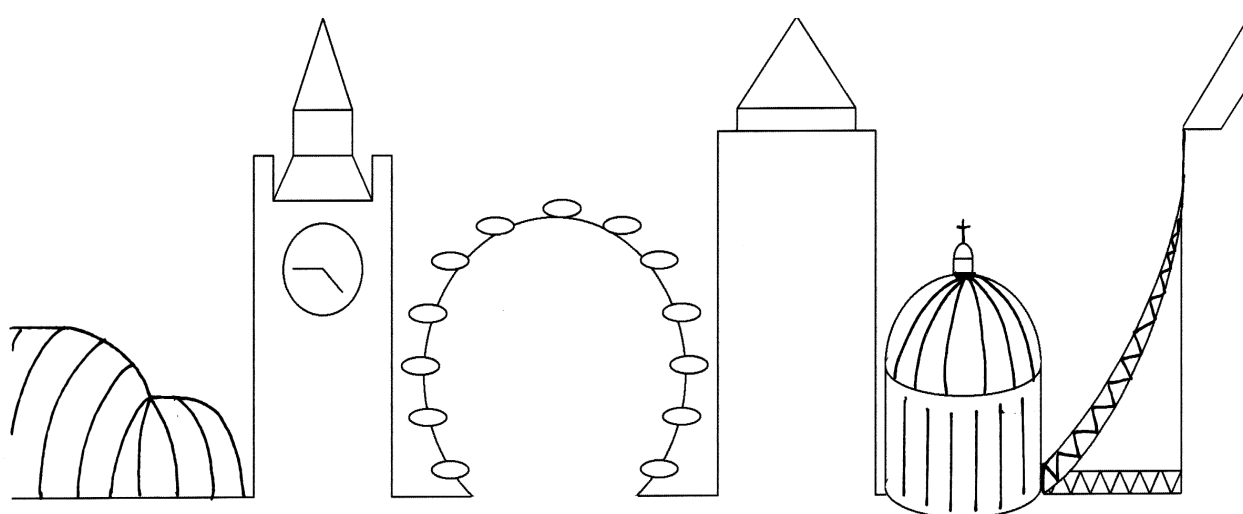


London Providers Mentor Training Framework



The National Partnership Project for Initial Teacher Training

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London Providers for Initial Teacher Training Mentoring Group

What we aim to do

The central aim of the mentoring group is to produce a framework for mentor training with supporting exemplification material that is designed to meet the needs of new and experienced mentors in both the primary and secondary phases and is recognised and 'portable' across the London region. The framework provides conceptual clarity through a process based model. The major aim of the group is to raise the status of mentoring across the capital and examine ways in which recognition of the role can be achieved.

We aim to work collaboratively across the region with schools

We do not aim to provide a ready made programme or a complete set of resources to support mentor training or produce a definitive model for training mentors.

Mentor training Programmes

Schools with staff needing to develop their Mentoring/ School Based Tutor skills should contact their local HEI provider for dates of the mentor training programmes.

The London Providers Mentoring Certificate is awarded on the successful completion of Stage Two of the Framework.

LONDON PROVIDERS MENTOR TRAINING FRAMEWORK: INTRODUCTION

Rationale:

This framework makes explicit the characteristics in terms of the knowledge, understanding and abilities that good mentors should possess at different stages in the development of their role.

Its purpose is to:

- ensure the highest quality and consistency of school-based mentoring of trainee teachers
- raise the status of mentoring in schools
- contribute to teachers' continuing professional development
- contribute to raising the quality of teaching and learning and of pupil achievement
- improve teachers' ability to undertake high quality observation and feedback

Pre-requisites of effective school based mentoring:

- commitment by the school to the training of new teachers
- commitment to mentor training and development.

It is beyond the scope of this document to specify funding and staff resources.

LONDON PROVIDERS MENTOR TRAINING FRAMEWORK: REQUIREMENTS

Stage 1

Pre-requisites:

- normally QTS and three years teaching experience
- ability to model effective teaching
- good subject knowledge
- commitment to the professional development of teachers
- good interpersonal and communication skills
- commitment to inclusion and equal opportunities.

Training Programme:

- A minimum of 6 hours focused on the Stage 1 learning outcomes.
- Stage 1 certificate issued.

Stage 2 Training

Pre-requisites:

- Attendance at stage 1 training
- 12 hours of mentoring activities at Stage 1

or

for experienced mentors, experience of working with the TTA/DfES, 'Qualifying to teach', 2002

and

- 12 hours mentoring activities, normally with two trainees since 2002

Training Programme:

- A minimum of 12 hours focused on the Stage 2 learning outcomes.
- Attendance certificate awarded by provider.

