Teacher Training
SWIFT

SECONDARY MENTOR HANDBOOK

Phase 1

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Welcome

Dear Mentor

Welcome to the SWIFT Mentor Community. We are delighted to be working with you and your school to ensure SWIFT trainee teachers have the best possible start to their teaching career. High quality mentoring is at the heart of our teacher training programme. Research has shown that teachers who feel supported are less likely to leave the profession, and that mentoring is a highly effective way of addressing teacher efficacy, job satisfaction and balancing workload.

We recognise the skill, time and effort required in being an effective mentor and have designed our programme to deliver world-class training and support for you. Mentoring is an extremely rewarding role and useful for your own professional development. We hope the SWIFT Teacher Training Mentor Curriculum will accelerate your practice as both a mentor and a teacher. We also recognise that being a mentor can be a challenging role. Many in the education sector underestimate the time and effort that is needed to carry out the role effectively. Our Lead Mentors and I will be on hand throughout the year to provide you with support, guidance and advocate for the time and resources that you need.

As a mentor, you will have a key role in helping our trainee teachers put the theory that they will cover in the SWIFT Teacher Training curriculum into practice. We will ensure that you understand and feel part of the development of our curriculum. You will be provided with regular summaries of what our trainee teachers have been learning with us and clear guidance about how to support them to apply their learning in the classroom. You will also be provided with weekly scripted evidence-based guidance on themes to discuss with your trainee teacher that will complement their learning.

We have sought to minimise the extraneous paperwork often required from mentors by Initial Teacher Training Courses. SWIFT Teacher Training has been working with Steplab so that we can use one simple online platform to record, assess and monitor the development of our trainee teachers. The Steplab online platform also has a myriad of useful courses for you to further accelerate your mentoring and teaching skills.

We look forward to welcoming you to our Mentor training sessions. These will always be informative, relevant and provide evidence-based strategies to provide your trainee with the best support. The sessions will also be a unique opportunity to play a part in our extensive SWIFT Mentor network where you can share good practice and gain support from other mentors from across the region, from an extensive range of settings.

You are an essential part of the year ahead. You are your mentee's advocate, support and guidance, critical friend and inspiration. Thank you in advance for the care, time and effort you will put in to shape your mentee's future career in teaching. We look forward to working with you.

John Stanier

Senior Lead Mentor

Curriculum Vision

Our approach to designing and delivery of Initial Teacher Training is shaped by a clear vision:

Build great teachers with ever deepening expertise across their careers, who can fulfil the unique potential of our profession to transform the lives of children and their community.

Overall Aims

The overall aim is to enable our trainees to make the strongest possible start that clearly and securely places them on a pathway to deepening expertise.

Our specific aims of the SWIFT Teacher Training Curriculum are that all trainees:

- Have the requisite knowledge and skills in their phase and across subjects to make a strong start that is sustained throughout their training year and into their Early Career, accessing all elements of the ITT Core Content Framework (CCF).
- Have a clear mental model of learning based on the strongest research and evidence. Learning is complex and there are a myriad of models explaining processes. Our prioritised model of learning - **Cognitive Science** – provides a clear rationale for why, for example, we prioritise techniques such as retrieval practice and dual coding.
- Experience a clear model of training that maximises trainee teacher development. Teaching is complex and cannot be left to chance. We use a model of **Deliberate-Practice** which leads us to prioritise **Instructional Coaching** in mentoring, for example.
- Acquire the habits of critical consumers of research, able to prioritise activity that is rooted in evidence of impact. Our partnership with **Kingsbridge Research School** is one of the ways we drive this.
- Prioritise inclusive approaches to teaching, based on quality first teaching, so that every teacher is a teacher of SEND
- Develop agency to bring about social justice. A trainee's commitment to becoming a great teacher helps create the conditions for a fairer education for all pupils, especially those from disadvantaged backgrounds.

Meet the Team

SWIFT Teacher Training Central Team

Sarah Frame | Director of SWIFT Teacher Training

Nicky Sheppard | SWIFT Teacher Training Programme Manager

Abby Spearing | Initial Teacher Training Administrator

Stephanie Scoble | Administrator

SWIFT Lead Mentor Team

John Stanier | Senior Lead Mentor

Lauren Hudson | Primary Lead Mentor

Kelly Armstrong | Deputy Director Secondary

Martin Lewis | Secondary Lead

Emma Sivyer | Deputy Director Primary

Contact Us

To contact the SWIFT Teacher Training Central Team, Abby, Nicky and Sarah, use this email: Info@swiftteachertraining.org.uk or ‘phone 01548 852641

To contact John Stanier, Senior Lead Mentor use this email: John.Stanier@sw-ift.org.uk or ‘phone 01805 626037

Strands

We use the five core areas of the Core Content Framework as our organisational rationale, referring to these as '*Core Curriculum Strands*':

- Strand 1: Behaviour Management
- Strand 2: Pedagogy
- Strand 3: Curriculum
- Strand 4: Assessment
- Strand 5: Professional Behaviours

These are carefully sequenced and revisited over the following Phases.

Phases

Phase 1: Principles and Fundamentals	• Creating a positive environment where all pupils can flourish • Understanding how to maximise all pupils' learning
Phase 2: Consolidating and Developing	• Establishing effective classroom practice • Assessment and feedback; encouraging all pupils to excel
Phase 3: Moving to Complex Practice	• Empowering all pupils to succeed • Transition - Trainee Teacher to QTS

SWIFT Teacher Training Strand Overview

Strand 1: Managing Behaviour and High Expectations

Behaviour Management is a crucial component of teaching. A teacher's ability to promote positive behaviour in the classroom is the foundation for pupil success. Through SWIFT's Behaviour Management and High Expectations Strand, we aim to equip trainee teachers with the essential skills and knowledge required to establish a positive culture of mutual trust and respect in the classroom. Drawing from Tom Bennett's 'The Beginning Teachers Behaviour Toolkit', trainee teachers will learn how to create an inclusive and ambitious learning environment.

One essential component to this strand focuses on the importance of cultivating a positive classroom environment. This involves fostering a welcoming and inclusive atmosphere that encourages students to feel valued and motivated to achieve. Following Tom Bennett's practical, evidence-informed guidance on classroom management, the trainee will develop a repertoire of proactive behaviour management strategies; grasp the significance of teaching behaviour expectations alongside establishing norms and routines.

During the Behaviour Management Intense Training and Practice (ITAP) week, trainee teachers observe teachers in action and apply theoretical concepts to real-life situations. This practical exposure will enhance their confidence in managing student behaviour efficiently and adjusting strategies to suit the specific requirements of the classroom.

Strand 2a: How Pupils Learn

We will focus on understanding the foundational principles of learning and memory to optimise teaching practices. Learning involves lasting changes in students' capabilities and understanding, with prior knowledge playing a crucial role in shaping how new information is acquired and retained. We explore the components of memory - working memory and long-term memory - and strategies to avoid overloading working memory while integrating new knowledge into long-term memory. Emphasis is placed on the importance of regular purposeful practice, retrieval of information from memory, and spaced learning to consolidate learning and strengthen recall. Trainee teachers will learn techniques such as breaking down complex material into manageable steps, identifying and addressing potential misconceptions, and linking new content to existing knowledge to promote deep understanding. Through collaborative discussions and hands-on practice, trainee teachers will develop and refine skills in planning effective lessons, designing targeted practice tasks, and fostering a supportive learning environment conducive to long-term retention and application of knowledge.

Strand 2b: Classroom Practices

Classroom Practices emphasises the importance of instructional techniques that foster deep understanding and independence in learners. Effective teachers strategically introduce new material in incremental steps, linking concepts to prior knowledge and employing models, scaffolds, and worked examples to make abstract ideas tangible. We will explore the value of developing metacognitive thinking and consider a number of approaches to effective questioning. Additionally, the training will focus on leveraging classroom talk, paired and

group activities, and appropriate homework assignments to consolidate learning and extend student engagement. Through collaborative discussions, observation of expert practices, and hands-on application, trainee teachers will refine their abilities in lesson planning, modelling, questioning, and facilitating meaningful classroom interactions to optimise student success and promote a culture of lifelong learning.

Strand 2c: Adapt teaching

The *Adapt Teaching* unit explores effective strategies to meet the diverse needs of students in the classroom. Understanding that pupils learn at different rates and require varying levels of support, this unit emphasises the importance of responsive teaching that adapts to individual differences without creating artificial barriers or lowering expectations. Trainee teachers will learn to identify and address students' needs, including prior knowledge and potential barriers to learning, and offer targeted support in a manageable and flexible way. We debunk common myths, such as learning styles, and focus on evidence-based approaches that support all learners, including those with special educational needs and disabilities. Through observation, analysis, and practical application, the trainees will develop the expertise to create inclusive learning environments where every pupil has the opportunity to thrive academically and socially.

Strand 3: Curriculum

This unit explores how a school's curriculum sets out its vision for the knowledge, skills and values that pupils will learn. Trainee teachers will learn how to deliver a carefully sequenced and coherent curriculum. They will explore how subject knowledge is essential to effectively motivate pupils and how to anticipate common misconceptions. Trainee teachers will review the evidence that shows the primacy of knowledge within the curriculum and how pupils need secure knowledge to think critically and how pupils learn new ideas by building on existing knowledge. Throughout the strand, an emphasis will be placed on the importance of literacy and numeracy in all areas and aspects of the curriculum.

Strand 4: Assessment

In this strand, trainees will explore different forms of high-quality feedback including written and verbal feedback and how they can support students to act on this feedback to maximise student progress.

Prioritisation of manageable effective marking will be a thread throughout the strand with trainees looking at several feedback approaches including self and peer assessment and whole class feedback.

By the end of the strand, trainees will be confident analysing assessment data effectively so that they are able to draw accurate conclusions about what the data tells them which will in turn impact future approaches.

The content of this unit is drawn from the work of Dylan Wiliam who is very well known for his work on assessment, Robert Coe at Evidence Based Education, The Education Endowment Foundation and Daisy Christodolou to ensure that the strand is informed by the latest educational evidence and expertise.

