

EAST of ENGLAND ITT PROVIDERS' FRAMEWORK FOR MENTOR TRAINING AND DEVELOPMENT

Level Descriptors for mentors

Level 1

A totally new mentor, someone in their first year of mentoring or one who has mentored one trainee with support from a more experienced colleague. Evidence of reaching this level will contribute to meeting the Core Standards (C1 to C41) and P9 and P10 of the Post -threshold Standards or equivalent professional standards

Evidence of meeting the success criteria at Level 1

Supporting a trainee, as above, and:

- writing the required paperwork for the ITT provider (e.g. observation reports, target setting, interim / final reports, reference);
- attending mentor training focused on Level 1 criteria (provided by HEI / SCITT / EBTT / other provider) that will typically be institution and phase specific;
- completion of a *Record of Personal Professional Learning* (format provided).

Level 2

An experienced, confident mentor who:

- has mentored one or more trainees effectively over a substantial and sustained teaching experience using the current QTS Standards;
- is able to contribute to supporting other mentors within the school, and possibly in a wider context (e.g. in another school, in other classes in own school, by helping to deliver training for the ITT Provider, mentoring NQTs).

Evidence of reaching this level will contribute to meeting P9, 10 the Post-threshold Standards and E7(a), 9, 10, 11, 14, 15 of the Excellent Teacher Standards.

Evidence of meeting the success criteria at Level 2

Supporting a variety of trainees, including:

- completion of a range of paperwork (e.g. observation reports, target setting, interim / final reports, references);
- involvement in professional development opportunities which focus on the further development of effective ITT mentoring;
- writing
 - and delivering feedback and targets from a joint lesson observation in the school setting, **or**
 - a reflective log on a specific topic (e.g. role in supporting a trainee experiencing difficulties), **or**
 - a report on the active engagement with another's professional development or involvement in the delivery of Level 1 mentor training, including a written critique of this training;
- completion of a *Record of Personal Professional Learning* (format provided).

Level 3:

An advanced mentor who:

- is able to manage other mentors as a professional mentor/ITT co-ordinator;
- understands the concepts and theories underpinning the principles and practices of mentoring;
- is likely to be studying at M level, including work/module(s) appropriate to mentoring;
- may be applying their mentoring expertise in settings external to their own school.

Evidence of meeting the success criteria at Level 3 may be drawn from:

- assignment(s);
- professional development at M level, including work/study relevant to mentoring;
- history of attending and providing Professional Development in ITT;
- working closely with local school-focused ITT Provider / HEI;
- completion of a *Record of Personal Professional Learning* .

Teacher-mentors participating in training and development based on the *East of England ITT Providers' Framework for Mentor Training and Development* benefit from a partnership agreement between participating Providers and the GTCE which jointly recognises the three regional levels with the three national stages. Registration with the TLA is restricted to those holding QTS status. Enrol with the TLA (www.gtce.org.uk/tla/sign_up/), remembering to select *East of England ITT Mentoring* from the partner organisation list and, on successful completion of your programme, the work you have undertaken can be put forward for verification and national certification.

Level 1: part 1 Developing mentoring skills

Mentor's name	
Mentor's school	
ITT Provider	

Pre-requisites as a teacher. These contribute to meeting all of the Core Standards C1 to C41:	Head teacher signature
Model professional behaviour in all aspects of work with pupils, including demonstrating: <ul style="list-style-type: none"> • knowledge of teachers' responsibilities, • an inclusive commitment to children's development and their learning, • a willingness to encourage pupils in their learning, • an understanding of how pupils learn, • a commitment to supporting their well being. 	
Having good subject knowledge including NC PoS, current Strategies and exam syllabuses	
Having knowledge of and be able to provide information on the work of professional bodies	
Providing a model of effective classroom practice and support in: <ul style="list-style-type: none"> • planning, • managing the classroom and pupils, • managing other adults, • being committed to working collaboratively with colleagues, other agencies and parents, • using a range of teaching strategies to support learning and contexts of learning, • identifying and supporting pupils' achievement and progress and giving feedback, • knowing how to assess, monitor and moderate pupils' work, • taking account of national contextual data and information, • managing equal opportunities and inclusion issues, and • possess good communication and interpersonal skills. 	

