

SESSION

1

The Conscious Mentor

Based on recognising the attributes in yourself as a learner and leader of learning, and using that recognition as a starting point to deconstruct practice for new practitioners, we explore the relationship between mentor and mentee and how to develop a strong platform for developmental dialogue over the first two terms in school



2017/2018

QUOTES

What people said they would do differently as a result of attending this session:

"In future I will establish a good relationship with the student and develop a bank of strategies to help them move forward using different approaches. I will structure regular meetings and make sure that I gain a greater insight into the needs and strengths of the student based in my classroom. I will also use a coaching approach to conversations."

"I will use the Priority Wheel with my PGCE students to see where they feel their priorities are and evaluate these against the evidence."

"I will be more reflective and put myself in someone else's shoes. I've forgotten what it is like to be new to the profession. I must not assume a trainee understands but to dig deeper to ensure they understand the why and the how. I will use the target wheel and deconstruct my teaching when mentoring and use smaller steps."

What people said they gained from attending the session:

"I now have a range of Ideas of how to speak with the student teacher during meetings - and questioning techniques. "

"We had the opportunity to look at different case studies and reflect on how we could support different situations. There was good information to support identifying a student's needs. The resulting discussion with other mentors was very useful."

"The delivery was well paced with useful content and a great booklet to take away. Really informative and helped to build my confidence as a mentor."

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WELCOME

Welcome to this session of the CCCU mentor development programme.

Our partner schools have provided thousands of mentors to contribute to the professional development of new and more established teachers in the 25 years since school-based teacher education was introduced.

Our understanding of the importance of mentoring and of what really good mentoring is has developed dramatically during that time.

I can't thank you enough for taking time today to focus your attention on this vital role.

Dr John Moss

Dean of the Faculty of Education

I am thrilled to support the second year of the Mentor Development Programme. The role of the school based mentor is vital in supporting the professional development of new and more experienced teachers and last year the programme enabled many mentors and coaches to develop their skills and knowledge.

The Partnership Executive Committee (PEC) is committed to the development of mentors in order to build capacity in supporting student teachers, NQTs and staff new in post, and ultimately to improve outcomes for all our children.

The role of the mentor has never been more important and working in partnership allows us to continue to learn and grow together. I thank all those involved in this vital role for their hard work and dedication.

Polly Butterfield-Tracey

Chair, Partnership Executive Committee

I am delighted to support this exciting programme, which takes a new approach to mentor development.

Mentors in the partnership continue to benefit from their participation in the programme and we look forward to welcoming new mentors to it.

It is aimed at developing new knowledge, skills and understanding for mentors and coaches working with student, newly qualified and 'new-to-role' teachers.

We believe it can significantly benefit schools in a range of ways that go beyond initial teacher education.

William Stow

Head of the School of Teacher Education and Development

As a partnership project this demonstrates the depth and breadth of our stand out work to support teacher education and the ongoing professional development of mentoring.

The outcomes of this collaboration will have an impact on the quality of teaching and learning in our nurseries, schools and colleges. This is an exciting project and something to celebrate.

A wonderful partnership achievement. Thank you.

Kerry Jordan-Daus FRSA

Head of Partnerships
(Regional, National and International)
Chair of Trust Dover Christ Church Academy
(CCCU Sponsor)

INTRODUCTION

Our Mentor Development Programme (MDP) has a strong focus on the leadership and management skills required to develop professional learning in other adults more broadly. The programme has been designed by the School of Teacher Education and Development with support of key colleagues in partner schools.

MDP is centred on the skills and abilities needed to be able to support student teachers to have the greatest positive impact on pupils in our schools, and to support the retention of new teachers in the profession by preparing them to be more independent and resilient in their practice.

It offers school mentors the opportunity to reflect on the diversity and transferability of the mentors' skills in and beyond ITE.

There are 5 sessions that will appeal to all levels of experience; each session will be run in various geographic locations throughout the year to ensure that school mentors can access local provision and build local networks. The sessions run consecutively but are also stand-alone, and they are skill focused rather than process driven.

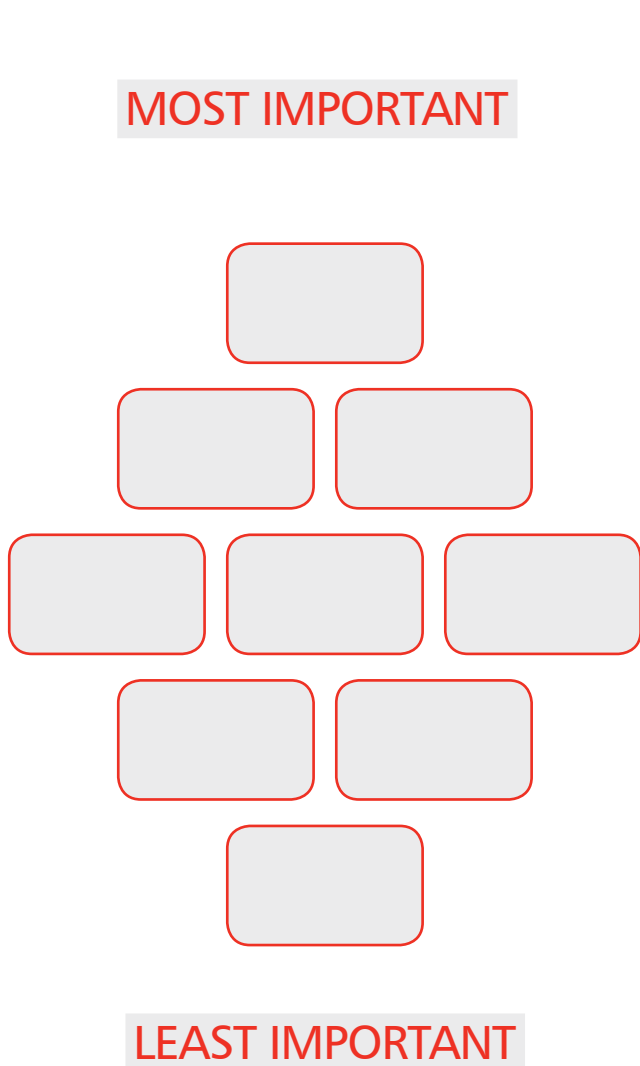
All sessions provide opportunities for school colleagues to meet the criteria in the Partnership Evaluation Framework (PEF). All sessions are mapped to the National Standards for school-based initial teacher training (ITT) mentors (July 2016).

OBJECTIVES FOR SESSION

- Develop an awareness of the need to be 'consciously competent' in 'deconstructing practice' as a mentor
- Identify the role of the mentor in building professional relationships and identifying priority areas for training teacher development
- Identify how to support the student teacher to develop their independence and be aware of their wellbeing as part of the learning process

DIAMOND 9 REFLECTIVE ACTIVITY

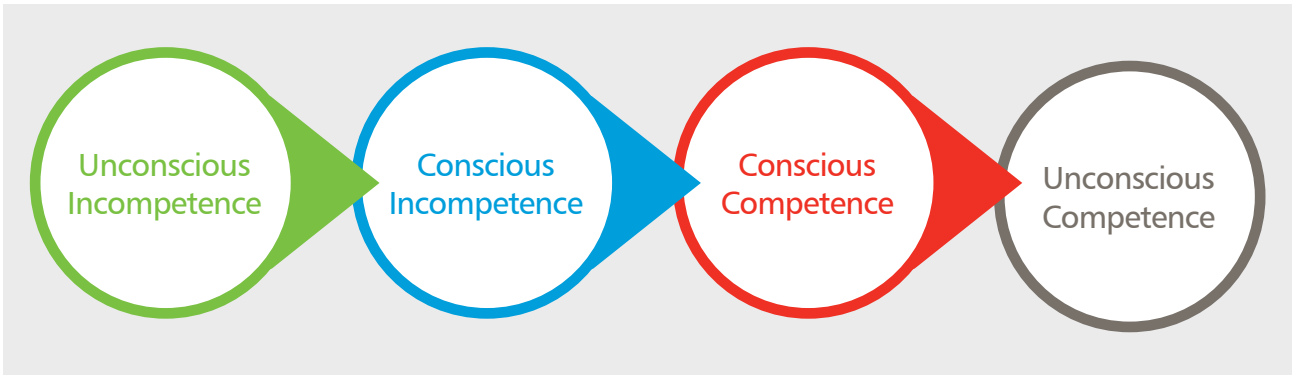
Select and plot the numbers from the items you have chosen from the list onto the diagram considering how you would prioritise these skills and activities. You will revisit this at the end of the session.



1	Identifying the development priorities with the training teacher
2	Supporting the development of subject knowledge
3	Supporting the development of curriculum knowledge
4	Modelling and sharing examples of practice
5	Observations of trainee teacher practice
6	Supporting development of behaviour for learning strategies
7	Planning for and conducting weekly meetings
8	Engaging in development opportunities for mentoring and applying theory to support, and sharing practice with other mentors
9	Supporting the pastoral and wellbeing needs of the training teacher
10	Being creative
11	Directing the support of other colleagues
12	Meeting with the training teacher everyday

How would you articulate in 3 sentences the importance of the mentor's role in ITE?
(Start of session)

Reflection for **end of session**: What changed/did not change and why?



Maslow, A., 'Four stages of competence'

How did you learn to become a mentor?



FURTHER REFLECTIONS
How can you use these reflective tools to support conversations with your training teacher?

APPLICATION THROUGH CASE STUDIES

Following are a selection of fictional case studies that are based on real scenarios. In groups select a case study and use the following prompt questions to analyse what you might choose to do and why.

Share your experiences, perceptions and observations with the group to help find some solutions. Be prepared to challenge judgements, assumptions or potential red-herrings.