Strand 5: Professional Behaviours

The Professional Behaviours strand focuses on our integrity, honesty and the understanding that to be the best teachers we can be, we must reflect upon our own professional development and invest in developing our subject knowledge and teaching skills. It is this commitment that will help our pupils have the best teachers in front of them in the classroom and is a core strand that runs through a teacher's career. In our Professional Behaviours programme, we will explore key fundamental areas that extend beyond subject knowledge teaching such as how we keep children safe in education, create inclusive learning environments and how we support pupils as they move through the different phases of their education. We will focus on how teachers communicate with parents and carers and maintain professional relationships with pupils and with members of staff such as teaching assistants. Schools are complex places, and we will explore their structures and the multiple roles that teachers must take on during any typical school day.

As trainee teachers move through the SWIFT Teacher Training Curriculum, our Professional Behaviours strand will continue to support their personal development, acknowledging the importance of maintaining good wellbeing and health and sets them on their career path with a focus on interviews, career development and the Early Career Framework.

8 Guiding Principles for Expert Teaching

1. Positive classroom climates and relationships: a structured and safe classroom environment where relationships are valued and built on mutual respect.
2. Planning for challenge: teachers plan for challenge, adapt lessons for their classes and have high expectations of what can be achieved.
3. Explanation: pupils acquire new knowledge through effective teacher explanation and instruction.
4. Modelling: teachers demonstrate how to apply knowledge in new contexts.
5. Deliberate practice: clearly planned opportunities for pupils to practise and become experts.
6. Questioning: teachers ask questions to both challenge pupils to think hard and to check their understanding.
7. Assessment and feedback: teachers help pupils to address gaps in their knowledge and correct misconceptions.
8. Developing long-term memory: explicit planning and teaching helps pupils to store and retrieve knowledge over time.

Section 1: Positive classroom climates and relationships

1.1 Planning the learning environment
1.2 Threshold - entry
1.3 Threshold - exit
1.4 Least invasive correction
1.5 Teacher RADAR
1.6 Whole class reset
1.7 The art of the consequence
1.8 Positive framing

Section 2: Planning for challenge

2.1 Learning Outcome
2.2 Progression Steps
2.3 Plan for transitions
2.4 First teaching of key vocabulary
2.5 Prepare for common errors and misconceptions

Section 3: Explanation

3.1 Script explanations
3.2 Examples/Non-examples
3.3 Consider cognitive load
3.4 Assess the success of explanation
3.5 Deliver explanations in an engaging way

Section 4: Modelling

4.1 Use a model to show pupils
4.2 Modelling metacognitive strategies
4.3 My turn, our turn, your turn
4.4 Live modelling
4.5 Building independence
4.6 Scaffolding – to add in

Section 5. Questioning

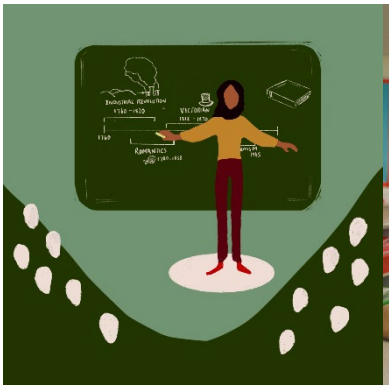
5.1 Cold Call
5.2 Think Pair Share
5.3 Probing
5.4 Say it again better
5.5 Hinge Questions

Section 6: Assessment and feedback

6.1 Live mark and actively observe pupils working
6.2 Use low stakes quizzing
6.4 Avoid excessive workload
6.5 Act on data
6.6 Provide opportunities for pupils to act on feedback
6.7 Use summative assessments

Section 7: Developing long-term memory

7.1 Do Now
7.2 Retrieval Practice
7.3 Spaced Practice
7.4 Self-Explanation



The Qualities of an Effective Mentor

The SWIFT Teacher Training Curriculum is designed to develop mentor expertise in the four areas described by the National Standards of School Based Initial Teacher Training Mentors (Ofsted, 2016). These are:

Standard 1: Personal Qualities

Establish trusting relationships, modelling high standards of practice, and understand how to support a trainee through initial teacher training.

- Be approachable, make time for the trainee, and prioritise meetings and discussions with them;
- use a range of effective interpersonal skills to respond to the needs of the trainee;
- offer support with integrity, honesty and respect;
- use appropriate challenge to encourage the trainee to reflect on their practice; and
- support the improvement of a trainee's teaching by modelling exemplary practice in planning, teaching and assessment.

Standard 2: Teaching

Support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs.

- Support the trainee in forming good relationships with pupils, and in developing effective behaviour and classroom management strategies;
- support the trainee in developing effective approaches to planning, teaching and assessment;
- support the trainee with marking and assessment of pupil work through moderation or double marking;
- give constructive, clear and timely feedback on lesson observations;
- broker opportunities to observe best practice;
- support the trainee in accessing expert subject and pedagogical knowledge;
- resolve in-school issues on the trainee's behalf where they lack the confidence or experience to do so themselves;
- enable and encourage the trainee to evaluate and improve their teaching; and
- enable the trainee to access, utilise and interpret robust educational research to inform their teaching.

Standard 3: Professionalism

Set high expectations and induct the trainee to understand their role and responsibilities as a teacher.

- Encourage the trainee to participate in the life of the school and understand its role within the wider community;

- support the trainee in developing the highest standards of professional and personal conduct;
- support the trainee in promoting equality and diversity;
- ensure the trainee understands and complies with relevant legislation, including that related to the safeguarding of children; and
- support the trainee to develop skills to manage time effectively.

Standard 4: Self-Development and Working in Partnership

Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnerships.

- Ensure consistency by working with other mentors and partners to moderate judgements; and
- continue to develop their own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research.

Professional Etiquette During Training

Sessions Online

	Arrive on time to all training sessions, including after breaks and lunchtime. Be seated and ready to start.
	Devices should only be used for making notes on sessions. Work emails and lesson planning should be completed at another time.
	Microphones off when the host is talking.
	Please ask questions in the chat. These will be addressed in the question section of the session. If you have any questions which are specific to you, please ask your mentor directly.
	Engagement. Please have your camera on, answering questions and taking part in surveys and being an active part of group discussions, including in breakout rooms.

Training Day

	Arrive on time to all training sessions, including after breaks and lunchtime. Be seated and ready to start.
	Devices should only be used for making notes on sessions. Work emails and lesson planning should be completed at another time.
	No talking during sessions.
	Please save questions to the question section of the session. If you have any questions which are specific to you, please ask your mentor directly.
	Engagement. Make sure you take an active part in sessions when appropriate eg group discussions and answering questions.

An Overview of the Mentor Curriculum

Time Commitment for Mentors Year 1	Maximum 20 hours
Induction Day	Six hours
Online Asynchronous Training	Eight hours
Online Synchronous Training	Six hours

Module	Delivery	Length	Date of Seminar OR Event OR Completed by	Compulsory Equivalence to Optional
Implementing the SWIFT TTC & the CCF	Face-to-Face | Induction Day	Induction Day Six and a half hours	Monday 17 June 2024 OR Wednesday 3 July 2024	Compulsory.
The principles of effective teaching	Face-to-Face | Induction Day			
Building a supportive professional environment	Face-to-Face | Induction Day			
Instructional coaching	Face-to-Face | Induction Day			
The importance of deliberate practice	Face-to-Face | Induction Day			
Mentoring to develop a powerful teaching environment	Online asynchronous materials	60 minutes	Week beginning 9 September 2024	Compulsory. Only 30 minutes if ECF Mentor or Instructional Coach training completed.
Mentoring to ensure effective teaching	Online asynchronous materials	60 minutes	Week beginning 30 September 2024	Compulsory. Only 30 minutes if ECF Mentor or Instructional Coach training completed.
Assessment of Trainee Teachers	Online synchronous seminar	60 minutes	Wednesday 16 October 2024	Compulsory.
Deconstructing practice	Online synchronous seminar	60 minutes	Wednesday 20 November 2024	Compulsory unless ECF Mentor or Instructional Coach training completed.
Mentoring to ensure effective assessment and feedback	Online asynchronous materials	60 minutes	Week beginning 2 December 2024	Compulsory. Only 30 minutes if ECF Mentor or Instructional Coach training completed.

Wellbeing & a professionally acceptable workload	Online synchronous seminar	60 minutes	Wednesday 22 January 2025	Compulsory unless ECF Mentor training completed.
Balancing support and challenge	Online synchronous seminar	60 minutes	Wednesday 5 March 2025	Compulsory unless ECF Mentor training completed.
The importance of subject knowledge	Online asynchronous materials	60 minutes	Week beginning 17 March 2025	Compulsory.
Mentoring to develop an adaptive & inclusive teacher	Online asynchronous materials	60 minutes	Week beginning 31 March 2025	Compulsory. Only 30 minutes if ECF Mentor or Instructional Coach training completed.
Enriching your trainee's development	Online asynchronous materials	60 minutes	Week beginning 5 May 2025	Compulsory.
Future Growth – The ECF and beyond	Online synchronous seminar	60 minutes	Wednesday 11 June 2025	Compulsory.

