

Generic Mentor Information and Development

Part 1

September 2023

1st of 4 sessions over the academic year

The logo of the University of Sussex, featuring the letters 'US' in a stylized, white, serif font.

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OF SUSSEX

Quick Introduction

Fi Branagh

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Lead Science Tutor

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No padlet this year, everything will go on PebblePad and the webpage:

<https://www.sussex.ac.uk/education/ite/partners/secondary/mentoring>

Welcome and thank you

- We have **recruited well** despite national numbers (over 250).
- This is a **mentoring challenge** to ensure enough placements
- Thanks so much for offering to be a mentor and engaging in your development as a mentor
- **Big year ahead** to prepare for the government changes in 2024



THANK
you



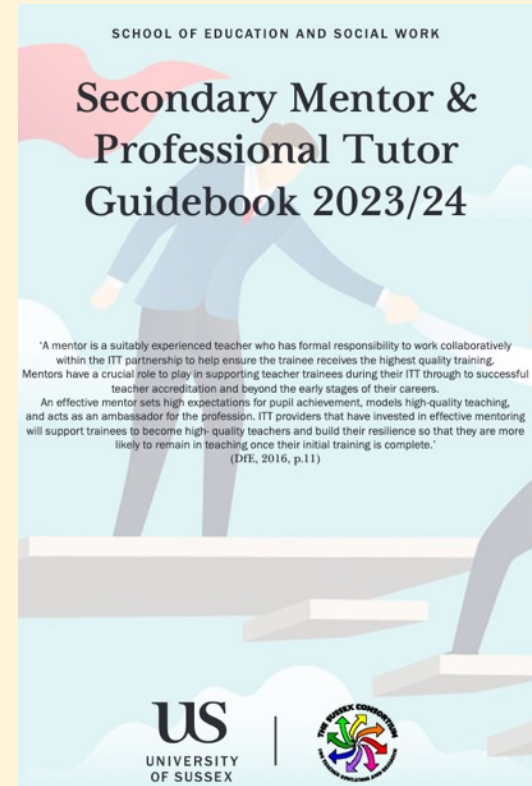
About these sessions

- Our generic training and development are designed to inform you about what is happening at the University and our development plans.
- They remove the need for all subject tutors to pass on information and discuss assessment guidance – allowing time for subject mentor development.
- They are designed to **enhance mentor development** and improve mentor involvement.
- **Please read the mentor guidebook in conjunction with these development sessions.**



Guidebook

- Your 'go to guide' for all things ITE.
- Most things will be covered in here.
- Please do take some time to look over it – even if you are an experienced mentor.
- You can find it on the webpage and in PebblePad.
- <https://www.sussex.ac.uk/education/ite/partners/secondary/mentoring>



Objectives of this session

1. **Responding to your evaluations** – what are we doing?
2. What is **different/kept the same** for mentors this year?
3. **Section to discuss our mentor development focus for the year (2024 prep) from our Action Plan. Includes new lesson obs form.**
4. Run through the **year structure and guidebook.**
5. **Quick reminders**
(linking to partnership agreement throughout)

1 - Response to Evaluations

What do we need to change/keep the same?

Responding to feedback

- **Thanks for the positive comments.** Lots about the weekly emails and support.
- **Comment about the observation form** – we have changed this.
- **More in person subject development meetings** (added one more in person meeting)
- **Apart from that all seemed good.** We have embedded the CCF and PebblePad is now up and running normally.

2 - Any changes?

Would not be an ITE year without changes....

What is the same as last year?

- Lots (phew)
- **Weekly emails from tutors** – continuing the synthesis of Professional studies, curriculum studies and what happens in school
- **PebblePad** forms
- **APK** assignment
- **Structure of the year**
- **Most of the tutors** and their roles
- **Lesson plans**

What is different?

- **Few new tutors** – English (Lucy Bruen), Maths (Charlotte O’Dowd), Tim Bowry (Computing) and Rosie Lawrence (Art and Design).
- **Leadership structure** – Clare Stenning now heads up both Secondary and Primary. Keith Perera is deputy Head ITE in charge of partnership. Rest is the same.
- **Slight change to the observation form** (will show you later)
- **More in person mentor development sessions** (September and April will be in person)
- Videos and resources on **PebblePad** (some on web)
- You will see a **change in some language (post lesson dialogue)**
- **ITAP!** Intensive training and practice weeks
- **Mentors signing** the partnership agreement and selection guidance (PTs)

1 – Experience as a successful Mentor?

