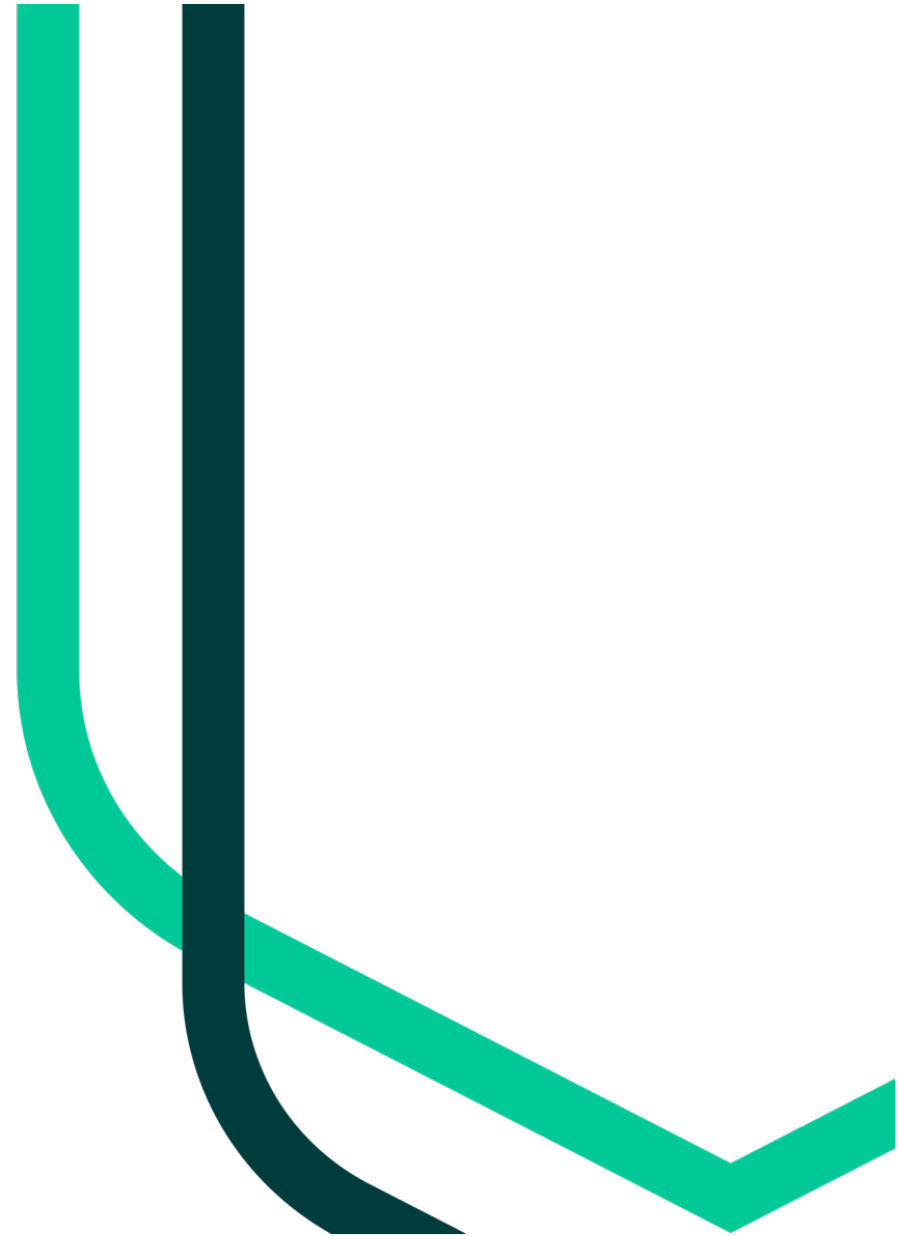




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**Lead Mentor Training,
Development and
Consultation**





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**Welcome to
Stuart and Vicky**



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Sharing Good Practice The first 2 weeks



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Mentor Training: The BP FRAP



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[https://pgce-
idp.exeter.ac.uk/Pro](https://pgce-idp.exeter.ac.uk/Pro)

Beginning Practice Feedback

Beginning Practice Feedback Instructions																				
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Comments on trainee's induction Period																				
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Behaviour Management - Trainee Reflection and Evidence																				
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	<input type="button" value=" << Prev"/>	<input type="button" value=" Next >>"/>																		



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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: --
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Comments on trainee's induction Period	Explained concepts to pupils using verbal and visual representation, examples and modelling.	--Ch ▾	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: --
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: --
Pedagogy - Trainee Reflection and Evidence	Able to prioritise tasks and keep on top of organisation.	--Ch ▾	Saved: --
Curriculum - Trainee Reflection and Evidence			Saved: --

