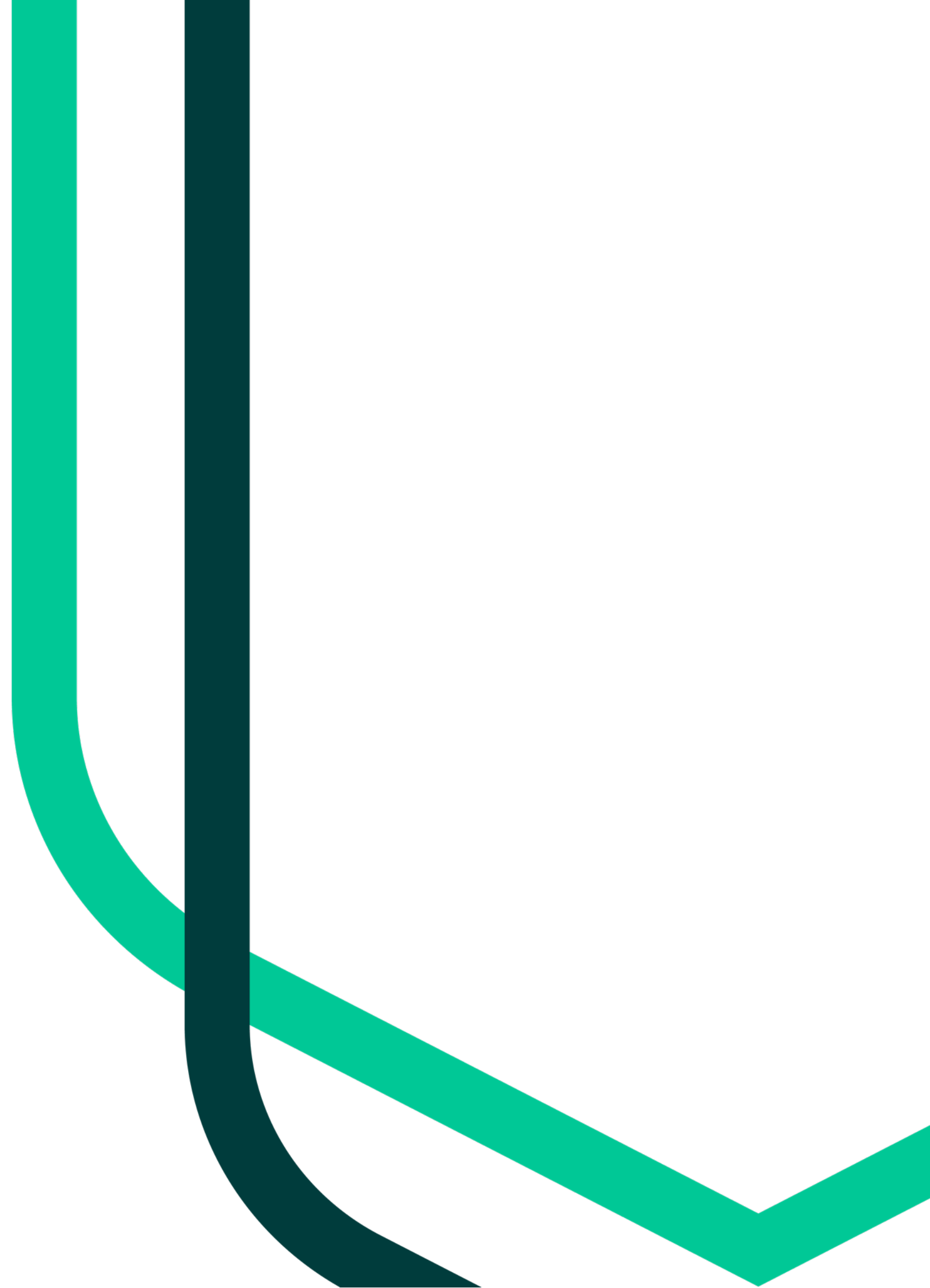




University
of Exeter

**Lead Mentor Training,
Development and
Consultation**





University
of Exeter

Sharing Good Practice



University
of Exeter

Mentor Training: The BP Phase Instructions and Profile Descriptor

Beginning Practice Phase Instructions

This phase covers the autumn term taught course and two weeks of school experience. During school experience, classroom contact time is 12 hours per week in this phase and is likely to be mainly observation. Trainees will start to use the Exeter Model Training Tools to teach short episodes, supported by team planning with the class teacher. A lesson plan should be written for each episode and submitted to the Lead Mentor or relevant class teacher at least 48 hours in advance.