WHAT DO YOU DO AS THE MENTOR?

Prompts to support discussion:

- What do you need to investigate?
- How would you have set up the relationship initially?
- What actions would you take immediately?
- What would you need to seek support for and from whom?
- Who needs to be informed or involved?
- How would you work with the all the support roles around the trainee teacher?
- What strategies would you implement over the next half term?
- How would you monitor the effectiveness of your chosen strategies?

FICTIONAL CASE STUDY – 1 (SECONDARY)

Trainee teacher background:

- Graduated in June and has not had a full time job before now
- Degree subject is not in a related subject to that she is teaching
- Working in a small RE department
- Has moved from the Midlands to join the programme where she also did her degree
- Really passionate about the teaching and life chances of children
- Appears to have built good relationships with most of her pupils
- Generally very enthusiastic

The trainee teacher comes to you with a concern about the behaviour of a group of boys in one of her classes. She tells you that she has tried lots of strategies with them over the last 5

weeks but nothing is working. You can see that she is becoming disheartened and it appears that she is spending extra hours planning for this group each week.

She was due to teach them on Wednesday afternoon but goes home sick at lunchtime. On checking in on the class you notice that none of their books are marked and the pupils are not able to complete the cover work set for them.

On closer investigation you notice that a few of the other class's books are unmarked and her classroom is not very tidy.

On Thursday evenings the trainee teacher has set up an after school club which has good attendance and she is very excited about this project.

FICTIONAL CASE STUDY – 2 (PRIMARY)

Trainee teacher background:

- Career changer – was working in banking and finance in the city for 4 years after graduation
- Passionate about numeracy and engaging parents
- Has not filled out journal so far this term besides a running to do list
- Has managed to win round a very difficult parent and pupil behaviour is slowly improving in class
- Drives over an hour to and from work each day, longer in traffic
- He often leaves at 3.30pm to avoid the traffic and gets in at 8.30am because he is often caught up

Has missed some mentor meetings to deal with 'important issues'

A HLTA colleague comes to you with some concerns about the organisation of this trainee teachers' lessons. They are apparently disjointed and resources are not ready, so the pupils are often not working whilst he sorts this out.

You asked to meet the trainee teacher at the end of the day so you can find out what his reflections are so far this term but he is not able to meet you because he has another appointment which he has to leave for.

The following morning you witness some cross words between the HLTA and the trainee teacher through the classroom door whilst you are dealing with a pupil issue. The HLTA comes to you at the end of the day and says that she refuses to go back in the classroom for the rest of the week as she is very upset.

FICTIONAL CASE STUDY – 3 (SECONDARY)

Trainee teacher background:

- Finished his PhD last year and has been working as a HLTA with some teaching responsibilities for the last year
- The trainee teacher has been described as quite aggressive with other colleagues which has been reported back to you
- He has been observed by senior leaders and was given some very good feedback on one of his lessons
- He is quite well organised and has excellent subject knowledge
- He has had some difficulties with a year 10 group that is predominantly girls and behaviour issues more generally with all classes except top sets

You notice in your weekly meetings and in subsequent observations that the trainee teacher is not very good at accepting developmental feedback and you find you are repeating target areas week on week.

He is defensive when faced with critique but very keen to hear and share positive feedback. This is a growing concern as these targets are in key areas including planning basics and building relationships with pupils, and he is finding it difficult to engage the pupils with his lessons.

He has been going to observe one member of staff in the school whom he describes as 'the teacher he aspires to be'.

This teacher is not known for his outstanding practice and has had complaints made against him by parents over the years for being unfair to individuals in the class, but is occasionally heralded for his strict behaviour management. He has not observed any other teachers.

FICTIONAL CASE STUDY – 4 (PRIMARY)

Trainee teacher background:

- Trainee teacher is a recent graduate who was travelling for the whole of last year
- Her family live in London and she goes home most weekends to see her boyfriend
- She lives in a shared house with 2 other trainee teachers
- She has a year 2 class who are quite difficult and had 4 teachers last year
- She is quite a quiet person who always smiles and says she is fine when asked how she is doing
- Her year partner is the opposite to her in character and appears to be supporting her with her planning
- You observed a lesson with her tutor last week and it was very encouraging

In Monday morning briefing this week you noticed that she was unexpectedly late and had clearly been crying when she did arrive in school. On further investigation you discover that she has split up with her boyfriend at the weekend as he felt that she was putting the programme above their relationship. She is very guarded about much more than that, and tells you she is fine and goes to her classroom to start the week.

Another member of staff tells you that her class was very noisy last week and there were pupils outside the classroom on their own. She also tells you it's not the first time that it has happened.

During the morning you stop by to see if she is feeling better and discover that the class is chaotic and the trainee teacher doesn't seem to be dealing with any of the behaviour, and there are pupils unsupervised outside.

What were you consciously/unconsciously doing through that process?

What skills were you using?

How were you using your own practice to shape your strategy? How aware of this were you?

How many assumptions did you make?

PRIORITISING AND HOW YOU HELP YOUR STUDENT TEACHER

When there is so much to learn it can be very overwhelming for both your training teacher and you.

When working out how to support your training teacher to prioritise their learning it can be difficult to know where to start and their and your wellbeing can be significantly affected when this happens.

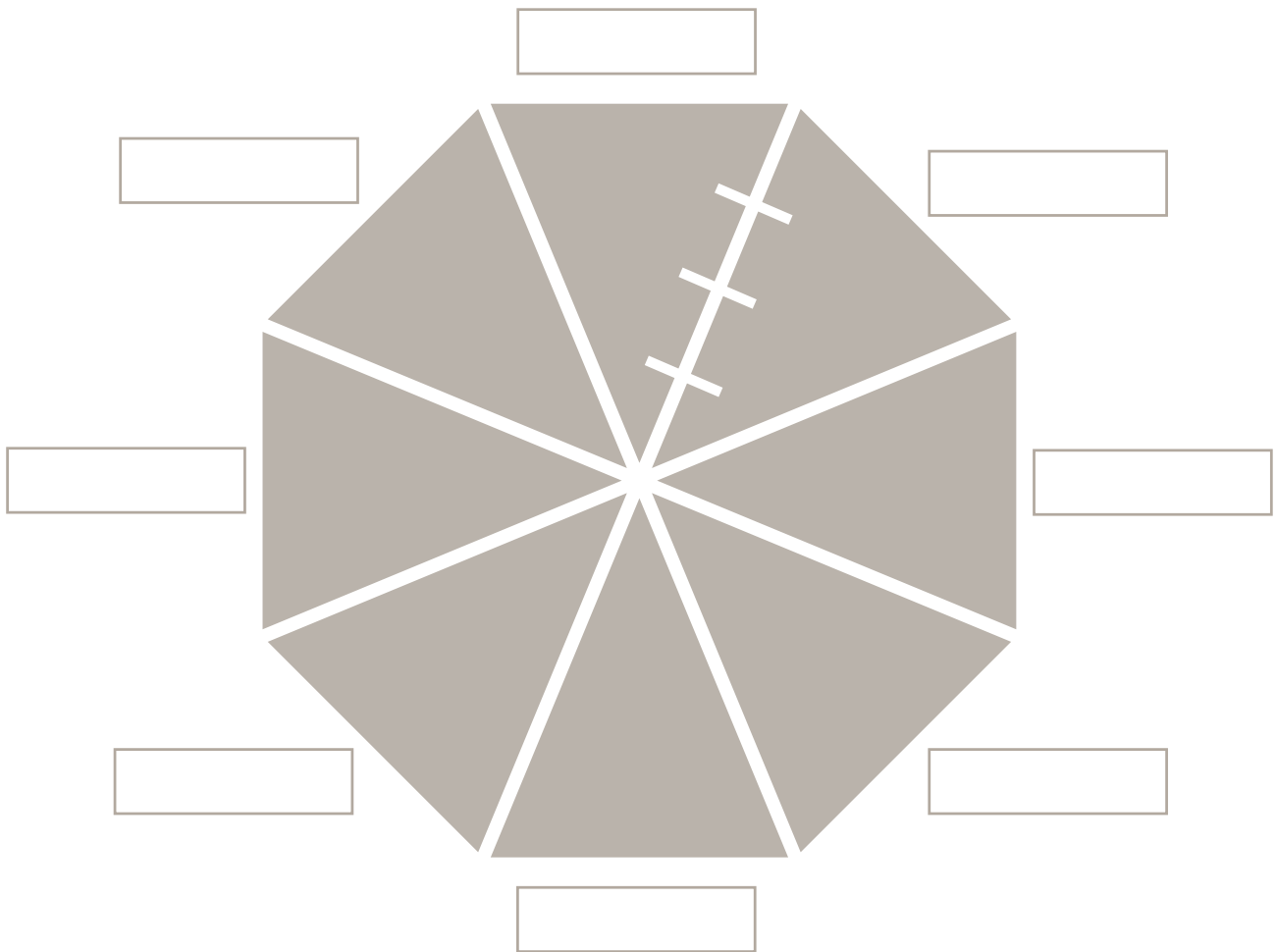
In illuminating the need for mentors to be self-aware and able to deconstruct the problems that are occurring in the practice and professional progress of your trainee teacher, this can start to provide the tools that are needed to reach those decisions about how to prioritise and pace learning.

Depending on the stage and needs of your trainee teacher, a tool like this can be extremely helpful as a visual way of exploring those priorities and identifying actions for progression.



