“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.” (DfE 2016)
Mentor Training Updates

It is an Ofsted requirement (and it is also best practice) that all mentors have undertaken training prior to supporting a trainee.

Most mentors choose to undertake regular training, and the university offers this training in a range of forms and at various levels. In 2019-20 we are continuing with university-based training sessions for mentors. The expectation is that all new mentors need to attend ONE of these sessions.

Dates at uni are: - 31st October 2019; 29th January 2020, 12th Feb 2020 and at Coopers school, Chislehurst on 22nd November 2019. It would be advisable that existing mentors also attend one of the early sessions in order to familiarise themselves with the new processes/documentation. We are developing a number of hub schools where training can be undertaken so that mentors from schools local to the hub can meet and share good practice. Last year mentor training was hosted by Coopers School, Chislehurst BR7 5PS, and Hundred of Hoo. If your school offers placements to a significant number of trainees and you have a group of new mentors please contact Roz Hornsby to discuss options.

We also have a couple of ‘virtual PCMs’ who are also members on our Strategic Partnership Committee should you prefer to liaise with them or have any questions. Email r.m.hornsby@gre.ac.uk for further details.

Please visit the Partnership website, which has all the documentation you need (mentor packs; handbooks; placement guides; calendars) https://www.gre.ac.uk/eduhea/ite
**Key Dates for the year**

Wed 2/10/19 - First induction day of Placement A (additional serial placement days- before half term 3/10 & 4/10, 8/10 -11/10, 15/10-18/10)

1/11/19 - Placement A - Early assessment of trainees by mentors

Wk beg 11/11/19 - **Interim Placement Report**

6/12/19 - Trainees to complete Evidence Bundle 1

13/12/18 - **Deadline for Placement A report** to be sent to trainee, university tutor and admin at university (this needs to have been read and agreed by the PCM)

16/1/20 - Placement B – Induction day

14/2/20 - Interim assessment of trainees by mentors

3/4/20 - **Interim B Placement report due**

19/6/20 - **Final B report due**

19/6/20 - Trainees final day in school

**To be recorded on ‘InPlace’**

Interim and placement reports need to be completed by mentors
Progress checks are done weekly and recorded by trainees
Progress meetings are done fortnightly and recorded by mentors

**Ways we ensure consistency**

- Mentors and tutors use the Standards descriptors to benchmark decisions.
- Mentors and tutors use the lesson observation proforma for feeding back on lessons.
- Joint observations by university tutors & subject mentors are a feature of every trainee’s assessment, which allows tutors to validate & quality assure grading across the partnership.
- Each school visit from a university tutor constitutes a training opportunity, where policies, standards and procedures can be explored and discussed and any queries addressed.
- We ask PCMs (or SMT) to observe each trainee at least once per term to ensure consistency of judgements and mentoring across the school as well as to ensure consistency in assessing trainees on different routes and from different providers within the same school.
- PCMs are required to QA each report prior to it being sent.
- Mentors conduct progress checks on line using ‘In Place’
Our partnership commitment states that in collaboration with other members of the department, the mentor undertakes to:

- liaise with the school Professional Coordinating Mentor in relation to the generic expectations for ITE in partnership with the University of Greenwich;
- liaise with the university subject tutor;
- induct the trainee teacher into the department; and ensure they have access to staffroom/restrooms/reprographic/technical support as appropriate
- devise a programme for the trainee teacher which is coherent and progressive in moving them towards the Teachers’ Standards including an appropriate teaching timetable – building towards-40%/45%/50% for A, interim B & Final B Placement of a full teaching timetable (see Placement Guide for examples)
- observe and provide formal written feedback at least once a week, and offer regular and constructive oral feedback; targets set should be **SMART**.
- conduct a weekly progress check (mentor meeting) with the trainee which the **trainee** records on ‘InPlace’.
- ensure a formal progress review meeting takes place (fortnightly) for review and target setting (the **mentor** records this on the relevant form on ‘In Place’) This should be protected time from any cover or other responsibilities etc.
- participate or engage in mentor training sessions organised by the university;
- undertake summative assessment of trainee by writing a report on each placement period.
The following are statements of good practice. Trainees will make most progress when these practices are applied.

- The trainee should have shared the lesson plan with the mentor ideally **48 hours** prior to the lesson so that the mentor can provide feedback and suggestions and ask the trainee any pertinent questions. In addition to any identified targets the key focus should always be on how much progress the pupils made throughout the lesson and how does the trainee know?

- The trainee should identify approximately **2 key targets** that they are attempting to address through planning and teaching the lesson — these should be written at the top of the mentor’s observation form and discussed prior to the lesson. The targets should marry up with those that have been discussed in the weekly progress check.

- If the mentor can subtly make the trainee aware of something during the lesson that they could address to improve it then this is called ‘**dynamic mentoring**’ and can facilitate and/or accelerate the trainee’s progress (not recommended in the early stages). It is important however that the mentor refrains from ‘taking over’ or undermining the trainee in front of the pupils.

