

by nctem 2 months ago

Supporting trainee teachers: how best to give constructive feedback as a mentor or host?

Summary of the #mathscpdchat discussion held on 6 February - hosted by @Arithmaticks



Kathryn
@Arithmaticks

Good evening all - welcome to #mathscpdchat. As always a few ground rules: 1. Please put the hashtag #mathscpdchat in your replies to ensure they are included in the official record. 2. To avoid breaking that official record, please do not tweet any polls with the hashtag!



2 MONTHS AGO



Kathryn
@Arithmaticks

Tonight we are talking about the best ways to support trainee teachers, be that as a host teacher or mentor. This one is quite broad so input from other subjects is most definitely welcome, though a maths spin may/will be added!! #mathscpdchat



2 MONTHS AGO

What is key to helping a trainee develop as a teacher?



Kathryn
@Arithmaticks

Let's get going then - as a mentor/host teacher what do you think is key to helping a trainee develop as a teacher? #mathscpdchat



2 MONTHS AGO



Mr Bracewell
@BracewellMr

@Arithmaticks Week job number 1 should be to get them on twitter to engage with content like this #mathscpdchat



2 MONTHS AGO



Kathryn
@Arithmaticks

This is what @mathsonthebrain and @mmm___aths did for me and I am eternally grateful!
#mathscpdchat twitter.com/BracewellMr/st...



2 MONTHS AGO



Martyn □□
@martynyeouk

@Arithmaticks Getting them to see that they dont have to be able to do everything all at once...they are on a journey #mathscpdchat



2 MONTHS AGO



Mr Bracewell
@BracewellMr

@Arithmaticks I introduced 4 NQTs to twitter today, non of them knew you could get really good CPD from bus and interactions through twitte #mathscpdchat



2 MONTHS AGO

How to help them prioritise?



Kathryn
@Arithmaticks

@martynyeouk How do you help them to prioritise so that one day they can do 'everything at once'? :) #mathscpdchat



2 MONTHS AGO



Mr Bracewell
@BracewellMr

@Arithmaticks @martynyeouk Should we ever do everything all at once? Some days some things are need some days they aren't #mathscpdchat



2 MONTHS AGO



Miriam
@mathsonthebrain

@Arithmaticks Letting them find their style, forcing yours on them soon stops working! #mathscpdchat



2 MONTHS AGO



Martyn □□
@martynyeouk

@Arithmaticks I wish I was doing 'everything' ! I do my best to keep some of the other things off their backs so they dont even know. RQT at my school is now realising all the things i was doing for her...#mathscpdchat



2 MONTHS AGO

How do you know where is best to start with targets?



Kathryn
@Arithmaticks

In my training, target setting was key - how do you know where is best to start with targets?
[#mathscpdchat](#)



2 MONTHS AGO

How do you stop the 'I would have done...' feelings?



Kathryn
@Arithmaticks

[@mathsonthebrain](#) Oooh lovely point - I think I was lucky with my first student teacher as we had similar styles but one to consider in the future. How do you stop the 'I would have done...' feelings? [#mathscpdchat](#)



2 MONTHS AGO



Miriam
@mathsonthebrain

[@Arithmaticks](#) I've said this before but a rule I've adopted is: 1 target to implement the very next lesson 1 target to implement the next time you teach the topic and 1 target for over time
[#mathscpdchat](#)



2 MONTHS AGO



Kathryn
@Arithmaticks

[@BracewellMr](#) [@martynyeouk](#) I meant it more as a statement of things becoming more second nature than anything - my targets often led to this in my ITT/NQT. Eventually targets from the start are barely thought of a year or two down the line, we just do them! [#mathscpdchat](#)



2 MONTHS AGO

How do you ensure the feedback is developmental?



Kathryn
@Arithmaticks

[@gatewaywarks](#) [@martynyeouk](#) How do you ensure the feedback is something that is developmental? [#mathscpdchat](#)



2 MONTHS AGO



Kathryn
@Arithmaticks

[@mathsonthebrain](#) I've taken this on board very much with my current trainee - works well.
[#mathscpdchat](#)



2 MONTHS AGO



Mr Bracewell
@BracewellMr

@Arithmaticks Observation must be key, work on basics such as introducing a topic at an accessible level 4 all Ss could be a good start #mathscpdchat

2 MONTHS AGO



Kathryn
@Arithmaticks

@BracewellMr Is this something you do with joint planning? #mathscpdchat

2 MONTHS AGO



Teaching Resources
@Resour1Teaching

@Arithmaticks @PardoeMary Stepping back and letting them learn from mistakes (obviously not catastrophic ones), sometimes it is easier to step in to try and solve an issue but they won't learn from that as the lesson is someone is always there to correct any issues #mathscpdchat

2 MONTHS AGO



Miriam
@mathsonthebrain

@Arithmaticks Woops #mathscpdchat

2 MONTHS AGO



Kathryn
@Arithmaticks

Important to remember personality quirks of yours don't always fit with your trainees!
#mathscpdchat twitter.com/mathsonthebrai...