**Remaining two and a half hours assigned across the year, various asynchronous.*
*** As a major regional delivery lead for the Early Career Framework (ECF), we are able to ensure that ECF Mentor training is taken into account and duplications between the programmes are significantly reduced. Where equivalences exist, we offer 30-minute bitesize training sessions or the module is exempt.*

Steplab

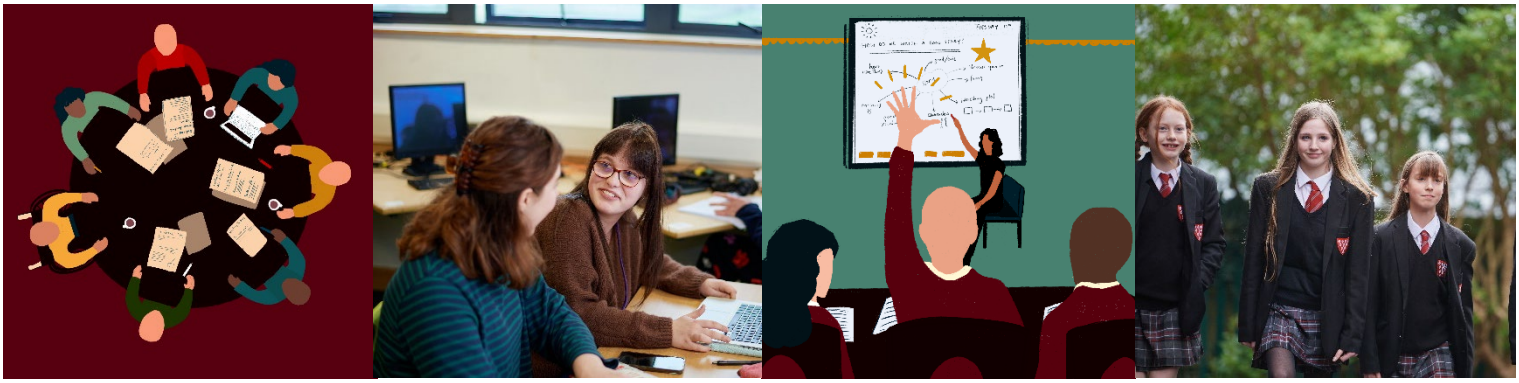
Reference: https://steplab.co/

Steplab is an online platform that supports the development of teachers through instructional coaching. To reduce burdensome paperwork, SWIFT Teacher Training will be using the Steplab platform for several purposes:

- Record observations of trainee teachers
- Script feedback to trainee teachers
- Identify the highest leverage action step for trainee teachers
- Record the outcomes of weekly mentor meetings
- Record trainee teacher reflections
- Record practice of approximations of teaching
- Provide videos of models of teaching
- Provide online learning to supplement the core SWIFT Teacher Training curriculum
- Collate evidence of trainee teachers meeting the Teacher Standards
- Provide the evidence base for the summative assessments of Trainee Teachers

An account on Steplab will be created for all trainee teachers and their mentors. Log-in details will be provided at the induction session. If you are unable to attend the induction session, then please contact us.

Steplab is a very intuitive platform to use, however, comprehensive training in how we will be using Steplab to support our trainee teachers will be given during the mentor induction day.



Induction Training

Induction Session 1
The SWIFT Teacher Training Programme

Key Words		
Acronym	**Meaning**	**Definition**
ITT		
CCF		
ECF		
ECT		
DfE		
ITaP		

Classroom Practice (Standard 4 – 'Plan and teach well structured lessons')	
Learn that…	**Learn how to…**
1. Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning. 2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned. 3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible. 4. Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases. 5. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success. 6. Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems.	**Plan effective lessons, by:** • *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.* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.* • *Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge.* • *Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material.* • *Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills.* **Make good use of expositions, by:** • *Discussing and analysing with expert colleagues how to use concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples).* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Starting expositions at the point of current pupil understanding.*

Discussion about the recent changes to ITT		
	Opportunities	**Challenges**
Me		
My School		
The Education Sector		

SWIFT Trainee Teacher Curriculum		
Term 1	**Term 2**	**Term 3**
The Curriculum	Assessment and Feedback	Enriching Teaching
Creating a Powerful Teaching Environment	Adapting Teaching	
Effective Teaching		

SWIFT Mentor Curriculum		
Term 1	**Term 2**	**Term 3**
Induction (IRL)	Balancing support and challenge (synchronous)	Enriching your trainee's development (asynchronous)
Mentoring to develop a positive learning environment (asynchronous)	A professionally acceptable workload (synchronous)	Future Growth – the Early Career Framework and Beyond (synchronous)
Mentoring to ensure effective teaching (asynchronous)	The importance of subject knowledge (asynchronous)	
Assessment of trainee teachers (asynchronous)	Mentoring to develop adaptive and inclusive practice (asynchronous)	
Deconstructing Practice (synchronous)		
Deliberate Practice (synchronous)		
Mentoring to ensure effective assessment and feedback (asynchronous)		

Reflection

1. **What has surprised you about the expectations of your role as a mentor?**

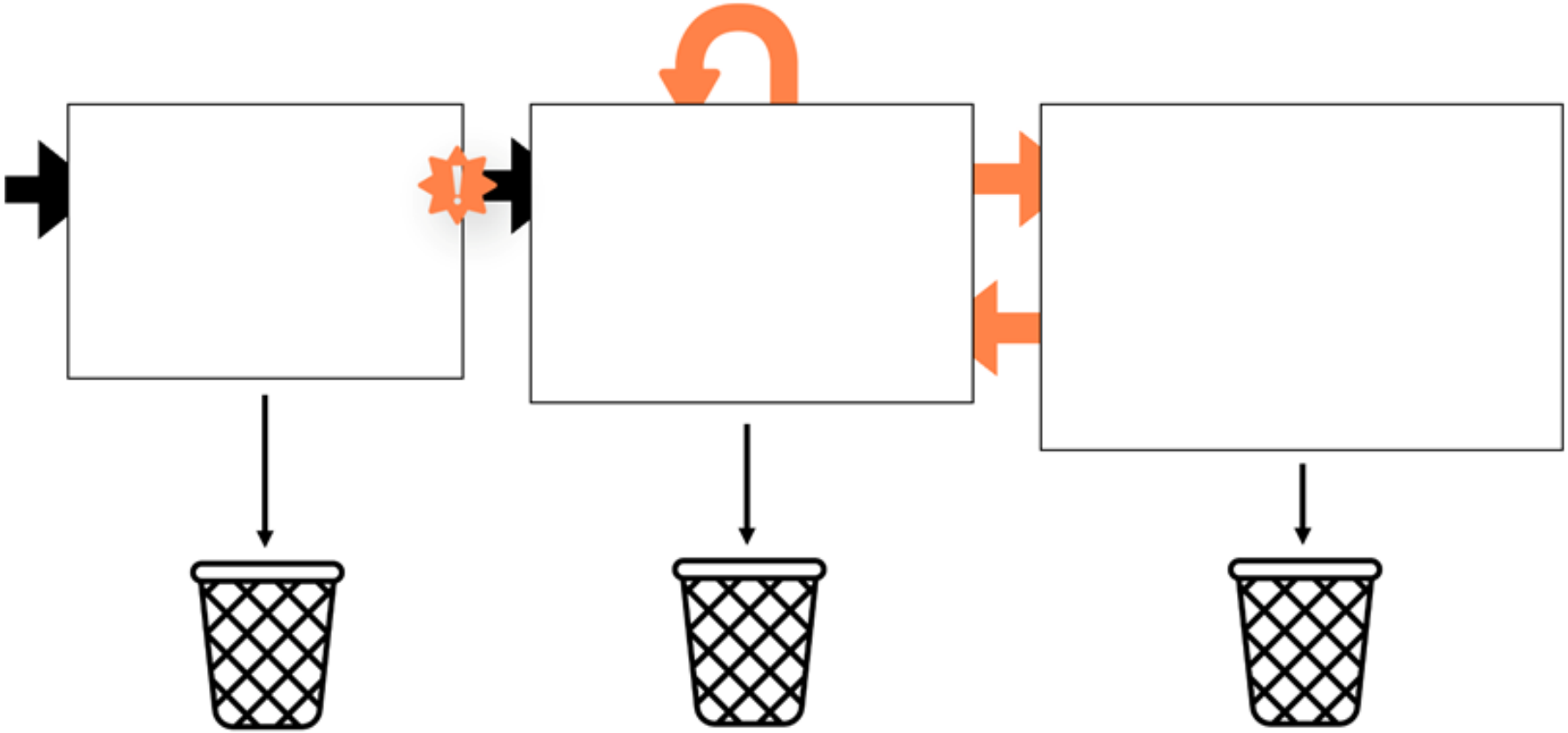
2. **What conversations will you need to have when you return to school?**

3. **What additional support and guidance might you need from SWIFT?**

Induction Session 2
How Pupils Learn

Settling Task		
What is...	**Initial Thoughts**	**Second Draft**
Learning?		
Willingham's model of the mind?		
Cognitive Load Theory?		
Retrieval Practice?		
Spaced Practice?		
Intrinsic Cognitive Load?		
Extraneous Cognitive Load?		

Knowledge Check	
What is learning?	
Why is attention so critical for learning?	
What factors might affect pupils' attention in the classroom?	
What are some of the limitations of working memory?	
How might these limitations affect the way we present information?	
Why do we use filing cabinets to represent long-term memory?	
Is rehearsing information enough to guarantee it makes its way into the long-term memory?	
Extraneous Cognitive Load?	



Intrinsic Cognitive Load

What topic in your subject or setting has a potentially high intrinsic load and how might you reduce it?

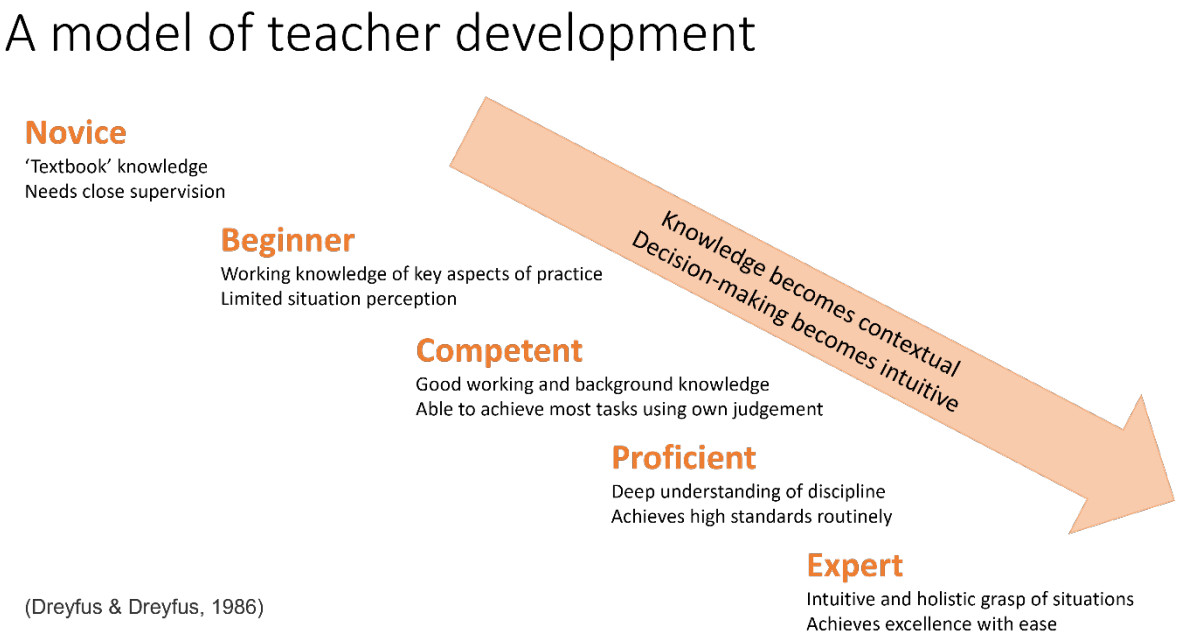
Extraneous Cognitive Load

How might you reduce or control the amount of extraneous load in your classroom?

