Education focused conversation questions in pilot-

EYs:

* When trainees come in, what is the priority skill they need? What is the biggest thing needed in their toolkit?
* What is done, over and above what you offer to make the curriculum ‘ambitious’?
* Where is the wellbeing of trainees come into the curriculum?
* Why do you put the things you do in the first term? Why are they front loaded perhaps?
* How do you make sure that the taught sessions marry with what goes on in placement?
* What do you do if partners don’t engage?
* Do you have partners who don’t engage? Do you have any examples and how you have dealt with this?
	+ How do you ensure that the lack of engagement doesn’t hamper the trainee’s experience?
* Tell me the best thing about your programme?
* Structure and sequence of delivery of the curriculum. Why it is, as it is.
* How does the taught curriculum dovetail with experience on placements?
* How do we ensure mentors/setting know about what is going on in the taught element?
* How is the curriculum ‘ambitious’? What do you do over and above the core elements?
* What are the key things that are important in the core curriculum?
* How does the assessment elements link – taught/placement etc to ensure a robust and holistic reflection of trainees’ progression. How do these assessments elements develop the knowledge, skills and understanding of trainees?
* How do we identify gaps in knowledge etc of trainees and how do we fill them?
* How does the partnership work together to develop and support mentors and in turn support trainees?
* Lots of discussion around communication between mentors/tutors/students.
* How do we ensure high quality and consistency across the partnership?
* What happens when settings fail to engage? What do we do to ensure the experience for the trainee isn’t hampered?
* How do mentors engage with the curriculum/partnership and taught provision in the different phases.

Primary

* Why the portfolio of programmes?
* Why did you decided you want to do the apprenticeships (primary and secondary)?
* What are the important skills for trainees to develop by the end of the programme?
* How do settings know about the curriculum?
* How do settings know what is in the curriculum?
* How do you ensure you meet the core content?
* Where does the curriculum not work?
* How does the assessment fit together in the programmes?
* What is the purpose of the assessments?
* How do the modules in the programme support them to achieve QTS at the end?
* How do you target set and record and monitor devilment in assessment?
* What is the best thing about your curriculum?

Secondary

* Why the portfolio of programmes?
* What are the skills that make a great teacher?
* How is the curriculum ambitious?
* How does the content of the curriculum marry with the placements?- what happens when this goes wrong?
* How do you ensure the information given to mentors is received and understood?
* What are the strategies for assessment and how do these knit together?

FESS

* How does the programme teach teachers to be excellent teachers in their subject specialism?
* How is the generic curriculum to take into account dual professionalism of your subjects?
* How have you planned the curriculum for the next year?
* Ho ware you planning for skills that trainees will need for online teaching learning and assessment
* How does assessment work?
* How are gaps in knowledge and understanding identified to plan a unique journey?
* Where the assessment has identified a gap in knowledge and how has this been addressed?
* Mentors are a key part of the delivery of the curriculum- how?