Brunel ITE Partnership Mentor Curriculum 2024-25

The ITE Partnership Mentor Curriculum

High quality mentoring is essential to the success of our Brunel Student Teachers (BSTs) within the ITE Partnership. Mentors work closely with lead mentors (LMs) to support and appropriately challenge Student Teachers to gain, apply and refine their knowledge of teaching and what it means to be a teaching professional. Our mentors work in partnership with each other, LMs and link tutors (LTs) and the wider university e.g. programme leaders, to ensure the Student Teachers are engaging with the ITE Partnership Curriculum and making progress.

The professional learning and development curriculum aims to develop mentors' knowledge, skills and understanding of their crucial role. Through this curriculum, we offer professional development for mentors who are new to the role, as well as bespoke professional development for experienced mentors and LMs. We develop mentors' skills in engaging in high quality, professional and developmental dialogue with Student Teachers about teaching, learning and progress. Through engaging in our ITE Partnership Mentor Curriculum, mentors will be able to provide clear, consistent and effective mentoring that will support Student Teacher development in the 8 components of our broad and ambitious ITE Partnership Curriculum, which has the 5 core areas of the CCF embedded within it. Through regular communication, mentors are informed about what the Student Teachers have been learning during their BUL sessions and how this can be developed, applied and refined in school. We also communicate and engage in professional dialogue with mentors about how school learning experiences are dissected and reflected upon in school, during independent study or BUL centre-based sessions. There is an expectation that mentors complete 20 hours of 'training' outlined in the [Quality Requirements](#) in place from 2024. We recognise that Link tutor visits, both face-to-face and online, provide an opportunity for mentor development, so these will contribute to the 20 hours of mentor development assigned time. Professional coordinators in schools, in collaboration with the LM will keep a record of mentor development attendance and engagement and share with BUL. We are aware that mentors may have completed some aspects of their 'training' with other providers. In such cases and on provision of a record of training completed, some parts of the mentor development offered by BUL may be waived. Similarly, we will ask professional coordinators to keep a log of mentor development sessions completed with BUL and this should be recognised in the same way by other providers. The school is able to claim for the number of hours of mentor development completed, further guidance can be found via the DfE mentor grant guidance [here](#).

Through the ITE Partnership Mentor Curriculum, mentors will understand their role in the processes and systems used to ensure Student Teachers are appropriately supported and challenged at each stage of their ITE.

The ITE Partnership Mentor Curriculum:

- is built around three key modules: Procedures and Practices (professional orientation), Our ITE Partnership Curriculum (professional learning) and Mentoring Skills (professional development)

- is aligned with the ITE Partnership Curriculum

- provides mentors with an in depth understanding of subject knowledge and subject pedagogy

- provides mentors with a deep understanding of our ITE Partnership Curriculum

- is responsive to the local, regional and national contexts

- is underpinned by up-to-date, robust and relevant research

- supports a seamless transition to the Early Career Framework for beginning teachers

Dates Placement 1	Professional Orientation module: Procedures and Practices	Dates	Professional Learning module: ITE Partnership Curriculum	Professional Development module: Mentoring Skills	Notes
w/b 16.9.24 (P1)	**For new mentors** Unit 1: Mentoring within our ITE Partnership Online asynchronous 2 hours equivalent	w/b 7.10.24	Unit 3: An understanding of the Curriculum Components and how to support your Student Teacher Online asynchronous 2 hours equivalent	Self-evaluation against the Mentor Standards A selection of self-study modules from the NASBTT mentor development modules. Completed through the year whilst the mentor is in role.	**All mentors** LT visits: 3 hours across placement 1 Units 1 and 2: 4 hours Units 3 and 4: 4 hours 9 hours of the mentoring skills module can be completed to give an overall 20 hours, if the mentor is in role for placement one only. Sessions completed with other providers may also be recognised and hours accounted for accordingly.
Monday 23.9.24 (P1) 4-5pm	Unit 2: Mentoring procedures and practices for Phases 1 and 2 2 hours equivalent Online synchronous	Dates TBC to take place during w/b 14.10 and 21.10	Unit 4: A deeper understanding of the Curriculum Components through a phase and subject lens Online synchronous/asynchronous 2 hours equivalent		

