

School Direct Mentor Induction

September 2022



Aims of Briefing

- Mentor/trainee relationship
- Course requirements
- Next steps

Introductions

School Direct Team

- Claire Murray
- Jo Heffer
- Elaine Norstom
- Karen Lloyd
- Rebecca Rochon – Bucks

All contact details in the handbook

- Check contact email address
- Resources will be sent electronically
- Can also be found on leadership update:

<https://www.leadershipupdate-rbwm.co.uk/>

RBWM SCITT Vision

Our vision is to ensure the best possible education and outcomes for the young people of Windsor and Maidenhead through the recruitment of high calibre trainees who have the potential to be outstanding teachers.

We will achieve this by providing high quality training to ensure that the teachers of tomorrow can make a positive difference to the lives and achievements of all the children they go on to teach.







Mentor/Trainee Relationship

What contributes to a strong relationship?
Trainee should be expected to:

- Open
- Honest
- Respectful
- Develop mutual trust
- Be aware of mentors time
- Be organised/ prepared
- Take on feedback

Mentor/Trainee Relationship

Expectations of mentor:

- Positive
- Approachable
- Clarity of expectations
- Communicate
- Open to discussion
- Sharing of knowledge
- Patient
- Realistic expectations
- reasonable

Building successful relationships

- Important to prepare, gather and share information based on the needs of the mentee
- Confidentiality is important to discuss: clarity about what is confidential and what is not – this is especially true where the mentor is expected to report to the SCITT tutors/director. The mentee may not want examples of ‘failures’ or difficulties shared in the staff room!
- Agreeing ground rules are very important to avoid inappropriate sharing of information. If you have not yet done so, ensure that roles and expectations are clearly defined. Clarify logistics re meeting and any limitations or preferences (availability/contact methods), measuring success – how will we know this relationship is working well?

The Mentoring Contract

Things I will do: Meet when we agree	Things I will not do: Do your work for you
Things I can do: Help with the politics	Things I cannot do: Nursemaid you

Academic Assessment

Bucks New Uni - PG Cert (60 masters credit)

Two modules:

- Teachers as Researchers and Reflective Practitioners
- The Principles and Practice of Effective Assessment

Two written assignments

- Submission in January and May

Qualified Teacher Status

Meeting Teaching Standards by end of course

Taught through Core Content Framework

And

PGCE Modules

Core Content Framework

Learn that ... Learn how to...

- High Expectations – Standard 1
- How Pupils Learn – Standard 2
- Subject and Curriculum – Standard 3
- Classroom Practice – Standard 4
- Adaptive Teaching – Standard 5
- Assessment – Standard 6
- Managing Behaviour – Standard 7
- Professional Behaviours – Standard 8
- [ITT Core Content Framework
\(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

CCF How Pupils Learn (Standard 2 – ‘Promote Good Progress’)

Learn that:

1. Learning involves a lasting change in pupils’ capabilities or understanding (How Pupils Learn 1 – Standard 2)
2. Prior **knowledge** plays an important role in how pupils learn; committing some key facts to their **long-term memory** is likely to help pupils learn more complex ideas.
3. An important factor in learning is **memory**, which can be thought of as comprising two elements: **working memory and long-term memory**
4. **Working memory** is where information that is actively processed is held, but its capacity is limited and can be overloaded
5. **Long-term memory** can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge
6. Where **prior knowledge** is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.
7. Regular purposeful practice of what has previously been taught can help consolidate material and help pupils **remember** what they have learned.
8. Requiring pupils **to retrieve information from memory**, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall.
9. Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.

CCF Learn how to:

Avoid overloading working memory, by:

- Receiving clear, consistent and effective mentoring in how to take into account pupils' prior knowledge when planning how much new information to introduce.
- Discussing and analysing with expert colleagues how to reduce distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content).

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

- Breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps).

Build on pupils' prior knowledge, by:

- Discussing and analysing with expert colleagues how to sequence lessons so that pupils secure foundational knowledge before encountering more complex content.
- Discussing and analysing with expert colleagues how to identify possible misconceptions and plan how to prevent these forming.

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

- Encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed.