What extraneous loads are the pupils of Chester class exposed to?

Induction Session 3
Building a Supportive Professional Environment

An effective mentor is…



What is your role in applying the science of learning to your trainee teacher's development?

To what extent does your initial definition of an effective mentor reflect the above areas?

Scenario

James has joined teaching for a new challenge after working a desk job at a large engineering firm. With teachers in the family, he knew teaching would be difficult but did not anticipate it to be so demanding. He will be starting his placement at his second school.

Rob is mentor to James. Rob has been provided with a summary of James' experience in his first placement school which conveys a sense that he found his training particularly difficult. Rob is highly organised and attends their regular meetings but has concerns about James' suitability to teach. Rob considers the training year to be a rite of passage for all teachers, and if he found his training year tough, just what will James make of it?

James is very conscientious and firmly believes if he continues to work hard, he will be able to make it, staying late at school and working in the evenings and through Sunday afternoon. However, by the end of term he is completely exhausted and is unable to recognise the progress he has made. Over the holiday, he speaks with his friends and former colleagues. He makes up his mind to return to engineering.

Now, imagine James' mentor is another member of staff - Arvi. She had a very difficult training year with a fractious relationship with her mentor. She suffered from imposter syndrome, often questioning whether she was the best person to be at the front of the classroom. Early in her career, she often questioned whether she was cut out for teaching but had built a good support network with other teachers in the school. She remained resilient and is now a middle leader. She believes in creating the conditions for all teachers to thrive, not survive, at the start of their career. She is hugely supportive of teacher development in her school, attending weekly mentor meetings as well as supporting an Assistant Headteacher's group for trainee teachers and Early Career Teachers.

1. How might the expectations of Rob and Arvi influence James and their relationship?

2. Could James' departure from teaching be prevented?

Questions for the first meeting with your trainee teacher.

1. What do you need from me for this process to work well? What I need from you is…..
2. I really appreciate it when colleagues…
3. What is the best way for us to regularly communicate? (e.g. email, in person, text).
4. When are we happy to be communicated with/when are we not?
5. What is the best time for us to schedule our interactions?
6. What have you previously found effective in a mentor/mentee relationship?
7. How can we ensure that drop-in observations are a positive and effective experience?

What questions would you add or remove from this list to ensure an effective start to your mentor/mentee relationship?

Quality	Impact on trainee teacher	Mentor Actions
Respect – recognising the value of others, listening to their concerns, and using them to determine outcomes	Feeling respected, valued, and heard within the school community. Embrace mentoring relationship as developmental.	•Recognise trainee teacher as a professional and use a supportive, and collaborative approach •Active listening and body language. •Respect and recognise differences. •Disagreeing (Links to future session) •Challenging disrespect
Personal regard – showing care in both professional and personal capacity to all colleagues	Gain confidence in the mentoring process. Reduced vulnerability and strengthen social affiliation.	
Integrity – Demonstrate consistency between words and actions, which reflect morals and values.	Feel safe, confident and recognise importance of values and morals in teaching.	
Competence – Reliably meeting expectations and being someone who can be counted upon.	Recognise their mentor as valuable tool for development.	

Induction Session 3
Instructional Coaching

What is your understanding and experience of instructional coaching?

A non-example of instructional coaching

Why isn't this an example of instructional coaching?
How does the feedback improve the expertise of the teacher?

An example of instructional coaching

Why is this an example of instructional coaching?
How does the feedback improve the expertise of the cellist?
How often have you received this quality of coaching?

Practice choosing the highest leverage step

Practice 1a

Area of concern:	Rank (and reason):
A: Three students lost focus during the final practice task and started staring out of the window.	
B: The teacher didn't circulate when the students were practising to see if they were making mistakes.	
C: When the students made errors in their work that the teacher did spot, the teacher didn't know how to respond to them.	
D: The practice question in the lesson didn't relate to the lesson objective. It was hard to see if students achieved their objective from the work they were doing.	

Practice 1b

Area of concern:	Rank (and reason):
A: The teacher's exposition was overly complex and confusing.	
B: Students' entry to the classroom and settling was poorly managed at the start of the lesson.	
C: The teacher used questioning that was often 1-1, leaving most of the class doing nothing for long periods of the lesson.	
D: Students behaved poorly but were given no sanctions or corrections of any kind. The teacher often said their name: "Amin!" but didn't explain why.	
E: The teacher did not have an effective routine for silence. They were not able to achieve silence.	

Planning feedback for the first 3 Ps

Planning Feedback
Areas for praise
Observation notes
Plan probing questions
What is the teacher's next step?

Planning Feedback
Areas for praise
Observation notes
Plan probing questions
What is the teacher's next step?

The practice cycle

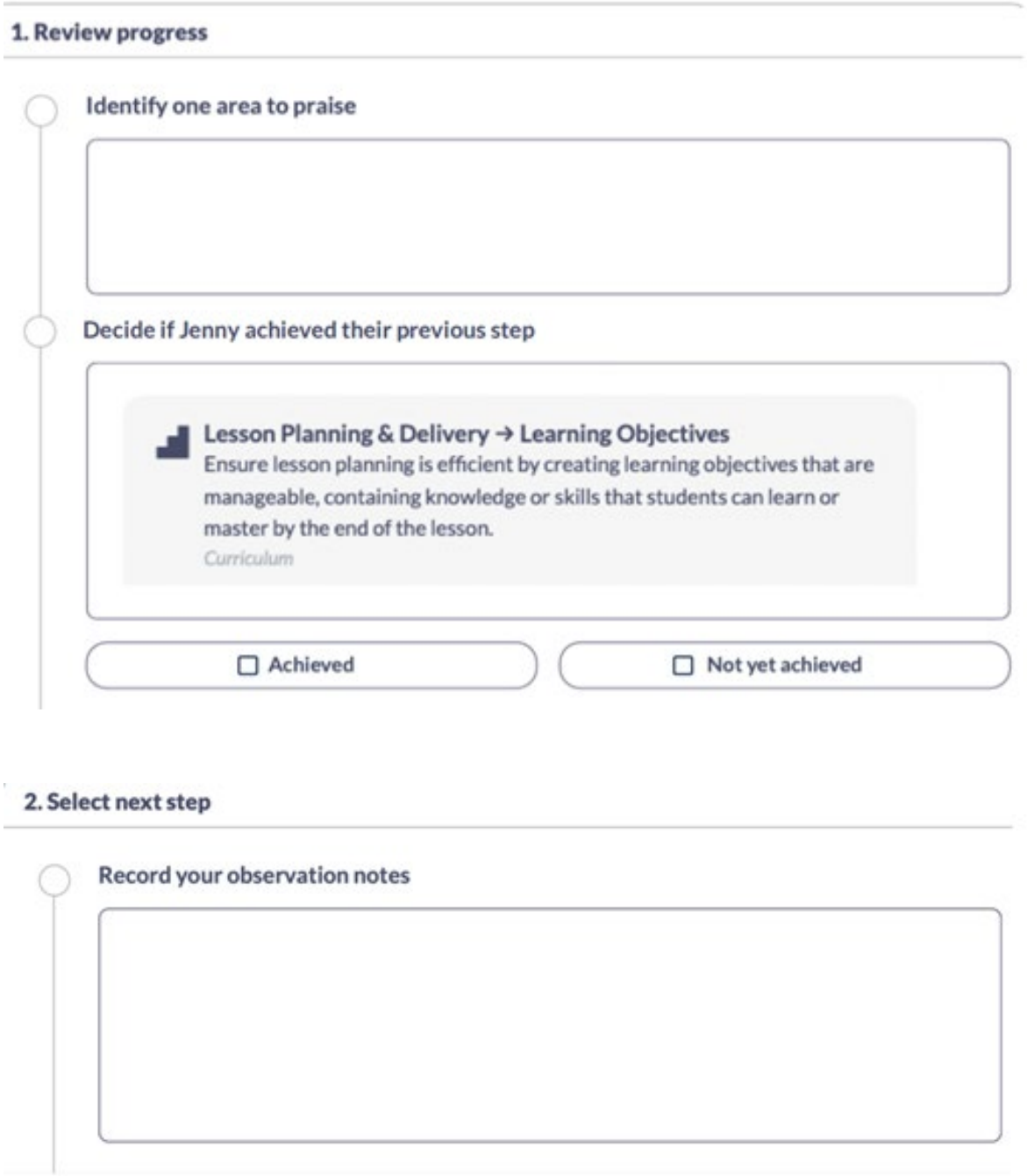
Modelling practice
How does Josh list the success criteria?
How does Josh model the practice?
How does Josh describe the practice?

Giving feedback
What feedback would you give Ayesha?
What does this tell you about the importance of practice?

Alex and Alice - A model of the practice cycle
How does Alex represent the practice?

How does Alex deconstruct the practice?
How does Alex allow Alice to approximate practice?