Use of the IDP in the BP phase

University tutors will support trainees to understand the Exeter Model tools during the autumn term.

The Exeter Model training tools for the two weeks of school experience are programmed for trainees and can be seen on the timeline.

During the BP phase trainees are required to complete:

- Exeter Model training tools during school based work:
 - 1 Weekly Development Meeting record per week with Lead Mentor
 - 2 demonstrations and agendas per week (using demo/agenda template)
 - 2 observations per week on lesson episodes

Lead Mentors complete Beginning Practice Feedback by the end the two weeks of school experience which is within the BP FRAP template

Beginning Practice Phase Instructions

Beginning Practice FRAP

Trainees complete the Beginning Practice FRAP within their IDP during the phase. Their Personal Tutor will confirm whether the trainee has met the phase. The Lead Mentor feedback form contributes to this assessment.

Beginning Practice Phase Profile Descriptor

Behaviour Management

Learn That

You understand that good teaching has a positive impact on pupil outcomes through setting high expectations of all pupils. You know that teachers act as role models for pupils, influencing their attitudes and behaviour, and that the role of the teacher is particularly important for pupils from disadvantaged backgrounds. You understand the importance of creating positive relationships with pupils and a culture of mutual respect.

You know how safe classroom environments are created and maintained through development of cultures of trust and mutual respect, consistent use of rules, routines and consequences and, where relevant, through safe practices in practical settings. You understand how theories of motivation relate to behaviour management, and that prior experiences impact pupils' attitudes to learning.

Learn How

You contribute to the creation of a positive classroom culture with high expectations, through verbal and non-verbal communication.

You begin to use the school behaviour policy, setting clear expectations for behaviour.



University
of Exeter

Beginning Practice Phase Profile Descriptor

Pedagogy

Learn That

You know how subject-specific research informs pedagogy in your curriculum area, including how children learn and how learning can be sequenced.

You know that lessons should be structured and that learning should be scaffolded, drawing on pupils' prior knowledge and incorporating opportunities to assess pupils' misconceptions, and how modelling and worked examples are used to scaffold clear explanations.

You are aware of research relating to questioning, classroom talk, group activities and grouping structures, homework, and the role of regular practice and can explain how this influences planning for learning within your subject.

You understand that teaching should adapt responsively to different pupils' needs, including those with SEND and EAL.

You know how your placement school supports pupils from disadvantaged backgrounds.

Learn How

You draw on subject and curriculum knowledge to plan episodes which develop key concepts, knowledge and skills, scaffold learning and provide challenge, with support from the class teacher.

You can explain concepts to pupils using verbal and visual representation, examples and modelling.

Beginning Practice Phase Profile Descriptor

Curriculum

Learn That

You have a secure knowledge and understanding of the subject you are teaching.

You are beginning to understand general principles of curriculum design and are aware that curriculum sequencing is important. You understand how pupils' literacy is developed, including the use of systematic synthetic phonics in early reading, and know how literacy and numeracy can be supported within your subject teaching.

Learn How

You have observed how the curriculum is delivered in your placement school.

Beginning Practice Phase Profile Descriptor

Assessment

Learn That

You know how subject-specific research informs assessment in your curriculum area.

You understand the importance of effective assessment, including the principles of using verbal and written feedback, and how assessment supports the development of pupils' metacognition and self-regulation.

Beginning Practice Phase Profile Descriptor

Professional Behaviours

Learn That

You know that teachers are accountable for achieving the highest possible standards in work and conduct and maintain high standards in their own attendance and punctuality.

