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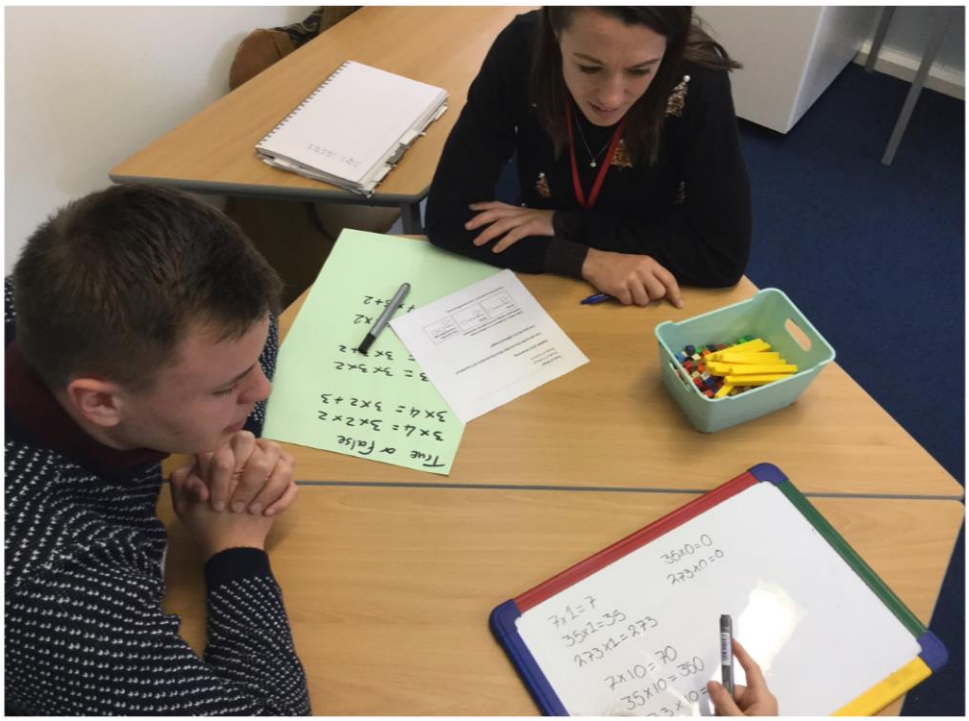

SCITT CTM HANDBOOK

2021 - 2022

Pioneer Education

HARRISON Primary School

Excellence for All Working in Partnership

Ofsted Outstanding Provider

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INTRODUCTION

This handbook is aimed at class teacher mentors (CTMs) and contains guidance on the mentoring process on the SCITT programme together with advice on the skills of mentoring and the practicalities of working with trainees. The intention of the advice is to share practice in order to ensure a quality experience for all trainee teachers across the whole of the partnership.

The content of this CTM handbook complements the Fareham and Gosport Primary SCITT handbook. Please ensure that you engage with both handbooks.

Mentoring

The work of the mentor is crucial to the teaching profession. The training of teachers drives the quality of the education service, and the mentor is at the heart of that training. The centrality of the mentor is a constant. They have a relationship with the trainee, which no one else can equal and their influence is the major determiner of the success, nature and quality of the new teacher.

To mentor means to guide and support. It is about enabling, managing and instructing, reassuring as well as directing. Much of the time it is about smoothing the way for the trainee so that they develop confidence in their own ability to handle becoming a teacher, helping them through difficult transitions. Inevitably, the mentoring process will involve direct teaching.

Mentors are experienced and expert teachers and they are expanding their experience through their mentoring. They know how to run a classroom and they have much to demonstrate and offer the trainees. It is not uncommon for trainees, impressed and encouraged by their mentors, to become increasingly frustrated as they try to emulate their mentor in the classroom. They need to watch, they need to understand why mentors do what they do but this does not mean that they necessarily need to copy. Mentoring is not a master class; it is a complex range of training activities and this is what makes for a complex relationship.

Mentoring trainees is about developing their strengths to not only maximise their own professional and personal potential but also that of the pupils who come under their care within a classroom situation. It is not a cloning process. The principal stakeholders in mentoring are the mentor and trainee, although other expert colleagues are also involved. The trainee is as much an agent in bringing about effective mentoring as the mentor and neither can operate in a vacuum. Mentoring is about partnerships, those in school and those between the school and the SCITT.
Mentoring goes far beyond supervision and is about the active education of the trainee. It is:

- the planned, active education of the trainee
- responsive to individual strengths, values and needs of trainee and mentor
- concerned with continuing personal, as well as professional, development
- about easing transitions and ensuring development
- about compassion and acknowledgement that mistakes are inevitable.

Effective Mentoring

Effective mentoring will involve the following:

- having or making time and being available for trainee teachers
- providing a psychologically 'safe' environment in which trainees feel able, for example, to try out new ideas and approaches
- providing personal support and encouragement to trainee teachers, and ensuring others in the school also do so
- providing appropriate models of teaching and of professional development
- providing opportunities and assistance for trainee teachers to review and learn both from their own and others' teaching experiences
- providing access to their own (mentors') and other teachers' experience;
- assisting trainee teachers with their planning
- helping trainee teachers to set achievable goals
- tailoring the assistance given to trainee teachers according to their individual circumstances and stage of development
- challenging trainees' preconceptions relating to learning to teach, where these may not be conducive to effective trainee teacher learning (e.g. 'I can learn to teach through trial and error'), and seeking to move trainees on accordingly.

Class teacher mentor (CTM) person specification

The Fareham and Gosport Primary SCITT recommends the use of the non-statutory standards for school based mentors, (from The Carter Review of Initial teacher Training, June 2016).

Excellent class teacher mentors demonstrate the following personal and professional characteristics. They are:

- excellent class teachers with proven track records of providing high quality teaching, leading to excellent pupil behaviour and outcomes
- excellent role models who can influence the attitudes, values and behaviours of their pupils
- skilled at creating a positive learning environment
- excellent communicators with experience of giving constructive, developmental feedback
- confident at understanding how pupils learn
- adept at modelling the crucial link between planning, teaching and assessment for learning in order that pupils are given sufficient time to master foundational knowledge, practise and embed concepts before moving on.

