

## West London Teacher Education Collaboration

### Introduction to the Entry Level Mentor Development

#### Guidance:

- In order to progress onto the **Mastery Level** mentor development modules, a mentor must firstly have **completed** the **Entry level** mentor development modules **One** and **Two**. They will have mentored a student teacher for the foundation or a single placement in the year. They will have obtained recognition for this single placement mentoring through the award of **Entry Level** Certification.
- **Entry Level** modules are:
  - Module 1 – Understanding the Provider processes and paperwork;
  - Module 2 – Getting the best out of the weekly meeting.
- **Mastery Level** modules are:
  - Module 3: Observation and feedback skills
  - Module 4: Listening skills and difficult conversations
  - Module 5: Being a reflective practitioner
  - Module 6: The Teacher as a researcher
- Before starting the **Mastery** modules a mentor must have revisited the **Mentor Audit** and **updated** their confidence levels showing progress in their knowledge and understanding from the first **Entry Level audit** they undertook.
- In order to gain recognition for the **Mastery Level** certification a mentor must have completed a full year cycle with a student teacher seeing them through the various stages of school experiences that make up the year. This could be completed over a two year period.
- Mentors aiming to be recognised as gaining **Mastery Level** certification will need to have dated evidence from work undertaken with the student teacher over the year(s).
- The two modules below need to be completed so as to supply evidence to cross reference against the National Mentors Standards framework.

**Modules 3 to 6 for the Mastery Level can be completed once a mentor has provided evidence of engaging with Modules 1 and 2.**

<b>Module One : Linked with National Mentor Standards</b>	<b>Suggested activities:</b>
<b>Standard 1: Personal Qualities</b> <ul style="list-style-type: none"> <li>• Be approachable, make time for the student teacher, and prioritise meetings and discussions with them</li> <li>• Use a range of effective interpersonal skills to respond to the needs of the student teacher</li> </ul>	<b><u>Understanding the Provider processes and documentation</u></b> <ul style="list-style-type: none"> <li>• Attend and engage with Provider input about their processes and documentation</li> </ul>

<ul style="list-style-type: none"> <li>• Offer support with integrity, honesty and respect</li> <li>• Use appropriate challenge to encourage the student teacher to reflect on their practice. Support the improvement of a student teacher's teaching by modelling exemplary practice in planning, teaching and assessment.</li> <li>• Support the improvement of a student teacher's teaching by modelling exemplary practice in planning, teaching and assessment.</li> </ul> <p><b>Standard 2: Teaching</b></p> <ul style="list-style-type: none"> <li>• Support the student teacher in forming good relationships with pupils, and in developing effective behaviour and classroom management strategies</li> <li>• Support the student teacher in developing effective approaches to planning, teaching and assessment</li> <li>• Give constructive, clear and timely feedback on lesson observations</li> <li>• Enable and encourage the student teacher to evaluate and improve their teaching</li> </ul>	
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<b>Module Two : Linked with National Mentor Standards</b>	<b>Suggested activities:</b>
<p><b>Standard 1: Personal Qualities</b></p> <ul style="list-style-type: none"> <li>• Use a range of effective interpersonal skills to respond to the needs of the student teacher</li> <li>• Offer support with integrity, honesty and respect</li> <li>• Use appropriate challenge to encourage the student teacher to reflect on their practice</li> <li>• Give constructive, clear and timely feedback on lesson observations</li> <li>• Resolve in-school issues on the student teacher's behalf where they lack the confidence or experience to do so themselves</li> </ul> <p><b>Standard 2: Teaching</b></p> <ul style="list-style-type: none"> <li>• Support the student teacher in developing the highest standards of professional and personal conduct</li> <li>• Give constructive, clear and timely feedback on lesson observations</li> <li>• Broker opportunities to observe best practice</li> </ul>	<p><b><u>Getting the best out of the weekly professional learning meeting</u></b></p> <p>Tasks as outlined in the Module two task sheet, to include:</p> <ul style="list-style-type: none"> <li>- Watching a video clip and completing an associated task</li> <li>- Reflections on the style of feedback provided</li> </ul>

- Support the student teacher in accessing expert subject and pedagogical knowledge
- Resolve in-school issues on the student teacher's behalf where they lack the confidence or experience to do so themselves
- Enable and encourage the student teacher to evaluate and improve their teaching

**Standard 3: Professionalism**

- Encourage the student teacher to participate in the life of the school and understand its role within the wider community;