Maslow, A., 'Hierarchy of Needs'

PLANNING AND PRIORITISATION WHEEL



QUICK TEACHER STANDARDS REFERENCE

TS1 – Expectations

TS2 – Assessment for learning

TS3 – Subject, curriculum and pedagogical knowledge

TS4 – Planning

TS5 – Differentiation

TS6 – Assessment and data

TS7 – Behaviour and engagement with learning

TS8 – Professionalism

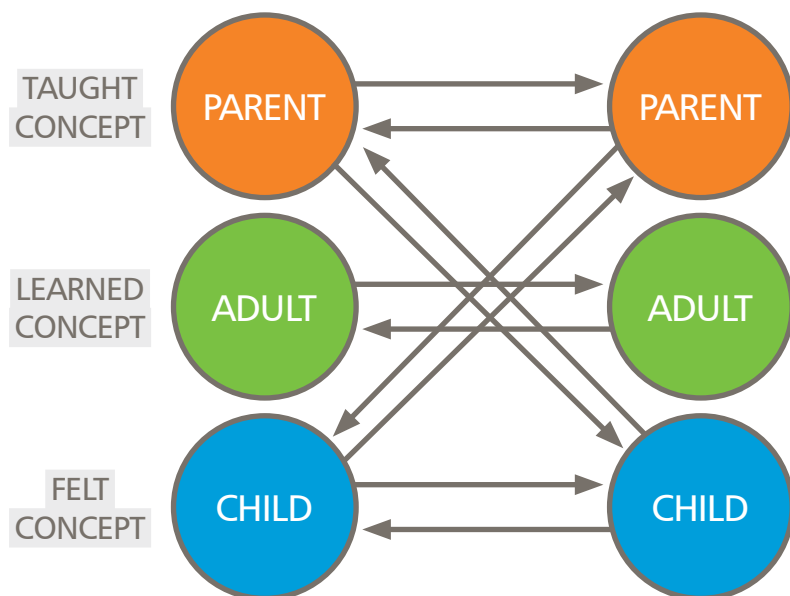


FURTHER REFLECTIONS

Consider how else you could use this tool as a mentor?

Confidence, evidence, perceived priorities, alternative priority labels e.g. Breakdown of a small number of standards by key actions areas, progress of groups of pupils...?

TRANSACTIONAL ANALYSIS (TA)



FURTHER REFLECTIONS

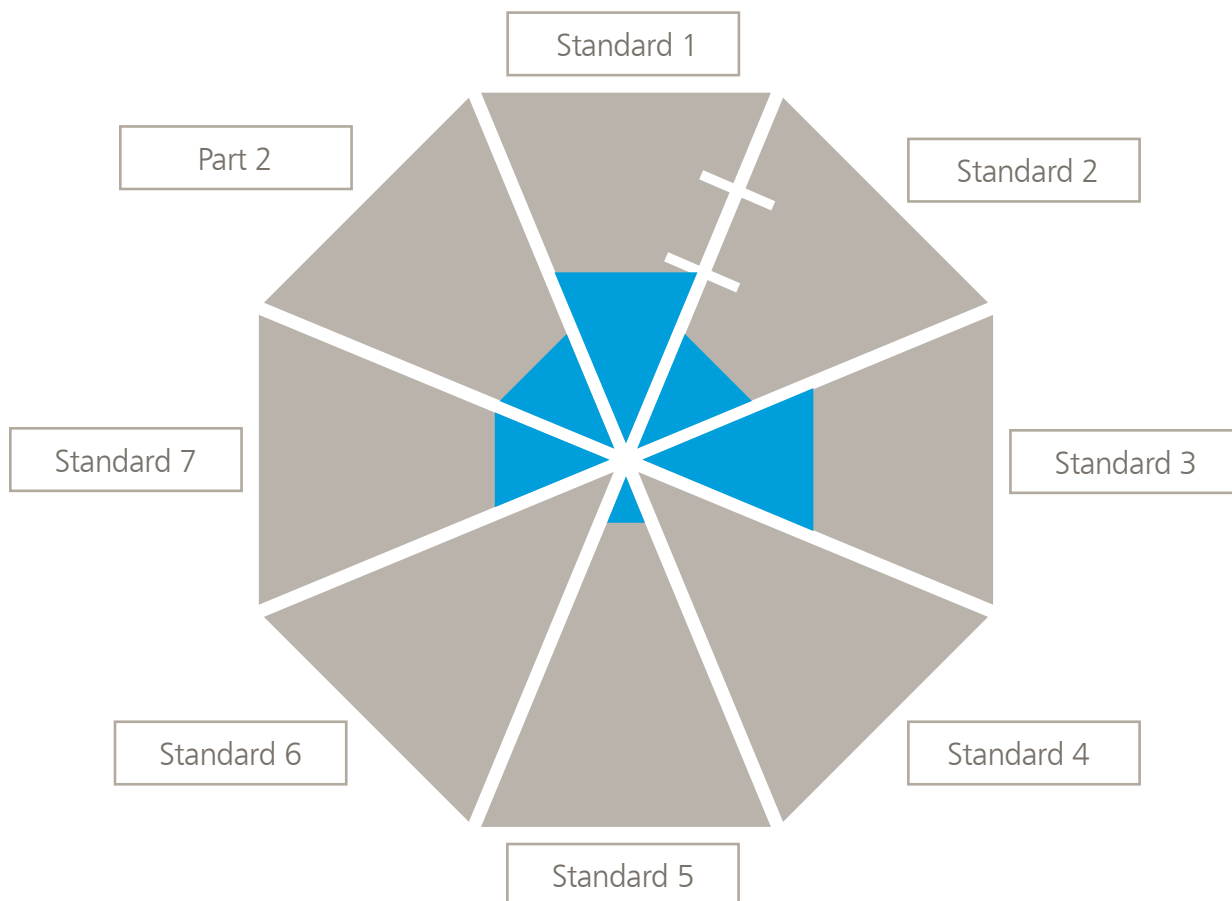
Can you identify conversations where you can see clear examples of what transactional states people were in that were perhaps not productive?

How would you approach those differently now?

(Further information about TA in the 'Further Reading' section toward the back of this booklet)

EXAMPLE TARGET WHEEL FOR TRAINING TEACHER

Trainee was asked to identify their (perceived) strengths using the assessment guidance as a criteria to help them decide.



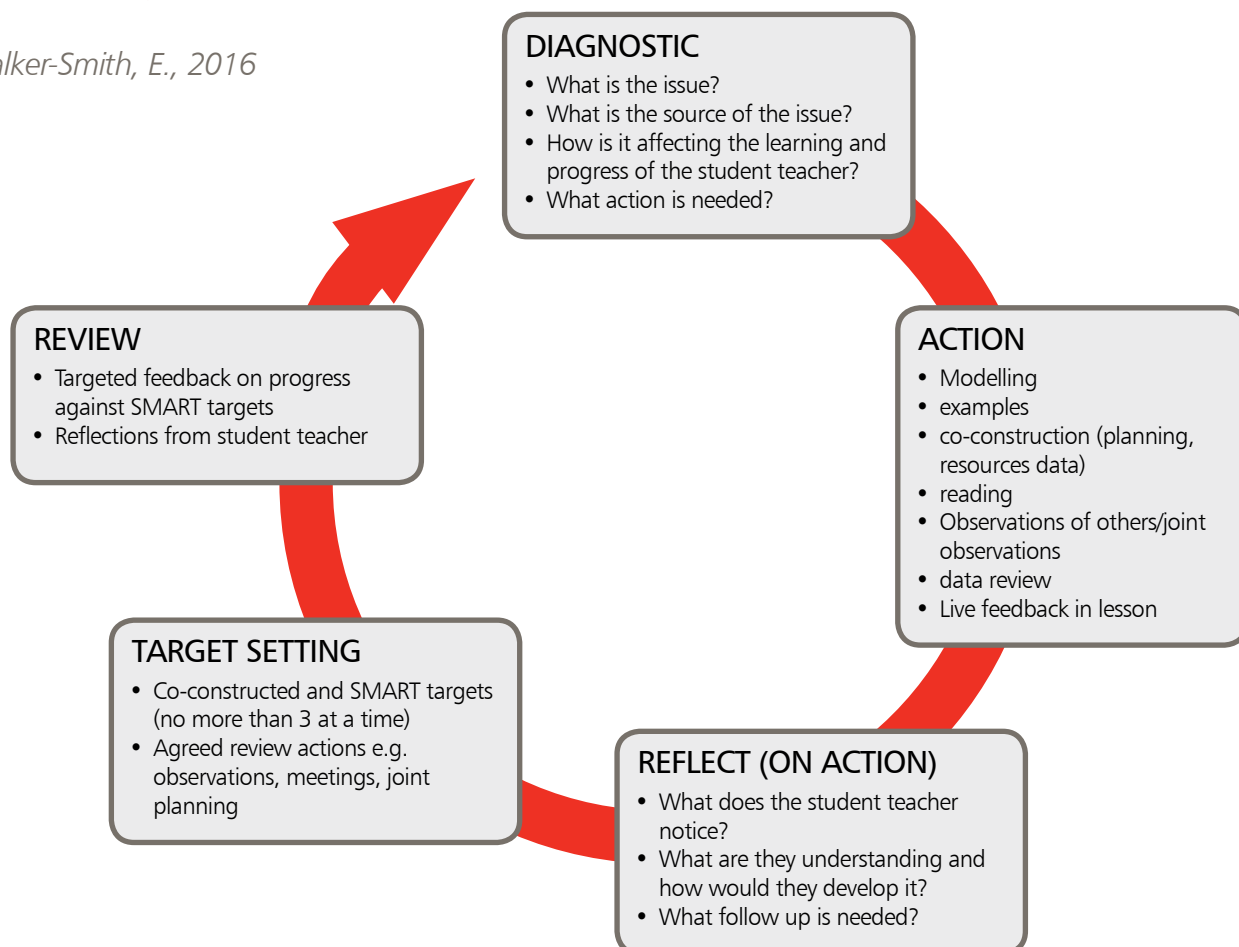
In pairs discuss how you would approach the conversation with this training teacher.