2 MONTHS AGO



Kathryn
@Arithmaticks

#mathscpdchat twitter.com/Resour1Teachin...


2 MONTHS AGO



Mr Bracewell
@BracewellMr

@Arithmaticks It could be, a good Q to ask is what do the Ss already know? That would make you think about preassessing topic content #mathscpdchat

2 MONTHS AGO




Gateway Alliance
@gatewaywarks

[@Arithmaticks](#) [@martynyeouk](#) For me it's about understanding the trainee, their strengths and the areas in which they feel less confident. Supporting them to build their confidence is key
[#mathscpdchat](#)


 2 MONTHS AGO


How does the level of support change over time/different placements?



Kathryn
@Arithmaticks


How does the level of support you give a trainee change over time/different placements?
[#mathscpdchat](#)


 2 MONTHS AGO



Miriam
@mathsonthebrain


[@Resour1Teaching](#) [@Arithmaticks](#) [@PardoeMary](#) I find this soooooo hard when it's my precious class but I'm getting better at it with each trainee! [#mathscpdchat](#)


 2 MONTHS AGO



Mr Shakespeare
@cshakespeare123


[@MathsAbul](#) Personally I think the balancing method is the way to go - very slowly. It will give strong foundations for future years and won't fall short when unknowns are on both side.
[#MathsCPDchat](#)

 2 MONTHS AGO




Sheena
@Sheena2907

[@Arithmaticks](#) Getting them to realise they are always going to be looking for ways to improve and as teachers we are constantly learning even if we are experienced [#mathscpdchat](#)


 2 MONTHS AGO

Trainees: what do you want from hosts/mentors?



Kathryn
@Arithmaticks

Any trainees out there? What do you want from us as hosts/mentors? [#mathscpdchat](#)

 2 MONTHS AGO



Kathryn
@Arithmaticks

Absolute key lesson - it's exactly what we're all doing here tonight! [#mathscpdchat](#)
twitter.com/Sheena2907/sta...



2 MONTHS AGO

Is there a difference in the trainee-host teacher relationship?



Kathryn
@Arithmaticks

Is there a difference in the trainee-host teacher relationship and the trainee-mentor one?
[#mathscpdchat](#)



2 MONTHS AGO



Teaching Resources
@Resour1Teaching

[@mathsonthebrain](#) [@Arithmaticks](#) [@PardoeMary](#) It's extremely hard sometimes to stop from just doing a little thing as they're your class and you want it to go well, also often the little things that create the bigger picture though isn't it [#mathscpdchat](#)



2 MONTHS AGO



Kathryn
@Arithmaticks

[#mathscpdchat](#) twitter.com/danieltybrown/...



2 MONTHS AGO



dannytybrown
@danieltybrown

[@Arithmaticks](#) The thing that I have found most successful is working on John Mason's Discipline of Noticing [#mathscpdchat](#)



2 MONTHS AGO

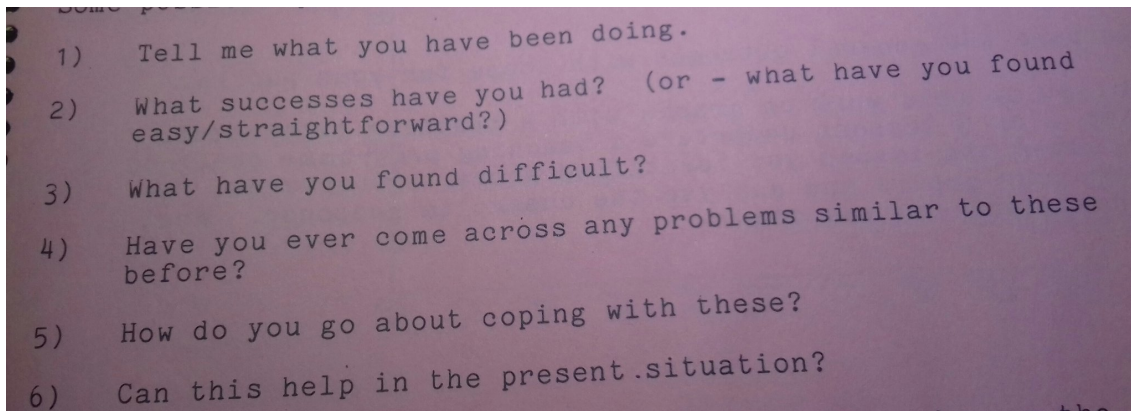


Kathryn
@Arithmaticks

[@danieltybrown](#) How does this help you and them with their development? [#mathscpdchat](#)



