SWIFT Teacher Training

# MENTOR HANDBOOK

## Phase 3

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# 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<br>• Understanding how to maximise all pupils' learning |
| Phase 2: Consolidating and Developing | • Establishing effective classroom practice<br>• Assessment and feedback; encouraging all pupils to excel |
| Phase 3: Moving to Complex Practice | • Empowering all pupils to succeed<br>• 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

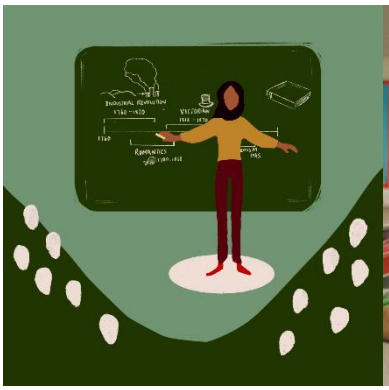
5.1 Cold Call
5.2 Think Pair Share
5.3 Probing
5.4 Say it again better
5.5 Hinge Questions

## 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



# 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<br><br>Catch-up Week beginning 9 September 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 16 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 | Week beginning 14 October | Compulsory. |
| **Deconstructing practice** | Online synchronous seminar | 60 minutes | Week beginning 18 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 | Week beginning 20 January 2025 | Compulsory unless ECF Mentor training completed. |
| **Balancing support and challenge** | Online synchronous seminar | 60 minutes | Week beginning 3 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 | Week beginning 9 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.*

# Mentor Meeting Scripts

## Using the Mentor Meeting Scripts

- The Mentor Meeting Scripts are designed to be a support and a scaffold for mentors, not a straight jacket to restrict you. Were a perfect trainee to seamlessly follow the course and progress as expected then these scripts can be used verbatim. As we know, learning is rarely linear, with bumps in the road and sometimes with diversions through Somerset. So, please use these scripts as a prompt or a guide but do also feel free to have discussion and set targets that are most appropriate for the trainee teacher where they are in their learning journey.
- We do also need to consider that the trainees are following a curriculum and these action steps run in tandem with the phase or subject curriculum the are following with SWIFT. So, if you do deviate from the path, try to return to it as soon as possible.
- The text and suggested actions steps marry up with the content of the SWIFT Teacher Training Steplab sequence. They are designed to be used in conjunction with the 'feedback wizard' on StepLab.
- Underneath each script, for quick reference, are the other tasks that we would appreciate you supporting the trainee teacher with that week. These are identical to those listed in the Spring Long Placement Mentor Checklist

| Week 25 | |
|---|---|
| **Long Placement Mentor Meeting** | |
| **Assessment & Feedback** | |
| ***Providing Effective Feedback*** | |
| Suggested stimulus | A lesson plan and observation |

Teachers are constantly providing feedback: it's crucial that students understand, welcome, and act upon it. This can be tricky: students can easily misunderstand or find feedback difficult to act upon. To ensure students improve, offer individual feedback which guides and ensures student action.

Students must trust and welcome the teacher's feedback if they are to act on it. You could see each feedback interaction as a chance to strengthen your relationship with that student, by offering praise for specific improvements, balancing praise and criticism, and by using a warm tone and expression.

Effective feedback is clear and actionable: it highlights a specific need succinctly and encourages students to respond. Moreover, worthwhile feedback has a lasting impact, promoting student thinking, understanding, and recall. If students lack knowledge, telling them the information they lack may be the most effective approach. But where students have the required knowledge, helping them to do the thinking themselves, providing hints, breaking questions down, providing time for additional practice, providing missing rules or providing templates and scaffolds, can all help to make feedback actionable. Most importantly, great feedback ensures students are doing as much of the work as possible – while managing to complete the task successfully.

Effective individual feedback is teaching at its most responsive.

| Suggested script | |
|---|---|
| Praise | Thank you for the episode that you delivered where….<br><br>The main strengths were…<br><br>This means that… |
| Probe | It would be good to explore how we can quickly gather data on pupil understanding. (Mentor asks some probing questions)<br><br>"I noticed that…<br><br>I wondered if….<br><br>Have you considered…" |

The week this meeting is a script for but remember you can deviate from the past

A quick digest to contemporary thinking on this issue for mentors to read before the meeting if they need to 'mug up' quickly.

Sentence starters and prompts for mentors to use if they are helpful.

Space to plan questions and record the key points of the meeting but this is for your reference only and is not a requirement to compete.

