**Advanced Mentor**

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| **LJMU Mentor Recognition**  |
| A guide for all staff involved in the LJMU initial teacher training partnership. |
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| **Name:** |
| **School:** |

**National Standards for School-Based Initial Teacher Training (ITT) Mentors (July, 2016)**

**Preamble**

An advanced mentor is a suitably experienced teacher who has formal responsibility to work collaboratively within the ITT partnership to help ensure the trainee receives the highest quality training and support mentors in their role.

Advanced mentors have a crucial role to play in supporting teacher trainees during their ITT through to successful teacher accreditation and beyond the early stages of their careers.

An advanced mentor acts as a role model for teaching and learning, makes a distinctive contribution to raising standards across the school, continues to develop their expertise post threshold and provides regular mentoring and coaching to less experienced teachers and mentors. ITT providers that have invested in effective mentoring will support trainees to become high-quality teachers, and build their resilience so that they are more likely to remain in teaching once their initial training is complete.

Head teachers and providers have a key role to play in the selection, monitoring and ongoing support and training for mentors.

The Standards below set out the minimum expectations for those working as school-based ITT mentors. Post Threshold teachers/mentors should meet both the post-threshold and core standards.

**RAG rate** how you support trainee teachers in relation to the National Standards for Mentoring.

* **Red** – no evidence yet of supporting trainee teachers and it is a target for my development.
* **Amber** – some evidence of supporting trainee teachers, but not fully embedded in my practice.
* **Green** – consistently supporting trainee teachers, it is fully embedded in my practice.

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| **Mentor Standard 1 - Personal qualities** |
| **Establish trusting relationships, modelling high standards of practice, and understand how to support a trainee through initial teacher training** | **Red** | **Amber** | **Green** |
| * be approachable, make time for the trainee, and prioritise meetings and discussions with them;
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| * use a range of effective interpersonal skills to respond to the needs of the trainee;
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| * offer support with integrity, honesty and respect;
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| * use appropriate challenge to encourage the trainee to reflect on their practice;
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| * support the improvement of a trainee’s teaching by modelling exemplary practice in planning, teaching and assessment.
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| **Strengths:** |  |
| **Target(s) for Development:****(if appropriate)**  |  |
| **Action(s) for Development:****(if appropriate)**  |  |

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| **Mentor Standard 2 – Teaching** |
| **Support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs**  | **Red** | **Amber** | **Green** |
| * support the trainee in forming good relationships with pupils, and in developing effective behaviour and classroom management strategies;
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| * support the trainee in developing effective approaches to planning, teaching and assessment;
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| * support the trainee with marking and assessment of pupil work through moderation or double marking;
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| * give constructive, clear and timely feedback on lesson observations;
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| * broker opportunities to observe best practice;
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| * support the trainee in accessing expert subject and pedagogical knowledge;
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| * resolve in-school issues on the trainee’s behalf where they lack the confidence or experience to do so themselves;
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| * enable and encourage the trainee to evaluate and improve their teaching;
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| * enable the trainee to access, utilise and interpret robust educational research to inform their teaching.
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| **Strengths:** |  |
| **Target(s) for Development:****(if appropriate)**  |  |
| **Action(s) for Development:****(if appropriate)**  |  |

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| **Mentor Standard 3 – Professionalism** |
| **Set high expectations and induct the trainee to understand their role and responsibilities as a teacher**  | **Red** | **Amber** | **Green** |
| * encourage the trainee to participate in the life of the school and understand its role within the wider community;
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| * support the trainee in developing the highest standards of professional and personal conduct;
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| * support the trainee in promoting equality and diversity;
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| * ensure the trainee understands and complies with relevant legislation, including that related to the safeguarding of children;
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| * support the trainee to develop skills to manage time effectively.
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| **Strengths:** |  |
| **Target(s) for Development:****(if appropriate)**  |  |
| **Action(s) for Development:****(if appropriate)**  |  |
| **Mentor 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** | **Red** | **Amber** | **Green** |
| * ensure consistency by working with other mentors and partners to moderate judgements;
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| * continue to develop their own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research
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| **Strengths:** |  |
| **Target(s) for Development:****(if appropriate)**  |  |
| **Action(s) for Development:****(if appropriate)**  |  |

**Advanced Mentor: Knowledge, skills, understanding a Professional/Lead Mentor needs to be effective practitioner in promoting the development of ITT/CPD within a learning community**