1. What questions would you ask?
2. How would you phrase those questions?
3. How do you use this to identify priority targets?
4. What might those targets look like?
5. What challenges do you think you may face in this discussion and how would you mitigate for them?

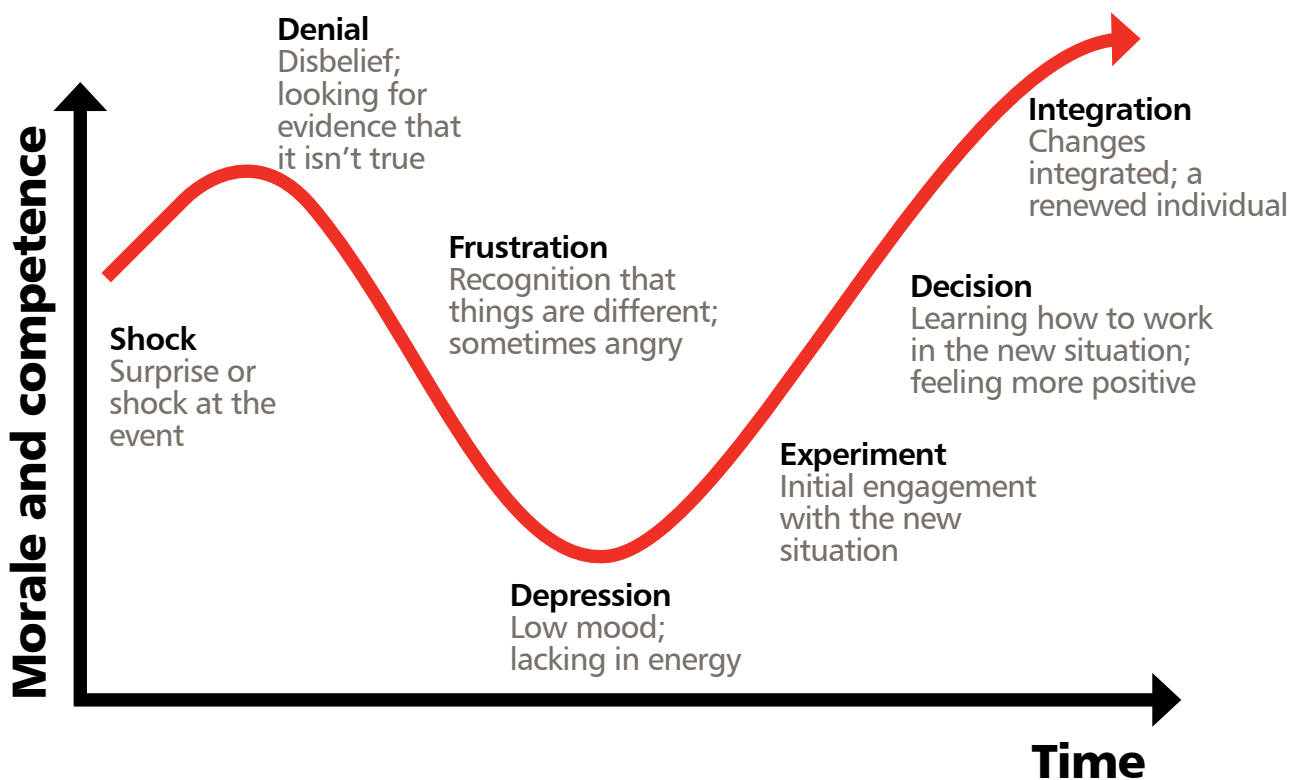
Questions and approaches to this conversation

MENTORING CYCLE

Walker-Smith, E., 2016



THE KÜBLER-ROSS CHANGE CURVE



FURTHER REFLECTIONS

Consider how the process of learning is built on change, and as a mentor or leader you need to be aware of the emotional components of learning, even very successful learning, as part of a change process.

What does this force you to consider in your approach to yearlong and wellbeing support for your training teachers?

Person specification for mentoring

FURTHER READING

TRANSACTIONAL ANALYSIS (TA)

Transactional Analysis was first popularised by Eric Berne in the 1960s (Berne, 1961 and 1964). It's 'a tool that ...can be used as a teaching or learning device for understanding behaviour in human interaction' (Quinn:2000).

Berne describes transactional analysis as a system of feelings accompanied by a relative set of behaviour patterns. These are what Berne calls three 'ego states': '**Parent**' which is based on transactions which took place in the formative years – the internalised parental 'dos' and 'don'ts'; '**Child**' based on internal events, positive and negative feelings and responses from the first five years; and '**Adult**' exerting control over the world, examining both the parent and the child data against the reality of today, accepting it or rejecting it as appropriate, estimating probability in order to devise solutions.

Each interaction between two people with one of these ego states is deemed a 'transaction'. Berne's first rule of communications concerns crossed transactions (see Figure 1.1): as long as transactions remain complementary there is nothing to break the stimulus-response process and the exchange can continue indefinitely.

"The unit of social intercourse is called a transaction. If two or more people encounter each other... sooner or later one of them will speak, or give some other indication of acknowledging the presence of the others. This is called transactional stimulus. Another person will then say or do something which is in some way related to the stimulus, and that is called the transactional response."

(Eric Berne, 1964 cited in Armitage et al, 2011:278)

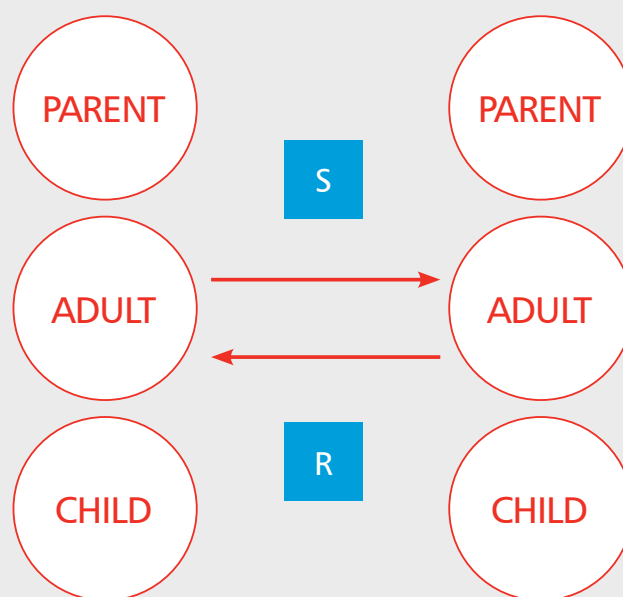


Figure 1.1 An adult-adult complementary transaction

Berne's second rule of communication concerns crossed transactions (see Figure 1.2): when a transaction is crossed, a break in communications occurs and one or both individuals will need to change ego states in order for communication to be re-established.

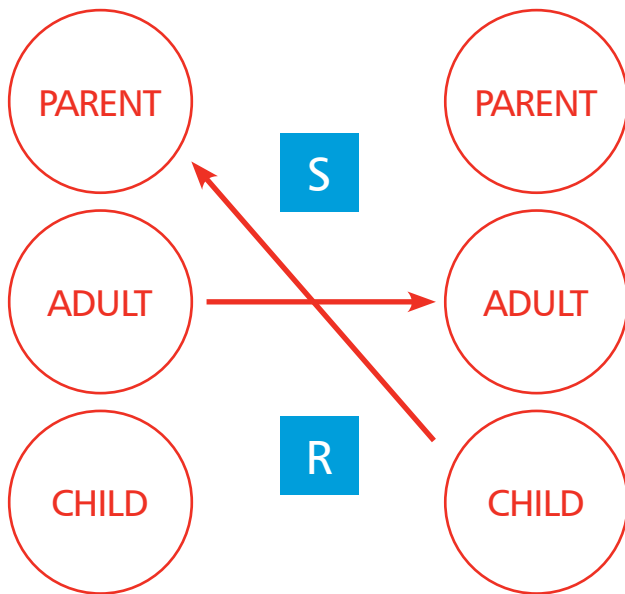


Figure 1.2

Salesman: This one is better, but you can't afford it.

Customer: That's the one I'll take.

The salesman, as Adult, states two objective facts: 'This one is better' and 'You can't afford it'. At the ostensible, or social, level these are directed to the Adult of the customer, whose Adult reply would be: 'You are correct on both counts.'

However, the ulterior, or *psychological*, vector is directed by the well trained and experienced Adult of the salesman to the customer's Child.

The correctness of his judgement is demonstrated by the Child's reply, which says in effect: 'Regardless of the financial consequences, I'll show that arrogant fellow I'm as good as any of his customers.'

At both levels the transactions are complementary, since the customer's reply is accepted at face value as an Adult purchasing contract.

(Berne, 1964:31 cited in Armitage et al (2011) *Developing Professional Practice* 14-19. Harlow: Pearson.)

Berne's third rule of communication concerns ulterior transactions. In ulterior transactions, two messages are conveyed simultaneously: one is an overt, social level message, the other a covert, psychological message.

The behavioural outcome of an ulterior transaction is determined at the psychological not the social level. An example he gives is expressed diagrammatically in Figure 1.3 below.