- We would really appreciate it if we can **maintain the same mentor communities** that we have been building over the last few years.

2 – The ability to model high quality teaching?

- They should have been **teaching at least 2 years and at least 1 year in your school** so they know how the school works.
- **Can show trainees what good lessons look like** in their own lessons.

3 – The qualities of an effective Mentor?

- Can **build relationships** – have an open and friendly personality
- **Supportive** but willing to challenge too
- Non judgmental – can be **'ONSIDE'**
- **Empathic** and **patient**
- **Reflective** on their own practice
- **Can adapt to trainees** from a range of backgrounds and with different needs.

6 – Knowledge about adaptive teaching?

- Mentors should have a good knowledge of how to **adapt** schemes of work for all types of pupils

Choosing your mentors – Do they have....?

5 – An appropriate timetable to Mentor?

- **Mentors need to be able to share 50% of the trainee timetable.** If all they have is year 10 and 11 this is difficult. If this can be taken into consideration at timetabling, that would be great.



4 – The capacity to Mentor?

- Mentors need to be able to **meet with their trainees and get to their lessons on time.** Someone with large department or school commitments may find this challenging.
- **Have time to attend/watch** all mentor training and mentor events.
- Willing to **engage** with **research**

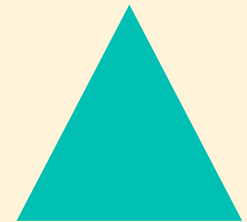
If you have a potential mentor that does not meet all the criteria, this does not mean they cannot be a mentor. Talk to us and we will devise a creative solution together.

3 - Secondary Development Plan

What will we be focusing on with mentors this year?

Secondary development plan (mentors) (2023-2024)

1. **Embedding ONSIDE** mentoring ideas and techniques (Hobson, 2016)
2. Continue our focus on **high quality written feedback**
3. Ensure that a **dialogue** takes place after the observed lessons. A focus on **high level questioning techniques**.
4. **Adaptive and inclusive mentoring**
5. **Pilot the ITAP**
 - **Mentor involvement in mentor development**
 - **Design mentor curriculum** for 2024 and identify lead mentors



Development focus 1 – Embedding ONSIDE Mentoring

Follows on from Gov directives of ‘no grades’ QTS.
Based on the work of Hobson (2016) and other
researchers

2.12 Be willing to engage with the content and underpinning research of the university phase/subject curriculum so that in-school experiences are seamless and coherent with the trainee curriculum. This includes the piloting of Intensive Training and Practice weeks in 23-24 across the University and partner schools.

Partnership agreement section

Ideas for Mentors to support trainee development with supportive and non-judgemental mentoring

1 – Think of the journey of the **trainee as education** rather than training (Lofthouse, 2018). Reimagine the relationship from **directive to non-directive** (Hobson and Niewerburgh, 2021). Non-directive approaches **avoid trainees developing 'learned helplessness'** (Manning and Hobson, 2017)

2 – The key part of the role is to **engage in dialogue** (Lofthouse, 2018), this will be more successful if **positive relationships** have been built (Hobson, 2009).

3 – We should be thinking of **'educative mentoring'** where we work in **partnership** with the trainees in an 'enquiry stance' (Feiman-Nemser, 2001; Daly and Milton, 2017).

4 – **Mentors should avoid imposing their own ideas and pedagogy.** See your trainee as a **co-thinker** (Feiman-Nemser, 2001).

5 – Empower trainees through **'ONSIDE'** mentoring:

- **Off line** (Mentor should not be in managerial position)
- **Non-evaluative and non-judgemental**
- **Supportive** (of psychosocial needs)
- Individualised (look after their **emotional** as well as **developmental** needs)
- **Developmental and growth orientated**
- **Empowering** – moving progressively to non-directive approaches (Hobson, 2016)

Development Focus 2 - High Quality Written Feedback

More on this in the November development video. Will introduce the criteria and new form now.

2.21 Arrange regular and undisturbed training, discussion, and feedback sessions (one hour weekly), providing opportunities for trainees to engage with purposeful practice of the key areas of intent from the curriculum, through observation, practice, deconstruction, and feedback throughout the placement.

