

SESSION

4

The Mentor as Assessor

Reflect on how to use data and diagnostic strategies to ensure student teachers have opportunities to move to good and outstanding.

2017 / 2018

FEEDBACK FROM MENTORS

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

I have a better understanding on assessing Pupil Progress, subsequently enabling me to advise the student on how to show evidence of progress, become more reflective and recognise the processes involved. I will ask Subject Mentors to do an initial audit of trainees' strengths and areas for development to assist the tracking and promotion of their progress.

The training has encouraged me to seek to understand more about the role of the professional mentor and its impact on the student and school. I am reviewing my own mentoring, including ways I set targets and give feedback. In future I will make sure targets are set following discussion with the students and have clear small steps.

I aim to look at Pupil Progress more closely from the student teacher's point of view rather than an overall view, ensuring they have input in their own development and their feedback is used to inform future practice (theirs and mine).

What people said they gained from attending the session:

We learnt about using focussed questions for coaching trainees (Pemberton 70 Questions) which will help to find solutions and find a way to progress. I will use and share the Coaching crib sheet.

Great tasks to keep engaged and make it relevant to individuals. We looked at pupil progress related case studies which demonstrated different ways to move students forward. It was useful to look at live data sheets regarding Pupil Progress and the corresponding 8 grading criteria.

Practical activities such as looking at grading levels using real data was particularly useful. We got ideas for assessment wording and were reminded about the relationship between report gradings and Pupil Progress grades.

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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 delighted to support the launch of this exciting new programme.

It is the culmination of a year's work in the partnership to design a new approach to mentor development.

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

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

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

- Reflect and plan support needed to move student teachers on to good and outstanding by the end of the year through the use of assessment (against standards).
- Identify strategies for supporting student teachers to evaluate and address pupil progress needs.

MENTORING GAP ANALYSIS

Theme: Quality and Consistency of Mentoring in your Setting

Excerpts from Recent Ofsted Reports

Extract A

“The partnership draws upon the expertise of outstanding teachers who act as professional school-based mentors. As a result, trainees observe highly effective practice; they are motivated to develop their skills so they can emulate the quality of practice displayed by their mentors. One NQT identified ‘real practice and real practitioners’ as the root cause for the high quality of training. A clear strength of the trainees’ and NQTs’ practice is the establishment of high-quality and stimulating learning environments, which celebrate the quality of pupils’ work as well as providing interesting displays which help pupils in their learning.”

(Grade 1)

Extract B

“Trainees receive excellent mentoring from well-trained and experienced mentors. Trainees observe good practice, access subject guidance and are encouraged to develop their professional expertise. This ensures that their teaching skills improve and they grow in confidence. At the time of stage 1 of the inspection, it was noted that the quality and depth of the verbal feedback given to trainees following an observation was not reflected in the written response they received. Since then, feedback forms have been amended to ensure that targets for improvement are transparent and measurable. The actions to be taken to achieve the targets are now also outlined clearly. Trainees report that this has improved the clarity of the written feedback they receive, and helps them to know what to tackle next.”

(Grade 1)

Extract C

“Learning conversations, which adopt a coaching approach to trainees’ professional development, are at the heart of this outstanding training programme. Skilled [centre] and school-based staff regularly identify informal opportunities for learning conversations with trainees. These also take place formally in the weekly seminar meetings with school-based tutors following observations of trainees’ teaching. Each conversation is personal to individual trainees and focused on their specific learning successes and areas for development. Through the reflective and transformational nature of the learning conversations, trainees develop skills of critical reflection and become adept at identifying their professional development needs. Trainees and mentors say the learning conversations not only improve their teaching practice but that they also promote and support their emotional health and well-being. As a result, NQTs who met with inspectors said they felt confident to manage the demanding workload that comes with being a primary school teacher.”

(Grade 1)

Extract D

“The partnership should: improve the effectiveness of leadership and management by:

- strengthening arrangements for the quality assurance of mentoring, to ensure that all trainees receive insightful feedback and are supported to become reflective practitioners

The great majority of mentors are skilled in engaging trainees in a professional dialogue, enabling them to become reflective practitioners. However, a small minority of mentors were insufficiently insightful or rigorous in their feedback and target-setting. The target-setting undertaken by trainees and their mentors at the end of the course also lacks sufficient detail to adequately inform trainees’ professional development needs as they embark on their NQT induction.

Although, for the most part, the quality of mentoring is good, systems for quality assurance have been insufficiently robust, resulting in some trainees receiving more effective mentor support than others. Inconsistency in the quality of lesson observation feedback from mentors has led to a small number of trainees having few opportunities to reflect on their practice and set appropriate personal targets. The training programme for school-based mentors is now improved to include a sharper focus on reflection and target-setting and a renewed focus on mentor training has led to a 50% increase in the number attending the pre-course session.”

(Grade 3)

Extract E

“The quality of the feedback, particularly from mentors, varies in quality. There is some strong practice which is not shared across the partnership. In a few cases, however, trainees are observed teaching several lessons in the same subject with very few if any observations in other subjects. The partnership currently places great importance on single-lesson observations to assess trainees’ teaching skills and there is insufficient emphasis on the impact of trainees’ teaching on pupils’ learning over time.”