Increase likelihood of material being retained, by:

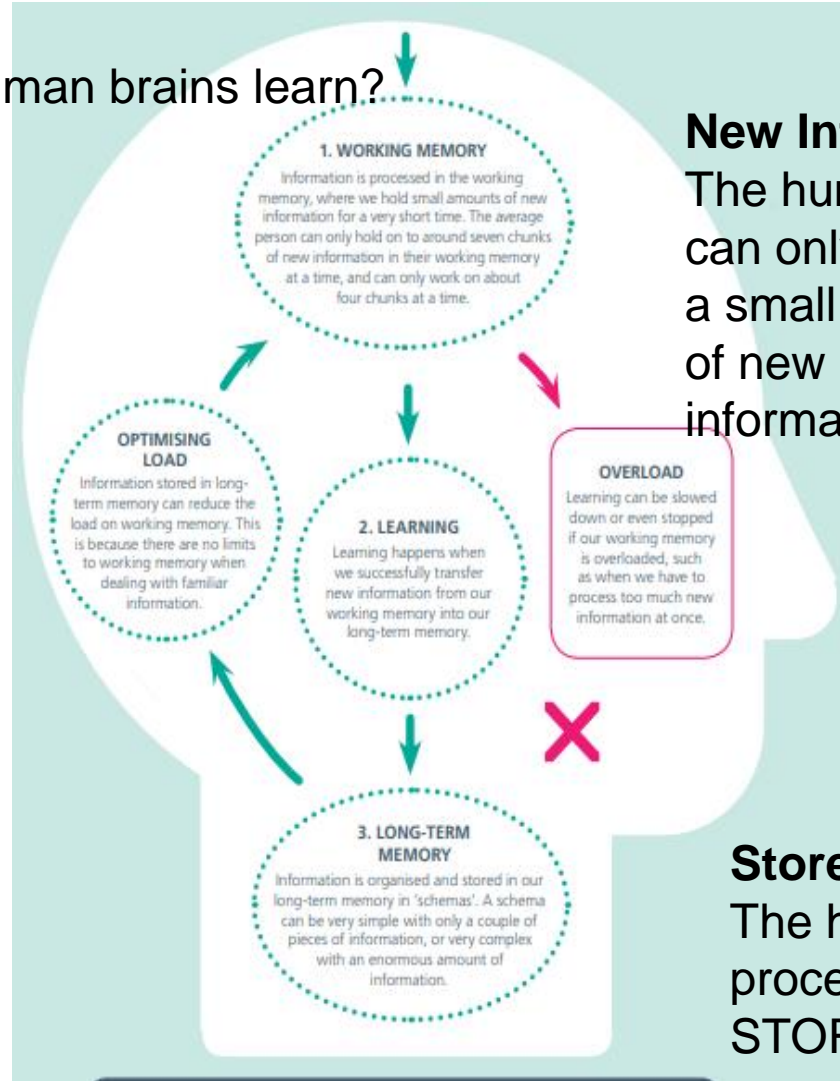
- Observing how expert colleagues plan regular review and practice of key ideas and concepts over time (e.g. through carefully planned use of structured talk activities) and deconstructing this approach.
- Discussing and analysing with expert colleagues how to design practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work.

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

- Balancing exposition, repetition, practice and retrieval of critical knowledge and skills.
- Increasing challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements).

Memory

How do human brains learn?



New Information
The human brain can only process a small amount of new information

Stored Information
The human brain can process large amounts of STORED information at once

Cognitive Load Theory

	STRATEGY 1 Tailor lessons according to students' existing knowledge and skill 'Element interactivity effect'
	STRATEGY 2 Use worked examples to teach students new content or skills 'Worked example effect'
	STRATEGY 3 Gradually increase independent problem-solving as students become more proficient 'Expertise reversal effect'
	STRATEGY 4 Cut out inessential information 'Redundancy effect'
	STRATEGY 5 Present all the essential information together 'Split-attention effect'
	STRATEGY 6 Simplify complex information by presenting it both orally and visually 'Modality effect'
	STRATEGY 7 Encourage students to visualise concepts and procedures that they have learnt 'Imagination effect'

Recommendations for
the classroom from
cognitive load research

How do pupils learn best?