Partnership agreement section

Lesson observation Criteria

1. **Subject specific – link to subject knowledge or specific subject pedagogy**
2. **Clear and specific strengths (must be 3) – be detailed**
3. **Clear and specific targets (at least 2) with easy to understand and act on actions/tasks to help the trainee improve**
4. **Using the language of the CCF either overtly or implicitly is fine**
5. **Forms are complete and handed in to the trainee within a reasonable time (less than 24 hours)**

2.2.9 The Mentor is subject to the University's Quality Assurance processes to ensure high quality support and provision of opportunities to support the Trainee's progression and development. The school agrees to provide the Mentor with:

Partnership agreement section

Observation focus linked to CCF: **(this should be clearly identified on the trainee lesson plan)**

PROGRESS / STRENGTHS - Please identify emerging areas of progress observed with specific detail. Also, please ensure that each observation follows the S3 strength and development structure. ★

CCF strand

Strength 1: Subject knowledge/subject pedagogy:

S3 ★

Strength 2:

Strength 3:

Areas for development - Please be specific and clear with examples if appropriate

Ideas of how to address these areas of development

CCF strand

Area 1: Subject knowledge/subject pedagogy:

S3 ★

Area 2:

Area 3: (OPTIONAL) Please write in this box if there is a third area you wish to set this week.

**Is progress being made towards the targets from previously observed lessons?
If you feel that your trainee would benefit from additional support from the university or professional tutor, please contact them.**

*Please sign to show that a post lesson dialogue has taken place. Please note that the **post lesson dialogue** should be in line with our guidance - the mentor should utilise questioning techniques rather than directive methods as much as possible. The trainee should be encouraged to lead the dialogue as they progress through their placements.*

**Signed (University Tutor
/Mentor/Professional Tutor):**

Date:

Signed (trainee):

Date:

The following section allows the observer to write descriptive notes in the lesson to generate the strengths and areas for development above. There is no expectation that all aspects of the lesson will be transcribed. You can also use this space to write pertinent questions for the post lesson dialogue. A focus on individual pupils or tasks could be useful.

Time	Points to note in the lesson – descriptive comments or potential ‘post lesson dialogue’ questions.	CCF Strand

CCF Entitlement: [DfE \(2019\) Core Content Framework](#)

You may wish to use this list to monitor your trainee's entitlement of the CCF or to focus your attention on areas you wish to discuss in the post lesson dialogue or your written strengths and areas for development. There is no expectation that this section be completed – **it is for your use only.**

(note: this list is a guide and does not cover the entirety of the CCF).

S1: High expectations

S1: Create a positive learning environment	
S1: Communicate a belief in the academic potential of all pupils	
S1: Set goals that challenge and stretch pupils	
S1: Demonstrate consistently high behavioral expectations	

S2: How pupils learn

S2: Prior knowledge is checked through appropriate retrieval tasks	
S2: Possible misconceptions are planned for and dealt with appropriately	
S2: Instructions and explanations are clear so that working memory is not overloaded	
S2: Spaced practice is evident where appropriate	

S3: Curriculum

S3: Opportunities provided for all pupils to learn increasingly complex concepts, knowledge, and skills	
S3: Sequencing enables pupils to link new ideas to existing knowledge and understanding	
S3: Secure subject knowledge helps teachers to motivate pupils and teach effectively	
S3: Pupils' literacy is supported effectively through reading, writing and oral language skills	

S4: Classroom practice

S4: Guides and scaffolds are used then withdrawn when appropriate	
S4: Modelling is used to support understanding of knowledge and ideas	
S4: Pair and group work is considered effectively in terms of attainment, motivation, and behaviour	
S4: Opportunities are given for high-quality classroom talk	

S5: Adaptive teaching

S5: Different needs and starting points of pupils is accounted for, including those with SEND	
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Technique to support planning and written feedback

1 – **Engage in real joint planning.** Discuss the lessons together as **co-thinkers** (Lofthouse, 2014).

Collaborate on planning and say your ideas out loud (Bradbury, 2010).

2 – Avoid discussing trainee deficits and try to come at the discussions and **dialogue from an ‘asset’ perspective** (Salter, 2014; Hobson and Niewerburgh, 2021).