Certificate is awarded at Stage 2 by the London Providers when the SBT/Mentor has:

- Mentored at least two more trainees for a further 12 hours of mentoring activities in relation to Stage 2 learning outcomes.
- Submitted the required evidence (see pages 10-11) including attendance certificate.

Stage 3 Advanced Mentoring Development

Pre-requisites for teachers:

- Evidence for assessment at stage 2.
- Has mentored at least two more trainees totalling 24 hours of mentoring activities in relation to Stage 2 learning outcomes;

N.B. For each stage providers will be required to keep a record of attendance.

LONDON PROVIDERS MENTOR TRAINING FRAMEWORK: STAGE 1

Tutorial	Pastoral Support	Assessment
<p>Ability to:</p> <ol style="list-style-type: none"> 1. Model appropriate professional behaviour. 2. Establish a worthwhile learning experience. 3. Develop relevant programmes for trainees by matching opportunities available e.g. construct a suitable timetable, provide access to: the subject and whole school curriculum. 4. Guide and support trainees in identifying a range of different ways of teaching 5. Promote understanding of different learning styles. 6. Assist trainees to focus on the development of appropriate classroom management skills. 7. Develop a capability in trainees to evaluate their own performance and identify their learning needs. 8. Support, advise and monitor planning and assessment. 9. Regularly use observation to provide quality, formative feedback. 10. Regularly set, negotiate and monitor targets for trainees. 11. Link QTS Standards to practice. <p>Knowledge and Understanding of:</p> <ol style="list-style-type: none"> 12. The requirements of the National Curriculum, early learning goals, foundation stage. Key assessments and examination specifications and the national strategies. 13. The ITT standards 	<p>Knowledge and Understanding of:</p> <ol style="list-style-type: none"> 1. The role and nature of pastoral support in the mentoring process. 2. The nature of the ‘critical friend’ relationship. 3. Tensions between assessment and pastoral roles. 4. The training programme 	<p>Ability to:</p> <ol style="list-style-type: none"> 1. Observe trainees analytically. 2. Evaluate evidence such as lesson plans, targets etc. 3. Assess against the Standards 4. Assess according to trainee’s level of teaching experience. 5. Provide quality feedback. 6. Support trainees in setting, reviewing and monitoring targets. 7. Work professionally with trainees. 8. Complete appropriate paperwork. 9. Liaise with provider(s). <p>Knowledge and Understanding of:</p> <ol style="list-style-type: none"> 10. The relevant Standards for the trainee. 11. Equal opportunity and inclusion issues. 12. Procedures for raising concerns. 13. Trainees’ curriculum audits. 14. Moderation procedures.

LONDON PROVIDERS MENTOR TRAINING FRAMEWORK: STAGE 2

Tutorial	Pastoral Support	Assessment
<p>Ability to:</p> <ol style="list-style-type: none"> 1. Exemplify and model good practice. 2. Plan for progression of the trainee. 3. Take account of individual training needs. 4. Recognise and facilitate good practice in subject/phase teaching and provide opportunities for the trainee to experience this by drawing upon available resources. 5. Communicate effectively with all parties involved in the training through making process and procedure explicit. 6. Engage the trainee in regular dialogue about teaching, learning, professional values and practice. <p>Knowledge and Understanding of:</p> <ol style="list-style-type: none"> 7. The work of professional bodies e.g. Subject associations. 8. The needs of adult learners. 	<p>Ability to:</p> <ol style="list-style-type: none"> 1. Co-operate/negotiate with other colleagues in the school. 2. Develop the role of the critical friend. 3. Develop interpersonal skills. 4. Deal with sensitive issues. 5. Develop clear lines of communication. 6. Give appropriate advice. 7. Empathise. 8. Practise equal opportunities <p>Knowledge and Understanding of:</p> <ol style="list-style-type: none"> 9. Equal opportunities. 10. Roles within the partnership. 11. How to deal with sensitive issues. 12. Legal liabilities and responsibilities. 13. Models of stages of trainee development. 14. Trainee entitlement. 15. The details and implementation of the training programme. 	<p>Ability to:</p> <ol style="list-style-type: none"> 1. Observe trainees analytically and critically. 2. Evaluate a range of evidence and where appropriate assess written assignments. 3. Provide quality oral and written feedback. 4. Encourage and facilitate trainee's self-evaluation and jointly set targets. 5. Specify and follow through action to improve trainees' competences. 6. Use appropriate interpersonal skills. 7. Develop trainees' subject knowledge. 8. Complete appropriate paperwork within stated time parameters. 9. Assess effectively against the relevant Standards. 10. Assess consistently. 11. Moderate assessment. 12. Deal with professional issues involving equal opportunities and inclusion. 13. Deal with sensitive issues such as risk of trainee's failure. 14. Liaise regularly with provider(s). <p>Knowledge and Understanding of:</p> <ol style="list-style-type: none"> 15. The Standards for the trainees. 16. Equal opportunity and inclusion issues in planning and practice. 17. Trainees' curriculum audits. <p>How to deal informally and formally with issues of concern.</p>

LONDON PROVIDERS MENTOR TRAINING FRAMEWORK: STAGE 3 ADVANCED MENTORING DEVELOPMENT.

