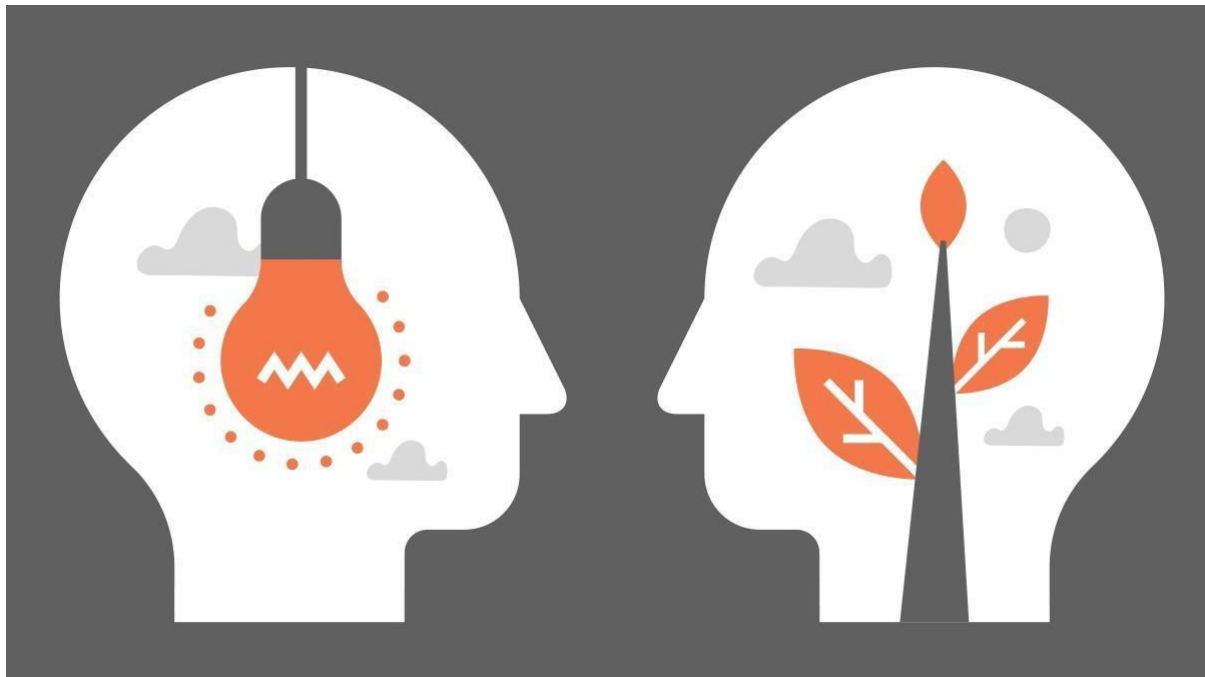# University of Sunderland Mentoring Handbook

2023-2024

Welcome and our vision for mentoring

A warm welcome from the School of Education and Social Sciences to all mentors of trainees on the PGCE, undergraduate, i-QTS, international and FES programmes – we are so thrilled to be working with you. In the context of teacher education, the term 'mentor teacher' has been utilised to describe an expert-coach, subject specialist, critical friend and learner, professional gatekeeper (Clarke, Triggs, and Nielsen 2014) and supporter or good listener (Kiraz 2002). Mentors are one of the most influential partners for sustaining the quality of teaching courses (Borden 2014), so we recognise how vital your role is and are committed to supporting you and developing you on your mentoring journey.

The teaching placements are intended to provide trainee teachers with a realistic and intensive experience of being a teacher in the education and training sector and the mentor is a key player in the successful training of students. We mostly follow a school direct model, where our trainees will be in university one day a week and on placement for the other four days. Our vision is that we work together as partners to provide a purposefully integrated curriculum, where the theory covered in university is purposefully integrated with the practical and subject/phase specific application of that theory on the placement. Essentially, mentors are the bridge between theory and practice and through the high leverage actions we detail in this handbook, mentors can narrow the knowing/doing gap.

This *Mentor Handbook* provides you with essential information, such as the structure of our courses, support mechanisms, module content and your roles and responsibilities as a mentor. It will also clarify trainees' responsibilities and identify specific areas where they may need guidance from their mentors.

In addition to this **Mentor Handbook** there is plenty of help and support available on our mentoring website, including a calendar of mentor training workshops, which are later uploaded to our SunderlandFLIX YouTube channel and turned into podcasts, joint observations, weekly drop ins for mentors with our Teacher Development Mentor Lead, subject/phase specific Passports which suggest tasks you can do with your mentee and more. On the website, you can also find a progression booklet, which will help you set targets for your mentee, which are contextual for your trainee. Both the **Mentor Handbook**, Passport and progression booklet are essential documents for your role as mentors. Excitingly, we are also historically, the first university to be working as a CPD partner with the Chartered College of Teaching, so that our mentors can work towards 'Chartered Mentor' accreditation. You can find more about this in the 'Mentoring' section of this handbook.

We work in partnership to train mentors with other providers in the North-East, so that all of our Pedagogy Boost sessions on our SunderlandFLIX YouTube channels are run by industry experts. We also have a half termly expert mentoring group, which you may be invited to join, as well as an exciting annual conference. This partnership and forging links with our mentors is so important to us, and we look forward to working with you across this academic year and hopefully beyond.

What you can expect from us

We are here to support you and we have developed a comprehensive support and training package for mentors this year, which we truly believe is setting a new national standard in professional development. This programme has been devised by our Teacher Development Mentor Lead, Haili Hughes, who is an expert on mentoring and has written a best-selling book, 'Mentoring in Schools.'

The support you can expect from us includes:

- An initial audit of your mentoring skills and experience, so that training can be bespoke and tailored to your needs. This will be tracked by the 'Mentor Lead' and bespoke support offered. You can find the audit here. This audit will identify the area of mentoring expertise you may wish to improve, through the Chartered College's 'Development of Teaching Practice Award (mentor).'
- A mentor welcome event and free copy of 'Mentoring in Schools.'
- A half-termly Passport (year-long for FES), which details what trainees are learning and suggests tasks and activities you could be doing with your trainee, implementing our high-leverage mentor actions. You can find them on our dedicated mentoring website here.
- Pedagogy Boost training sessions for mentors. You can find these sessions uploaded to our dedicated SunderlandFLIX mentoring YouTube channel and as podcasts here.
- Weekly drop ins with the Teacher Development Mentor Lead, where you can ask any questions or get advice.
- A dedicated online mentoring website with a huge amount of resources.
- Access to CCF readings and one-page summaries of key readings.
- High Leverage Mentoring Actions training videos.
- Chartered College principles to help mentors develop and a chance to complete Chartered Mentor Status.
- Exclusive access to a mentoring podcast featuring some of the biggest names in education and 'Mentoring Magazine.'
- An invitation to our national mentoring conference, 'MentorED' on Wednesday 26th June 2024, which will showcase mentor's work and feature inspirational speakers from across the world of education.
- A mentoring marketplace, celebration event and in-person training for 2023-24 on the morning of Wednesday 26th June, where you can showcase your work.