- Following the lesson, mentors need **to ask the trainee to reflect upon the lesson first** before offering any feedback and then probe the trainee’s thoughts about how the lesson went. Ideas for general questions during the feedback and discussion are below:
  1. What did the pupils learn? How do you know? Did all pupils make good progress?
  2. What went well in the lesson & how do you know?
  3. Did you achieve your learning outcomes? If not - how could you address this if you taught the same lesson again?
  4. Do you think you created a positive working environment - how? What BM strategies did you use - were they effective?
  5. Do you think you organised and managed the groupings of pupils well? How did knowledge of pupil data/prior knowledge inform your decisions?
  6. Did you challenge the different attainment levels effectively? How were they engaged and inspired?
  7. How did you use your body language (non-verbal communication - NVC)/voice effectively? How might you improve this further?
  8. How well did you manage the transitions between tasks?
  9. In which part of the lesson did you feel most confident? Why?
  10. How effective were the resources you used? How do you know? Would you tweak/change any of them for next time?
Trainee evaluations tell us that they get most out of feedback when ...

- It is focused on a manageable number of targets (so if a number of teachers observe the trainee it is essential that the mentor prioritises weekly targets so that they don’t end up with more than 3 or 4).
- The debrief happens as soon as possible after a formal observation
- The trainee is not overloaded with information
- It does not feel rushed
- Targets are realistic
- The trainee has an opportunity to summarise the debrief
- Any criticism is delivered kindly – be aware of your body language and non-verbal communication
- The trainee is made to feel the mentor believes they have the capacity to improve - CONFIDENCE IS KEY!

Support and guidance for conducting fortnightly progress meetings.

- The meeting is to review ongoing progress and to guide trainees towards meeting the Teachers’ Standards at the highest level possible.
- The review of previous targets must be completed BEFORE the meeting by the trainee. It needs to be linked to targets from the initial needs analysis / progress review and previous mentor meeting records.
- Make sure the trainee uses the language of the Standards guidance in the Placement Guide and states where the evidence can be found.
- A prime task in the mentor meeting is to review previous targets and progress in the past two weeks
- The meeting should conclude with you agreeing with the trainee targets that are SMART and manageable.
- Below are examples of targets and strategies to meet them - NB- TARGETS are what they are aiming to achieve, strategies are the way that they might achieve them.

Eg: Target 1 - Challenge the higher attainers more effectively.
- Strategies – Set different learning outcomes/consider groupings/Implement Vygotsky’s model of using a MKO (more knowledgeable other)/ use a range of differentiated resources/ give higher attainers different roles eg ‘teacher’ ‘assessor’/allocate higher level of work –use Blooms Taxonomy.

Eg Target 2 - Try & minimise low level disruptive behaviour with some year 9 pupils.
- Strategies – Increase the pace of the lesson/plan interesting starter activities to ‘hook them in’/ ensure the seating plan has been carefully considered/ think about how efficient transitions are organised & managed to eliminate opportunities for pupils to deviate from the task/ adopt regular rules & routines so pupils know & understand expectations and consequences/ ‘catch them doing something good’ and provide opportunities for them to achieve.
- It is IMPORTANT to keep up to date with recording information from your formal progress meetings on ‘InPlace’ as these will be monitored to track the trainee’s progress.
- If you as a mentor are unable to observe all lessons taught by the trainee on a regular basis, then it is important that the class teachers who do have a working knowledge of the Standards
and targets that the trainee is working on. The ‘buddy’ or co-mentor would need to shadow you initially and also participate in mentor training.

- Don’t underestimate the ongoing informal conversations that take part throughout the day. The trainee could also record information from these that have taken place

**Evidence Bundles against the Teachers’ Standards and end of Placement Reports**

Evidence bundles are used to identify: how the trainee’s skills against each of the Teachers’ Standards has enabled them to impact on pupil progress; how strong their teaching is in relation to each of the Teachers’ Standards and to support target setting for further development.

Evidence bundles are a collection of evidence from a series of lessons analysed to identify:

1. Evidence of pupil progress and learning
2. Evidence of the impact of the trainee’s teaching
3. Which aspects of the trainee’s teaching are most likely have impacted on this learning or otherwise.

This analysis is then used to evidence trainee’s progress against the Teachers’ Standards.

Focus Learners: Trainees are required to select **FOUR focus learners** in their placement school. The group will include a range of learners such as PP, those not making expected progress, high achieving learners from disadvantaged backgrounds, SEND, EAL, Gifted and Able, BAME, Poor attendees.

Focus learners help trainees to: develop an in-depth understanding of learning needs of individuals and groups of learners, identify & discuss factors which have supported learners’ learning and progress, promote pupil achievement and enjoyment of learning, identify & develop trainees’ understanding of progress, deepen trainees understanding of the practice of assessment, understand the value of building on prior learning, support planning for differentiation, foster positive behaviour for learning.

