

West London Teacher Education Collaboration

National Standards for Mentors of School based ITE: Framework and Guidance

Certification of Mentoring

In West London we have developed a system to recognise the achievements of mentors in the developing of future teachers. We will be doing this at two progressive levels – **Entry** and **Mastery**, all of which will provide mentors and prospective mentors with recognition of their successful work with student teachers. Such recognition will also provide evidence towards other professional development areas such as Performance Management Targets. Both levels will be certificated and recognised by all SCITTs and HEIs who have taken part in the development of this work.

There are currently **two levels** of mentor certification:

Entry level: *initial preparation for successful mentoring*, is for those new to mentoring or those wishing to mentor in the near future

Mastery level: *being a successful mentor*, is for those who will be working to obtain the National Standards for school based initial teacher training (ITT)

Contents of this document.

Part 1

- Entry Level Certification
- Introduction and “who does what?”
- Entry level Record Sheet
- Criteria for Entry Level Certification

Part 2

- Mastery Level Certification
- Introduction and “who does what?”
- Mastery level Record Sheet
- Criteria for Mastery Level certification. (**National Standards for school-based ITT**)

Certification of Mentoring PART 1: ENTRY LEVEL
Entry Level: Initial preparation for successful mentoring

Entry Level is for those (i) who are new to mentoring student teachers

(ii) who wish to become mentors of student teachers

(iii) class-teachers working with student teachers

Teachers wishing to take part in this scheme need to gain the support of the school's Professional Co-ordinating Mentor (PCM).

The requirement for Entry Level certification is for mentors to meet the required criteria for mentoring as shown below. The Professional Co-ordinating Mentor will oversee the programme and with the support of the SCITT/ HEI tutor give approval for certification. The training programme will cover two online modules of work;

- Module 1 - Understanding the ITT
- PROVIDER processes and paperwork
- Module 2 - Getting the best out of the Weekly training meeting

Such programmes need not be "taught" - they can be via self-study of the online modules. We anticipate that in a large number of cases, prior experience of mentoring may be substituted for the activities. PCMs will issue the certificates available in electronic form from the PROVIDER associated with the trainee they are mentoring.

Who does what?
Teacher/mentor

1. Discuss and agree with your PCM your wish to undertake the work required for Entry Level Certification. Please use the **Audit** we have supplied to support this conversation – Please see criteria on page 5
2. Work your way through Modules 1 and 2 (available on the associated PROVIDER website). In addition you may find it helpful to discuss the mentoring role with an experienced mentor in your department.
3. Ensure a joint observation has taken place with the PROVIDER tutor when they visit the trainee as part the Providers quality assurance process
4. When you and your PCM are satisfied that you have met the Entry Level criteria on page 5, both sign the '**Entry Level Record sheet**' and you send to your PROVIDER partnership office for approval.
5. Your PROVIDER partnership office will then be able to issue you with an electronic Entry Level certificate. Please keep this certificate for future reference

Please note: In entering into the certification process the mentor is agreeing to share their data between the PROVIDERS that confirms that you have achieved Entry Level.

Professional Co-ordinating Mentor

Post the Mentor Certification flyer in your staff room and inform your existing mentors of the scheme.

1. When the activities have been successfully completed on the **'Criteria and Training Requirement for Entry level** – see page 5 - the mentor will record brief details on the Entry Level Record sheet - Page 4 and sign it; you then sign.
2. The Entry Level certificate will be sent electronically to the mentor from the trainee's Partnership office. You will be included in the email
3. Keep a copy of the record sheet and the mentor's certification for the school records

Provider

1. The relevant PROVIDER will facilitate central CPD opportunities at least once a year to support mentors and PCMs in the most up to date subject expertise. This should allow mentors to engage in their own developing research.
2. A central record will be kept by each PROVIDER of mentors who have received certification. This central record will allow all PROVIDERS involved, to check mentors certification and to record on their own data base each time a mentor works with their partnership

Entry Level Record sheet for Mentors and Professional Co-ordinating Mentors (PCM)
Certification of mentors at Entry Level: Initial preparation for successful mentoring

Entry level is for those (i) who are new to mentoring student teachers

(ii) who wish to become mentors of student teachers

(iii) class-teachers working with student teachers.

The requirement for Entry Level certification is to undertake online **Modules 1 and 2** and satisfy the criteria outlined below.

In cases where mentors have (i) a substantial record of mentoring student teachers and have worked through the above modules, PCMs may use this as approval for the award of the certificate. In this case send in the record sheet so that certification can be provided for the mentor concerned

Name of mentor and subject	
Email (please print clearly)	
Years of teaching experience	2, 3, 4, 5 more than 5. (Circle one)

School and Post Code		
Name of PCM		
PROVIDER support tutor		
Date of registration		Mentor Signature:
Date of completion of audit		
Date of study of Module 1		
Date of study of Module 2		
	PCM Approval	Signature:
	Provider Tutor Approval	Signature:
Completion date and issuing of Entry Level certificate:		
Partnership office		

Criteria and Training Requirement for Entry level

Criteria		Achieved Yes/No
Recommendation by head teacher or PCM for role due to their quality engagement and high level of professional commitment Pre – entry audit completed		Date:
Knowledge and understanding of process and paperwork for provider	Module 1	Date:
Setting of appropriate timetable for trainee		
Lesson feedback promotes challenge to trainees, offering support and constructive advice	Module 2	Date:
Joint Observation with provider link tutor All Weekly training meetings and targets signed off	Module 2	Date:
Assessment Profile for a training phase completed with trainee		
Evaluation of training process returned to provider		Date:

Certification of mentoring PART 2: MASTERY LEVEL

Mastery Level : Being a successful mentor

Mastery Level is for those currently working as a mentor. Certification at this stage requires working as a mentor over a sustained period of time **of at least one year**.

