West London Teacher Education Collaboration

Introduction to the Mastery 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.

- 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 four modules below underline need to be completed so as to supply evidence to cross reference against the National Mentors Standards framework.

- A very experienced mentor may apply for the Mastery Level certification by supplying evidence they have gathered from past mentoring experience

Modules 1 and 2 for the Entry Level should have been completed prior to engaging with modules 3 to 6.

Module Three : Linked with National Mentor Standards	Suggested activities:
Standard 1: Personal Qualities • Be approachable, make time for the student teacher, and prioritise meetings and discussions with them • Use a range of effective interpersonal skills to respond to the needs of the student teacher • Offer support with integrity, honesty and respect • 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. • Support the improvement of a student teacher's teaching by modelling exemplary	**Observation and Feedback skills** Using the **Matt O'Leary 'Classroom Observation'** chapter look through the **nine** different observation tasks, discuss with your student teacher which task you will use which is the most relatable to their progress and targets and carry out your usual observation using the chosen task as a focus. • Use the completed task to guide you through the feedback process after the lesson and make notes on the conversations had with the student teacher. • Did using the focused observation task help in a particular way? • Did they help to focus the feedback and make it relevant/SMART? • Carry out a Joint observation with the PCM/another mentor and give feedback to the student teacher – do you and the PCM/ another mentor agree outcomes?

practice in planning, teaching and assessment. **Standard 2: Teaching** • Support the student teacher in forming good relationships with pupils, and in developing effective behaviour and classroom management strategies • Support the student teacher in developing effective approaches to planning, teaching and assessment • Support the student teacher with marking and assessment of pupil work through moderation or double marking • Give constructive, clear and timely feedback on lesson observations **Standard 3: Professionalism** • Encourage the student teacher to participate in the life of the school and understand its role within the wider community;	• Have you picked up on the same points/given the same targets? • You may want to revisit the Effective Feedback module 2 (entry Level) to support this work.

Module Four : Linked with National Mentor Standards	Suggested activities:
Standard 1: Personal Qualities • Use a range of effective interpersonal skills to respond to the needs of the student teacher • Offer support with integrity, honesty and respect • Use appropriate challenge to encourage the student teacher to reflect on their practice • Give constructive, clear and timely feedback on lesson observations • Resolve in-school issues on the student teacher's behalf where they lack the confidence or experience to do so themselves **Standard 2: Teaching** • Support the student teacher in developing the highest standards of professional and personal conduct • Ensure the student teacher understands and complies with relevant legislation, including that related to the safeguarding of children	**Listening skills and Difficult conversations** Listening to student teachers can take time, which is scarce, but it is a valuable practice and can help to create excellent relationships with them. It can be hard to always provide positive feedback and sometimes difficult conversations need to be had with student teachers for a variety of different reasons (See Module 4: Prompts for active listening). Teachers need to reflect on these occasions and give examples of their practice in their portfolios • Link to Case Study on a difficult Conversation and further reading for research

Module Five : Linked with National Mentor Standards	Suggested activities:
Standard 2: Teaching • To be able to use appropriate challenge to encourage the student teacher to reflect on their practice • To enable and encourage the student teacher to evaluate and improve their teaching through reflective practice **Standard 3: Professionalism** • Support the student teacher to consider how to respond to challenging ethical issues that teachers might encounter.	**Being a reflective practitioner** Through this module, you will consider the following within the context of the school in which you work: • Are you able to be a reflective practitioner and model this behaviour to your student teachers? • Can you reflect on when you have done this and it helped student teachers to see their own practice in a different way? Select **two** tasks from the following: • Pre-reading: read chapters 1 and 2 from 'The Teacher's reflective practice handbook', Zwozdiak-Myers 2012 • Page 85, Task 6.3 Dimension 4, Zwozdiak-Myers 2012. Complete the reflective task around 'Questioning personal theories and beliefs'. (See task sheet: Module 5 Task – Questioning personal theories and beliefs) • Record a Post Lesson Discussion (mentor/mentee in collaboration. Find out about 'professional learning conversations', from this text, or an alternative source. • How have you modelled reflective practice in your post lesson discussion? What impact has it had on developing the reflective practice of the student teacher? • Think back over recent months and identify opportunities in which you engaged in professional learning conversations with others, formally and informally. Describe the nature, purpose and outcome of those conversations which supported your professional development most effectively. How can you use these conversations to help student teachers see their practice differently? • Using the CUREE National Framework for Mentoring and Coaching: Skills for mentoring and coaching section • Identify the skills you use in your teaching and in your role as a mentor in the mentor/mentee relationship • Which of these do you need to develop to help you meet the Mentor Standards and which of these do you already use? • Write a short report outlining the above *Most of these tasks have been linked to The Teacher's Reflective Practice Handbook, Paula Zwozdiak-Myers, 2012. Ideally, you will have access to this text, but if not, the tasks have been adapted so that they are accessible without it.*

Module Six : Linked with National Mentor Standards	Suggested activities :
Standard 4: Self-development and working in partnership • 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)	**The teacher as a researcher** Using current research in an Education context develop an 'action research/ study into an aspect of Teacher education that you as a teacher could use to enhance the experience for your student teacher. Create a power point to show your results and actions from this. (This could be delivered as a presentation to other mentors in the school with the PCM?) Choose a situation on which you could reflect on your own practice and write a report on this - maximum 1000 words