(Grade 3)

Extract F

“School-based mentors are trained well and make a significant contribution to developing the trainees’ skills in teaching their subjects and in meeting the diverse range of pupils’ needs. They also ensure that trainees have access to relevant subject association guidance. Mentors find the resources provided for school trainers very useful but they are not familiar enough with the content of the central training to ensure that all practical aspects, such as the use of information management systems, are covered at school level. In a few partner schools, not enough use is made of the initial audit of trainees’ strengths and areas for development to promote their rapid progress.”

(Grade 3)

1. Read the extracts and highlight aspects that you are already undertaking in your setting.
2. Share what you have found with a colleague.
3. Use a different colour to highlight aspects that need developing further in your setting.
4. Consider what needs to be done in order to put these processes in place.
5. Use the table on the next page to record your actions.

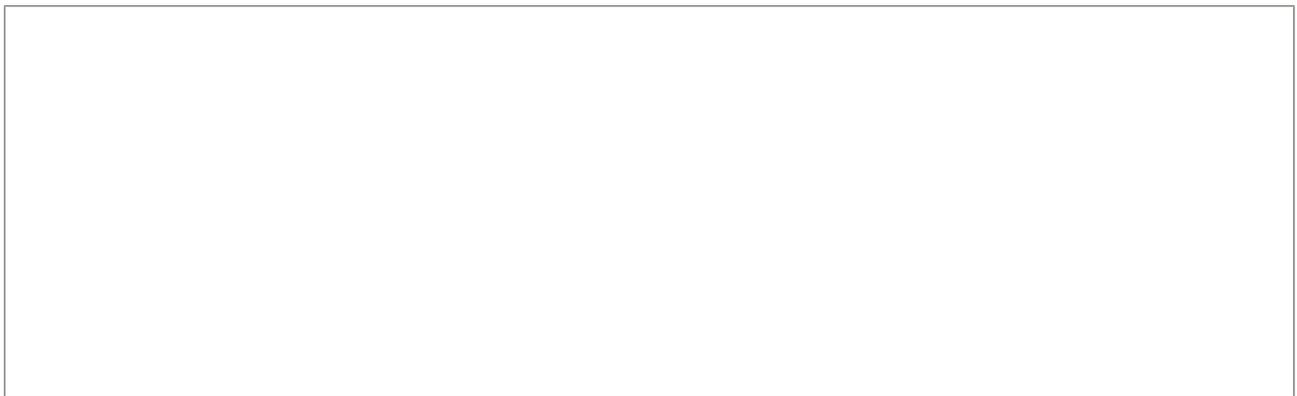
MENTORING GAP ANALYSIS: ACTION PLANNING

What needs to be undertaken regarding whole school mentoring approaches?	What actions need to be implemented?

PEN PICTURES: MOVING STUDENTS ON

■ Student Teacher A: Moving Beyond Grade 1

Colin is a grade 1 student teacher who takes risks when trying to make teaching interesting, is able to deal with the unexpected and 'grabs the moment'. He inspires and communicates his enthusiasm to learners, has an intrinsic passion for learning and shows innovative and creative thinking. He plans effectively and carefully for learning but does not necessarily develop it to its full potential. Colin has the ability to reflect critically and rigorously on his own practice to inform his professional development, and is able to evaluate and implement appropriate actions. Colin has knowledge of theory and initiatives but doesn't always fully apply them to practice. Colin takes full responsibility for his own professional development and is highly respected by learners and colleagues and, where appropriate, parents/carers and employers. He has the clear capacity to become an outstanding teacher and has the potential to develop leadership and management skills.



■ Student Teacher B: Who is Reluctant to Take Constructive Criticism

Donna is a reluctant student teacher who is not very good at accepting developmental feedback and her targets remain the same week after week. She is defensive when faced with critique but very keen to hear and share positive feedback. There is growing concern that Donna's targets are in key areas including planning and building relationships with pupils, and she finds it difficult to engage pupils in her lessons.

She has observed other members of staff whom she describes as 'the teacher she aspires to be', but she has little knowledge of how to implement the good practice she has observed.

Donna has little understanding of what constitutes good practice and in discussion will often draw upon irrelevant or inappropriate evidence to support her claims that she is meeting the standards and making progress.



■ Student Teacher C: The Conscientious Student Teacher who Lacks Depth of Understanding

Louise is a conscientious student teacher who works hard and completes all the work required of her. She has an adequate range of teaching and assessment strategies and uses these competently and with confidence. Louise can plan adequately but has an over reliance on published schemes. Her subject knowledge is satisfactory but shows a lack of awareness of how concepts build together. Louise regularly evaluates her own practice but this tends to be descriptive, stuck in the personal survival stage and lacking the ability of self-reflection. Louise's teaching practice file has many examples of records of pupil assessment but these lack an understanding of pupil learning and thus are not used effectively to inform future practice.

■ Student Teacher D: Moving from Grade 4 to Grade 3

Pam expects pupils to learn and aims to raise pupils' achievement as a result of her teaching. Pam evaluates teaching in order to improve it, but there is little evidence of her teaching improving as a result. Evaluations lack analysis and tends to be descriptive. Pam needs the additional help of more experienced teachers to assess the impact of her teaching on pupils' learning. Pam contributes little to the life of the school remaining focussed on the teaching aspect of her role only. Pam has difficulties relating to some pupils. Pam needs guidance to set clear objectives for her lessons, with the appropriate, specific detail. This means that the match of activities and resources to intended outcomes is not fully worked out. Pam needs a lot of guidance to take account of the needs of different groups of pupils and to differentiate teaching accordingly. Pam needs guidance in understanding the needs of individual children, and the responsibilities of different members of staff in school. Pam has difficulty in establishing a clear framework for classroom discipline, in line with the school's expectations. Off-task behaviour is a feature in her lessons. Pam has difficulties relating to some pupils, which resulted in some pupils being unable to learn effectively. Pam is unable to use the school's performance data to place the performance of the pupils they teach into context. Pam marks pupils' work but this is not always constructive, and pupils are not always able to move their learning forward as a result.