Schools' and mentors' participation in the Partnership is recognised formally. This recognition includes the following:

- Subject Mentors become associates of the University of Sunderland with access to the library and PebblePad.
- Schools can include on any letterhead or other documentation as appropriate the sentence "Name of school, ITT partners with the University of Sunderland."

- Lead mentors can join the university's 'Expert Mentoring Group' where they can take a lead in steering training with Haili Hughes.
- Support for schools to enrol mentors on the Chartered College's 'Chartered Mentor Status' award.

Your role as a mentor

As mentors are so important to the development of our trainees, we want the best possible practitioners to mentor and here are our *compulsory* training and actions we expect from our mentors:

- All mentors to read weekly emails (FES mentors to receive every 3 weeks);
- All mentors to complete our Mentor Audit by two weeks into the placement;
- All mentors to attend every training session (see timetable in this handbook) or watch the recording within a fortnight. This will be monitored;
- Mentors to use the Passport to discuss the centre-based curriculum and match their support to the curriculum focus;
- All mentors read this **Mentoring Handbook**;
- All mentors to watch our mentoring approach video;
- All mentors to use the five high leverage mentoring actions in their mentor meetings;
- All mentors to use the 6 step feedback model, SMART targets and the progression booklet to set granular and specific targets, including subject-specific targets.

All links and documents can be found on our Mentoring website.

Lead Mentors

- All actions outlined above

PLUS

- Attend the additional Lead Mentor training based on the EEF PD mechanisms report and NPQLTD framework (see timetable) or watch the recordings; this will be monitored.
- Attend the half termly 'Expert Mentoring Group' meetings;
- Look to complete 'Chartered Mentor' status at the Chartered College, supported by the university.

The Core Content Framework (CCF)

In 2019, the Department for Education overhauled the curriculum that initial teacher training organisations used and introduced a universal approach that all centres must follow. The University of Sunderland has fully embraced these changes and all our programmes are rigorously underpinned by the requirements of the CCF.

The CCF is based around the eight teacher standards, which are then grouped into five foundational concepts to support trainee development. These are: behaviour management, pedagogy, curriculum, assessment, and professional behaviours. The alignment to standards looks like this:

Foundation Concept:	Standards addressed:
Behaviour management	S1 and S7
Pedagogy	S2, S4, S5
Curriculum	S3
Assessment	S6
Professional behaviours	S8

These foundation concepts set out a minimum entitlement and the curriculum at Sunderland goes much beyond this, providing students with many opportunities to read more widely and engage critically with evidence-led approaches in their own phase and subject.

Like the Early Career Framework, the CCF sets out two types of content. Within each area, key evidence statements ('Learn that…') have been drawn from current high-quality evidence from the UK and overseas. These 'Learn that…' statements are deliberately the same as the 'Learn that…' statements in the ECF because the full entitlement – across both initial teacher training and early career development – for new entrants to the profession is underpinned by the evidence of what makes great teaching. The 'Learn how to…' is the more practical, classroom-based application of theory and mentors will have a key role in being that bridge between theory and practice to support our trainees.

In addition, a full bibliography is provided with suggested reading, which can be shared with trainee teachers to support their critical engagement with research. This evidence includes high-quality reviews and syntheses, including meta-analyses and rigorous individual studies. At Sunderland University, we know how busy mentors are, so we have compiled this reading for you on PebblePad and also provided one-page summaries for some of the key texts, to save you time.

We would expect all our mentors to be familiar with the Core Content Framework and to have read the document in full as a minimum expectation. You can find the framework here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf

Alternatively, you can also find it on this QR code if you are using a mobile phone:

Our purposefully integrated mentor and curriculum model

As previously stated, we are committed to working in partnership with you and to make this as beneficial as possible for our trainees, we follow a distributed curriculum model, where the learning in university is purposefully integrated with your support in school (see model below).
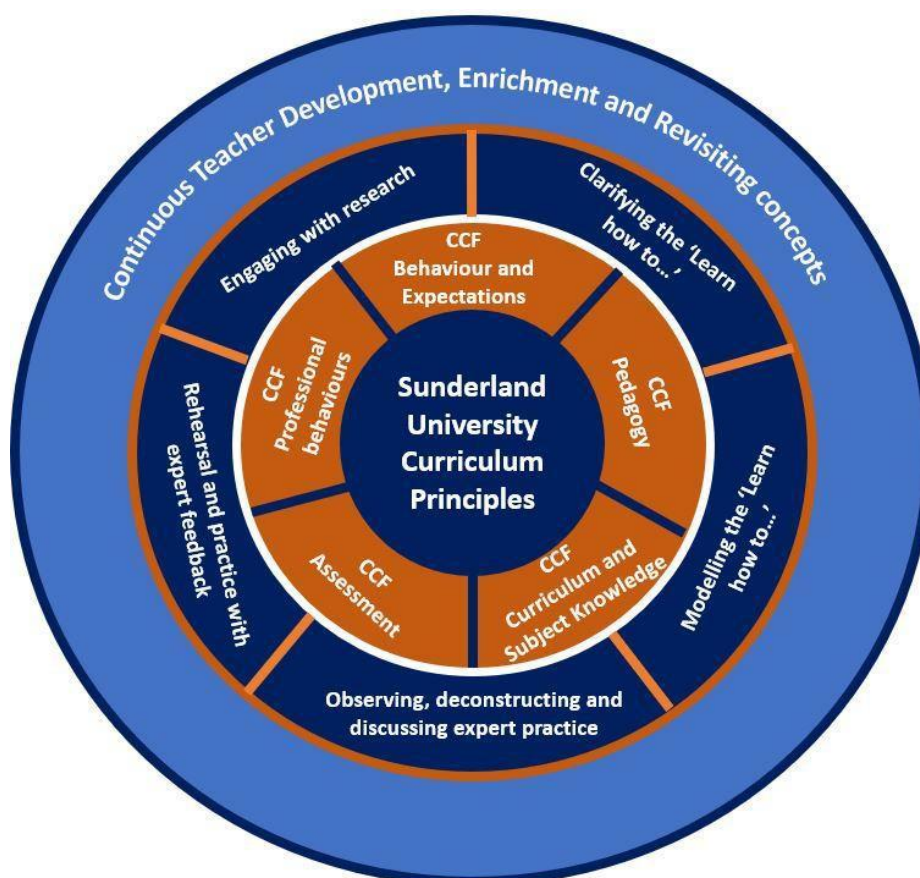
As you can see, the orange section of the model demonstrates how our centre-based curriculum is underpinned by the five CCF foundation concepts and in the outside ring, we suggest five ways that you can work with us to develop trainees. These suggestions have been identified as five high leverage actions that mentors can take to support trainees, based on hundreds of research papers on coaching and mentoring. The half-termly Passports we send to you will have suggestions for activities you could do with your mentee based on these principles, which are written by programme leaders so are subject and phase specific. You can find training videos for these *high leverage actions* here.