2 MONTHS AGO



Help them to reflect on what they do. EG ask questions about what happened in a lesson that you were also in. Ask questions that you might also ask pupils! [#mathscpdchat](#)
pic.twitter.com/FwFx9bEKxK

 MARY PARDOE @PARDOEMARY · 2 MONTHS AGO



Kathryn
 @Arithmaticks

[@danieltybrown](#) Tell us more! [#mathscpdchat](#)

 2 MONTHS AGO



dannytybrown
 @danieltybrown

[@Arithmaticks](#) Well, it certainly helps me... change (or development or whatever you want to call it) is a very tricky thing, David Pimm once said that we should not talk lightly about it, let alone expect it [#mathscpdchat](#)

 2 MONTHS AGO



Miriam
 @mathsonthebrain

[@Arithmaticks](#) The host teacher is less responsible for the overall progress of the trainee so they may not look at the bigger picture. The focus is on improving with the specific class. Mentors have to consider TS8 for example and any professionalism issues [#mathscpdchat](#)

 2 MONTHS AGO



dannytybrown
 @danieltybrown

[@Arithmaticks](#) You'd have to read the book. [#mathscpdchat](#)

 2 MONTHS AGO



Kathryn
@Arithmaticks

I asked this question a little while ago to edu-Twitter in general. Here are the responses:
[#mathscpdchat twitter.com/Arithmaticks/s...](#)

2 MONTHS AGO



Kathryn
@Arithmaticks

I understand where you are coming from, but surely you must do something to help your trainees in general? What if they WANT to change something? [#mathscpdchat twitter.com/danieltybrown/...](#)

2 MONTHS AGO



Gateway Alliance
@gatewaywarks

[@Arithmaticks](#) In my experience the host teacher models effective practice, with lots of opportunities for dialogue about specific aspects of practice whereas the mentor often takes a more strategic view of the trainees development over time and signposting to support
[#mathscpdchat](#)

2 MONTHS AGO



Kathryn
@Arithmaticks

[#mathscpdchat twitter.com/danieltybrown/...](#)

2 MONTHS AGO



dannytybrown
@danieltybrown

[@PardoeMary](#) These are nice questions; the ones about 'coping' in similar situations are very interesting for me, where are they from [@PardoeMary](#)? [#mathscpdchat](#)

2 MONTHS AGO

How involved should a host teacher be with a trainee's lesson planning?



Kathryn
@Arithmaticks

How involved should a host teacher be with lesson planning with a trainee? [#mathscpdchat](#)

2 MONTHS AGO



Kathryn
@Arithmaticks

@danieltybrown @PardoeMary They're very nice questions to help us all to reflect actually!
#mathscpdchat

2 MONTHS AGO



Kathryn
@Arithmaticks

#mathscpdchat twitter.com/MrTankMaths/st...

2 MONTHS AGO



dannytybrown
@danieltybrown

What is important in helping learners learn (mathematics)? What parallels are there in helping teachers research their practice? #mathscpdchat

2 MONTHS AGO



Martyn ☐☐
@martynyeouk

@Arithmaticks That's a part I sometimes struggle to let go off #mathscpdchat

2 MONTHS AGO



Kathryn
@Arithmaticks

@MrTankMaths This is a hard one when you first start - you are very focussed on what you do and how, and having the students do SOMETHING, over considering the lesson as a whole. I found my first ever fractions lesson last year and it was awful for all of those reasons!
#mathscpdchat

2 MONTHS AGO



Kathryn
@Arithmaticks

@martynyeouk I can understand that - I love a good lesson planning session! #mathscpdchat

2 MONTHS AGO



dannytybrown
@danieltybrown

[@Arithmaticks](#) I'm always very wary of EBIs, or targets, or whatever. [#mathscpdchat](#). If someone wants to become more sensitised to something in their practice, they will do it, or not, regardless of whether there is a target.



2 MONTHS AGO



Mr Tank
@MrTankMaths

[@Arithmaticks](#) True. This comes into play usually early in the 2nd term. [#mathscpdchat](#)



2 MONTHS AGO



Kathryn
@Arithmaticks

The perspective of a trainee (an excellent one, may I add 😊) [#mathscpdchat](#)
twitter.com/missmarsdenmat...



2 MONTHS AGO



Kathryn
@Arithmaticks

2/2 [#mathscpdchat](#) twitter.com/missmarsdenmat...



