SESSION

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.

2017 / 2018

MENTOR
DEVELOPMENT
PROGRAMME

Canterbury
Christ Church
University

FEEDBACK FROM MENTORS

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

"I will look at different ways to develop the students' reflective skills including the use of models to aid reflection. I will improve on a more specific approach to feedback and discussion with my students using the demonstrated models to focus both my questioning and the trainee's response."

"I need to use a variety of models and experiment with them to see which work best with which mentees and in which situations. The volume of theory allows us to choose the one that suits us best."

"I will definitely try out the Gibbs' reflective model. I also need to ensure I have further professional conversations with trainees and with subject mentors."

"I am going to work to become more reflective in my own teaching so I can be an example to the student teacher; it is important to remember that I am a role model for the whole job and also not to shy from discussing emotional reactions."

What people said they gained from attending the session:

"This session provided an excellent support guide which I can use in my own setting with our mentors. The delivery was clear and engaging and the materials were useful. We were provided with a range of models for use with children, students and staff."

"I came away seeing what we need to do and why we need to do it. I saw clearly how important the questioning-reflection cycle is and I will print out a copy of the reflective models to act as prompts for myself."

"It was so useful to discuss scenarios and network with other teachers and mentors, you get ideas and see things differently. The time for self-reflection as mentors was useful."

CONTENTS

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

What does it mean to be a role model of teaching? How does this impact on my mentees?

- This session will develop your ability to identify targets for other teachers' learning and development.

  We will consider your relationship with three identified styles of mentoring that support the professional learning for other adults including student teachers.

SELF-AUDIT

Take some time to consider the following questions.

We will come back to these responses later in the session.

Explain how you develop the following with your mentees:

Trust

Respect

Collaboration

Communication

Give some examples of how you help and encourage less experienced teachers through providing pedagogical, technical and organisational advice:

What do you do to help novice teachers to understand the practical knowledge required regarding the daily responsibilities of teaching? E.g. calling parents, taking the register, beginning the school day.

Can you think of a time when you had a conversation about other ways of doing these that were different to your own?

Following the session, please reflect on this session and your evaluation above to set targets to develop your mentoring practice.

What has been your key learning from today's session?
In order to continue my own professional learning, I need to…

Target 1

Target 2

Target 3

REFLECTIVE MODEL 1

Today's session is structured around Rolfe's Framework (2001). This is based on 3 key questions;

- What is a role model? (Describe the situation.)
- So what is it to model the teaching role? (Theory & knowledge building.)
- Now what will I do to support self-reflection for my mentees? (How to improve the situation)

This model starts with the "problem" or area to be developed through reflection. It then moves to more theoretical forms of exploration via research. Finally, it considers changes and interventions that could be made as a result of learning and how they improve learning and outcomes for our mentees. We hope to support you in challenging and using your intuition in deepening conversations with mentees.

Rolfe's model might be useful in helping us move conversations on to address deeper issues that are creating blocks to progress. As a mentor, you may sometimes feel that your mentees are resisting discussing an issue, skirting over something important, or that they are saying something that is at odds with what they've previously said or what you know of them. You may feel that there is a block that is holding back the conversation or preventing them from taking action. They may be exhibiting this, for example, by committing to actions that arise that they never complete. This session will develop your ability to identify targets for teaching development.

WHAT?

NOW WHAT?

SO WHAT?
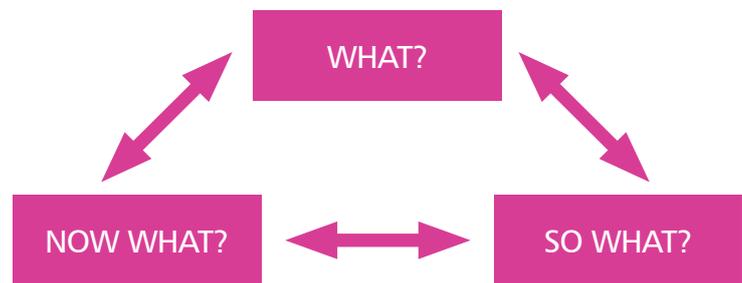
Define a role model

Who has inspired you in your life and why? Could they be called a role model. Why?

As a mentor, WHAT is it that you think you are modelling?

Butler and Cuenca (2012) propose that mentors operate as:

Instructional Coaches giving pedagogical, technical and organisational advice. In so doing, they assist rather than prescribe practice and facilitate reflection based on prior learning within a new setting. They observe and evaluate giving constructive feedback.

WHEN do you reflect on your own teaching?

Emotional Support through developing trust, collaborating and communicating consistently.

They advise offering both support and honesty and help to address emotions and uncertainties.

WHAT sources support you?