70 QUESTIONS: PEMBERTON, C. (2015)

Questioning with a Solutions Focus

70 Questions for Coaching Conversations

The following questions are all designed to help a conversation focussed on building performance through focussing on:

- What does the person want to achieve through having time with you i.e. identifying the focus for the conversation
- What is the reality of the problem ie how often, how big, how important?
- Shifting attention away from the problem to focus energy on finding a way forward
- Directing energy to taking action and the right kind of action
- Building commitment to taking action and signalling the coach's commitment to their succeeding.

Questions to unearth outcomes

1. What do you want to accomplish in the next 3/6/12 months?
2. What would you like to focus on today?
3. How can this conversation be most helpful to you?
4. What would let you know this time together has been of value?
5. How would you like it to be?
6. How will you know you have achieved your goal?
7. What's missing?
8. How can you express what you want in positive goal terms?
9. What do you want to leave behind as your legacy when you move into your next role?
18. What excuse are you giving yourself for not achieving your goal?
19. What is the biggest obstacle you are facing?
20. What are you most fearful of?
21. What are you willing to accept in order to deliver on your goal?
22. What are you willing to risk in order to...?
23. What are you willing to give up in order to...?
24. What are you doing that is moving you towards or away from achieving the goal?
25. What are you passionate about in your work/life.
26. How can you use that passion to help you achieve your goal?
27. What will achieving this goal give you?
28. How else can you get that need met?
29. How are you sabotaging yourself?

Questions to get information on the reality of the situation

10. What is important to you in your work right now?
11. What's right in your work (when they can only talk about what is wrong)?
12. How often does this problem happen?
13. What one word captures the gap between where you are and where you need/want to be?
14. How big is the problem?
15. What are you struggling with?
16. What have you done to improve things?
17. What else could you try?
30. What's stopping you doing what you want/need to do?
31. What will it mean for you/your team/your boss/this organisation, if you don't deal with this issue?
32. How is your energy in relation to...?
33. What rule do you have that is getting in the way of being able to...?
34. What's the worst thing that can happen?
35. So what?
36. If you do nothing what will happen?
37. What question would you like me to ask you?
38. What one question would you not like to answer right now?

Questions to find solutions

39. What would be the most useful thing you could do ?
40. What if you had all the time/money/skill you needed to deal with this issue – what would you do?
41. What can you do without all the time/ money/skill you need?
42. What would you do if you knew you couldn't fail?
43. What is the best use of your time on this?
44. What would someone who knew your strengths say you should do about . . .
45. What would . . . (a respected boss/peer/role model) do...?
46. What one thing can you do that will make a difference to...?
47. What is your body telling you you should do?
48. What does your intuition tell you?
49. What will be different about how you see yourself if you act on this?
50. What will be different about how you see yourself if you don't act on this?
51. Who else can help?
52. What does good enough look like?
53. How have you solved problems like this before?
54. If you had all the courage/confidence you needed, what would you do about...?

Questions to move things forward

55. What are you going to do about this in the next 24 hours?
56. What can you do in the next week/month?
57. How committed/confident are you on a scale of 0-10 about taking action?
58. What would move your commitment/ confidence up one notch on the scale?
59. What would move your commitment/ confidence to 10?
60. What would be the first sign that the change is happening?
61. What is your first step?
62. What could stop you taking that first step?
63. How will you help yourself to keep on track when there are difficulties?
64. How are you going to celebrate success?
65. When you look back on today, one year on, what will you be doing as a result of today's work?
66. What book/poem/song/saying/picture can help you keep moving forward on this?

