**The Exeter Mentor Curriculum Unit 1 (General Mentoring Development)**

**Pre-Accreditation Matrix**

Unit 1 consists of 10 hours of General Mentoring Development. Mentors completing the Exeter Mentor Curriculum will complete their 10 hours by completing 10 NASBTT Mentor Development Modules.

Mentors who have completed the ECF Mentor Curriculum or the NPQLTD will be able to pre-accredit up to six modules/hours as highlighted on the following matrix.

Mentors will be able to record these six hours plus the additional four hours completed via NASBTT on the Individual Development Portfolio (IDP) once they access this from the autumn term 2024.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **NASBTT Mentor Development Modules (1 hour equivalent)** | **NPQ - LEADING TEACHER DEVELOPMENT** | **ECF MENTOR TRAINING - TEACH FIRST** | **ECF MENTOR TRAINING - AMBITION INSTITUTE** | **ECF MENTOR TRAINING - EDT** | **ECF MENTOR TRAINING - BEST PRACTICE NETWORK** | **ECF MENTOR TRAINNG - UCL** | **ECF MENTOR TRAINNG - CAPITA** |
|  |
| **Understanding the CCF****(compulsory)** | Part 1 of LTD Framework'Participants will be effective teachers who apply a range of knowledge and skills to teaching, including those set out in the Early Career Framework' | Understand the ECF and the TF ECF programme. | Term 1 – Mentor OrientationConference 1 - Mentors will: Understand the ECF and implications for them and their school | Block 1 – Establishing a positive climate for learning. Establishing your mentor-mentee partnership. The origins of the ECF. The important role of mentors.  | Year 1 – term 1a -Understand the ECF, ONSIDE mentoring model, the importance of the mentor, programme and curriculum, preparing to succeed | Who your Lead Provider isWhat the Early Career Framework isHow the UCL Early Career Framework Programme supports Early Career Teachers (ECTs) | To establish a  clear understanding of the Early Career Framework |
| **Mentoring deliberately****(compulsory)** | LTD Framework:Learn that: 2.2, 2.3, 2.6, 2.7Learn how to: 2a, 2c, 2k, 2lLTD Framework:Learn that: 2.8, 2.9, 3.4Learn how to: 3g | Year 1 - Moving from novice to expert (seminar)Year 1 – half term 1a Mentoring to develop strong relationships (seminar).Year 1 – term 4 –Supporting with wellbeing and workloadrecovery | Conference 1:Understand the principles underpinning the programme’Make sense of’ instructional coaching.Reflect and plan to implement the programme from September | Term 2 Block 3:Using the instructional coaching method to support ECTs in the classroom.Block 1: Establishing a positive climate for learningEstablishing your mentor-mentee partnership | Year 1 -term 1b Understand the role of the mentor and using the ONSIDE mentoring model.Reflect on impact of mentoring model. | An introduction to the key features of our approach to mentoring.Understanding the principles of ONSIDE mentoringUnderstanding the role | Introduction to mentor methodologyTo understand how to structure an effective coaching conversationCoaching conversations modelsThe role of self-awareness in developing expertise and SDT |
| **Mentoring or coaching**  | LTD Framework: Learn that: 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 2.9, 3.1, 3.2, 4.6, 4.8 Learn how to: 2c, 2d, 2e, 2g, 2h, 3b, 3c, 3d, 3f, 3g, 3h, 3i, 3j, 3k, 3l, 3n | Year 1 - Instructional coaching and deliberate practice (seminar).  | Conference 1: ’Make sense of’ instructional coachingReflect and plan to implement the programme | Block 1: The important role of mentors.  Block 3: What is effective teaching? · apply it in the classroom Year 2: Coaching Practice | Mentor skills and knowledge  Deep understanding of mentoring skills, the ONSIDE model and mentoring  | Educative mentoring and the role of the mentor.Educative mentoring and learning conversationsSupporting ECTs through PractitionerInquiry | Introduction to mentor methodology.  Understand how to identify the target with the highest impact on ECT development |
| **Deliberate Practice**  | LTD Framework: Learn that: 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 2.9, 3.1, 3.2, 4.6, 4.8 Learn how to: 2c, 2d, 2e, 2g, 2h, 3b, 3c, 3d, 3f, 3g, 3h, 3i, 3j, 3k, 3l, 3n | Year 1 term 3 – Not all practice is equal. Understand the importance of deliberate practice in teacher development. | Year 1 - half term 3 or 4Mentors build mental models of deliberate practice  | Half term 1: Introducing Deliberate PracticeHalf term 2 onwards:Embedding Deliberate Practice |  Module 1: enabling pupil learning, In Year 2, inquiry-based research   |   | Introduction to mentor methodologySimulation of a deliberate practice session |
| **Observing your mentee**  | LTD Framework:Learn that: 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 2.9, 3.1, 3.2, 4.6, 4.8Learn how to: 2c, 2d, 2e, 2g, 2h,3b, 3c, 3d, 3f, 3g, 3h, 3i, 3j, 3k, 3l, 3n | Year 1 half term 1- improving Instruction  Year 1 – term 2a – Precise actions and shared language.  | Effective action steps and how to make them effective.   | Block 7: Establishing a positive climate for learning  | Year 2 – Understand the practitioner inquiry model and how this connects with the mentoring model.  Year 2 – term 3. Reflect on impact of mentoring across the programme  |  Module 3 How observation can contribute to the development of an ECT.  | Applying criteria and identifying the highest leverage action step.Co-constructing success criteria that will support ECTs to meet their action step. |
| **Difficult conversations** | LTD Framework:Learn that: 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 2.9, 3.1, 3.2, 4.6, 4.8Learn how to: 2c, 2d, 2e, 2g, 2h,3b, 3c, 3d, 3f, 3g, 3h, 3i, 3j, 3k, 3l, 3n | Year 1 – term 5 Balancing support and challenge. | Practise scripting and running instructional coaching conversations to develop ECTs’ expertise.Reflect and plan to implement | Block 6: A people profession.Reflecting on the journey of your ECTBeyond the ECF | Understand the role of the mentor in the practitioner inquiryUnderstand the role of the mentor in the school visitsReflect on impact of mentoring across the programme. | OLC2What should I challenge? When should I support? Developmental lesson observations. Supporting the ECT.What does challenge mean and how do we use it? | To consider challenges that ECTs might face in working through their ECF programme  and how coaching conversations support ECTs to stay on track |
| We will be working with schools, providers and the Teaching School Hubs to add to this matrix over 24/25 with a particular focus on mapping local providers’ mentoring curriculum to enable schools to work with multiple providers and pre-accredit their learning.  |