

Dear ITE Partner,  
Happy New Year for 2024!  
Thank you for your ongoing support of our ITE partnership.

**Institute of Education,  
Arts & Society**

This iteration of our newsletter aims to give you some updates on exciting developments to our programmes in readiness from September 2024, Has a strong focus on Mentor development opportunities and gives some headline feedback from student placements during the autumn term- thinking how we best support trainee teachers as they move to their next phase of placement journey.

Any area highlighted in yellow is a specific action or note for busy staff!

Focus area of Newsletter (*Click each to take you direct to section)	Key actions for busy mentors	Discussed with UPT
ITAPs (Intensive Training & Practice)	Find out about a key change to student ITT programmes being planned for next academic year. <b>Your school may wish to become an ITAP provider...</b> If you are interested please email our ITAP development team via <a href="mailto:Adrian.Copping@Cumbria.ac.uk">Adrian.Copping@Cumbria.ac.uk</a>	
Cumbria Mentor Development (Training) Compliance.	When completing training please ensure you fill in the evaluation/ completion form. This helps us track your training history and ensure you are guided to the right content quicker!	
Continued mentor training / development...	New compliance for 2024 asks us to articulate the MT curriculum...Our mentor development continuum continues to grow with input in 3 core areas: (1) Initial (new) mentor training (skills); (2) bespoke input needed for UoC students- Understanding our ITT curriculum, assessment methods and setting a range of high-quality weekly targets; (3) Essential enhancement modules- this year has a focus as below... <b>You may wish to test our new Mentor training and logging platform...Mosaic?</b>	
2023/24 Mentor training / development... 'Challenging disadvantage together'	Reminder of this year's focus- Please ensure you schedule a session with your student teacher to discuss the approach to teaching disadvantaged young people in your school / setting.	
Student (placement) feedback	Note strengths and core partnership foci. Action any findings for continued development with trainees this year- highlighted beneath feedback grids, in yellow boxes.	
QA sampling (end of placement forms)	Excellent progress being made over the partnership in relation to high quality targets (using active verbs in the actions). In 'summary statements' on end of placement reports please ensure you explain how the students learning has progressed in line with the staged expectations- giving summary examples of evidence. These statements are used as a basis of student references (updated at each placement phase)	
Reminder: Target setting guide	Please aim to set a range of targets throughout a placement phase that includes: Subject knowledge, Subject teaching approach, pedagogic, professional targets	
Reminder: Ofsted Subject reviews as part of discussions with trainees-	For use alongside ITT curriculums and core content framework resources when target setting with student teachers. Video series also included	
ITT placements 'offers'	Placement offer packs for 2024 will come out in April If you would still like to offer any placements for this academic year click <a href="#">here</a> ; or contact <a href="mailto:educationplacements@cumbria.ac.uk">educationplacements@cumbria.ac.uk</a>	

### **The Initial Teacher Education (training) sector developments:**

#### **(1) ITAPs:**

ITAPs or Intensive training and practices (ITAP) are a specific and focused element of the teacher training curriculum. They are intended to help consolidate trainees' knowledge of key evidence-based principles for effective teaching, and to enable them to practise their application and integration into their developing professional practice. ITAPs therefore are designed to give trainees appropriate input, scaffolded practice and feedback in relation to selected foundational and specific aspects of the training curriculum where close attention to and control of content, critical analysis, application and feedback are required.

The key features of intensive training and practice involve:

- expert input – this would typically include:
  - a) an introduction to the aspect of practice (e.g. questioning, explanations, routine setting, specific behaviour strategies) with an examination and critical analysis of the evidence base underpinning it
  - b) observations of examples (and potentially selected non-examples) in practice via video or live practice
  - c) deconstruction of the preceding two areas of expert input with an attention to the detail that has positive (or sometimes negative) impact.
- opportunities for trainees to plan and practise ITAP in a low stakes environment (assessment takes place on their ability to stitch the skills from various ITAPs together and to reflect on their learning from each element)
- opportunities for trainees to practise in a live classroom context.