General Teaching Council's TLA Core Dimensions. All Verification criteria at stage 1 to be met by ITT Mentor	As a mentor within the school setting, these success criteria meet P9 and P10 of the Post Threshold Standards:	Tutor's signature
Engaging with the knowledge base – identify the influence of relevant sources of knowledge and practice	Be familiar with the current QTS Standards Know the trainee's Programme requirements	
Coaching and mentoring – professional dialogue with coach/mentor during the change activity. The influence is identified.	Know the principles of partnership and liaise effectively with the ITT provider	
	Attend training/mentor development	
	Show a commitment to trainees' development	
	Recognise the dual support and assessment role of the mentor	
	Liaise with other colleagues to support the trainee's subject and pedagogical knowledge	
Plan your professional learning/training - set aims, targets, timescales and progression.	Plan and implement the training programme, with attention paid to trainee's records/audits	
Carry out your plan – implement, review, monitor and evaluate progress.	Complete the appropriate paperwork	
Evaluate your learning and its impact - outcomes and changes to practice of yourself and the trainee	Assess trainees by: <ul style="list-style-type: none"> • Undertaking analytical lesson observations and giving formative feedback; • Support the trainee in setting appropriate targets. • Assessing, using a range of evidence, in relation to the Standards; • Evaluating progress. 	
Share your learning with others and influence practice	Recognise the value of mentoring in the continuing professional development of teachers	
	Support trainees in generalising from specific experiences in the classroom	
	Reflect on and develop their own practice	
	Understand and develop effective professional relationships with adult learners/colleagues and engage in professional dialogue.	

Professional Mentor name		signature		date
ITTP representative name		signature		date

Level 1: part 2 Personal statement

Record of Personal Professional Learning Level 1

Please refer to TLA Stage 1 verification criteria on http://www.gtce.org.uk/tla/tla_fw/stage_booklets/

Name:	Personal email address:
School:	Name of your Coach/Mentor:

Teacher-mentor training programme provider:

What is your own context (e.g. your experience/current role/situation)?

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PREPARING AND PLANNING FOR YOUR LEARNING JOURNEY

What is/was the focus of *your* professional learning?

Plan and implement the training programme, reflecting on my personal professional learning resulting from continual assessment of the trainee. *ITT provider may wish to select specific focus*

How is this relevant to pupils' learning, your own learning and your school?

Working with trainee teachers to promote effective teaching strategies and the development of good subject knowledge which will impact upon pupils' attitude, results, behaviour and motivation.

How did you identify the focus for your learning?

This focus was identified via the ITT provider's training programme and in discussions with the provider tutor and the school based mentor.

Engagement with the ITTP's School Experience Handbook and the new professional standards for QTS.

Why did you choose these forms of support & what contribution did it make to your professional learning?

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What actions have you planned/did you plan (with timescales)?

ITT's training programme details should be provided here.

School-based input - including review meeting dates with your coach/mentor should be added.

ACTIONS	TIMESCALES/ DATES	RESOURCES/ PERSONNEL	SUCCESS CRITERIA/OUTCOMES	EVIDENCE OF OUTCOMES INCLUDED (✓)

What ethical issues have you identified?

E.g. anonymity, health and safety, data protection, child protection, confidentiality, (Head/parental) permission(s)

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How did you address diversity/equality of opportunity issues?

e.g. underachievement, social inclusion, curriculum content, access to CPD and career development

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How do you plan to evaluate your progress in relation to the impact on (a) your learning and (b) pupils' learning?

Progress will be reviewed through the reflective dialogue with provider tutor and school based mentor. Impact on pupils will be evaluated via lesson observations, target setting and action planning.

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Sharing your learning and expertise: how do you plan to influence others?

This will be achieved in dialogue with the provider tutor, the school based mentor and other colleagues.

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ON YOUR LEARNING JOURNEY

Option 1-

Provide a reflective statement (example provided) describing how your plan was implemented and reviewed at key points. Identify any changes that you have made or any unexpected outcomes that occurred.