2 approaches

- Learn through discovery and by constructing some or all the information themselves (Bruner)
- Learners do best when provided with explicit instructional guidance. Teachers clearly show what to do and how (Rosenshine)

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

HOW2
teachinghow2s.com

01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS



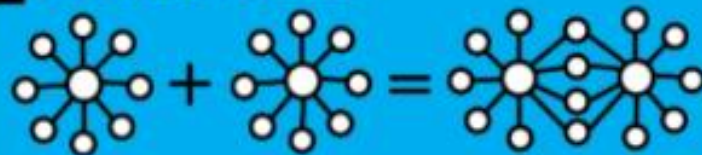
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

Rosenshine's Principles of Learning

- The principles are NOT a checklist
- They are a guide for Professional Learning
- Each have meaning only on the context of curriculum content

School Direct Overview

Curriculum Map

Training overview includes

- Readings and reflections
- Central Training
- Trainee observations and teaching focus
- Mentor discussion focus – learn how to...

Curriculum Map 2022-23

Overview document

Weeks beginning 05/09/2022 and 12/09/2022

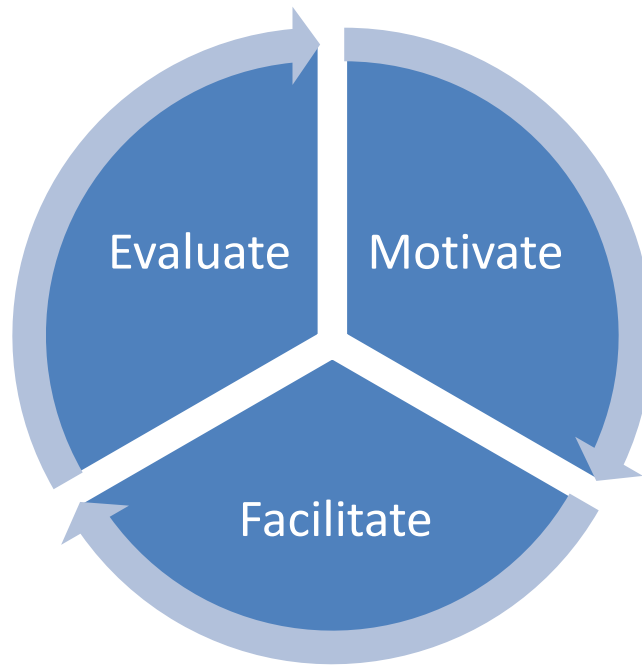
Trainees will learn that:

High Expectations (Standard 1 – ‘Set high expectations’)