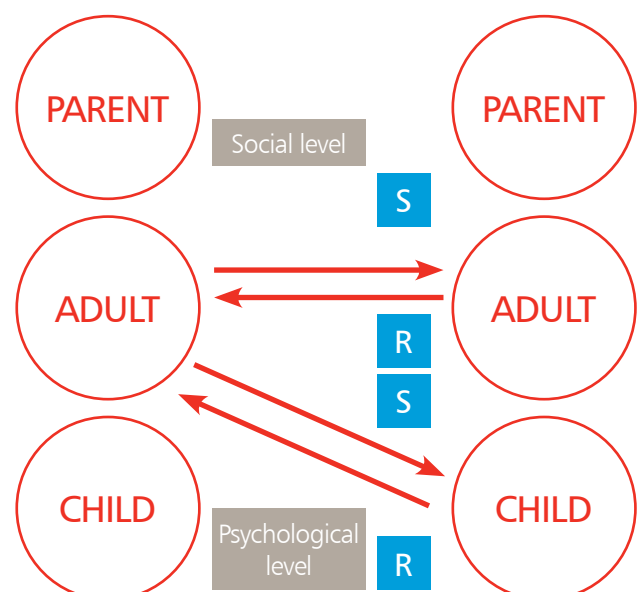


Figure 1.3 An adult angular ulterior transaction

THE PARTNERSHIP EVALUATION FRAMEWORK (PEF)

NAME OF SETTING (school/nursery/college)	<input type="text"/>
LEAD MENTOR OR DIRECTOR OF TRAINING	<input type="text"/>
SIGNATURE	<input type="text"/>
CCC UNIVERSITY TUTOR	<input type="text"/>
SIGNATURE	<input type="text"/>
DATE	<input type="text"/>

RATIONALE

This Partnership Evaluation Framework has been designed by University and setting-based partners to support teacher development in a range of settings, for QTS trainees, NQTs, RQTs and other new teachers. It is designed to be used in any setting in which teachers are being developed in their practice and being assessed against the Teacher Standards or EYTS, thus including schools, nurseries and other childcare settings and colleges.

Its effective use will:

- serve as a formative evaluation tool to bring focus to mentor development in your setting
- strengthen professional relationships between School and University partners
- enable reciprocal evaluation of the partnership to identify areas for improvement
- identify good and developing practice to be shared across the CCCU ITE Partnership and aspects for development where the Partnership can assist and support with bespoke training
- further develop mutually beneficial practice in ITE and CPD for new teachers
- through networking, encourage schools to develop innovative and creative links with colleagues across the partnership
- help to identify teachers who wish to gain recognition or accreditation for their work as a mentor
- be able to be used as evidence in support of school, setting or CCCU improvement.

In this document there are a collection of statements on 4 partnership categories:

- **Induction**
- **Professional Development and Support**
- **Quality of Coaching and Mentoring**
- **Working in Partnership**

These can be used to inform discussion in your setting throughout the year on practice to support QTS trainees and other new teachers, and on the quality of the partnership. There may well be a different focus at different points in the year – there is no expectation that each category is covered in each discussion. Discussion may be internal, or between mentors* and Link Tutors**.

At an agreed point, and usually towards the end of the academic year or the end of a key placement, there will be a more formal meeting between the mentor and the Link Tutor to agree the setting's perspective on the quality of partnership and on any areas for development. Please discuss all categories at this point. This version will serve as an annual evaluation of the partnership as experienced in your setting.

There are three possible judgements: 'partnership setting', established partnership setting' and 'leading partnership setting'.

On this occasion:

- Please complete the electronic copy by highlighting the statements which best describe current practice
- In the comment box at the bottom, please add any details which you think may help discussions with the Link Tutor**
- The statements have been grouped under three columns: **Partnership Setting: Established Partnership Setting; Leading Partnership Setting** – by responding to the “graded” statements, a snapshot of partnership practice is created.
- During the discussion, the Link Tutor will complete a copy of the document which reflects the discussion, and indicates the judgement agreed under a 'best-fit' approach
- Those QTS trainees who are learning to teach in your setting will also be evaluating the partnership against the same criteria, enabling triangulation of evaluation
- You have an opportunity to evaluate formally the effectiveness of the CCCU work in the partnership in the fourth area, 'Working in Partnership (2)'

Glossary

In the document, the term 'teacher' is used to denote the QTS trainee, NQT or RQT being supported; 'mentor'* or 'lead mentor' refers to the member of staff responsible for leading the support for the teacher within the setting; Link Tutor** refers to the person who works on behalf of the Partnership to link with the setting.

INDUCTION

Partnership Setting	Established Partnership Setting	Leading Partnership Setting
At the initial point of induction there is a brief introduction to the setting which enables those inducted to engage in the early stages of development	At the beginning of induction there is a planned introduction involving key colleagues and the wider educational community	There is an extended and focussed introduction which ensures those inducted are fully embedded into the educational community.
Professional expectations are outlined with reference to key policies and to the setting's own improvement planning	Professional expectations are outlined and clearly defined, with guided reference to key policies and the settings own improvement planning	The rationale for professional expectations is made explicit, with clear and guided reference to key policies. The setting's improvement plan is introduced and explained.
The Head Teacher/Principal/Setting Manager is identified to those inducted.	Those inducted are formally introduced to the Head Teacher/Principal/Setting Manager	There is a planned meeting with the Head Teacher/Principal/Setting Manager with a focus on the ethos of the educational setting.
A programme of induction is set out or published.	A varied and focussed induction programme takes place which begins to meet students' emerging training needs.	Induction includes presentation and discussion of handbooks which outline the settings' plans, practice and procedures.
Day to day procedures are outlined.	There is evidence of some planned quality time with key staff.	Those inducted have access to professional dialogue at optimum stages.
There are opportunities for early classroom observation of teaching colleagues	There are opportunities to observe a variety of colleagues - each with a planned focus.	There is a progressive programme of observations which complements teaching activities
Those inducted are introduced to relevant teaching and non-teaching members of staff.	The induction period is based upon the local Induction documentation and requirements.	The induction period is based upon best practice within the setting, integrated with relevant local documentation to ensure a personalised experience
Levels of teachers' personal subject knowledge are identified and discussed.	Subject knowledge and expertise is matched to the local curriculum being taught within the setting	A programme of required support to address gaps in subject knowledge is constructed and discussed.
There is an awareness of the agreed requirements for induction and documentation has been read.	Those inducted are given an opportunity to review their induction.	Those inducted are invited and expected to formally evaluate their induction experience, and their feedback is welcomed.

Comments

PROFESSIONAL DEVELOPMENT AND SUPPORT

Partnership Setting	Established Partnership Setting	Leading Partnership Setting
A programme (or series of activities) of in-setting professional development is planned and broadly implemented.	A programme (or series of activities) of in-setting professional development is planned and implemented, enabling access to a range of experienced and specialist staff.	A programme of in-setting professional development is planned and implemented, enabling access to experienced and specialist staff. This challenges new teachers to reflect on theory and practice, and is innovative and adaptable.
The professional development programme is reviewed annually.	The professional development programme is evaluated at various stages and updated in response to national and local changes.	All stakeholders are involved in a formal evaluation of the professional development programme and their experience within it, which provides evidence to inform future change.
As part of the professional development programme teachers have some opportunity to share their learning with other staff.	As part of the professional development programme, teachers are supported and encouraged to present to, or share their learning with, other staff with formative feedback being provided. Links are made with CCCU-based learning.	Staff in the setting take cognisance of and support teachers' engagement with written records of development towards meeting the relevant Teachers Standards. The programme is planned to take account of and complement CCCU based training and learning.
Teachers are provided with the relevant data sets.	Teachers are regularly supported and developed in their ability to use assessment data to inform planning and to see how this fits into wider improvement planning.	Teachers are supported in being able to interpret and analyse data in order to communicate to a variety of audiences, including in the context of the setting's own improvement priorities
Teachers are encouraged to reflect critically on their own practice.	Teachers are encouraged and guided to reflect critically on their own and others' practice.	Teachers are encouraged to undertake active research into their own and others' practice, and are signposted to relevant/ current evidence and theory in order to support this.
An appropriate teaching timetable is provided. This allows teachers to progress towards meeting the standards across the key stages.	A teaching timetable with negotiated elements and appropriate expectations, is provided. This allows teachers to demonstrate significant progress towards meeting the standards across the key stages.	There is a personalised approach to the negotiation of teachers' timetables that supports a strong development of pedagogy and practice across the keys stage(s)
Teachers are supported in developing their subject knowledge and pedagogy, including through audits.	Teachers are actively supported in developing their subject knowledge and pedagogy, including through audits and development activities which are regularly monitored.	Teachers' subject knowledge and pedagogy is a key focus of overall professional development. A variety of subject knowledge development activities are promoted and evaluated by all stakeholders.

Comments

QUALITY OF COACHING AND MENTORING

Partnership Setting	Established Partnership Setting	Leading Partnership Setting
The distribution and collection of documentation is managed effectively by the Lead Mentor.	The Lead Mentor organises and distributes, and actively engages with, documentation on a regular basis.	The Lead Mentor takes a rigorous and diagnostic approach to documentation which supports teacher and mentor development.
The mentor maintains an accessible evidence base that demonstrates teacher progression.	Mentors evaluate the quality of the evidence that demonstrates teacher progression	The Lead Mentor provides support and guidance to all of those supporting the teacher, ensuring a coherent and evidence-based focus on teacher progression
Mentors monitor teacher' records and files regularly.	Mentors monitor teachers' records and files and make constructive suggestions which are shared with the teacher and relevant others.	An effective dialogue is maintained between all stakeholders to ensure that timely and appropriate action is taken in support of the teacher.
A weekly mentor meeting is scheduled to review progress and agree manageable targets.	Weekly mentor meetings review progress and negotiate suitable future targets, signposting to appropriate support and relevant standards	There is clear evidence of high quality mentor meetings to support and encourage independent self-reflection and ambitious target setting.
Mentors respond to the needs of the teachers through timely intervention.	Mentors respond sensitively and appropriately to the personal, professional and changing needs of the teacher.	Mentors have good knowledge and understanding of individual teachers, and provide highly effective support through a sensitive and creative approach.
Observations are undertaken on a regular basis and the teacher receives verbal and written feedback.	Regular, timely and focussed observations on pupil learning and subject pedagogy result in consistent progress that is documented.	Observations which focus explicitly on pupil learning and subject pedagogy are used diagnostically to assess progress.
Mentors engage with assessment and grading procedures accurately and effectively, and judgements are discussed and moderated by a representative of the Partnership	Assessment and grading decisions are agreed collaboratively between mentor and teacher and are moderated by a representative of the Partnership.	Mentors engage in moderation of assessment and grading decisions including those beyond their own setting.; within their own settings they quality assure mentoring, via paired observations, regular meetings and reviews of documentation.

