**Effective 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**

A 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.

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 effective mentor sets high expectations for pupil achievement, models high-quality teaching, and acts as an ambassador for the profession. 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.

Headteachers 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.

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

* **Red** – no evidence yet of supporting the trainee teacher and it is a target for development.
* **Amber** – some evidence of supporting the trainee teacher, but not fully embedded in my practice.
* **Green** – consistently supporting the trainee teacher, 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; | |  |  |  |
| * use a range of effective interpersonal skills to respond to the needs of the trainee; | |  |  |  |
| * offer support with integrity, honesty and respect; | |  |  |  |
| * use appropriate challenge to encourage the trainee to reflect on their practice; | |  |  |  |
| * 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; | | |  |  |  |
| * support the trainee in developing effective approaches to planning, teaching and assessment; | | |  |  |  |
| * support the trainee with marking and assessment of pupil work through moderation or double marking; | | |  |  |  |
| * give constructive, clear and timely feedback on lesson observations; | | |  |  |  |
| * broker opportunities to observe best practice; | | |  |  |  |
| * support the trainee in accessing expert subject and pedagogical knowledge; | | |  |  |  |
| * resolve in-school issues on the trainee’s behalf where they lack the confidence or experience to do so themselves; | | |  |  |  |
| * enable and encourage the trainee to evaluate and improve their teaching; | | |  |  |  |
| * 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)** | |  | | | |
| **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; | | |  |  |  |
| * support the trainee in developing the highest standards of professional and personal conduct; | | |  |  |  |
| * support the trainee in promoting equality and diversity; | | |  |  |  |
| * ensure the trainee understands and complies with relevant legislation, including that related to the safeguarding of children; | | |  |  |  |
| * 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; | | |  |  |  |
| * 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)** |  | | | | |

**Effective Mentor: Knowledge, skills, understanding that an ITT Mentor needs to be effective**

**in their school, both in relation to ITT and supporting general school development**

| **Performance Criteria** | **Achieved** | Professional and Mentor Standards | | |
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|  |  | **Teaching** | **Personal & Professional** | **Mentor Standards** |
| Have a thorough knowledge of QTS Standards |  | **1 2 3 4 5 6 7 8** | **1 2 3** | **1 2 3 4** |
| Be involved in the management of ITT within the department / school |  | **1 2 3 4 5 6 7 8** | **1 2 3** | **1 2 3 4** |
| Provide an Induction programme for trainee in school |  | **1 2 3 4 5 6 7 8** | **1 2 3** | **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** | **1 2 3** | **1 2 3 4** |
| Facilitate the value of mentoring in CPD |  | **1 2 3 4 5 6 7 8** | **1 2 3** | **1 2 3 4**  **(P10)** |
| Ensure that assessment procedures are confidently and consistently carried out to ensure progression and continuity – via observation and scrutiny of trainee documentation |  | **1 2 3 4 5 6 7 8** | **1 2 3** | **1 2 3 4** |
| Moderate trainees within own school |  | **1 2 3 4 5 6 7 8** | **1 2 3** | **1 2 3 4** |
| Implement effective moderation and QA procedures as required by the relevant partnership |  | **1 2 3 4 5 6 7 8** | **1 2 3** | **1 2 3 4** |
| Understand the needs of adult learners and managing other adults |  | **1 2 3 4 5 6 7 8** | **1 2 3** | **1 2 3 4** |
| Be willing to contribute to Partnership development |  | **1 2 3 4 5 6 7 8** | **1 2 3** | **1 2 3 4** |
| Commitment to ensure a secure Documentation & QA procedures  environment for trainee to engage  in risk taking |  | **1 2 3 4 5 6 7 8** | **1 2 3** | **1 2 3 4** |
| Understand how to facilitate trainees self -evaluation and reflection Documentation & QA Procedures |  | **1 2 3 4 5 6 7 8** | **1 2 3** | **1 2 3 4** |

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

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| **Mentoring** *is a structured, sustained process for supporting professional learners through significant career transitions* | **Checklist** | **Coaching** *is a structured process for enabling the development of a specific aspect of a professional learners practice* | **Checklist** |
| **Relates sensitively** to **learners** and work through agreed processes to build trust and confidence |  | **Relates sensitively to learners** through agreed processes to build trust and confidence |  |
| **Model expertise** in practice or through conversation |  | **Model expertise** in practice or through conversation |  |
| **Relate guidance to evidence** from practice and research |  | **Facilitate access to research and evidence** to support the development of pedagogic practice |  |
| **Broker access to a range of opportunities to address** the different goals of the professional learner |  | **Tailor activities in partnership** with the professional learner |  |
| **Observe, analyse and reflect** upon professional practice and make this explicit |  | **Observe, analyse and reflect** upon professional learner’s practice and make this explicit |  |
| **Provide information and feedback** that enables learning from mistakes and success |  | **Provide information** that enables learning from mistakes and success |  |
| **Build learners control** over their professional learning |  | **Facilitate growing** independence in professional learning from the outset |  |
| **Use open questions** to raise awareness, explore beliefs, develop plans, understand consequences and explore and commit to solutions |  | **Use open questions** to raise awareness, explore beliefs, encourage professional learners to arrive at their own plans, understand consequences and develop solutions |  |
| **Listen actively** accommodate and value silence; concentrate on what is being said; using affirming body language to signal attention; replaying what has been said using some of the same words to reinforce, value and reframe thinking |  | **Listen actively** accommodating and valuing silence; concentrating on what’s actually being said; using affirming body language to signal attention; replaying what’s been said using the same words to reinforce, value and develop thinking |  |
| **Relate practice to assessment** and accreditation frameworks |  | **Establish buffer zones** between coaching and other formal relationships |  |

**Effective Mentor Certificate of Recognition**

**Key Questions to Support the Reflection Process**

(Use these questions to reflect on your learning and to set developmental targets)

1. What has been the impact of being involved in mentoring 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 a trainee teacher in the classroom?
3. Can you describe the personal satisfaction gained from seeing trainees develop their knowledge?
4. How have you enabled the trainee teacher to become independent in his/her 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 within the classroom alongside a trainee teacher, including the sharing and exchanging of ideas?
6. How has the opportunity to observe your own pupils in learning situations with a trainee teacher improved your knowledge and understanding of these pupils?
7. How have you and the school benefited from the opportunity to gain some additional professional development time to devote to whole school initiatives, self-evaluation and quality assurance procedures?
8. How have the pupils benefited from the provision of more direct adult support within the classroom?
9. How has being involved in this process of mentor recognition enabled you to increase your knowledge and understanding of the teachers’ and mentoring standards?
10. 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?

**Effective 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** | **Professional Mentor:** | **Mentor Recognition Team:** |
| **School and University reflective comments** | **School Reflective Comments:** | **University Reflective Comments:** |