

SESSION

3

The Mentor as Leader

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



2017 / 2018

FEEDBACK FROM MENTORS

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

We analysed the skills needed and structure for difficult conversations. I will take back to school the RASA method and TED talk video for staff and students. I shall also put together activities for mentors to evaluate their skills so they can see whether they are acting as mentor or coach, and which is the more useful in a particular situation.

The suggestion to use "Real Time" feedback in formal observations will be worth trying. I will use the Socratic questions method to probe what the problem may be so I can better support my students.

I would hope to be more willing to have a go at the 'Fierce Conversations' in a prepared way - almost scripted - to assist at this point. I am going to share the techniques of "Fierce Conversations" with subject mentors.

A powerful session, Thank you.

What people said they gained from attending the session:

It has been so useful to take time to consider the definitions of coaching and mentoring, to do some active role playing, to reflect and have discussions. I now feel I can structure a more difficult conversation with a mentee.

We used models to develop our questioning skills and I learned a lot from the "How to listen better" section. I feel I can use the Socratic questioning to aid discussion & reflection to support a student teacher's progress.

The role playing activities allowed us to put different strategies into action and see how scenarios could play out differently.

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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

- Examine the mentor as a leader of learning and of cultures in order to make a difference for pupils.
- Explore the various roles and skills required, acknowledging the complexity and fluidity of these.
- Begin to develop key skills used to support the development of student teachers, so that they may in turn develop pupils and their learning.

LEADERSHIP SELF-AUDIT

Take some time to consider the following questions.

How do you lead the learning of your student teachers/ NQTs/ new teachers?

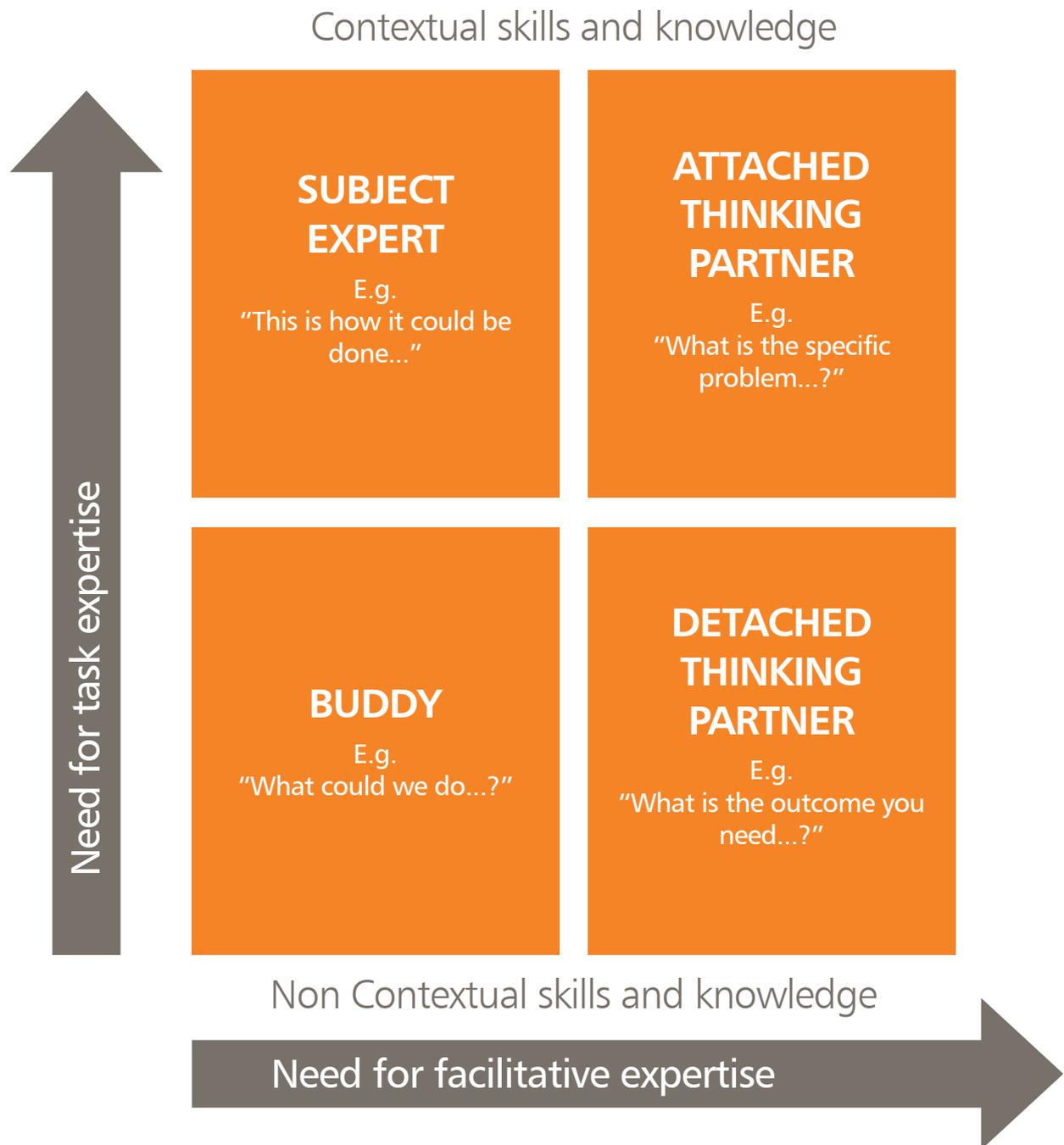
What skills do you have that make you effective in this leadership role?