## Week 29

**Long Placement Mentor Meeting**

**Adaptive Teaching – Knowing the Areas of Need**

| Suggested stimulus | Class lists and pupil information |
|---|---|

The four broad areas of Special Educational Needs and Disabilities (SEND) are:

- **Communication and Interaction**: This includes difficulties with speech, language, and communication, as well as conditions like autism spectrum disorders
- **Cognition and Learning**: This covers a range of learning difficulties, from moderate to severe, including specific learning difficulties like dyslexia, dyspraxia, and dyscalculia
- **Social, Emotional, and Mental Health**: This area encompasses a variety of mental health issues such as anxiety, depression, and behavioral challenges, including conditions like ADHD
- **Sensory and/or Physical Needs**: This includes physical disabilities and sensory impairments, such as visual or hearing impairments

Discuss with your trainee how these categories apply to the pupils in their classes and discuss possible strategies to address these. These might be:

**Communication and Interaction:**

- Use visual aids and clear, concise instructions.
- Implement assistive technology like speech-to-text software.
- Create a structured and predictable classroom environment

**Cognition and Learning:**

- Provide additional time for tasks and assessments.
- Use multi-sensory teaching methods to reinforce learning

**Social, Emotional, and Mental Health:**

- Establish a calm and supportive classroom atmosphere.
- Incorporate social-emotional learning activities.
- Provide regular breaks and a quiet space for students to relax

**Sensory and/or Physical Needs:**

- Ensure the classroom is accessible, with clear pathways and appropriate seating.
- Use sensory-friendly tools like noise-canceling headphones.
- Adapt physical activities to accommodate different abilities

| Suggested script | |
|---|---|
| Praise | Thank you for the lessons that you delivered before Easter<br>The main strengths were…<br><br>This means that… |

| | |
|---|---|
| | |
| Probe | It would be good to explore the barriers to learning that some pupils have in your classes (Mentor asks some probing questions)<br><br>"I noticed that…<br><br>I wondered if….<br><br>Have you considered…" |
| Precise Action | I think that one action step that we need to work on is:<br>Mentor chooses from:<br>❑ Identify pupils with an SEND need<br>❑ Identify pupils who are in receipt of PP funding or pupils with English as an additional language |
| Plan | Let's now plan what this will look like. What are the success criteria for this action step?<br><br>So, our precise actions should be… |
| Practice | The mentor models how to find information about pupils on the school information management systems.<br><br>The mentor models for several pupils how to annotate a register so pupils' disadvantages are clearly highlighted and what strategies might be used.<br><br>The trainee then annotates their own registers |
| | When is the best time to see your completed registers? |

## Week 30

### Secondary Long Placement Mentor Meeting

### Adaptive Teaching – Deployment of Teaching Assistants

| Suggested stimulus | Classroom observation |
|---|---|

Discuss with your trainee teacher possible ways that they might direct teaching assistants to improve the outcomes for all pupils. You might suggest:

**Targeted Support**:
Provide one-to-one or small group support to pupils who need extra help
Use structured interventions tailored to individual needs

**Scaffolding**:
Assist pupils with tasks by breaking them down into manageable steps
Gradually reduce support as pupils become more confident and independent

**Promote Independence**:
Encourage pupils to take responsibility for their own learning
Help them develop skills to manage their tasks independently

**Positive Reinforcement**:
Provide regular, constructive feedback to boost pupils' confidence

**Creating a Trusting Environment**:
Offer emotional and social support to help pupils feel safe and comfortable
Build strong relationships to foster a positive learning atmosphere

| Suggested script | |
|---|---|
| Praise | Thank you for the lessons that you delivered last week<br>The main strengths were…<br><br>This means that… |
| Probe | It would be good to explore how you are utilising teaching assistants in your classroom (Mentor asks some probing questions)<br><br>"I noticed that…<br><br>I wondered if….<br><br>Have you considered…" |
| Precise Action | I think that one action step that we need to work on is:<br>Mentor chooses from:<br>❑ Meet briefly with the teaching assistant before the lesson<br>❑ Redirect the teaching assistant during the lesson |
| Plan | Let's now plan what this will look like. What are the success criteria for this action step?<br><br>So, our precise actions should be… |

| | |
|---|---|
| | |
| Practice | The mentor begins the practice by modelling how they would direct (or redirect) a teaching assistant. The mentor then invites the trainee to practice.<br><br>What I liked about your practice was…<br><br>You could improve it by… |
| | When is the best time to see you effectively deploy a teaching assistant? |

## Week 31

## Secondary Long Placement Mentor Meeting

### Adaptive Teaching – Scaffolding Learning

| Suggested stimulus | Classroom observation |
|---|---|

Discuss with your trainee teacher possible ways to scaffold learning so that they don't lower expectations but support all pupils to achieve the learning objective.