Socialising agent influencing others' perspectives and practices. They can either inspire conformity and penalise innovation or focus on addressing larger purposes for education and help to prepare novice teachers for the many unknowns that they will face.

HOW do you model this as a mentor for others?

HOW do you facilitate reflective practice for your student teachers?

REFLECTIVE MODEL 2

The GROW model (Whitmore, 2002) explains that you do not necessarily need to be an expert in the problem under discussion which is helpful given the myriad ways that we might respond to our mentees.

This might be a useful way to consider how you approach your mentoring.

Vygotsky suggested (1986) that speech (and writing) differs from thought in demanding a sequential structure in language-therefore this means that spoken or written language may expose gaps and contradictions where thought may not.

For this reason, this approach might be an interesting one to take.

G.R.O.W
Model of Reflection

Goal
What do you want?

Reality
What is your current situation?

Options
What could you do?

Will
What will you do?

SILENT COACHING AND THE G.R.O.W MODEL (Sir John Whitmore 2002)

I am going to ask you some questions to structure your thinking about an issue. It is suggested that you do not read these questions yourself-just listen and respond. The questions are there for reference later. Begin by writing down in a sentence, an issue that you want to think about (could be related to teaching).

Now here are the questions. Because I don't know what you are thinking about or how your thinking is progressing, some of the questions may not be relevant to you. If you hear a question that doesn't seem appropriate, simply move on to the next question. I will also ask you to draw a line across the page at four points. This is to explain the structure behind the questions later.

1. What are you trying to achieve?
2. Imagine that you have successfully addressed your issue, what does success look like?
3. What does success feel like?
4. What do you really, really want?

DRAW A LINE ACROSS THE PAGE

5. What is going on that makes this an issue for you?
6. Who is involved?
7. What assumptions are you making?
8. What (if anything) have you already done to address the situation?
9. What has been the effect of what you have done so far?

DRAW A LINE ACROSS THE PAGE

10. What options do you have?
11. What else might you do?
12. If you had absolutely no constraints of time or money or power or health, what would you do?
13. If you had a really wise friend, what would they do in your shoes?

DRAW A LINE ACROSS THE PAGE

Your answers to the last four questions (between the last 2 lines) have generated a list of options. Some of these may be quite practical while others are completely practical. Looking back at these options, rate them quickly on a scale of 1 to 10 on how practical they seem. 10 being the most practical. Don't worry about scoring too accurately. We are only really interested in practical options which score 8,9 or 10

