

Who's the expert?

Learning from school mentors
as they share their expertise
with aspiring teachers

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Initial Teacher Education placements: the role of the mentor

- ITE/ITT
- PGCE and Undergraduate provision, multiple teaching placements
- Allocated mentor for each student in each placement
- The mentor as an expert colleague



Core Content Framework and a new approach

- Introduced in September 2021
- Sets out the minimum curriculum entitlement for ITT
- Aligned to the Early Career Framework and Teachers' Standards
- 'Learn that...'
- 'Learn how...'

Great teachers continuously improve over time, benefitting from the mentoring of expert colleagues and a structured introduction to the core body of knowledge, skills and behaviours that define great teaching.



Outline of research project

- Two phases:
 - Perceptions and experiences of student teachers
 - Perceptions and experiences of school-based mentors





Phase one: research with students

- Questionnaire yielding quantitative and qualitative data
- 98 PGCE Primary students
- 79 BEd Year 3 students
- 35 responses

- 21 students always or sometimes engaged in focused discussion based on the LHT statements
- 15 students responded that they did not engage in discussions about the LHT statements



Findings

- Many students indicated that these discussions were useful in terms of impact on professional practice / learning
- Some aspects of the 'practical' aspects of teaching were commented upon more frequently than others
- Some comments indicated that the most useful aspects of the meetings were outside of the LHT statements
- The issue of student reflection is important
- **Challenges:**
 - Time
 - Covid-related restrictions
 - Lack of awareness about *learn how to* statements



Phase two: research with mentors

- In phase two, we are working with school mentors, through focus group discussions and workshop activities, in order to:
 - Identify key elements of effective practice in sharing expertise
 - Identify ways in which we might support our mentors to enhance impact.
- We'll tell you more about this next year ...



Conclusion

- It's important for us to value the expertise of our partners
- It's important to interrogate the impact of all elements of our work, to guide improvements
- It's good to think of detailed evaluation as research (as part of research-informed practice).



Thank you for listening.

Any questions?