Bringing it all together



Plan question(s) about your observation

Select Jenny's next step

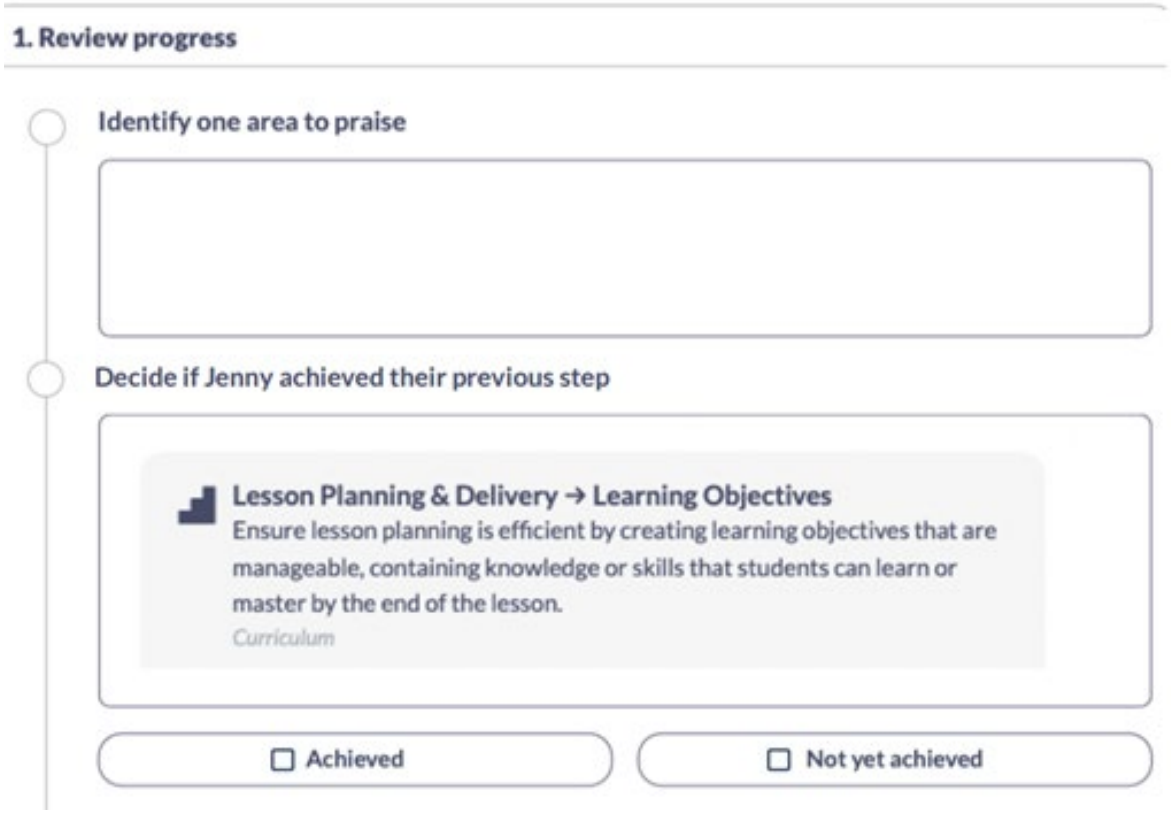
Criteria

Tasks

Plan how you will model this step

Plan a question about the model

Finish


1. Review progress
Identify one area to praise
Decide if Jenny achieved their previous step
Lesson Planning & Delivery → Learning Objectives
Ensure lesson planning is efficient by creating learning objectives that are manageable, containing knowledge or skills that students can learn or master by the end of the lesson.
Curriculum
Achieved
Not yet achieved

2. Select next step
Record your observation notes

Plan question(s) about your observation

Select Jenny's next step

Criteria

Tasks

Plan how you will model this step

Plan a question about the model

Finish

Mentor Meeting Scripts

Weeks 1 – 3 trainee teachers are on campus

Week 4	
Short Placement Mentor Meeting	
Initial Interaction	
Suggested stimulus	**Discussion**

Ways of working

At the beginning of a professional mentoring relationship, it is important for both parties to discuss and establish their preferred ways of working. Establishing this early in the relationship will support the development of mutual respect, shared expectations of the process and each other, and pre-empt any potential issues.

Use the suggested following prompts:
• What do you need from me for this process to work well? What I need from you is…
• I really appreciate it when colleagues…
• What is the best way for us to regularly communicate? (e.g., email, in person, text)
• When are we happy to be communicated with/when are we not?
• What is the best time for us to schedule our interactions? (consider timetables, staff meetings, childcare responsibilities etc.)
• What have you previously found effective in a mentor/mentee relationship?
• How can we ensure that observations are a positive and effective experience?

The main aim of this meeting is to ensure you have a clear, agreed structure to how you will work together.

Key points for agreement	
When will you meet?	
Where will you meet?	
Beyond face-to-face, how will you communicate?	
When is it acceptable and not acceptable to communicate?	
What are your expectations of the trainee?	
What are the trainee's expectations of you?	

Additional discussion prompts
• Review the instructional coaching meeting routine of the '5 Ps' (Praise, Probe, Precise Action, Plan, Practice) • How will we ensure we feel comfortable and safe practising teaching techniques together? • What is your experience of schools and education so far?

Week 5	
Short Placement Mentor Meeting	
Creating a positive climate for Learning	
Establishing effective routines	
Suggested stimulus	Observation of trainee enacting a routine

Trainees need to plan how to teach or improve a routine by scripting exactly what they need to say. Based on their individual needs, trainees should choose one of the following routines:

- Greet at the door and settling routine
- Getting pupils' attention
- Transitions (e.g. from carpet to tables or from desks to practical work)
- Exit routine

Trainees should also be encouraged to practise and refine their routines.

The main aim of this meeting is to provide feedback on their routines so far and set an action step to further refine and improve their routines.

Suggested script	
Praise	Thank you for the episode that you delivered. One strength is… *the positive relationship that you have built already with pupils. You have clearly invested time into learning their names.* This means that…*your life will be much easier when questioning and directing behaviour*
Probe	It would be good to explore further your [entry / listening / transition / exit] routine. *Do you think all pupils knew what they were supposed to be doing?* *What evidence was there that some were unsure?* *How might this be addressed?*
Precise Action	I think that one action step that we need to work on is: ❑ Visibly monitor student entry ❑ Build positive relationships during entry ❑ Set clear expectations ❑ Insist on 100% ❑ Use a clear routine for student attention ❑ Reinforce routine cut-off ❑ Adopt a position of confidence and authority ❑ Use voice to convey confidence ❑ Rehearse and perfect the routine ❑ Narrate improvement of the routine
Plan	Let's now plan what this will look like. What are the success criteria for this action step?

	So, our precise actions should be… These are on Steplab, linked to the action step. e.g. The success criteria for using a voice to convey confidence is to 1. Stand still in a visible spot 2. Shoulders back, hands relaxed by your side making eye contact with the class 3. Display confidence using a strong, clear tone.
Practice	• Begin by modelling how you would enact this routine with a class • Invite the trainee to demonstrate how they would enact the routine with the class • Provide feedback based on the success criteria of the action step What I liked about your practice was… You could improve it by…
	When is the best time to see your perfected routine? When are we next meeting?

Success Criteria			
Greet at the door	Getting pupils' attention	Transition	Exit routine
- Stand at the door to the classroom - Greet each pupil with a bright face and a positive interaction - Correct individuals if they are not meeting expectations	- Instructions should be specific and observable - A clear sequence of actions should be explained - Instructions should be simple and manageable	- Instructions should be specific and observable - A clear sequence of actions should be explained - Instructions should be simple and manageable - Transitions should be timed	- Stand at the door of the classroom - Instructions should be specific and observable - A clear sequence of actions should be explained - Instructions should be simple and manageable

Week 6	
Short Placement Mentor Meeting	
Creating a positive climate for Learning	
Addressing Low Level Disruption	
Suggested stimulus	Discussion and Observation
In response to low-level disruption, trainees should first use an 'early and least-intrusive' intervention. This will aim to minimise disruption and avoid public confrontation. Doug Lemov (2016) outlines 6 techniques to quickly address low-level disruption: • Non-verbal intervention • Positive group correction • Anonymous individual correction • Private individual correction • Private individual praise • Lightning quick public correction Trainees should also be encouraged to practice and refine their routines. **The main aim of this meeting is to script and practice how the trainee will enact an 'early and least intrusive' intervention.**	
Suggested script	
Praise	Thank you for the episode that you delivered using the routines that we discussed last week. One strength is… *you have a well-rehearsed entry routine and pupils enter quietly and start working straight away.* This means that…*your expectations are clear from the start, and you are creating more time to learn.*
Probe	It would be good to explore how you addressed low level disruption. *What types of low-level disruption were there in your last lesson?* *How did you address this low-level disruption?* *How effective were your techniques and strategies in addressing this disruption?*
Precise Action	I think that one action step that we need to work on is: ❑ Give private corrections ❑ Make corrections descriptive and direct ❑ Issue a rapid sanction ❑ Name expected actions ❑ Follow corrections with take-up time ❑ Use a refocusing statement
Plan	Let's now plan what this will look like. What are the success criteria for this action step? So, our precise actions should be…

	These are on Steplab, linked to the action step. e.g. The success criteria for 'Give private corrections' are – 1. State exactly what the pupil did wrong and what they need to do to correct it, 2. Phrase the correction so it is encouraging and shows you believe the pupil will comply, 3. Include how the correction will impact learning, 4. Be calm and constant.
Practice	• Begin by modelling how you would address low-level disruption with a class • Invite the trainee to demonstrate how they would address low-level disruption with the class • Provide feedback based on the success criteria of the action step What I liked about your practice was… You could improve it by…
	When is the best time to see you effectively address low-level disruption? When are we next meeting?

Additional discussion prompts

- Why is it important to manage behaviour in a positive and least invasive way?
- What should you do if you are feeling very agitated by a pupil in your class?
- How can this negatively impact upon your behaviour management strategies?
- What can you do to help you control your emotions in these situations?
- Discuss possible behaviour management strategies alongside the school's behaviour policy. E.g., how to respond to behaviour or bullying that threatens emotional safety.
- Share with your trainee that they have the right to support and if they are finding behaviour challenging, they should seek support from colleagues.

Week 7

Short Placement Mentor Meeting

Creating a positive climate for Learning

Motivating pupils using precise praise

Suggested stimulus	Observation

Praising pupils is often seen as a wholly positive thing and novice teachers often lavish praise when pupils comply with teacher expectations. However, giving too much lavish praise can seem disingenuous and lead to lower expectations and self-esteem. There are three aspects to giving praise that we need to consider:

1. **Ensure praise is precise.**

Giving general praise does not make it clear to the pupil what precisely they need to do to succeed again. Be precise about what is praised, what you want to see more of and this will motivate the pupil to do more of that action. E.g. 'Your final piece of writing is so strong because you took your time when editing and redrafting – you worked really hard to make these improvements.'