- expert feedback on, and critical analysis of, the trainee practice, in both contexts - this should include deconstruction of both positive features and areas for further development (it should also include discussion about the implications of this for future individual trainee planning, teaching, focused feedback, and reflection)
- expert feedback that links coherently to the expert input at the beginning of the sequence (where trainees experience their live practice in a school where the expert is not present it may be necessary to video parts of this so that it can be deconstructed with the expert at a later point)
- opportunities to apply the aspect of practice in the near future and beyond – ideally in multiple contexts and practice situations (the improvement in practice should be something that trainees will continue to benefit from in the long term)

ITAPs will occur on both PG and UG programmes; in which trainees experience a minimum of 4 weeks (postgraduate ITT) or 6 weeks (undergraduate ITT) ITAP in addition to the 120 days spent on general school placements. ITAP will be located at suitable points to ensure maximum impact on trainees' progress mapped to our three phases of student learning journey (beginning, developing and extending). \*in reality the 'in school/ working directly with children' elements will form a part of these weeks.

These ITAP approaches are not a dissimilar approach to how we have developed School Embedded Learning for our PGCE programmes in the past. However, ITAPs will cover core principles in greater depth and give immediate opportunity to enact / receive feedback.

We have been trialling the ITAP terminology and build of knowledge approach, in this last academic year with PGCE students- as below. Note the centre-based input early in the week, the school / child focussed work mid-week and then the opportunity to reflect and assess learning again at the end of the experience.

Focus	Behaviour for Learning (ITT CCF standard 7)				
CCF links	Pupils are motivated by intrinsic and extrinsic factors. Pupils' investment in learning is driven by their own success/failure.				
Learn that	Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success. Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward). Managing classroom behaviour is about ensuring the children are maximising learning time and, in an environment, conducive to that. Managing behaviour is only ever about children's learning.				
Learn how	following expert input - by taking opportunities to practise, creating and explicitly teaching routines in line with the school ethos that maximise time for learning. To reinforce established school and classroom routines. To create a safe and calm learning environment, building on routines and developing intrinsic motivation through well-planned and relevant teaching.				
<b>INTRODUCE</b> Learning about the theory of teaching and learning	<b>ANALYSE</b> Using representations to analyse expert teaching	<b>PREPARE</b> Using approximations to practise and get feedback.	<b>ENACT</b> Receiving support to apply learning in the classroom.	<b>ASSESS</b> Tracking trainees' growing knowledge and skills	
Centre-based seminar (e.g. Mon/Tues)		School-based (e.g. Wed/Thur)		Independent or centre-base	
This developing phase is focused on progression in learning. So, in this session we revisit managing behaviour but with a focus now on good behaviour as a pre-requisite of effective learning.  To include input, discussion, activity on <ul style="list-style-type: none"> <li>Using video material to explore how to</li> </ul>		<b>Prepare</b> Spend time observing and responding to these questions, of your classroom, <ol style="list-style-type: none"> <li>How would you describe the classroom atmosphere? What makes it so?</li> <li>How are the children motivated to learn?</li> </ol>		Use Jasper's (2013) ERA model of reflection. 	

The University of Cumbria ITE teams have already agreed core learning foci and detailed when the ITAP experiences will take place. We are therefore proud to share with you these foci and **ask if you may be interested in hosting groups of students (up to 10- but depends on school/s capacity) for 2 days per week on one or more of these experiences...or indeed bring children onto UoC sites?**

	<b>INTRODUCE</b> Learning about the theory of teaching and learning	<b>ANALYSE</b> Using representations to analyse expert teaching	<b>PREPARE</b> Using approximations to practise and get feedback.	<b>ENACT</b> Receiving support to apply learning in the classroom.	<b>ASSESS</b> Tracking trainees' growing knowledge and skills
Managing Behaviour 23 <sup>rd</sup> – 27 <sup>th</sup> Sept	Monday/Tuesday – mix of whole cohort input, guest speakers, reading, discussion, small group		Wednesday / Thursday Groups of students in schools with focused activity		Reflection activity writing + input for PGCE7012
Adaptive Teaching 14 <sup>th</sup> – 18 <sup>th</sup> Oct	Monday/Tuesday – mix of whole cohort input, guest speakers, reading, discussion, small group		Wednesday / Thursday Groups of students in special schools with focused activity		Reflection activity writing + input for PGCE7012
Assessment for/of learning 20 <sup>th</sup> – 24 <sup>th</sup> Jan	Monday/Tuesday – mix of whole cohort input, guest speakers, reading, discussion, small group		Wednesday / Thursday Classes of children/groups working with students on campus		Reflection activity writing + input for PGCE7012
Curriculum Design 24 <sup>th</sup> – 28 <sup>th</sup> Mar	Monday/Tuesday – mix of whole cohort input, guest speakers, reading, discussion, small group		Wednesday / Thursday Classes of children/groups working with students on campus or mini teach work		Reflection activity writing + input for PGCE7012

