

Planning A Mentor Meeting - Placement 1

This form is intended to aid you as a mentor in supporting your trainee's development through your weekly meetings. There are three main aspects to this

1. Administration and organisation
2. Target reviewing and setting a focus for the coming week
3. Pedagogical discussion linked to the Core Content Framework

It is recognised that the weekly meeting is only one aspect of the support the mentor, and indeed the wider department and school, provide a trainee. There is also guidance on giving lesson feedback, conducting lesson observations, writing reviews and supporting reflective practice through the identification of pupil learning on the [website](#).

For each weekly meeting it is expected that the trainee records the meeting on the weekly meeting form and uploads this to PebblePad. As the placement progresses the focus should shift from the mentor leading the conversation to the trainee being the driving force behind identifying their progress and areas to focus on.

1. Administration and organisation (10 mins)

We recommend, particularly during this first placement, that some time is spent setting up good working habits related to being organised and planning time effectively. Things to check include

- 48 hours on lesson plans
- Lesson evaluations up to date
- Lesson plans, evaluations, observations and mentor meeting uploaded weekly
- Upcoming dates (parents evenings, assessments, department activities).

Here, the emphasis ideally is about habit forming, for example setting aside specific time slots for specific activities.

2. Target reviewing and setting a focus for the next week (20 mins)

As a strategy for supporting a trainee to develop their reflective practice, initially it can help if a focus is provided for the lesson observations they are doing. This can then feed into specific developmental conversations the following week. Considering a lesson as a 'case study' and analysing together the elements, pupil activity and teacher activity can support trainees in receiving feedback and initiating their own reflections as the placement progresses.

Once the trainee is teaching, take the opportunity to read through the formal lesson observation for the week and any other informal feedback the trainee has received. At first you may need to help the trainee recognise and evidence their progress against their targets. Again, set up good habits that the trainee can adopt to help them identify their strengths and areas for growth for themselves. In the early stages the trainee may be in receipt of a significant amount of feedback and there may also be action points arising from your pedagogical discussion. This can be overwhelming initially and so we advise recording things as 'ideas to try'. More formal targets should be short, achievable and include subject specific content. We emphasise a model of small focussed steps. Targets can include activities such as reading, observing and implementing specific strategies.

3. Pedagogical discussion linked to the [Core Content Framework](#) (30mins)

Our taught curriculum is based around and informed by the CCF. This framework requires thorough integration of taught content and school based learning. Part of your weekly meeting should be dedicated to reviewing the understanding the trainee has of the 'learn that' statements from their taught sessions and their reading and how this is actioned in the 'learn how to' statements through

their observations and discussions with school based colleagues. This CCF represents the minimum training entitlement a trainee should have and therefore over the course of the year they should have the opportunity to address each 'learn that' and 'learn how to statement'.

As a mentor team we have designed these guides to support mentors in ensuring their trainee receives their minimum training entitlement as outlined in the CCF.

Each strand has been linked to our taught sessions, and contains ideas for actions.

Note, while there is no set order, it is helpful to cover 1,4 and 7 in the lead up to the October half term as they link to assignment 1, followed by 2,5 and 6 (assignment 2) and finally 3 and 8.

- 1.[High Expectations](#)
- 2.[How Pupils Learn](#)
- 3.[Subject and Curriculum](#)
- 4.[Classroom Practice](#)
- 5.[Adaptive Teaching](#)
- 6.[Assessment](#)
- 7.[Managing Behaviour](#)
- 8.[Professional Behaviours](#)

Planning Proforma Notes

Administration and organisation:

What do I need to check that the trainee has done?

Is their PebblePad upto date?

Are there any key dates coming up?

Target reviewing and setting a focus for the coming week:

Last week's focus and ideas to try

Focus for this week's observations

Pedagogical discussion linked to the Core Content Framework

Area to discuss, ideas to try