3 – **Be non-directive** and try to find the **balance between giving advice and empowering the trainee to produce their own solutions** (Salter, 2014; Richardson, 2020).

4 – **Detailed written lesson observations matter** (Puttick and Wynn, 2021) as trainees often cannot listen in a post lesson dialogue (Bunton et al., 2002) and the purpose of the dialogue is to engage in their ideas. The written notes are needed for trainees to reflect on later.

5 – **Avoid over-emphasis on class management in feedback notes** (Bunton et al., 2002).

Focus on the following lesson aspects in written feedback notes (Soares and Lock, 2007):

- Subject knowledge
- Misconceptions
- Explanations/accuracy
- Language/key words/definitions
- Context

We will come back to this in November

Development Focus 3 – Focus on Dialogue, not verbal feedback

More on this in January, but some slides as a taster....

2.31 Opportunities for Mentors and Professional Tutors to undertake appropriate CPD and access to training in Mentoring and coaching including all University Mentor meetings.

Partnership agreement section

Dialogue – our big push this year

- Building on last year – Ask, don't tell.
- **Do not read out the lesson script.**
- Focus just on the strengths and areas for development, not all aspects of the lesson.
- **Lead the trainee with questions** so they can tell you what went well and what (and how) to improve. Avoid telling them. Get them to tell you.
- **Use the Phase Help Sheets** for ideas for questions – they are on the webpage and in PebblePad.
- **This is a professional dialogue**, not an information giving session.

Techniques to use in post lesson dialogue

More in
January

1 – Ensure that post lesson discussions and your meetings are **dialogue-centred not directive** (Lofthouse, 2018). **Try to aim for the trainee talking more than you** (60:40 ratio) (Hennissen et al., 2008).

3 – **Active listening** is the most important skill for a mentor to use (Manning and Hobson, 2017). **Mentors need to show self-regulation** (Lofthouse, 2018). **Hold back your ideas and give the trainees time and space to come up with their own perspectives** (Salter, 2014).

2 – **In post lesson dialogues do not read from the transcript**; avoid a heavily descriptive approach (Manning and Hobson, 2017). **Trainees should lead the dialogue as much as possible** (Manning and Hobson, 2017). This may be tricky at the start, but mentors should use their experience and wisdom to decide when to give advice and when to ask (Salter, 2014). Deciding when to listen and when to direct is a complex task for the mentor (Salter, 2014).

Active listening aspects:

- Be attentive.
- Ask open-ended questions.
- Ask probing questions.
- Request clarification.
- Paraphrase.
- Be attuned to and reflect feelings
- Summarise

- 4 – In post lesson dialogue try to **find openings** to start the dialogue if the trainees do not start.
- Use the lesson observation notes to **pinpoint** a particular incident or progress of a pupil to stimulate the discussion. Only discuss the key points (Beek, 2019)
- Probe their thinking and ask them for clarification.
- **Notice their growth**
- **Focus on the pupils**, not the trainee to get them to open up their ideas.
- Try to **weave in theory**
- **Model examples**
- Think of “**I wonder if...**” questions to enhance reflection. (Feiman-Nemser, 2001)

Development Focus 4 – Adaptive and Inclusive Mentoring

Helping retention and allowing us to be a more open profession. More on this in the March video.

Partnership agreement section

- 2.9 A strong classroom practitioner with relevant teaching experience and qualification in the secondary subject or primary phase. Mentors should have been teaching at least 2 years and at least 1 year in their current school.
- 2.10 Can adapt to trainees from a range of backgrounds and with a range of needs.
- 2.11 Be empathetic and patient, reflective on their own practice, supportive but willing to challenge too.

Flexible approaches to mentoring

- **Reflecting our changing trainee body** and our need to adapt to all groups of trainees.
- **Using inclusive and adaptive practices** to modify our programmes for the **needs of individual teachers**.
- **We have ‘ideals’ but not fixed ideas.** Lesson plans for example.
- Stick to the outline of the course but contact the tutor for your modifications if you think they are ‘contractual’ ones.

Development Focus 5- ITAP Intensive Training and Practice Weeks.

