

# Advanced Mentor

## LJMU Mentor Recognition

A guide for all staff involved in the LJMU initial teacher training partnership.

Name: **Example – Professional Mentor**

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.

<b>Mentor Standard 1 - Personal qualities</b>			
<b>Establish trusting relationships, modelling high standards of practice, and understand how to support a trainee through initial teacher training</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
<ul style="list-style-type: none"> <li>• be approachable, make time for the trainee, and prioritise meetings and discussions with them;</li> </ul>			
<ul style="list-style-type: none"> <li>• use a range of effective interpersonal skills to respond to the needs of the trainee;</li> </ul>			
<ul style="list-style-type: none"> <li>• offer support with integrity, honesty and respect;</li> </ul>			
<ul style="list-style-type: none"> <li>• use appropriate challenge to encourage the trainee to reflect on their practice;</li> </ul>			
<ul style="list-style-type: none"> <li>• support the improvement of a trainee's teaching by modelling exemplary practice in planning, teaching and assessment.</li> </ul>			
<b>Strengths:</b>	ITT students are prioritised within school. With ITTs receiving a cohesive programme of study that allows them to develop their teaching and learning practices via Weekly Professional Development Sessions which are organised by myself using specialist staff to deliver the sessions. ITTs also have a fortnightly meeting with myself in order to discuss any queries/concerns and share good practice (including reflecting upon their own professional practice)		
<b>Target(s) for Development: (if appropriate)</b>	Further development of examples to model exemplary practice e.g. through the use of creating an exemplar practice bundle which contains evidence of lesson planning, video of teaching staff delivering the planned lesson and examples of assessment from the lesson. This bundle could then be used to inform ITTs own teaching and learning practices.		
<b>Action(s) for Development: (if appropriate)</b>	Speak to current teaching staff in order to recruit participant who would be willing to participate in the creation of the exemplar teaching and learning bundles		

## 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
<ul style="list-style-type: none"> <li>support the trainee in forming good relationships with pupils, and in developing effective behaviour and classroom management strategies;</li> </ul>			
<ul style="list-style-type: none"> <li>support the trainee in developing effective approaches to planning, teaching and assessment;</li> </ul>			
<ul style="list-style-type: none"> <li>support the trainee with marking and assessment of pupil work through moderation or double marking;</li> </ul>			
<ul style="list-style-type: none"> <li>give constructive, clear and timely feedback on lesson observations;</li> </ul>			
<ul style="list-style-type: none"> <li>broker opportunities to observe best practice;</li> </ul>			
<ul style="list-style-type: none"> <li>support the trainee in accessing expert subject and pedagogical knowledge;</li> </ul>			
<ul style="list-style-type: none"> <li>resolve in-school issues on the trainee's behalf where they lack the confidence or experience to do so themselves;</li> </ul>			
<ul style="list-style-type: none"> <li>enable and encourage the trainee to evaluate and improve their teaching;</li> </ul>			
<ul style="list-style-type: none"> <li>enable the trainee to access, utilise and interpret robust educational research to inform their teaching.</li> </ul>			
<b>Strengths:</b>	ITTs are supported in developing their practice via constructive, clear and timely feedback on lesson observations with teacher standards (and sub-standards) clearly linked to the feedback provided in order to allow ITTs to reflect on their own practice in relation to pupil progress		
<b>Target(s) for Development: (if appropriate)</b>	Although trainees are provided with a list of 'further reads' in relation to their Professional Development Sessions this could be further developed through the use of more up to date Educational Journal articles		
<b>Action(s) for Development: (if appropriate)</b>	Investigate the use of Journal articles to support the Professional Development Sessions provided to ITTs to training can be kept current and therefore more relevant to current national teaching practices/government policies		

### Mentor Standard 3 – Professionalism

<b>Set high expectations and induct the trainee to understand their role and responsibilities as a teacher</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
<ul style="list-style-type: none"> <li>encourage the trainee to participate in the life of the school and understand its role within the wider community;</li> </ul>			
<ul style="list-style-type: none"> <li>support the trainee in developing the highest standards of professional and personal conduct;</li> </ul>			
<ul style="list-style-type: none"> <li>support the trainee in promoting equality and diversity;</li> </ul>			
<ul style="list-style-type: none"> <li>ensure the trainee understands and complies with relevant legislation, including that related to the safeguarding of children;</li> </ul>			
<ul style="list-style-type: none"> <li>support the trainee to develop skills to manage time effectively.</li> </ul>			
<b>Strengths:</b>	<p>Trainee's are encourage to participate in the life of the school including attending extra-curricular school trips (e.g. Duke of Edinburgh expeditions). Trainee's also receive safeguarding and prevent training and discuss relevant government reports/statutory government requirements e.g. Keeping Children Safe in Education.</p>		
<b>Target(s) for Development: (if appropriate)</b>	<p>Further support could be provided to ITTs regarding their well-being and effective time management</p>		
<b>Action(s) for Development: (if appropriate)</b>	<p>Investigate research on well-being and time management in order to support ITTs with advice and guidance on how to develop effective time management skills</p>		

