

SESSION

5

The 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'



2017/2018

FEEDBACK FROM MENTORS

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

I will carry out discussions with my mentees in relation to supporting them with their various tasks during their NQT period. I will look at wellbeing and attempt to build resilience in colleagues more effectively, making sure there are more opportunities to give feedback or raise concerns in an unbiased environment.

I intend to use my teaching experiences to empathise with students and give examples of some of the occurrences I have witnessed. This will help prepare students but also illustrate that we can relate to some of the challenges and successes a new teacher will encounter.

I would like more detailed discussion with school staff during preparation sessions, including ways to create realistic targets and promote positive engagement with students and parents.

I will make sure SMART targets are set which are specific to the preparation for the transition to NQT year. I am aware that we need to create an induction package that is meaningful to the NQT and will emphasise the need to complete the transition document and will follow up to see this done.

What people said they gained from attending the session:

The workshop was an opportunity to review our current understanding and explore ways to better support the transition into teaching. We exchanged ideas and observations on our mentoring skills and were given workable ideas. Good explanations of the NQT paperwork were very useful.

The facilitators have made the sessions effective and informative. Thank you for the programme. I have used some of the models and approaches shared over these sessions. The discussion around the PEF was informative.

There was encouraging discussion with other professionals with reflection on our own practices, including our journey into teaching and the continuous nature of learning.

I feel much more aware of aspects of resilience and how useful it is to share ideas. The session was very timely for the taking on of a NQT.

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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.

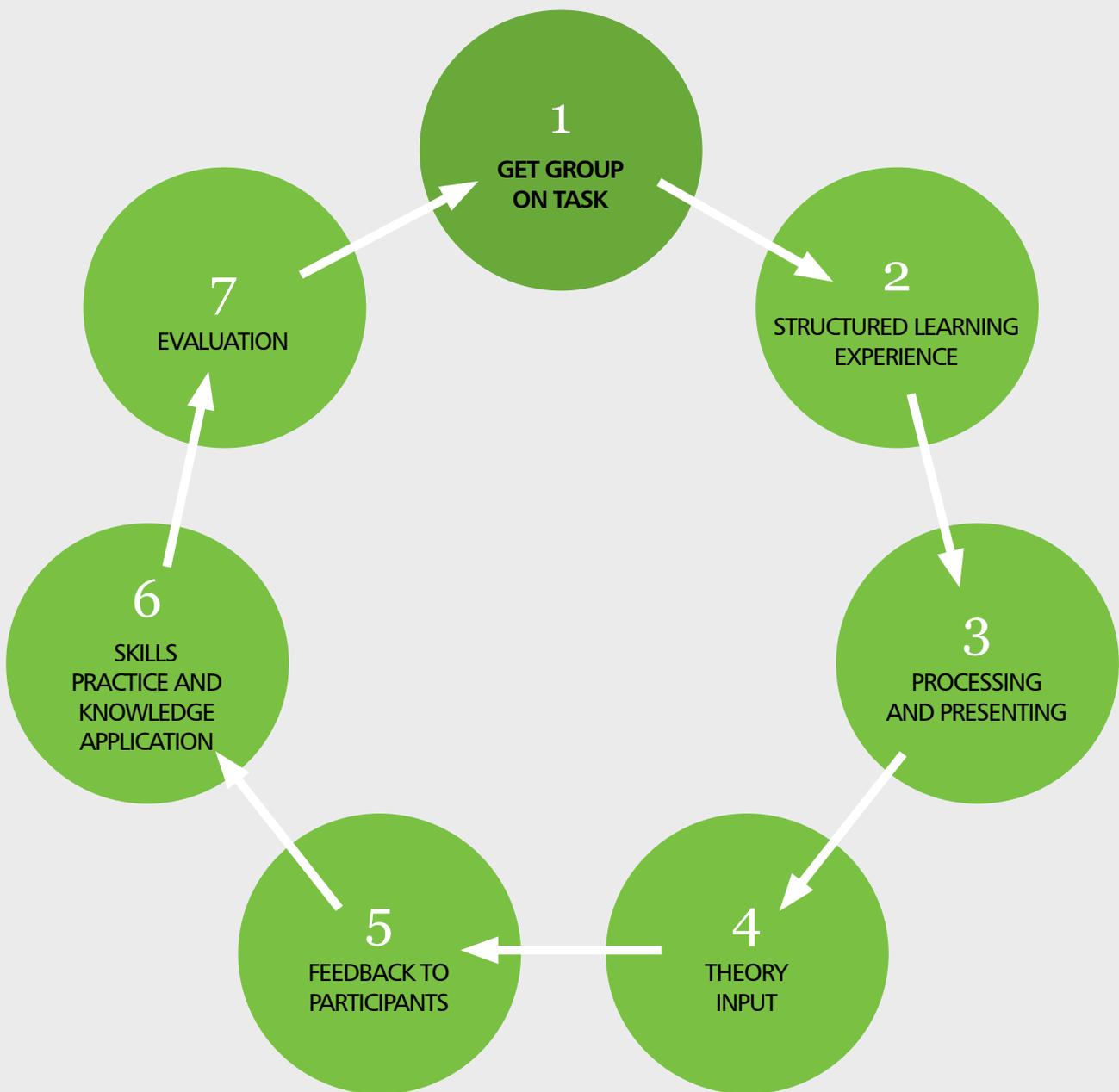
It offers school mentors the opportunity to reflect on the diversity and transferability of the mentors' skills in and beyond ITE.