Coming in with the 2024 curriculum so we are piloting them to see how they go

2.12 Be willing to engage with the content and underpinning research of the university phase/subject curriculum so that in-school experiences are seamless and coherent with the trainee curriculum. This includes the piloting of Intensive Training and Practice weeks in 23-24 across the University and partner schools.

Partnership agreement section

What do they mean?

- **Government directive** (DfE, 2022). No set guidance from them yet.
- **Intensive weeks** with a particular focus on an aspect of pedagogy
- We already have a set focus for each week, this will just formalise it.
- **2 over the year**
- First one is in **November (20th) focus is on behaviour.**
- Second one is in **March (18th) focus is on adaptive teaching.**
- We will guide you in your role as the term progresses and there will be more information in the November video.

Secondary PGCE Course Structure 2023-2024

W/C	28-Aug-23	04-Sep-23	11-Sep-23	18-Sep-23	25-Sep-23	02-Oct-23	09-Oct-23	16-Oct-23	23-Oct-23	30-Oct-23	06-Nov-23	13-Nov-23	20-Nov-23	27-Nov-23	04-Dec-23	11-Dec-23	18-Dec-23
ITE Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Uni Week	NA	NA	NA	Fresh	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	NA	NA
Mon		Ind	Ind	Ind					IST				★				
Tues		Ind	Ind	Ind					IST								
Weds		Ind	Ind	Ind					IST				SP				
Thurs		IST	IST	IST					IST								
Fri	REG	Ind	Ind	Ind	University	University	University	University	IST	University	University	University	University	University	University	University	University

A =
Finding
Out

B =
Trying out

W/C	25-Dec-23	01-Jan-24	08-Jan-24	15-Jan-24	22-Jan-24	29-Jan-24	05-Feb-24	12-Feb-24	19-Feb-24	26-Feb-24	04-Mar-24	11-Mar-24	18-Mar-24	25-Mar-24
ITE Week	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Uni Week	NA	NA	NA	NA	NA	T3	T4	T5	T6	T7	T8	T9	T10	
Mon	B/H	B/H					IST					★		
Tues	B/H						IST							
Weds				SP			IST							
Thurs							IST	APK						
Fri		University	University	Inclusion Day	DST Flexi-Day	University	University	IST	University				University	B/H

C =
Consolidating

D =
Moving
on

ITAP week – Intensive training and practice week. ★★

W/C	01-Apr-24	08-Apr-24	15-Apr-24	22-Apr-24	29-Apr-24	06-May-24	13-May-24	20-May-24	27-May-24	03-Jun-24	10-Jun-24	17-Jun-24	24-Jun-24	01-Jul-24	08-Jul-24	15-Jul-24	22-Jul-24	20-Jan-25
ITE Week	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	
Uni Week	NA	NA	NA	T11	A	A	A	A	A	NA	NA	NA	NA	NA	NA	NA	NA	
Mon	B/H					B/H	RPK	RPK	B/H	ECT Week								
Tues							RPK	RPK	IST	ECT Week				EB				
Wed				SP			RPK	RPK	IST	ECT Week				EB				
Thu							RPK	RPK	IST	ECT Week								
Fri				University			RPK	RPK	IST	Eva/Last Day of Course			PC	Pre-course day				
																		GRADUATION

E = Meeting
the standards

5 - Quick reminders

- 1 - PebblePad
- 2 – Induction and timetable
- 3 - Phase A report
- 4 - Mentor Development Sessions through the year



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PebblePad

- **Same as last year** – to record meetings and for trainees to upload all their documents
- All assessment reports on here
- **NEW - all the mentor videos and resources will go on here as well.**

2 - Induction and Pre-Induction

- **Trainees will be in touch to organise a zoom or just to ask questions before they start** on September 25th. This is likely to be the week of 18th September.
- **All their personal information will be going on PebblePad**, but they may let you know about any additional requirements before they start. Tutors may get in touch too.
- **Remember to look at the guidebook** for information on induction and how to manage it. This can be found on our webpage and in PebblePad (Page 28).
- **Timetable design** can be found in the guidebook too (page 30)

3 - Phase A Report Form

- **As last year – this is in PebblePad.**
- Remember **we want detailed responses** from you to outline the main strengths and areas for development. Short paragraphs, not single sentences with clear notes about where the trainee has been successful and where they need to focus on their development.