You understand that a teacher acts with honesty and integrity.

You understand that a teacher has proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintains high standards in their own attendance and punctuality.

Drawing on knowledge of educational research, you understand the rationale for expert mentoring, feedback and reflective practice in learning to teach and the importance of professional relationships with colleagues and parents.

You understand how to effectively work with Teaching Assistants.

You understand your responsibilities in relation to child protection in school.

You have developed your knowledge and understanding of how British Values are taught in secondary schools.

Beginning Practice Phase Profile Descriptor

Professional Behaviours

Learn How

You are starting to build positive relationships with colleagues, work with mentors to identify targets for development, and respond proactively to feedback and advice. You are developing strategies to prioritise tasks and keep on top of organisation. You engage critically with educational research, drawing on a range of sources and starting to relate these to practice.

You evaluate episodes, drawing on subject-specific pedagogy and theories of learning to relate teaching to pupil learning.

You can explain the pedagogical principles which behind some teaching activities, articulating how these relate to subject-specific research into how children learn.



University
of Exeter

Mentor Training: The BP FRAP

Beginning Practice Feedback

Beginning Practice Feedback Instructions			
Beginning Practice Feedback			
Comments on trainee's induction Period			
Trainee Reflection Instructions			
Behaviour Management - Trainee Reflection and Evidence			
Pedagogy - Trainee Reflection and Evidence			
Curriculum - Trainee Reflection and Evidence			
	The trainee has demonstrated the following:	Yes/No	Comments
	Empathy and respect for/understanding of children and young people	--Ch v Saved: --	<input type="text"/> Saved: --
	Understood the school behaviour policy and demonstrated high expectations, contributed to a positive classroom culture. Was proactive at gaining an understanding of core policies and practices in school, including how the school supports pupils from disadvantaged backgrounds.	--Ch v Saved: --	<input type="text"/> Saved: --
	Used their subject and curriculum knowledge to plan episodes which developed key concepts, knowledge and skills, scaffolded learning and provided challenge, with support from the class teacher.	--Ch v Saved: --	<input type="text"/> Saved: --
	Explained concepts to pupils using verbal and visual representation, examples and modelling.	--Ch v Saved: --	<input type="text"/> Saved: --
		--Ch v Saved: --	<input type="text"/> Saved: --

<< Prev Next >>

Beginning Practice Feedback

Beginning Practice Feedback Instructions	an understanding of core policies and practices in school, including how the school supports pupils from disadvantaged backgrounds.		Saved: --
Beginning Practice Feedback	Used their subject and curriculum knowledge to plan episodes which developed key concepts, knowledge and skills, scaffolded learning and provided challenge, with support from the class teacher.	--Ch ▾ Saved: --	<input type="text"/> Saved: --
Comments on trainee's induction Period	Explained concepts to pupils using verbal and visual representation, examples and modelling.	--Ch ▾ Saved: --	<input type="text"/> Saved: --
Trainee Reflection Instructions	The ability to evaluate episodes of teaching, drawing on subject-specific pedagogy and theories of learning to relate teaching to pupil learning	--Ch ▾ Saved: --	<input type="text"/> Saved: --
Behaviour Management - Trainee Reflection and Evidence	Built positive relationships with colleagues, worked with mentors to identify targets for development, and responded proactively to feedback and advice.	--Ch ▾ Saved: --	<input type="text"/> Saved: --
Pedagogy - Trainee Reflection and Evidence	Able to prioritise tasks and keep on top of organisation.	--Ch ▾ Saved: --	<input type="text"/> Saved: --
Curriculum - Trainee Reflection and Evidence			