Personal Qualities

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

The mentor should:

- 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.

Teaching

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

- The mentor should:
- 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 knowledge 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.

Professionalism

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

The mentor should:

- 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 the relevant legislation, including that related to the safeguarding of children
- and support the trainee to develop skills to manage time effectively.

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 with relevant ITT partnerships

The mentor should:

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

The Initial Teacher Training Core Content Framework

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843676/Initial_teacher_training_core_content_framework.pdf

The Initial Core Content Framework (DfE, 2019) outlines that 'The quality of teaching is the single most important in-school factor in improving outcomes for pupils – and it is particularly important for pupils from disadvantaged backgrounds. No one is born a great teacher. Great teachers continuously improve over time, benefitting from the mentoring of expert colleagues and a structured introduction to the core body of knowledge, skills and behaviours that define great teaching.'

'The ITT Core Content Framework sets out two types of content – mirroring the ECF. Within each area, key evidence statements ("Learn that...") have been drawn from current high-quality evidence from the UK and overseas. These "Learn that..." statements are deliberately the same as the 'Learn that...' statements in the ECF because the full entitlement – across both initial teacher training and early career development – for new entrants to the profession is underpinned by the evidence of what makes great teaching. ' (ITT Core Content, DfE 2019).

'…….these "Learn how to…" statements have been sorted into two categories. These categories define an entitlement to practise key skills as well as an opportunity to work with and learn from expert colleagues as they apply their knowledge and understanding of the evidence in the classroom. 'Learn how to…' statements are drawn from the wider evidence base including both academic research and additional guidance from expert practitioners. (ITT Core Content, DfE 2019).

Central to entitlement outlined in The ITT Core Content Framework are how trainees are supported by expert colleagues, the opportunities trainees receive to practise (learn how to …..), how expert colleagues discuss and analyse with trainees, observations of expert colleagues with opportunities to deconstruct approaches, and receiving clear consistent and effective mentoring.

Below are the key 'learn how to……..' statements taken from the framework. We would encourage all mentors to be aware of these throughout the programme as they work with the SCITT curriculum and support trainee progress and development in school.

Learn how to……

- *communicate a belief in the academic potential of all pupils*
- *following expert input take opportunities to practise, receive feedback and improve*
- *demonstrate consistently high behavioural expectations*
- *avoid overloading working memory*
- *build on pupils' prior knowledge*
- *increase likelihood of material being retained*
- *deliver a carefully sequenced and coherent curriculum*
- *support pupils to build increasingly complex mental models*
- *develop fluency*
- *help pupils apply knowledge and skills to other contexts*
- *develop pupils' literacy*
- *plan effective lessons*

- *make good use of expositions*
- *model effectively*
- *stimulate pupil thinking and check for understanding*
- *develop an understanding of different pupil needs*
- *provide opportunity for all pupils to experience success*
- *meet individual needs without creating unnecessary workload*
- *group pupils effectively*
- *avoid common assessment pitfalls*
- *check prior knowledge and understanding during lessons*
- *provide high-quality feedback*
- *make marking manageable and effective*
- *develop a positive, predictable and safe environment for pupils*
- *establish effective routines and expectations,*
- *build trusting relationships*
- *motivate pupils*
- *develop as a professional*
- *build effective working relationships*
- *manage workload and wellbeing*

Effective mentoring

Mentors may find that by reflecting and asking themselves the below questions, it will help them to prepare for being an effective mentor as the year progresses: -		**Please tick below**
Having or making time and being available for trainee teachers	Is mentoring time recognised on the timetable?	
	Do I give trainee teachers time and attention?	
	Do I have specific times when I always prioritise trainee teachers' needs?	
Providing a psychologically 'safe' environment and providing personal support and encouragement to trainee teachers	Am I clear about all of a trainee teacher's needs (e.g. practical, psychological)?	
	Do I use the contacts I have in order to get what each trainee teacher needs?	
	Have I introduced trainee teachers to everyone I know who could help them?	
	Do I understand my trainee teachers' feelings?	
	Do I help trainee teachers understand and manage the emotions that come with learning and professional commitment?	
	Do I have ways to understand my own and (trainee) teachers' intra- and interpersonal conflicts?	
	Do I have strategies for managing these?	
	Do I have my own coach/mentor to discuss issues with?	
Providing appropriate models of teaching and of professional development	Am I clear what skills trainee teachers need to develop (e.g. pedagogical skills, the fundamental skill of learning from experience)?	
	Am I sure I am modelling all of these?	
	Am I sure my modelling is visible?	
	Do I use strategies to help trainee teachers to notice my modelling?	

Providing opportunities and assistance for trainee teachers to review and learn both from their own and others' teaching experiences	Do I have a clear practical framework for what it means to learn from experience?	
	Do I use that framework in my discussions and work with a trainee teacher over time?	
Helping trainee teachers to set achievable goals and tailoring the assistance given to trainee teachers according to their individual circumstances and stage of development	Do I understand trainee teachers' individual learning needs?	
	Am I helping trainee teachers achieve professional learning objectives?	
	Are we both clear about what these are?	
	Am I able to use a variety of 'helping' strategies according to different objectives?	
	Do I understand stages in professional learning and have ways of recognising these?	
	Am I able to use a variety of strategies according to stages in professional learning?	
Challenging trainees' preconceptions relating to learning to teach and seeking to move trainees on accordingly	Do I have a clear view about the respective roles and value to trainee teachers' development of experience of teaching, reflection on teaching experience and access to other forms of knowledge respectively?	
	Do I seek to establish and have means of identifying whether trainee teachers share such a view?	
	Do I have strategies for demonstrating to trainee teachers how all of these things are important in the process of learning how to teach or how to facilitate others' learning?	