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

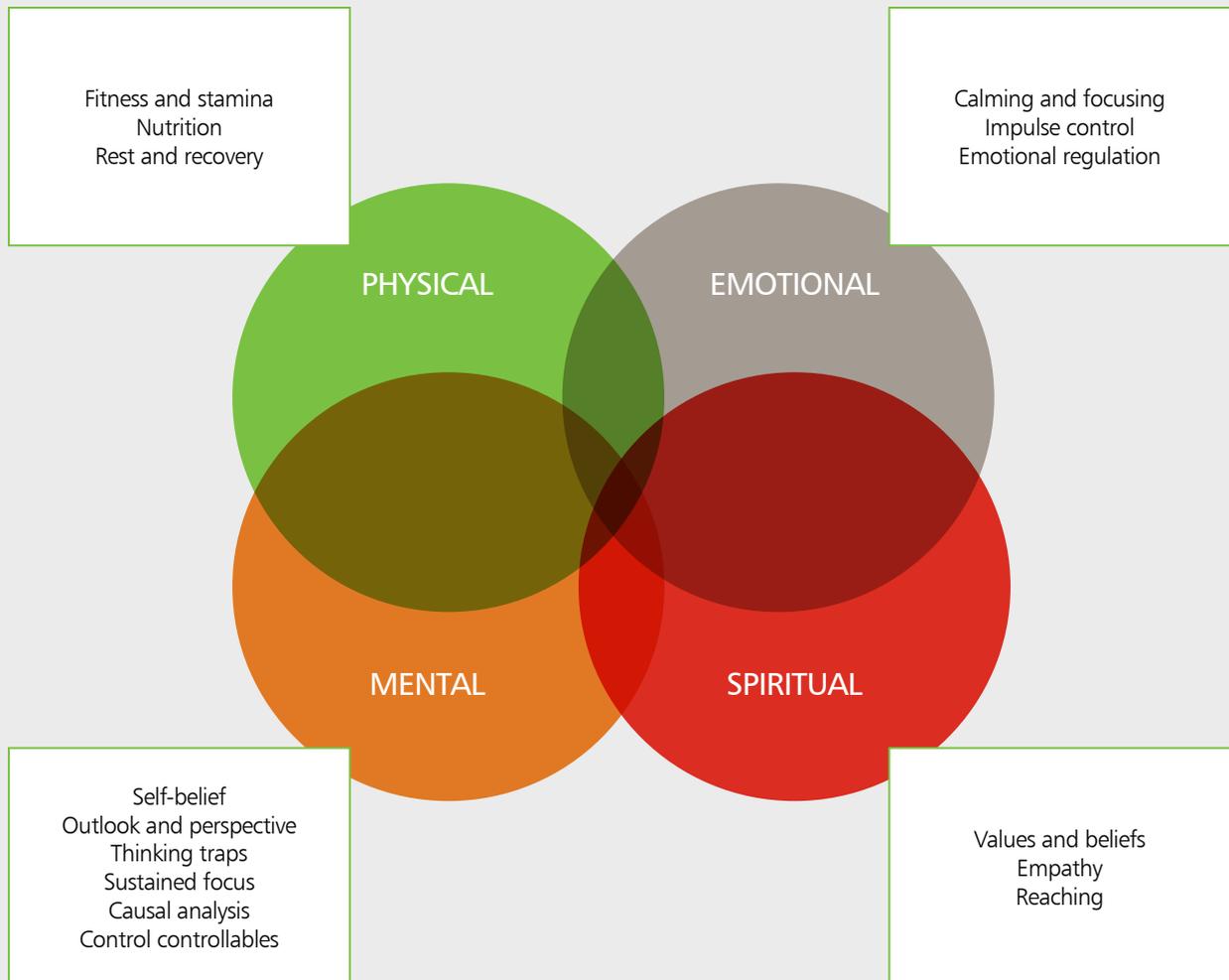
- Facilitate student teachers (including Teach First participants) to identify priority targets for development and contextualise these for their future educational setting
- Reflect on personal development as a mentor in light of the Partnership Evaluation Framework, and identify further opportunities for development

