



University
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MFL Lead Mentor Training, Development and Consultation

<https://sites.exeter.ac.uk/pgcemfl/>



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Sharing Good Practice



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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.

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.



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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.



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Mentor Training: The BP FRAP

Beginning Practice Feedback

ns		
Practice	The trainee has demonstrated the following:	Y
s on nduction	Empathy and respect for/understanding of children and young people	Sa
eflection ns	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.	Sa
ent - eflection nce	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.	Sa
- Trainee		



Beginning Practice Feedback

Knowledge	school, including how the school supports pupils from disadvantaged backgrounds.	
Beginning Practice	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.	Save
Points on Induction	Explained concepts to pupils using verbal and visual representation, examples and modelling.	Save
Reflection	The ability to evaluate episodes of teaching, drawing on subject-specific pedagogy and theories of learning to relate teaching to pupil learning	Save
Development - Reflection	Built positive relationships with colleagues, worked with mentors to identify targets for development, and responded proactively to feedback and advice.	Save
Year - Trainee		



Beginning Practice Feedback

...	Please provide any comments about the trainee's two week in <i>strengths and areas for development</i>)
g Practice	
ts on induction	
eflection ons	
r ient - eflection ence	
r - Trainee and	Last updated: --

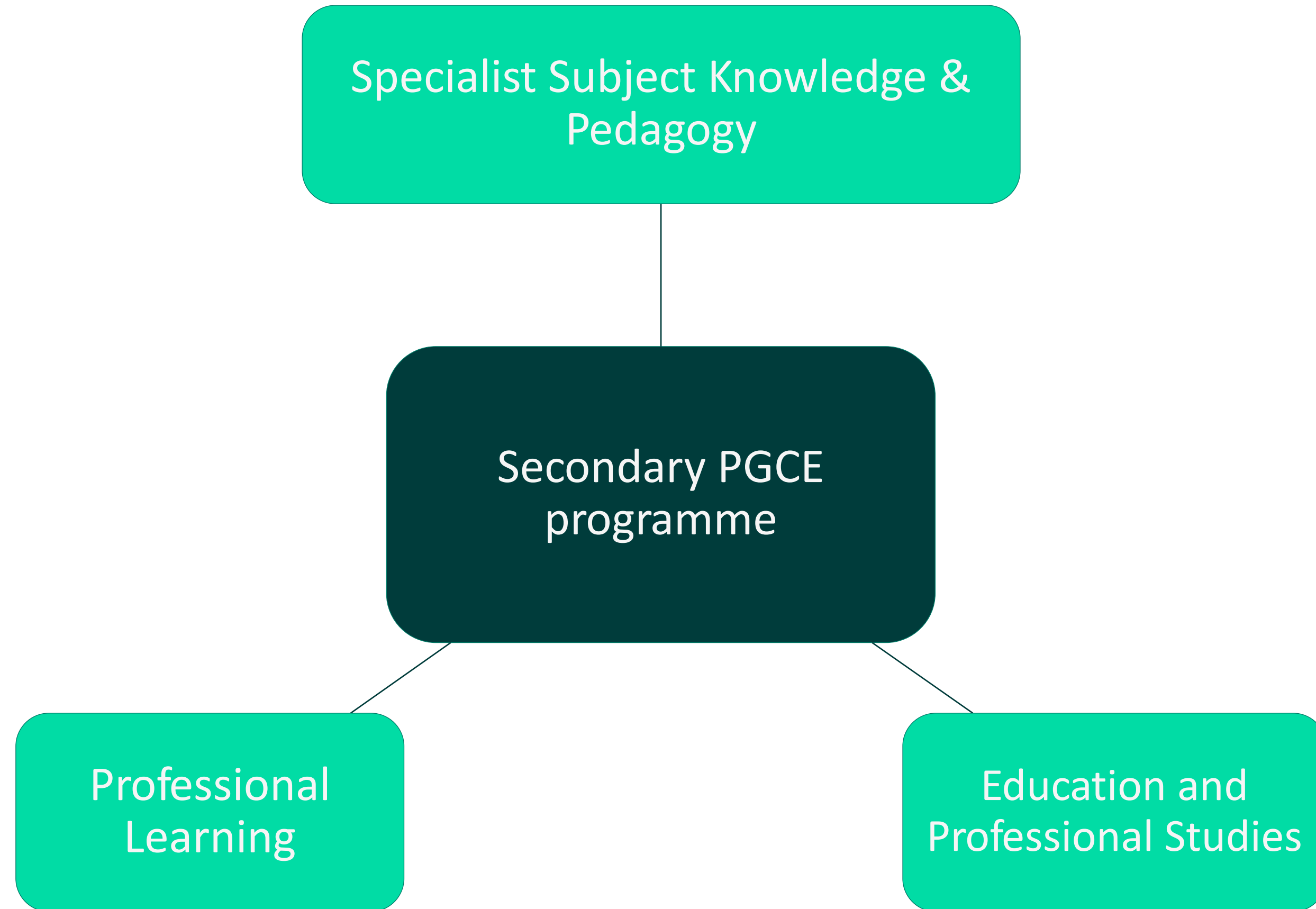
Beginning Practice Feedback

ns	<input type="text"/>
Practice	Last updated: --
Personal Tutor Statement	PERSONAL TUTOR STATEMENT: The trainee has met all the expectations for the Beginning Practice phase and is ready to move on to the Consolidating Practice phase.
Personal Tutor Statement	<input type="text"/>
Personal Tutor Statement	Last updated: --
Guidance for Personal Tutors	Guidance for Personal Tutors In order for the trainee to meet the requirements of the phase, they must have evidence that the trainee has linked to the Profile Descriptor section of the Personal Tutor Statement as 'met' and then submit.
The Lead Mentor Feedback form	The Lead Mentor Feedback form The feedback from the Lead Mentor supports the statements in the Personal Tutor Statement that relate to School-based-work. If the Lead Mentor has not completed the form, please contact the school and ask for it to be completed. Exeterpartner can provide IDP access or the lack of availability of a Lead Mentor to complete the form. If the trainee missed some or all of their placement, or any of the requirements, please provide your judgment as their tutor as to whether they have met the phase requirements.
<< Prev	<input type="button" value=" << Prev"/>
Next >>	<input type="button" value=" Next >>"/>
Comments	<input type="text"/>
Personal Tutor Statement	<input type="text"/>



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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



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Research: Response to the MFL Research review (OCRR) (Ofsted 2021)

<https://sites.exeter.ac.uk/pgcemfl/>