Dates Placement 2	Professional Orientation module: Procedures and Practices	Dates	Professional Learning module: ITE Partnership Curriculum	Professional Development module: Mentoring Skills	Notes
w/b 10.2.25 (P2)	**For new mentors** Unit 1: Mentoring within our ITE Partnership Online asynchronous 2 hours equivalent	17.3.25 (P2)	**For new mentors** Unit 3: An understanding of the Curriculum Components and how to support your Student Teacher Online asynchronous 2 hours equivalent	Self-evaluation against the Mentor Standards A selection of self-study modules from the NASBTT mentor development modules. Completed through the year whilst the mentor is in role.	LT visits: 3 hours across placement 2. **New mentors** Units 1 and 2: 4 hours Units 3 and 4: 4 hours 9 hours of the mentoring skills module can be completed to give an overall 20 hours, if the mentor is in role for placement two only. Sessions completed with other providers may also be recognised and hours accounted for accordingly. **For those who mentored in placement 1** Unit 5: 2 hours Unit 3: 2 hours (focus on ITAPs 3 and 4) A number of modules in the mentoring skills strand can be chosen to make 20 hours overall across both placements.
Monday 24.2.25 (P2)	**For new mentors and those who were in role for placement 1** Unit 5: Mentoring procedures and practices for Phases 3 and 4 2 hours equivalent Online synchronous	Dates TBC to take place during w/b 24.3 and 31.3	Unit 4: A deeper understanding of the Curriculum Components through a phase and subject lens Online synchronous/asynchronous 2 hours equivalent		

ITE Partnership Mentor Curriculum 2024-25
Unit Detail

Professional Orientation module: Procedures and Practices	Professional Learning module: ITE Partnership Curriculum	Professional Development module: Mentoring Skills
Unit 1: Mentoring within our ITE Partnership (2hrs equivalent) New mentors Unit 2: Mentoring procedures and practices for Phases 1 and 2 (2hrs equivalent) New mentors Unit 5: Mentoring procedures and practices for Phases 3 and 4 (2 hours equivalent) New mentors Experienced mentors	Unit 3: An understanding of the Curriculum Components and how to support your student teacher (2 hrs equivalent) New mentors Unit 4: A deeper understanding of the Curriculum Components through a phase or subject lens (2 hrs equivalent) New mentors	Self-evaluation against the Mentor Standards (1hr) A selection of self-study modules from the NASBTT mentor development modules and based on the self-evaluation. Completed through the year whilst the mentor is in role.

Key to andragogical approaches symbols

Reading material   Video content   Asynchronous learning   Synchronous learning   1:1 bespoke meetings

Professional Orientation module: Procedures and Practices

Unit 1: Mentoring within our ITE Partnership
New mentors will learn:
- what it means to be part of our ITE Partnership, including the national context
- how to apply the BUL mentoring framework and how it relates to the reflective review cycle
- the procedures followed by mentors within our partnership to support student teachers' progress
- about their specific role within the network of professional practitioners and how to access support to help them fulfil their mentoring role
- how the PGCE year is organised, including key dates for placement one, phases 1 and 2
- about changes to our ITE Partnership
- about the Intensive Training and Practice (ITAP) weeks, how they and other expert colleagues, including LMs and LTs, work with their student teachers so that the student teachers they fully engage with these learning experiences

Andragogical approach	Learning focus	Notes	Mentor Standards
	An introduction to our ITE Partnership	New mentor induction – at the start of placement 1	MS2e MS2f MS2g MS4a MS4b
	Roles, responsibilities and Mentor FAQs How the year is organised Introduction to Intensive Training and Practice weeks one and two Phase overviews (shared prior to the start of each phase)	Read prior to placement 1 asynchronous online mentor development session	
	1:1 meeting with Lead Mentor	Follow up from reading and MD sessions.	
	Learning from experienced expert colleagues	Completed by end of September with experienced mentors	