Comments

WORKING IN PARTNERSHIP 1

Partnership Setting	Established Partnership Setting	Leading Partnership Setting
Mentors have been in receipt of initial training and of ongoing development through regular interaction within the partnership	Mentors are trained and continually developed and demonstrate a good working knowledge of relevant procedures in relation to supporting teachers.	Mentors demonstrate an up to date working knowledge of their roles and take every opportunity to access the latest development opportunities.
Mentors are able to attend and participate in designated partnership meetings.	Mentors attend regularly and are able to contribute to, and shape, the designated partnership activities enabling them to have a role in the development of the partnership.	Mentors attend partnership meetings and other activities regularly. They access and work towards recognition and/or accreditation for their work.
Mentors are engaging with Initial Teacher Education (ITE) as part of their wider CPD.	Mentors are encouraged and supported by their setting to engage with ITE as part of their ongoing CPD.	There is a whole setting approach to promote engagement with ITE as an opportunity for CPD and a direct factor in school improvement.
Mentors show a willingness to update their knowledge and skills to improve their own mentoring practice	Mentors regularly update their knowledge and skills which are disseminated within their setting	Mentors consistently update their knowledge and skills which are disseminated through partnership activities.
Mentors engage with relevant partnership documentation.	Mentors accurately complete relevant partnership documentation, in a timely manner.	Mentors complete all relevant partnership documentation to a high standard and in a timely manner.

Comments

WORKING IN PARTNERSHIP 2

An emerging partnership	An established partnership	A leading partnership
The Partnership provides mentor training and development which is effective	Mentor training and development is effective and makes an important contribution to the quality of support that the setting can provide	Mentor training and development is highly effective and contributes to improving the coaching and mentoring skills of several staff in the setting, with reference to relevant recognition and accreditation.
The Partnership allocates link tutors who are able to work effectively to support mentors	Link tutors are well prepared to provide good support for the setting and help the setting improve the quality of support for teachers	Link tutors work very effectively with key personnel in the setting and collaborate to ensure that it is strongly supported and able to provide leading support for teachers, including support for mentors in gaining accreditation and recognition
Partnership documentation is clear and accessible.	Partnership documentation is clear, accessible and well-structured and informs their practice and development.	The documentation is clear, accessible and well-structured and informs their practice and development. Mentors are able to be involved with reviewing and developing future documentation.
There is effective communication between partners which is built on positive relationships that enable issues to be resolved to mutual benefit.	There is timely communication between partners which is built on positive relationships that enable issues to be resolved swiftly to mutual benefit.	There is excellent and timely communication between partners which is proactive and pre-emptive and which is built on a relationship of respect and trust.
The Partnership works to ensure that good teachers are appropriately recruited and prepared, according to their stage of development, to undertake required teaching activities.	The Partnership ensures that good teachers are appropriately recruited and prepared, according to their stage of development, to undertake required teaching and wider professional activities	The Partnership ensures that good teachers are recruited and able to make a positive impact on the lives of the pupils they teach and the wider community in which they operate, according to their stage of development.
Partnership meetings and other activities enable all stakeholders to work effectively in their roles and contribute to their development.	Partnership meetings enable all stakeholders to work effectively in their roles, contribute to their development and give them opportunity to be consulted and provide constructive feedback.	The Partnership provides opportunities for all stakeholders to shape and influence the development of the partnership, including via direct involvement in a wide range of activities.
The Partnership provides a coherent programme of teacher education.	The Partnership provides a coherent programme of teacher education, with clear and complimentary contributions from settings and the University, linked to best practice.	The Partnership provides a leading programme of teacher education and professional development which is consistently informed by research and best practice

Comments

Annual overall judgement agreed for the setting (please circle one):	Partnership Setting	Established Partnership Setting	Leading Partnership Setting
Annual overvrrall judgement agreed for the Partnership (please circle one):	Partnership Setting	Established Partnership Setting	Leading Partnership Setting

Agreed areas for development (setting/partnership)	Agreed roles	Actions	Success criteria	Progress/ evaluation

WHAT IS A REFLECTIVE PRACTITIONER?

The Reflective Practitioner is, happily, pretty much what it says; someone who reflects on their practice in order to develop it and make it more effective. For those of us who work in schools, reflective practice helps us to see what works best in the classroom and informs the pedagogical decisions we make, thus enabling us to engage students fully in their learning and improve their outcomes. There is, therefore, both a moral and a professional imperative for us to remain reflective practitioners throughout our careers.

Many models have been devised to help with this and we will look at some over the following pages. It is the intention that, as we attend Mentor Development Sessions over the school year, we use the template below to reflect on what we have learned, plan how we will implement our learning and reflect again on the outcomes of the changes we have made. This process is not a “one-off” and reflections should continue throughout the year and beyond.

MODEL 1: KOLB'S LEARNING CYCLE

Kolb's Learning Cycle (1984) has 4 elements, shown in the diagram below. You can start at any point in the cycle, although usually you would start with an experience

Here is how it might look in practice:

EXPERIENCE

You have had a Link Tutor visit that indicated your target setting was an area that needed to be developed

OBSERVATIONS AND REFLECTIONS

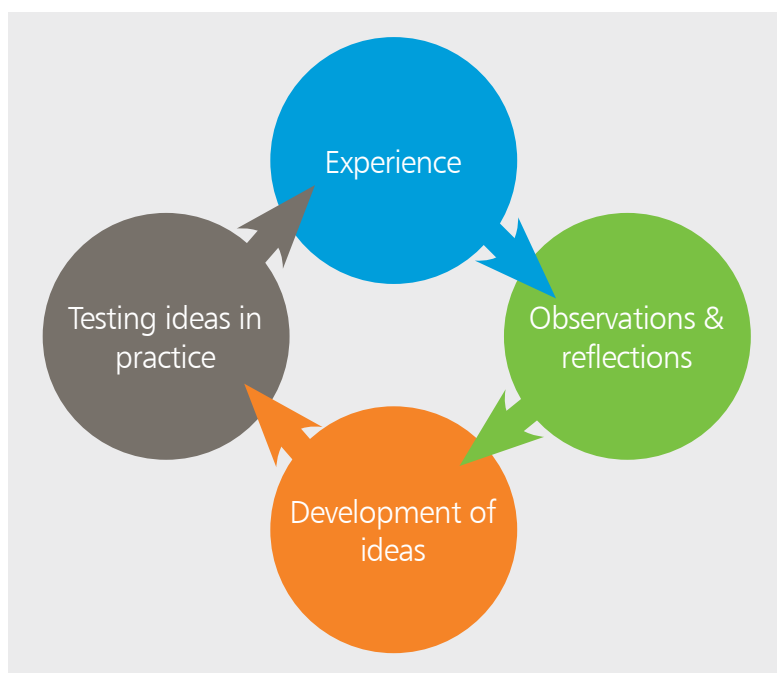
You are not agreeing and setting targets at the appropriate level to allow your student teacher to develop their ideas so that student is not making appropriate progress

DEVELOPMENT OF IDEAS

You attended a Mentor Development Session that explored target setting in more detail and noted down some key points and approaches to include in your future mentor/mentee meetings

TESTING IDEAS IN PRACTICE

You revisited the observations and the mentee's own reflections and prepared a range of targeted questions for your next meeting. You then used the experience of the meeting to restart the cycle of observation, development and testing, perhaps inviting a colleague to carry out an informal observation focused on your conversations with your mentee and target setting skills.



MODEL 2: ROLFE'S FRAMEWORK

Possibly an oversimplified approach, but not a bad starting place for reflection. He has 3 key questions;

- What? (Describe the situation.)
- So what? (Theory & knowledge building.)
- Now what? (How to improve the situation)

This model starts with the "problem" or area to be developed, which should be articulated thoughtfully and reflectively. It then moves the theoretical exploration via research, liaising with your Link Tutor or attending Mentor Development Sessions and then finally looks at the changes and interventions that are made as a result of learning and how they improve learning and outcomes for our student teachers.

MODEL 3: ROTH'S FRAMEWORK

Roth (1989) has a more developed model of reflective practice;

- Questioning what, why, and how one does things and asking what, why, and how others do things
- Seeking alternatives
- Keeping an open mind
- Comparing and contrasting
- Seeking the framework, theoretical basis, and/or underlying rationale
- Viewing from various perspectives
- Asking "what if...?"
- Asking for others' ideas and viewpoints

MODEL 4: PETERS' DATA MODEL

Peters (1991) describes a process using the mnemonic DATA that consists of four steps:

- **D**escribe
- **A**nalyse
- **T**heorise
- **A**ct

This has the advantage of being memorable!