14. From your list of options, which would you actually pursue?
15. For each chosen option, what specifically will you do?
16. What help or support do you need?
17. What deadlines will you set for yourself?
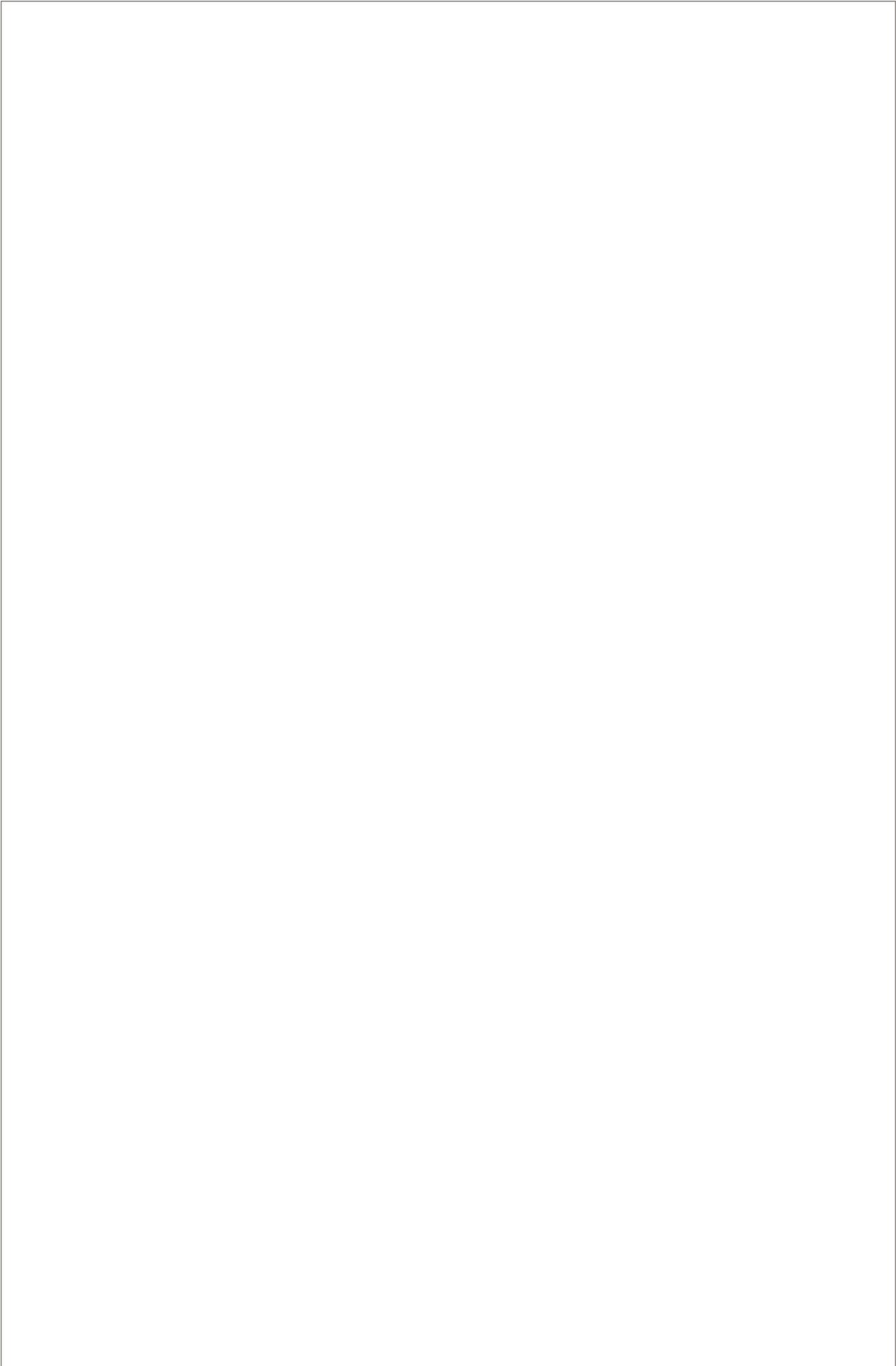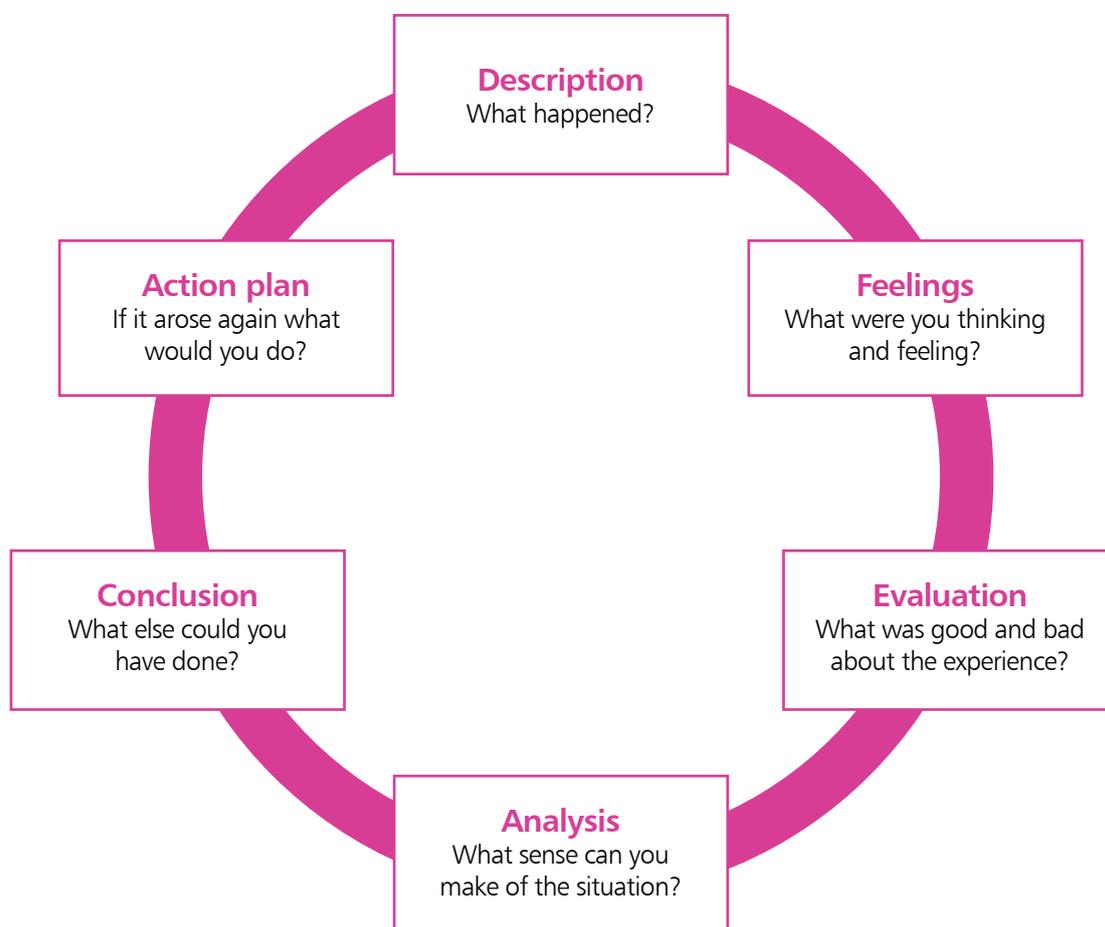
WHAT IS A REFLECTIVE PRACTITIONER?