2 MONTHS AGO



Mary Pardoe
@PardoeMary

[@danieltybrown](#) They are in a very old ATM booklet with the title 'Teaching Styles: a response to Cockcroft 243'. [#mathscpdchat](#)



2 MONTHS AGO



Martyn ☐☐
@martynyeouk

[@Arithmaticks](#) And its a part i feel i have a deep knowledge of as understand the curriculum and my class. But always interesting to hear students alternative ideas... [#mathscpdchat](#)



2 MONTHS AGO

**Emmaface**

@emmaemma53

@mathsonthebrain @Arithmaticks Yes, and helping them to see which things of yours they should be copying and which things are your style but might not be theirs. Kids know when you're not being yourself! #mathscpdchat

 2 MONTHS AGO
**Jess**

@FortyNineCubed

@Arithmaticks The number one thing I wish I'd been asked more as a mentee is 'WHY did you choose that example/resource? etc.' Think it's really important for trainees to be able to explain their rationale - leads to good effective conversations. #mathscpdchat

 2 MONTHS AGO

How much of the support is pedagogical vs emotional?

**Kathryn**

@Arithmaticks

Following on from @missmarsdenmath 's reply... How much of the support you give is pedagogical vs emotional support as a mentor? #mathscpdchat

 2 MONTHS AGO
**Kathryn**

@Arithmaticks

An interesting take! #mathscpdchat [twitter.com/danieltybrown/...](https://twitter.com/danieltybrown/)

 2 MONTHS AGO
**Paul Rodrigo**

@PaulRodrigo2718

@PardoeMary Reflecting is such a crucial part of supporting NQTs. Importantly trainees should be aware that the feedback reflecting cycle is what helps you develop when the support is removed. Leading and scaffolded questions initially leading into more faded questions later #mathscpdchat

 2 MONTHS AGO
**Kathryn**

@Arithmaticks

@martynyeouk We were always encouraged to try something new, and often something someone else does makes you think 'oh I wouldn't have done that but it was great' - trainees' lessons are no different in that respect :) #mathscpdchat

 2 MONTHS AGO



Emmaface

@emmaemma53

@Arithmaticks Getting them to focus on what Ss are LEARNING rather than DOING
#mathscpdchat



2 MONTHS AGO



dannytybrown

@danieltybrown

@Arithmaticks What I say I say from my own experience. #mathscpdchat



2 MONTHS AGO



Mr Tank

@MrTankMaths

@SamsonAbayomi7 follow the #mathscpdchat tonight. Lots of insight for trainee teachers. And lots of people making great points.



2 MONTHS AGO



Kathryn

@Arithmaticks

@emmaemma53 @mathsonthebrain This is one of the big things I learned in my NQT - my mentor is SO different to me. I picked up his questioning habits and so on, but I quickly learned that his level of 'banter' was not something I would ever achieve! #mathscpdchat



2 MONTHS AGO



Jess

@FortyNineCubed

@emmaemma53 @Arithmaticks On that note: 'what were the students thinking about at that point in the lesson? How do you know?' #mathscpdchat



2 MONTHS AGO



dannytybrown

@danieltybrown

One of the most important things we did as a department was spend a lot of time talking about our (shared) educational values, and how these might manifest in our classrooms.

#mathscpdchat



2 MONTHS AGO



Kathryn
@Arithmaticks

The same question we always ask students in the classroom... why not student teachers too?
[#mathscpdchat](#) twitter.com/FortyNineCubed...

2 MONTHS AGO



Paul Rodrigo
@PaulRodrigo2718

[@martynyeouk](#) [@Arithmaticks](#) Focusing on little bits one at a time over sequences of lessons I think is incredibly helpful as well. Different foci every other lesson may result in less
“powerful” reflection after those lessons as you’ve just got the one to judge
[onmathscpdchat](#)

2 MONTHS AGO



Martyn □□
@martynyeouk

[@Arithmaticks](#) I did exactly that today. I had 16 initial teacher students from [@gatewaywarks](#) in my classroom watching maths and i asked them to find one thing they want to try tomorrow and one thing they know wouldnt work for them...very interesting [#mathscpdchat](#)

2 MONTHS AGO



Kathryn
@Arithmaticks

Is having a bank like this useful? Or does it mean we're being less personal about it? I'm undecided! [#mathscpdchat](#) twitter.com/CantabKitty/st...