Questions to identify sources of support

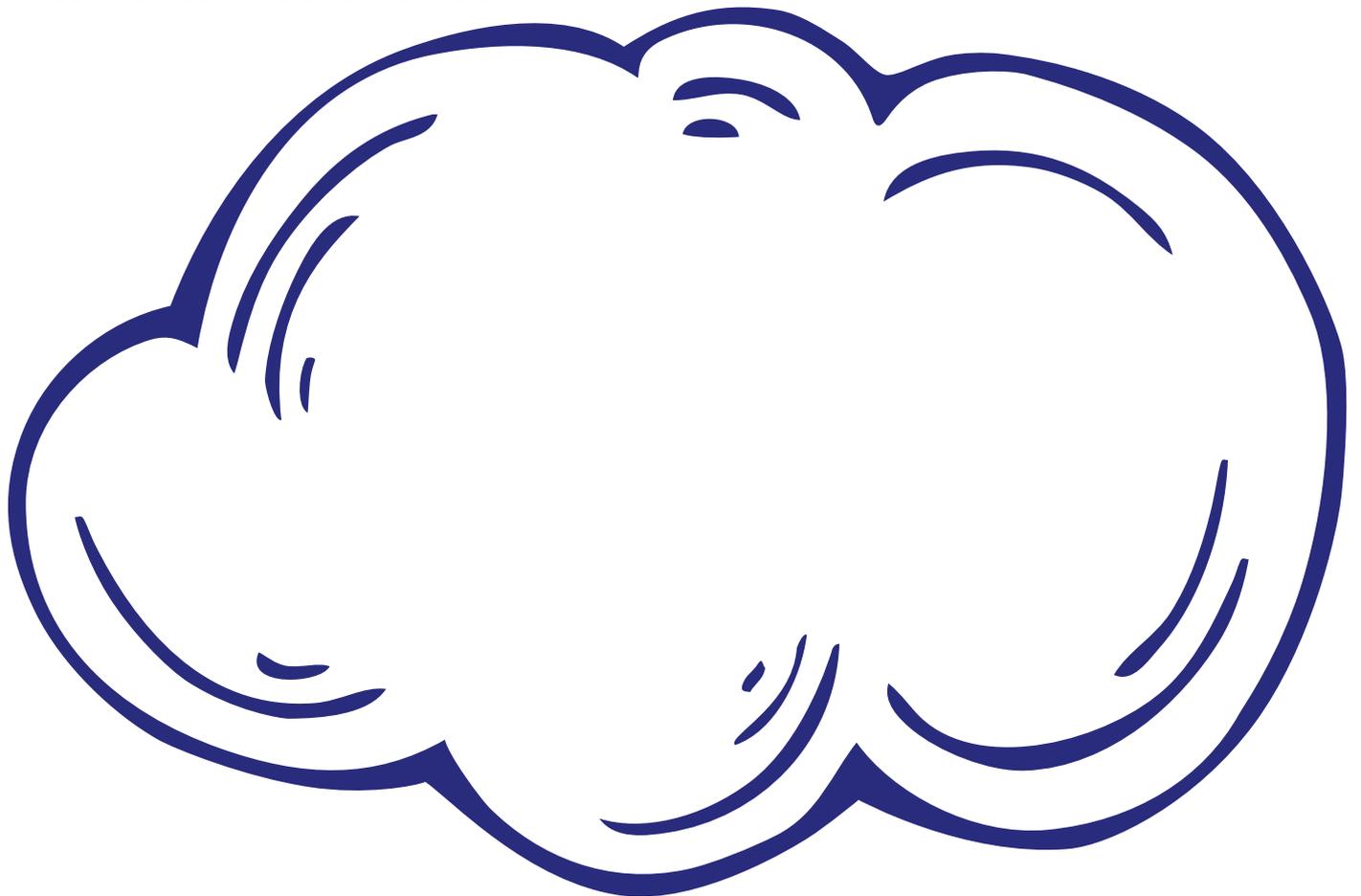
67. How do you want to keep me informed about your progress on?
68. Who do you want to tell you are working on...
69. What do you want of them in telling them?
70. What will you convince you that the effort involved is worthwhile, so you can support yourself?

Use the clouds opposite and over to record the most appropriate questions for each student teacher in the previous four pen pictures.

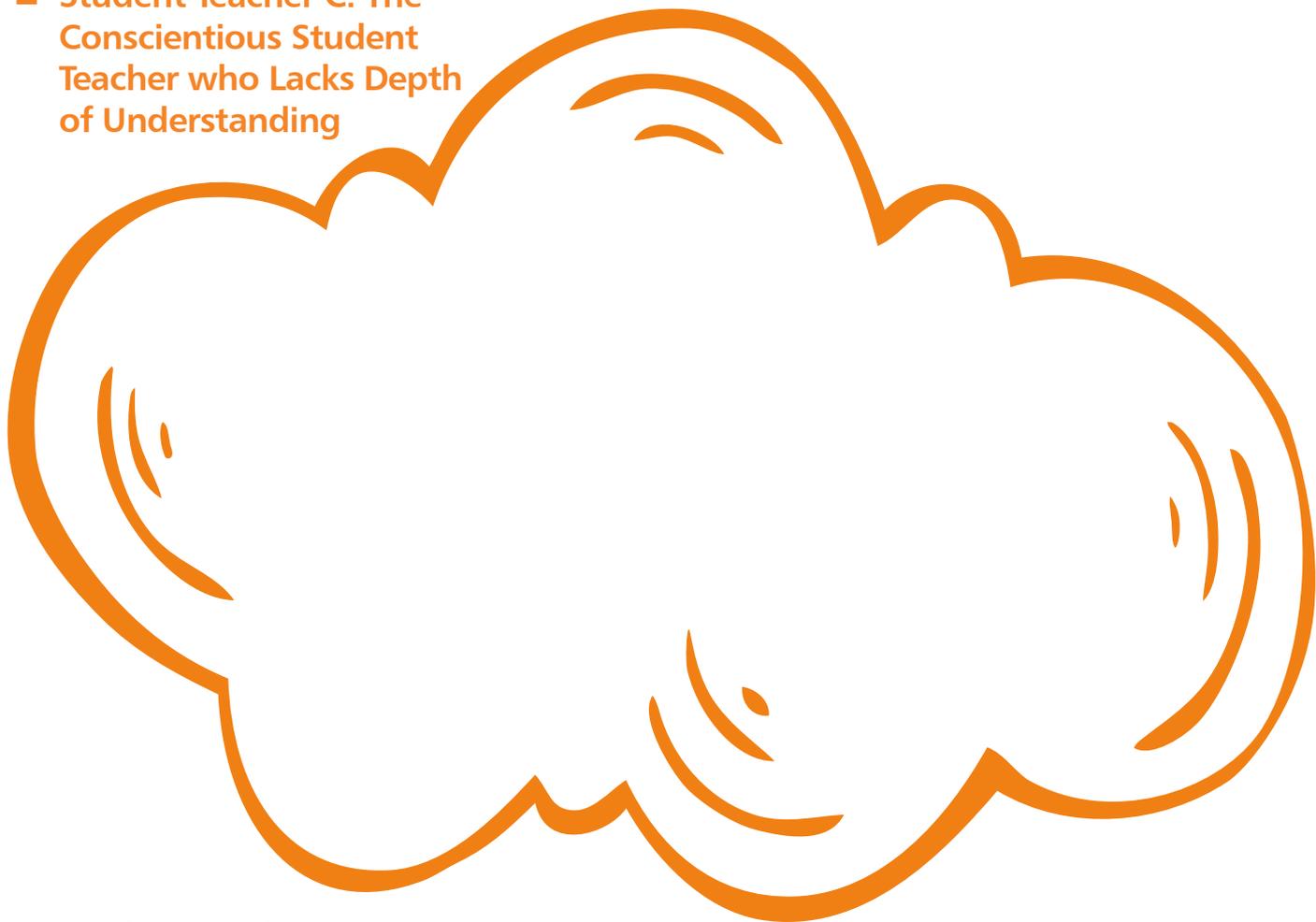
■ **Student Teacher A:
Moving Beyond Grade 1**