\*\*We, of course will be looking to fund these experiences through release of a key member of your staff to work and facilitate in school opportunities based around the theme, space for students to work with your staff and of course recognising that a group of students will need reflection / discussion space.

Please contact [Adrian.Copping@Cumbria.ac.uk](mailto:Adrian.Copping@Cumbria.ac.uk) & [Patrick.Freeman@cumbria.ac.uk](mailto:Patrick.Freeman@cumbria.ac.uk) if you would like to work with us next year in hosting students for the managing behaviour or adaptive teaching ITAPs; or indeed if you wished to work with us on campus for the Assessment for/of learning and the Curriculum Design ITAPs

(2) Cumbria Mentor Development (Training) Compliance.

All ITT providers, from September 2024, are required to help you track your engagement with and offer opportunities, via a Mentor Training curriculum, of development. This will not seem uncommon to any that have worked with University of Cumbria over recent years. All of our mentors engage with either (new mentor) initial mentor training and then progress onto specific training about our student's ITE curriculum. Recent 2 years have had foci on Curriculum led target setting and Promoting dialogue around Challenging Disadvantage. As many of you will be aware- we have tried to take the workload out of tracking this by asking you to just complete a very quick MSForm to confirm your attendance or completion of each activity.

We are really pleased to indicate to you that the University of Cumbria will be working with a large number of NW providers as we move forwards to ensure that any 'initial' training you complete with one has currency with others. Please look out for a letter arriving in schools with the logos as a header from this alliance of ITE providers. (see image below)



Dear Headteacher/ Lead ITT Contact,

The **North West ITE Consortium** is a group of regionally aligned HEI and School led ITT providers. We think it is important that we make all school leaders aware of the planned national changes to ITT Mentoring, with the challenges and opportunities they bring.

**National Changes.**

In addition to changes to the taught ITE curriculum, underpinned by the Core Content Framework (CCF), the DfE has introduced several new requirements to the mentoring process including how mentors are recruited, trained and quality assured. This requires all ITE providers to offer a high quality and consistent training and development package to mentors to enable them to deliver high quality mentoring for trainees in schools.

The NW Consortium have agreed to collaborate in order to rationalise the mentoring requirements. We will recognise and certificate the common core professional development and training that mentors have undertaken, across any of the associated Partners. Each ITT provider will have components specific to their own accredited curriculum for Ofsted requirements, we will ensure any previous generic training elements are recognised.

**Raising the status of mentors**

We seek to ensure the status of mentors is recognised and enhanced through the required training and will be awarding a certificate of completion for all mentors who undertake the DfE required hours.

One of the largest changes to Mentor training provision sits at the initial phase, where a more dedicated and joined up curriculum (totalling 20 hours of training and support) can be put in place to help you guide your very first student teacher on their ITT journey. \* we believe that the government may also be funding some of the time taken for this direct to you on completion. (watch this space)

Experienced mentors will have a continued focus of (total 6 hrs) of training and support available. Much of which is similar to training completed to date... hours of online (either synchronous or asynchronous) training, QA visits and discussions about supporting ITT students and an hour of update via newsletters or current research pertinent to our ITE curriculums.

We are also proud to announce that we are developing a suite of asynchronous resources focussed specifically on high quality teaching approaches in individual subjects. If you have a particular subject expertise and would like to support the development of these resources, please let your partnership tutor know ASAP and they will be able to link you to our subject quality co-ordination team.