EXPERIENTIAL LEARNING CYCLE (GLASER)



Notes:

DIMENSIONS OF RESILIENCE



Notes:

RESILIENCE AND WELLBEING



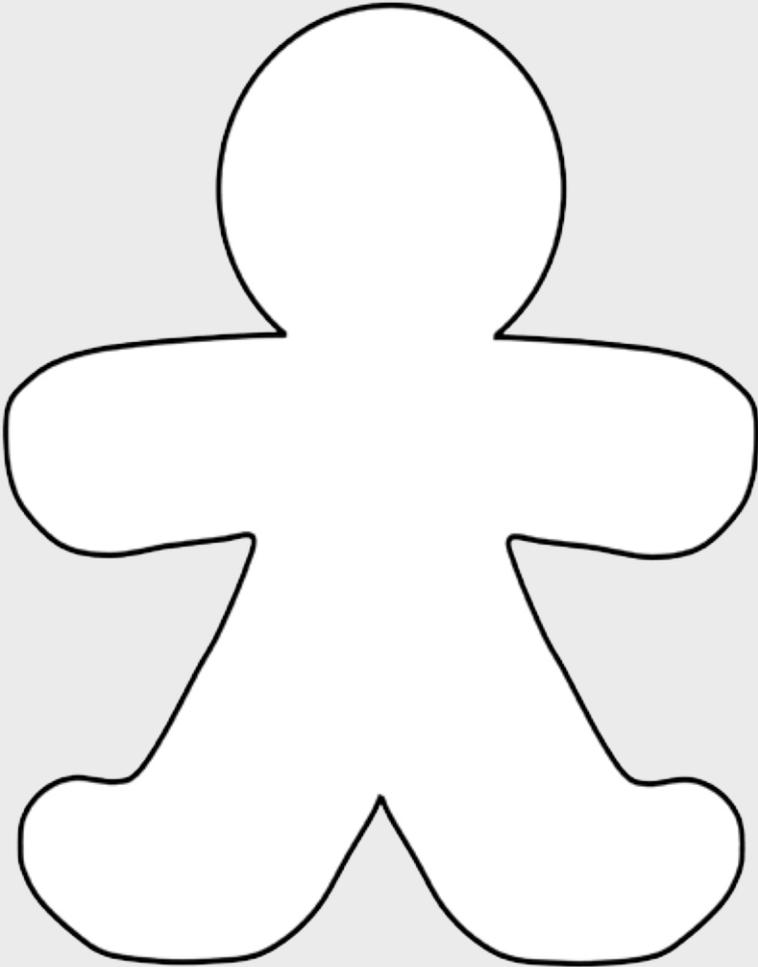
REFLECTION POINT

Thinking about your own experience(s) through professional transition points into a new role, eg. as an NQT, HoD or Mentor etc.