At Stage 3 mentors, in consultation with their HEI providers, may choose to develop a portfolio of evidence for accreditation by the HEI provider or as part of a larger programme of studies such as an M.Ed.

The areas which may be covered include:

Ability to:

1. Model good mentoring practice.
2. Select new mentors.
3. Support new mentors in developing their role.
4. Critically reflect upon and evaluate own and others' practice.
5. Develop new mentor's skills of observation and feedback.

In partnership:

6. Contribute to the development of mentor support materials, handbooks and training.
7. Undertake meta-theoretical analysis.
8. Develop a comprehensive overview of the theory and practice of mentoring.
9. Achieve a high level of competence in mentoring as a specialism.
10. Be able to systematically gather and use data to inform planning for professional development.
11. Enhance interpersonal and collaborative skills.

LONDON PROVIDERS MENTOR TRAINING: EVIDENCE SHEET

This sheet should be used to summarise the evidence of the knowledge, understanding and abilities you have developed at Stage 2 of the mentor training. It should be placed at the front of your portfolio when completed.

Name:	School:	Primary / Secondary
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Eligibility for Stage 2 Mentoring (Mentoring experience/ training with _____ (Provider))

Please sign and date **one** of the following declarations:

	Signature of mentor	Date
I am an experienced mentor and have undertaken at least 12 hours of mentoring activities and I am familiar with the QTS standards.		
I have a certificate for Stage 1 training on _____ (date) and have undertaken at least 12 hours of mentoring activities.		

Stage 2 Mentor training sessions attended			
Description	Provider	Date(s)	Number of hours

Mentoring experience at Stage 2 (following completion of Stage 1 training)

Number of trainees mentored		Time period of mentoring		weeks
Total contact time for mentoring activities		hours (minimum 24 hours)		

Brief description of mentoring activities undertaken (may include, for example, induction of trainees, lesson observations and feedback to trainees, team teaching / co-teaching with trainees, joint lesson planning, weekly review meetings and target setting. Include some indication of amount of time on each activity)

Evidence included in portfolio (please list documents in portfolio)

Support and guidance for trainees (e.g. joint planning sessions, , trainee evaluations)
Lesson evaluation and feedback (e.g. lesson evaluation forms, joint observations with colleagues)
Target setting (e.g. weekly meeting records)
Assessment and monitoring of trainees progression (e.g. annotated lesson evaluations and reports)

Your own professional development (Please reflect on how you have gained from your mentoring experience and write a brief summary)

Signed

Mentor

LONDON PROVIDERS MENTOR TRAINING FRAMEWORK: RESOURCES

Suggested reading

Mentoring:

Generic:

Arthur, J.; Davison, J. and Moss, J. (1997) *Subject mentoring in the secondary school*. London: Routledge

Fletcher, S. (2000) *Mentoring in schools: a handbook of good practice*. London: Kogan Page

Furlong, L. and Maynard, T. (1997) 'Subject mentoring and student development.' In Wilkin, M.; Furlong, L.; Miles, S. and Maynard, T. (eds) *The subject mentor handbook for secondary school*. London: Kogan Page, pp. 5-19

Maynard, T. (ed) (1997) *An introduction to primary mentoring*. London: Cassell

Stephens, P. (1996) *Essential mentoring skills: a practical handbook for school-based educators*. Cheltenham: Stanley Thornes

Watkins, C.; Carnell, E., Lodge, C., Wagner, P. and Whalley, C. (2000) *Learning about learning. Resources for supporting effective learning*. London: Routledge Falmer and NAPCE

Related publications:

Bleach, K. (1999) *The induction and mentoring of newly qualified teachers: a new deal for teachers*. London: David Fulton

Field, D.; Holden, P. and Lawlor, H. (2000) *Effective subject leadership*. London: Routledge Falmer

Malderez, A. and Bodóczy, C. (1999) *Mentor courses. A resource book for trainer-trainers*. Cambridge: CUP

Ruding, E., (2000) *Middle management in action. Practical approaches to school improvement*. London: Routledge Falmer

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