Pre-requisites: **Entry Level** certificate or **proven** record of experience of mentoring. Please contact your provider to discuss your record of experience if you do not have an **Entry Level** certificate.

Successful candidates will have provided evidence of reflective engagement in the range of criteria, set out against the 'National Standards for school based ITT mentors'. This will be through submission of a Mentor Development Portfolio or equivalent evidence which could include professional conversations.

Who does what?

Mentor

1. Discuss **Mastery Level** certification with your PCM and share the **Audit** we have supplied of your experience. You may also wish to talk to the subject PROVIDER tutor as well as other mentors in your school
2. During the period of mentoring ensure that you track your progress against the 'National Standards' criteria. Keep in discussion with your PCM and the visiting tutor from your provider.
3. You will need to provide evidence of successful completion of all of the key criteria. You may wish to do so in a portfolio or through keeping a track of where the evidence can be found.
4. When you have sufficient evidence, discuss this with your PCM. If all the criteria have been satisfied, the **Mastery Level Record Sheet** – page 8, can then be completed, signed and send to your partnership office. The provider link tutor will also be asked to confirm that a satisfactory level has been achieved. Ensure you share your evidence with the tutor when they visit the school
5. Once the provider link tutor has confirmed agreement, the partnership office administrator will send you an electronic Mastery Level certificate. You PCM will be included in the email so that the certification can be recorded by the school.
6. Please keep a copy of the certificate sent for your own future records
7. **Please note:** In entering into the certification process the mentor is agreeing to share their data between the PROVIDERS that confirms you have achieved Mastery Level.

Professional Co-ordinating Mentor

1. Post the Mentor flyer in your staff room and inform your existing mentors of the scheme.
2. As a normal part of your PCM role you will be supporting and monitoring the work of your mentor during the year. Ensure you have observed the mentor undertaking a lesson observation with feedback and target setting.
3. Towards the end, the mentor will present you with their evidence base for successfully completing all of the criteria. If you confirm this then the mentor completes and signs the **Mastery Level Record Sheet - page 8**.
4. Once the PROVIDER link tutor has confirmed agreement, the partnership office administrator will send the mentor an electronic certificate. You will be included in the email.
5. Please keep a copy of the certificate sent for your own future records.

Providers

The relevant PROVIDER will facilitate central CPD opportunities at least once a year to support mentors and PCMs in the most up to date subject expertise. This should allow mentors to engage in their own developing research.

A central record will be kept in each PROVIDER of mentors who have received certification. This central record will allow PROVIDERS to check mentors certification to record on their own data base each time a mentor works with their partnership

Please note that in entering into the certification process you are agreeing to share data between the PROVIDERS that confirms that you have achieved Mastery Level.

Mastery Level Record Sheet for Mentors and Professional Co-ordinating Mentors (PCM)
Certification of mentors at Mastery Level: Being a successful mentor

Mastery Level is for those **currently** working as an ITT mentor. Certification at this stage requires working as a mentor over a sustained period of time of at least one year.

Pre-requisites: **Entry Level** certificate or equivalent experience

Successful candidates will have provided evidence of reflective engagement in the range of criteria, set out against the '**National Standards for school based ITT mentors**'. This will be through submission of a Mentor Development Portfolio or equivalent evidence.

Name of teacher		
Subject department		
School Name and Post Code		
Name of PCM		
Provider support tutor		
Date of submission of evidence		Checked and confirmed by PCM or PROVIDER tutor
Date of review of audit		
Dates of online study		
Module 3		
Module 4		
Module 5		
Module 6		
Completion date and issuing of Mastery Level certificate		

Signatures to confirm the above

PCM		Teacher	
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Please forward a copy of this completed form to PROVIDER partnership office whose trainee is being mentored.

Has agreement been received from the PROVIDER subject / link tutor?	No	Yes	
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Criteria for 'National Standards for school based ITT mentors' certification

	Criteria	Provide rationale for meeting the criteria and link to three pieces of evidence. Include targets where appropriate.
ST 1	<p>Personal qualities</p> <p>Establish trusting relationships, modelling high standards of practice, and understand how to support a trainee through initial teacher training.</p> <p>Mentors should</p> <ul style="list-style-type: none"> • 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. 	
ST 2	<p>Teaching</p> <p>Support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs.</p> <p>Mentors should</p> <ul style="list-style-type: none"> • 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; 	

	<ul style="list-style-type: none"> • 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. 	
ST 3	<p>Professionalism</p> <p>Set high expectations and induct the trainee to understand their role and responsibilities as a teacher.</p> <p>Mentors should</p> <ul style="list-style-type: none"> • 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 	
ST 4	<p>Self-development and working in partnership</p> <p>Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnerships.</p>	
	<p>Mentors should</p> <ul style="list-style-type: none"> • 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.	

Additional, non-compulsory but helpful activities might include:

Criteria	Completed	Completion Date
Attendance at a PROVIDER interview day		
Membership of a PROVIDER Mentor Forum or Strategic Review group		
Conducting a subject session within PROVIDER		
Conducting a school wide Professional Studies session		
Supporting the understanding of a student teacher's academic research as part of the PGCE – supporting assignments		