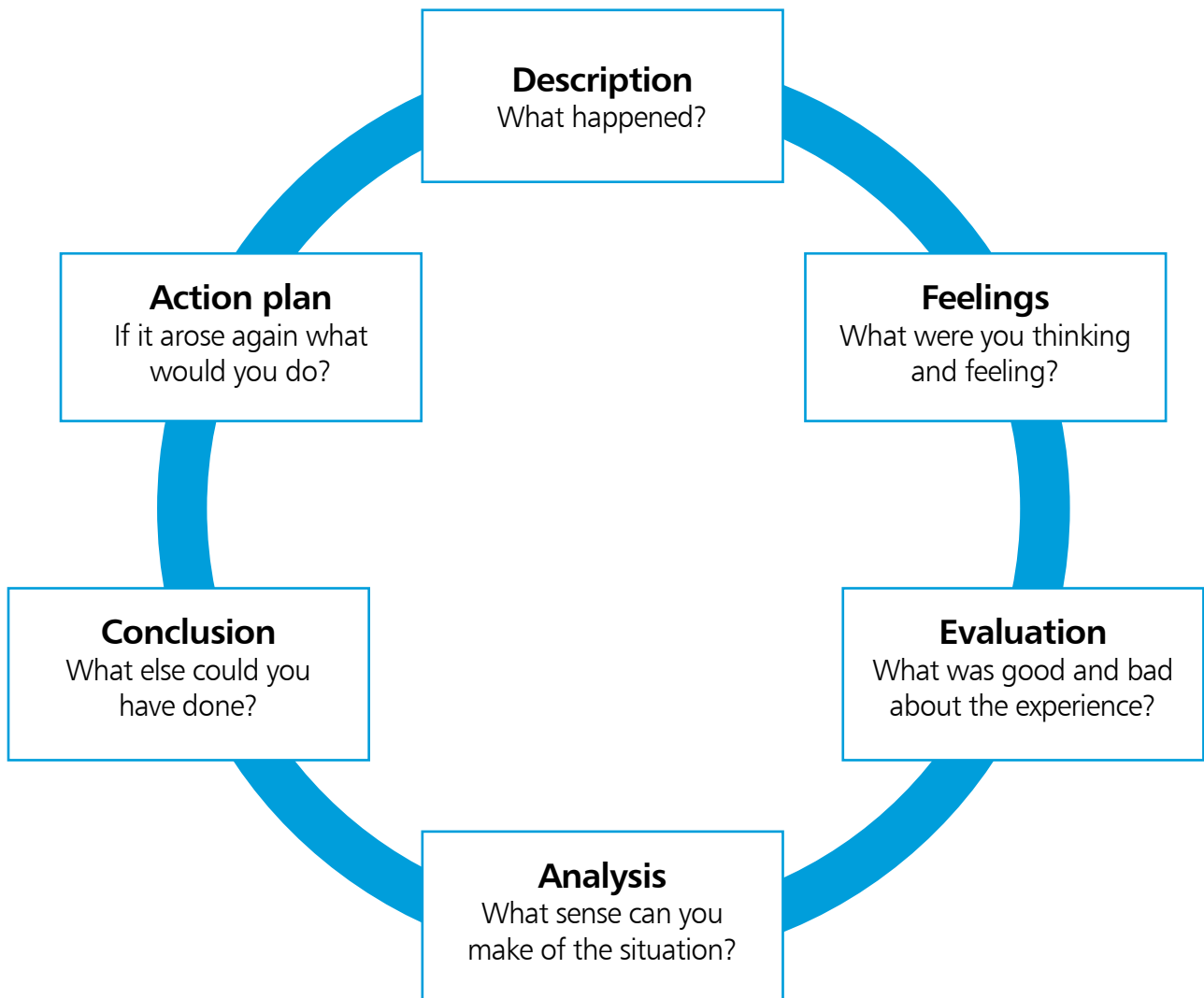
First, the area that you want to develop is described, identifying the context in which current practice takes place and the reasons for changing it.

Next, through analysis, factors that contribute to current practice are identified. An important part of this stage is to identify the assumptions, underlying beliefs, rules, and motives governing in this context Initial Teacher Education and learning.

The third step of the DATA process involves theorising about alternative ways of approaching teaching by taking the theory derived from the previous step and developing it into a new one.

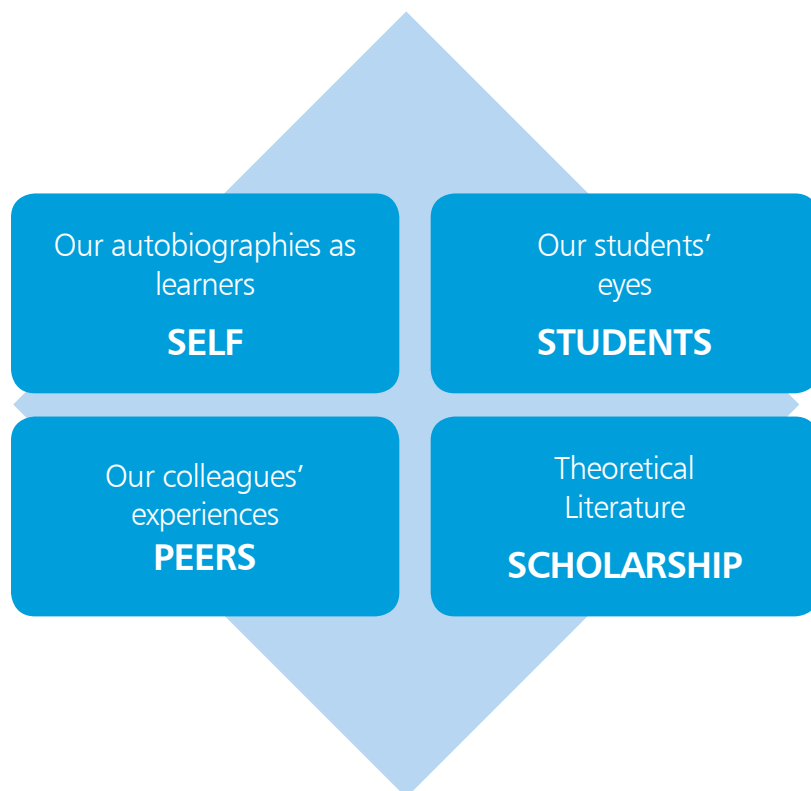
MODEL 5: GIBBS REFLECTIVE MODEL

Gibbs (1988) created a detailed reflective model which has great advantage in supporting deeper analysis and review of practice



MODEL 6: BROOKFIELD'S FOUR LENSES

Brookfield (1995) uses multiple perspectives enable the user to broaden their awareness of a situation.



OTHER MODELS

There are lots of other models and a quick search online might help you to identify one you like better than those suggested here. What is important, though, is that we all engage in focused reflective activity in order to develop our skills and practice.

REFLECTION ACTIVITY 1

One area of focus may generate more than 1 reflection cycle or you may carry out several reflections across the year. Use these templates in the way that works for you!

What is the area of focus for this reflection? _____

How was this identified? (e.g. through QI/self-identified) _____

On what date was it identified? _____

What CPD have you attended (please include date and leader) or what research have you done on this topic?

What were your key learning points from CPD/research?

-
-
-
-

Which Reflective Model will you use to support your reflection and development?

Now use the space below to record your actions and reflections. Be sure to record your findings and their impact on future planning and practice as well as examples of how this has improved outcomes for students.

A large, empty rectangular box with a thin black border, intended for recording actions and reflections. It occupies the majority of the page below the introductory text.

SCHOOL-BASED MENTORS' SELF-AUDIT TOOL FOR CONTINUING PROFESSIONAL DEVELOPMENT

The National Standards for school-based Initial Teacher Training (ITT) mentors were published in July 2016 alongside the Standards for teachers' professional development.

This matrix draws together the essential elements and links to the CCCU Partnership Evaluation Framework (PEF) and the CCCU Mentor Development Programme (MDP) content.

A self-audit by mentors participating in the MDP will provide opportunities for mentors to identify where the mentor standards have been met.

For the Standards for teachers' professional development, there are two categories for teachers: school leaders (in this context we mean professional mentors, leading mentors and ITE leads or equivalent) and teachers (subject mentors, leading mentors and {classroom} mentors) and these are mapped by category.

The self-audit tool provides you with an opportunity to reflect on your learning to date.

After each Mentor Development session you can:

1. Highlight against each of the categories for the National Mentor Standards which you feel best suits your development.
2. Use this to help you write reflections using any of the models in this booklet – or another of your choice if you prefer
3. Set specific targets for your own development as a mentor and teacher
4. Log this in your CPD portfolio

THE NATIONAL STANDARDS FOR SCHOOL-BASED ITT MENTORS

STANDARD 1

Personal qualities

Establish trusting relationships, modelling high standards of practice, and understand how to support a trainee through initial teacher training

STANDARD 2

Teaching

Support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs

THE MENTOR SHOULD:

- A) Be approachable, make time for the trainee, and prioritise meetings and discussions with them;
- B) use a range of effective interpersonal skills to respond to the needs of the trainee;
- C) offer support with integrity, honesty and respect;
- D) use appropriate challenge to encourage the trainee to reflect on their practice; and
- E) support the improvement of a trainee's teaching by modelling exemplary practice in planning, teaching and assessment.