<< Prev Next >>

Beginning Practice Feedback

Beginning Practice Feedback Instructions	<p>This section is to be completed by the Lead Mentor.</p> <p>Please provide any comments about the trainee's two week induction period (<i>including strengths and areas for development</i>)</p> <div style="border: 1px solid #ccc; height: 150px; width: 100%;"></div> <p>Last updated: --</p> <p style="text-align: center;"><< Prev Next >></p>
Beginning Practice Feedback	
Comments on trainee's induction Period	
Trainee Reflection Instructions	
Behaviour Management - Trainee Reflection and Evidence	
Pedagogy - Trainee Reflection and Evidence	
Curriculum - Trainee Reflection and Evidence	
Assessment -	



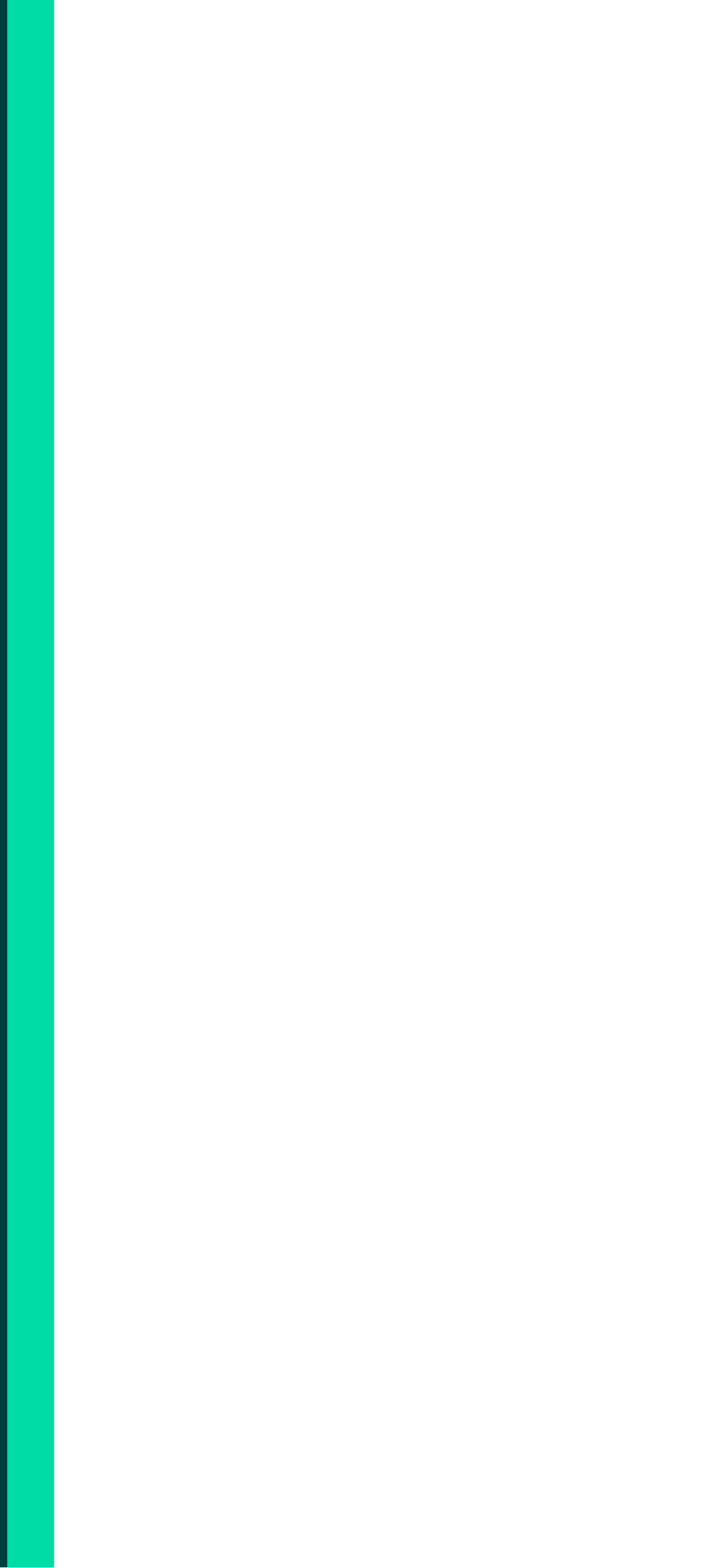
Beginning Practice Feedback

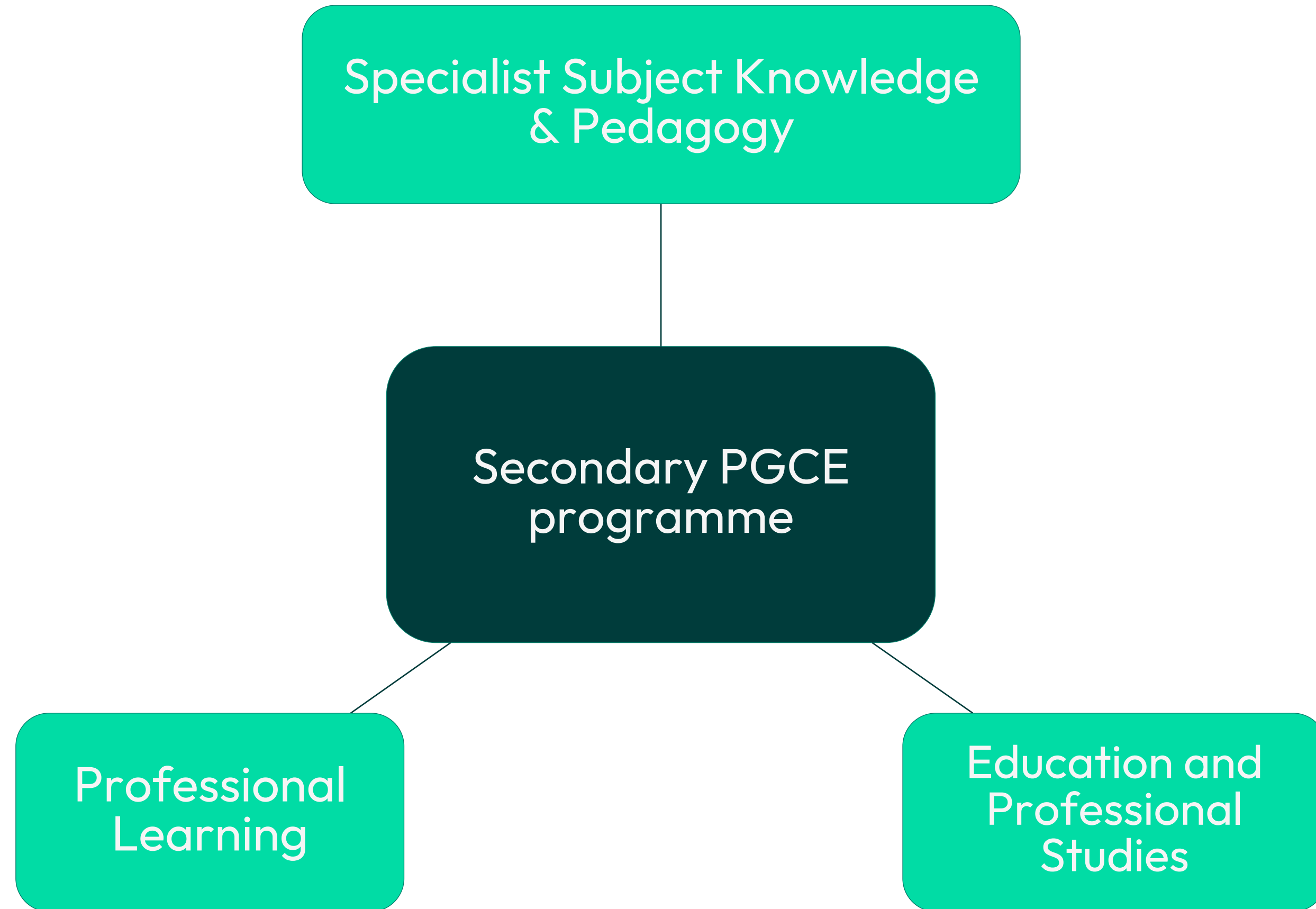
Beginning Practice Feedback Instructions	- to be completed by Tutor Total number of days' absence during the autumn term up to the completion of this FRAP <input type="text"/>
Beginning Practice Feedback	Last updated: -- PERSONAL TUTOR STATEMENT: The trainee has met all the expectations of the Beginning Practice phase and is ready to move on to the Consolidating Practice Phase.
Comments on trainee's induction Period	<input type="text"/> Last updated: --
Trainee Reflection Instructions	Guidance for Personal Tutors In order for the trainee to meet the requirements of the phase, they must have reflected on and evidenced the profile descriptor. Please review all sections of this FRAP and look at the evidence that the trainee has linked to the Profile Descriptor section then complete the Personal Tutor Statement as 'met' and then submit.
Behaviour Management - Trainee Reflection and Evidence	The Lead Mentor Feedback form The feedback from the Lead Mentor supports the statements in the profile descriptor that relate to School-based-work. If the Lead Mentor has not completed this, the trainee should go back to the school and ask for it to be completed. Exeterpartner can help if the issue is due to IDP access or the lack of availability of a Lead Mentor to complete. If the trainee missed some or all of their placement, or any of the feedback says 'no' then it is your judgment as their tutor as to whether they have met the phase. They would need to
Pedagogy - Trainee Reflection and Evidence	
Curriculum - Trainee Reflection and Evidence	
Assessment - Trainee Reflection and Evidence	
Professional Behaviours - Trainee Reflection and Evidence	
Trainee Comments	
Personal Tutor assessment	
Submit	