2 MONTHS AGO



Mr Tank
@MrTankMaths

[@Arithmaticks](#) One of my favourite tasks as a mentor is to have a trainee plan and deliver a lesson by themselves. And then we critically analyse both plan and lesson side by side afterwards. [#mathscpdchat](#)

2 MONTHS AGO



Kathryn
@Arithmaticks

Ensuring a balance of the "good" & "bad" is important. And remembering that the "bad" needs the support to improve and become "good". [#mathscpdchat](#) twitter.com/missmarsdenmat...

2 MONTHS AGO



Kathryn
@Arithmaticks

YES! [#mathscpdchat](#) [twitter.com/emmaemma53/sta...](https://twitter.com/emmaemma53/status/968888888888888888)

2 MONTHS AGO



Mary Pardoe
@PardoeMary

[@Arithmaticks](#) [@danieltybrown](#) Yes. What we want trainee teachers to reflect on in order for them to modify ways they act are the same kinds of things that when we reflect on them help us. [#mathscpdchat](#)

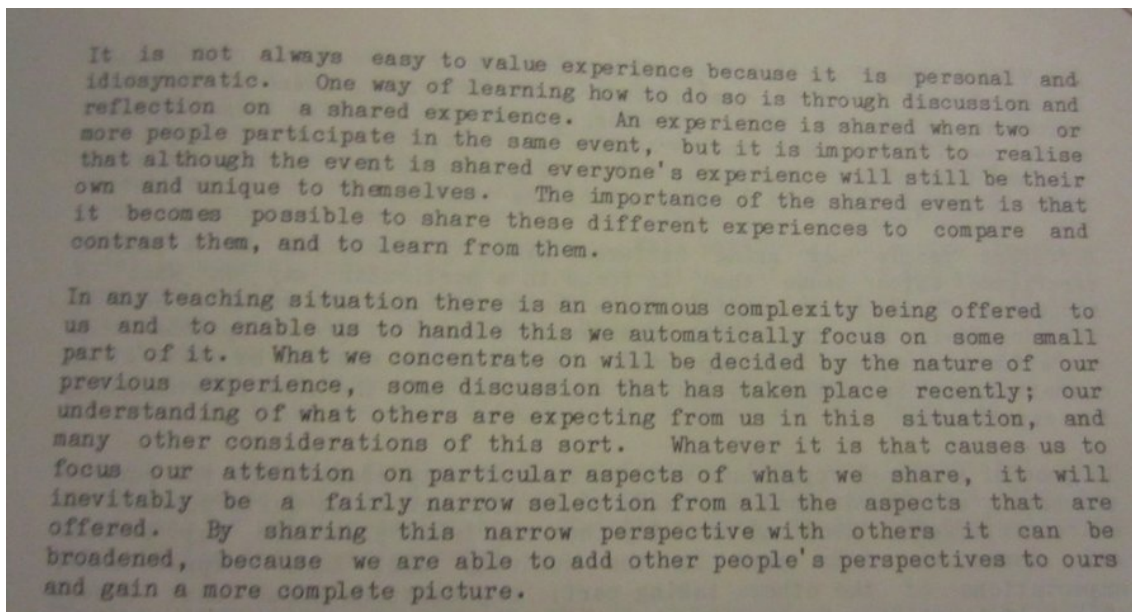
2 MONTHS AGO



Kathryn
@Arithmaticks

[@danieltybrown](#) Not knocking it at all - I just find it interesting as it's not my first thoughts on it. I think I agree - my PM targets that engage me most are the ones that are things I already want to improve. [#mathscpdchat](#)

2 MONTHS AGO



We (as a department) found validation - sharing accounts of our experience, without explaining away or having a whinge, without making judgements or giving unsolicited advice as far as was possible, very useful. Summarised here by David Sturgess 'Working Together' [#mathscpdchat](#) pic.twitter.com/V5VA4jUoAF

DANNYTYBROWN @DANIELTYBROWN · 2 MONTHS AGO



Paul Rodrigo
@PaulRodrigo2718

[@mathsonthebrain](#) [@Arithmaticks](#) Different teachers develop different teaching styles as their career progresses (I'm still finding mine as NQT+2) but encouraging trainees to prioritise certain aspects and discussing why they consider those the most important can help them develop their confidence [#mathscpdchat](#)

2 MONTHS AGO



Kathryn
@Arithmaticks

[@PaulRodrigo2718](#) [@martynyeouk](#) Seeing progress over time is what ITT is all about :) but having the focus if you need it is also useful! [#mathscpdchat](#)

2 MONTHS AGO



Rufus
@RufusWilliam

[@Arithmaticks](#) [#mathscpdchat](#) Getting them to think of themselves as the best resource in the room

2 MONTHS AGO



Sheena
@Sheena2907

Another key thing is looking at the difference between pedagogy and subject knowledge. It's OK knowing how to answer a question but how will you teach it and what do the ss need to learn. [#mathscpdchat](#)

2 MONTHS AGO



Kathryn
@Arithmaticks

I like this - gives you chance to pull it to pieces as a little run through before the fact. I've often planned something and then when I've got to the lesson, the execution wasn't as I'd thought. Irons out the wrinkles! [#mathscpdchat](#) twitter.com/MrTankMaths/st...