Standard for teachers' professional development

- **Part 2** – Professional development should be underpinned by robust evidence and expertise
- **Part 3** – Professional development should include collaboration and expert challenge

The Mentor Development Programme

1. The Conscious Mentor
2. The Mentor as Role Model
3. The Mentor as Leader
4. The Mentor as Assessor
5. The Mentor as Facilitator

Partnership Evaluation Framework PEF (in booklet)

- Induction
- Quality of Coaching and Mentoring

THE MENTOR SHOULD:

- A) support the trainee in forming good relationships with pupils, and in developing effective behaviour and classroom management strategies
- B) support the trainee in developing effective approaches to planning, teaching and assessment
- C) support the trainee with marking and assessment of pupil work through moderation or double marking
- D) give constructive, clear and timely feedback on lesson observations
- E) broker opportunities to observe best practice;
- F) support the trainee in accessing expert subject and pedagogical knowledge
- G) resolve in-school issues on the trainee's behalf where they lack the confidence or experience to do so themselves
- H) enable and encourage the trainee to evaluate and improve their teaching; and
- I) enable the trainee to access, utilise and interpret robust educational research to inform their teaching.

Standard for teachers' professional development

- **Part 1** – Professional development should have a clear focus on improving and evaluating pupil outcomes

The Mentor Development Programme

1. The Conscious Mentor
2. The Mentor as Role Model
3. The Mentor as Leader
4. The Mentor as Assessor
5. The Mentor as Facilitator

Partnership Evaluation Framework PEF (in booklet)

- Induction
- Quality of Coaching and Mentoring

STANDARD 3

Professionalism

Set high expectations and induct the trainee to understand their role and responsibilities as a teacher

STANDARD 4

Self-development and working in partnership

Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnerships.

THE MENTOR SHOULD:

- A) encourage the trainee to participate in the life of the school and understand its role within the wider community;
- B) support the trainee in developing the highest standards of professional and personal conduct;
- C) support the trainee in promoting equality and diversity;
- D) ensure the trainee understands and complies with relevant legislation, including that related to the safeguarding of children; and
- E) support the trainee to develop skills to manage time effectively.

Standard for teachers' professional development

- **Part 3** – Professional development should include collaboration and expert challenge

The Mentor Development Programme

1. The Conscious Mentor
2. The Mentor as Role Model
3. The Mentor as Leader
4. The Mentor as Assessor
5. The Mentor as Facilitator

Partnership Evaluation Framework PEF (in booklet)

- Professional Development and Support

THE MENTOR SHOULD:

- A) ensure consistency by working with other mentors and partners to moderate judgements; and
- B) continue to develop their own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research

Standard for teachers' professional development

- **Part 3** – Professional development should include collaboration and expert challenge
- **Part 4** – Professional development programmes should be sustained over time
- **Part 5** – Professional development must be prioritised by school leadership

The Mentor Development Programme

1. The Conscious Mentor
2. The Mentor as Role Model
3. The Mentor as Leader
4. The Mentor as Assessor
5. The Mentor as Facilitator

Partnership Evaluation Framework PEF (in booklet)

- Working in Partnership 1 and 2

FUTURE OPPORTUNITIES

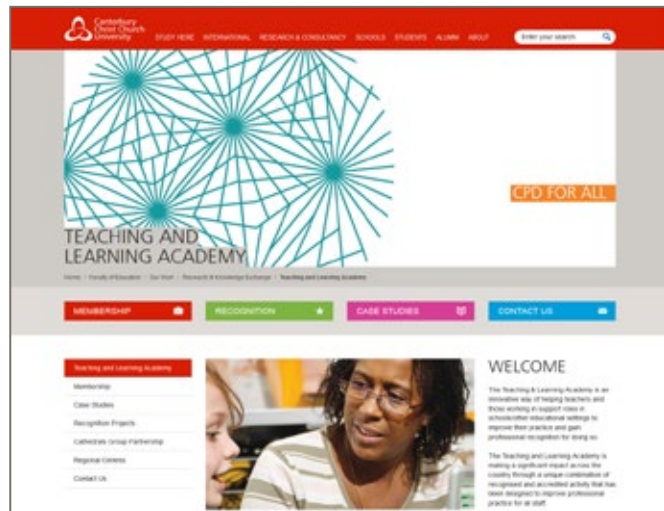
In addition to the other sessions in the Mentor Development Programme you may like to consider the following

TEACHING AND LEARNING ACADEMY

www.canterbury.ac.uk/education/tla

The Teaching & Learning Academy offers education based staff the opportunity to gain recognition through two routes, through either recognition or through engaging in accredited continuing professional development gaining credits that count towards a BA or Master's degree.

Whichever route you take you will gain progressively greater depth of enquiry. Recognition helps teachers and other staff to investigate and enhance an aspect of their practice. Accreditation levels 4-7 involves research that significantly adds to the existing knowledge base of the chosen subject, at a local, national or international level.



You could undertake a small project to write up for TLA Recognition 1 or 2.

MASTER OF ARTS (MA)

This flexible Masters programme has been specifically designed for education professionals from a wide range of settings and phases.

It encourages and supports rigorous and critical professional development that can have significant impact on pupil outcomes, and organisational change. There is a range of specialist routes, thereby providing you with maximum choice and relevance to your professional context.

There is a thriving postgraduate community with opportunities to attend conferences, study days, lectures and seminars on campus and at other locations.

You could undertake an existing MA Module in Mentoring or you could explore the possibility of a negotiated MA Module

www.canterbury.ac.uk/pg/education

Contact **Linda Leith**

MA Education Programme Director

MA Educational Studies Pathway Director

Regional Coordinator of the Teaching and Learning Academy

linda.leith@canterbury.ac.uk

OFSTED have commended this MA for: "the excellent relationship between stakeholders, participants and the institution provide a good basis for all parties to contribute to the assessment of impact."

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- Standard for teachers' professional development. Department for Education July 2016. Crown copyright 2016

DATES & LOCATIONS FOR 2017-18 SESSIONS

1: THE CONSCIOUS MENTOR

Based on recognising the attributes in yourself as a learner and leader of learning, and using that recognition as a starting point to deconstruct practice for new practitioners, we explore the relationship between mentor and mentee and how to develop a strong platform for developmental dialogue over the first two terms in school.

Aimed at: *school mentors who are new to mentoring or are looking for a refresher or a bit of challenge to their thinking about approaches to mentoring. Colleagues who are new to facilitating the professional learning of other adults.*

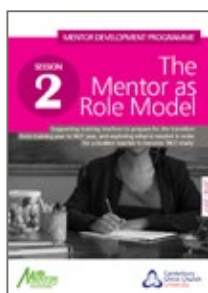
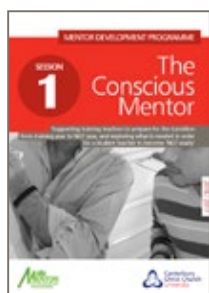
DATE	LOCATION
6 November 2017	Langafel CE Primary School, Longfield, DA3 7PH
7 November 2017	Maplesden Noakes School, Maidstone, ME16 0TJ
8 November 2017	Abbey School, Faversham, ME13 8RZ
9 November 2017	St Georges CE Foundation School, Broadstairs CT10 2LH

2: THE MENTOR AS ROLE MODEL

Building the diagnostic skills of the mentor to facilitate self-reflection in mentees and identify priority target areas for co-construction. To explore creative strategies to support student teachers to meet those targets and ensure rapid progression that is bespoke to the needs of that student teacher.

Aimed at: *school mentors who are new to mentoring or are looking for a refresher or a bit of challenge to their thinking about approaches to mentoring. Colleagues who are new to facilitating the professional learning of other adults. Colleagues who are keen to build 'toolkit' of strategies for supporting student teachers who are struggling or are very able.*

DATE	LOCATION
27 November 2017	Langafel CE Primary School, Longfield, DA3 7PH
30 November 2017	CCCU Broadstairs Campus room KIC f09
6 December 2017	Maplesden Noakes School, Maidstone, ME16 0TJ
6 December 2017	Abbey School, Faversham, ME13 8RZ



3: MENTOR AS LEADER

Explore the tension in the varying expectations that there are on a mentor during the course of a training year, from emotional support, to role model, to assessor.

We look at the diversity of skills required as a school mentor and leader of adult learning, including exploration of coaching approaches and where they can add value to learning and a variety of ways. Discussions around approaches to managing difficult conversations with professional colleagues to ensure that progress is sustained and where appropriate is accelerated.

Aimed at: *all mentors.*

DATE	LOCATION
22 January 2018	Langafel CE Primary School, Longfield, DA3 7PH
24 January 2018	Maplesden Noakes School, Maidstone, ME16 0TJ
24 January 2018	Abbey School, Faversham, ME13 8RZ
25 January 2018	St Georges CE Foundation School, Broadstairs CT10 2LH

4: MENTOR AS ASSESSOR

Reflect on how to use data and diagnostic strategies to ensure student teachers have opportunities to move to good and outstanding. We look at how to support student teachers to evaluate their evidence and impact, to ensure that they meet the high expectations of the standards, and can continue to do this through their teaching careers.

Aimed at: *all mentors.*

DATE	LOCATION
16 April 2018	Langafel CE Primary School, Longfield, DA3 7PH
17 April 2018	Maplesden Noakes School, Maidstone, ME16 0TJ
18 April 2018	Abbey School, Faversham, ME13 8RZ
19 April 2018	St Georges CE Foundation School, Broadstairs CT10 2LH

5: MENTOR AS FACILITATOR

Supporting training teachers to prepare for the transition from training year to NQT year, and exploring what is needed in order for a student teacher to become 'NQT ready'.

Aimed at: *all mentors working with end of year placements.*

DATE	LOCATION
9 May 2018	Abbey School, Faversham, ME13 8RZ
23 May 2018	Maplesden Noakes School, Maidstone, ME16 0TJ
4 June 2018	Langafel CE Primary School, Longfield, DA3 7PH
7 June 2018	CCCU Broadstairs Campus room KIC f09



Faculty of Education

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