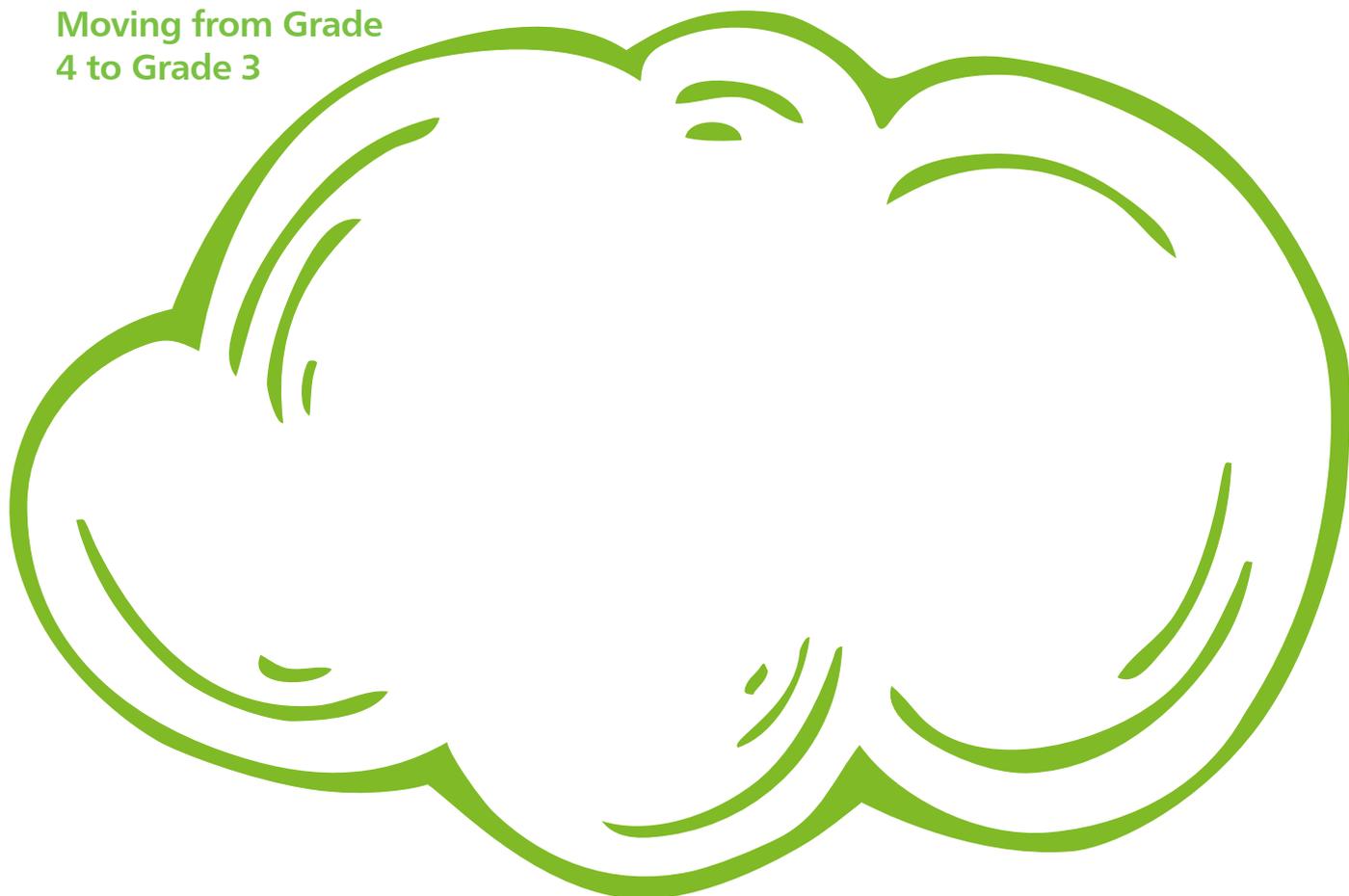
■ **Student Teacher B: Who is Reluctant
to Take Constructive Criticism**