'The active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it' (Dewey (1910:6)

A Reflective Practitioner is someone who reflects on their practice in order to develop it and make it more effective. Schon (1983) regards reflection as having two aspects: reflection-in-action and reflection-on-action. 'Reflection-in-action refers to the quick thinking and reaction that occur as you are doing: for example in the classroom you may be teaching a topic which you can see the pupils are not understanding (Schon, 1983.) Reflection-on-action is what occurs outside the classroom when you consider the situation again. You may think more deeply about why the pupils did not understand, what caused the situation, what options were open to you, why you chose one option and not another (Schon, 1983).

Reflective practice helps us to see what works for us 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.

MODEL 3 - GIBBS' REFLECTIVE MODEL (1988)

Gibbs (1988) created a detailed reflective model which has great advantage in supporting deeper analysis and review of practice Gibbs' reflective cycle can be useful in making you think through all the phases of an experience or activity.

Description
What happened?

Feelings
What were you thinking and feeling?

Evaluation
What was good and bad about the experience?

Analysis
What sense can you make of the situation?

Conclusion
What else could you have done?

Action plan
If it arose again what would you do?

Can you think of a personal experience or critical incident that you have encountered with one of your mentees? Use the model above to consider each aspect of the experience or incident. You could write around the edge as you think.
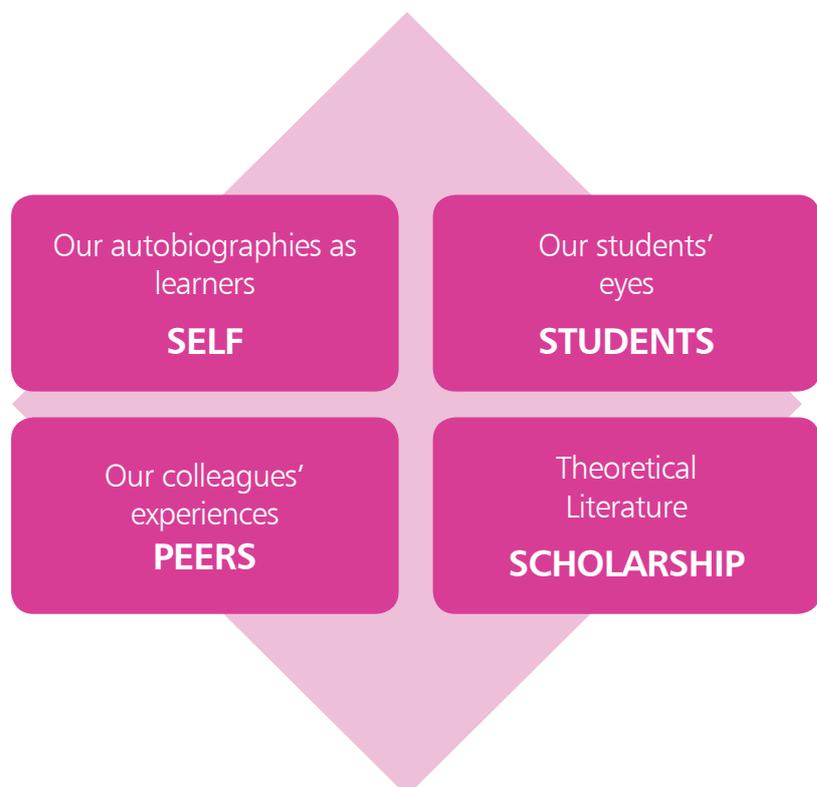
(As a practitioner it is easy to be too conscious of the things that didn't go well. Don't be too hard on yourself! The Evaluation phase makes you think about the positive as well as areas for improvement).

MODEL 4 - BROOKFIELD'S FOUR LENSES (1995)

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

- Autobiographical lens or self-reflection is the foundation of critical reflection. Through interrogation of our teaching we can become aware of our assumptions and reveal aspects of our pedagogy that may need adjustment.

- Self-reflection is the foundation for reflective teaching. Students can tell us how these actions and assumptions can confirm or challenge power relationships in the classroom. (Through different sources of information e.g. evaluations, reflections in files, journals etc.)