To make the curriculum as relevant and useful as possible for our trainees, we have structured the topics around themed blocks – like they do with the Early Career Framework. This will ensure congruence with the next two years of their training. It is vital that mentors are aware of what these themes are, and these are detailed in the calendar in this handbook. Of course, this does not mean that mentors cannot address other issues or work on other pedagogical focus areas; our programme is flexible and adaptive and should respond to your trainee's needs. We also work on the principles

of a spiral curriculum, so trainees will revisit key concepts again, for reinforcement, throughout the year.

PebblePad

Our online mentoring support takes place on PebblePad. A short training video of how to use PebblePad can be found on this QR code or here:

If you have any issues logging into PebblePad, you should contact Sophie.Anderson@sunderland.ac.uk

Our Mentor Training

Our training has three central pillars:

1. Nuts and bolts training (purposeful integration) on paperwork, deadlines etc which is run by specific programme staff (see calendar)
2. Pedagogy training which ensures that mentors are up to date and conversant with the evidence underpinning our curriculum (Pedagogy Boost sessions)
3. Specific mentoring and coaching training (High Leverage Mentoring Actions videos, link above)

All Pedagogy Boost sessions are housed on our SunderlandFLIX YouTube channel. You can find it here.

Mentor Training Curriculum 23/24

2023				2024							
September	October	November	December	January	February	March	April	May	June	July	August
1 Fr	**1 Su**	1 We	1 Fr	**1 Mo**	1 Th	1 Fr	**1 Mo**	1 We	**1 Sa**	1 Mo	1 Th
2 Sa	2 Mo Secondary Maths and English 2-4pm	2 Th	**2 Sa**	2 Tu	2 Fr	**2 Sa**	2 Tu	2 Th	**2 Su**	2 Tu	2 Fr
3 Su	3 Tu	3 Fr	**3 Su**	3 We	**3 Sa**	**3 Su**	3 We	3 Fr	3 Mo	3 We	**3 Sa**
4 Mo	4 We	**4 Sa**	4 Mo	4 Th	**4 Su**	4 Mo BA Primary SEND SE2 4 - 5.30pm	4 Th	**4 Sa**	4 Tu	4 Th	**4 Su**
5 Tu	5 Th Expert mentoring group 4-5pm	**5 Su**	5 Tu Lead Mentor Training (Modelling and think out loud) 4-5pm	5 Fr	5 Mo	5 Tu	5 Fr	**5 Su**	5 We	5 Fr	5 Mo

6 We	6 Fr	6 Mo (PT) Y1 PGCE Primary 4 – 5:30pm	6 We	6 Sa	6 Tu Expert Mentoring Group 4-5pm	6 We	6 Sa	6 Mo	6 Th	6 Sa	6 Tu
7 Th	7 Sa	7 Tu	7 Th	7 Su	7 We	7 Th	7 Su	7 Tu	7 Fr	7 Su	7 We
8 Fr	8 Su	8 We	8 Fr	8 Mo	8 Th	8 Fr	8 Mo	8 We	8 Fr	8 Sa	8 Th
9 Sa	9 Mo	9 Th	9 Sa	9 Tu	9 Fr	9 Sa	9 Tu	9 Th	9 Su	9 Tu Lead Mentors 24/5 pre-training 4-5pm	9 Fr
10 Su	10 Tu Lead Mentor Training (Target setting) 4-5pm	10 Fr	10 Su	10 We	10 Sa	10 Su	10 We	10 Fr	10 Mo	10 We	10 Sa
11 Mo	11 We	11 Sa	11 Mo	11 Th	11 Su	11 Mo BA Primary SE2 4pm – 5:30pm	11 Th	11 Sa	11 Tu	11 Th	11 Su
12 Tu	12 Th	12 Su	12 Tu	12 Fr	12 Mo	12 Tu	12 Fr	12 Su	12 We	12 Fr	12 Mo
13 We	13 Fr	13 Mo	13 We	13 Sa	13 Tu	13 We	13 Sa	13 Mo	13 Th Expert Mentoring Group 4-5pm	13 Sa	13 Tu
14 Th	14 Sa	14 Tu	14 Th Expert Mentoring Group 4-5pm	14 Su	14 We	14 Th	14 Su	14 Tu	14 Fr	14 Su	14 We

15 Fr	**15 Su**	15 We	15 Fr	15 Mo	15 Th PGCE Primary (FT) SE2 training 4:15 – 5:30pm on campus	15 Fr	15 Mo	15 We	**15 Sa**	15 Mo	15 Th
16 Sa	16 Mo PGCE Primary (PT) Y2 4-5.30pm	16 Th BA Primary (FT) SE3 training 4pm – 5:30pm	**16 Sa**	16 Tu	16 Fr	**16 Sa**	16 Tu	16 Th	**16 Su**	16 Tu	16 Fr
17 Su	17 Tu PGCE Primary (FT) SE1 training 4:15 - 5:30pm on campus	17 Fr	**17 Su**	17 We	**17 Sa**	**17 Su**	17 We	17 Fr	17 Mo	17 We	**17 Sa**
18 Mo Jan Primary PGCE 4-5:30pm	18 We	**18 Sa**	18 Mo	18 Th	**18 Su**	18 Mo	18 Th	**18 Sa**	18 Tu	18 Th	**18 Su**
19 Tu	19 Th FES Maths 3-5pm	**19 Su**	19 Tu	19 Fr	19 Mo	19 Tu	19 Fr	**19 Su**	19 We	19 Fr	19 Mo
20 We	20 Fr FES English 3-5pm	20 Mo	20 We	**20 Sa**	20 Tu Lead Mentor Training (Rehearsal) 4-5pm	20 We	**20 Sa**	20 Mo	20 Th	**20 Sa**	20 Tu

21 Th	**21 Sa**	21 Tu	21 Th	**21 Su**	21 We	21 Th	**21 Su**	21 Tu	21 Fr	**21 Su**	21 We
22 Fr	**22 Su**	22 We	22 Fr	22 Mo Secondary Science and PE 2-4pm	22 Th	22 Fr	22 Mo	22 We	**22 Sa**	22 Mo	22 Th
23 Sa	23 Mo	23 Th	**23 Sa**	23 Tu	23 Fr	**23 Sa**	23 Tu Lead Mentor Training (Triangulation with research) 4-5pm	23 Th	**23 Su**	23 Tu	23 Fr
24 Su	24 Tu	24 Fr	**24 Su**	24 We	**24 Sa**	**24 Su**	24 We	24 Fr	24 Mo	24 We	**24 Sa**
25 Mo	25 We	**25 Sa**	**25 Mo**	25 Th FES Computing 3-5pm	**25 Su**	25 Mo	25 Th Expert Mentoring Group 4-5pm	**25 Sa**	25 Tu	25 Th	**25 Su**
26 Tu	26 Th	**26 Su**	**26 Tu**	26 Fr FES SEND 3-5pm	26 Mo	26 Tu	26 Fr	**26 Su**	26 We Mentor celebration event 10-11:30 MentorED mentoring conference. 12-4pm	26 Fr	**26 Mo**
27 We	27 Fr	27 Mo	27 We	**27 Sa**	27 Tu	27 We	**27 Sa**	**27 Mo**	27 Th	**27 Sa**	27 Tu