- **Student Teacher C: The Conscientious Student Teacher who Lacks Depth of Understanding**



- **Student Teacher D: Moving from Grade 4 to Grade 3**



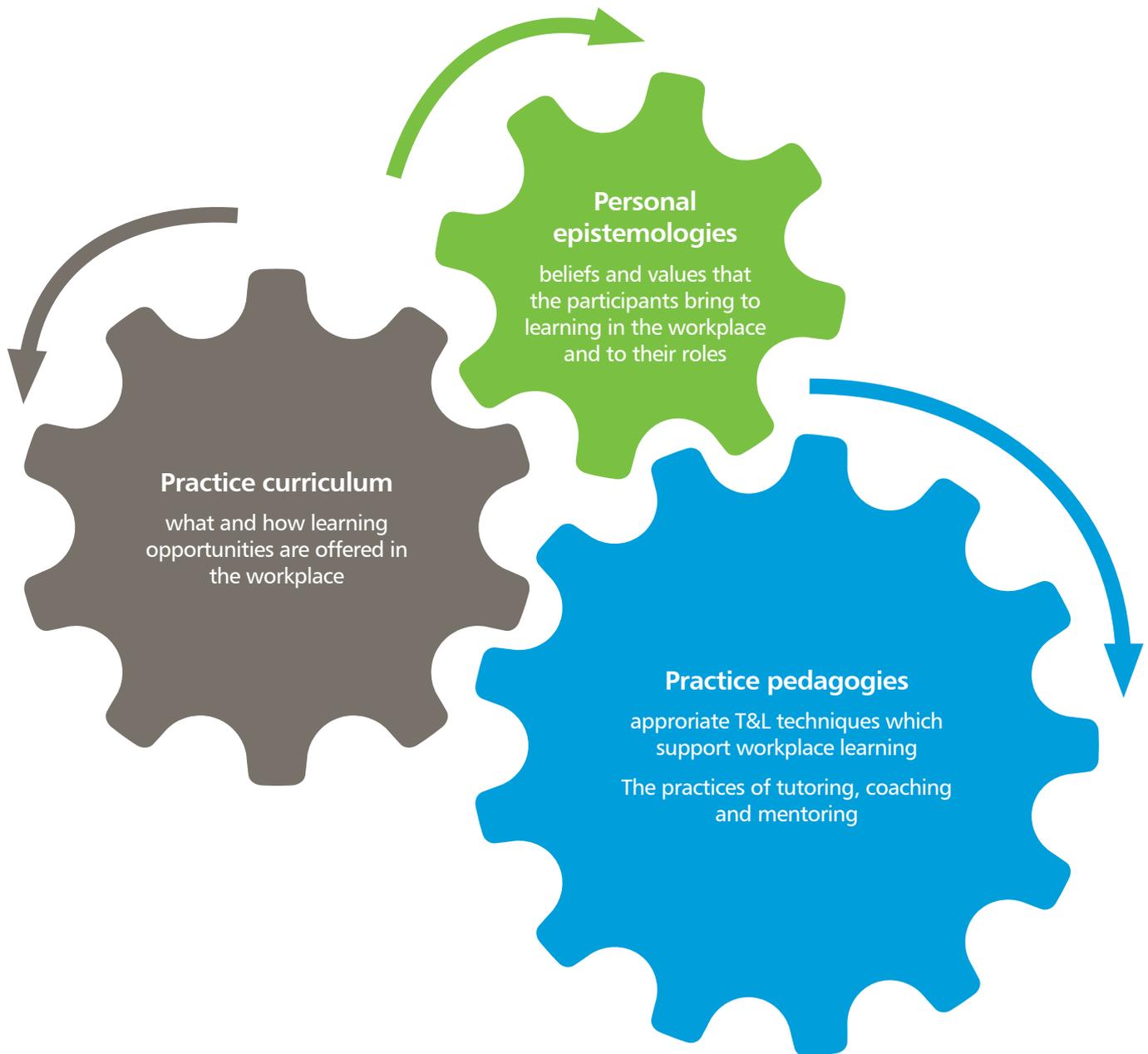
MENTOR AS ASSESSOR: AGREE/DISAGREE

Read the following statements regarding mentor as an assessor. Decide whether you agree or disagree with the statement.

		Agree/Disagree
1	Knowledge and understanding of the Teachers' Standards underpins all grading decisions	
2	Grades should be negotiated and agreed with the student teacher	
3	In the event of a disagreement in the grade awarded the CCCU tutor has the final say	
4	A student in the early part of their training cannot be graded as 1 in any standard	
5	A grade 4 cannot be awarded unless preceded by an Area of Concern	
6	An Area of Concern cannot be implemented unless preceded by a lesson observation	
7	A student teacher cannot be recommended for QTS with a Grade 4 for one standard	
8	Some standards are more important than others and thus have more influence on the final overall grade	
9	'Working towards grade 3' is a valid grade for all student teachers at all times in their programme.	
10	A student teacher can be awarded Grade 1 for all standards if pupil progress is judged as "Planning and teaching of the class(es) enabled all pupils to make at least expected progress" (The middle category for this judgement)	
11	Grades awarded at Interim Grading points can be changed at the Final Grading point	
12	Students' grades are contextualised: The standards need to be applied as appropriate to the role and context within which a student teacher is practising, in a way that is consistent with what could reasonably be expected of them prior to the award of QTS.	