2 MONTHS AGO



Kathryn
@Arithmaticks

This just made me do a really sharp intake of breath. YES! [#mathscpdchat](#) twitter.com/RufusWilliam/s...

2 MONTHS AGO



Martyn □□
@martynyeouk

#mathscpdchat [twitter.com/katiecusworth/...](https://twitter.com/katiecusworth/)



2 MONTHS AGO



Kathryn
@Arithmaticks

Trainee perspective #2 😊 #mathscpdchat [twitter.com/KatieCusworth/...](https://twitter.com/KatieCusworth/)



2 MONTHS AGO



Kathryn
@Arithmaticks

#mathscpdchat [twitter.com/RMcstravick/st...](https://twitter.com/RMcstravick/)



2 MONTHS AGO



Paul Rodrigo
@PaulRodrigo2718

@FortyNineCubed @Arithmaticks And also why did you decide to do what you did at 'that point' of the lesson? Sometimes you have *crucial moments* where a certain resource/activity/instruction sends the lesson in a completely different direction.

#mathscpdchat



2 MONTHS AGO



Kathryn
@Arithmaticks

A reminder in the last 10 mins to make sure you are using #mathscpdchat in all replies! Thank you 😊



2 MONTHS AGO



Kathryn
@Arithmaticks

This method seems to have come up a few times - again, learning from mistakes and experience. #mathscpdchat [twitter.com/missmarsdenmat...](https://twitter.com/missmarsdenmat/)



2 MONTHS AGO



Kathryn
@Arithmaticks

@CantabKitty @BracewellMr I know FB is big for primary! #mathscpdchat



2 MONTHS AGO



dannytybrown
@danieltybrown

If anyone would like a copy of this, I'm sure it would be acceptable to send a copy, as (a) it is brilliant, and (b) it is no longer available? This is [@PardoeMary](#)'s copy, which I am very grateful to be borrowing on a rather long-term loan! (sorry Mary) [#mathscpdchat](#)
[twitter.com/danieltybrown/...](https://twitter.com/danieltybrown/)

2 MONTHS AGO



Miriam
@mathsonthebrain

[@Arithmaticks](#) With certain trainees this can be the biggest hurdle (especially in placement 1) and I have done lots of hand holding before- which I had to reign in as it became a crutch and they weren't making progress [#mathscpdchat](#)

2 MONTHS AGO



Bill Tongue
@mrtonguemaths

[@Arithmaticks](#) Giving them the opportunity to see a range of teaching from your dept, asking them to praise and critique honestly in order to help them to become better at reflecting on their own practice [#mathscpdchat](#)

2 MONTHS AGO



Sheena
@Sheena2907

[@emmaemma53](#) Also knowing the language and key words like vertically opposite etc. [#mathscpdchat](#)

2 MONTHS AGO



Kathryn
@Arithmaticks

This was a big lesson for me - maths is my "thing", but how do you communicate it to a class of 30 students who think it isn't and never will be theirs!? [#mathscpdchat](#)
twitter.com/Sheena2907/sta...

2 MONTHS AGO



Paul Rodrigo
@PaulRodrigo2718

[@Arithmaticks](#) [@martynyeouk](#) A particular focus I had (currently NQT+2) when I started at [@UoNSoE](#) was planning the start of the lesson as it's difficult to get it back if you've not got that. That was a focus of mine for ages and that helped other things to develop naturally. (1/2) [#mathscpdchat](#)

2 MONTHS AGO



dannytybrown
@danietybrown

So, my recommendations: 1. Read 'Discipline of Noticing' by John Mason 2. Read 'From Should to Could..' by David Pimm, available here: flm-journal.org/index.php?do=s... 3. Read 'Working Together' by David Sturges (DM me...) Then most importantly: implement them!

[#mathscpdchat](#)



2 MONTHS AGO



Paul Rodrigo
@PaulRodrigo2718

[@Arithmaticks](#) [@martynyeouk](#) And applying that same focus to different groups can give very different results and very different (and valuable!) reflections. (2/2) [#mathscpdchat](#)



2 MONTHS AGO



dannytybrown
@danietybrown

The most interesting/useful thing that can happen re: CPD is making it optional. [#mathscpdchat](#)



2 MONTHS AGO



Kathryn
@Arithmaticks

[#mathscpdchat](#) twitter.com/Sheena2907/sta...