Creating a critical environment for trainee teachers to develop

Mentoring can be supportive or not supportive, challenging or not challenging. Research evidence suggests that the most effective mentoring occurs when mentors are supportive yet challenging. As a result, trainees make the most efficient progress, as is illustrated in the following matrix:

	Challenging	Not Challenging
Supportive	Most effective mentoring. Trainee develops through acquiring new knowledge and skills.	Ineffective mentoring. Trainee only confirms pre-existing notions of teaching.
Not Supportive	Ineffective mentoring. Trainee does not develop and may withdraw from mentoring relationship.	Ineffective mentoring. Trainee does not develop.

Professional Relationships

The relationship between trainee and mentor is important to the success of the placement and the trainee's development. This relationship works best when both these parties have a clear understanding of the following expectations.

Trainees are expected to recognise that:

- CTMs have a primary responsibility to their class
- taking the lead and not waiting to be told or directed is an important part of developing professionalism
- they must take responsibility for their own learning and that of the pupils they teach
- they must demonstrate initiative and flexibility in the school setting
- they should seek support or help.

CTMs should:

- be aware of the range of experiences that adult learners bring to the classroom
- acknowledge the previous skills and expertise of the trainee.

In getting to know the trainee better, it is advisable for CTMs to focus their discussions with trainees, near the beginning of the placement, to discover:

- what the trainee's preconceptions about teaching are
- what values the trainee holds in relation to teaching
- what the trainee thinks constitutes good practice
- what methods of teaching appear to be the trainee's preference.

These beliefs and preconceptions should then be challenged by the CTM in a way that allows the trainee to embed them into practice, with or without refinement, or even reject them.

THE ROLES OF THE CTM

Modelling good practice

The modelling of good practice by the CTM, and any other members of staff observed by trainees, is important in developing trainees' practice. The following is a non-exhaustive list of suggestions often used by mentors in supporting their trainees.

Activities that CTMs may wish to model:

A	Beginnings of lessons and engaging pupils
B	Strategies for managing transitions in the lesson
C	Plenaries that effectively draw together pupils' learning and provide opportunities for formative assessment
D	Behaviour management and behaviour for learning strategies
E	Using different questioning techniques
F	Organisation of group work
G	Management of other adults in the lesson
H	Taking of the register
I	Routines at the start of and throughout the day
J	Addressing pupil's misconceptions

Activities that CTMs may wish to encourage the trainees to shadow them:

A	Preparing lessons
B	Marking written work and providing feedback
C	Assessing pupils and completing record sheets
D	Providing constructive feedback
E	Working with support staff
F	Working with groups

Activities that CTMs may wish to engage trainees in:

A	Observe good practice around the school
B	Help organise a club or extra-curricular activity
C	Participate in out-of-school activities/field trips
D	Participate in staff meetings and INSET
E	Be present at parents' consultations
F	Plan a school assembly/partake in school productions
G	Contribute to policy making/planning/review meetings
H	Meet external agencies
I	Contribute to report writing
J	Take risks and have a go at something

Preparing trainee teachers to observe lessons

Trainees can benefit greatly from observing a range of lessons. For example, through observations, trainees may come:

- to ground their early idealism in reality (while hopefully retaining a sense of "wonder" and idealism)
- to realise the expectations a teacher has of pupils' work and behaviour
- to appreciate that survival is not only possible but teaching can be exciting too
- to observe ways of dealing with problems that often arise
- to appreciate the link between pace and timing
- to be inspired through creative, imaginative teaching.

To be most useful, trainees need guidance on how and what to observe. A lesson observation template can be found on the SCITT website. In preparing your trainee to observe lessons, consider the following three phases:

- Pre-observation discussion
- Lesson observation
- Post-observation discussion (learning conversation)

It is good practice, where possible, to support trainees with how to observe effectively, particularly in the early stages of their development. The professional mentor observing alongside the trainee initially can be a great help as they will be able support the analysis and dissection for what is being observed.

Pre-observation discussion

There are two aspects to this pre-lesson discussion:

1. The trainee needs to realise the overall aims of observing
2. The trainee needs to learn to focus on pre-determined objectives

Aims and objectives for each observation can be confused by trainees, but they are distinct.

THE AIMS ARE TO ENABLE THE TRAINEE:	THE OBJECTIVES ARE TO ENABLE THE TRAINEE:
• to see good practice in classroom teaching;	• to identify the precise teaching techniques and strategies that enable learning
• to reflect on what has underpinned this good practice. *Both form the basis of assisting the trainee's development as an expert practitioner.*	• to try out these techniques and strategies in subsequent teaching

Trainees need to understand that there are no "fix-alls" and that teaching is an interaction, sometimes an unpredictable one, between pupils and teacher. Above all trainees need to learn that the teacher is the single most important factor in motivating pupils. While there is not one way to teach effectively, since teaching is context-bound, some ways of teaching are likely to be more effective than others. Things may not work to plan for even the most experienced teacher but trainees need to see how to learn and grow from difficult experiences as well as good ones.

The objectives for the lesson observation might be identified entirely by the CTM at first but, as training proceeds, the trainee should become increasingly responsible for identifying a suitable range of foci. These complement training for development by augmenting the resource bank of strategies and techniques that trainees have at their disposal to use within their own teaching.

Post-observation discussion

Post-observation discussions are more productive if the trainee acknowledges that:

- teachers have feelings too and are also vulnerable to negative criticism
- teachers do not automatically have a reason in mind for every action. Their teaching has often become reflexive through experience and a certain situation brings certain teaching reflexes into play during the lesson
- teachers are likely to become defensive if directly cross-examined
- teachers have the right and duty to say “I don't know”.

Mentors are advised to make trainees aware of these points especially if the trainee is to observe another member of staff.

Good practice in organising lessons for your trainee to observe

- Schedule the programme of observations so they do not overwhelm the trainee
- Orientate your trainee to the context of your school, as well as to teaching
- Manage the process of discussion about observation in a logical way
- Start from your trainee’s needs as well as from what they ought to know.