INFLUENCES ON JUDGEMENTORING*

Developing the educational dimensions of your role



Lofthouse, R. (2017) after Billett, S.

*taken from Hobson and Malderez (2013)

TENSION BETWEEN ASSESSOR AND MENTOR

From Lofthouse and Hall (2014)

“Developing practices in teachers’ professional dialogue in England: Using Coaching Dimensions as an epistemic tool”

“Similarly mentoring (eg. of student-teachers) can be distorted towards ‘jugementoring’ (Hobson and Malderez 2013), when mentors can compromise mentoring relationships and its potential benefits by being prone to quickly forming and sharing with their mentees evaluative judgements of their mentees practice.”

“...the endemic system underpinned by performativity... This makes coaching vulnerable in at least two ways; it can have its purpose purloined as part of a movement dominated by surveillance and performance management, and it can have its potential flattened because participants are afforded insufficient time to develop sophisticated practice.”

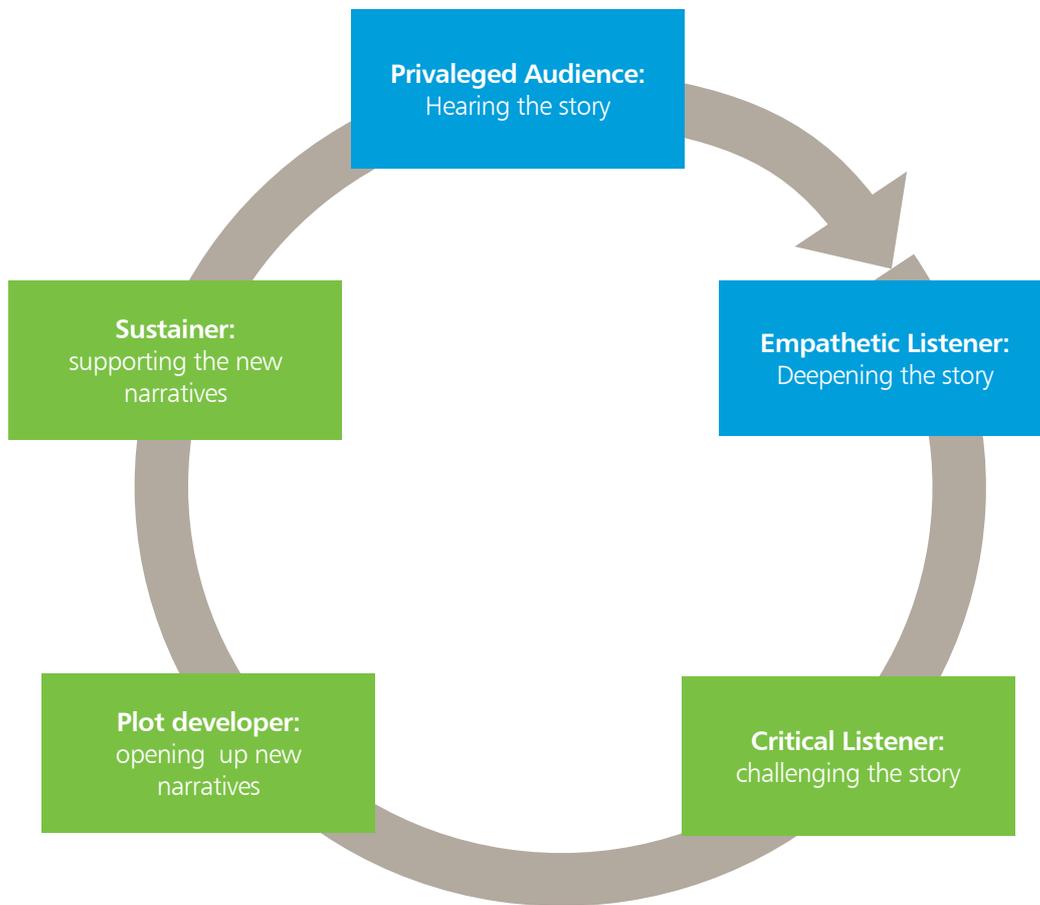
Consider the quotes

What response would you give?

1. Can you relate to the quotes? Do you experience a tension when undertaking your role as a mentor?
2. What are the tensions?
3. Have you overcome the tension between being a mentor and an assessor? If so, how?
4. Consider some resolutions.

DEVELOPMENT OF A NEW NARRATIVE

Pemberton, C. (no date) cited at the Link Tutor Professional Development Conference (2015)



WHAT DOES A COACHING CONVERSATION INVOLVE?