- **Mentors may need to support trainees in choosing learners.**

Evidence is drawn from 3 different classes – one per term.

**‘A’ Placement** – Evidence Bundle 1 – based upon a teacher’s/mentor’s teaching of a series of lessons analysed by the trainee (based on 4 pupils)

**‘B Part 1’ Placement** – Evidence Bundle 2 - based upon a **KS3 or KS4 class** taught by the trainee (KS4 preferable as may have less opportunity to do this later in summer term -based on 4 pupils)

**‘B Part 2’ Placement** – Evidence Bundle 3 –based upon a KS3 or KS4 class taught by the trainee (based on 4 pupils)

*all trainees will need to plan teach and assess sequences of lessons at KS4 (KS4 is year 10 and year 11 NOT year 9 despite when your school starts GCSEs)*

- **The overall quality of a trainee’s teaching is judged on the impact they have on pupils’ progress and learning over time.**
What could be in a bundle?

- Pupil data (prior to activity to show starting point e.g. previous activity level – this needs to reflect skills, knowledge and understanding related to the intended learning outcomes for the class and groups)
- Pupil progress over time by group, for example: BME, SEND, PP, Boys
- Self and peer assessments undertaken by learners
- Work produced in lessons (worksheets, notes etc.) book scrutiny
- Homework
- Trainee marking and its impact
- Work acted on by learners showing improvements
- Visual or electronic evidence e.g. video clips of lessons or parts of lessons to show individuals at start, middle and end of series of work
- Exams/end of unit tests and results
- Comments about each pupil’s progress, outcomes and behaviour and effort
- Weekly meetings reports, interim reviews
- Lesson plans, formal observations and lesson evaluations which relate to progress
- Work beyond the classroom.

**PLEASE REMEMBER:**
- The process of focussing on the progress trainee’s learners are making is most important NOT the volume of paperwork.
- Quality matters more than quantity.

End of Placement Mentor Meetings

The bundles will give the mentor an important insight into how reflective their trainee is and provide further information on what targets need to be set for the following placement or NQT year. Mentors formally review the bundles with the trainee and comment on the appropriateness and quality of the evidence. It is essential that mentors engage with the published criteria and consider basing their targets in part on the next level criteria with strategies on how to get there. (see new assessment booklet entitled ‘Teachers Standards- Ensuring Trainee Progress’ note new terminology)

As a result of this meeting the mentor could:

- identify evidence which has not yet been accounted for
- ask for further evidence
- suggest that some evidence is not appropriate or of high enough quality but can be addressed before the end of the placement period
- suggest that some evidence is not appropriate or of high enough quality but cannot be addressed by the end of the placement period
As a result of this review the mentor will write an end of placement / interim report which is uploaded on InPlace. (after being moderated by the PCM). *This is not intended to be a report ‘about’ the trainee but a report with the trainee’s input, i.e. it is the result of a professional dialogue between trainee and mentor.*

The Evidence Bundles and the mentor report subsequently form the basis of a progress review with the university tutor. The reflective account, mentor report and outcomes of the progress review will be accessed through InPlace by those concerned in the next placement or part of placement to ensure continuity of monitoring and learning.

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<tr>
<th>InPlace video guidance</th>
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National standards for school-based initial teacher training (ITT) mentors

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. 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 mentor.

The Mentor Standards

Standard 1 - Personal qualities

Establish trusting relationships, modelling high standards of practice, and understand how to support a trainee through initial teacher training

The mentor should:

• 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; and
• support the improvement of a trainee’s teaching by modelling exemplary practice in planning, teaching and assessment.

Standard 2 – Teaching

Support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs

The mentor should:

• 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; and
• enable the trainee to access, utilise and interpret robust educational research to inform their teaching.

Standard 3 – Professionalism

Set high expectations and induct the trainee to understand their role and responsibilities as a teacher

The mentor should:

• 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; and
• support the trainee to develop skills to manage time effectively.
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.

The mentor should:

- ensure consistency by working with other mentors and partners to moderate judgements; and
- continue to develop their own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research.

University of Greenwich Recognition Mentor Status

In recognition of the importance of our mentors and the role that they play, we have developed a Mentor Recognition Framework. The framework is designed to provide professional recognition and status to mentors within the partnership that exemplify the National Mentor Standards (launched by the NCTL in July 2016) and who make a considerable contribution to and impact positively on the partnership.

To be considered for University of Greenwich Recognition Mentor Status, applicants need to complete the University of Greenwich Recognition School-Based Mentor Framework application and assessment process. There are three application deadlines during each academic year. For further information please contact itepartnerships@gre.ac.uk

Thank you for mentoring our trainees. Most mentors find the role highly rewarding, and without the support and the role modelling of teachers and mentors, our trainees cannot make the progress we know they are capable of.