Please consider the following points in the reflective statement or the learning conversation:

- **What has been the influence/impact of the training programme on you? What have you learned?**
e.g. what skills have you developed and how are these observable in your regular practice?
- **What has been the impact of the support (formal and informal) received by you?**
- **How did you address any ethical issues which you identified in your plan? How did you address diversity/equality of opportunity issues?**
- **How have you evaluated the impact on both yourself and your student teacher/pupils and what forms of evidence were the most useful? What changes to your practice have you identified?**
- **What did you learn when you shared your learning with others and what influence have you had on the practice of others?**

Example

I had an initial meeting with the trainee D to discuss any issues he felt were a high priority. We talked about effective learning and how it is possible to show learning is taking place. We highlighted the importance of plenaries and D asked if I would use this as a focus for observation. (I have been involved in the Key stage 3 strategy for a long time so felt that this would be a good starting point. I have attended training with David Leat (editor of the Thinking Through.... Series) and the effectiveness of plenaries and how to deliver an effective plenary.)

I was supported by my tutor has a great deal of experience working with teachers at all levels including trainee teachers. This and the opportunities provided by the training programme gave me the confidence to know that I was approaching the trainee in the right way.

It has been very encouraging to see how the lessons which I observed have become much better prepared and delivered and the pupils have been more actively engaged in the activity. In addition the plenaries have been much longer and the pupils have been more actively involved in them. I also find that I am having more dialogue with my trainee. (I ensure that discussions with D are always in private.) He asks advice and discusses his lessons more openly with me and is less inclined to say that the lesson was ok if it was not. D looked at ways of ensuring that all were supported as this is a mixed ability group. He is aware more that he can learn a great deal by watching other people and has now allocated time on his timetable to do this.

I am also much more aware of my own practice. I have also found that the group has performed better in assessed work in my own subject. I am more aware of my own impact on the pupils. I learnt the importance of focusing on one or two elements of a lesson as a teaching point for trainees - previously as I have not been a mentor I had tended to focus on the whole lesson and this sometimes makes trainee progress slower. I have also used this to encourage trainees to observe the right staff for one particular element for improvement, and to ensure that before they do observations that I contact the member of staff before and ask them to focus on the particular element the trainee is looking for. I have also used the technique to work with NQTs and the trainees themselves when I have met with them.

Option 2 –

Hold a learning conversation with your Professional tutor describing how your plan was implemented and reviewed at key points. Identify any changes that you have made or any unexpected outcomes that occurred.

Please use the questions below to structure the learning conversation. You or your Professional Tutor should make *brief* notes in the space provided during the conversation:

- **What has been the influence/impact of the training programme on *you*? What have *you* learned?**

e.g. what skills have you developed and how are these observable in your regular practice?

- **What has been the impact of the support (formal and informal) received by *you*?**

- **How did you address any ethical issues which you identified in your plan? How did you address diversity/equality of opportunity issues?**

- **How have you evaluated the impact on both yourself and your student teacher/pupils and what forms of evidence were the most useful? What changes to your practice have you identified?**

- **What did *you* learn when you shared your learning with others and what influence have you had on the practice of others?**

AUTHENTICATION OF YOUR PRESENTATION TO THE TLA

I have

- **Completed** all elements of the ITT Level 1 Mentor training programme
- **Prepared** a plan for the programme
- **Developed** my learning through the sessions provided by the ITT Level 1 Mentor training programme including dialogue with Professional tutor(s) and others
- **Reflected** upon my progress and the progress of the trainee through the Level 1 training sessions and in conversation with colleagues and Professional tutor(s)
- **Evaluated** my progress and the progress of the trainee reflecting , either directly or indirectly, upon the impact on pupils through the Level 1 training programme
- **Shared** my learning with colleagues through the Level 1 training programme

Teacher's declaration:

I declare that the contents of this presentation relate to work I have carried out in the context of my role in this school/institution and that the reflection is my own.

Signed: _____ Date: _____

Name of Professional tutor: _____

I declare that, to the best of my knowledge, this teacher has completed fully all the elements of the ITT Level 1 Mentor training programme as detailed above and in so doing has met the criteria for stage 1 recognition with the Teacher Learning Academy.

Signed: _____ Date: _____

VERIFICATION OF YOUR PRESENTATION TO THE TLA

Name of Verifier: _____

I declare that, to the best of my knowledge, this teacher has met the criteria for stage 1 recognition with the Teacher Learning Academy.

Signed: _____ Date: _____