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[Next >>](#)



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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 -	



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Beginning Practice Feedback

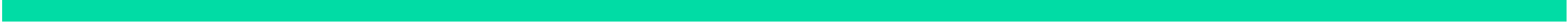
Beginning Practice Feedback Instructions	- to be completed by Tutor Total number of days' absence during the autumn term up to the completion of this FRAP <input type="text"/>
Beginning Practice Feedback	Last updated: -- PERSONAL TUTOR STATEMENT: The trainee has met all the expectations of the Beginning 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.
Pedagogy - Trainee Reflection and Evidence	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
Curriculum - Trainee Reflection and Evidence	<input type="text"/>
Assessment - Trainee Reflection and Evidence	<input type="text"/>
Professional Behaviours - Trainee Reflection and Evidence	<input type="text"/>
Trainee Comments	<input type="text"/>
Personal Tutor assessment	<input type="text"/>
Submit	<input type="submit" value="Submit"/>



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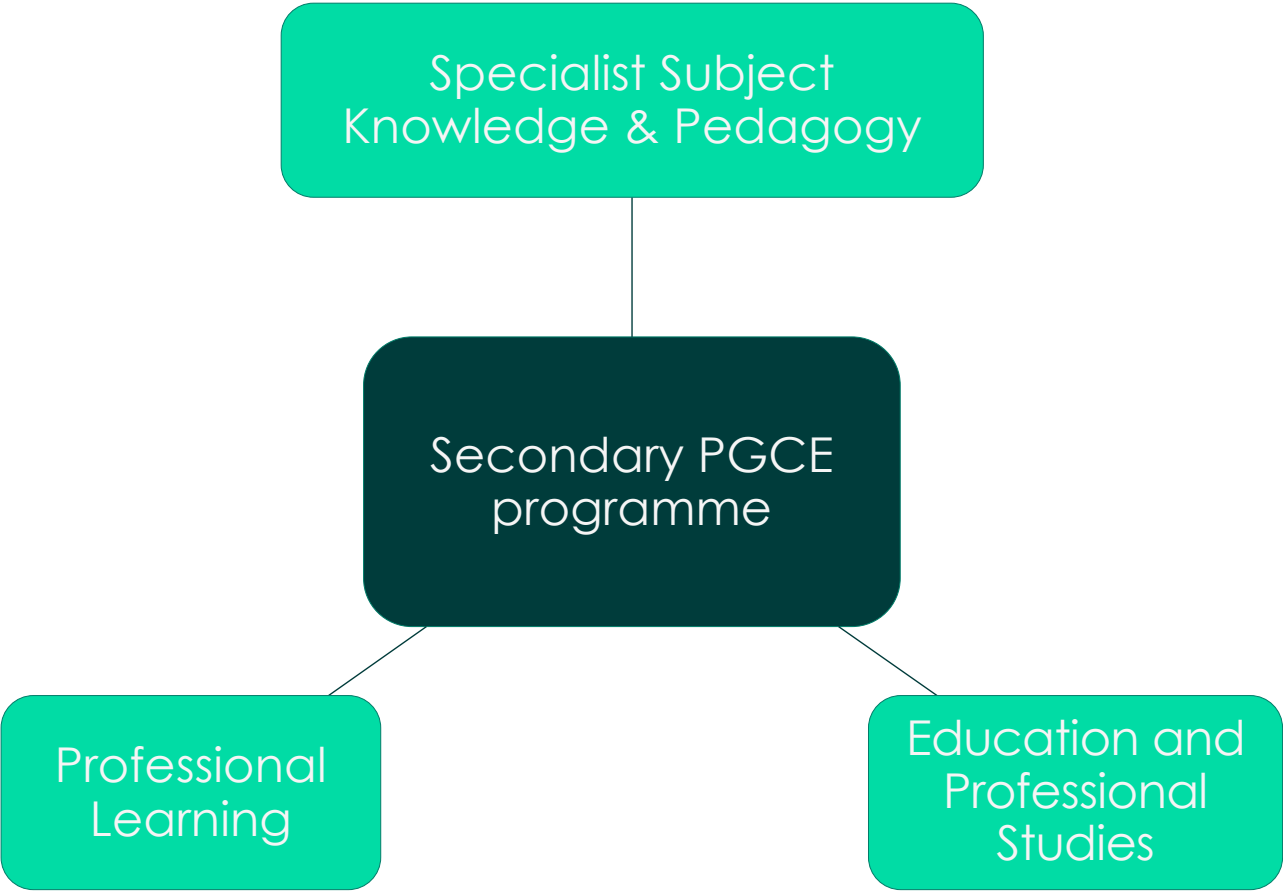
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Curriculum Focus



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.



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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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