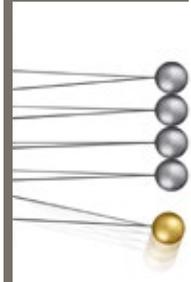
Pemberton, C. (no date) cited at the Link Tutor Professional Development Conference (2015)

	THOUGHT	ACTION
CHALLENGE	<ul style="list-style-type: none"> Asks questions that they don't ask themselves. Gives feedback. Helps the person look at situations from other perspectives. Slows down or speeds them up 	<ul style="list-style-type: none"> Asks them to experiment with doing different things. Moves them from talking about to doing. Asks them to be accountable
SUPPORT	<ul style="list-style-type: none"> Listens. Understands how they see the situation. Is non-judgemental. 	<ul style="list-style-type: none"> Ensure they do not take on more than they can achieve. Offers resources when needed. Helps them practice. Reviews what they have learnt from their experiments.

COACHING CRIB SHEET

Coaching = pragmatic performance management.
The intention is that the person **DOES** something

Pemberton, C. (2015)



CAUSE and EFFECT
What are YOU doing and what effect does it have on YOUR students?

S A I D

- S** State the issue or goal - be clear
- A** Agree facts, perceptions and differences in perceptions
- I** Invite exploration of opinions
- D** Decide the way forward and accountability



WHAT DO YOU WANT TO TALK ABOUT?

THINGS TO REMEMBER

- Less about ME, more about THEM
- Problems are solved by talking and listening
- Respect
- Observe don't evaluate
- "I notice"
- Positive Action Language "I would like us to agree a plan for working together..."

ASK QUESTIONS TO CLARIFY

"Have I got this right... I'm wondering if...? I'm sensing that..."

NEVER

- "You are..."
- "Why..."

HOW

HOW questions draw attention to the scale of an issue

- How would you like it to be different?
- How can you be the teacher you want to be?
- How can you use those skills to address what is happening right now?
- How would you know if things were improving?
- How do personality clashes get in the way of doing work?

LISTENING ABOVE THE WATER

- Encourage - tell me more
- Clarify - can I just check?
- Reflect back - key words
- Summarise - so what you are telling me is...
- Empathise - I understand how difficult...

LISTENING BELOW THE WATER

- Energy levels - high/low
- Beliefs - themselves, the situation
- Emotions - anger, sadness, envy
- Values - money, education
- Body language - sitting forward, back, in seat

A Acknowledge
not neutral

E Engage
Motivation
Find the positives / common ground

I Intent
What is driving the conversation?
What is your intention?

O Outcome
"I want you to..."

U Understanding

WHAT

WHAT - questions
Use rather than WHY to discourage back story

- What is happening right now?
- What would be a good outcome?
- What are you most worried about?
- What are your targets?
- What do you need to do right now?
- What would be a sign that things were improving?
- What do you need to do differently?
- What are the risks in this?
- What would you like to say?
- What is the worst thing that could happen?
- What is the smallest step you could take?
- What decisions do you have to make?
- What is the most important thing for you to change?
- What do you need to do to manage the risks?
- What else?

WHERE

WHERE questions - good for showing where an effort will have a return

- Does the workload feel most manageable? Is the greatest return on your effort? Can you let go most easily of work?
- Would it be easiest for you to begin prioritising?
- Can you find some time to stand back and start making some decisions? Do you want to direct your efforts?

WHEN

WHEN questions-use to identify evidence of desired change and to build commitment to doing something differently

- When do you feel engaged in your work?
- When did you last feel positively challenged by your work / the programme?



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THE PARTNERSHIP EVALUATION FRAMEWORK (PEF)

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

RATIONALE

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

Its effective use will:

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

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

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

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

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

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

On this occasion:

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

Glossary

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

INDUCTION

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

Comments

PROFESSIONAL DEVELOPMENT AND SUPPORT

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

Comments

QUALITY OF COACHING AND MENTORING

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

Comments

WORKING IN PARTNERSHIP 1

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

Comments

WORKING IN PARTNERSHIP 2

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

Comments

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

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FURTHER READING

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DATES & LOCATIONS FOR 2016-17 SESSIONS

1: THE CONSCIOUS MENTOR

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

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

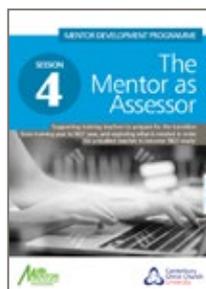
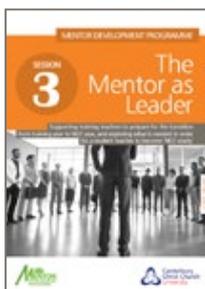
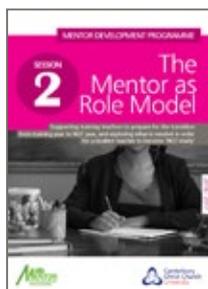
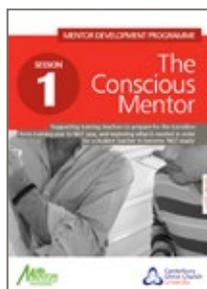
DATE	LOCATION
6 November 2017	Langafel CE Primary School, Longfield, DA3 7PH
7 November 2017	Maplesden Noakes School, Maidstone, ME16 0TJ
8 November 2017	Abbey School, Faversham, ME13 8RZ
9 November 2017	St Georges CE Foundation School, Broadstairs CT10 2LH

2: THE MENTOR AS ROLE MODEL

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

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

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



3: MENTOR AS LEADER

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

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

Aimed at: *all mentors.*

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

4: MENTOR AS ASSESSOR

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

Aimed at: *all mentors.*

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

5: MENTOR AS FACILITATOR

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

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

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



Faculty of Education

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