ACTION	ACTIVITY
<p>Reflect on your own transition: How did you feel during this to a new transition? What support was essential/helped? What support was missing? What didn't help?</p>	<p>On your tables discuss and share your experiences</p>
<p>How did these experiences shape your transition?</p>	<p>Brief group discussion and feedback</p>

Notes:

ACTION PLANNING



Notes:

SCENARIOS

5a

SECONDARY SCENARIO: JOHN

John is currently studying on a full time PGCE in 11-18 English and is undertaking his second placement at a non-selective school, teaching English at Key Stages 3-5 and drama at KS3. John has 6 weeks left in placement before the final assessment point and is looking forward to starting his new NQT position in July having secured a position teaching English at a nearby school. At his interim assessment point John was found to have the following strengths in his teaching:

1. Strong curriculum knowledge (S3)
2. Good planning for progression (S4)
3. Building positive working relationships (S7)
4. Contribution to wider life of the school (S8)

The following areas for development were identified:

1. Assessment for learning – especially questioning (S6)
2. Improve differentiation, especially for more able students (S5)
3. Make better use of assessment to inform target setting (S5)

5b

SECONDARY SCENARIO: MELANIE

Melanie is currently studying as a salaried School Direct trainee for MFL (French and Spanish) at your school and teaches at KS3 and KS4. She has 6 weeks left before the final assessment point and is looking forward to starting her new NQT position at a different school in your Alliance in July. At her most recent assessment point Melanie was found to have the following strengths in her teaching:

5. Strong curriculum knowledge (S3)
6. Good planning for progression (S4)
7. Contribution to wider life of the school (S8)

The following areas for development were identified:

4. Marking is not always done in a timely manner and seldom formative in nature (S6)
5. Deadlines for reports/assessments not always met (S8)

5c

SPECIAL SCHOOL SCENARIO: LUCY

Lucy is working in KS3 in a special school. She is working in a class with 12 students who have a wide range of ability and need. She has a team of four teaching assistants to support her in engaging the pupils in learning and meeting their SEN needs. The students have a diverse range of learning and communication difficulties that affect their ability to make progress and access the curriculum.

At the assessment point meeting the mentor and trainee agreed her strengths were:

1. Her lessons are differentiated appropriately and the learning outcomes were appropriate for all learners (S4)
2. The behaviours for learning in the class were positive and the teacher looked confident and had a presence (S7)
3. The communication between the teacher and pupils is good using all systems required to support pupils and making sure the pupils understand what is required (S5)

The developments outlined were as follows:

1. The teaching assistants were not accurately following the teacher's planning and outcomes. This meant there was little or no challenge for some of the students they were working with. (S8)
2. Assessment for learning- the questioning used by some in the team was very closed and therefore lacked the responses required to assess the students' learning/understanding (S6)

Lucy needs to make sure the team is working consistently and has the same expectation of all pupils as the teacher. Lucy will need to communicate what she requires of her team but is anxious about having that awkward conversation. She has worked hard at building a positive relationship with all her team members.

5d

PRIMARY SCENARIO: **JILL**

Jill is currently placed in a Primary School, working in Key Stage One (Y1). At her recent assessment point she was found to have the following areas of strength:

1. A very calm, consistent and positive management of behaviour for learning which is communicated effectively to the pupils and ensures a purposeful working atmosphere in her class.
2. Strong recognition of her areas for development that need support. She is very proactive in asking for advice and support, and acts upon it with alacrity.
3. A very reflective practitioner in regard to the academic and pastoral needs of her pupils. She now has a very good knowledge and understanding of them having formed very good professional relationships with them.
4. Evidence of very strong organisational skills for her own class and also within the Key Stage One team.

The following areas for development were identified:

1. Continue to develop a range of strategies to challenge the most able pupils across the curriculum.
2. Develop your use of drama within your literacy teaching where appropriate.
3. Integrate your phonics teaching throughout the curriculum.
4. Begin to consider your main aims for your second year of teaching.

5e

PRIMARY SCENARIO – YEAR 2: **JAKOB**

Jakob is currently placed in a Primary School, working in KS1 (Y2). At his recent assessment point he was found to have the following areas of strength:

1. A very secure knowledge of phonics and contextualises this effectively within the teaching of early reading
2. Establishment of positive working relationships with the pupils and these are used to communicate and maintain clear work and behaviour expectations.
3. An effective member of the Key Stage One team and seeks advice and support from experienced colleagues.
4. Deployment of effective behaviour for learning strategies in a positive and calm manner, taking into account the specific needs of individual pupils.

The following areas for development were identified:

1. To gain further experience of communicating with parents/carers.
2. To broaden knowledge/use of practical resources to support mathematical learning.
3. To develop further understanding of assessment systems used within school including statutory assessment for end of Key Stages.
4. To consider ways to contribute to the wider ethos of the school.
5. Begin to consider your broad aims for your second year of teaching.