| **Performance Criteria** | **Achieved** | Professional and Mentor Standards |
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|  |  | **Teaching** | **Personal & Professional** | **Mentor Standards** |
| Ensure trainees are working with good role models in school |  | **1 2 3 4 5 6 7 8****P1 2 3 4 5 6** | **1 2 3****P7 8 9 10** | **1 2 3 4** |
| Liaise with other colleagues (including other professionals) to support the trainees’ subject and pedagogical knowledge |  | **1 2 3 4 5 6 7 8****P1 2 3 4 5 6** | **1 2 3****P7 8 9 10** | **1 2 3 4** |
| Evidence of achievement as lead mentor/ITE coordinator that meets framework standards |  | **1 2 3 4 5 6 7 8 P1 2 3 4 5 6** | **1 2 3****P7 8 9 10** | **1 2 3 4** |
| Contribute to mentoring colleagues in and beyond school. An ability to provide constructive support and guidance. |  | **1 2 3 4 5 6 7 8****P1 2 3 4 5 6** | **1 2 3****P7 8 9 10** | **1 2 3 4** |
| Supportive approach towards CPD of colleagues in respect of SIP |  | **1 2 3 4 5 6 7 8****P1 2 3 4 5 6** | **1 2 3****P7 8 9 10** | **1 2 3 4** |
| Commitment to work beyond the classroom context |  | **1 2 3 4 5 6 7 8****P1 2 3 4 5 6** | **1 2 3****P7 8 9 10** | **1 2 3 4** |
| Ensures the effective QA process |  | **1 2 3 4 5 6 7 8****P1 2 3 4 5 6** | **1 2 3****P7 8 9 10** | **1 2 3 4** |
| Secure knowledge of trainee development process, routes and phases of training |  | **1 2 3 4 5 6 7 8****P1 2 3 4 5 6** | **1 2 3****P7 8 9 10** | **1 2 3 4** |
| Be involved as a lead trainer or in training new mentors within their own/other schools |  | **1 2 3 4 5 6 7 8****P1 2 3 4 5 6** | **1 2 3****P7 8 9 10** | **1 2 3 4** |
| Commitment to sharing good practice with wider professional bodies |  | **1 2 3 4 5 6 7 8****P1 2 3 4 5 6** | **1 2 3****P7 8 9 10** | **1 2 3 4** |
| Representation on committees and consultative groups and professional bodies i.e. participation in programme development |  | **1 2 3 4 5 6 7 8****P1 2 3 4 5 6** | **1 2 3****P7 8 9 10** | **1 2 3 4** |
| Evaluate and confidently implement any necessary changes through liaison with LJMU |  | **1 2 3 4 5 6 7 8****P1 2 3 4 5 6** | **1 2 3****P7 8 9 10** | **1 2 3 4** |

**CUREE Framework (2012) for Skills in Mentoring/Coaching**

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| **Coaching** *is a structured process for enabling the development of a specific aspect of a professional learners practice.* | **Checklist** | **Co-coaching** *is a structured sustained process between one or more professional learners to enable them to embed new knowledge and skills from specialist sources in a day to day practice.* | **Checklist** |
| **Relates sensitively to** **learners** through agreed processes to build trust and confidence |  | **Relates sensitively to learners** through agreed processes to build trust |  |
| **Model expertise** in practice or through conversation |  | **Draw on specialist resources** to inform learning |  |
| **Facilitate access to research and evidence** to support the development of pedagogic practice |  | **Draw on evidence** from research and practice to shape development |  |
| **Tailor activities in partnership** with the professional learner |  | **Understand the goals** of the co-coach |  |
| **Observe, analyse and reflect** upon professional learner’s practice and make this explicit |  | **Observe, analyse and reflect** upon each other’s practice, make this explicit and interpret it collaboratively |  |
| **Provide information** that enables learning from mistakes and success |  | **Provide information** that enables learning from mistakes and success (think about what has worked well in the classroom and can be used again, or what didn’t work well and lessons have been learnt for future practice) |  |
| **Facilitate growing** independence in professional learning from the outset |  | **Learn reciprocally** with commitment and integrity |  |
| **Use open questions** to raise awareness, explore beliefs, encourage professional learners to arrive at their own plans, understand consequences and develop solutions |  | **Use open questions** to raise awareness, reveal beliefs and enable professional learners to reflect upon them |  |
| **Listen actively** accommodating and valuing silence; concentrating on what is being said; using affirming body language to signal attention; replaying what has been said using the same words to reinforce, value and develop thinking |  | **Listen actively** accommodating and valuing silence; concentrating on what is actually being said; using attentive body language to signal attention; replaying what has been said using some of the same words to check meaning and/or value thinking |  |
| **Establish buffer zones** between coaching and other formal relationships |  | **Set aside existing relationships** based on experience, hierarchy, power or friendship |  |

**Advanced Mentor Certificate of Recognition**

**Key Questions to Support the Reflection Process**

1. What has been the impact of being involved in mentoring/coaching on your own practice i.e. providing exemplary lessons and evidence of effective planning?
2. What has been the impact on pupils’ learning as a result of having trainee teachers in your school?
3. Can you describe the personal satisfaction gained from seeing trainees develop their knowledge?
4. How have you enabled trainee teachers to become independent in their learning and teaching? How have you encouraged trainee teachers to take risks in their teaching?
5. What have you learned from having the opportunity to work closely alongside trainee teachers, including the sharing and exchanging of ideas?
6. How has the opportunity to observe your own pupils in learning situations with trainee teachers improved your knowledge and understanding of these pupils?
7. How have the pupils benefited from the provision of more direct adult support within the classroom?
8. How has being involved in this process of mentor recognition enabled you to increase your knowledge and understanding of the teachers’ and mentoring standards?
9. How has being involved in the mentoring and coaching of trainees impacted on your ability to apply these skills within the concept of whole school Continuing Professional Development?
10. What have you gained from supporting colleagues in the development of their mentoring and coaching skills?
11. How have you shared good practice in the mentoring and coaching of trainees or colleagues with other schools or ITE providers?
12. How have you contributed to ITE development within the region?
13. Have you considered your personal career development in terms of mentoring, coaching and/or co-coaching?

**Advanced Mentor Reflection**

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|  | **Reflection and Verification including Development Targets** |
| **Reflection (refer to your RAG rating of the Mentor Standards)**  |  |
| **Targets for Further Development (refer to your RAG rating of the Mentor Standards)** |  |
| **Verification signature** | **Head Teacher:** | **Mentor Recognition Team:** |
| **School and University reflective comments** | **School Reflective Comments:** | **University Reflective Comments:** |