### 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
<ul style="list-style-type: none"> <li>ensure consistency by working with other mentors and partners to moderate judgements;</li> </ul>			
<ul style="list-style-type: none"> <li>continue to develop their own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research</li> </ul>			
<b>Strengths:</b>	<p>Quality assurance is utilised in order to moderate mentor feedback across the school. With ITT's placement folders being reviewed in order to assess feedback being provided is of a relevant standard. Feedback is then emailed out to mentors in order to improve and standardise who school practice.</p> <p>All teaching staff also receive mentor training (even staff who do not have a trainee formally attached to them) in order to make all staff aware of the processes involved with the ITTs to that post lesson feedback and ITT support is embedded across the school</p>		
<b>Target(s) for Development: (if appropriate)</b>	<p>Although I continue to develop my own mentoring practice through the attendance of Mentor training at LJMU I do feel that I am lacking in accessing and engaging with robust research regarding mentoring and coaching and this is an area that I need to develop further</p>		
<b>Action(s) for Development: (if appropriate)</b>	<p>Access relevant journal articles (as well as other relevant literature) in relation to mentoring</p>		

## 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		
		Teaching	Personal & Professional	Mentor Standards
Ensure trainees are working with good role models in school	<ul style="list-style-type: none"> <li>• Trainee's are placed with trained mentors who have subject specialist knowledge and experience.</li> <li>• All mentors within school are respected classroom practitioners and are positive professional role models.</li> <li>• Create training programme for trainees in relation to their professional practice as well as other aspects of school life</li> <li>• Set up observations of specific good practice for trainees (e.g. behavior management)</li> <li>• Provided support for trainees in the completion of school based tasks</li> </ul>	<p>1 2 3 4 5 6 7 8 P1 2 3 4 5 6</p>	<p>1 2 3 P7 8 9 10</p>	<p>1 2 3 4</p>
Liaise with other colleagues (including other professionals) to support the trainees' subject and pedagogical knowledge	<ul style="list-style-type: none"> <li>• Encourage trainees via a Programme of weekly Professional Development Sessions to meet with specialist colleagues to discuss issues relating to teaching and learning and education based practice e.g. safeguarding, SEND, EAL, Questioning, behavior management etc</li> <li>• ITTs encouraged to attend fortnightly sessions with myself in order to discuss sharing good practice ideas or to talk through issues surrounding their placement.</li> <li>• Provided opportunities, spoke to relevant staff and arranged a timetable to allow for trainees to watch other age groups/subjects/HAP/MAA/LAP/SEN/EAL pupils</li> </ul>	<p>1 2 3 4 5 6 7 8 P1 2 3 4 5 6</p>	<p>1 2 3 P7 8 9 10</p>	<p>1 2 3 4</p>
Evidence of achievement as lead mentor/ITE coordinator that meets framework standards	<ul style="list-style-type: none"> <li>• Recognised by the school and provider as Professional mentor and ITT Coordinator</li> <li>• Attended provider initiated mentor training in order to support mentors and trainees and disseminated information to relevant school staff</li> <li>• Organised school mentor training in order to disseminate information to all teaching staff</li> <li>• Attending training course at XXXX on the role of mentor and Coach</li> <li>• Organised and allocated school's intake of trainees over the academic year</li> </ul>	<p>1 2 3 4 5 6 7 8 P1 2 3 4 5 6</p>	<p>1 2 3 P7 8 9 10</p>	<p>1 2 3 4</p>

Performance Criteria	Achieved	Professional and Mentor Standards		
		Teaching	Personal & Professional	Mentor Standards
	<ul style="list-style-type: none"> <li>Participated in ITT PGDE/PGCE interviews with both provider and as part of Schools Direct</li> <li>Evaluated school's role in ITT as required</li> </ul>			
Contribute to mentoring colleagues in and beyond school. An ability to provide constructive support and guidance.	<ul style="list-style-type: none"> <li>Observed and mentored trainees within school</li> </ul>	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	<ul style="list-style-type: none"> <li>Liaised with provider in order to arrange mentor training to all teaching staff within school</li> </ul>	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	<ul style="list-style-type: none"> <li>Attended meetings initiated by provider to discuss mentoring issues and receive up to date training on the providers requirements</li> </ul>	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	<ul style="list-style-type: none"> <li>Monitored and evaluated the schools programme of study in mentoring of trainees – fed back to SLT and Teaching School assessor</li> <li>Liaised with SLT in order to evaluate the provision provided to trainees at XXXX</li> <li>QA of mentors within school in order to assess the feedback being provided to trainees is of at least expected standard.</li> <li>Attended QA observation of ITT with provider</li> <li>Discuss trainees' progress with the provider via the Liaison tutor as part of the continuous QA process within the partnership</li> </ul>	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	<ul style="list-style-type: none"> <li>Spent time developing knowledge and understanding of QTS standards and how they are evidenced in the trainees QTS development and training file</li> <li>Have an awareness of the needs of trainees in relation to their stage of training and be able to provide opportunities to their needs</li> </ul>	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