28 Th	**28 Sa**	28 Tu	28 Th	**28 Su**	28 We	28 Th	**28 Su**	28 Tu	28 Fr	**28 Su**	28 We
29 Fr	**29 Su**	29 We	29 Fr	**29 Mo** FES Generic 3-5pm	29 Th	**29 Fr**	29 Mo	29 We	**29 Sa**	29 Mo	29 Th
30 Sa	30 Mo	30 Th	**30 Sa**	30 Tu		**30 Sa**	30 Tu	30 Th	**30 Su**	30 Tu	30 Fr
	31 Tu		**31 Su**	31 We		**31 Su**		31 Fr		31 We	**31 Sa**

Key:

🟨	PT Primary PGCE	🟪	BA Primary SEND
🟩	January PGCE	🟥	Secondary PGCE
🟦	PGCE Primary FT	🟧	FES
🟧	BA Primary	⬜	Expert Mentoring Group
🟪	Lead Mentor additional training		

Key staff and who to contact

Haili Hughes – Teacher Development Mentor Lead –
haili.hughes@sunderland.ac.uk

Dr Duncan Cross – Head of School of Education – Duncan.cross@sunderland.ac.uk

Victoria Stokes - Associate Head of School Primary – Victoria.stokes@sunderland.ac.uk

Andrew Buglass - Associate Head of School Secondary, and Further Education and Skills –
andrew.buglass@sunderland.ac.uk

Dionne Ross – Associate Head of School International ITT – dionne.ross@sunderland.ac.uk

Vicky Jowett – Associate Head of School Professional Development – Vicky.jowett@sunderland.ac.uk

BA Primary (Hons) Primary Education

Emma Cullen – Programme Lead and Year 3 Placement Lead - emma.cullen@sunderland.ac.uk

Emma Little – Year 2 Placement Lead – emma.little@sunderland.ac.uk

David Swift & Nicola Welsh – Year 1 Placement Leads – david.swift@sunderland.ac.uk &
nicola.welsh@sunderland.ac.uk

BA Primary (Hons) Primary Education with SEND

Judith Mills – judith.mills@sunderland.ac.uk

PGCE Primary Education and PGCE Primary Apprentices

Allison Wilson – Allison.wilson@sunderland.ac.uk

PGCE Primary Education School Direct

Terry Coatham – terry.coatham@sunderland.ac.uk

PGCE Primary Education (2 year part time)

Sarah Reed – sarah.reed@sunderland.ac.uk

Secondary

Pamela Burnip – Pamela.burnip@sunderland.ac.uk

Secondary School Direct

Samantha Tate -

Samantha.tate@sunderland.ac.uk

I-QTS

Dionne Ross - Programme Lead – ian.elliott@sunderland.ac.uk

Alison McMaster – Senior Lecturer and Programme Lead – alison.mcmaster@sunderland.ac.uk

International

Mark Hughes – Senior Lecturer – mark.hughes@sunderland.ac.uk

Vikki Wynn – Senior Lecturer – vikki.wynn@sunderland.ac.uk

Greg Larmouth – Lecturer in International Teacher Training –

greg.larmouth@sunderland.ac.uk

FES

Martin Scott – Full Time Programme Lead – martin.scott@sunderland.ac.uk

Andrea Brown – Part Time Programme Lead – andrea.brown@sunderland.ac.uk

Reece Sohdi – LST Apprenticeship Programme Lead reece.sohdi@sunderland.ac.uk

Placements Office

Danielle.oliver@sunderland.ac.uk and Sophie.anderson@sunderland.ac.uk

Mentoring admin
Leah Sommerville – leah.sommerville@sunderland.ac.uk

Curriculum and mentor input

The over-arching purpose of our programmes is very simple; to help trainees to become expert teachers in the education and training sector. All aspects of this programme are designed to support that over-arching purpose with a focus on supporting trainees' development, learning, progress and knowledge as a practitioner. The curriculum is outlined in your Passport.

Trainees will also complete a number of assignments throughout their university study. Your support with these is welcome. The following grid highlights the core modules students will study on the PGCE and the specific role the mentor plays in helping students to successfully complete each module:

Module	Mentor input
EDP381 **Subject Studies**	- Provide opportunities to observe teaching practice. - Introduce trainee to the curriculum and courses they will support. - Complete a subject knowledge audit and provide advice and support to help your trainee close any gaps they may have. - Support with lesson planning, including what excellent lesson planning looks like. - Discuss schemes of work and work backwards to explore the knowledge students need to make progress. - Discuss their ILP and Audit and Action Plan.
EDP380 **Practice of Teaching**	- Meet formally as well as providing informal support where needed. - Meet with programme tutor and discuss mentee's progress. - Carry out a dual observation with a tutor. - Carry out a mentor observations each week and provide verbal & written feedback. - Keep track of Pebble Pad evidence uploading.
EDPMO1 **Development of Learning**	- Discuss possible ideas for case studies. - Facilitate meetings with other expert colleagues who may help bridge theory to practice. - Link discussions to block topics of lectures.

EPDM97 **Negotiated Individual Study in Education**	Support trainees in linking theory to practice. Discuss subject specific policy and developments Assist mentee in their choice of research focus Direct trainees to current research, trends and issues within their subject specialism.

Here are the BA modules:

BA Primary Education	
Year 1	
Module	**Mentor input**
PRI106 **Curriculum Knowledge 1**	• Trainees are taught English, maths, science and computing as part of this module. They are taught to consider a range of pedagogical approaches which can be deployed across a range of subjects and taught to research both advantages and potential limitations of each approach. • Trainees write a critical discussion of pedagogical approaches used to teach an English, maths and science lesson. They are taught to critically reflect upon a range of recent and relevant literature. • Trainees are supported in lesson planning. • Trainees are also required to complete subject knowledge audits for English, maths and science and write an action plan to support meeting targets to develop subject knowledge.
PRI107 **Professional Learning 1**	• Trainees are introduced key legislation, policies and expectations which shapes the responsibilities of the Professional Teacher. • Throughout the module, trainees introduced to a range of relevant themes through which aspects of Early Years and Primary Education will be explored. These include for example behaviour management, SEND, EAL, Inclusion and Diversity and Safeguarding. • The module explores the rationale for and content of current curriculum models. It introduces the planning process and how teaching and learning are inextricably linked.
PRI108 **Research & Scholarship 1**	• Trainees are supported in considering academic research critically. • Trainees are introduced to a range of learning theories.