TRANSACTIONAL ANALYSIS (TA)

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

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

Each interaction between two people with one of these ego states is deemed a 'transaction'.

Berne's first rule of communications concerns complementary transactions (see *Figure 1.1*): as long as transactions remain complementary there is nothing to break the stimulus-response process and the exchange can continue indefinitely.

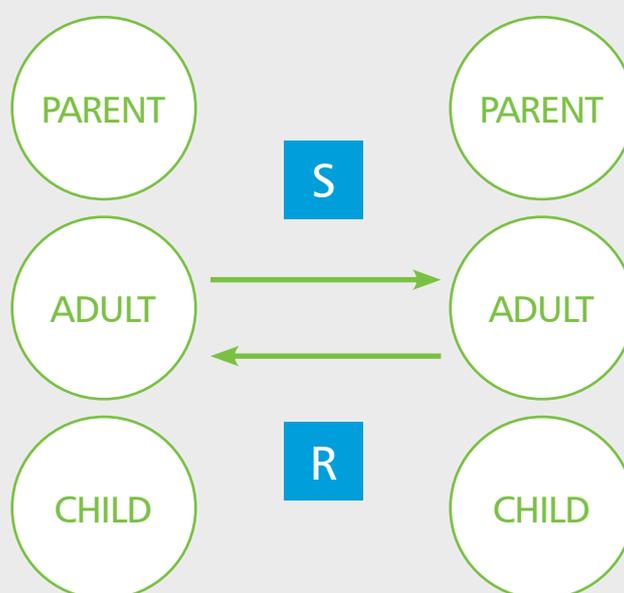


Figure 1.1 An adult-adult complementary transaction

"The unit of social intercourse is called a transaction. If two or more people encounter each other... sooner or later one of them will speak, or give some other indication of acknowledging the presence of the others.

This is called transactional stimulus. Another person will then say or do something which is in some way related to the stimulus, and that is called the transactional response."

(Eric Berne, 1964)

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

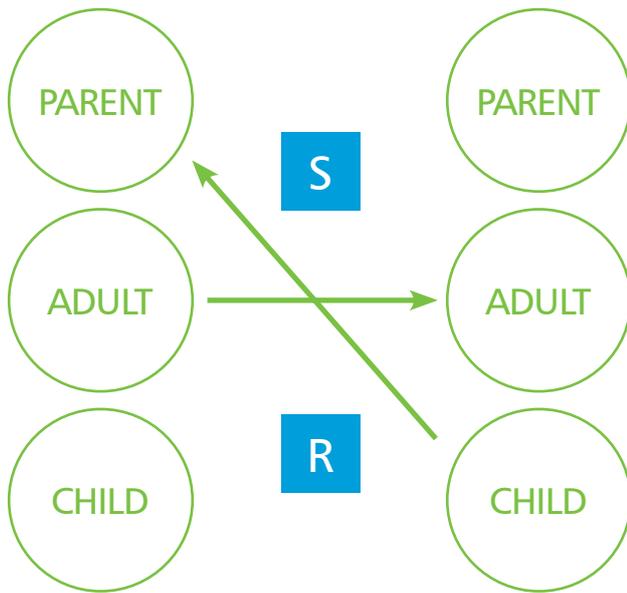


Figure 1.2

Berne's third rule of communication concerns ulterior transactions. In ulterior transactions, two messages are conveyed simultaneously: one is an overt, social level message, the other a covert, psychological message. The behavioural outcome of an ulterior transaction is determined at the psychological not the social level. An example he gives is expressed diagrammatically in Figure 1.3 below.

