

# Outline of this morning

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10.30am – Brief overview of **curriculum design** and stage 2 requirements

10.45am – Break-out rooms for SWOT discussion

11am – Return to main room for feedback from each discussion group

11.15am – Brief overview of **mentoring programmes** and stage 2 requirements

11.30am – Break-out rooms for SWOT discussion

11.45am – Return to main room for feedback from each discussion group

12pm – Finish

1pm – Secondary Committee meeting

# Curriculum

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WHAT? WHEN? HOW?

BUT LET'S NOT ASK WHY!

What?

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# Market review parameters

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The ITT Core Content Framework (CCF) is a minimum entitlement to training and not a full curriculum.

Experienced 6 weeks of 80% contact ratio teaching (of a normal teaching timetable).

Intensive Training and Practice (ITAP) should consist of delivery of 3 to 5 carefully selected pivotal or foundational aspects of the planned training curriculum.

120 days school experience plus 20 ITAP days.

# Stage 2 – curriculum review

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Curriculum material sample checking process that will serve as a light-touch quality assurance and triage process.

Providers will receive personalised commissions from the department for up to 4 specific documents (e.g. self-study materials for a given module or a lecture slide pack), selected based on a review of the curriculum map provided in stage 1.

# Curriculum map – ‘How Pupils Learn’

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Curriculum maps from providers that identify exactly which sessions, days or weeks of the course when the specific CCF statements relating to ‘How Pupils Learn’ (2.1 – 2.9) are covered. Providers should ensure that their curriculum maps include:

- a brief summary of what a session covers – this may be evident from the name of the session, but if this does not provide sufficient clarity, a concise sentence describing the session can be included
- a breakdown of the specific CCF statements covered in each session or week
- an indication of what type of session it is, for example provider-led instruction, mentoring, in-school, self-study or virtual instruction, etc.

# How Pupils Learn

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1. Learning involves a lasting change in pupils' capabilities or understanding.
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 being 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.

# How Pupils Learn

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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.

# DfE checks

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The department will consider if sampled materials build upon the CCF ('How Pupils Learn' section) with fidelity to the statements and the underlying evidence base. For example, the checks will consider if:

- sampled materials include full citation lists
- evidence drawn from the CCF is applied with fidelity throughout sampled materials
- materials cover CCF statements in suitable depth
- accessibility of the materials used

When???

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# Timetable

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Providers accredited following round 1 of the accreditation process will be invited to submit materials this month, while those accredited in round 2 will receive requests in either December or January.

All providers will have 10 working weeks to provide the materials requested, although extensions may be granted in exceptional cases.

Readiness to deliver checks will begin in November for successful round 1 applicants and in January or February for those accredited as part of round 2.

# How?

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# Fidelity?

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Materials cover CCF statements in sufficient depth.

Materials include full reference lists.

Opportunities are provided for practice, initially scaffolded but subsequently more autonomous, and opportunities for repetition and improvement.

Curriculum materials are in an appropriate format for the content and length of the session.

Evidence beyond that cited in the CCF might be used provided it is coherent with the framework.

Claims or guidance that build on or go beyond the CCF must be supported by robust sources of evidence.

If DfE is content with the materials submitted, no further checks will be required. Where areas for 'improvement' are identified, the submission process will be repeated. Further targeted 'support' measures will be identified if areas for 'improvement' remain after re-submission.

# SWOT

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Strengths – What do you do well already?

Weaknesses – What are going to be the particular barriers you face?

Opportunities – Is there anything that you think is going to be useful by going through this process?

Threats – What can we do together (through UCET) to deal with the threats?

# Mentor training

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MAKING IT MANAGEABLE FOR PARTNERSHIPS(!)

# From the original DfE response to Market Review (reminder):

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All mentors must undergo training meeting the minimum requirements, which must focus on building their knowledge of the training curriculum, the relevant research which underpins it and their role in guiding and supporting trainees through that curriculum. Minimum training times for mentors are set out in Table 1, as are minimum allocations for trainee time with mentors. Beyond this basic requirement, providers must also give trainees access to lead mentors or a mentor leadership team. The lead mentor/mentor leadership team must have particular expertise in the evidence base for effective initial teacher training, including programme design and content selection.

# Reminder of time allocations:

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Minimum hours initial training time for general mentors	20
Minimum hours initial training time for lead mentors	30
Minimum hours annual refresher training for general mentors	6
Minimum hours annual refresher training for lead mentors	12

Roles of lead mentors/mentor leadership teams include:

- oversight, supervision and quality assurance of other mentors
- design and delivery of training for other mentors
- close working with trainees during intensive training and practice and the design of such elements
- oversight of trainee progress throughout the year and identification of interventions or modifications where required
- in addition, providers may delegate other appropriate functions to lead mentors/mentor leadership teams, e.g., the opportunity to work on the design of training curricula relevant to the lead mentor's expertise

# From Reuben Moore's session at the provider conference on 19 October:

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## MENTOR TRAINING

- In depth knowledge of the trainee curriculum. 'What is taught and when' is really valuable.
- Knowledge or summaries of the relevant research which underpins the trainee curriculum
- Development that recognises the expertise of the mentor and how the curriculum can be developed in the context of the school
- Practice in identifying precise steps to support novice teachers find success in early stages that builds on the curriculum or observation of practice

# Managing mentor workload:

- Precision on the key aspects
- Clear definition of where lead mentor and mentor can work in concert but not duplicate
- Flexibility on training suited to expertise
- Little and often guidance when needed
- Recognition from schools and building in time
- Creative approaches by schools and Trusts
- DfE support and funding to enable this

# Stage 2 expectations from DfE (Mentoring is included in the “readiness to deliver” checks)

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## Readiness to deliver: mentoring

- In checking providers' readiness to deliver the mentoring requirements of the ITT criteria, ITT associates will want to discuss the proposals set out in their stage 1 applications in more detail, including:
  - their process for recruiting mentors, including how providers will ensure and build on appropriate subject/phase expertise
  - a mentor training curriculum map for one subject or phase (this can be the map submitted in stage 1)
  - sample materials (e.g. mentor handbooks, lecture materials) used in training mentors on the approach to mentoring, knowledge of the CCF and subject specialism
  - how providers intend to assess any prior training completed by their mentors and how they will be judging equivalence to their mentor training curriculum
  - details of lead mentors or mentor leadership teams, including how their experience and relevant qualifications in mentoring or developing others will be verified, and how appropriate subject/phase expertise will be ensured.

# Challenges identified so far:

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20 hours of training!!!

Multiple providers working with one school – potential for repetition and capacity issues

Range of starting points for mentors

Approaches to identifying the Lead Mentor teams

# Potential actions

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In the Sheffield area we have begun partnership working with the aim of offering some mentor training centrally to reduce the burden on schools.

We have contacted schools to reassure them that this is the approach we are taking.

That's as far as we've got so far...!

# SWOT – in reference to the “Stage 2 expectations”

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Strengths – What progress have you made so far with the mentoring element?

Weaknesses – What are going to be the particular barriers you face?

Opportunities – Is there anything that you think is going to be useful by going through this process?

Threats – What concerns do you have? What can we do together (through UCET) to deal with these?