UVT Training and Consultation Nov '22

Course Updates

Review of 21-22

- Successful reaccreditation of ITE at Exeter from 24-25
- Continued high rating of our courses by students and partner schools
- Successful introductory year for the electronic IDP
- Ongoing development and strengthening of the design of our curriculum across the partnership

THANK YOU

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Key course priority actions for 22-23

- Review of our SEND provision across the programmes
- Continued co-construction of curriculum with partners for 24/25
- Further development of QA processes for the implementation of our curriculum and for mentoring
- Further development of mentor training and support offer
- Further embedding of understanding of curriculum across the whole partnership

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Strategy 2030

- Ongoing development of the SoE Strategy following the University restructuring.
  - Role of ITE in supporting local, national and international reach of the School of Education
  - Role of ITE in supporting Social Justice, the Strategy 2030 strand for which HASS is the champion

Discussion point: UVTs are a key point of connection between SoE and local and regional partners. What insights can you offer as we develop our Strategy? What would help? What hinders? What can we do to champion social justice as ITE providers?

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IDP Changes for 22/23

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Training videos

- https://education.exeter.ac.uk/partnership/mentor_zone/practical_support/

- Currently on there:
  - University of Exeter Introduction to the IDP for staff (everyone needs to watch this for 7 minutes)
  - Lead Mentor completing the WDM in the IDP
  - Reflective Mentor completing the Reflective Mentor template in the IDP

- More will appear in line with webinar schedule found on the school academic calendar:
  - Academic Calendar

- Trainees have IDP videos on ELE

Changes to the IDP for 22/23

- New profile descriptors sitting under the 5 ECF themes
- Trainees receive printed 'Phase Instructions and Profile Descriptors'
- New templates over the autumn term to encourage trainees to use the IDP (peer teaching, safeguarding, school 1 induction, weekly reflections) + use of tools over autumn term
- Framework tasks/reflections template per term
- Change to Reflective Conversations template to allow RMs to check trainees are teaching across curriculum
- Ability to rename uploads and all templates such as demos/agenda & Observations

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FRAPs

- New format of AP FRAP for taught course trainees to collate all their pre-course tasks and audits + New AP FRAP for SDD

- Calling FRAPS – AP FRAP, BP FRAP, CP FRAP and DI FRAP (no numbers!)

- All FRAPs to be submitted by the deadline as met phase, or not met phase

- For trainees who don't meet the phase by the deadline
  - A 'Continuing in the Phase Action Plan' will be issued for two weeks before moving to CFC process
  - Trainees will collect evidence with a 'Continuing in the phase FRAP', submitting when achieved

- For taught course Continuing in BP FRAP, this process will remain with the Personal Tutor to review and submit

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Communications

- Route specific bulletins for trainees, schools/Lead Schools and tutors
- Welcome Page on IDP updated at the start of each phase
- All staffing can be seen in the Participants tab

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Supporting Mentors to understand our curriculum

Possible Ofsted question to mentors

Current Ofsted focus on what mentors know about our curriculum:

- What do you understand about the UoE Curriculum?
- How do you know that University of Exeter cover the CCF?
- How do Exeter update you about their curriculum?
- How do you know what the trainees has been taught about xxx (insert subject or topic or CCF theme)

TASK

SPEND 5 MINUTES TALKING:

Do you know the answers and where to direct mentors to?

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Support for UVTs

- Attend TD&C – curriculum section
- Curriculum blogs are part of the Mentors Communities of Practice and will be updated after each T,D&C
- Encourage trainees to reflect on seminar day in their next WDM Reflection
- UVTs to attend 'UVT Community of Practice Support Session' once per term, to share good practice – primary have information, secondary to start in spring
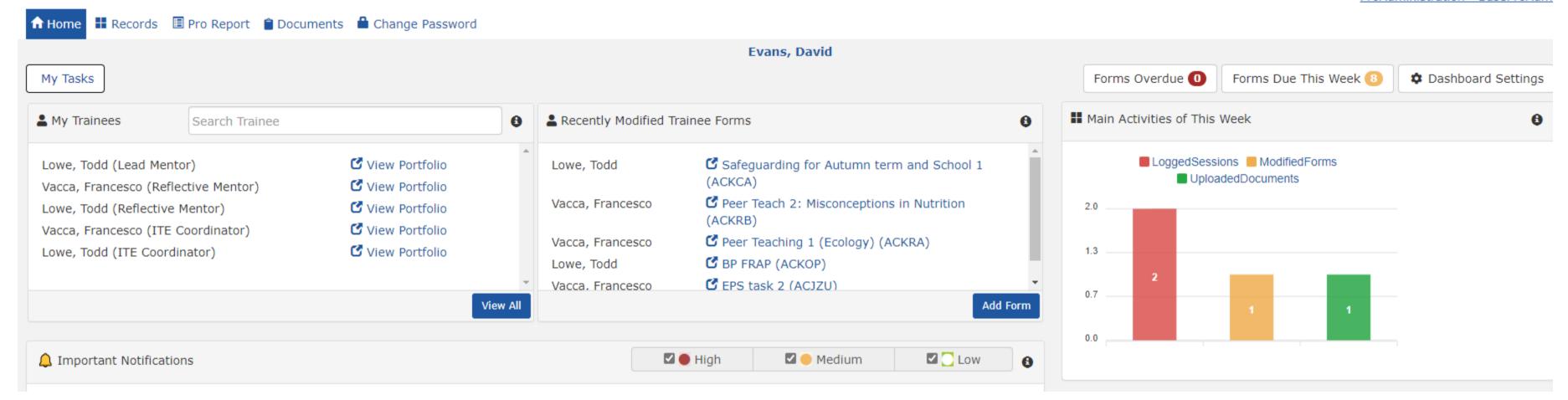
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Mentor Zone -