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

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

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

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

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

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

(Berne, 1964:31 cited in Armitage et al (2011)

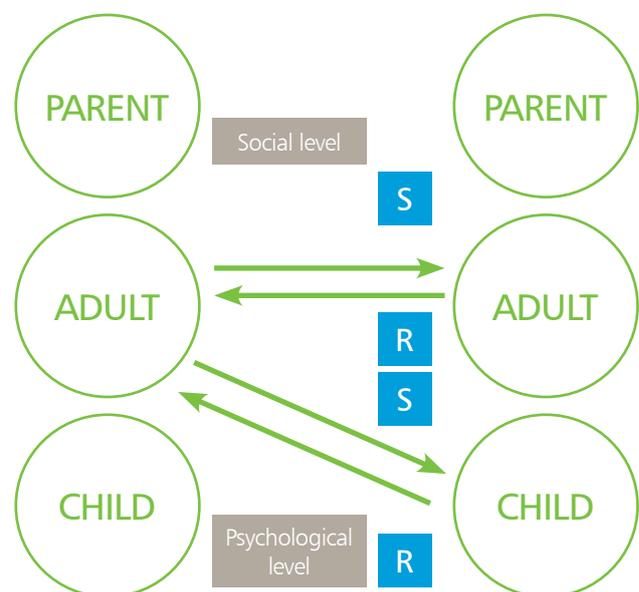
Developing Professional Practice 14-19.

Harlow: Pearson.)

MENTOR ACTIVITY

Choose three - five recent interactions you have had with an individual mentee or groups of student teachers. They may be negative interactions – asking them to be quiet, caution for lateness, telling them to turn their mobiles off – or positive interactions – thanking a student teacher for a presentation, praising them after a teaching observation or something they have done in class. Consider the model of TA above, does this cast light on the nature of the interaction itself?

Figure 1.3 An adult angular ulterior transaction



NQT CAREER ENTRY TRANSITION POINT 2017/2018

Secondary NQT Career Entry Transition Document 2017/2018

Congratulations!

You are now at the start of your exciting journey into one of the most rewarding and important professions – teaching. We recognise that your first year as a teacher can be both exciting and daunting, with many opportunities and challenges ahead. The Newly Qualified Teacher (NQT) statutory induction period provides all NQTs with support in the first year of teaching after being awarded QTS and this document has been written by the Partnership to support you in your transition into your NQT year. It will allow you to take stock and identify your current strengths and points for development to enable you to identify and achieve the next steps in your professional development.

The document is intended to sit alongside your school's induction arrangements and is designed to support you and your school-based induction tutor as you move into your first teaching post and build upon the strong foundations that you have already achieved.

Our commitment to supporting you does not stop at the end of your programme. During the forthcoming period of your induction we will be in contact with you to inform you of the support available.

Final Tutorial

As an Academic Tutor, I confirm that I have reviewed the content of this document.

To be completed by the Academic Tutor carrying out Final RoD / Assessment.	
Academic Tutor Name	:
Date	:

Student Information

Student ID * Required

Surname * Required

First Name * Required

Secondary Subject * Required

- Applied Business Studies
- Art and Design
- Biology
- Chemistry
- Citizenship
- Computing
- English
- Geography
- Health and Social Care
- History
- Leisure and Tourism

- Mathematics
- Modern Languages
- Music
- Physical Education
- Physics
- Physics with Mathematics
- Psychology
- Religious Education
- Other

If you selected Other, please specify:

University Email * Required

Programme

If you selected Other, please specify:

Please indicate below what your contact details will be after you have completed your programme.

Final Placement

Please identify the final placement grades for each of the Teachers' Standards:

	Please select:	Targets
1	<input type="text" value="Please select"/>	<input type="text"/>
2	<input type="text" value="Please select"/>	<input type="text"/>
3	<input type="text" value="Please select"/>	<input type="text"/>
4	<input type="text" value="Please select"/>	<input type="text"/>
5	<input type="text" value="Please select"/>	<input type="text"/>
6	<input type="text" value="Please select"/>	<input type="text"/>
7	<input type="text" value="Please select"/>	<input type="text"/>
8	<input type="text" value="Please select"/>	<input type="text"/>

Professionalism

Use the space below to identify your strengths and key successes from the Teachers' Standards.

Having considered these [exemplar targets and actions](#) and in light of your final gradings against the Teachers' Standards, devise **three** professional targets and associated actions that can be discussed with your NQT Induction Tutor to allow personalised support to be established. * *Required*

Please remember that it is important that you share your final placement report with your induction tutor, if you intend going into a teaching position, to enable them to develop a personalised programme of support targeted at your strengths and aspects for development.

If you are progressing into a teaching position, do you have any concerns about your NQT induction period? If you have no concerns, please state this.

Your Next Steps...

What do you intend to be your next steps?