2. **Praise effort over ability**

If you praise a pupil's ability (e.g. you're a talented writer), it can be demotivating because if they then come up against a challenge, it may knock their belief that they are 'talented'. If you praise effort, when a pupil fails, they will question their effort and know they need to work harder.

3. **Acknowledgement vs Praise**

If pupils meet expectations, acknowledge it. E.g. 'thank you for coming in silently'. If pupils go beyond your expectations, then give praise. Reserve words such as 'fantastic' and 'brilliant' for actions or words that are fantastic and brilliant. If a pupil hears you praise something that is good with the word "brilliant", they will think you have low expectations.

You may also wish to discuss with the trainee your schools praise and reward policy and how it could be put into practice.

The main aim of this meeting is to ensure the trainee knows how to use praise effectively to motivate pupils.

Suggested script	
Praise	Thank you for the episode that you delivered that addressed low-level disruption. One strength is… *the non-intrusive correction that you gave when the two boys at the front were talking.* This means that…*they quickly got back on task and the flow of the lesson was not disrupted.*
Probe	It would be good to explore how we can use praise to motivate pupils. *How do you use praise in the episodes that you have taught so far?* *What did you give praise for and what praise did you give?* *What was the impact of the praise? Was it what you had intended?*

Precise Action	I think that one action step that we need to work on is: ❑ Communicate clear expectations and link praise to these ❑ Use the board to give public praise ❑ Narrate the links between the class and the school rewards system ❑ Prepare to praise whilst scanning the class ❑ Give non-verbal praise ❑ Narrate hard-work and effort
Plan	Let's now plan what this will look like. What are the success criteria for this action step? So, our precise actions should be… These are on Steplab, linked to the action step. e.g. The success criteria for 'praise with non-verbals' are – 1. Scan at the beginning of the task whilst ticking names on the board, 2. Follow a clear method for ticking the names, 3. Be consistent, using the same system each lesson and refer to it, 4. Be authentic, do not over-praise.
Practice	• Begin by modelling how you would enact giving praise with a class. • Invite the trainee to demonstrate how they would give praise with the class. • Provide feedback based on the success criteria of the action step. What I liked about your practice was… You could improve it by…
	When is the best time to see you use praise effectively? When are we next meeting?
Additional discussion prompts	

- Why is praise so important in the classroom and what makes it effective?
- What is the difference between acknowledgement and praise?
- What is the impact on acknowledgement and praise on pupil motivation?
- Discuss the formal praise mechanisms (e.g. points/merits) within your school and more informal praise.
- Discuss the school's policy regarding contacting parents and carers as part of praise.
- Why is it important to develop intrinsic motivation?
- How are you supporting pupils to move from being extrinsically motivated to being intrinsically motivated?
- Do you teach any pupils who are disengaged with their learning? If so, what strategies could you implement to increase their motivation?
- How can you develop a positive learning environment where it is safe to make mistakes?

Week 8 is an ITAP

Week 9	
Short Placement Mentor Meeting	
Creating a positive climate for Learning	
Building trusting relationships	
Suggested stimulus	Discussion and Observation

Having trusting relationships with your pupils is at the heart of having a positive classroom environment. Trusting relationships do not happen by chance and need to build through a combination of high expectations, clear boundaries and understanding a pupils' individual circumstances. Discussing a pupil's individual circumstances with parents, carers and colleagues can also help pupils meet high expectations.

Trainees can take several deliberate steps to ensure they build trusting relationships with their pupils:

- Deliberately interact with every pupil in every lesson
- Remember and repeat details about individual pupils' lives that they have told you
- Communicate with parents and carers – especially when things are going well
- Create opportunities to build relationships away from the usual classroom setting
- Teach methods of positive interaction such as maintaining eye-contact or nodding when listening.

The main aim of this meeting is to identify and practice specific strategies to build trusting relationships with pupils.

Suggested script	
Praise	Thank you for the episode that you delivered where you used praise to motivate pupils. One strength is… *your use of pupils names on the board and ticking them off when they complied with instructions.* This means that…*you didn't interrupt the flow of the lesson by giving verbal praise and pupils started to work immediately.*

Probe	It would be good to explore how we can build trusting relationships with all pupils. *What would you describe a 'trusting relationship' to be?* *Why are trusting relationships so important in education?* *Do you leave the building of relationships to chance?*
Precise Action	I think that one action step that we need to work on is: ❑ Have at least one interaction with every pupil during a lesson ❑ Talk with pupils that you teach outside of the classroom ❑ Communicate with a parent or carer when a pupil has performed exceptionally well ❑ Share aspects of your life with your pupils ❑ Make eye contact and nod when interacting 1:1 with pupils ❑ Keep a record of things pupils have told you about themselves and bring this information to future conversations
Plan	Let's now plan what this will look like. What are the success criteria for this action step? So, our precise actions should be… These are on Steplab, linked to the action step. e.g. The success criteria for 'Have at least one interaction with every pupil during a lesson' are – 1. Greet every pupil individually when greeting the class 2. Every pupil is either asked a question or given feedback during the lesson 3. The teacher deliberately plans to interact with disadvantaged and introverted pupils first.
Practice	• Begin by modelling how you would begin building a trusting relationship with the class • Invite the trainee to demonstrate how they would begin building a trusting relationship with the class • Provide feedback based on the success criteria of the action step What I liked about your practice was… You could improve it by…
	When is the best time to see you building a trusting relationship with the class?

	When are we next meeting?

Additional discussion prompts

- How is the tone of your voice, how you move and your facial expression important in building trusting relationships?
- Discuss the difficulties in building relationships with pupils who may be distrustful of school or authority figures.
- How will trusting relationships enhance pupil motivation?
- How will trusting relationships enhance pupil behaviour?
- How could you use the wisdom of your colleagues in building trusting relationships?
- What is the importance of communication with parents or carers in building trusting relationships?
- Why are high expectations and clear boundaries essential in building a trusting relationship?
- What should you do if you are uncomfortable with a relationship that you have with a pupil?

Week 10	
Short Placement Mentor Meeting	
Creating a positive climate for Learning	
Addressing Persistent and Challenging Behaviours	
Suggested stimulus	Discussion and Observation
Trainees should use consequences or sanctions when dealing with persistent and challenging behaviours. They need to do this in a way that keeps disruption to a minimum and maintains positive relationships. They need to ensure consequences are: - Consistent – creating a predictable environment, sending a message of rigour and high expectations - Depersonalised – focussing on the behaviour, not the pupil - Deferred – offering a choice of complying now or facing a more severe consequence later. During the meeting, read the case study of challenging behaviour and discuss with the trainee effective ways to address the behaviour. Then take some time to script a set response to persistent and challenging behaviour for the trainee to use the next time this arises. **The main aim of this meeting is to identify and practice specific strategies to address persistent and challenging behaviours.**	
Suggested script	
Praise	Thank you for the episode that you delivered where you deliberately developed your trusting relationships with pupils. One strength is… *you interacted with every pupil at least once during the lesson.* This means that…*every pupil felt valued in your class and it improved participation.*
Probe	It would be good to explore how we can address persistent and challenging behaviours. Let's take some time to read through this case study of how a teacher has dealt with challenging behaviour (below). *What persistent and challenging behaviours were displayed in this case study?* *How were these addressed?* *How successful were these techniques or strategies?* *Which of these strategies could you include in your own practice?*
Precise Action	I think that one action step that we need to work on is: ❑ Make correction descriptive and directive ❑ Issue a rapid sanction ❑ Name expected actions ❑ Follow correction with take-up time

	❑ Use a refocussing statement ❑ Give private corrections
Plan	Let's now plan what this will look like. What are the success criteria for this action step? So, our precise actions should be… These are on Steplab, linked to the action step. e.g. The success criteria for 'Make corrections descriptive and directive' are – 1. Be specific: name the behaviour that you want to correct. 2. Be explicit: explain what the sanction is and the reason it is important. 3. Frame positively: offer a way back with something that they can achieve. 4. Be calm and constant.
Practice	• Begin by modelling how you would deal with persistent and challenging behaviour. • Invite the trainee to demonstrate how they would deal with a specific instance of persistent and challenging behaviour. • Provide feedback based on the success criteria of the action step. What I liked about your practice was… You could improve it by…
	When is the best time to see you deal with persistent and challenging behaviour? When are we next meeting?

Additional discussion prompts

- Why are consequences important and what makes them effective?
- How can you ensure consequences are fair and suit the behaviour?
- How can you ensure you remain consistent in the consequences you use?
- How can liaising with parents or carers help you to better understand pupils' individual circumstances?

Week 11

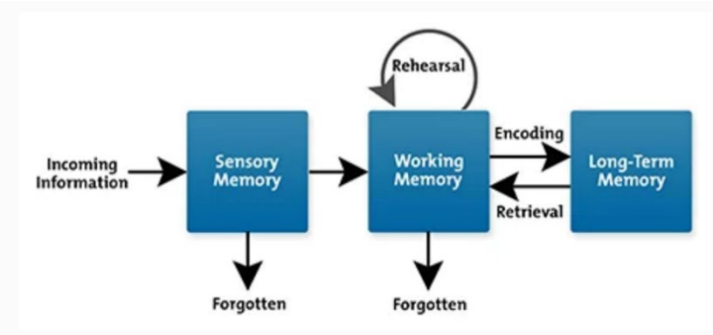
Short Placement Mentor Meeting

Effective Teaching

Managing Cognitive Load

Suggested stimulus	A lesson plan and observation

Trainees will understand cognitive load theory and Willingham's model of how the mind works. They will understand the limitations of working memory and how it can become overloaded.



This understanding of the science of learning should be used to inform how trainees plan and the episodes that they teach. Trainee's lesson plans should contain some of these features:

- Begin a lesson with a review of previous learning
- Present new material in small steps
- Ask a large number of questions
- Provide models and worked examples
- Opportunities to practice new material

(Rosenshine, 2012)

During the meeting, review a plan for an episode or lesson and discuss if these 5 ingredients are evident.

Then take some time to re-plan the lesson so that it takes account of effectively managing pupils' cognitive load.