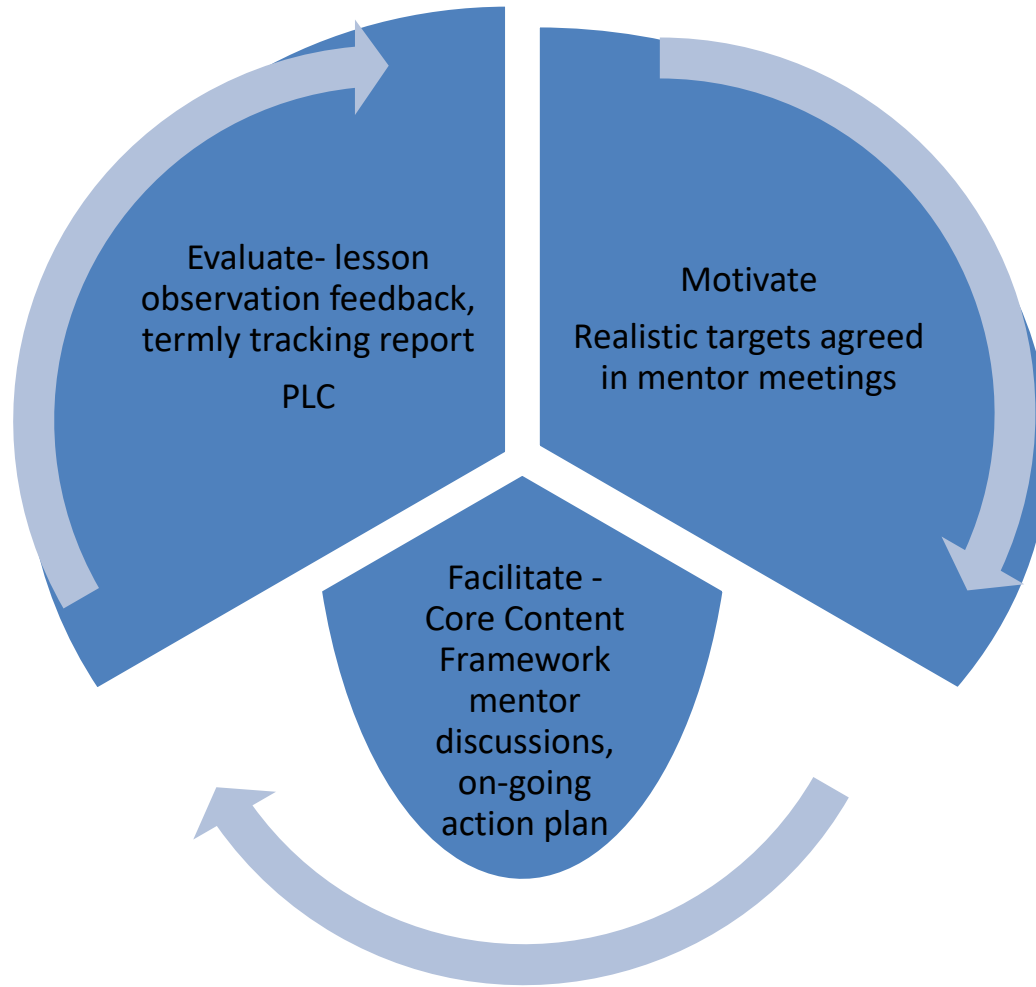
1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their children.

Reading and Reflection	School Direct training	Trainee observation and teaching focus	Mentor discussion focus: Learning how to...
Paul Dix: When the Adults Change, Everything Changes (pre course reading) revisited	<p>Induction</p> <p>Behaviour Management</p> <p>Values</p> <p>Creating a climate for an inclusive classroom</p> <p>Child Protection Basic Awareness, Prevent and On-line safety</p>	<p>Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine</p> <p>(High Expectations – Standard 1)</p>	<p>Use intentional and consistent language that promotes challenge and aspiration</p> <p>Create a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine</p> <p>(High Expectations – Standard 1)</p>

Three stages of developing your mentee- they are cyclical.
Discuss what is involved at each stage of the process.







Handbook

Requirements for training year Pages 27 -37

1. Evidence against teaching Standards
2. Overview of Training
3. Termly Tracking Report Page 72
4. Professional Learning Conversation Page 63
5. Initial Needs Analysis/Ongoing action plan

Handbook

Requirements for training year Pages 27- 37

1. Evidence against teaching standards
 - QTS meeting Teacher Standards
 - Evidence based course
 - Workload agenda
 - Online tracker & Teacher Standards Checklist
 - Examples of Standards Evidence Pages 38-48

Standards File

Recommend keeping an online tracker

Examples of types of evidence for Teaching
Standards Handbook Pages 39 - 49

Evidence Check list

Part One		Evidence Collected				Total No. Evidence
		Autumn Term	Spring Term	Placement	Summer Term	
Standard						
1	1a					
	1b					
	1c					
2	2a					
	2b					
	2c					
	2d					
	2e					
3	3a					
	3b					
	3c					
	3d					
	3e					
4	4a					
	4b					
	4b					
	4d					
	4e					