Who else is key to your work with beginner teachers?

NOTES PAGE

Use the space below to make additional notes during the session and to record actions and points to consider.

THE HEATH FRAMEWORK



ARE YOU COACHING OR MENTORING?

COACHING



MENTORING

Is there a time
and a place for
both?

ACTIVITIES THAT SUPPORT STUDENT TEACHER DEVELOPMENT

ACTIVITY	POSSIBLE APPROACH	LIKELY SKILLS REQUIRED
Weekly mentor meeting		
Regular feedback and target setting		
Reviewing and responding to lesson planning		
Responding to beginner teacher reflections		
Chat before school/ in the corridor		
In class coaching		
Observation of practice and feedback		
Discussion of pupil progress		
Book scrutiny		
Professional discussion to unpick an experience		
Modelling of effective marking		
Formal progress meeting / interim report writing		
Final assessment / grading and report writing		
Anything else?		

HOW AND WHEN DO YOU USE THE FOLLOWING SUGGESTED COACHING SKILLS?

(NCTL: Creasy and Patterson, 2005)

Establishing rapport and trust

Listening for meaning

Questioning for Understanding

Promoting action, reflection and learning

Developing confidence and celebrating success

RASA: FIVE WAYS TO LISTEN BETTER

From Julian Treasure, sound consultant

Sanskrit word for juice or essence.

RECEIVE	Pay attention to the person
APPRECIATE	Make little noises to show that you are listening
SUMMARISE	The word 'so' is very important in communication
ASK	Ask questions afterwards

TASK

Work with a partner. One of you needs to think of an issue you have had or you currently have at work, for which you want to find a way forward.

Tell your listener about this issue as succinctly and clearly as you can.

If you are the listener, follow the RASA suggestions above. Don't talk whilst they are telling you but listen actively. After the speaker has finished, try to summarise (which may include paraphrasing and restating) and ask questions to clarify / explore the issue more.

REFLECTION

What did it feel like just to listen?
What sorts of questions did you ask?

- ### Powerful Coaching Questions / Prompts
- Use 'what else' after a response
 - If you knew the answer what would it be?
 - What advice would you give a friend in your situation?
 - Don't ask multiple questions
 - Allow thinking time by pausing and listening
 - Tell me more about that.
 - What happened when ...?
 - How do you feel about that?
 - How's that working for you?
 - What would perfect look like?
 - What would happen if...?
 - Hmm, that's interesting
 - May I offer you a suggestion?

SOCRATIC QUESTIONS

Socratic Questions are used to explore possible other way of thinking or looking at the situation. They can open up problems, reveal assumptions and encourage deep and critical thinking. They allow a focus on key concepts, theories, principles and issues. They can challenge a fixed mindset by exploring accuracy and thus moving people towards action and a clear goal.

6 CATEGORIES AND EXAMPLES

1. Clarification	Can you share an example? What do you mean by...? Can you put that another way?
2. Probing Assumptions	What are you assuming? Why? What could be assumed instead? What would happen if...?
3. Probing Reasons / Evidence	How do you know? Why? Can you give me an example of that? Why do you think that is true?
4. Viewpoint/ perspective	Why is ... necessary? What are the alternative ways of looking at this? Who benefits from this?
5. Probing consequences	What are the implications of ...? Why is this important? How does this fit with what we already know?
6. Questions about the question	Why do you think I asked that question? What else might we ask? What do you understand about that question?

REAL TIME/ IN CLASS SUPPORT OR COACHING

Some mentors work with their mentees whilst in their classrooms. Instead of the traditional observation and feedback, the mentor offers direction and guidance during the lesson. This can therefore change the course of the lesson and impact swiftly on pupil learning. Feedback time can then be used to reflect together on the experience and how the learning of the teacher can be taken forward immediately.

Fill in the table below.

Advantages	Disadvantages	Points to consider

FIERCE CONVERSATIONS

Scott, S. (2003) *Fierce Conversations* London: Piatkus

The Confrontation Model

The first 60 seconds of the discussion

1. Name the issue
(We are going to talk about...)
2. Select a specific example that illustrates the behaviour or the situation that you want to change (When you did ...)
3. Describe your emotions about this issue (I feel...)
4. Clarify what is at stake (My concern is that ...)
5. Identify your contribution to this issue (I see/ understand/ need...)
6. Indicate your wish to resolve this issue together (My responsibility is...)
7. Invite your mentee/ student to respond (Would you like to ...)

Interaction

8. Inquire into the other person's views. (Use paraphrasing to summarise). Explore their perceptions. Dig for full understanding; don't be satisfied with surface knowledge. Make sure your student knows that you fully understand and acknowledge his or her position.