University
of Exeter

Curriculum Focus





Curriculum

The Core Content Framework for ITT is NOT the curriculum. It is a statutory entitlement which our curricula include.

Each trainee follows a carefully designed and sequenced curriculum in their subject, identifying what they are learning across both University-led teaching and school placements.

Every subject has a Study Guide, Curriculum Sequence and CCF Map which outlines this sequenced curriculum and show when and how the CCF minimum content is included. It also contains the timetable for the autumn term so you can know exactly what they have covered and when they covered it.

Study Guide, Curriculum Sequence & CCF Map

- Administrative Information
- Programme Aims
- Guidance for Learning and Communicating Online
- The Exeter Electronic Learning Environment (ELE)
- Electronic Individual Development Portfolio
- Online Communication
- Tutorials
- Peer Teaching
- Enrichment Opportunities Throughout the Year
- Assessment
- The Curriculum
- Theoretical Framing
- Curriculum Sequence
- Curriculum Mapped against the CCF



University
of Exeter

Research: Effective Groupwork in Maths

Is Groupwork Effective?

Placing pupils into groups does not mean that effective collaborative group work is necessarily occurring

(Fujita et al., 2021)

Effective Groupwork

For effective collaborative group work in problem solving ensuring that the group assist each other in developing their conceptual understanding rather than merely relying on the highest achieving pupil's answer is crucial

(Pifarré & Li, 2018)

Effective Groupwork

encouraging each other, expressions of humility

giving clear elaborated explanations, equal participation with everyone in the group actively involved in each problem

actively seeking agreement from others, not moving on until it is clear that all in the group understand

asking open questions

sharing smiles and laughter

willingness to express intuitions, indicating mutual respect in tone and responses

taking time over solving problems seen in accepting pauses and giving elaborated explanations when asked.

(Wegerif et al., 2017)

Characteristics of Effective Group Thinking

Collective action occurs when individual learners are not, by themselves, able to engage in an appropriate kind of mathematical activity likely to help their understanding to grow. Instead, there emerges a need to look to others within the group to participate in this process and it is through this shared action that Collective Image Making, Collective Image Having, and Collective Property Noticing occurs

(Martin & Towers, 2015)

Effective Strategies in Groups

eliminating possible wrong answers

stating their reasons

trying to establish images of the problem

asking others for agreement

careful checking of work and thus overcoming silly mistakes

exploratory, rather than disputational types of talk

(Fujita et al., 2021)