



University
of Exeter

ITEC Meetings November 2022



Agenda

- Welcome and Introductions
- Review of the year 2021/22
- Curriculum updates
- Changes and Developments for 2022/23
- IDP updates
- Training and Support
- Items raised by ITE Coordinators/ AOB

Welcome and Introductions

- Name and which school you are from
- If you have had trainees just started how is it going?

Review of the year 2021/22

We survey trainees, UVTs and ITECs each year via online survey.

Across all three programmes, primary, secondary and school direct, trainees and UVTs were overwhelmingly positive about the support given by schools.

This information feeds into the University Annual Module Review process, and is used to produce our SED for Ofsted.

‘So supportive and such a welcoming atmosphere! Really lovely people who just want the best for us as students. We have been offered help in several areas of the PGCE course above and beyond what was expected from the staff. They have been so generous and kind with their time and wisdom!’ (Primary Trainee about their placement school)

Review of the year 2021/22-Support from Lead Mentors

- Of those completing the surveys:
- Primary: 89% of trainees and 97% of UVTs rated Lead Mentor support as good or very good
- Secondary: 97% of trainees and 95% of UVTs rated Lead Mentor support as good or very good
- School Direct: 88% of trainees and 98% of UVTs rated Lead Mentor support as good or very good
- Every step of the way the department my ITEC and lead mentor have been phenomenal. I have been supported from day one and I have felt very comfortable asking for help too. (Secondary Trainee)
- Allowed me to be my own teacher trial out resources and ways of teaching so that I could determine what works for me or the students and what doesn't. I was able to work with a variety of teachers and year groups/ability sets and she was always there for a conversation when necessary. (School Direct Trainee)

Review of the year 2021/22- Support from Reflective Mentors

- Of those completing the surveys:
- Primary: 83% of trainees and 93% of UVTs rated Reflective Mentor support as good or very good
- Secondary: 95% of trainees and 93% of UVTs rated Reflective Mentor support as good or very good
- School Direct: 88% of trainees and 98% of UVTs rated Reflective Mentor support as good or very good
- I was able to reflect well on all parts of my teaching and experience with my RM. She was able to guide me on things that I could do better to improve my practice and helped to arrange observations of different schools within the federation when I expressed the desire to delve deeper into planning for different needs. (Primary Trainee)

Review of the year 2021/22- Review of University by ITECs

- Low response numbers- how can we improve this? How would you prefer to give feedback?
- For those that responded, all rated support from UVT and Partnership Team as good or better
- Comments included:
- Preference for online training and meetings, after school so can fit around the school day;
- Electronic IDP much quicker but would really value a paper handbook still.
- “As ever, email support is always there, and the response is rapid”
- “I was able to speak with someone at the university mostly within a day and get fantastic help and support”

How would you sum up 2021-2022?

- How effective was the support you received from the University last year?
- What were the challenges last academic year?
- What went well?

Curriculum Updates 2022/23

- Mentor Zone- please continue to promote to staff as the place to find out about curriculum updates. Curriculum blogs for each subject will be updated after the termly Lead Mentor Training, Development and Consultation sessions.
- https://education.exeter.ac.uk/partnership/mentor_zone/curriculum/
- Username and password: exeterpartner
- Exeter Curriculum videos- these have been updated for Primary, Secondary and School Direct Distance by programme leads. Please signpost to Mentors who have not seen them this year.
- https://education.exeter.ac.uk/partnership/mentor_zone/induction_training_and_feedback/

Changes and Developments for 2022/23

- New video introducing the Exeter Model of ITE for new mentors. Explains the theory behind the Exeter Model of ITE, how the tools work and the Mentor Roles specific to the model

https://education.exeter.ac.uk/partnership/mentor_zone/induction_training_and_feedback/

- Profile Descriptors and Phase Instructions- provided and available at:
- https://education.exeter.ac.uk/partnership/mentor_zone/coursehandbooksanddocuments/ in Phase Instruction and Profile Descriptor tab. The instructions replace the old Weekly Training Schedule.

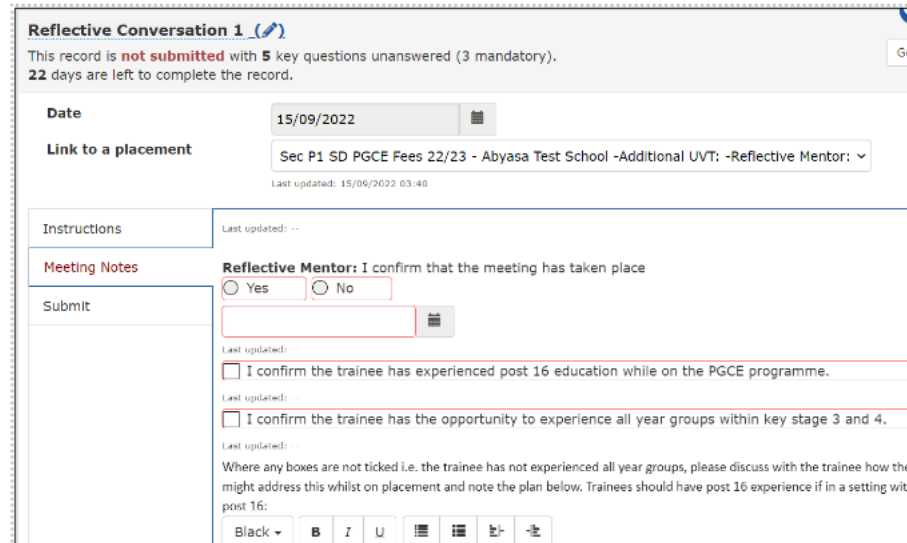
Changes and Developments for 2022/23

- We have simplified everything to fit on line with our phases. Communications from the Partnership Office will be put into a bulletin at the start of each phase.
- FRAPs are now labelled in line with the phase they are assessing rather than by number to aid clarity.
- Continuing in the Phase Action Plan and FRAP- to clarify who has met the phase and who is receiving additional support.
- Observation Form has been updated to reflect the headings on the profile descriptors.