2 MONTHS AGO



SteveL
@MaxTheMaths

. [@Arithmaticks](#) Lessons are learning led not resource led [#mathscpdchat](#)



2 MONTHS AGO



Katie Cusworth
@KatieCusworth

[@Arithmaticks](#) [@martynyeouk](#) I think it's useful as you gain experience through planning alongside them and talking about different approaches. Then it gives you the confidence to be able to implement their ideas as well as your own into your own planning. [#mathscpdchat](#)



2 MONTHS AGO

Your top tip for someone who's never been a mentor/host to an ITT student?



Kathryn
@Arithmaticks

Time flies when you're having fun! Only 5 mins left. What would be your top tip for someone who has never been a mentor or host teacher to an ITT before? #mathscpdchat

2 MONTHS AGO



Mr Tank
@MrTankMaths

@emmaemma53 @Arithmaticks #mathscpdchat

2 MONTHS AGO



Kathryn
@Arithmaticks

#mathscpdchat twitter.com/MrTankMaths/st...

2 MONTHS AGO



dannytybrown
@danieltybrown

@PaulRodrigo2718 @FortyNineCubed @Arithmaticks This is *very* good amazon.co.uk/Critical-Incid... on this. #mathscpdchat

2 MONTHS AGO



Miriam
@mathsonthebrain

@Sheena2907 This a 100 times! Thinking about explanations and exact vocab is massively under prioritised in general, too much focus on resourcing/time filling! #mathscpdchat

2 MONTHS AGO



Gateway Alliance
@gatewaywarks

@mrtonguemaths @Arithmaticks I think this is really useful, especially if the mentor is able to do a paired observation with the trainee (particularly in the early days) to provide a commentary on what they are seeing #mathscpdchat

2 MONTHS AGO



Rufus
@RufusWilliam

@Arithmaticks #mathscpdchat Be completely clear about your expectations. Don't assume the person will agree with you on anything.

2 MONTHS AGO



dannytybrown
@danietybrown

@Arithmaticks Again: I cannot change others, I can only work at changing myself.
#mathscpdchat

2 MONTHS AGO

I often get asked by new mentors how best to help trainees on placement in their departments. It can be daunting for many reasons – you want them to excel, you want them to have a good and supported experience, but you may be worried about how much work you have to put in and how much time you actually (don't) have. I thought I'd share some key ideas here.

1. Time

The most fundamental thing you need to give to a trainee is time. Time for them to develop, but also your own time to work with them. They are unlikely to get better if they are not being

There is a blog by solvemymaths about helping trainee teachers here:
solvemymaths.com/2017/11/05/hel... #mathscpdchat This is how it starts. ...
pic.twitter.com/r7LXdJ4rBO

MARY PARDOE @PARDOEMARY · 2 MONTHS AGO



Emmaface
@emmaemma53

@AMercerMaths @Arithmaticks Basically myself and @mathninja3 end up saying this on a loop any time we have trainees... #mathscpdchat

2 MONTHS AGO

Standards Unit
Improving learning in mathematics: challenges and strategies

Malcolm Swan
 University of Nottingham

ers in square brackets indicate referer

Department for
education and skills
creating opportunity, releasing potential, achieving excellence

successforall

. @Arithmaticks #mathscpdchat pic.twitter.com/FLa4dPZRJT

STEVEL @MAXTHEMATHS · 2 MONTHS AGO

Miriam
 @mathsonthebrain

@Arithmaticks Embrace it as an opportunity to think about your own teaching too. I am constantly reminded to not let myself slip into mediocrity when I have a student. Talk the talk walk the walk! #mathscpdchat

2 MONTHS AGO

dannybrown
 @danieltybrown

Have to go now #mathscpdchat , thanks for hosting @Arithmaticks.

2 MONTHS AGO

Kathryn
 @Arithmaticks

Well, the time went so fast there that I didn't even get to ask most of my questions, but got answers to about 1000 more! Thank you SO much for all of your time and ideas this evening. Now let's take all of this and use it to inspire some new teachers! #mathscpdchat

2 MONTHS AGO



Sheena
@Sheena2907

@mathsonthebrain Looking at questions and markschemes can help see what is important. Exam reports can also be a great thing to go through... Where do ss make mistakes nationally. #mathscpdchat

2 MONTHS AGO



Mathsninja
@mathninja3

@emmaemma53 @AMercerMaths @Arithmaticks The constant reminder that we don't care what they are doing and we're watching what the kids are doing we should just put on a banner. #mathscpdchat

2 MONTHS AGO



Miriam
@mathsonthebrain

@gatewayworks @Arithmaticks @mrtonguemaths I would LOVE the time to do this! May try to fit it in next time #mathscpdchat

2 MONTHS AGO



Sheet PD1.4 – Eight principles for effective teaching

1. Build on the knowledge learners bring to sessions

Effective teachers assess and use prior learning and adapt their teaching to the needs of learners.