- https://education.exeter.ac.uk/partnership/mentor_zone/curriculum/
- Curriculum input at Induction – videos on Mentor Zone
- TD&C
  - Covering (Curriculum as agenda item)
- Curriculum maps in Mentor Zone (what should they be looking at?)
- Curriculum blogs - updated after TD&C
- FRAP – assessment of phase
  - Trainee reflection on 'Learn That' should be reflecting on what they have learnt from curriculum
- Weekly Reflections
  - Encourage trainees to reflect on curriculum, push after seminar day
- Focused Reflections / Agenda evaluations – drawing on curriculum
- School bulletins – reference curriculum

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Mentor Training and Self Evaluation Record

Other news

- Ofsted – evidence that staff are suitably qualified
  - Developing all mentor roles including UVT role as part of the Mentoring working groups
  - DBS process – follow instructions from Jon
  - Update service for staff members
  - One off for bought in UVTs

  - CVs submit to exeterpartner

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UVTs: Mentoring the Mentors

A reminder of how our mentoring roles work...

The Lead Mentor

- In the classical sense, mentoring pairs a senior and junior colleague (i.e., mentoring dyad) in a support-based "intense relationship" that guides mentees through "career advancement and psychosocial development" (Kram, 1983). The career-related function enhances professional performance and improvement, whereas the psychosocial-related function addresses psychological and social-environmental issues. This informs our model for instructional coaching and the basis of the mentoring model for our Lead Mentor but with elements of the less classical model that include reverse mentoring. Put simply, this model of 'instructional coaching' involves the expert practitioner working with the beginner teacher individually, to help them learn and adopt new teaching practices, and to provide feedback and review performance. The mentees, gains from mentors' wisdom, knowledge, and experience. Mentors enact psychosocial functions of mentoring as they counsel, actively listen, and encourage development, with benefits to mentees that include enhanced self-confidence. Reciprocal relationships with a less hierarchical structure that include 'befriending' provide opportunities for learning to happen in both directions (though not necessarily of the same 'size') (Kram, 1983). For example, the beginner teacher may provide opportunities for the mentor to integrate technology into teaching.

- Essentially this is a relationship that necessitates a trusting rapport where mutual affection helps ensure that mentoring of any kind is not tedious. Classic language (e.g., "befriending") subtly highlights differences between mentors and mentees (e.g., knowledge, experience, and status) as issues that inform adult mentoring relationships and differentiate these from friendships (Mullen and Klimiatis, 2019)

Lead Mentors are specialists in the craft of the classroom (and in the Secondary programme, experts in their main teaching subject). They assist trainees by working as partners in the classroom, demonstrating teaching, jointly planning and carrying out focused observations of their teaching and providing feedback and advice. Each trainee is allocated a Lead Mentor who is responsible for coordinating

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- The Reflective Mentor

- For the Reflective Mentor the model aligns much more with an informal mentor than the instructional coach role at the heart of our Lead Mentor role. Here we seek conversations that are productive, specifically "purposeful, helpful, [and] insight-provoking," (Clutterbuck, D.A., F.K. Kochan, G.A. Lunsford, *et al.* 2017). They should include learning dialogues, issue clarification and summation, and direction. Given a focus, these interactions should end with reflection and/or action, being forward-looking, and future minded.

- Reflective Mentors are more experienced teachers with a good understanding of curricular issues. They conduct a number of Reflective Meetings each term of at least an hour's duration, with each trainee individually. These develop the trainee's thinking about teaching in ways that can be incorporated into subsequent performance and assist them in detailed challenges to their thinking. The Exeter Model aims to develop practitioners that are capable of critical reflection throughout their career and is designed to create appropriate conditions to develop this in a way that can be sustained after the completion of the course.

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Mentoring around observations

- What issues do they present for the UVT?

- Observations are often something that Mentors have not carried out previously to the role
- Should help with learning conversations and are a way of developing teaching practice through a supported, reflective process
- What comments should be recorded? What's the focus? What's enough/too much?

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Mentoring around feedback

- What issues do they present for the UVT?

- What's the point of feedback?
- Is it different at different phases?
- How do you know you're watching good feedback?
- What might you do if it's not good?
- How do you give a mentor feedback on their mentoring?

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Mentoring around mentoring

- How does this feed into the QA role?
    - Mental health and wellbeing
- How are we using our expertise to develop mentors?
- How do we share best practice?
- How do we encourage our mentors to reflect on their role and respond?

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The 'Expert Lead Mentor' role in 24/25

We will be consulting with UVTs over the coming year about how the role might fit with the new Quality Requirements for 24/25. We are required to have 'Lead Mentors' who support the design and delivery of our curriculum and mentor training curriculum, and quality assure mentoring across the partnership.

How would you as UVTs see your current role shifting in becoming an 'Expert Lead Mentor'?

What training do you think you would need?

What do you think might change in the activities you would undertake with schools on visits?

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Breakout Groups