENTOR MEETING FOCUS: Common misconceptions   Week ending 15th Dec 2023

Links to content in university

Professional studies sessions on:
- Formative assessment.
- Explanations & modelling.

Trainees were also asked to read:

Paschler, H., Bain, P. M., Bottge, B. A., Graesser, A., Koedinger, K., McDaniel, M. & Metcalfe, J. (2007) Organizing Instruction and Study to Improve Student Learning. Washington D.C., USA: U.S. Department of Education.

Reminders for mentors

- **School Report 1 was due Friday 15th December**. Email to c.rowlands@worc.ac.uk once completed with comments as soon as possible.
- Ensure that the report is discussed with the trainee and that they have a final copy to upload to PebblePad.

Training ideas

Ask the trainee:

- Can you share specific examples of **common misconceptions** in your subject? What do pupils often get wrong? Can you share examples from different key stages?
- Which tasks and questions can be used to identify common misconceptions (e.g., multiple choice questions with an incorrect answer, non-examples, show me, tell me either practically or with mini whiteboards)?
- Is there anything in the topics that you are teaching that pupils need to "unlearn" or to develop further, before moving on?

Then the trainee could do this **activity:** Identify a lesson and plan a task to address this misconception.

LHT 6d - *Receiving clear, consistent, and effective mentoring in how to structure tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g., by using common misconceptions within multiple-choice questions).*
LHT6g - *Monitoring pupil work during lessons, including checking for misconceptions.*
LHT3g - *Being aware of common misconceptions and discussing with expert colleagues how to help pupils master important concepts.*
LHT5k - *Building in additional practice or removing unnecessary expositions.*

Weekly review reflections for trainees

- (HPL) An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory. Recall some strategies used to avoid overloading working memory. Your mentor may have some ideas as well.
- (AT) Consider strategies from university/school on SEND. Think of one pupil you have encountered who requires adaptive teaching (perhaps a SEND pupil, EAL, more able or disadvantaged pupil). What is the pupil's specific need? What strategies did your mentor/the class teacher/you use to address the pupil's specific need? (Remember to keep the pupil's identity anonymous in this reflection.)

Targets

Target: Conduct an effective whole class reset.
Strategies: 1. Script an 'in the moment' reset e.g., stop teaching, give a clear "what to do", praise, pick up tone and energy. 2. Implement an in the moment reset, when a class veers off task during the lessons using the structure from your script. 3. Refine the script and ask your mentor for feedback.
Lesson: You identify as appropriate, in discussion with your mentor.
Curriculum threads: BM3, BM4, BM5

Links to content in university

Professional studies sessions on:
- Cognitive Load Theory.
- Questioning strategies.
- Formative assessment.

Trainees were also asked to read:

Black, P. and Wiliam, D. (2009) 'Developing the theory of formative assessment. Educational Assessment, Evaluation and Accountability, 21(1), pp.5-31.

Reminders for mentors

- Please do not discuss any possible placement 2 trainee with your current trainee – we do not tell Core trainees where they are placed until January.
- Make sure that arrangements for returning materials are clear.

Training ideas

Ask the trainee:

- What assessment strategies can you use in the classroom to check understanding in the moment?
- What assessment strategies can you use to check progress over time?
- How do you know that common misconceptions have been addressed?

Then you could do this **activity: r**eflect on how you might revisit this topic to reinforce the learning.

LHT3k *Learn key ideas securely (e.g. quizzing pupils so they develop fluency with times tables).*
LHT6e *Using assessment to check for misconceptions.*

Weekly review reflections for trainees

- (HPL) Having worked in your department for several weeks describe one analogy, illustration, example, explanation or demonstration that you have considered to be 'a keeper' for your future teaching. How did it support pupils to understand?

Targets

Targets – to be set at the start of next placement.

PGCE SECONDARY MENTOR MAT

Lesson Planning

Designing lessons should be considered as a *process* rather than a *product.*

Individual lesson plans are the product of a thinking and design process.

Pupil Progress Pupil Progress Pupil Progress Pupil Progress Pupil Progress

HOW did my teaching create learning?

