

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 all the Core Standards (C1 to C41) and P9 and P10 of the Post-threshold 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 practice 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.
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 2: part 1 Development of mentoring skills

| Mentor name | Mentor School | ITT Provider |
|--|--|---|
| General Teaching Council's TLA Core Dimensions. All Verification criteria at stage 2 to be met including a reflective and analytical account of a learning breakthrough (a critical learning incident). | As a mentor within the school setting, the success criteria are to: | Level 2 Evidence determined by each Provider according to context, e.g. |
| Engaging with the knowledge base - demonstrate consistent engagement with sources of knowledge and practice, including theory or research. Identify and reflect upon their influence. | Understand the ways in which mentors can contribute to ITT and partnership development. | Workshop attendance P9 Promote collaboration and work effectively as a team member, & E2 research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform their own practice and that of colleagues |
| Coaching and Mentoring - access consistent professional dialogue with coach/mentor and identify and reflect upon the contribution this has made to your learning | Understand how to facilitate trainee's self-evaluation and reflection and development over time. | Workshop Attendance and Practice and Assignment Written/Oral E9 Demonstrate excellent and innovative pedagogical practice. |
| Plan your professional learning/training - a coherent plan to be developed and key learning opportunities to be identified including: - appropriate, specific and feasible outcomes and success criteria - actions intended to achieve these - resources required to achieve these including time, support and intellectual resources - timescales and key dates - sources of support and challenge - progress review - when and how to share learning and progress with others beyond the beyond immediate sphere of influence i.e. across key stage, department or school. - evaluation timings and actions. | Engage with and help to resolve sensitive issues for trainees. | Workshop attendance E14 Contribute to the professional development of colleagues using a broad range of techniques and skills appropriate to their needs so that they demonstrate enhanced and effective practice. |
| | Be able to reflect critically on their own and others' practice for professional development. | Workshop attendance |
| | Understand, plan and model the progression of professional development during a training programme. | Practice and Assignment Written/Oral E1, E3, E4, E5, E6, E7a, b, E8, E9, E10, E11, E12, and A1 Take a lead in developing practice and have a critical understanding of the most effective strategies, including assessment, subjects, curriculum and pedagogy. NPQH: Establish systems for monitoring and evaluating the quality of teaching and learning. Plan and support the work of individual staff. |
| | Ensure that trainees are working with good role models in school. | Practice and Assignment Written/Oral NPQH Ensure that trainees and NQTs are appropriately trained, monitored, supported and assessed. Support and coordinate the provision of high quality professional development. |
| Carry out your plan- implement, review, monitor, analyse and evaluate progress. Identify further actions and learning required, reflect upon actions and outcomes | Use assessment procedures for trainees confidently and consistently to ensure progression. | Practice and Assignment Written/Oral E10 NPQH Ensure that trainees and NQTs are appropriately trained, monitored, supported and assessed. |
| | Moderate trainees within own school. | |
| | Ensure effective external moderation/ examination procedures are followed. | |
| Evaluate your learning and its impact - changes to practice and teacher learning outcomes. Sharing your learning and it's impact - with others beyond immediate sphere of influence | Provide effective feedback and set targets to ensure progression, in particular be able to address the challenging developmental needs of trainees e.g. referrals/those at risk of failure, very good trainees, those who have ceased to progress. | Practice and Assignment Written/Oral E15 Make well-founded appraisals of situations upon which they are asked to advise, applying high-level skills in classroom observation to evaluate and advise colleagues on their work... NPQH: Take action to improve the performance of staff. |
| | Be involved in training new mentors within their own school/elsewhere and be committed to research, reflection, evaluation and continuous improvement. | Practice and Assignment Written/Oral P9, E2, E7(a), E13, E14, E15, A2, A3 Promote collaboration, research and evaluate new practice to inform own practice, plan with colleagues to promote effective practice, work to improve practice to meet all needs. |

| | | | |
|---------------------------------|--|-----------|------|
| ITTP's representative | | signature | date |
| Professional Mentor/Headteacher | | signature | date |

Level 2: part 2 Personal statement

Record of Personal Professional Learning Level 2

Please refer to TLA Stage 2 verification criteria on <http://www.gtce.org.uk/tla>

ALL Stage 2 Criteria must be met

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

Teacher-mentor training programme provider:

What is your own context (eg your experience/current role/situation)?

PREPARING AND PLANNING FOR YOUR LEARNING JOURNEY

What is/was the focus of your professional learning?

Plan and implement the training programme, reflecting on personal professional learning resulting from continual assessment of the trainee. **Plus**

Analyse how this is 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. **Plus**

How did you identify the focus for your learning and identify the influence of engagement with relevant practice or knowledge, including theory and research?

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. **Plus ...**

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

!

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?

THIS SECTION BY THE ITT PROVIDER? eg anonymity, health and safety, data protection, child protection, confidentiality, (Head/parental) permission(s), equal opportunities, diversity.

How did you address diversity/equality of opportunity issues?

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

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. **Plus ..**

Sharing your learning and expertise: how do you plan to influence others beyond your immediate sphere of influence?

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

ON YOUR LEARNING JOURNEY

Provide a reflective statement 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 ensure you are aware of the stage 2 criteria for the Learning Journey – these points are a guide only.**

- What has been the influence/impact of relevant practice and knowledge, including theory/research on *you*? What have *you* learned?
e.g. what skills have you developed and how are these observable in your regular practice
- Reflect upon the specific ways coaching/mentoring has contributed to *your* learning.
- How did you address any ethical issues which you identified in your plan? How did you address diversity/equality of opportunity issues? How did you secure the best possible outcomes?
- 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, beyond your immediate sphere of influence and what influence have you had on the practice of others?

Please provide a descriptive and reflective account of a learning breakthrough (i.e. a critical learning incident) which includes:

- the impact on the teacher's learning
- how the plan and practice were affected
- the importance to the learning of pupils and/or colleagues
- and next steps taken.

AUTHENTICATION OF YOUR PRESENTATION TO THE TLA

I have

- **Completed** all elements of the ITT Level 2 Mentor training programme
- **Prepared** a plan for the programme
- **Developed** my learning through the sessions provided by the ITT Level 2 Mentor training programme including dialogue with Professional tutor(s) and others
- **Reflected** upon my progress and the progress of the trainee through the Level 2 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 2 training programme
- **Shared** my learning with colleagues through the Level 2 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 2 Mentor training programme as detailed above and in so doing has met the criteria for stage 2 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 2 recognition with the Teacher Learning Academy.

Signed: _____ Date: _____