Resolution

9. What have we learned and how can we use it to move forward? (Where are we now? Has anything been left unsaid? What is needed in order to be able to move forward?)
10. Make an agreement and determine how you will hold each other responsible for keeping to it.

Adapted from work by the NCTL 2013 based on Scott's model.

ACTIVITY

Imagine you are working with a student teacher who appears to listen to you when you are discussing his development. In your meetings he is able to offer suggestions of ways forward and he seems to understand the targets he is working towards. However, you realise that he is not responding to advice. This is obvious through his practice. Colleagues report that they also feel that their advice has been ignored. You feel that if he continues to ignore advice he is in danger of not meeting the Teachers' Standards.

In pairs, plan the first minute of the fierce conversation that you will have with him (steps 1 – 7 above).

Questions for self-reflection

These questions are useful for on-going reflection and for discussion with other mentors, when possible.

The session today has been designed to help us begin to explore these and to offer ways forward for the future.

- How can we set up / contract the ways of working at the start of the relationship?
- Do we make expectations on both sides clear?
- What different roles do we have as part of our work with student teachers?
- What processes and approaches will be used during support?
- What frameworks and skills do we have available to help us?
- Do we tend to do things in the same way all the time? Why?
- Can we prove that our work with student teachers changes things for the pupils in our school?
- Can we build up our networks with other mentors in order to impact on school cultures?
- What might stop us being effective in our work as a mentor?

NCTL: Challenging questions

ACTIVITY

Imagine a fellow mentor has come to you with the following questions. How might you respond? Can you use any of the frameworks/ questions that we have looked at today?

Choose any questions you would like to explore with a partner.

- I am the one accountable, so how do I hand over responsibility when I am not confident that the student teacher can a. do it or b. takes it as seriously as I do?
- The teacher tries so hard, but they just can't acknowledge their shortcomings. How can I avoid de-motivating them by pointing them out?
- I have been in their position, I know the answer – I want to give them the solution and save us both a lot of time.
- I find it hard to hand queries back – they just seem to expect solutions from me.
- I can't afford to let them fail – it must be right – I can't just hand it over to them.
- I disagree with how they see things – I find myself wanting to persuade them that I'm right.

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

<p>Comments</p>

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

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

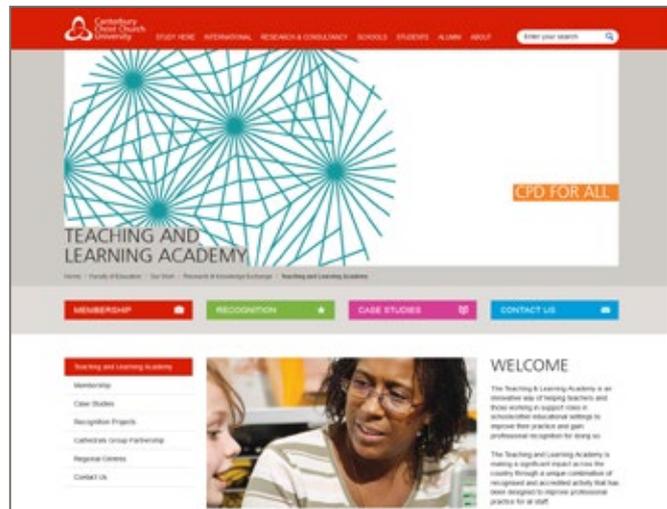
In addition to the other sessions in the Mentor Development Programme you may like to consider the following

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."

REFERENCES

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- Web sites
- National College, Fierce Conversations found at <https://www.nationalcollege.org.uk/transfer/open/dsbm-phase-2-module-2-leading-and-managing-teams/dsbm-p2m2-s5/dsbm-p2m2-s5-t5.html>
- TED talks: Julian Treasure, 5 ways to listen better found at https://www.ted.com/talks/julian_treasure_5_ways_to_listen_better

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.

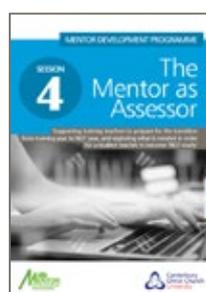
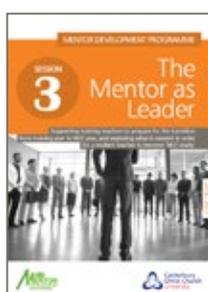
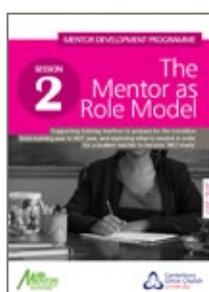
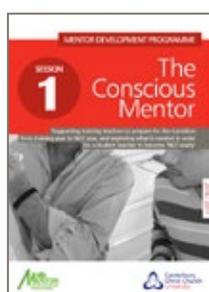
DATE	LOCATION
6 November 2017	Langafel CE Primary School, Longfield, DA3 7PH
7 November 2017	Maplesden Noakes School, Maidstone, ME16 0TJ
8 November 2017	Abbey School, Faversham, ME13 8RZ
9 November 2017	St Georges CE Foundation School, Broadstairs CT10 2LH

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, Broadstairs, CT10 1JG
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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www.canterbury.ac.uk/education



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