- Good teachers use the above. However, excellent teachers also:

  Turn to peers for advice, mentoring and feedback. Peers can highlight hidden habits in teaching practice and provide solutions to problems and this can develop our confidence as we realise that our failings are shared by others who work in situations like ours. Conversations with peers, reviews and workshops like this one (!) can improve motivation, increased collegiality and excellent outcomes.

- The fourth lens that fosters critically reflective teaching is contained in scholarly literature on HE. Researching, presenting or publishing display an advanced vocabulary for teaching practice which can become a 'psychological and political survival necessity' through which teachers come to understand the link between their teaching struggles and broader political processes. Therefore, an engagement with scholarly literature supports and clarifies the contexts in which they teach.

Our autobiographies as learners **SELF**	Our students' eyes **STUDENTS**
Our colleagues' experiences **PEERS**	Theoretical Literature **SCHOLARSHIP**

MODEL 5 - KOLB'S LEARNING CYCLE (1984)

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.
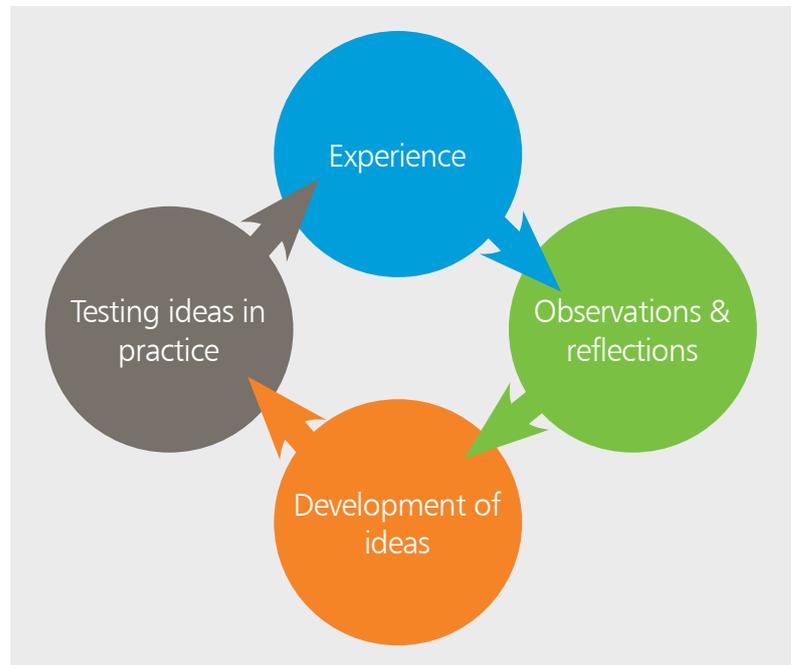
MODEL 6 - ROTH'S FRAMEWORK (1989)

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 7 - PETERS' DATA MODEL (1981)

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

- Describe
- Analyse
- Theorise
- Act

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.

Finally, try out the new theory.

MODEL 8 - O.R.I.D MODEL (LAPP, C. 2010)

The acronym "ORID" is derived from the first letters of the four stages of questioning:

- Objective
- Reflective
- Interpretative
- Decision

Ideally questions for this would be prepared in advance. They would be open-ended questions as far as possible.

1. **Objective: Facts, information, Senses**: These questions relate to what the mentee thought, saw and heard and are designed to draw out information about the experience. Questions you may ask could include: What do you remember about the experience? What ideas, or words caught your attention, and why? These questions are designed to draw out an understanding of different perspectives on observable reality.

2. **Reflective: Reactions, Heart, Feelings**: These are reflective questions that relate to the affective domain - emotional responses, moods, and hunches. E.g. How did this experience affect you? What was the high point? What was the low point? What was the collective mood of the class? How did the class react? What were your feelings during the experience?

3. **Interpretative**: These questions relate to the value, meaning, or significance of the experience for the mentee. For example: What was your key insight? What was the most meaningful aspect of this activity? What can you conclude from this experience? What have you learned from this experience?

4. **Decision**: This is where you would decide on future actions. For example: How has this experience changed your thinking? What will you do differently as a result of the experience? What would you say about the experience to people who were not there? What would it take to help you apply what you learned?
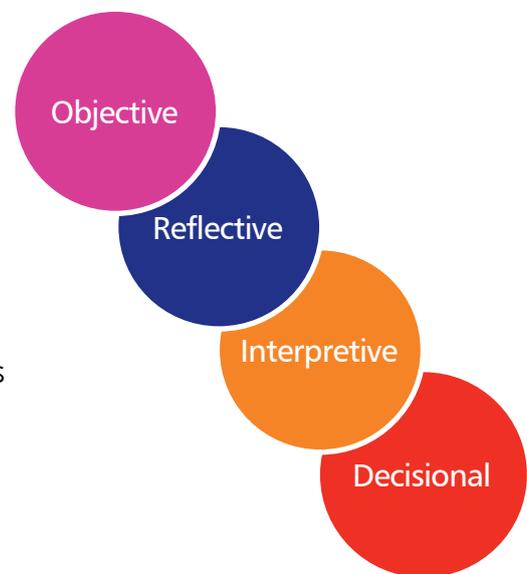
SCENARIOS