Advice to new mentors

- Build a friendly professional relationship with the trainee
- Plan to observe the trainee regularly and plan the form of feedback you will give
- Give careful consideration to the timetable the trainee is to follow, ensuring that the trainee has the appropriate opportunities to develop and demonstrate the competencies set out in the Teachers’ Standards;
- Keep a careful record of what the trainee does, including copies of all written feedback
- Ensure you have noted all the important dates (deadlines for review statements, timing of monitoring visits, etc.)
- Keep colleagues informed, as appropriate
- Do not be afraid to seek advice from colleagues, the trainee’s professional mentor and the SCITT Team
- Ensure you are familiar with the structure of the programme and the accompanying documentation
- Follow the SCITT handbook and all curriculum documents, including half termly school expectations and curriculum targets
- Where appropriate, observing and feeding back with a more experienced mentor/professional mentor can be helpful
- Use and refer to the SCITT Timeline and Handbook to map out key dates and curriculum points at the start of the programme.

Consider the wealth of resource available to you amongst your colleagues. You are surrounded by talent and expertise. Make an early list, revisited regularly, of people who can supply specific support to your trainee, through discussion, perhaps, or modelling or observation. People are often flattered to be asked.

Working with colleagues

- Keep staff informed of important information
- Share appropriate sections of the programme materials
- Keep the programme information where all staff can access it
- Encourage another member of staff to work with you as a co-mentor (this person may act as an apprentice in preparation for a mentoring role).

STAGES IN DEVELOPMENT OF A TRAINEE TEACHER

The following model outlines the possible development of a trainee teacher. Appreciating these stages should enable the mentor to provide the necessary help and support in moving trainees on in their development.

STAGE 1 – FOCUS ON SELF	STAGE 2 – FOCUS ON ACTIVITIES
What am I going to say? What am I going to do?	This is a good activity This won't work
STAGE 3 – FOCUS ON PUPILS	**STAGE 4 – FOCUS ON TEACHING AND LEARNING**
What are the pupils going to do? What are the pupils going to learn?	What am I going to do to ensure that the pupils learn? How do I know what they've learnt?

Progressive Targeting

In the early stages of development in particular, it helps if mentors encourage trainee teachers to begin to set their own agenda:

- through observation schedules when they are observing teachers at work
- through lesson planning exercises (by setting objectives)
- by asking them to provide foci for observation of activities/lesson they lead/teach.

Encourage trainee teachers to adapt a "teacher-researcher" model of working, including helping them to begin:

- setting their own agenda
- evaluating and reflecting on their own developing practice.

Trainees beginning teaching

While some trainees may already have some experience of teaching prior to the programme, most will not. Thus, for the majority, there needs to be a suitable programme that introduces them to all the nuances of teaching. Below is a model for inducting trainees into teaching. Alongside this it is advantageous to provide trainees with relatively self-contained elements of lessons. These might include:

- taking the oral and mental starter in mathematics
- listening to readers;
- deliver a spellings or times table test
- explaining homework
- leading transitions, for example taking the class to assembly or out to break
- teaching groups
- team teaching with in-class mentoring.

Such experiences are intended to give opportunities for trainees to address whole classes and get them used to this. These experiences can build confidence and provide a practical focus for trainees.

Inducting trainees into teaching whole lessons

When trainees commence each placement, the induction to whole class teaching is based upon a gradual increase in the responsibilities trainees are required to accept in the early weeks. The following progressive model strengthens this induction process which can involve, over time:

Mentor plans and leads the lesson

Trainee observes previously agreed specific aspects; post-lesson discussion focuses on how the plan for the lesson went and why (and how) aspects might have changed during the lesson to take account of the class

Mentor plans and leads the lesson

Trainee works with individuals or a small group with specific teaching responsibilities (like a classroom assistant); trainee experiences this as part of the planning for the lesson; post-lesson discussion focuses on how the plan for the lesson went and why (and how) aspects might have changed during the lesson to take account of the class

Mentor plans and leads the majority of the lesson

Trainee teaches part of lesson (e.g. the mental starter): post-lesson discussion focuses on how the trainee's segments went and what areas of their practice they should concentrate on (link to target setting)

Joint mentor/trainee planning and responsibility for teaching the lesson

Over time, trainee takes increasing responsibility; post-lesson discussions focus on how the trainee's responsibilities went and what areas of their practice they should concentrate on (link to target-setting)

Trainee plans and teaches

Mentor acts as classroom assistant (with specific teaching responsibilities); Mentor experiences this as part of the planning for the lesson; post-lesson discussion focuses on how the plan for the lesson went and why and how aspects might have changed during the lesson to take account of the class (link to further development through target-setting)

Trainee plans and teaches

Mentor observes previously agreed specific aspects; post-lesson discussion focuses on how the plan for the lesson went and why (and how) aspects might have changed during the lesson to take account of the class (link to further development through target-setting)

This model need not necessarily be strictly adhered to. If, for example, trainees are experiencing problems with a certain aspect of their practice, one of the strategies described in the model may be more appropriate than the others so could be used separately.

There are many advantages to using the model, including:

- providing a protected environment
- enabling trainees to develop planning skills
- enabling the targeting of specific competences and skills

It is important that both mentor and trainee acknowledge that effective collaborative teaching demands clear and detailed planning so that everyone, teacher and trainee, knows exactly what they are doing, and when. Importantly, this model encourages the SCITT 'learn – practise – reflect – refine' approach.

Support for the trainee teacher

Given the aims of the programme, trainees should make good progress. Each trainee will begin the year at a different starting point and therefore, it will be vital that mentors familiarise themselves with any details that will support a personalised start to the programme for trainees. Occasionally trainees may need additional support. These trainees may be in such a position because they appear unwilling or reluctant to engage in the process of becoming a teacher, but more likely they are keen to engage in the process, but nevertheless, because of a lack of personal skills and aptitude, find themselves struggling. For example, they may lack analytical skills for teaching or be uncertain about the extent of preparation necessary. They may lack organisational or time management skills and perhaps fail to meet commitments or responsibilities or fail to form the appropriate professional relationships. As a result, they may not see the need to revisit earlier tasks such as observing lessons and discussing and learning from these.

