# Mentor Meeting Guidance - Placement 1

Mentor meetings have an important role in supporting trainees’ development. This guidance is intended to aid you as a mentor to make best use of your weekly meeting to support your trainee’s development.

For each weekly meeting it is expected that the trainee records the meeting on the weekly meeting form that is uploaded 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.

There are three key aspects to the meeting that can assist in the trainee’s development process. How these aspects might be incorporated into the meeting is outlined below.

## Administration and organisation

(10 minutes discussion)

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

Questions to focus on in the meeting would include the following.

* Are lesson plans passed to host teachers by agreed times/dates?
* Are lesson reflections completed promptly for all lessons.
* Is their Pebblepad up-to-date with lesson plans, reflections and observations?
* Are there any upcoming dates to be aware of, such as parents evenings, assessments, department activities?

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

## Target reviewing and setting a focus for the next week

(20 minutes)

Initially, as trainees observe others, providing a focus for these lesson observations and subsequent discussions can help develop their reflective practice. Considering a lesson as a ‘case study’ and analysing together the elements, the pupil and teacher activities, can support trainees in receiving feedback and initiating their own reflections as the placement progresses.

Once the trainee is teaching, reviewing the formal lesson observation for the week and any other informal feedback the trainee has received allows discussion of progress and future actions. At first you may need to help the trainee recognise and evidence their progress. 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, which can be overwhelming 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.

## Pedagogical discussion linked to the [Core Content Framework](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf)

(30 minutes)

The PGCE taught curriculum is based around and informed by the Core Content Framework (CCF) as laid down by DfE. This framework requires thorough integration of taught content and school based learning. Part of your weekly meeting should be dedicated to reviewing the trainees understanding of the ‘learn that’ statements gained from their taught sessions and their reading, and how these are 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’ for each of the CCF themes.

Each of the sections in the CCF is detailed below with some guidance designed to support mentors in ensuring their trainee receives their minimum CCF training entitlement.

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

In order to ensure coverage, it is requested that In Placement 1 Block 1 strands 1,4 and 7 are considered as these are the focus of assignment 1, followed by 2, 3 and 6 in the second block of the first placement to link to assignment 2, and finally 3, 5 and 8 in the second placement.

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](https://www.york.ac.uk/education/pgce/mentors/mentor-pack/maths/).