



# National Standards for School-based ITE Mentors Descriptors and Audit 2017/18

*Produced in collaboration with and intended for use by providers as seen on this cover sheet.*



Name: School:

### Mentor Training Standards

#### Preamble

This audit is intended to support a developmental approach to teachers wanting to become effective mentors. We know that the quality of mentoring received by student teachers and newly qualified teachers can:

- a. Impact on the quality of learning of pupils taught by student teachers in their first years of teaching and in some cases more permanently – thereby reducing in-school variation
- b. Impact on the likelihood of beginner teachers staying within the profession for more than 3 years
- c. Be most effective when student teachers work within departments in which many mentors work and which might be termed ‘training departments’.

This audit targets those teachers who are normally at least in their third year of teaching who wish to further develop skills and attributes related to high quality mentoring. The descriptors below provide a framework of expectations against which the audit should be used for self-evaluation purposes. *Links have been made to the Core Curriculum for ITE and these have been given in italics. Please shade with a highlighter the best fit for you at this stage of your development.*

#### Descriptors towards ‘Mastery’

<b>Stage 1</b>	<ul style="list-style-type: none"><li>● At this stage, my practice and understanding is likely to be affected by leading of some student teachers and therefore could be influenced by shadowing or working with more experienced mentors.</li><li>● I have begun to develop an understanding of the mentor role and am developing a coaching approach to supporting student teacher progress.</li><li>● With guidance from more experienced colleagues, I am able to provide clear and timely feedback following lesson observations.</li><li>● I know where very good practice exists within the school and have developed the skills to be able to evaluate and communicate why that practice is so effective within the context of the school.</li><li>● I am developing an understanding of the need to monitor the emotional and physical health of the student teacher and am beginning to understand how to exercise a duty of care.</li><li>● I am beginning to develop the skills necessary to manage difficult situations and conversations with the student teacher and/or other staff members and work to develop student teacher confidence.</li><li>● I am able to manage my own time in order to support and meet the needs of the student teacher when needed.</li><li>● I know and understand what ‘good classroom practice’ is and can signpost this across the school. I am also able to identify and recommend departmental resources, planning, policies and procedures for the student teacher and support the student teacher in applying these.</li><li>● I am developing an understanding of the challenges of developing ‘subject knowledge’ for someone with graduate level knowledge.</li><li>● I understand how the school operates and can explain what the student teacher ‘has to do’.</li><li>● I am beginning to develop the ability to link this to wider practice e.g. legislation affecting schools, government policy, the vision of the Senior Leadership Team, the MAT of the Governors. I am also beginning to understand how challenging it may be for a student teacher to link policies, procedures, law etc to their day to day practice as a teacher and advise them on how best to do so.</li></ul>
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*Audit of National Standards for School-based ITE Mentors*

<b>Stage 2</b>	<ul style="list-style-type: none"><li>• At this stage, I have a good level of practice and understanding of leading Beginner Teachers.</li><li>• I have a good understanding of the mentor role and adopt a coaching approach to supporting student teacher progress.</li><li>• I am able to provide constructive, clear and timely feedback following lesson observations.</li><li>• I know where very good practice exists within the school and am able to articulate and communicate why that practice is so effective within the context of the school.</li><li>• I am able to monitor the emotional and physical health of the student teacher and understand how to exercise a duty of care in order to promote the well-being of the student teacher.</li><li>• I have the skills necessary to manage difficult situations and conversations with the student teacher and/or other staff members and encourage the development of student teacher confidence.</li><li>• I am easily able to manage my own time in order to support and meet the needs of the student teacher when needed.</li><li>• I am able to easily identify and recommend departmental resources, planning, policies and procedures for the student teacher and support the student teacher in applying these, very often by modelling.</li><li>• I understand the challenges of developing 'subject knowledge' for someone with graduate level knowledge and am easily able to signpost support in this area.</li><li>• I understand how the school operates and can explain what the student teacher 'has to do'.</li><li>• I have the ability to link this to wider practice e.g. legislation affecting schools, government policy, the vision of the Senior Leadership Team, the MAT of the Governors. I also understand how challenging it may be for a student teacher to link policies, procedures, law etc to their day to day practice as a teacher and advise them on how best to do so</li></ul>
<b>Stage 3</b>	<ul style="list-style-type: none"><li>• At this stage, I have substantial experience in mentoring Beginner Teachers and coaching professionals at different stages of their career. This experience allied with intuition and consciously developed coaching and mentoring skills has enabled me to develop real empathy for student teachers whilst retaining professional distance and the ability to challenge without threat.</li><li>• I carry authority and credibility because of both my own professional practice and my understanding of effective teaching.</li><li>• I am not threatened by differing approaches but am able to evaluate the impact of practice which differs from my own and can communicate this.</li><li>• I am able to provide constructive, clear and timely feedback following lesson observations, providing further challenge as appropriate.</li><li>• Personal humility is a strength. I know where outstanding practice exists within the school and can identify practice by others which will move on the practice of a student teacher.</li><li>• My own practice is highly effective in all areas of my teaching and I can explain my approach clearly.</li><li>• I have a realistic approach to what might be expected of a student teacher whilst retaining high aspirations. I understand the need for student teachers to moderate their workload and can support them by developing time-effective practices which do not compromise their own or pupils' learning.</li><li>• I am constantly alert to the mental and physical health of other teachers and exercise a duty of care when this is necessary. I am not afraid to represent the needs of student teachers to other members of staff.</li><li>• My own teaching is research and best practice-informed and I am acutely aware of ongoing debates within my subject community and the wider profession – using this knowledge to help others to critically evaluate evolving practice.</li><li>• I have excellent time management skills enabling me to prioritise the needs of my student teacher when necessary but am also able to develop respect for the needs of other professionals and avoid dependency by the student teacher.</li></ul>

