This document comprises of 2 Appendices.

Appendix 1: General Mentor Training

Appendix 2: Lead Mentor Training

General Mentor Training Curriculum Maps

Reading this Curriculum Map

- The map consists of three tables, representing mentor training as it appears across the three terms of the academic year.
- The trainee curriculum is divided into six Core Curriculum Areas (CCA).
- Each CCA will be divided into units of learning that are designed to be taught both in school and at the provider over a two-week period.
- Each unit of learning has a reflection point (listed on the table below) that will be used to frame that unit and provide a focus for trainee and mentor exploration.
- A detailed mentor guide for each unit of learning will be produced to support the mentor in delivering the core curriculum. This will include:
    - A short video produced by a member of the mentor leadership team, designed to introduce the unit and the theme to trainee and mentor.
    - A range of essential and recommended readings that represent the evidence base and can be used by the mentor to develop their understanding in this area.
    - A list of questions designed to provide a scaffold for focussed conversations with the trainee.
    - A series of Directed Activities designed to help the mentor see how the trainee can be supported in exploring the content of that unit.

Where there are gaps in the table, mentor training will continue through ongoing engagement with the contents of the unit of learning as outlined above.

- As shown in the table below, the mentoring curriculum runs alongside the trainee curriculum and is divided into three modules. Module 1 will be taught across all phases and subjects. Module 2 will have a focus on the delivery of the trainee curriculum and development of pedagogical content knowledge. Module 3 will draw together Modules 1 and 2 providing in-school support for mentors.

Autumn Term: *Where there are gaps in the table below, mentor training will continue through ongoing engagement with the units of learning.*					
Weeks	**CCA**	**Core Curriculum Reflection Points to support that unit of Learning**	**Module 1: Mentoring Skills Development**	**Module 2: The Trainee Curriculum**	**Module 3: In-School Training**
	Pre-Programme	**Cross Module Activity** ○ An introductory mentor training session will be held at the end of the summer term before each academic term to introduce mentors to the processes and procedures of mentoring with the university and the key documentation designed to support them in carrying out their role. ○ Before the start of the academic year, they will have the opportunity to become familiar with this documentation and the related materials on the mentor training hub. Questions arising can be posted on a mentoring forum. FAQs arising will be collated and answered via the forum, with any outstanding issues addressed during training sessions. ○ At this point, they will complete a mentor self-audit to indicate prior mentoring experience or training.			
1-4	**Curriculum and Learning (1)**	A school's curriculum enables it to set out its vision for the knowledge, skills, and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning. What does the teacher need to know to ensure that their pupils can learn?	**1.1a Supporting trainees to explore their practice**. • Understanding the importance of reflection and enquiry in professional learning. • Supporting developing professionalism. • Eliciting prior learning of trainees and addressing misconceptions. (1 hr)	**2.1a Effective Orientation and Induction into school:** • What is the curriculum, and what do we mean when we talk about learning in subject? • How can we support trainees to develop their subject knowledge? • What do trainees need to know to be successful this term? • For Primary Mentors, there will be a focus upon Early Reading provision (1 hr)	
	Curriculum and Learning (1)	What is learning, and what are the most pertinent theories that teachers need to remember when considering how best to support pupils?			
5-6	**Professional Behaviours (1)**	Teachers should create a culture of respect and trust in their classroom that supports pupils to succeed. What does this look like, and how might you achieve this?			**3a Needs Analysis, Orientation, and Induction** The lead mentor will liaise with the general mentor in school to • review their self-audit, clarify roles and responsibilities