Evidence Tracker

Part 1 - Teaching	Key Questions	Evidence (Briefly state why you believe the standard has been met and where the evidence can be found to support it)
<p>1. Set high expectations which inspire, motivate and challenge pupils</p> <ul style="list-style-type: none"> establish a safe and stimulating environment for pupils, rooted in mutual respect set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. 	<ul style="list-style-type: none"> What techniques and strategies are you using to gain pupils' confidence and trust? How does your classroom environment promote positive attitudes, behaviour and inspire learning? What goals have you set for your class(es) and the individuals that you teach including specific groups i.e. under-achievers, the more able and those with specific learning need? How are you using the background/ability/prior attainment data? Are all pupils learning in your lessons and moving forward? How are you demonstrating your expectations? How aware are your pupils of your expectations regarding their behaviour, values and attitudes to learning? 	<p><i>Examples include - class rules and routines, behaviour policy, through planning, behaviour policy, school ethos</i></p>
<p>2. Promote good progress and outcomes by pupils</p> <ul style="list-style-type: none"> be accountable for pupils' attainment, progress and outcomes plan teaching to build on pupils' capabilities and prior knowledge guide pupils to reflect on the progress they have made and their emerging needs demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching encourage pupils to take a responsible and conscientious attitude to their own work and study. 	<ul style="list-style-type: none"> How are you using your knowledge of pupils' progress to plan lessons and ensure they are on track towards meeting age-related expectations? What strategies and techniques are you using to encourage pupil self-reflection? How are you using your knowledge of child development in order to meet the diverse learning needs of the pupils you teach? How are you using effective questions to assess pupils' knowledge and understanding and are you adapting lessons/plans accordingly? What use are you making of the variety of school monitoring data to track and encourage progress? Is there evidence of building upon pupils' prior knowledge in your lesson using planning? How do you plan lessons using a variety of teaching strategies? Is there evidence that you are reflecting the needs of pupils in the teaching strategies used? What are the barriers to this child's learning or this group of pupils' learning? 	<p><i>Examples include- through tracking of data of plans, AFL, evidence through plans, through courses/discussions with mentor, pupil progress meetings- evidence & understanding of why/how groups are progressing</i></p>

Terms 1 and 2

Autumn

- 20% (4 hours) Teaching Time up to half term
- Training route 20% (**supernumerary**) Salaried can build up teaching time after October
- Starters – plenary- building up to whole class
- Interview expert colleagues– SENCO, subject leads etc
- Observations – different subjects, classes, schools
- School Direct Overview

Time allocation

10% PPA (2 hours)

10% School Direct time (2 hours)

This is in addition to central training

Based on 4 days a week (5 hours a day x 4 days
= 20 hours, 10% PPA = 2 hours x 2 =
4 hours a week)

Central Training

- Mostly Fridays and twilights (inclusion week/ early years)
- Blended approach (NASBTT)
- Expectations, Attendance, Punctuality, Dress Code, Lunch, Phones
- Links to Standards/CCF
- Training slides shared with mentors

Handbook

7. Mentor and Trainee meetings (proforma p.65)

- Agree weekly set day and time
- Trainee to complete mentor discussion record and sent to mentor
- Trainees review weekly mentor discussion RAG rate
- Link to overview weekly focus
- Do not use time for planning
- Trainee to discuss questions from training, observing and teaching
- Read Observation feedback www and Targets to look for patterns

Managing Mentoring Meetings

Aims

What is the purpose of the meeting?
What do we need to achieve?

Progress

What has happened since we last met?
What development activity has taken

Activities

place?
What other activities have you

Relationship

What has the mentee done since the last meeting?

Issues

What issues do both parties feel should be addressed?

Well-Being

How is the mentee feeling?
How may this be impacting on their progress?

7. Mentor Observations and 9. Monitoring visits (Page 61)

- All trainees must have planned and taught at least part of a lesson by next week
- Week beginning 26th September planned and taught at least 2 lessons
- Building to 20% (4 lessons) by half term
- Term 1 – every lesson (4 a week) to be observed and written feedback given
- Trainee to complete lesson plan and evaluation for every lesson
- After half term – consecutive lessons e.g. 3 maths and 1 PSHE or 2 Year 9 set 1 2 x Yr10 set 4

Terms 3 and 4

Spring

- Teaching Time - 50% (10 hours a week) Training Route
- Minimum 1 in 2 lessons observed (written feedback)
- Second school placement (contrasting environment /phase)
 - Salaried: 6 weeks after February half term
 - Training route: 8 weeks from 23rd Jan
- School Direct Overview

Term 5 and 6

Summer

Teaching time:

Salaried – up to 80% (16 hours)

Training route - 70% (14 hours)

- At least 4 written observations a week
- On line Portfolio
- RBWM monitoring visits
- External Moderator
- School Direct Overview