Identifying and selecting strategies to support subject knowledge development thus leading to pupil learning

SCENARIO ONE

Behaviour for Learning (Primary)

Context: Mentor meeting with a student teacher in the first term of the course. The student teacher is working in a year 6 class in a culturally diverse school setting. They explain that they are unsure about how they should have responded to an incident that they have witnessed in class.

In my class the children are generally very respectful towards each other and their teachers. In this particular lesson the children were arranged in groups. I was working with one group at the back of the class when I saw an incident at the next table. Sitting together on the table were two boys: Billy, who is a native English speaker, and Adeib, who arrived at the school recently from Afghanistan and does not speak very much. The EAL support TA told me that Adeib is making good progress and is able to understand English but is really taking his time speaking. He appears to be a very shy boy who rarely looks up from his desk and hardly ever makes eye-contact with anyone.

Yesterday, Boy 1 (the native speaker), reached over to Boy 2's (EAL learner) side of the desk and snatched his eraser from him, used it and then tossed it behind him to his friend. Boy 1 showed no signs of returning the eraser. Boy 2 looked up only briefly to see where his eraser was but he was certainly not going to say or do anything about it. My class teacher saw this and did not say or do anything. I was surprised because it seemed like an act of bullying. I wanted to defend the EAL learner but I wasn't sure if I should say something or let it go.

Do you think I should have said something to the teacher or should I have dealt with the incident myself?

TASK:

Working in phase groups of three if possible, use the reflective model in order to consider the following:
- As a mentor…use the model to consider what open ended questions you might ask your mentee during a follow up meeting.
- As a mentee…use the model to reflect on the issues relating to the lesson
- As an observer…use the model to write open ended questions that you consider might be appropriate for the mentor to ask the mentee
- Have the meeting using the model with observer noting actual questions used.
- Evaluate the reflective model and consider how it helped to structure your responses.

SCENARIO TWO

Working Memory, Differentiation and Using Data (Primary)

Context: Meeting with a Post Graduate student teacher on final practice. You have asked them to select a pupil in the class with a specific need as a focus for your meeting. The student teacher has selected Nathan who is a 6-year-old boy with an impairment of working memory. His nonverbal IQ is in the normal range. He is a quiet child who is well-behaved in the classroom, and is relatively popular with his peers. The student teacher has been reorganising the groups in the class and Nathan is now placed in the lowest attainment groups in both literacy and numeracy.

The student teacher explains some issues about Nathan's behaviour in class.

Nathan often doesn't listen to what I say to him and is often in a 'world of his own'. Although he is quiet and generally well behaved he often struggles to keep up with classroom activities. For example, when I wrote on the board 'Monday 5th June' and, underneath, 'The Market', which was the title of the piece of work, he lost his place and wrote 'moNemarket'. I think he had started to write the date, forgotten what he was doing and began writing the title instead. He also frequently fails to complete structured learning activities. Yesterday when I handed Nathan his computer login cards and told him to go and work on the computer numbered 13, he failed to do this because he had forgotten the number. Last week, I encouraged Nathan to use a number line when counting the number of ducks shown on two cards but struggled to coordinate the act of jumping along the line with counting up to the second number. He abandoned the attempt, solving the sum instead by counting up the total number of ducks on the two cards.

I'm really struggling with how to help Nathan and I find his lack of concentration so frustrating! I also can't see why Mrs Smith (class teacher) was surprised that I decided to move Nathan into his current groups for Literacy and Maths. There is no way he is going to be able to keep up with the others if I move the class back to mixed ability groups.

(Scenario adapted from Gathercole, S. and Alloway, T. 'Understanding working memory: A Classroom Guide' - Section 7 Behaviour MOLO)

TASK:

Working in phase groups of three if possible, use the reflective model in order to consider the following:

- As a mentor…use the model to consider what open ended questions you might ask your mentee during a follow up meeting.
- As a mentee…use the model to reflect on the issues relating to this lesson
- As an observer…use the model to write open ended questions that you consider might be appropriate for the mentor to ask the mentee
- Have the meeting using the model with observer noting actual questions used.
- Evaluate the reflective model and consider how it helped to structure your responses.