PRI109 **Wider Curriculum 1**	• Trainees are taught the full range of foundation subjects as part of this module. They are taught to consider a range of pedagogical approaches and taught to consider learning outside of the classroom including visiting a range of educational establishments in the north-east to support pupil learning. • Trainees write a presentation linked to learning outside of the classroom. • Trainees are also required to complete subject knowledge audits for foundation subjects and write an action plan to support meeting targets to develop subject knowledge.
PRI110 **School Experience 1**	• This module provides an introduction to a variety of educational settings, including experiences in Early Years, Key Stage 1, Key Stage 2 and SEND. • Experiences are planned to allow trainees to consider how the subject knowledge, pedagogy and theory explored within University sessions is applied within a classroom context. This is supported by a range of tasks which are completed and provide an opportunity for the trainee to reflect on their development. • Opportunities are given for trainees to plan and deliver lessons/activities with the support of a professional within the setting/school. • Additional experiences relating to transition, English as an Additional Language (EAL), Pupil Premium and Key Stage 3 also form part of this module.
Year 2	
PRI214 **Professional Learning 2**	• Trainees will critically reflect upon the role of the Professional Teacher and revisit themes which they first met in Professional Learning 1 with a focus on Inclusion and SEND including the effects of socio- economic deprivation. The input will acknowledge and reflect their existing levels of understanding and will encourage them to broaden their reading bases to strengthen their theoretical understanding. In addition, they will be required to draw upon their experiences in schools to consolidate their understanding of how theory is translated into practice. • A key feature of the module will be planning, assessment and providing challenge for all children. During School Experience 2 Trainees will have the opportunity to plan interventions, for example the development of working memory to overcome barriers and so support children's learning.

PRI215 **Research & Scholarship 2**	• Trainees will consolidate their deepening understanding of theories related to child development, educational theories, ideologies and philosophies alongside current and relevant literature and research in the field and explore and reflect upon how these are applied to practice. • Trainees will consider recent and relevant research on good classroom practice and be encouraged to view these with a critical eye questioning outcomes conclusions and limitations. They will become familiar with both empirical research methods qualitative and quantitative and know where to find evidence supported resources. • Trainees will deepen their understanding of the planning process and how teaching and learning are inextricably linked. They will in SE2 be provided with opportunities to explore and reflect upon the development of the individual child and collaborative practices which support this. They will apply this research to design, reflect upon and evaluate effective teaching sequences both within and across lessons in supporting pupil progress for all children.
PRI216 **Wider Curriculum 2**	• This module will give students the opportunity to develop further their subject knowledge in the foundation subjects whilst developing a deepening understanding of their selected curriculum enhancement area. Trainees will be guided to deepen their understanding of their subject pedagogy through opportunities to utilise research in the field, Ofsted and Government documentation. Trainees will be guided to reflect on experiences in practice and this research in the development of their own personal pedagogy for teaching and learning in their enrichment area. • Trainees will create and deliver a group presentation based upon critically discussing pedagogical approaches to support delivering a sequence of foundation subjects.
PRI217 **School Experience 2**	• This module gives trainees the opportunity to build on the experiences undertaken in School Experience 1 and is undertaken in a school partnership setting in the age phase in which they have chosen to specialise (3 to 7 years or 7 to 11 years). • This module develops an understanding of the requirements for Qualified Teacher Status (QTS) and is an opportunity to gain teaching experience in an educational setting. It provides trainees with the opportunity to apply the subject knowledge, pedagogical and theoretical knowledge gained in university sessions within school partnership settings in EYFS, KS1 or KS2. • School Experience 2 also provides trainees with the opportunity to apply this knowledge to whole class/group tasks during their school experience days, where they will design sequences of lesson/activity plans with the support of a professional in the setting/school.

PRI218/PRI219 **Curriculum Knowledge 2**	• This module will build on experiences in Curriculum Knowledge 1 and support Trainees emerging subject knowledge in the core and non-core subjects in the EYFS and Key Stage 1 of the National Curriculum (PRI218) or in the National Curriculum (PRI219). • This subject knowledge will inform planning, teaching, learning and assessment across the subjects. Trainees will continue to develop their subject knowledge through audits in each subject area to identify their individual learning needs and action plan for subject knowledge development. • Trainees will begin to focus on pedagogical approaches and gain knowledge of what constitutes effective planning for children's learning in the EYFS and KS1 (PRI218) or in KS2 (PRI219). They will gain experience of subject planning which will be complemented by their learning in Wider Curriculum Studies 2 which will focus on subject enhancements and cross curricular and creative pedagogies Trainees will have the opportunity to apply this subject knowledge during their placement in School Experience 2. Evidence of subject knowledge development will be collected across the programme in the Trainee's e-portfolio.
Year 3	
EDP380 **Practice of Teaching**	• Meet formally as well as providing informal support where needed. • Meet with programme tutor and discuss mentee's progress. • Carry out a dual observation with a tutor. • Carry out a mentor observations each week and provide verbal & written feedback. • Keep track of Pebble Pad evidence uploading.
EDP381 **Subject Studies**	• Provide opportunities to observe teaching practice. • Introduce trainee to the curriculum and courses they will support. • Complete a subject knowledge audit and provide advice and support to help your trainee close any gaps they may have. • Support with lesson planning, including what excellent lesson planning looks like. • Discuss schemes of work and work backwards to explore the knowledge students need to make progress. • Discuss their ILP and Audit and Action Plan.

EDP382 **Negotiated Curriculum Studies**	• Trainees choose an area of focus for this module based on their interests and based on their experiences on the programme to date. • Trainees have an allocated supervisor who supports them in identifying a suitable area to research. • Trainees write an assignment of between 4,000 and 5,000 words: A written analysis that demonstrates a critical engagement with the literature, key concepts and ideas relevant to the specific educational theme investigated. This will be accompanied by a curriculum resource.
EDP383 **Professional Studies 3**	• Trainees are taught a range of professional learning topics including safeguarding, assessment and tracking, learning theory, short-term and long-term memory, SEND, SEMH, Prevent, Anti-racism, ethnicity, EAL, gender, social class, metacognition, communicating with parents, trauma-informed practice and applying for jobs. • A critical study of 4000-5000 words (guidance) which reflects upon an issue regarding pupil progress. The study will include consideration of the support strategies currently in place and their enhancement, with reference to appropriate reading.