Below are some suggestions when mentoring a less confident trainee:

1. Try to identify less confident trainees early on and act on it. This does not mean prejudging; it means getting evidence of trainee competency within the first few weeks and using the target setting process.
2. Get the trainee to verbalise potential problems and identify causes and solutions. Self-recognition is the key to self-help.
3. Listen. Be honest and direct with responses. Offer respect and encouragement.
4. Use the target setting procedures to help the trainee create a plan of action with realistic goals.
5. Make sure the trainee adopts the plan as their own set of goals and responsibilities.
6. Follow up on the targets systematically.
7. Be a resource. Offer or locate additional teaching materials at an appropriate level.
8. Vary the mentoring approach to help the trainee gain confidence.
9. Acknowledge progress.
10. Keep a professional outlook.

Remember that there are colleagues to help. The professional mentor can be involved in target setting and monitoring which may involve additional classroom visits to observe lessons and meet with the trainee.

The following advice should help trainees make progress:

For any trainee making less than expected progress, or where there is any concern about progress, the targets set need to be precisely specified and have realistic and fairly immediate time limits within which the targets must be met. The SCITT team needs to be alerted and kept informed so that appropriate assistance with setting and monitoring targets can be provided if necessary. As laid out in the programme handbook, 'Enhanced coaching' or a 'Progress alert' can be triggered at any time.

Where progress continues to be below that expected, a 'cause for concern' can be actioned. This should be done only after having discussed the trainee's lack of progress with the SCITT Team, and after a programme of support following the 'Progress alert' has not proved effective. It is unusual for trainee teachers in such a position to deny there is a problem. Next steps must be undertaken and agreed with the trainee in order to ensure a positive outcome.

Extending the trainee teacher

Some trainees take to teaching much faster than others. Many come with skills that are really useful in becoming a teacher. Many have experience that can be built on. Some trainees could well exhibit a number or all of these qualities and skills:

- integrity and a strong sense of fairness, a commitment to working with children, an enthusiasm for learning and education
- communication skills (perhaps both oral and written) – for example, being able to capture the interest of pupils
- confidence and resilience – for example, being able to maintain energy and enthusiasm in challenging situations
- ability to fit in with the school team and build good working relationships with colleagues and pupils
- a commitment to personal professional development – for example, being committed to learning and can take responsibility for their own professional development
- analytic and problem-solving skills – for example, being able to analyse situations and come up with suitable solutions and ways forward
- creative skills – for example, being able to devise innovative teaching ideas.

It is important that such skills and aptitudes are built on and that they are not allowed to coast once a basic level of competence has been achieved.

Issues to consider when ensuring that the trainee teacher continues to develop include:

- Their teaching timetable – for instance, the range of subjects and the amount of whole class teaching they undertake, and the relative demands these make on the trainee, should be monitored and adjusted if appropriate
- The range and nature of, and the outcomes expected from, the tasks the trainee undertakes.

Thus, for some trainees:

- their timetable could include more class teaching and sequences of learning
- they could extend the range of teaching approaches and methods they use
- they could extend the range of curriculum areas being taught to develop subject knowledge and pedagogy
- they could enrich their lessons (using enrichment materials)
- mentoring could focus on picking up and discussing strong points and good ideas
- they could have earlier responsibility for assessment and planning
- they could take on in a wider role in the class - for example, developing resources, using ICT more widely, etc.
- they could take on a more collaborative role in the year team.

Equality

We welcome our duties under the Equality Act 2010, as both a provider of education and as an employer. We believe that all trainee teachers and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. For further details please refer to the SCITT equality policy.

OBSERVING TRAINEES

Formal and informal observation

Observation is:

- a tool for providing the trainee with constructive and formative feedback
- a way of obtaining information on trainees' performance
- an instrument to indicate a trainee's progress in teaching
- an assessment instrument
- a tool to control pupils' behaviour by the physical presence of the mentor
- an instrument for monitoring and influencing the trainee teacher's performance
- a means of developing your own expertise and your own role as a mentor.

There is a range of appropriate methods for observing trainee teachers. Observation can be:

- open - with no set agenda and no proforma for recording observation notes
- timed - noting what happens in the lesson every, say, five minutes
- semi-structured – concentrating on just a few issues (for example, lesson plan and preparation; aims and objectives; teaching method, etc)
- structured - using a proforma with a comprehensive set of headings.

Best practice is to ensure a mixture of "informal observation" and "formal observation".

- ***Informal observations*** - focus on the positive and are non-judgemental. Suitable foci are specific (agreed) aspects of the trainee's lesson (e.g. starter; some transition from one activity to the next; the plenary; packing away, etc.). Feedback is usually oral (trainee might make notes). Informal observation should be frequent as this is the opportunity to offer advice and hints. The observation does not have to be of the whole lesson.

- ***Formal observations*** - focus both on the positive and on areas that need development. These observations should be structured and recorded on the proforma provided. The purpose is to inform target-setting and provide evidence to support the overall judgements of the trainee. The person observing and providing the feedback needs to be knowledgeable about the SCITT curriculum, how trainees are assessed and the trainee's development.

Before the observation

Decide what to observe and examine the trainee's planning.

- Has the trainee clearly identified appropriate objectives (in terms of content and process) for the pupil's learning during the available teaching time?
- Has the background to the lesson (e.g. required prior learning, prior assessment) and the content been sufficiently researched and planned?
- Have the opportunities for assessment been identified?
- Have possible misconceptions and solutions bee planned for?
- Have the needs of the pupils been addressed?
- Has the trainee focused on their own personal targets?

During the observation

Make notes on the observation foci and other significant aspects of practice. For informal observations, these notes can be jottings. For formal observations, the proforma should be used.