[More info](#)

Any other relevant details regarding your further steps

NQT Induction Year School Details

Name of School: * *Required*

School Address Line 1 * *Required*

School Address Line 2 *Optional*

School Address Line 3 *Optional*

School Address Line 4 *Optional*

School Address Postcode * *Required*

Name of Headteacher: * Required

Name of NQT Induction Tutor / Mentor * Required

Email of NQT Induction Tutor / Mentor * Required

Start Date: * Required

Dates need to be in the format "DD/MM/YYYY", for example 27/03/1980.

(dd/mm/yyyy)

Additional Details

Please tell us what you will be doing after you have completed your programme.

Declaration

In order to be able to offer personalised support throughout your NQT year your employer (for instance your local authority or school) will use the final placement grades for each of the Teachers' Standards in this document. Additionally, to evaluate the effectiveness of the training we offer at CCCU we need to monitor the progress that our student teachers make in their NQT year. In order to do this we will access your progress data as you proceed throughout your NQT year. This information will be provided to the University by your employer (for instance your local authority or your school).

We would use this information to track cohort progress and adjust our training to close any gaps that may become apparent but also to continue to further develop our strengths.

We may also use the data to contact specific individuals to offer individualised or targeted support during their NQT year.

I authorise my employer to use the final placement grades in this document in order to be able to offer personalised support and the university to access information on my progress during my NQT year for the purposes explained above. * Required

I authorise

Canterbury Christ Church University (CCCU) complies with the Data Protection Act 1998 and is registered as a 'Data Controller' (Reg. No. Z7043317). CCCU endeavours to keep your personal information accurate and up to date and ensures that it is not kept longer than necessary.

Thank you

Thank you for completing the survey.

Please download a PDF of this survey (by clicking 'My Responses' above) and print two copies, one for your Academic Tutor to review in your final tutorial and one to share with your NQT Induction Tutor.

Further guidance and information regarding the NQT period of statutory induction can be found at:

<https://www.gov.uk/government/publications/induction-for-newly-qualified-teachers-nqts>

HOW IS YOUR RESILIENCE?

(Mentor Conference 2015, Pemberton)

RIGHT NOW AT WORK							
	TRUE	UNTRUE	DON'T NOTICE		TRUE	UNTRUE	DON'T NOTICE
1 When my plans for the day get thrown up in the air, I adjust quickly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7 Things get blown out of proportion when I feel pressured.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 When I am having a bad time at work I talk to people about it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8 I am an optimistic person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 When the pressure is on my emotions become more unpredictable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9 I am good at finding alternative ways of doing things when the preferred way is not possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 I can manage my energy so that I focus on the right things even when there are lots of demands on me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10 Under pressure I am finding it difficult to make decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Being clear on what I want from my career is helping me stick at things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11 I feel confident even when I am not sure how things will work out.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Even though there are lots of things going on I ensure I make time to do things unconnected to work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12 I take time, even when time is tight to think about what I am doing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What does your pattern of responses tell you about where your resilience is stronger and weaker right now? What contextual factors affect your resilience?

WHAT IS A REFLECTIVE PRACTITIONER?

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

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

MODEL 1: KOLB'S LEARNING CYCLE

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

Here is how it might look in practice:

EXPERIENCE

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

OBSERVATIONS AND REFLECTIONS

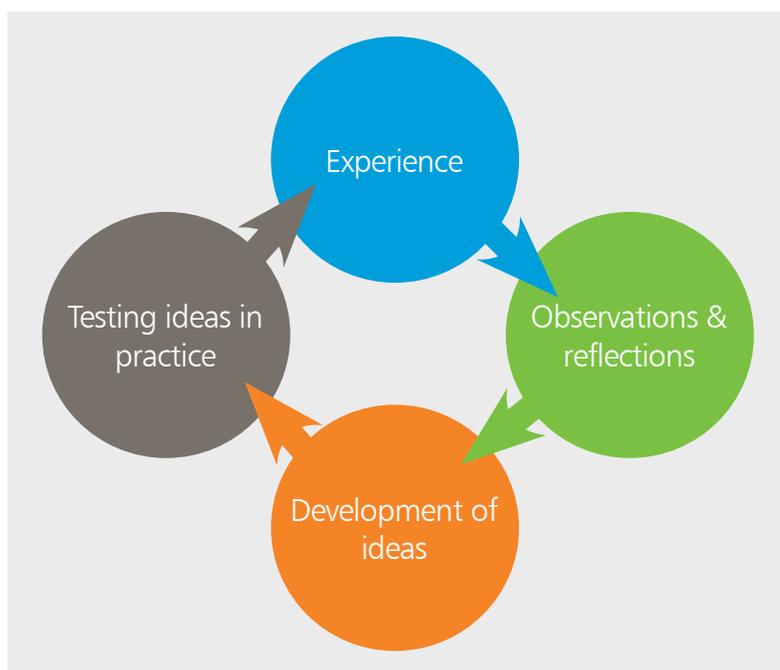
You are not agreeing and setting targets at the appropriate level to allow your student teacher to develop their ideas so that student is not making appropriate progress