The main aim of this meeting is to ensure trainees are breaking down the introduction of new knowledge into small steps.

Suggested script	
Praise	Thank you for the episode that you delivered where you addressed persistent and challenging behaviours. One strength is… *you issued a rapid sanction.* This means that…*the pupil who was misbehaving did not get any attention.*
Probe	We have explored effective classroom management for several weeks now. I would now like to explore planning lessons. On your course you have been exploring how pupils learn – particularly cognitive load theory and Rosenshine's principles of instruction. How have these informed your planning?

	How do you break new knowledge into small steps? *What activities do you plan for pupils to encode this knowledge?* *What opportunities do you provide for pupils to retrieve existing knowledge?*
Precise Action	I think that one action step that we need to work on is: ❑ Plan lessons around key knowledge points ❑ Plan objectives before activities ❑ Remove redundant information ❑ Keep questions and tasks visible ❑ Provide models of a response ❑ Use repeat task structures
Plan	Let's now plan what this will look like. What are the success criteria for this action step? So, our precise actions should be… These are on Steplab, linked to the action step. e.g. The success criteria for 'Plan lessons around key points' are – 1.Plan backwards, 2. Nest knowledge, 3. Be explicit, 4. Create links.
Practice	• Begin by modelling how you would introduce new knowledge to a class. • Invite the trainee to demonstrate how they would introduce new knowledge to a class. • Provide feedback based on the success criteria of the action step. What I liked about your practice was… You could improve it by…
	When is the best time to see you deliver some new knowledge? When are we next meeting?

Additional discussion prompts
• How can you minimise the amount of extraneous load in the resources you have selected? • How might we extend working memory? • Why are high behavioural expectations important to help pupils' thinking? • Which tasks need to be completed in silence? • Film your lesson and identify all of the extraneous cognitive load that occurs. • Would it benefit pupils if you taught them about cognitive load theory?

Week 12	
Short Placement Mentor Meeting	
Effective Teaching	
Give memorable explanations	
Suggested stimulus	A lesson plan and observation
Explaining content is central to the teacher's role. An effective explanation is clear and succinct. This helps students to follow key ideas. We can add to this by repeating crucial ideas and terms, giving students several chances to grasp them. Alongside this clarity, teachers can bring ideas to life, by offering stories, analogies, and concrete examples. These put complicated ideas in terms which are both more meaningful to students, and more memorable. The words that teachers choose are reinforced by their use of volume and tone to emphasise key points and convey excitement. Trainees need to understand that to make explanations memorable they can: - Make explanations clear - Use volume, tone and language to hold attention - Use a story to make it memorable - Use metaphors - Use analogies **The main aim of this meeting is to ensure trainees plan the technique they will use to make their explanations memorable.**	
Suggested script	
Praise	Thank you for the episode that you delivered where you managed the pupils' cognitive load. One strength is… *you provided a model of the response.* This means that…*pupils did not have to think about what an answer looked like – they could concentrate on what you wanted them to think about.*
Probe	Building on what we know about the science of learning, why would pupils remember the explanations that you used in the lesson? *Did you plan how you were going to make the explanation memorable?* *What techniques and strategies have you seen teachers use to make explanations memorable?* *What strategies do you use to remember new information?*

Precise Action	I think that one action step that we need to work on is: ❑ Weave information into a narrative ❑ Make it relatable ❑ Use analogies ❑ Use song or rhyme ❑ Use dual coding ❑ Create a memorable experience
Plan	Let's now plan what this will look like. What are the success criteria for this action step? So, our precise actions should be… These are on Steplab, linked to the action step. e.g. The success criteria for 'Weave information into a narrative are' – 1.Be clear, 2. Outline without going into confusing detail, 3. Be concise, 4. Enthuse
Practice	• Begin by modelling how you would make an explanation memorable. • Invite the trainee to demonstrate how they would make an explanation memorable. • Provide feedback based on the success criteria of the action step. What I liked about your practice was… You could improve it by…
	When is the best time to see you making your explanation memorable? When are we next meeting?

Week 13	
Short Placement Mentor Meeting	
Effective Teaching	
Give detailed explanations	
Suggested stimulus	A lesson plan and observation

Giving explanations with clarity and concision is vital to student understanding. To improve the effectiveness of their explanations, teachers can add depth of detail that proactively addresses misconceptions and helps students to see current knowledge in the context of the bigger picture.
To provide detailed explanations that allow students to access a more conceptual understanding of key learning, teachers can

- Provide pupils with knowledge of the overall structure of the material to be learnt
- Outline clear definitions of key concepts and the boundaries of these concepts by using examples and non-examples
- Highlight key distinctions between concepts that pupils might get mixed up by repeating images or sentence structures to highlight the differences
- Proactively address likely misconceptions and errors

The main aim of this meeting is to ensure trainees effective plan giving detailed explanations.

Suggested script	
Praise	Thank you for the episode that you delivered where you gave a memorable explanation. One strength is… *you used a clear analogy all pupils could relate to.* This means that…*pupils will never forget that analogy that you gave.*
Probe	Building on what we know about the science of learning, how could we make our explanations more detailed to give a deeper conceptual understanding? *What misconceptions did pupils have and did you expect these?* *How many examples did you give?* *What seemed to confuse the pupils?*
Precise Action	I think that one action step that we need to work on is: ❑ Provide examples and non-examples ❑ Use repeated sentence structures ❑ Use repeated image structures ❑ Proactively address misconceptions ❑ Link to broader concepts
Plan	Let's now plan what this will look like. What are the success criteria for this action step?

	So, our precise actions should be… These are on Steplab, linked to the action step. e.g. The success criteria for 'Provide examples and non-examples' are – 1.Show variation, 2. Show boundaries, 3. Narrate characteristics, 4. Be concise
Practice	• Begin by modelling how you would give a detailed explanation. • Invite the trainee to demonstrate how they would give a detailed explanation. • Provide feedback based on the success criteria of the action step. What I liked about your practice was… You could improve it by…
	When is the best time to see you give a detailed explanation? When are we next meeting?

Week 14	
Short Placement Mentor Meeting	
Effective Teaching	
Effective use of paired talk in the classroom	
Suggested stimulus	A lesson plan and observation

Paired discussion is a valuable way for students to practise contributions and share ideas. However, it can be hard to supervise, so it can easily degenerate into unproductive chat. To make paired discussion work, it is important to build effective habits around thinking, speaking and listening.

Effective habits are essential if paired discussion is to lead to increased learning. This is achieved by

- Holding pupils accountable during paired talk
- Responding to pupil answers

The main aim of this meeting is to ensure trainees use paired talk effectively in their lessons

Suggested script	
Praise	Thank you for the episode that you delivered where you gave a detailed explanation. One strength is… *you provided an example and a non-example.* This means that…*pupils had a deeper understanding of the concept and a less likely to forget it.*
Probe	Building on our more detailed lesson plans, how could we get pupils talking to give lessons more pace and help all pupils practice and encode new knowledge? *How have you used pupil talk so far in your lessons?* *What are the benefits of increasing pupil talk?* *What are the challenges of introducing more pupil talk into lessons?*
Precise Action	I think that one action step that we need to work on is: ❑ Establish and rehearse paired-talk routines ❑ Tighten paired talk timings ❑ Use write, pair, share ❑ Model active listening ❑ Circulate and record ideas for whole-class feedback ❑ Display and discuss pupil responses
Plan	Let's now plan what this will look like. What are the success criteria for this action step?

	So, our precise actions should be… These are on Steplab, linked to the action step. e.g. The success criteria for 'Establish and rehearse paired-talk routines' are – 1.Assign partners, 2. Establish clear cues, 3. Rehearse until snappy
Practice	• Begin by modelling how you would use paired talk. • Invite the trainee to demonstrate how they would manage talk. • Provide feedback based on the success criteria of the action step. What I liked about your practice was… You could improve it by…
	When is the best time to see you use paired talk? When are we next meeting?

Week 15

Short Placement Mentor Meeting

Effective Teaching

Effective group discussions

Suggested stimulus	A lesson plan and observation

Class discussion is most powerful when students have a good level of knowledge so that they can provide well-developed responses and feel successful in sharing detailed ideas. This also requires well-designed tasks that allow students to express their understanding in-depth and an environment that promotes respectful listening and peer encouragement so students have the confidence to respond to one another's ideas.

A few simple routines can make a big difference to students' participation in discussions. Prepare students to participate well by teaching them a few key discussion routines and holding them accountable for attending closely.
Effective routines keep students' thinking on track during discussion. This includes:

- **holding students cognitively accountable**: ensuring students are contributing well by teaching them a few short prompt words, reminding them to focus on the question and to speak loudly and clearly, can help improve attention and participation. To hold the class accountable for paying attention closely, teachers can ask individual students to paraphrase, challenge, or build on a peer's point
- **improving structures and systems for class discussion**: introducing systems such as asking students to pause to write either during discussion or afterwards can ensure all students learn from the discussion. Using structures such as scaffolds, sentence starters and prompts can also ensure discussion is rigorous.

The main aim of this meeting is to ensure trainees plan and facilitate an effective group discussion.

Suggested script	
Praise	Thank you for the episode that you delivered where you used paired talk. One strength is… *you used tight timings for the discussions.* This means that…*pupils were enthusiastic to share their ideas with the class as you interrupted their discussions just as they were at their peak.*
Probe	Building on using paired discussions, how might we lead an effective whole class discussion? *How have you used a whole class discussion so far in your lessons?* *What are the features of an effective whole class discussion?* *What are the challenges of facilitating a whole class discussion?*
Precise Action	I think that one action step that we need to work on is: ❑ Have pupils build on each other's answers ❑ Display and discuss pupil responses ❑ Follow the discussion with summary writing ❑ Model active listening

	❑ Circulate and record ideas for whole-class feedback ❑ Avoid a teacher tell
Plan	Let's now plan what this will look like. What are the success criteria for this action step? So, our precise actions should be… These are on Steplab, linked to the action step. e.g. The success criteria for 'Have pupils build on each other's answers' are – 1.Scaffold, 2. Incrementally challenge, 3. Rehearse, 4. Praise academic language, 5. Give sufficient think time
Practice	• Begin by modelling how you would lead a class discussion. • Invite the trainee to demonstrate how they would lead a class discussion. • Provide feedback based on the success criteria of the action step. What I liked about your practice was… You could improve it by…
	When is the best time to see you use paired talk? When are we next meeting?