The following list of questions can be useful to consider when observing and in subsequent feedback:

The Curriculum	
Behaviour management – High Expectations and Managing Behaviour	1. How does the environment promote learning through a positive and purposeful atmosphere, with high expectations for all? 2. How are pupils encouraged to display positive attitudes to their learning and one another? 3. How are positive relationships created and sustained? Are they based on mutual trust/respect? 4. How are pupils set tasks which motivate, stretch and challenge, whilst remaining achievable? 5. How is the trainee teaching and rigorously maintaining clear, consistent behavioural expectations (e.g. contributions, volume level, concentration)? 6. How is a supportive and inclusive environment established, including consistent and predictable sanctions and rewards used in line with school policy to positive effect? 7. How are manageable, specific and sequential instructions provided to minimise low disruption?
Pedagogy - How Pupils Learn, Classroom Practice and Adaptive Teaching	1. How does the trainee apply their knowledge of cognitive science to ensure that all pupils learn something new/develop their existing knowledge/skills? 2. How are appropriate visual and concrete resources/representations used to support and challenge learning? 3. How are misconceptions identified, planning for, and addressed? 4. How is the trainee increasing the likelihood of knowledge and skills being retained through planned and deliberate strategies? 5. How is learning time planned for, adapted, and used effectively to maximise learning taking place? 6. How is learning broken down into manageable, progressive steps and supported by strategies such as scaffolding and modelling? 7. How is effective questioning used for a range of purposes e.g. clarifying, extending, challenging? 8. How are pupils with a range of additional needs, including SEND, supported through adapting teaching and learning? 9. How are other adults directed and used effectively in the classroom? How are manageable, specific and sequential instructions provided to minimise low disruption?
Subject & curriculum	1. How are clear and appropriate objectives designed and shared, and understood by the pupils? 2. How is subject knowledge (including subject-specific vocabulary) and expertise used to underpin modelling and explanations, address misconceptions and answer questions? 3. How effectively does the lesson form part of a sequence of lessons or learning journey? 4. How does the trainee develop fluency to build automatic recall of key knowledge? 5. How are additional opportunities to promote Literacy and maths taken advantage of?
Assessment	1. How are formative assessment strategies planned for, implemented and used to inform future teaching, both within and between lessons? 2. How accurately does the trainee assess pupils against the learning objectives? 3. How is pupil work monitored within the lesson? 4. How do the pupils know how well they are doing and how to improve? 5. How are the pupils provided with high quality feedback through a range of strategies, including verbal and written?
Professional Behaviours	1. How does the trainee respond to advice/coaching received during the lesson and amend teaching accordingly? 2. How has research and evidence underpinned the teaching and learning within the lesson?

	3. How has the trainee communicated with other adults (professionals and parents) to impact positively on the teaching and learning?

After the observation

A suggested format for the post-lesson observation debrief (learning conversation) is to:

- give an initial, brief comment to set the supportive and constructive tone of the conversation
- obtain the trainee's views about the lesson - both in terms of their learning and the learning of the pupils
- use questions to challenge and deepen their thinking further
- summarise the strengths
- discuss their progress towards previous targets
- agree no more than two important 'next step' targets. These should support the trainee to move forward in their development and provide the trainee with clear strategies on how to achieve these
- an awareness of how they will know they have achieved them – i.e. success criteria
- follow the 'learn, practise, reflect, refine' approach

When you first meet with your trainee to de-brief what do you say / ask to try to get him / her to talk about their perception of the lesson?

Trainee learning and reflection:

- 'What did you want to achieve in today's lesson? – both in terms of your learning as a teacher but also in terms of the learning of your pupils'
- 'Tell me three things that went well in today's lesson'
- 'What do you think contributed to the success of your lesson?'
- 'What aspect of your lesson were you most pleased with?'
- 'What do you think your strengths were in this lesson?'
- 'What were your teaching targets for today's lesson and how did you work towards these in your lesson?'
- 'Did today's lesson go as you had expected?' – follow up to probe

Focus on pupil learning:

- 'What do you think the pupils got out of today's lesson? Was this new learning or reinforcing existing learning? How can you move this further forward?'
- 'Tell me what you wanted the pupils to learn in today's lesson'
- 'What did the pupils learn in your lesson?'
- 'Do you think that the pupils moved on in their learning today?' – 'How do you know?'
- 'What did your assessments during the lesson tell you about the pupils' learning?'

What do you say / ask to further develop the trainee's analysis?

Focus on pupil learning:

- 'Were all the pupils/groups challenged? '
- 'Which pupils did not make progress? Why?'
- 'How could you have extended the pupils' learning further?'
- 'How will you follow this lesson on tomorrow? What adaptations to your planning will you make?'
- 'Tell me about your teaching strategies in today's lesson and how these contributed towards pupil learning in the lesson'
- 'Tell me about your resources in today's lesson and how they contributed towards pupil learning'

- 'Do you feel that any pupils were disengaged? Why do you think this was the case and how might you have addressed this?'
- 'What is your evidence in relation to how much progress the pupils made?'
- 'How have your lesson evaluations enabled the pupils to make progress in their learning?'
- 'How are you going to plan for those who didn't make the expected progress today?'

Trainee teaching:

- 'Tell me why you chose to do X and how this was beneficial. How else could you have done this?'
- If you were faced with that situation again what else could you have done?
- 'If you could change one element of today's lesson, what would it be and how would you approach it?'
- 'What strategies in today's lesson would you use again and why?'
- 'Were there any times when your TA could have been used more effectively?'

What do you say/ask if the trainee's perception of the lesson is different to your own?

- 'Can you explain why you think that way?'
- 'Let us go through the lesson step-by-step and see where we may differ in opinion'

When providing feedback, it can be useful to refer to what happened in the lesson by actually showing it to the trainee. Filming a trainee and the class, if the trainee is in agreement, can be an effective way of supporting accurate reflection. It can also act as a tool to support the analysis and dissection of practice.

A FEEDBACK CHECKLIST

The following list is offered as a set of possible things to do when giving feedback to the trainee following a lesson observation:

Start with the trainee discussing their view of the lesson.

- Detail strengths and improvements before the areas for development, and make use of specific examples from what took place in the lesson.
- Try to ensure that the discussion is balanced and positive.
- Make reference to previous targets set and suggest new targets (these should be discussed further at the fortnightly target setting mentor meeting).
- At the end of the discussion, summarise with the trainee the key points and ways forward.

Making feedback work

One of the mentor's main contacts with the trainee will be the observation of lessons and the consequent provision of feedback. This is likely to form a central part of the regular meetings which must take place between them, in a private setting and using protected time.