Professional Orientation module: Procedures and Practices

Unit 2: Mentoring procedures and practices for Placement 1

New mentors will learn:
- the practices adopted by mentors within our partnership to support student teachers to progress and to help them develop as reflective, teaching professionals
- about the mechanisms in place to support student teachers who have specific learning differences and/or wellbeing, physical and mental health concerns
- about the mechanisms in place to support student teachers who are not making expected progress in placement one

Andragogical approach	Learning focus	Notes	Mentor Standards
	The Professional Learning and Practice Portfolio (PLPP) The weekly lesson observation The reflective review Support for student teachers (placement 1) The progress review at the end of placement 1, phases 1 and 2	Read prior to placement 1 synchronous online mentor development session	MA1a MS1b MA1c MS1d MS2d MS2f MS2h MS3b MS3c MS3e MS4a MA4b
	The pre-lesson observation dialogue The post-lesson observation dialogue The weekly review of learning meeting	View/read prior to placement 1 synchronous online session	
	1:1 meeting with LM	Optional	
	Learning from experienced expert colleagues	Completed by the end of September with experienced mentors	

Professional Orientation module: Procedures and Practices

New mentors will complete Unit 1 (see above)

Unit 5: Mentoring procedures and practices (Placement 2, phases 3 and 4)
New mentors and those who were in role for placement 1 will learn:
- how the 2024/25 PGCE year is organised for Placement 2
- the procedures followed by mentors within our partnership to support student teachers to progress during placement 2, including the use of formative and summative assessment
- about the mechanisms in place to support student teachers who are not making expected progress in placement 2

Andragogical approach	Learning focus	Notes	Mentor Standards
	Organisation and key dates for placement 2, phases 3 and 4 Support for student teachers (placement 2) Intensive Training and Practice weeks three and four The progress review at the end of phase 3 The end of placement (phase 4) summative assessment The Transition and Induction Plan (student teacher to ECT) Phase overviews (shared prior to the start of each phase) Updates to Mentor FAQs	Read prior to placement 2 synchronous mentor development session	MS1b MS1c MS1d MS2d MS2f MS2h MS3b MS3c MS3e MS4a MS4b
	1:1 meeting with LM	Follow up from reading	
	Learning from experienced expert colleagues	Completed by end of February with experienced mentors	

Back to unit overview

Professional Learning: The ITE Partnership Curriculum

Unit 3: An understanding of the Curriculum Components and how to support your student teacher

Mentors will learn:
- about the research which underpins each of our ITE Partnership Curriculum components
- how the CCF is embedded within our ITE Partnership Curriculum
- how our ITE Partnership Curriculum provides a firm foundation for the ECF and prepares student teachers for their ECT induction
- how, through their mentoring, they can support student teachers to learn, apply and refine the ITE Partnership Curriculum within subjects and phases
- how, through their mentoring, they can support student teachers to apply and refine what their student teacher learns during centre-based sessions and through independent study within subjects and phases
- how to support student teachers to make links between the theory and practice of our ITE Partnership Curriculum and within the foundational components of subjects and phases

Andragogical approach	Learning focus	Notes	Mentor Standards
	1. Partnership Matters Newsletters 2. Curriculum summaries of centre-based sessions for mentors 3. Curriculum component summaries for mentors 4. How the Core Content Framework is embedded within our ITE Partnership curriculum	1. One per term 2. Subject specific 3. Phase specific 4. Summary and signposting to further reading	MS1e MS2b MS2d MS2e MS2f MS2h MS2i MS4b
	ITP week: How pupils learn focus ITP week: Positive classroom environments ITP week: Adaptive teaching ITP week: Inspiring learning	View directly prior to ITP weeks	
	1:1 meeting with LT	LT moderation meeting	