**(3) Cumbria Mentor development (Training) Curriculum.**

As above indicated, a new Mentor training curriculum is being written to track the mentor knowledge and skills identified as being needed for ITT mentoring. At university of Cumbria we see this as having 3 core layers:

- 1- Initial (NEW) to ITT mentoring: **Initial Mentor Training.**

**For all new ITT mentors**

Comprising of 20 hours of mentor development & support (training) throughout your first year as an ITT mentor. (NW agreed focus areas Your training will be transferable between NW training providers. Initial training incorporates elements of 'Bespoke UoC ITT curriculums and placement expectations.

- 2- Bespoke University of Cumbria detail: **Transitional mentoring training**

**For mentors who have completed Initial Mentor training at UoC or with another NW alliance group provider.**

Comprising part of 6 hours of annual refresher/ update and institution specific mentor development training. Examples include: Using the ITT curriculum depth to support a trainee, Setting ITT curriculum led targets. Regular update newsletters and research alongside QA visits will complete the time compliance of this strand.

- 3- Curriculum / Subject focused training: **Essential Enhancement mentor training**

**For mentors who have completed all initial and developing mentoring training.**

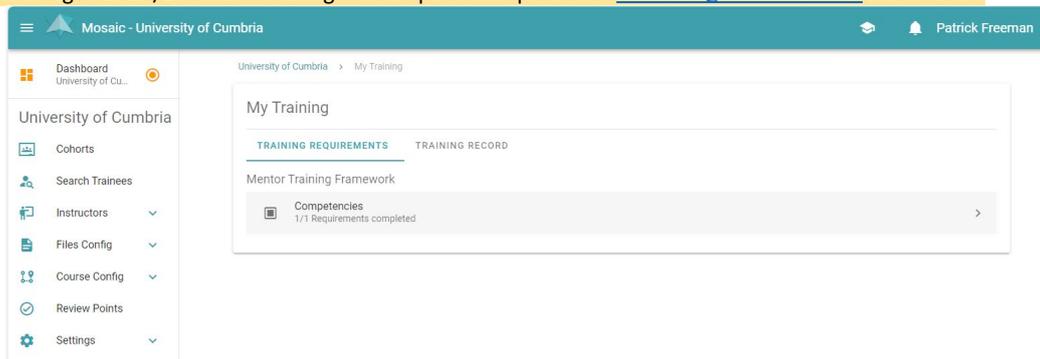
Comprising part of 6 hours of annual refresher/ update and institution specific mentor essential development. The university of Cumbria have produced a suite of resources to assist you in developing subject or curriculum specific support and guidance for ITT trainees.

This content can be agreed with your University Partnership Lead (Lead mentor)

Examples of foci- Challenging disadvantaged, Equality and diversity, Subject Guidance- high quality teaching in each subject area, Linking ITAP experiences to placement, and focused current ITT curriculum underpinning research papers.

All mentor training completion will continue to be tracked by us using timesaving technology solutions. Please ensure you fill in any evaluation section of our training resources- this helps us log your attendance!

It is with this in mind we would like to make you aware of a trial we are conducting this spring and summer term with a software platform called Mosaic. This system would give you, as a mentor, access (login) to your own specific mentor development training record. When you complete a module it automatically tracks your engagement and adds to your 'competency framework! If you would like to complete the 'Challenging Disadvantaged 2023/24 online training' on this platform- please let [Ian.Todd@cumbria.ac.uk](mailto:Ian.Todd@cumbria.ac.uk) know ASAP.



### Challenging disadvantage together ambitious curriculum strand of ITT programmes

A backbone of ambition within all ITE curriculums at the University of Cumbria.

Please continue to work with all ITT students, who are asked to explore how disadvantage is challenged in each placement setting. Track PP children as part of pupil profiling and are explore how school/trust/regional approaches to dismantling disadvantaged are covered. [Now linked with mentor training materials.](#)

Student teachers have already expressed how captivating they find your input on what Challenging Disadvantage looks and feels like in your school / setting context.