In the giving of post-lesson feedback, mentors are sometimes perceived by trainees as being relentlessly negative. Trainees may be wrong about this, because they hear criticisms much more than they hear compliments. In any case, mentors' intentions are almost certainly positive; they offer commentary on the trainee's teaching, attached to suggestions for improvement. This is the mentor's job, after all. But there is an 80/20 rule. If the mentor's feedback is not 80% positive, the trainee will hear it as 80% negative. At an early stage, therefore, the mentor and trainee must establish ground rules.

Like any effective rules, they must be set early on and not dragged in later in a belated attempt to cure the relationship. A post-lesson feedback, for example, will have as its main focus three compliments, three accounts of real success and two development points. These will focus on areas that are now ready to be worked on, based not just on the observation but on the trainee's stage of development. They will include discussion and advice about improvement, with activities (such as observation of other teachers) which the mentor will set up. Both parties will recognise that the feedback uses the numbers and that the numbers provide balance.

Good feedback must be well-timed and, generally, given as soon as possible after the event. Feedback should focus on behaviour rather than on the person (i.e. what the trainee was doing not what they are like as a person). It should be directed towards actions and issues the trainee can do something about.

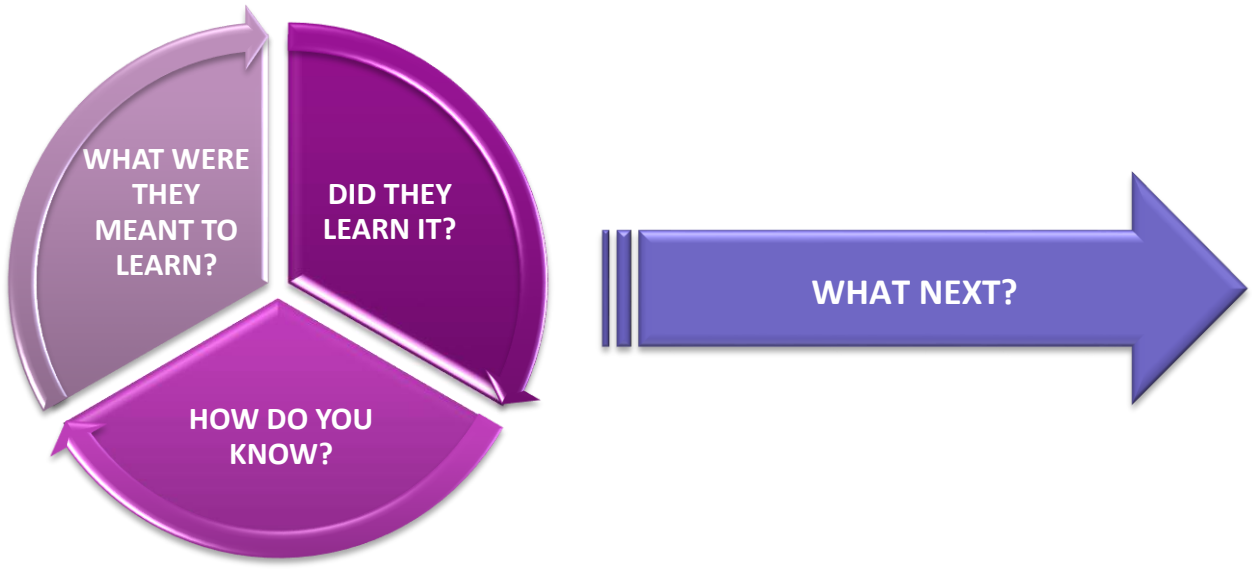
The mentor must at all times remember the point of feedback. In fact, it is not an especially useful word; feed-forward would be a more accurate description of what these learning conversations are intended for. Commenting on everything that happened in the lesson, (i.e. a running commentary – a very common model of feedback) is not especially helpful to the trainee as it lacks specific focus on future development. Any focus for discussion should refer to the actions of the trainee during a lesson, and the specific impact on children's learning. It also contains far too much input for the trainee to process. Feedback is a type of assessment for learning, and is pointless if it does not look forward, selecting key themes and developing them into targets.

The lesson is observed and feedback is given. Rather than an account of all the mentor's reactions throughout the lesson, the feedback could proceed through questioning. Sometimes the very best feedback conversation is entirely based on mentor questioning.
Questions stimulate thought, analysis and resolution in the trainee, and this stimulation is the mentor's job, because it's how the trainee learns.

There are an infinite number of such questions, which properly deployed generate a conversation in which trainees do not feel intimidated and, to a degree, are allowed to make their own judgements and design their own solutions. Of course, the questions are planned in reaction to the lesson, and mentors remain the focus of support, driving the analysis with their questions and suggestions. While such questions direct the conversation to the particular issues (good and developmental) of the lesson there are perhaps four questions that all feedback should start with.

How do you think it went?

Mentors know that this is how they should begin. Rather than being on the receiving end of a number of comments, the trainee is invited to begin the analysis. Sometimes, however, this is the only question asked, and it is asked ritually – the mentor paying lip service to it and then quickly moving on to the real business, which is their opinion. The conversation should proceed from the trainee's initial reactions, whether or not the mentor agrees with them. This is not just a matter of morale or courtesy; it is vital for the mentor to know what the trainee thought of their own lesson as a central factor in determining their progress.



These are standard questions because they direct analysis immediately to learning via the learning objectives of the lesson. There are many subsidiary issues, such as behaviour management, which are, of course important topics within lesson analysis, but children go to school to learn, not to be entertained or disciplined. Trainees absolutely need to plan lessons from learning objectives (or learning questions, or intended learning outcomes – they have many names and flavours).

It is very common for trainees to plan lessons on the basis of attractive activities, without really considering what the children are learning from them. A lesson is a journey, and the journey plan starts from the knowledge of the final destination.

This understanding can be surprisingly hard for trainees, but entirely essential to their development, so the mentor must always focus on this in their feedback. The above four questions focus on evaluation as well as learning.

Effective Written Feedback:

Some of the key features identified are that high quality written feedback is:

- driven by the impact of the trainee's teaching on pupil learning
- analytical rather than blandly descriptive
- subject-specific rather than generic, related to knowledge and pedagogy
- explicit and accurate to ensure support for trainee progress
- clear about the strengths and/or areas for development
- clear about progress made by trainee and next steps to further challenge the trainee.