Strength 2

Lessons have been well taught, and the classroom has been managed well. Students greeted warmly at the door, with work organised. A range of activities were included in [REDACTED] first full lesson that kept students engaged and challenged throughout. The students were organised into groups and were to work at different stations around the room. This can be challenging to manage but [REDACTED] did this incredibly well and students gained a lot from the lesson. [REDACTED] challenged off task behaviour as students worked around the room and supported students to get back on task.

Good examples of developmental comments in Phase A report.

Area for development 1

[REDACTED] has created a warm and friendly classroom environment, however, needs to ensure that she also is able to be firm with the behaviour policy and clear on her expectations. [REDACTED] needs to consider a change in the tone or volume in her voice to make students aware of when they are not doing the right thing or behaving inappropriately. In order to address this, [REDACTED] and I have discussed resetting behaviour expectations in her next lesson with classes, waiting for the class to be silent and focusing on her when giving instructions, asking students to repeat back instructions and also observing more experienced colleagues and the way they alter tone and volume throughout a lesson.

4 - What next and for the rest of the year?

- **New Mentor Training** – Wednesday 20th September on campus
- **Subject Mentor Development Meetings on campus** – Wednesday 20th September. 3.30pm-5pm
- **Phase A report** due Monday October 30th
- **Generic 2 video** on **PebblePad** from Monday 13th November (focus is on ITAP, written feedback and Phase B report)
- **ITAP week** – 20th November (behaviour)
- **Subject development meetings** - week of November 27th (online)
- **Generic 3 video** on **PebblePad** from Monday 22nd January (coaching questions, moving on and Phase C)
- **New Mentor (P2) training** – January 24th on campus
- **Generic 4 video** (PebblePad on 4th March)
- **Subject development meeting** – from March 11th (location dependent on tutor)
- **Subject development meetings on campus** week of 22nd April

2.27 Attend Mentor training and support meetings on campus or remotely to receive support and guidance, to watch the Mentor training videos and read all written guidance. In addition, Mentors will need to review trainees' progress, and to plan, review, monitor and evaluate the components of the ITE programme.

Last bits

- Keep in touch and ask if you need anything or clarification
 - Your tutor is the first port of call, then me if there is an issue
 - Please do read the sections on induction in the guidebook for settling your trainee in.
-
- Have a great mentor year!

Mentor Year – Sussex 2023-2024

Strategic foci for the year:

- ONSIDE mentoring
- Excellent feedback (written)
- Using coaching for verbal feedback
- Inclusive mentoring

Placement/course Dates

- Uni Induction starts September 1st 2023
- *Trainee to set up a zoom meeting with mentor for the week of 18th September*
- Placement 1 starts on Monday 25th September - School induction starts
- *Trainees set up joint Zoom meeting with new and existing mentor week of 29th January 2024*
- Placement 2 starts on Monday 19th February 2024
- Final Day of placement 2 is Friday 24th May 2024
- Final Day of course is Friday 7th June 2024

Phase Report Deadlines:

Phase A – Monday October 30th October 2023
Phase B – Friday January 5th 2024
Phase C – Monday February 19th 2024
Phase D – Monday April 15th 2024
Phase E – Friday May 24th 2024

Support plan deadlines:

Wed 22nd November 2023
Wed 17th January 2024
Wed 24th April 2024

Assignment deadlines (trainees):

APK – Thursday 22nd February 2024
RPK – from Monday 13th May – Friday 24th May 2024



Training and Meetings:

- 1 – Generic Mentor information video
- 1 online Monday 11th September
- 2 – New Mentor training on campus Wed 20th Sep 12pm (video will be available after)
- 3 – Subject meetings on campus Wed 20th Sep 3.30-5pm
- 4 – Generic Mentor video 2 online Monday 13th November
- 5 – Subject meetings (online) from Monday 27th November
- 6 – Generic Mentor video 3 online Monday 22nd January 2024
- 7 – New Mentor training on campus Wed 24th January 12pm
- 8 – Subject meetings (online) from Monday 29th January 2024
- 9 – Generic Mentor video 4 – online 4th March 2024
- 10 – Subject meetings online from Monday 11th March (ITAP preparation)
- 11 – Subject meetings on campus from Monday 22nd April 2024
- 12 – Annual Conference Friday 28th June