7-8	**Behaviour Management (1)**	What part do rules, routines and relationships have in managing behaviour across the curriculum?			(review of the mentor/trainee contract), • Ensure that mentors understand the school-based element of the trainee curriculum (1hr)
9-10	**ITaP: Pedagogy, Planning and Teaching (1)**	It is important 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? How successful do you feel you have been in doing this?		**2.1b What is learning across the curriculum?** • Developing pedagogical Content Knowledge. • Supporting students to structure and sequence learning within lessons to meet the needs of all learners in subject. • The importance of effective short-term planning across the curriculum (1 hr)	
11-12	**Assessment (1)**	Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear. How have questions helped you get under the surface of learning? Which questions do you feel have been the most effective and why?	**1.1b Effective questioning and the skills of Active Listening.** • Strategies to elicit both knowledge and understanding. • Understanding what it means to listen actively. • Strategies and overcoming barriers. (1hr) • Mentor Professional Development.		**3 b Moderation Visit:** • Observation of the trainee with the Lead Mentor, • Modelling best practice, supporting the accuracy of assessments of progress. • Review of the impact of mentor training. (2hr)
13-14	**Adapting Teaching (1)**	Adaptive teaching is less likely to be valuable if it causes the teacher to create distinct tasks for different groups of pupils or set lower expectations for individual pupils. What does this mean for how you organise and structure teaching?			

Spring Term: *Where there are gaps in the table below, mentor training will continue through ongoing engagement with the units of learning*					
Weeks	**CCA**	**Core Curriculum Reflection Points to support that unit of Learning**	**Module 1: Mentoring Skills Development**	**Module 2: The Trainee Curriculum**	**Module 3: In-School Training**
15-16	**Pedagogy, Planning and Teaching (2)**	What do we mean by metacognition? How can it be developed to support pupils in becoming more independent in their learning?		**2.2a Deconstructing Learning:** • Modelling across the curriculum. (1hr) • Metacognition and the power of the worked example in subjects. • Review of the Trainee curriculum for this term. (1hr)	
17-18	**Assessment (2)**	What are the principles that underpin effective feedback? What does this look like across the curriculum?	**1.2a Supporting Trainees to make Progress (1): Feedback** • What do trainees tell us makes meaningful feedback? • Verbal and written feedback • Strategies for feeding back efficiently and effectively. (1hr)		
19-20	**Adapting Teaching (2) ITaP**	What are the most effective interventions for pupils with SEND and EAL?			**3c Needs analysis, Orientation, and Induction** The lead mentor will liaise with the general mentor in school to • review their self-audit, clarify roles and responsibilities (review of the mentor/trainee contract), • Ensure that mentors understand the school-based element of the trainee curriculum for this term (1hr)

21-22	**The Curriculum: Learning and What is there to Learn? (3)**	To what extent is my classroom a dialogic space?	**2.2 b: Supporting Trainees to Make Progress:** • Overcoming barriers to communication, the power of talk across professional learning. • Managing difficult conversations (1hr)		**3 d Moderation Visit:** • Observation of the trainee with the Lead Mentor, • Modelling best practice, supporting the accuracy of assessments of progress. • Review of the impact of mentor training. (2hr)
23-24	**Professional Behaviours (2)**	How can additional adults be best used to provide support in the classroom? What impact does this have on learning?		**2.2 b Deconstructing Learning:** • Understanding the impact of intrinsic and extrinsic motivation across the curriculum and subject. (1hr)	
25-26	**Behaviour Management (2)**	How can additional adults be best used to provide support in the classroom? What impact does this have on learning?			

Term 3: *Where there are gaps in the table below, mentor training will continue through ongoing engagement with the units of learning*