DEVELOPMENT OF IDEAS

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

TESTING IDEAS IN PRACTICE

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



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 overall 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

MODEL 2: ROLFE'S FRAMEWORK

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

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

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

MODEL 3: ROTH'S FRAMEWORK

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

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

MODEL 4: PETERS' DATA MODEL

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

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

This has the advantage of being memorable!

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

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

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

Finally, try out the new theory.

OTHER MODELS

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

REFLECTION ACTIVITY 1

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

What is the area of focus for this reflection? _____

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

On what date was it identified? _____

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

What were your key learning points from CPD/research?

-
-
-
-

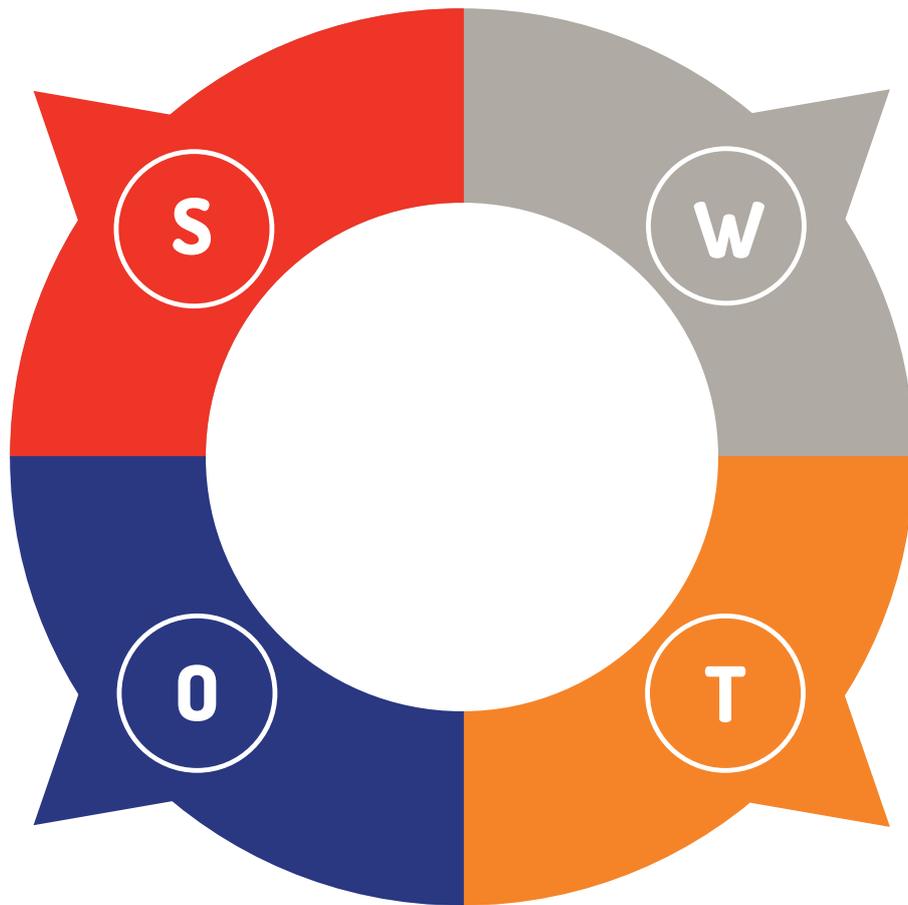
Which Reflective Model will you use to support your reflection and development?

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

SWOT ANALYSIS

STRENGTHS

WEAKNESSES



OPPORTUNITIES

THREATS

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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Notes



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