SCENARIO THREE

Relationships (Secondary)

You are meeting with a student teacher on the final placement. They lack confidence in working with parents to support students' learning and have asked for your support. You have asked the student teacher to come prepared to discuss a pupil in the class who is not making progress so that together you can talk about how the student teacher might work with the parents, with your guidance, to support the pupil's learning. The parents are supportive and have a good relationship with the school.

The student teacher has selected Jenny, a girl in her year 9 English class. The student teacher explains the issues she has been having in managing Jenny's behaviour in class, particularly on Monday mornings.

Jenny is often very disruptive in class, particularly on Mondays. She comes into class unprepared, often late and distracts the students around her as she enters. I have followed the school behaviour policy and given her verbal warnings and consequences. I think I really need to talk to the parents about her but I'm unsure about how to contact them and how to manage the meeting.

TASK:

Working in phase groups of three if possible, use the reflective model in order to consider the following:

- As a mentor…use the model to consider what open ended questions you might ask your mentee during a follow up meeting.
- As a mentee…use the model to reflect on the issues
- As an observer…use the model to write open ended questions that you consider might be appropriate for the mentor to ask the mentee
- Have the meeting using the model with observer noting actual questions used.
- Evaluate the reflective model and consider how it helped to structure your responses.

SCENARIO FOUR

Understanding children as learners/listening to advice: (Secondary)

You are meeting with a student teacher who is halfway through their course. You spent time with your student teacher to discuss the objectives of the lesson s/he is going to teach. You suggested resources that s/he could use to support the pupils' learning. You felt the student teacher understood the subject matter and the purpose of the lesson.

Today the student teacher has arrived in school with a lesson plan and resources that are very different from what you expected. The material s/he has chosen to introduce the lesson is very advanced in its language and key ideas. You do not think the pupils will understand this material or be able to use it to complete the learning activity. You allow the student teacher to teach the lesson so that s/he can learn from the experience. The lesson does not go well and you end up team teaching the lesson so that you can explain the concepts at an appropriate level.

TASK:

Working in phase groups of three if possible, use the reflective model in order to consider the following:

- As a mentor…use the model to consider what open ended questions you might ask your mentee during the follow up meeting.
- As a mentee…use the model to reflect on the lesson
- As an observer…use the model to write open ended questions that you consider might be appropriate for the mentor to ask the mentee
- Have the meeting using the model with observer noting actual questions used.
- Evaluate the reflective model and consider how it helped to structure your responses.

THEORIES INTRODUCED IN SESSION 1

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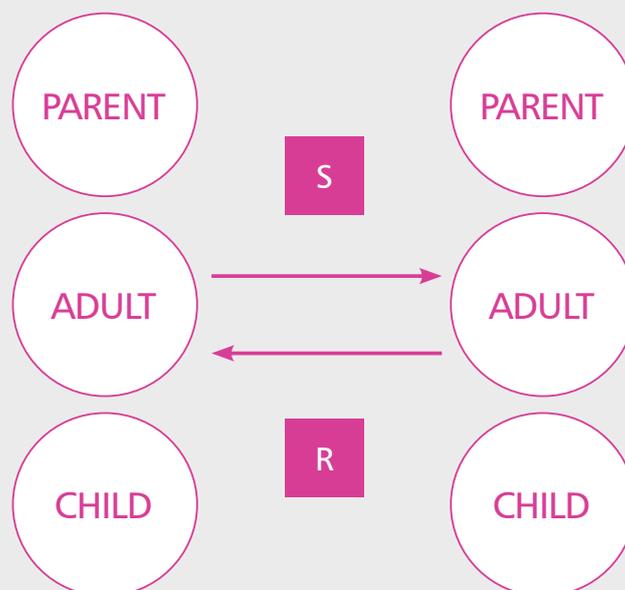(Eric Berne, 1964 cited in Armitage et al, 2011:278)

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.
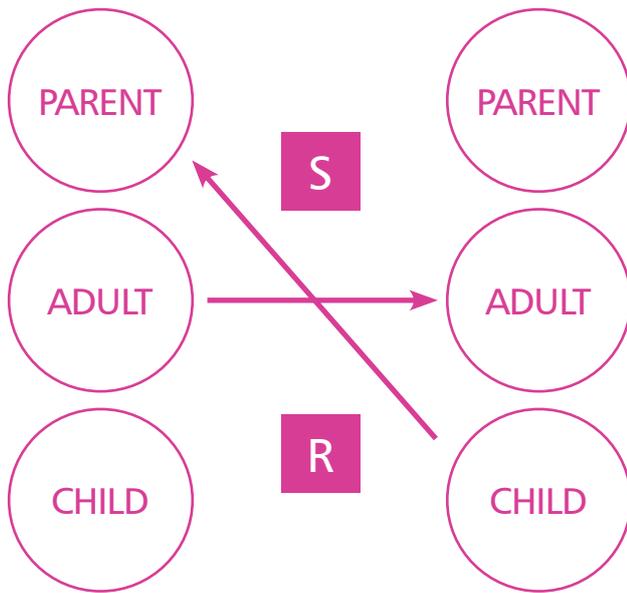

Figure 1.2

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.