Weeks	CCA	Core Curriculum Reflection Points to support that unit of Learning	Module 1: Mentoring Skills Development	Module 2: The Trainee Curriculum	Module 3: In-School Training
27-28	**The Curriculum: Learning and What is there to Learn? (4)**	How can we support pupils to "think hard"? Why is this important?	**1.3a Supporting Mental Health and Wellbeing**: • Developing teacher resilience. • What happens when things do not go to plan?		**3e Moderation Visit:** • Observation of the trainee with the Lead Mentor, • Modelling best practice, supporting the accuracy of assessments of progress. • Review of the impact of mentor training. (2hr)
29-30	**Pedagogy, Planning and Teaching (3)**	Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practice increases success with appropriate guidance and support. To what extent do you allow pupils to practice what you have taught them? How practice structured both within lessons and over time?		**2.3.a Maintaining High Expectations** • Providing appropriate scaffolding where needed and developing autonomous learners in subject • Review of the Trainee curriculum for this term. (1hr)	
31-32	**Professional Behaviours (3)**	Teachers are key role models who can influence their pupils' attitudes, values, and behaviour. To what extent do you feel you are a role model for pupils, and in what way?			
33-34	**Behaviour Management (3)**	What is the impact of ability grouping, setting and streaming of pupils' self-belief?	**1.3b Mental Health and Wellbeing**: • Managing workload • Maintaining an effective work-life balance, with a focus on mental health and wellbeing.		
35-36	**Adapting Teaching (3)**	What do you understand to be the "language of aspiration"? How do you use this in your classroom, and what impact do you feel it has had on pupil progress?		**2.3b Transition to Early Career Teaching**	

				• What do we mean by the language of aspiration in subject? • Setting meaningful targets for induction. • Assessment against the Teachers' Standards.	
37-38	**Assessment (3)**	To what extent do you feel that you have supported pupils in become independent, confident learners? What evidence do you have for this?			

Appendix 2

<table>
<tr><th colspan="3">Lead Mentor Training Curriculum Map</th></tr>
<tr><th></th><th>Lead Mentor Training</th><th>Independent Study</th></tr>
<tr><td>Pre-programme</td><td colspan="2">Extending Subject Knowledge
• Review the current evidence base that underpins the Core Curriculum to ensure currency and relevance to the trainee curriculum.
• Completion of Lead Mentor Audit.
• Meet with the programme leadership team to discuss specific training needs.</td></tr>
<tr><td rowspan="3"></td><td>Sharing expertise across phase/ subject/ Curriculum
• Sharing outcomes of self-study on the current evidence base
• Review the trainee curriculum and the content of Professional Studies sessions for that term.
• Preparation for delivery of mentor training sessions
• Supporting mentors in school (6 hrs)</td><td rowspan="3">Self-study and preparation activity that relates to their specific subject area/phase

This will be tailored to the individual needs of tutors. It will be discussed with and agreed by Leaders and Managers of the programme at the start of the year. Activities might include:

• Engagement with practice in partnership schools
• Involvement in subject associations, attendance at conferences etc.
• Research and Scholarship relating to the subject/ curriculum area
• Studying for further qualifications e.g., PhD/EdD</td></tr>
<tr><td>Autumn</td><td>Review Meeting (1) 3hr
• Sharing outcomes of ongoing self-study on the current evidence base.
• Sharing best practices used for supporting mentor or trainee development.
• Review of the impact of mentor training on trainee outcomes.
• Review of the trainee/ mentor curriculum for next term.
• Progression Panel (1)</td></tr>
<tr><td>Spring</td><td>Review Meeting (2) 3hr
• Sharing outcomes of ongoing self-study on the current evidence base.
• Sharing best practices used for supporting mentor or trainee development.
• Review of the impact of mentor training on trainee outcomes.
• Review of the trainee/ mentor curriculum for the final term.
• Progression Panel (2)</td></tr>
<tr><td>Summer</td><td>Final Review Meeting and Trainee Formal Assessment Board (6hrs)
• Review of trainee outcomes.
• Evaluation of programme identifying areas for improvement.
• Working parties to develop materials for the curriculum in the following year.
• Presentation of scholarly activity undertaken across the academic year.</td><td>Extending Subject Knowledge
• Review the current evidence base that underpins Core Curriculum to ensure currency and relevance to the trainee curriculum.
• Completion of Lead Mentor Audit in readiness for the following year.</td></tr>
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