Performance Criteria	Achieved	Professional and Mentor Standards		
		Teaching	Personal & Professional	Mentor Standards
	<ul style="list-style-type: none"> <li>Have a secure knowledge of the expectations of trainees according to the stage and phase of their programme</li> <li>Have an awareness of the various routes into teaching e.g. Schools Direct</li> <li>Identified CPD opportunities for mentor staff in relation to ITT mentor role</li> </ul>			
Be involved as a lead trainer or in training new mentors within their own/other schools	<ul style="list-style-type: none"> <li>Organized with support of the partnership university whole school based CPD on the role of a mentor/mentor training</li> <li>Provided support/feedback to ITT Mentor who are currently linked to a trainee within school</li> </ul>	<b>1 2 3 4 5 6 7 8</b> <b>P1 2 3 4 5 6</b>	<b>1 2 3</b> <b>P7 8 9 10</b>	<b>1 2 3 4</b>
Commitment to sharing good practice with wider professional bodies	<ul style="list-style-type: none"> <li>Have taken part in and arranged with ITTs to use IRIS Connect filming to improve standards/lesson reflections</li> <li>Attended and contributed to mentor meetings organized by the partnership</li> </ul>	<b>1 2 3 4 5 6 7 8</b> <b>P1 2 3 4 5 6</b>	<b>1 2 3</b> <b>P7 8 9 10</b>	<b>1 2 3 4</b>
Representation on committees and consultative groups and professional bodies i.e. participation in programme development	<ul style="list-style-type: none"> <li>Support XXX on interview days</li> <li>Support school on School Direct interview days</li> <li>Attend mentor training sessions</li> </ul>	<b>1 2 3 4 5 6 7 8</b> <b>P1 2 3 4 5 6</b>	<b>1 2 3</b> <b>P7 8 9 10</b>	<b>1 2 3 4</b>
Evaluate and confidently implement any necessary changes through liaison with LJMU	<ul style="list-style-type: none"> <li>Provide feedback to provider, via liaison tutor and email, on issues identified by the school</li> <li>Provide feedback to Senior leadership in relation to school based trainees</li> </ul>	<b>1 2 3 4 5 6 7 8</b> <b>P1 2 3 4 5 6</b>	<b>1 2 3</b> <b>P7 8 9 10</b>	<b>1 2 3 4</b>

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

<i>Coaching is a structured process for enabling the development of a specific aspect of a professional learners practice.</i>	<b>Checklist</b>	<i>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.</i>	<b>Checklist</b>
<b>Relates sensitively to learners</b> through agreed processes to build trust and confidence		<b>Relates sensitively to learners</b> through agreed processes to build trust	
<b>Model expertise</b> in practice or through conversation		<b>Draw on specialist resources</b> to inform learning	
<b>Facilitate access to research and evidence</b> to support the development of pedagogic practice		<b>Draw on evidence</b> from research and practice to shape development	
<b>Tailor activities in partnership</b> with the professional learner		<b>Understand the goals</b> of the co-coach	
<b>Observe, analyse and reflect</b> upon professional learner's practice and make this explicit		<b>Observe, analyse and reflect</b> upon each other's practice, make this explicit and interpret it collaboratively	
<b>Provide information</b> that enables learning from mistakes and success		<b>Provide information</b> 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)	
<b>Facilitate growing</b> independence in professional learning from the outset		<b>Learn reciprocally</b> with commitment and integrity	
<b>Use open questions</b> to raise awareness, explore beliefs, encourage professional learners to arrive at their own plans, understand consequences and develop solutions		<b>Use open questions</b> to raise awareness, reveal beliefs and enable professional learners to reflect upon them	
<b>Listen actively</b> 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		<b>Listen actively</b> 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	
<b>Establish buffer zones</b> between coaching and other formal relationships		<b>Set aside existing relationships</b> 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

Reflection and Verification including Development Targets		
<b>Reflection (refer to your RAG rating of the Mentor Standards)</b>	<ul style="list-style-type: none"> <li>On reflection, I feel that as a Professional Mentor I provide the trainees on placement at XXXX with a robust programme of study and support that allows the trainee to develop confidence in their own professional practice.</li> <li>Through both a range of training and support sessions delivered by specialist staff as well as resources for ITTs to take away so that they can gain a deeper understanding through links to further existing literature of the areas/topics being discussed during the session.</li> </ul>	
<b>Targets for Further Development (refer to your RAG rating of the Mentor Standards)</b>	<ul style="list-style-type: none"> <li>In order to further develop my practice I need to continue to develop my understanding of relevant and up to date literature to support my understanding of the mentor and coaching process and use this information to reflect upon my own practice as well as the programme in place in school and make any necessary improvements in order to better support trainees.</li> <li>I could also develop a range of exemplar materials for trainees to support their understanding of good practice regarding key teaching and learning processes</li> </ul>	
<b>Verification signature</b>	<b>Head Teacher:</b>	<b>Mentor Recognition Team:</b>
<b>School and University reflective comments</b>	<b>School Reflective Comments:</b>	<b>University Reflective Comments:</b>