Week 16

Short Placement Mentor Meeting

Effective Teaching

Effective writing

Suggested stimulus	A lesson plan and observation

The amount and quality of writing pupils do in your classroom is one of the most important determinants of their academic success. By getting pupils to write more we cause them to push their ideas from vague notions to complete thoughts.

Doug Lemov identifies three primary types of writing in a class

- **Developmental Writing** is when pupils write to improve the craft of writing
- **Formative Writing** is where pupils write to decide what they think, to form their ideas
- **Summative Writing** is when pupils write to show what they know and understand

All teachers are teachers of literacy and we should build as much writing as possible into our lessons. Doug Lemov suggests several strategies
Front the writing – Get pupils writing as soon as possible in a lesson.
Everybody writes – Have clear routines to ensure everyone writes for the whole time allocated.
The Art of the sentence – Build a culture of redrafting sentences to improve writing and synthesise thinking.

The main aim of this meeting is to ensure trainees plan regular opportunities for effective writing in their lessons.

Suggested script	
Praise	Thank you for the episode that you delivered where you facilitated a group discussion. One strength is… *you modelled active listening.* This means that…*pupils improved the quality of their listening so they could build intelligently on what each other had said.*
Probe	Now that we have considered one aspect of literacy – oracy, let's now think about writing. When do you usually plan for pupils to write in your lesson? *When do you usually ask pupils to write?* *What might be the benefits of writing before discussing ideas?* *How might you use re-drafting to improve the quality?*
Precise Action	I think that one action step that we need to work on is: ❑ Ask pupils to write before a paired talk activity ❑ Use a clear routine to start a written task ❑ Use precise timings for written tasks ❑ Use 'Show Call' to celebrate pupil success and model answers ❑ Plan lesson time to re-draft writing

Plan	Let's now plan what this will look like. What are the success criteria for this action step? So, our precise actions should be… These are on Steplab, linked to the action step. e.g. The success criteria for 'Ask pupils to write before a paired talk activity' are – 1. Be specific and concise, 2. Display key ideas and vocabulary, 3. Use precise timings, 4. Scan to ensure engagement
Practice	• Begin by modelling how you would lead an effective writing activity. • Invite the trainee to demonstrate how they would lead an effective writing activity. • Provide feedback based on the success criteria of the action step. What I liked about your practice was… You could improve it by…
	When is the best time to see you use paired talk? Can we arrange a quick meeting before Christmas?

Glossary of Terms

- **AB** - **Appropriate Body** - An organisation responsible for the quality assurance and verification process of statutory teacher induction. An Appropriate Body makes the final decision, based on a Headteacher's recommendation, as to whether an ECT has satisfactorily met the Teachers' Standards.
- **Adaptive Teaching** - Adaptive teaching is an approach a teacher will use to continually assess the strengths and needs of learners and adapt their teaching accordingly to ensure all learners can meet expectations.
- **BEd - Bachelor of Education -** A Bachelor of Education (BEd) is an Undergraduate professional teacher training degree with Qualified Teacher Status (QTS). BEd courses are mainly taken by primary school teachers, although it is possible to teach another Key Stage.
- **CCF - Core Content Framework -** ITT Core Content Framework, designed by the DfE, sets out the minimum entitlement for all trainee teachers and the content that ITT providers must include in their programmes.
- **CPD - Continuing Professional Development -** Effective continuing professional development for teachers is essential to becoming confident and competent as a teacher and ultimately providing high-quality teaching. It allows teachers (and other teaching staff) to stay up to date with their specialism and develop professionally.
- **DBS - Disclosure and Barring Service -** DBS checks in education are an essential safeguarding tool to ensure the safety and well-being of children and young people. If a person is to work in a nursery, school or college, they will require an Enhanced DBS and a child barred list check no matter what their role is.
- **DfE - Department for Education -** The Department for Education is responsible for children's services and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
- **EAL - English as an Additional Language -** A learner of English as an additional language (EAL) is a pupil whose first language is other than English
- **ECF - Early Career Framework -** The Early Career Framework (ECF) is a statutory two-year package of high-quality professional development (training, support, and resources) for schools. It sets out what Early Career teachers (ECTs) are entitled to learn when they start their careers.
- **ECT | Year 1 or Year 2 - Early Career Teachers -** The term early career teacher replaced the term NQT (newly qualified teacher) in 2021. An ECT will have completed their initial teacher training and can then begin their ECT induction period of two years. They are known as ECT Year 1 or Year 2.
- **Enrichment Week -** A week on our SWIFT teacher training programme where you can explore a particular theme more in depth, e.g. SEND
- **EYFS - Early Years Foundation Stage -** The early years foundation stage sets the framework for education for children from birth up to 5 years.
- **GDPR - General Data Protection Regulations -** Everyone responsible for using personal data has to follow strict rules called 'data protection principles' and must ensure personal information is used fairly, lawfully and transparently. The Data Protection Act 2018 is the UK's implementation of the General Data Protection Regulation (GDPR). (include link to GDPR policies)

- **HEI - Higher Education Institution -** A higher education institution is third level (tertiary) education at a university and further education college. As an ITT provider an HEI offers undergraduate and postgraduate teacher training courses.
- **IEP - Individual Education Plan -** An IEP is a detailed plan that sets out targets and strategies to help a child with special educational needs learn.
- **ITaP - Intensive Training and Practice -** Distinguished from school placements, Intensive training and practice focuses on a single or small number of areas, very intensely, to ensure that trainees make rapid progress in understanding and application. Intensive training and practice should also build powerfully the link between evidence-based theory and practice.
- **ITT - Initial Teacher Training -** Initial Teacher Training is a university-led or school-based teacher training route.
- **KS1-5 - Key Stage 1-5 -** The National Curriculum is organised in to blocks of years called Key Stages: Key Stage 1 | Years 1 - 2; Key Stage 2 | Years 3 - 6; Key Stage 3 | Years 7 - 9; Key Stage 4 | Years 10 - 11; Key Stage 5 | Years 12 - 13 or Post 16
- **LA - Local Authority -** A Local Authority is an organisation officially responsible for all the public services and facilities in a particular area. State schools receive funding through their Local Authority or directly from the Government depending on the type of school.
- **Lead Mentor -** Lead Mentors train and deploy mentors in school to undertake their important roles in the training of teachers. They will receive intensive training so that they have a deep knowledge of the curriculum, the evidence base which underpins it, and the organisation and delivery of the curriculum across the accredited provider's network.
- **MAT - Multi Academy Trust -** A group of primary/secondary state schools in England funded by Central Government, but run as independent schools in partnership with each other.
- **MFL - Modern Foreign Languages -** Languages that are spoken at the present time, such as Spanish, French or German, studied by someone when they are not their own language
- **NPQ - National Professional Qualification -** NPQs are a range of professional qualifications for teachers and leaders in school to develop their knowledge, skills and behaviours.
- **OFSTED - Office for Standards in Education -** Ofsted inspect schools and other services providing education services to learners of all ages.
- **Pedagogy -** Pedagogy is a term that refers to the way teachers teach, both in practice and in theory.
- **PGCE - Postgraduate Certificate of Education -** The PGCE is an academic award which universities award alongside QTS. In England, this can be either on a traditional university-led teacher training course or school-led teacher training. Only a university can offer this award, as they have degree awarding powers. On our programme we will be working with the University of Nottingham so that our trainees can gain the professional award of PGCE alongside their QTS award.
- **Phase -** Across the UK there are five phases of education: Early Years, Primary, Secondary, Further Education and Higher Education
- **PPA - Planning, Preparation and Assessment -** PPA time was introduced in 2005 to help ease teachers' workload to plan and prepare lessons and work on assessments for the children they teach. The aim of PPA time is to reduce the number of hours that teachers need to put into planning lessons and marking during evenings and at the weekend. Teachers are entitled to 10% of regular teaching time during the normal working week as PPA.
- **PSHE - Personal, Social and Health Education -** As a subject, PSHE aims to provide children with the knowledge and skills to keep themselves happy, healthy and safe, as well as to prepare them for life and work

- **QTS - Qualified Teacher Status -** Qualified Teacher Status (QTS) is the qualification legally required to teach in a maintained school or non-maintained special school in England.
- **Safeguarding and welfare** are the terms that are used in the UK that mean to ensure the safety and wellbeing of all individual people - especially including children and vulnerable adults. All trainee teachers and school staff receive regular training in this area.
- **SCITT - School-Centred Initial Teacher Training -** School-Centred Initial Teacher Training (SCITT) programmes are led by schools or groups of schools that work in close partnership. SWIFT Teacher Training is a SCITT and this means that we are able to confer the award of Qualified Teacher Status (QTS) and that we can train teachers in our schools. We work closely with the University of Nottingham for trainees to also gain a PGCE. A SCITT means that the trainee teacher spends the vast majority of their time within a school setting to be immersed in the environment as they train and learn the profession.
- **SEND - Special Educational Needs and Disabilities -** Children and young people who have special educational needs or disabilities require special educational provision either in mainstream specialist schools.
- **SENCO - Special Educational Needs Coordinator -** SENCos are members of teaching staff who are responsible for special educational needs within a school.
- **SKE - Subject Knowledge Enhancement -** SKE courses make teaching an accessible and viable career path to a range of graduates. They are designed to bring a candidate's knowledge of a subject up to teaching level.
- **SLT - Senior Leadership Team -** The Senior Leadership Team (SLT) is responsible to the Governing Body for the leadership and management of the school. Each member of the team has specific responsibilities and depending on the size of the school usually includes a Headteacher/Head of School, Deputy Headteacher (s), Assistant Headteachers and a Business Manager/Bursar.
- **STEM - Science, Technology, Engineering and Maths -** STEM refers to any subjects which fall under these four disciplines
- **TA - Teaching Assistant -** Teaching Assistants support teachers and help children with reading, writing and learning activities.
- **TLR - Teaching and Learning Responsibility -** Classroom teachers who take on additional leadership and management responsibilities could be awarded a TLR payment.