Mentor Profile and Audit

It is important that our mentors are 'Expert Colleagues' and they have been teaching a sufficient amount of time to develop the mental models needed to work with novice teachers – a minimum of three years. If mentors are inexperienced, they will be offered further support from the university. Workplace/ school-based mentors may include senior practitioners in the student's establishment, line managers or supervisors, or already be mentors of ECT or trainee teachers. When mentors complete the audit, previous training will be taken into account (such as ECF mentor training and the NPQLTD) and lead mentors will be expected to join the university's 'Expert Mentoring Group' led by Haili Hughes. The audit will also feed into the 'Development of Teaching Practice Award (mentor)' module, which is part of the Chartered College's Chartered Mentor Status. This is a brilliant opportunity for mentors to develop their practice and gain industry-leading accreditation and visibility as a mentor.

Qualities of a good mentor

- A desire to help others to develop their potential.
- An open mind and a desire to learn and grow continuously themselves – not being afraid to show vulnerability and learn alongside their mentee.
- A wish to give something back: to use accumulated experience and wisdom to help the next generation of teachers succeed, by making abstract ideas concrete and using analogies from their own practice.
- Time, commitment and sensitivity for the role.
- Can build an effective, trusting and confidential relationship.
- Is up-to-date with recent research and has an excellent understanding of teaching and learning in their context.
- Subject/phase experts.
- Is flexible and innovative.
- Can make their thinking visible.
- Is enthusiastic about their subject and sharing it with others.
- Is good at managing relationships.

As Wright (2010) indicates, the mentor has to be much more than an experienced teacher of their subject as the more experienced and expert we become "the less we need to think explicitly and analytically about what we're doing" (Wright, 2010, p6). Such an experienced teacher will need to step outside 'automatic pilot mode' and break things down for the trainee teacher who might be overwhelmed by the complexities inherent in working in the sector for the first time.

In addition, mentors are able to give specific and granular feedback which moves trainees forward. To assist you with this, we use Paul Bambrick-Santoyo's (2016) Six Step Feedback Model outlined below. For more experienced mentors, who may not need this support, it is a timely reminder of the essential ingredients of great feedback.

6-Step ITE Mentor Feedback Guide

University of Sunderland

1 Praise

Narrate the positive elements of the lesson. Be specific. Include pedagogical choices made. *'Last time we set a goal of....I noticed how you met this by...'*

2 Probe

Start with a targeted question about the subject knowledge and concepts developed in the lesson. *Focus on pedagogical choices the trainee made; question, challenge, critique, explore alternatives.*

3 Polish, Refine, Action Step

Identify specifically what can be 'polished' to improve. Create bite-sized Action Step: *'What would be the best action step to improve this area?'.*

4 Deliberate practice

Role play/simulate how to improve current or future lesson/instructional delivery. *Run through it in action.*

5 Plan ahead with purpose

Design/revise upcoming lesson plans to implement this action. Set and record specific, granular targets. *'Let's write out the steps into your [lesson plan, activity, assessment, concept etc.]'.*

6 Prepare for review

Set a precise timeline for follow-up to review implementation: *'When would be best to observe your implementation of this?'.*

'Leverage Leadership', Uncommon Schools. Paul Bambrick-Santoyo

CLOSE THE LOOP: ensure all action steps are followed up and feed into professional conversations and next observation!

Target setting is also another important role of the mentor. We expect all mentors to use SMART targets:

An example of a target:

Ensure you are asking higher level questions in Maths to stretch all students. You can do this by asking 'how?' and 'why?' questions or asking students to explain their thinking metacognitively. I'd like to see this with your year 1 class, next Thursday please.

Targets should be subject specific where possible.

Mentors and trainees can also use our progression booklet in their meetings to help them identify, discuss and set targets which match the 'learn how to' statements in the CCF and are bespoke to the trainees' stage of development.

Sunderland's Mentor Standards

We understand that mentors work with us with varying levels of expertise and experience and to ensure that we are helping to develop all mentors, while also quality assuring mentor support for our trainees, we are using the Chartered College's 'Mentor Professional Principles,' which will form the basis of the mentor skills audit and enable us to provide more tailored training and support. Our mentor training also aligns perfectly to these principles and our three pillars of mentor training we have outlined in this **Mentor Handbook** are all mapped against these principles.

As with teaching, we all have areas we need to develop in and although we value expertise, just because somebody has been a mentor for a number of years, it does not mean that they have nothing to learn. As mentors, we need to be modelling the commitment to continuous professional development which we would like our trainees to show. In addition, the role of the mentor has changed and shifted significantly in the last two years, which is why we are offering a range of Pedagogy Boost sessions and opportunities to mentors throughout the year – including the opportunity to become a Chartered Mentor through the Chartered College.

The standards/Professional Principles can be found below:

The Chartered Teacher (Mentor) Professional Principles

Professional Knowledge
- Has and maintains a deep knowledge of curriculum and assessment within their specialism
- Has a critical understanding of effective pedagogical approaches within their specialism
- Has deep knowledge of effective mentoring approaches and how to support teachers to learn and develop
- Has knowledge of relevant mentoring programmes and frameworks
- Has knowledge of education trends, debates and policy

Professional Practice
- Establishes and maintains effective mentoring relationships
- Works with mentees to formatively evaluate practice, set goals and identify action steps that address emerging needs and facilitate progress towards long-term goals
- Promotes insight and facilitates the development of classroom practice through high-quality learning conversations, modelling, scaffolding, guidance and targeted support
- Ensures a safe and inclusive classroom environment where all pupils learn and make progress
- Provides advice and guidance, helping mentees to understand and fulfil their wider professional responsibilities

Professional Behaviours
- Critically evaluates and reflects on their own teaching and mentoring practice
- Is committed to engaging in relevant, career-long professional learning and encourages mentees to do the same
- Exhibits and encourages collegiality by supporting, and learning from, others
- Models high standards of professionalism and encourages this in mentees
- Engages critically with research and evidence and encourages others to do the same

What you can expect of your mentee

The student teacher will:

- behave in a professional manner;
- work within the legal and ethical framework and ethos of the profession;
- respect confidentiality when dealing with professional activities;
- respond appropriately to advice from their progress tutor, college or university tutors & workplace mentors.
- monitor their professional development against the Professional Standards
- develop professional competence in working in line with these standards;
- maintain records on PebblePad
- store written records of mentor and tutor feedback on PebblePad
- store written records of mentor discussions, mentor reflection sheets and contact log, in PebblePad;
- seek and respond appropriately to professional advice, and regularly discuss progress
- engage in wider professional activities as appropriate.

Responsibilities related to teaching practice

The student teacher will:

- ➢ agree observation dates with their mentor and tutor/s in good time;
- ➢ at the planning stages work collaboratively with the course tutor (who may be their mentor) and agree the topic/content and learning outcomes to be taught;
- ➢ make sure that they show the course tutor / their mentor their intended lesson plan and resources in sufficient time for alterations to be made, if necessary;
- ➢ make sure that the content of their lesson plans conform to the standard requirements identified in the programme handbook;
- ➢ remember that the most important aspect of the lesson is how their learners learn.