**Student (placement) feedback:** shows as ever the value our ITE students place in you, 'expert colleagues' (mentors) as part of their learning journey to become qualified teachers. A Huge THANK YOU for all that you continue to do to support ITE in our partnership. We felt it really important to share some of our early analysis to indicate the impact you have on ITT students. We also share some key foci for placements in this academic year:

Question	Beginning placements Autumn term 2022_23 PGCE *FOR COMPARISON ONLY)	Beginning placements Autumn term 2023 PGCE (EARLY RESPONDERS 10/01/24)	Commentary or <b>Actions for ITT partnership</b> (where necessary)
The placement school provided good quality training & support which has enabled me to make progress towards the staged expectation	95% Strongly/ Agree	100% agree	High quality mentoring continues to be a strength of the UoC ITE partnership.
I was able to establish an effective working relationship with my Mentor.	97%	100%	High quality mentoring continues to be a strength of the UoC ITE partnership. Mentors clearly making ITT trainees feel welcome and supported during placements.
Your weekly meetings with your Mentor.	87%	92%	Pleased to see a good improvement in scoring for this question. Mentors are well supported by UPTs to ensure that are ready to receive student teachers and conduct weekly review meetings. The mentor weekly review proforma update has allowed mentors to articulate the support and input given each week. QA sampling showed this was effective across our partnership.
Verbal and written feedback on your teaching	92%	100%	As above
Your involvement in the "Weekly Review and target setting activities set out in the SPAR.	95%	96%	We will use SSF forums (programme) and Student QA feedback (via UPTs) to explore if there is anything further we can do to support target setting collaboration.
The extent to which your mentor and other staff demonstrated and explained professional practice	97%	100%	This complements data surrounding support from, and working relationships with, mentors.
The extent to which your mentor was able to refer me to my ITT curriculum learning and the resources available through the university website	81.5%	92%	Continued focus on mentor training has seen a huge increase in this scoring. Mentors feedback that our asynchronous briefings help them feel well prepared to support placement paperwork processes and understand what a student has learnt. <b>Mentors, please continue to provide feedback / completion of mentor training information via our MSForms.</b>
The observation proformas, weekly review meetings and the running targets outlined in our assessment guidance enabled me to identify the progress I had made and what I needed to do next	95%	96%	We will use SSF forums (programme) and Student QA feedback (via UPTs) to explore if there is anything further we can do to support target setting collaboration.

I was provided with opportunities to enact and develop my learning in: observe experienced colleagues.

	Assessment	100%	
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Behaviour Management	100%	We recognise nationally that behaviour and attendance are being flagged as core focus areas. It is pleasing to see that our students (right from Beginning phase) are feeling well supported in understanding behaviour management approaches and wider socio-economic disadvantage attendance strategies. Mentors please keep adding to these approaches.	
Planning	100%	Although this scored highly- we still note huge variation in approaches to planning across our partnership. Some of the qualitative (areas for further development- below) show that students would like further discussion and support in the planning (sequences of learning) process.	
Professional Behaviours	100%		
Ambitious Curriculum	100%	Our 'Challenging Disadvantaged Together' mentor training module for 2023/24 encourages mentors to consider how they articulate this domain to trainee teachers. Examples in Mentor qualitative feedback below shows that this dialogue is occurring and student teachers work closely with their mentor to identify how to adapt learning for all learners. Mentors please ensure completion of designated mentor training and fill in completion evaluation.	
English	96%		
Maths	100%		
I understand the importance of ensuring my practice promotes inclusion and celebrates diversity.	100%		
I am able to use evidence-based research to impact on my teaching in the classroom.	92%	Strong evidence here- qualitative comments below also show a good range of theories being drawn on.	
I have taught and/ or observed curriculum subjects	Observed %	Taught %	
Science	16	68	We continue to ask that all placements give students an opportunity to teach a broad range of subjects- which they record in their SPAR. Pleasing to see Geography has been given some real space in the autumn term. We were surprised to see that although 60% observed art and music being taught, very few actually ended up teaching a session / sequence.
PE	64	32	
Computing	60	36	
History	44	20	
Geography	28	56	
MFL	52	16	
Art	60	24	
Music	60	20	
DT	52	28	
RE	44	44	
PSHE	64	28	

### Snapshots of qualitative comments:

Immediate headlines show that Student teachers have reflected on and tried to use practical, recent, relevant research approaches when on placement.