5. Trainees as observers

Observing expert colleagues

- Observation/ reflection Prompt
- Observation/ reflection Proforma
- Questions discussed in weekly mentor meetings

High Expectations - Standard 1

Learn that:

- Teachers have the ability to affect and improve the well being, motivation and behaviour of their pupils
- Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential
- Setting clear expectations can help communicate shared values that improve classroom and school culture
- A culture of mutual trust and respect supports effective relationships
- High quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds

Managing Behaviour – Standard 7

Learn that:

- Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment
- A predictable and secure environment benefits all pupils, but is particularly valuable for pupils for special educational needs
- The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives
- Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success
- Building effective relationships is easier when pupils believe that their feelings will be considered and understood
- Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to rewards).

Classroom Practice – Standard 4

Learn that:

Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.

Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.

Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.

Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupils expertise increases.

Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.

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.

So far trainees have been asked to:

- Collect data on pupils
- Collect curriculum maps for Autumn term and RAG rate
- Confirm dates for mentor meetings
- Complete Gap tasks back at school
- Start Reflective Journal

Gap task

Read Chapter 1 in Reflective Teaching in Schools.

In your reflective journal, complete Reflective Activity 1.7: to understand our perceptions of pupils

Following this activity, discuss your findings with your mentor and identify a pupil you will be tracking throughout the year.

Observational task

Carry out two observations (different lessons or classes) focusing on Standard 1 – High Expectations

Carry out two observations (different lessons or classes) focusing on Standard 7 – Managing Behaviour

Use the proforma and prompts

Trainee Next steps

- Complete safeguarding checklist send to Elaine by Friday
- Share pre-course tasks with mentor
- Conduct subject audit
- Organise first (and subsequent) mentor/trainee meeting
- Complete weekly framework sheet
- Curriculum map - Overview focus/Rosenshine's Principles
- Initial needs analysis and start ongoing action plan
- Plan, teach and write up reflection for at least one lesson
- Familiarise self with Teacher Standard 4 –Classroom Practice
- Write up at least 4 lesson observations – 1x High Expectations, 1x Managing Behaviour, 2x Classroom Practice

Mentor Next Steps

- Check/question trainees understanding of policies. Sign sheet and return to Elaine by 16th September
- Agree a dedicated time for weekly mentor meetings
- Start mentor meetings next week – use Curriculum Map overview to direct focus
- Discuss and review pre-course task and subject knowledge audit. Discuss how gaps in knowledge can be addressed. This could start to form your first target on on-going action plan.
- Update Needs Analysis
- Start to identify 1 pupil they are going to track and observe throughout the year.
- Read Cause for concern procedure pages 23-26 in Handbook
- Start to carry out observations linked to overview
- Complete mentor profile

Mentor Briefings

Handbook Page 11

Mentor Session	Date and Time	Content
Primary and Secondary Mentor Induction Briefing	Wednesday 14 th September 3.30 - 5.00pm	Induction requirements Face to Face Windsor Girls School
Mentor Briefing	Wednesday 5 th October 3.30pm - 4.30pm	CCF and SCITT Curriculum Design
Mentor Briefing	Tuesday 8 th November 3.30 – 4.30pm	Focused weekly meetings, observations and action plans
Mentor Briefing	Thursday 8 th December 3.30pm – 4.30pm	Professional Learning Conversation Tracking Report
Mentor Briefing	Wednesday 11 th January 3.30 – 4.30pm	Second School Mentors Second placement requirements
Mentor Briefing	Thursday 2 nd February 3.30pm - 4.30pm	Reviewing Placement setting targets
Mentor Briefing	Tuesday 21 st March 3.30pm- 4.30pm	Transfer and Tracking Report
Mentor Briefing	Wednesday 19 th April 3.30pm – 4.30pm	Reviewing transfer documents, action plans and preparing QTS
Mentor Briefing	Thursday 25 th May 3.30pm- 4.30pm	Evidence Tracker
Mentor Briefing	Tuesday 13 th June 3.30pm – 4.30pm	Formal Assessment Report CEDP

Questions

Next Meeting:

Wednesday 5th October

3.30pm -4.30pm

Via zoom