Possible strategies for scaffolding might be:

- Providing sentence starters
- Using diagrams or dual coding to explain abstract concepts
- Creating a checklist for what is happening during the lesson
- Provide a writing frame for extended pieces of writing

Remember that effective use of scaffolding means that they are only used when required and show be slowly removed as the learning becomes more confident.

| Suggested script | |
|---|---|
| Praise | Thank you for the lessons that you delivered last week, where you focussed on deploying teaching assistants appropriately.<br><br>The main strengths were…<br><br>This means that… |
| Probe | It would be good to explore how you are scaffolding learning for pupils with barriers to learning in your classes. (Mentor asks some probing questions)<br><br>"I noticed that…<br><br>I wondered if….<br><br>Have you considered…" |
| Precise Action | I think that one action step that we need to work on is:<br>Mentor chooses from:<br>❑ Provide sentence starters<br>❑ Use diagrams to explain abstract concepts<br>❑ Break the lesson into a checklist<br>❑ Provide a speaking or writing frame<br>❑ Take scaffolds away as pupils build more confidence |
| Plan | Let's now plan what this will look like. What are the success criteria for this action step?<br><br>So, our precise actions should be… |

| | |
|---|---|
| | |
| Practice | The mentor begins the practice by modelling how they scaffold a lesson for a pupil. The mentor then invites the trainee to practice.<br><br>What I liked about your practice was…<br><br>You could improve it by… |
| | When is the best time to see you using a scaffold? |

## Week 32

### Secondary Long Placement Mentor Meeting

### Adaptive Teaching – Pre-Teaching

| Suggested stimulus | Classroom observation |
|---|---|

Pre-teaching is a strategy where teachers introduce key concepts, vocabulary, or skills to students before they encounter them in the main lesson. This approach aims to prepare students by providing the foundational knowledge they need to understand and engage with new material more effectively. Pre-teaching offers several benefits for students:

- Boosts confidence
- Improves understanding
- Reduces learning gaps
- Boosts engagement
- Identifies areas for adaptation

| Suggested script | |
|---|---|
| Praise | Thank you for the lessons that you delivered last week, where you used scaffolding.<br><br>The main strengths were…<br><br>This means that… |
| Probe | It would be good to explore how you might use pre-teaching to boost engagement and understanding for some pupils. Mentor asks some probing questions)<br><br>"I noticed that…<br><br>I wondered if….<br><br>Have you considered…" |
| Precise Action | I think that one action step that we need to work on is:<br>Mentor chooses from:<br>❑ Before a lesson, quickly teach a small group of pupils essential knowledge or vocabulary they will need in an upcoming lesson. |
| Plan | Let's now plan what this will look like. What are the success criteria for this action step?<br><br>So, our precise actions should be… |
| | The mentor begins the practice by modelling how they would quickly pre-teach a lesson to a small group of pupils. The trainee then practices |

| | |
|---|---|
| Practice | What I liked about your practice was…<br><br>You could improve it by… |
| | When is the best time to see you pre-teaching? |

## Week 33 – Trainee Teachers not in school – ITAP

## Week 34

## Secondary Long Placement Mentor Meeting

### Adaptive Teaching – An Inclusive Classroom

**Suggested stimulus** | **Classroom observation**

One of key ways that teachers can support pupils with barriers to learning is to make them feel included and connected with the rest of the class. Explore with your trainee teacher the messages that they give about inclusion in their practice. Possible areas to consider are:

- Are pupils who sit on their own in lessons more likely to be disadvantaged or have and SEND need?
- To what extent does the teaching assistant excluded pupils from working with their peers?
- Are they certain groups that you ask more questions to (for examples, are you more likely to ask a boy a question than a girl or choose pupils with names that are easier to pronounce and remember?)
- To what extent do the lessons promote messages of inclusion
- Has the trainee teacher discussed with their pupils if they feel included in the lessons?

| Suggested script | |
|---|---|
| Praise | Thank you for the pre-teaching episode that I saw last week<br><br>The main strengths were…<br><br>This means that… |
| Probe | It would be good to explore how you promote having an inclusive classroom.<br>Mentor asks some probing questions)<br><br>"I noticed that…<br><br>I wondered if….<br><br>Have you considered…" |
| Precise Action | I think that one action step that we need to work on is:<br>Mentor chooses from:<br>❑ Review seating plans to ensure pupils are equally included<br>❑ Use a random pupil selector every time you choose a pupil to adjust for unconscious bias<br>❑ Explicitly teach lessons that include themes of inclusion and diversity<br>❑ Run a pupil voice session to find out how included pupils feel in your lessons. |
| | Let's now plan what this will look like. What are the success criteria for this action step? |

| | |
|---|---|
| Plan | So, our precise actions should be… |
| Practice | The mentor begins the practice by modelling how they would promote a more inclusive classroom. The trainee then practices<br><br>What I liked about your practice was…<br><br>You could improve it by… |
| | When is the best time to see your inclusive classroom? |

| Weeks 35 - 37 | |
|---|---|
| Secondary Long Placement Mentor Meeting | |
| Filling Gaps | |
| **Suggested stimulus** | **Classroom observation** |
| During these last three weeks, take the opportunity to review your trainee teacher's journey through the course. Look back to see any areas of their practice that the trainee teacher has weaknesses in.<br><br>Use the instructional coaching model and the guidance on Steplab to support the trainee teacher in filling these gaps.<br><br>Also take the opportunity to discuss what enrichment opportunities the trainee teacher might explore for weeks 38 to 39. This might be spending time in a different school phase , key stage or subject, or visit a school that serves a different community to their previous placement schools. | |

## Week 38-39 – Enrichment Placement

## End of the Course