Key areas highlighted were: (A) Reflection, (B) Adaptive teaching, (C) CogSci- cognitive load & instruction.

It was pleasing to see some live reflection within the survey answers- we often do not start to see this until the end of developing phase placements.

- Student teachers really value the ongoing dialogue about how they use current, relevant research to influence their practice. Here are some examples of reflections given!

Please continue to explore the research students have used as part of their ITT curriculums- to be found on the Knowledge organisers as your dive through their curriculums ([in SPAR](#)), [CCF](#) core bibliography and [Ofsted subject review findings](#).

**Student teachers continually reflect amazing comments about the standard of mentoring in schools- here are some examples:**

Key areas highlighted were: (A) Modelling, (B) Support in understanding, (C) High quality feedback.

I cannot thank all of the staff enough. They were all so welcoming and helpful when I needed help and I felt part of the team. My mentor is an incredibly busy woman within the school and she always gave me the time if I wanted some clarification on some planning or after a lesson. June is well respected within the school by staff and students alike. By observing her, who has been a teacher for over 20 years, I was able to see how she structures her lessons so the learning was accessible for everyone and all the different tips that she has learnt throughout the years.

The shared experiences and guidance I have received from my mentor and staff around the school have been invaluable. My mentor always found ways to provide challenge and a learning opportunity for me. The feedback I received has always been specific, realistic and followed by a useful discussion of strategies. Prior to teaching, we made sure to discuss ideas and find ways to incorporate and practice my targets. I felt very welcomed in the school and cannot think of a better school to have started my teacher training journey with.

The behavioural management techniques employed by my mentor, their collaborative efforts, the utilisation of positive language, and the helpful and compassionate attitude of all school personnel greatly aided me in my placement.

My mentor watched a good observation and provided me with sufficient feedback.

\*Student teachers reflected that they welcome opportunities to see professionals across your schools and settings- please allow more of this!

\*Student teachers reflected they would welcome more time with university staff and mentors in understanding the process of planning sequences of learning for children.

\*Student teachers welcomed all of the input that mentors gave (and requested more!) on how to adapt learning for the range of SEND and disadvantaged learners.

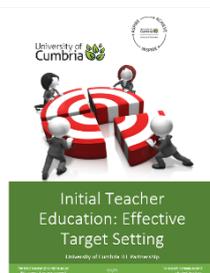
**Reminder---Target setting guidance:** \* Additional, focussed guidance on setting targets linked to Staged Expectations and End Point Assessment.

Targets have been seen as a core element of helping a student remember more of what they have learnt and learnt how to do, then enact when on ITT placements. This is taken further when directly linked to their ITT curriculum- hence all of our focus on curriculum depth and accessibility for you as a mentor!

We like to see a range of both pedagogical and SUBJECT focussed targets throughout each placement.

Your UPT will ask about this range as part of ongoing QA visits.

[CLICK HERE!](#)



Please take 5 mins to read through and use as part of ongoing target setting focus with trainee teachers.

**Ofsted Subject Reviews as part of discussions with trainees:** Within our [Effective Target Setting for ITE Trainees](#) we have highlighted the use of the [Ofsted curriculum research review](#) documents. These can be used alongside all of the other key resources when setting targets for trainees (Knowledge Organisers [in ITT curriculum], Core Content Framework resources, and the Ofsted reviews)

A series of videos is available also to subject leaders- <https://youtube.com/playlist?list=PLLq-zBnUkspOzYzqujazp9KpmnRnvsTob&si=sqOAWQq4KLISB5q8>

We continue to want to grow our range of resources for mentors – to support ITT students in understanding approaches to good quality teaching and learning in subject areas.

To this end, our subject teams will be approaching you this year to develop short, online e-resources for use across our partnership. If you feel that a particular subject or areas is strong in your school please let your UPT know and we can link you up with our subject teams here at UoC.

**THANK YOU!**

If you have any further questions, please do not hesitate to contact your UPT or Pat Freeman as below:

**Patrick Freeman**

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University of Cumbria

**Thank you as ever for your input to our partnership.**

**Institute of Education Leadership Team**