Contracting and Mentorship

In order to get the most out of the mentoring process the mentor and mentee should agree the boundaries, expectations and practicalities of how it will work from the very beginning. These are often referred to as 'contracting' and such an initial discussion can help to clarify understanding of how the mentoring process will unfold and is a valuable opportunity to build rapport.

Questions to consider at contracting are:
- How do we ensure confidentiality: mentor, mentee and students?
- Who is responsible for what in the relationship? What are the requirements for each module in the programme for example, the timescale for observations and teaching hour completion?
- How long do we expect it to last, for the duration of the ITT programme or longer?
- How often will we meet, for how long and where?
- How formal will we want it to be?
- What degree of informal support is practical?

(Adapted from Wallace and Gravells, 2007: 27)

Mentoring Models

There are many mentoring models, yet no mentoring relationship follows a set, pre-defined path. Mentoring is an artisan craft, not a technician box-ticking exercise, which is why there is no one size fits all. However, at the University of Sunderland, we follow some recent research from the National Institute of Teaching (2023) when we consider being an adaptive and responsive mentor. Moore (2019) proposes that there are five stages of teacher development:

1. Novice

2. Advanced beginner

3. Competent

4. Proficient

5. Expert

There are also three approaches to mentoring:

Type 1: Hierarchical-transmission mentoring and coaching – characterised by the mentee positioned as protégé and the mentor as expert, with a focus on inducting the mentee into the norms and practices of the school, improving the mentee's performance and ensuring that they meet and act in accordance with externally prescribed standards.

Type 2: Nonevaluative-developmental mentoring and coaching – characterised by relatively non-directive mentors supporting mentees as they find their own solutions to issues they encounter, and by a greater emphasis on professional growth and building on mentees' strengths.

Type 3: Collaborative-transformative mentoring and coaching – characterised by the mentor and mentee engaged in a collaborative, reciprocal, equal-status relationship, in which challenges to the status quo (e.g. organisational norms and practices) are encouraged.

As mentors, we need to adapt our mentoring to suit the stage that our trainee may be at. As a novice and advanced beginner, trainees may need more guided instruction, more worked examples and modelling from you, as well as deliberate practice. At this stage you may also need to help them formulate targets and articulate the 'how' they may improve as well as the 'what' and 'why.' As they move through the novice to expert continuum, you may reduce the scaffolding and take more of a dialogic approach, where you use probing questions to help them become critically reflective practitioners. As they move towards expertise, you will take more of an educative mentoring approach, where you work in collaboration as professionals in a reciprocal mentoring relationship. All trainees come with their own prior knowledge and experience, so you will need to be adaptive and responsive in your approach. This might look like this:

A move towards responsive mentoring

•If that happened to me, I would…
•I tried this strategy in my classroom and it worked…
•You can look for help with this by going to…

•When that happened to me, I handled it this way…What would you do?
•Let's think about how we can change instruction to impact Frankie's writing.
•Okay, so tell me what strategies you used in that situation. I will jump in with my ideas, too!

•How will you know whether the students met your goals for the lesson?
•If you were to repeat the lesson, what would you do differently and why?
•Let's take a look at your student data. What does it tell you?

Directive mentoring   **Collaborative mentoring**   **Reflective mentoring**

Additional Mentor Support

In addition to the training events outlined in the calendar and the high leverage mentoring action videos, mentors will also receive Passports, with the university focus in and suggestions of high leverage mentoring activities that mentors could do to help trainees develop, which are linked to their learning in university. An example of one of these graphics from the PCET programme is displayed above.

Learning "how to"	Use formative assessment to address subject misconceptions and pitfalls	Check for prior knowledge and scaffold using questions and discussions	Mark effectively and provide high quality feedback
Clarifying "how to"	Discuss what effective assessment looks like in your subject specialism, identifying questioning techniques and formative assessment to address misconceptions and knowledge from prior learning. Furthermore, provide high-quality feedback and having the opportunity to engage with marking and target setting		
Building "how to"	Discuss with mentor	Analyse artefacts	Rehearsal	Putting into practice

Engaging in Research:

⭐ Christodoulou, D. (2017). *Making Good Progress: The Future of Assessment for Learning*. Oxford: OUP

⭐ Wiliam, D. (2017) *Assessment, marking and feedback*. In Hendrick, C. and McPherson, R. (Eds.) *What Does This Look Like in the Classroom? Bridging the gap between research and practice*. Woodbridge: John Catt

Further Reading:

- Hattie, J. and Timperley, H. (2007). 'The Power of Feedback', Review of Educational Research. 77(1), 81-112
- Jones, K. (2021). Wiliam & Leahy's Five Formative Assessment Strategies in Action. United Kingdom: Global Book Sales
- Torbrand, P. (2014). 'Action research – questioning techniques in the FE sector: a qualitative study', Research in Teacher Education. 4(1)
- Wisniewski, B., Zierer, K. and Hattie, J. (2020) 'The Power of Feedback Revisited: A Meta-Analysis of Educational Feedback Research', Frontiers in Psychology. 10, 1-14

These will save busy mentors time as they can be used and employed with little preparation.