WHO am I teaching?

FIVE Principles for Lesson Design

How will the learning be assessed?

WHAT am I teaching?

How am I teaching?

Autumn term – Phase 1
- practice in planning individual lesson.

Spring/summer term - Phases 2 & 3
- autonomy and freedom to plan sequences of lessons (two, three, four or more lessons).

SHARP Target Setting

01 Specific
What exactly needs to be achieved?

02 How?
How will the target be achieved? What actions need to be taken (2-3)?

03 Achievable
Set the time scale. Which lessons will be observed?

Together we need to ...ensure routine target setting and target reviews are detailed, subject-specific where appropriate, and rooted in a thorough evaluation of trainees' recent practice (Ofsted 2020:p47)

04 Related
Relate to the UW ITTE curriculum so that progress can be tracked

05 Progressive
Pitch targets from emerging through to high performing.

Weekly review agenda

Three positive points from the week. Agree one to two blunt targets. Make them SHARP. Identify the lessons to be observed and discuss the content. Review the Progression booklet. Always ask for the trainee's opinion.

Post lesson discussion

Start with the positive – what did pupils learn, what did you enjoy, what went well?

Have 3-4 questions ready.

Do not give the answers.

Aim for the trainee to do more talking than you.

Autumn checklist

- Weekly reviews.
- Induction booklet.
- Assignment A – resource and reflective commentary.
- 2 written evaluations per week.
- Subject knowledge audit.
- PebblePad and weekly reviews.

Spring/summer checklist

- Move to sustainable lesson planning.
- Evaluations as part of the weekly review.
- Assignment B – literature review and presentation.
- Review the transition plan.
- PebblePad.
- Weekly reviews.
- Subject knowledge audit.
- I made a difference tab.
- Post-16 experience.

Final checks

PebblePad.

Attendance record completed.

Primary placement.

UW Career entry profile.

Final report.

Viva voce.

Are you using the Progression Booklet?

Themes from the taught UW ITTE curriculum when observing

Behaviour Management — BM

How Pupils Learn — HPL

Adaptive Teaching — AT

Subject Knowledge and Pedagogy — SKP

Assessment — A

Professional Behaviours — PB

Equality, Diversity and Inclusion — EDI

Use these themes as key headings in lesson observations. Use the Progression Booklet

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HPL — How Pupils Learn?

What was the pupil's prior knowledge? (HPL2, HPL4)
Did you break tasks down into constituent parts/chunks? (HPL6)
What was the key concept, skill or knowledge that you wanted them to learn? (HPL6)
How did you plan to use modelling, explanations, and scaffolds? (HPL6)
How could you build opportunities for independent practice?

A — Assessment?

Did pupils make progress in the sense of knowing more, remembering more and being able to do more? (A1)
How did you align the task that the pupils completed independently with the plenary/exit task? (A2)
How will you check what they have learnt? (HPL3, HPL8, A2)
How could you use retrieval and spaced practice in future lessons? (HPL1, HPL4, SKP1)
Would live marking have had an impact on learning? (HPL1, HPL3, SKP1, A1, 2&4)

SKP — Subject Knowledge and Pedagogy

How well do you think you explained X? What was the foundational content knowledge? (SKP1)
How well did you deal with the misconceptions some pupils had about y? Are there knowledge gaps? (SKP1, HPL2)
How confident did you feel dealing with the question from Z? (SKP2)
How did the resources enhance the learning? (HPL10, AT1, SKP2).

BM — Behaviour Management

How can you reinforce, and praise expected behaviours (write a script?) (BM6)
What were the key transition points in the lesson? (BM7)
How can you learn pupils' names quickly? (BM1)
How can you use your teacher radar to deal with off-task behaviour? (BM1,4,5,6&7)
How can you implement whole class-resets so that all pupils are listening? (BM3, 4&5)

What is the Blueprint?

'Practice-able' teacher behaviours

Plan, practise, follow-up, repeat

Regular and frequent feedback

Model and rehearse with trainees

Essential routines and procedures

Go Granular

Purposeful integration – university & school

Timely mentor emails

University of Worcester School of Education