Professional Learning: The ITE Partnership Curriculum			
Unit 4: A deeper understanding of the Curriculum Components through a phase and subject lens Mentors will revise and share practice about: ● the complexities of the ITE Partnership curriculum within the foundational components of subjects and phases ● how to support student teachers to make meaningful links between each curriculum component within the subject/s and phases they teach ● how the research which underpins the ITE partnership curriculum impacts on pedagogy and pupils' learning			
Andragogical approach	**Learning focus**	**Notes**	**Mentor Standards**
	Research underpinning the ITE Partnership Curriculum, pedagogy and learning	Summary and signposting to further reading	MS2b MS2f MS2i MS4a MS4b
	1:1 meeting with LM	Follow up from reading	
	Sharing practice with other expert colleagues	Subject and phase specific	

Back to unit overview

Professional Development module: Mentoring Skills			
All mentors will complete an initial self-evaluation, auditing their mentoring skills, knowledge and competence.			
Andragogical approach	**Learning focus**	**Notes**	**Mentor Standards**
	Online self-evaluation and personal action plan	Completed at start of academic year and revisited during 1:1 meetings with LM and/or AT	MS4b
	1:1 meeting with LM and/or LT	Follow up from MS self-evaluation Regular meetings throughout year	

Back to unit overview

Professional Development module: Mentoring Skills
Mentors will engage in up to five NASBTT mentor development modules, based on outcomes of the completed self-evaluation and will complete these during the year whilst in role.

Commented [SB(1):** Add links and further details to MD modules here.

Intent, Implementation and Impact of the Partnership Mentor Curriculum

1. Intent of the ITE Partnership Mentor curriculum

- To explore with mentors what it means to be a mentor within our ITE Partnership
- Mentors at all levels will collaborate with the LM, LT and Student Teacher to ensure that the Student Teacher gains, applies and refines the knowledge and skills needed to make progress and understand what it means to be a professional teacher
- Our ITE Partnership Mentor Curriculum:
  - is closely aligned with our ITE Partnership Curriculum
  - is underpinned by up-to-date, robust and relevant research
  - provides mentors with the skills needed to mentor our Student Teachers
  - gives mentors a deep understanding of our ITE Partnership Curriculum
  - can be adapted to meet the needs of our mentors, as it is flexible in its design and recognises specific prior learning.
  - is responsive to the local, regional and national contexts, including the DfE's (2019) recruitment strategy, supporting a seamless transition to the Early Career Framework for beginning teachers

2. Implementation of the ITE Partnership Mentor curriculum

Our ITE Partnership Mentor Curriculum will be implemented through synchronous and asynchronous blended learning and through 1:1 bespoke intervention and support. Mentors engage with a modular approach to our professional learning and development. LTs and LMs have direct contact with all of our partnership mentors. LTs and LMs meet with mentors on a 1:1 basis to provide them with relevant bespoke support and development. This could be related to any aspect of their role as a mentor within our ITE Partnership, developing and strengthening our relationships across the partnership.

Procedures and Practices (Professional Orientation)	Start of Placement 1	Start of Placement 2
Three units - Mentoring within our ITE Partnership - Mentoring procedures and practices (Phases 1 and 2) - Mentoring procedures and practices (Phases 3 and 4 – Spring term)	**Unit 1: Mentoring within our ITE Partnership** New mentors **will learn**: - what it means to be part of our ITE Partnership, including the national context - how to apply the BUL mentoring framework and how it relates to the reflective review cycle	**Unit 3: Mentoring procedures and practices (Placement 2)** New mentors **will learn**: - how the 2024/25 PGCE year is organised for this placement - the procedures followed by mentors within our partnership to support Student Teachers to progress during this placement,