Changes and Developments for 2022/23

- Reflective Mentor QA role- primary will QA breadth of subject coverage and year groups within Key stage. Secondary will QA year group coverage including post 16.

Secondary:



Reflective Conversation 1 (✎)

This record is **not submitted** with **5** key questions unanswered (3 mandatory).
22 days are left to complete the record.

Date 15/09/2022

Link to a placement Sec P1 SD PGCE Fees 22/23 - Abyasa Test School -Additional UVT: -Reflective Mentor: ▾

Last updated: 15/09/2022 03:40

Instructions Last updated: --

Meeting Notes **Reflective Mentor:** I confirm that the meeting has taken place

Yes No

Submit

Last updated: --

I confirm the trainee has experienced post 16 education while on the PGCE programme.

Last updated: --

I confirm the trainee has the opportunity to experience all year groups within key stage 3 and 4.

Last updated: --

Where any boxes are not ticked i.e. the trainee has not experienced all year groups, please discuss with the trainee how they might address this whilst on placement and note the plan below. Trainees should have post 16 experience if in a setting with post 16:

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IDP updates

- IDP Introduction video for staff:
- https://education.exeter.ac.uk/partnership/mentor_zone/induction_training_and_feedback/ on the induction tab
- Webinars for 22/23 to explain how to use IDP for key points on course:
Register to attend and find recordings at:
- https://education.exeter.ac.uk/partnership/mentor_zone/practical_support/ in Webinar Tab
- BP FRAP- Lead Mentor Comments must be completed by Lead Mentor before trainee finishes two weeks in school in November
- Renaming of IDP templates and uploads
- Mentor Dashboard- explained in IDP introduction video
- Mentor Training and Self Evaluation Record

Mentor Training and Self Evaluation Record

- Updated due to responses from ITECs last year
- ITECs will now be notified if people complete their form
- Form has three sections:
 - 1. Mentor training log (this can be any form of training)
 - 2. Training requests from Mentor to feedback to ITEC
 - 3. Evaluation against the National Mentoring Standards
- Should be completed by all Mentors by Christmas and reviewed periodically



Title: Mentor Training and Self Evaluation Record

Switch t

Date

16/11/2022 00:00:00



Link to a Placement

--Choose item--



Are you an ECT Mentor?

--Choose item--


















Last updated: --

Note

Please detail any Mentor training you complete this academic year (22/23). This includes face to face online or self-directed learning.

Mentor Training Details

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Future Training

Do you have any suggestions for future training themes that would support you in your mentoring role?
Please discuss these ideas with your ITEC who will bring key themes to ITEC meetings.

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Mentoring Self-Evaluation Notes

National standards for school-based initial teacher training (ITT) mentors

The National Mentor Standards in the next sections set out the minimum expectations for those working as school based ITT mentors. If you identify development, support or training needs, please discuss these with your ITEC.

You will find information about the roles and responsibilities for each of the roles involved in the Exeter Model in the Practical Support Section of the Mentor Zone under the Roles and Responsibilities tab: [Practical Support | Partnership with Schools | University of Exeter](#)

Please read through the document specific to your role and complete the boxes below.

Standard 1 - 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.

Self-Evaluation of Mentoring Standard 1

Reflect on how the roles and responsibilities for your role within the Exeter Model link to the National

Training and Support

- What can we do for your Mentors?
- Discussion points:
 - Do Lead Mentors attend T,D&C sessions? Why/Why not?
 - Any feedback about face to face induction this year?
 - Improvements to the Mentor Training and Self Evaluation Record to aid ITECs looking at it
 - Have any training needs been fed back to ITECs from this yet?

Items raised by ITE Coordinators/ AOB

Interviewing for the 23/24 cohort

Overview of points raised by ITEC's at the meetings

- ITEC surveys – we asked how to improve the level of response. It was suggested that all communications, meetings and surveys etc to avoid the pinch points in line with commitment required to support ECT's. Also to send reminders and add the survey link at the top of the email so it doesn't get missed.
- External Examiners- trainee response last year was negative. They were unprepared for this. UoE to improve the communications to our trainees on campus and as part of the communications strategy in line with the phase, this would fall into Developing Independence / Extension and Enrichment phase.
- ITECs like the virtual meet and greet process with trainee's before they begin the placement, trainees are reassured by the meeting- this will continue.

- Bulletins are appreciated and useful
- The QAR/ Weekly Training Schedule are no longer available. The information can be found in the calendar and IDP – this is liked by ITECs we are developing the design and making improvements for next year.
- Trainee knowledge about the IDP is inconsistent across different subject areas. The level of tutor support with the IDP for trainees is inconsistent. UoE staff have been trained to use the IDP and academics prepare trainees while they are on campus before they attend the placement. Any issues with this contact exeterpartner@exeter.ac.uk
- Schools are struggling to allow cover for teaching staff to attend Induction training and events. This is an issue to be aware going into accreditation.
- Some ITECs like to take the role of Reflective Mentor. Can the roles be merged? UoE to explore this idea.