TARGET SETTING

The mentor will be setting targets with the trainee; this is likely to happen during the regular (fortnightly) meeting. The targets should be SMART targets (specific, measureable, achievable, realistic, time explicit). The best targets combine elements of reactivity (reaction to observed lessons) with elements of pro-activity (arising from an overview of the mentee's training needs and abilities).

Targets should be set effectively, and this is good and necessary practice because it is at the heart of a personalised training programme. But very often, that is where the matter rests. Targets are set. Two weeks more targets are set. Trainees may, after a few weeks, be carrying 20 or 30 targets around with them. No one has ever returned to any of these targets, to mark them as now achieved, or to reinstate them as still pending. In fact, they are quietly forgotten. A remarkable sense of confidence, purpose and progress can be generated when targets are properly followed up. Here is an example of a simple, cyclical system for this.

1. ***Observation***—during a lesson observation, the mentor notes that their trainee needs to expand their repertoire of question types. The trainee's tendency is to ask only closed questions;
2. ***Feedback***—the observation is discussed during the process of giving feedback in the learning conversation. The mentor offers suggestions and actions for a wider range;
3. ***Dynamic reflection***—the mentor makes some opportunities to explore this topic. These might include observation of other expert colleagues, reading, discussion with other trainees and other staff;
4. ***Lesson Planning***—the trainee (with the mentor's help) decides which lessons in the coming week will offer them the chance to use a wider range of question types. When planning these lessons, they indicate at the top of the plan that this target is specifically being addressed;
5. ***Observation***—while observing, the mentor has the lesson plan which reminds the mentor that the questioning target is being addressed. In their observation, the mentor comments on the target (amongst other things). And then the cycle begins again, with a new target, or with the same target if it still needs work.

The target setting process is aligned to the SCITT 'learn, practise, reflect, refine' approach.

This then, is another feature for the mentor meeting. The last targets are reviewed before the next ones are set. This is a short timeframe and reflects the need for targets to be appropriate and specific. Broad targets such as 'improve behaviour management' are not helpful because they cannot be enacted without being broken down. While, 'use key language in line with the school values to remind pupils of your expectations when they are not being met', a subset of the larger target, gives the trainee something to work on and the mentor something to monitor. As with children's learning objectives, think clear and achievable.

Central to all trainees' progress is the accurate identification and achievement of developmental targets. The targets are focussed on improving the quality of the trainee's teaching and its contribution to pupil progress. Targets should:

- specifically address improving the trainee's mastery of the SCITT curriculum, subject knowledge and impact on pupil outcomes
- include clear statements of what the trainee needs to do to improve and make sustained progress
- support trainees in making progress, the actions to be taken by the trainee and others must be identified and agreed. This could include co-planning and/or team-teaching, observing, reading
- identify and agree how and when progress against the set targets will be identified and reviewed
- be linked to success criteria explicitly stating the impact of achieving the target on trainees and/or pupils

- be carried over (and refined where appropriate) when not met
- be limited to achievable short-term targets (which may feed into more complex longer-term targets).

Targets for trainees can arise from:

- the SCITT curriculum
- lesson observations and review meetings: short term, long- term and more immediate targets or interim mid-point assessment points
- end of programme assessment: NQT targets to be forwarded to and shared with the employing school/setting.

Things to consider when setting targets

Specific (precise)	Be clear about what you want the trainee to achieve and why; for example, impact on outcomes for pupils, subject knowledge development, mastery of a specific aspect of the SCITT curriculum
Measurable/Achievable	Pitched at an achievable (realistic) level and modelled so that the trainee can understand how to achieve the target. Appropriate levels of challenge and support should be provided which link to clearly identified success criteria.
Realistic	In terms of the context, is there the time, the opportunity and the resources available to achieve the target? Can this target be met alongside other targets that the trainee may already be working towards?
Time-constrained	Targets should be achievable within a stated time period, with explicit steps for successful achievement. Larger more substantial targets should be broken down over a number of weeks to enable the trainee to make clear steps of progress.

Fortnightly target setting mentor meeting

At the end of each fortnight a target setting mentor meeting should be conducted between the trainee and the class teacher mentor. Trainees should come prepared with any evidence they wish to share. In the target setting mentor meeting the class teacher mentor should:

Review the progress / learning of the pupils in the class:

- are the pupils making at least sufficient progress?
- is the trainee aware of the next steps in relation to the pupils?
- is the trainee using appropriate systems to systematically record and track pupil progress?
- do the trainee's assessments provide succinct yet informative information on a pupil's skills, knowledge and understanding?
- is the trainee able to use their assessments to inform future planning?

THE LEARNING CONVERSATION	
• **Trainee and pupil wellbeing**	• How the trainee's teaching has improved pupil outcomes
• **Celebration of trainee success and strengths, and identified areas for development**	• The quality and impact of the trainee's marking and feedback, assessment records and planning
• **Evidence of trainee progress e.g. pupil workbooks, planning, marking and feedback, pupil responses, pupil observations**	• How secure the trainee's subject knowledge is and any appropriate next steps (refer to the context and content of the SCITT curriculum and school-based teaching)
• **How the SCITT curriculum (centre-based training and/or school training) has impacted on trainee progress and quality of teaching**	• Review the previously set targets and agree appropriately challenging developmental targets, along with actions to be undertaken by the trainee, mentor and others to enable the trainee to achieve their targets • Targets may be carried over when not fully met • Please ensure SMART target setting is implemented. Targets should be fit for purpose, and as appropriate, subject specific
• **Any educational reading or research that has had impact on professional development and teaching practice**	

Our aim at Fareham and Gosport Primary SCITT is to ensure our trainees are completing their ITT year as effective and successful qualified teachers, ready to embark on their ECT induction period as part of the Early Career Framework. That they are accurate, reflective practitioners fully prepared for and skilled in supporting their own continuing professional development. As such, we follow the below model of mentoring and coaching approaches to support this aim.