	• the procedures followed by mentors within our partnership to support Student Teachers' progress • about their specific role within the network of professional practitioners and how to access support to help them fulfil their mentoring role • how the PGCE year is organised, including key dates • about the Intensive Training and Practice (ITAP) weeks, how they and other expert colleagues, including LMs and LTs, work with Student Teachers so that their Student Teachers fully engage with these learning experiences Experienced mentors **will learn about and be updated on**: • about changes to our ITE Partnership • about the Intensive Training and Practice (ITP) weeks, how they and other expert colleagues work with Student Teachers and LMs to fully engage with these learning experiences **revise and share practice**: • what it means to be part of our ITE Partnership, including the national context	including the use of formative and summative assessment • about the mechanisms in place to support Student Teachers who are not making expected progress for this placement <u>Experienced mentors</u> **will learn**: • how the 2024/25 PGCE year is organised for this placement **revise and share practice**: • the procedures followed by mentors within our partnership to support Student Teachers to progress during the placement, including the use of formative and summative assessment • about the mechanisms in place to support Student Teachers who are not making expected progress during the placement **Any mentor who has not mentored during the first placement, will also engage with the appropriate learning from Procedures and Practices units 1 or 2 depending on their level of experience**

Unit 2: Mentoring procedures and practices (Placement 1)

New mentors will **learn**:

- the practices adopted by mentors within our partnership to support Student Teachers to progress and to help them develop as reflective, teaching professionals
- about the mechanisms in place to support Student Teachers who have specific learning differences and/or wellbeing, physical and mental health concerns
- about the mechanisms in place to support Student Teachers who are not making expected progress

Experienced mentors will **be updated on any changes to**:

- the practices adopted by mentors within our partnership to support Student Teachers to progress and to help them develop as reflective, teaching professionals

revise and share practice:

- about the mechanisms in place to support Student Teachers who have specific learning differences and/or wellbeing, physical and mental health concerns

	● about the mechanisms in place to support Student Teachers who are not making expected progress
ITE Partnership Curriculum (Professional Learning) **Two units** ● **An understanding of the Curriculum Components and how to support your STUDENT TEACHER** ● **A deeper understanding of the Curriculum Components through a phase and subject lens**	**Engaged with across PGCE calendar**

Subject & Curriculum Development with Mentors

Unit 1: An understanding of the Curriculum Components and how to support your STUDENT TEACHER

Mentors will **learn**:
- about the research which underpins each of our ITE Partnership Curriculum components
- how the CCF is embedded within our ITE Partnership Curriculum
- how our ITE Partnership Curriculum provides a firm foundation for the ECF and prepares Student Teachers for their ECT induction
- how, through their mentoring, they can support Student Teachers' to learn, apply and refine the ITE Partnership Curriculum within subjects and phases
- how, through their mentoring, they can support Student Teachers' to apply and refine what their BST learns during centre-based sessions and through independent study within subjects and phases
- how to support Student Teachers to make links between the theory and practice of our ITE Partnership Curriculum and within the foundational components of subjects and phases

Unit 2: A deeper understanding of the Curriculum Components through a phase and subject lens

Mentors will **revise** and **share practice** about:
- the complexities of the ITE Partnership curriculum within the foundational components of subjects and phases
- how to support Student Teachers to make meaningful links between each curriculum component within the subject/s and phases they teach

	● how the research which underpins the ITE partnership curriculum impacts on pedagogy and pupils' learning
Mentoring Skills (Professional Development)	**Engaged with across PGCE calendar**
● **Up to five units selected from the NASBTT modules and based on the self-evaluation.**	**All mentors will complete an initial self-evaluation, auditing their mentoring skills, knowledge and competence.** Mentors will complete a selection of up to 5 self-study modules from the NASBTT mentor development modules. ●

3. Intended impact of curriculum

Mentors within the BUL ITE Partnership:
- are expert colleagues who skilfully support and challenge Student Teachers to make progress
- work as part of a network of professional practitioners, who have expertise in the subjects and phases they teach
- engage in research informed professional learning and development
- apply their professional learning, knowledge and expertise to their mentoring practice
- provide Student Teachers with high quality feedback and feedforward
- are knowledgeable about, and skilled in, different approaches to mentoring
- adapt how they work with Student Teachers to fully meet Student Teachers' needs
- have a deep knowledge of the ITE Partnership Curriculum - they will know and understand what is taught and when
- ensure school experiences are seamlessly coherent with the ITE Partnership Curriculum
- provide opportunities for Student Teachers to observe the mentor's practice, and the practice of other expert colleagues in school
- lead professional dialogue with Student Teachers to deconstruct what has been observed