In addition, the Teacher Development Mentor Lead, Haili Hughes will hold a weekly drop in every Monday during term time, from 4-5pm. Mentors are welcome to drop in and ask any questions, or to ask advice. Should you wish to attend please email haili.hughes@sunderland.ac.uk and she will send you an invitation. Alternatively, the link to the meeting is here.
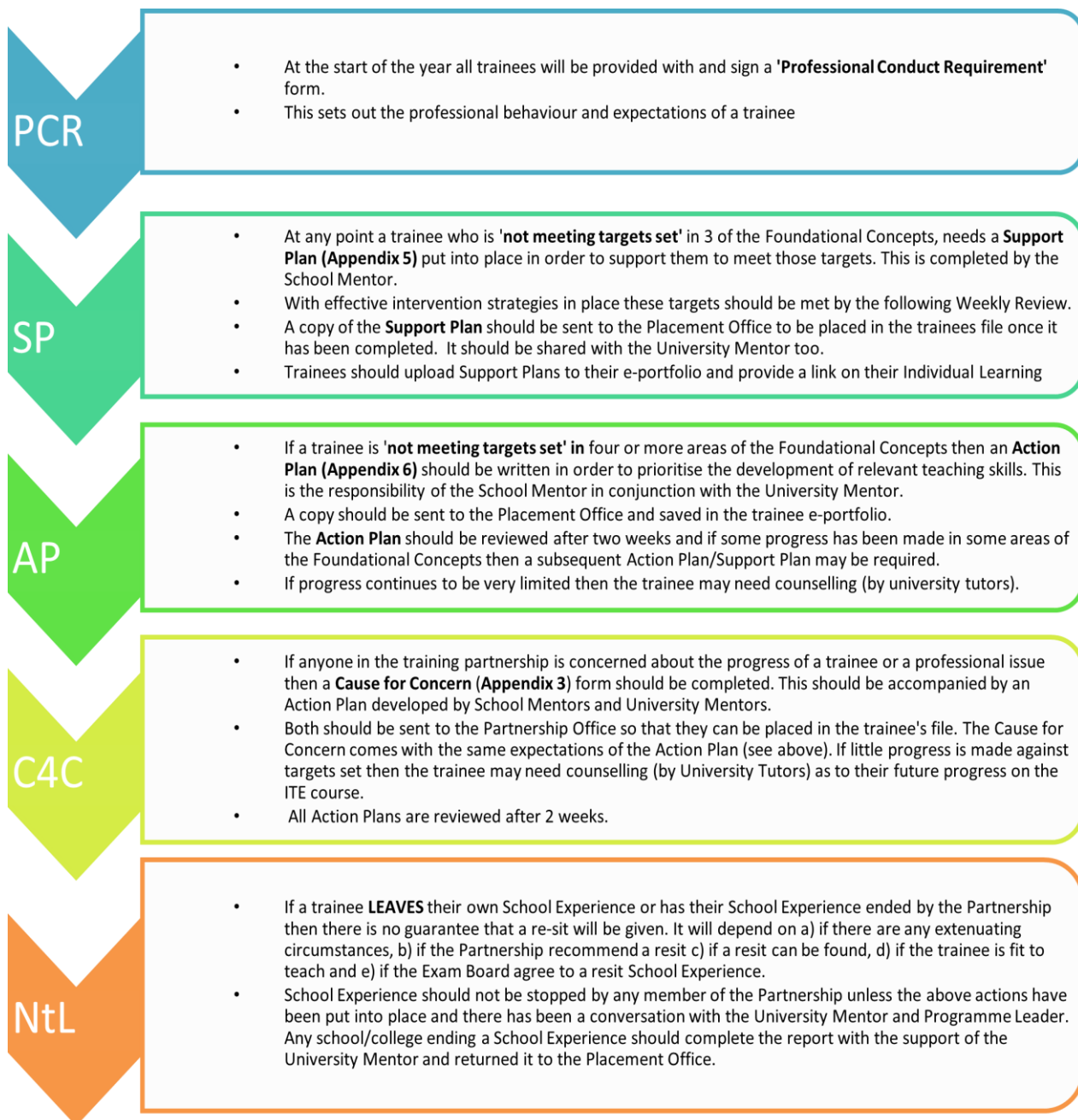
Mentoring a challenging trainee: Interventions

From time to time, trainees need varying degrees of support. These will be identified during the Weekly Review

meetings and/or during tripartite meetings.

Where there are concerns about a trainee's progress against their targets and/or their impact on pupil progress, support and intervention are needed to move the trainee forward. The flow chart below outlines the procedure for those trainees who are working towards the expectations at the specific phase of their School Experience as outlined below.

PCR
- At the start of the year all trainees will be provided with and sign a **'Professional Conduct Requirement'** form.
- This sets out the professional behaviour and expectations of a trainee

SP
- At any point a trainee who is **'not meeting targets set'** in 3 of the Foundational Concepts, needs a **Support Plan (Appendix 5)** put into place in order to support them to meet those targets. This is completed by the School Mentor.
- With effective intervention strategies in place these targets should be met by the following Weekly Review.
- A copy of the **Support Plan** should be sent to the Placement Office to be placed in the trainees file once it has been completed. It should be shared with the University Mentor too.
- Trainees should upload Support Plans to their e-portfolio and provide a link on their Individual Learning

AP
- If a trainee is **'not meeting targets set' in** four or more areas of the Foundational Concepts then an **Action Plan (Appendix 6)** should be written in order to prioritise the development of relevant teaching skills. This is the responsibility of the School Mentor in conjunction with the University Mentor.
- A copy should be sent to the Placement Office and saved in the trainee e-portfolio.
- The **Action Plan** should be reviewed after two weeks and if some progress has been made in some areas of the Foundational Concepts then a subsequent Action Plan/Support Plan may be required.
- If progress continues to be very limited then the trainee may need counselling (by university tutors).

C4C
- If anyone in the training partnership is concerned about the progress of a trainee or a professional issue then a **Cause for Concern** (**Appendix 3**) form should be completed. This should be accompanied by an Action Plan developed by School Mentors and University Mentors.
- Both should be sent to the Partnership Office so that they can be placed in the trainee's file. The Cause for Concern comes with the same expectations of the Action Plan (see above). If little progress is made against targets set then the trainee may need counselling (by University Tutors) as to their future progress on the ITE course.
- All Action Plans are reviewed after 2 weeks.

NtL
- If a trainee **LEAVES** their own School Experience or has their School Experience ended by the Partnership then there is no guarantee that a re-sit will be given. It will depend on a) if there are any extenuating circumstances, b) if the Partnership recommend a resit c) if a resit can be found, d) if the trainee is fit to teach and e) if the Exam Board agree to a resit School Experience.
- School Experience should not be stopped by any member of the Partnership unless the above actions have been put into place and there has been a conversation with the University Mentor and Programme Leader. Any school/college ending a School Experience should complete the report with the support of the University Mentor and returned it to the Placement Office.

Appendices

Appendix A: The Professional Standards

Department for Education

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: https://www.gov.uk/government/publications/teachers-standards

Appendix B: The ETF Standards

Professional Standards
for Teachers and Trainers in Education and Training

EDUCATION & TRAINING
FOUNDATION

PROFESSIONAL VALUES & ATTRIBUTES

Develop your own judgment of what works and does not work in your teaching and training.

1. Reflect on what works best in your teaching and learning to meet the diverse needs of learners.
2. Evaluate and challenge your practice, values and beliefs.
3. Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge.
4. Be creative and innovative in selecting and adapting strategies to help learners to learn.
5. Value and promote social and cultural diversity, equality of opportunity and inclusion.
6. Build positive and collaborative relationships with colleagues and learners.

PROFESSIONAL KNOWLEDGE & UNDERSTANDING

Develop deep and critically informed knowledge and understanding in theory and practice.

7. Maintain and update knowledge of your subject and/or vocational area.
8. Maintain and update your knowledge of educational research to develop evidence-based practice.
9. Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence.
10. Evaluate your practice with others and assess its impact on learning.
11. Manage and promote positive learner behaviour.
12. Understand the teaching and professional role and your responsibilities.

PROFESSIONAL SKILLS

Develop your expertise and skills to ensure the best outcomes for learners.

13. Motivate and inspire learners to promote achievement and develop their skills to enable progression.
14. Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment.
15. Promote the benefits of technology and support learners in its use.
16. Address the mathematics and English needs of learners and work creatively to overcome individual barriers to learning.
17. Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge.
18. Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement.
19. Maintain and update your teaching and training expertise and vocational skills through collaboration with employers.
20. Contribute to organisational development and quality improvement through collaboration with others.