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 customers 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.)

Figure 1.3 An adult angular ulterior transaction

MASLOW, A., 'FOUR STAGES OF COMPETENCE'

Unconscious Incompetence	→	Conscious Incompetence	→	Conscious Competence	→	Unconscious Competence
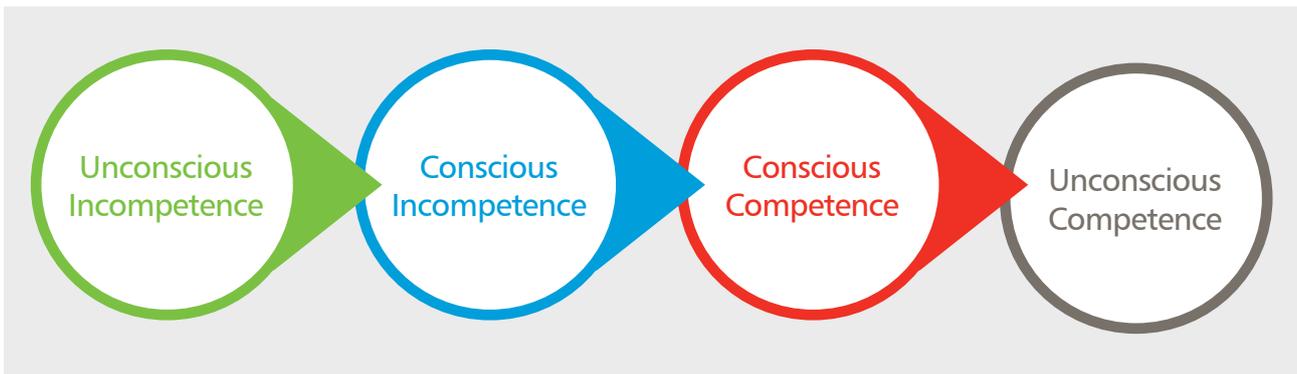
THE BUILDING BLOCKS - THE FOUR CONSTRUCTS (FAMILY LINKS)

The Family Links nurturing programme is based on four ideas called the four constructs. These provide the building blocks for positive, constructive relationship in order to support the existence of an emotionally healthy school which impacts on learning and behaviour.

This session will support each of these four constructs through a consideration of the following:

- How do you as a mentor give yourself time to be aware of your own needs and feelings in order to develop your own self esteem?

- How do we ensure that we match our expectations of student teachers to what is reasonable?

- How do we take time to tune into other's feelings and empathise with our student teachers' moods in order to support them in developing empathy and respect towards others?

- How do we help student teachers to understand what behaviours are acceptable in school?

- How do we praise, reward, give choices, negotiate and share responsibility?

Self-awareness and self-esteem	Acceptable expectations
Empathy	**Positive discipline**

THE PARTNERSHIP EVALUATION FRAMEWORK (PEF)

NAME OF SETTING
(school/nursery/college)

LEAD MENTOR OR DIRECTOR OF TRAINING

SIGNATURE

CCC UNIVERSITY TUTOR

SIGNATURE   **DATE**

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 ovewrall 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

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.

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."

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

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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

(COMPLETED)

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
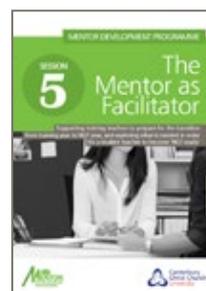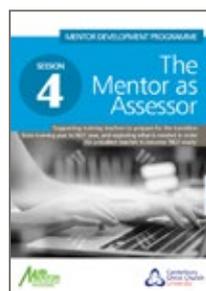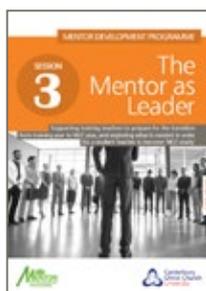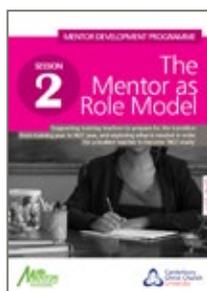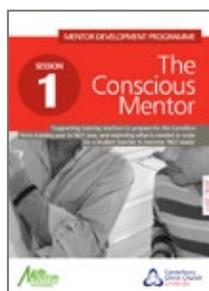
3: MENTOR AS LEADER

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

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University