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|  | <ul style="list-style-type: none"><li>• I have a deep and insightful knowledge and understanding both of the school and of its similarity to and differences from other schools.</li><li>• My personal behaviours are driven by moral purpose and they model at all times commitment to the achievement of all pupils within the education system.</li><li>• I have deep insight into the behaviours of pupils and into the policies and procedures of the school with an understanding of how to make these work for student teachers. I am able to explain both the rationale and legal basis behind policies and procedures – understanding how challenging they may be and modelling the need to be open minded in approaching them.</li><li>• At this mastery stage, I understand the power and significance of their role and take deliberate actions to ensure they do this to the best of their ability. I seek opportunities to compare my practice, my judgement and my thinking with others – seeking always to learn. I take opportunities to improve my practice through reflection- through professional development opportunities such as coaching and through engaging with research.</li></ul> |
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Please use a scale of 1 to 3 (1 is the lowest, 3 is the highest) to indicate your confidence level for each standard point. It would also be useful to provide a rationale for your grading, which could be gathered from your professional conversations.

**Standard 1: Personal qualities**

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

Standard point	1 - 3
<ul style="list-style-type: none"><li>• Be approachable, make time for the student teacher, and prioritise meetings and discussions with them</li></ul>	
<ul style="list-style-type: none"><li>• Use a range of effective interpersonal skills to respond to the needs of the student teacher</li></ul>	
<ul style="list-style-type: none"><li>• Offer support with integrity, honesty and respect</li></ul>	
<ul style="list-style-type: none"><li>• Use appropriate challenge to encourage the student teacher to reflect on their practice</li></ul>	
<ul style="list-style-type: none"><li>• Support the improvement of a student teacher's teaching by modelling exemplary practice in planning, teaching and assessment.</li></ul>	

**Standard 2: Teaching**

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

Standard point	1 - 3
<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></ul>	
<ul style="list-style-type: none"><li>• Support the student teacher in developing effective approaches to planning, teaching and assessment</li></ul>	
<ul style="list-style-type: none"><li>• Support the student teacher with marking and assessment of pupil work through moderation or double marking</li></ul>	
<ul style="list-style-type: none"><li>• Give constructive, clear and timely feedback on lesson observations</li></ul>	
<ul style="list-style-type: none"><li>• Broker opportunities to observe best practice</li></ul>	

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<ul style="list-style-type: none"> <li>• Support the student teacher in accessing expert subject and pedagogical knowledge</li> </ul>	
<ul style="list-style-type: none"> <li>• Resolve in-school issues on the student teacher's behalf where they lack the confidence or experience to do so themselves</li> </ul>	
<ul style="list-style-type: none"> <li>• Enable and encourage the student teacher to evaluate and improve their teaching</li> </ul>	
<ul style="list-style-type: none"> <li>• Enable the student teacher to access, utilise and interpret robust educational research to inform their teaching.</li> </ul>	
<ul style="list-style-type: none"> <li>• <i>Ensure that the student teacher has appropriate opportunities to gain a broad understanding of issues regarding curriculum design and development.</i></li> </ul>	

**Standard 3: Professionalism**

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

Standard point	1 - 3
<ul style="list-style-type: none"> <li>• Encourage the student teacher to participate in the life of the school and understand its role within the wider community;</li> </ul>	
<ul style="list-style-type: none"> <li>• Support the student teacher in developing the highest standards of professional and personal conduct</li> </ul>	
<ul style="list-style-type: none"> <li>• Support the student teacher in promoting equality and diversity</li> </ul>	
<ul style="list-style-type: none"> <li>• Ensure the student teacher understands and complies with relevant legislation, including that related to the safeguarding of children</li> </ul>	
<ul style="list-style-type: none"> <li>• Support the student teacher to develop skills to manage time effectively. <i>Offer advice on personal organisation, well-being and how to maintain and sustain a work/life balance.</i></li> </ul>	
<ul style="list-style-type: none"> <li>• <i>Support the student teacher to consider how to respond to challenging ethical issues that teachers might encounter.</i></li> </ul>	

**Standard 4**

Self-development and working in partnership

Standard point	1 – 3
• Ensure consistency by working with other mentors and partners to moderate judgements	
• Continue to develop their own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research (to include evidence-based research).	

Use the information above to complete the record sheet for entry or mastery level.