

Hallmarks of an excellent University of York Science ITE school-based mentor...

- Sets high expectations of trainees in terms of their understanding of the discipline of science and subject knowledge and their understanding of how students make progress in science.
- Remains realistic, recognising that 'it takes 5-years to make a teacher' and that the process of understanding progression in a subject such as science is very hard and open to interpretation and much discussion.
- Stretches *all* trainees, including those who are very good trainees from the start, expecting them to reflect on their own practice using Curriculum Area session material and wider reading about science teaching.
- Communicates with the University Curriculum Area team about trainee progress, focuses on the development of the trainee as a science teacher and knows that early, well-coordinated intervention is vital.
- Adopts a strengths-focused approach, nurturing trainees to start to develop their own science teaching personality and to become the best possible science teacher they can be.
- Is prepared to share their own flaws and struggles on the teaching journey with trainees as appropriate, including the difficulty of subject knowledge acquisition and updating along with the challenges of keeping pace with initiatives.
- Sets subject-specific 'points to consider' on Form Ms and targets on Yellows which are clearly connected to the current wider thinking in science teaching.
- Keeps the trainee focusing on the need to help students of all backgrounds and needs, to be able to access and make progress with the science curriculum.
- Encourages trainees to continue observations, team teaching and adopting different teaching approaches across the whole year, deploying these as needed to ensure a constant focus upon how teachers develop students' scientific thinking and investigative skills in addition to their topic specific knowledge.
- Guides the trainee to become effective at lesson planning through exploring the communication of the key concepts and misconceptions, insisting that trainees are clear about what they want students to learn and are reflective about how far they have achieved their aims.
- Encourages the trainee to use or produce high quality resources that represent best practice in the teaching of science, yet does not expect every lesson to have self-made resources, encouraging the use of best practice materials freely shared in the science teaching community.
- Encourages trainees to use practical work, which will allow students' to investigate scientific ideas through experimentation.
- Models reflection to the trainee by unpicking the rationale for their own science lesson objective setting and evaluating their own planning and lessons out loud.
- Models for the trainee science-specific assessment and feedback to pupils.
- Is part of the wider science teaching community, reflective and keeps their own practice moving forwards.
- Enables trainees to feel part of the Science Department, expects them to attend all Departmental events and includes them in 'department talk'.
- Advocates for the trainee with school colleagues as necessary.
- Supports trainees to communicate science and science teaching to non-specialists (SLT, parents...).
- Supports trainees in lesson planning for jobs (with the support of the university team).
- Checks that the Assignment 2 sequence and the Assignment 3 research have conceptual rigour and are drawing upon subject-specific literature (with the university team).
- Models, and set expectations for, managing their workload and maintaining a work-life balance.