2. Expose and discuss common misconceptions

Effective teachers systematically expose, challenge and discuss common mistakes and misconceptions.

3. Develop effective questioning

Effective teachers use a variety of lower-level and higher-level open questions rather than a continuous diet of closed recall questions.

4. Use cooperative small group work

Effective teachers use cooperative small group work so that all learners are able to discuss important ideas. This has positive effects on learning, social skills and self-esteem.

5. Emphasise methods rather than answers

Effective teachers do not worry too much about whether or not learners complete every task, but instead they try to increase the power of learners to explain and use mathematical ideas.

6. Use rich collaborative tasks

Effective teachers use rich collaborative tasks that:

- are accessible and extendable;
- allow learners to make decisions;
- involve learners in testing, proving, explaining, reflecting, interpreting;
- promote discussion and communication;
- encourage originality and invention;
- encourage 'what if?' and 'what if not?' questions;
- are enjoyable and contain the opportunity for surprise.

7. Create connections between mathematical topics

Effective teachers use activities that create connections between closely related concepts and notations (such as division, fraction and ratio).

8. Use technology in appropriate ways

Effective teachers use technology to present mathematical concepts in dynamic, visually exciting ways that engage and motivate learners.

PD1 - 9

PD1 - 9
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. @Arithmaticks #Principles TrumpResources #mathscpdchat pic.twitter.com/pjpWaJ5cvU

STEVEL @MAXTHEMATHS · 2 MONTHS AGO

**Emmaface**

@emmaemma53

@mathninja3 @AMercerMaths @Arithmaticks I can practically hear you saying (for the millionth time) "it's not about you!" 😊 #mathscpdchat

 2 MONTHS AGO

**Bill Tongue**

@mrtonguemaths

@gatewaywarks @Arithmaticks Definitely! It's incredibly effective! I've also (with the help of a wonderful colleague) done a paired observation where the trainee has given feedback alongside me. Gives a great insight into their perspectives, this was with an advanced trainee but very effective #mathscpdchat

 2 MONTHS AGO

**Mary Pardoe**

@PardoeMary

Very many thanks to @Arithmaticks for lots of excellent questions and observations. And to all contributors for thoughts, experiences and ideas you shared. Read all tomorrow: [#mathscpdchat ncetm.org.uk/resources/41729](http://ncetm.org.uk/resources/41729)

 2 MONTHS AGO

**Mathsninja**

@mathninja3

@emmaemma53 @AMercerMaths @Arithmaticks I hope you will use it on your current trainee. #mathscpdchat

 2 MONTHS AGO

**Bill Tongue**

@mrtonguemaths

@mathsonthebrain @gatewaywarks @Arithmaticks Do it! I'm a teacher and mentor because I love teaching, trainees should have as many opportunities to see role models loving teaching! #mathscpdchat

 2 MONTHS AGO

**Mary Pardoe**

@PardoeMary

@barbaragray58 @Arithmaticks Yes. #mathscpdchat happens every Tuesday between 7 and 8 pm in term time. Next week is half-term, so the next #mathscpdchat is on 20 February and is about behaviour management.

 2 MONTHS AGO



Gateway Alliance
@gatewaywarks

Great to take part in tonight's [#mathscpdchat](#) looking at 'Supporting trainee teachers: how best to give constructive feedback as a mentor or host?' [@j_ataylor_77](#) [@WarwickCTE](#)
[twitter.com/pardoemary/sta...](#)

2 MONTHS AGO



Gateway Alliance
@gatewaywarks

Great to take part in tonight's [#mathscpdchat](#) looking at 'Supporting trainee teachers: how best to give... [fb.me/9umilAABr](#)

2 MONTHS AGO



Steve McCormack
@stevejmcc

Full account, with links, of this [#mathscpdchat](#) on [@NCETM](#) website tomorrow (Wed)
[twitter.com/Arithmaticks/s...](#)

2 MONTHS AGO



CantabKitty
@CantabKitty

The [#nobservation](#) thread is a treasure trove of what not to do when observing lessons. Ping for [#mathscpdchat](#) earlier on ITT mentoring!! [@Arithmaticks](#) [@PardoeMary](#)
[twitter.com/DrWilkinsonSci...](#)

2 MONTHS AGO