Robert Woore, Laura Molway & Ernesto
Macaro (2022) *Keeping sight of **the big picture**: a critical
response to Ofsted's 2021 Curriculum Research Review for
languages*



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The Language Learning Journal, 50:2, 146-
155, DOI: [10.1080/09571736.2022.2045677](https://doi.org/10.1080/09571736.2022.2045677)

OCRR - Positives

- Renewed focus on improving language teaching at policy level
- Draws on research evidence to inform policy and pedagogy
- Developing vocabulary knowledge
- Grammar developed over time and appropriate to groups
- Focus on phonics
- Senior leaders need to get behind languages

However....

Worried about unintended consequences:

- Too heavy a focus on building blocks – losing sight of bigger picture
- Other pillars important (culture)
- Language teaching is very different now – including technological advances not mentioned in review

'There have been numerous other attempts to synthesise research evidence and formulate 'best practice' guidance for languages teachers... However, these documents have a different status to the one published by Ofsted, which conducts high-stakes inspections of schools. Indeed, we have already heard anecdotal evidence of the OCRR influencing the inspection process'.

Recommendations

Focus on :

- Importance of communication
- Communication strategies
- Impact on target language teaching
- Position of culture
- The role of challenging texts
- The role of technology
- The nature of teacher professionalism
- Looking at Ofsted's evidence base

Communication

'We are concerned that there could be a risk of lessons becoming dominated by teaching 'about' the language, through the medium of English, with limited opportunities to use it communicatively'.

Culture

'The OCRR appears to conceptualise progression in language learning as a journey, leading to culture as its destination: '[t]his journey leads to pupils becoming confident language learners with the ability to immerse themselves in the culture and traditions of the countries in scope' (p.6). Our view is that learners can and should encounter the cultural riches of another language from the very beginning of the learning process, and that this may serve as a powerful motivator'.

'Getting too hung up on whether the building blocks are in the right place may lead students to give up in frustration before they ever reach the 'destination' of cultural encounters.'

Challenging texts and technology

'Through the internet, language learners now have access to an unprecedented wealth of cultural resources. The OCRR is silent on this issue. In our view, we should not discourage learners from accessing L2 materials that interest them, just because they are linguistically challenging; to do so could be to shut out valuable learning opportunities and sources of motivation.'

'Might it, then, be possible for teachers to aim for a more holistic view of language teaching, in which the walls between intra- and extra-mural learning are broken down? This would entail a reconceptualisation of the teacher's role to become a facilitator or coordinator of learning, directing students to possible resources and helping them to develop strategies to learn effectively from them.'

Professionalism

'We are concerned that, if teachers are asked to implement protocols and teach in particular, pre-specified ways, they may feel that their professional autonomy is being pared away, and this may lead to dissatisfaction with their work and ultimately contribute to teacher attrition.'