



Brunel
University
London

Department of Education

**PGCE PCM and Mentor Development
Session**

***Input on National Quality Standards for
school-based ITE Mentors***

17th April 2018

Intentions for the session:

- Understand the rationale for the introduction of the National Mentor Standards
- Develop an understanding of the National Mentor Standards
- Become familiar with the Entry and Mastery level materials

What are the National Mentor Standards?

Some background and context...

- A key recommendation from Sir Andrew Carter's review of ITE
- Three main aims that the standards hope to achieve:
 - Greater consistency in the practice of mentors
 - Raise the profile of mentoring and provide a framework for the professional development of current and aspiring mentors
 - To contribute towards a culture of coaching and mentoring in schools
- Mentoring should have greater status and recognition and that the qualities of effective mentors should be better understood across the system
- Teaching Schools Council commissioned by the Government to develop standards
- All ITE providers to adopt the mentor standards which should inform the selection, training and resourcing of mentors in England.
- Ofsted should also have regard to the standards on any ITE Inspection (They already inspect the quality of mentoring).

**National Standards for
school-based initial
teacher training (ITT)
mentors**

July 2016

Background and context – some findings from the review

- Carter's findings:
 - The best programmes give careful thought as to how to train and value mentors effectively – both when teachers become mentors and on an ongoing basis.
 - Importance of mentors having relevant experience and skills in behaviour management

'...it is imperative that those training in behaviour management are taught by those with impeccable skills and understanding in this area.'

- Effective mentoring has wider benefits, providing professional development opportunities for mentors and building the capacity of the school as a whole. Effective mentors are outstanding teachers and subject experts, who are also skilled in explaining their own practice.

Roles and responsibilities

The school:

- Have a role in supporting mentors and student teachers by creating and fostering a positive environment in which mentors and student teachers are able to fulfil their professional expectations
- Training needs identified and addressed
- Sufficient time as part of their timetable to observe student teachers and have meetings
- Systematic process to identify, train and develop school-based mentors to support student teachers develop their practice and retain good teachers in the classroom for as long as possible.

The mentor:

- Understand course structure and requirement to meet the Teachers' Standards
- Prioritise meetings/discussions, monitor performance, help develop their teaching practice and effective classroom management strategies
- SK up to date
- Awareness to signpost to other expertise and knowledge

Four clear recommendations:

1. The mentor standards, although not statutory, should be used by school-based ITE providers to strengthen the quality of support that student teachers receive whilst on placement
2. These will remain in place until further notice
3. Ofsted should have regard to the standards in their inspection of ITE providers
4. White Paper: Education Excellence Everywhere – role of mentor should extend beyond the initial training period to teacher accreditation and early career.

Task one

1. Rate yourself against the audit, using the descriptors to help

An Overview of Entry and Mastery levels:

Entry level

- **Module 1: Understanding the provider processes and paperwork**
- **Module 2: Getting the best out of the weekly professional learning meeting**

Mastery level

- **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**

Entry level certification for National Mentor Standards

Module 1: Understanding Process and Paperwork

Module 2: Getting the Best from the Weekly Training Meeting



has successfully completed the above training programme

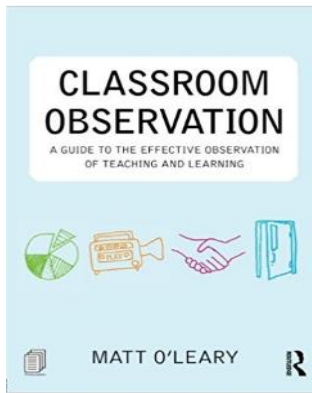
This certificate enables you to progress towards Mastery level certification for the award of the National Standards for School-Based ITT.

Date

Certificate no

We are now going to familiarise ourselves with two of the Mastery level modules.....

Module Three: Developing your 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? (See also the SMART targets help sheet)

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?
- Have you picked up on the same points/given the same targets?
- Online resources/video available for supporting this.

Module Three: Developing your Observation and feedback Skills - **Links to the mentor standards**

Standard 1: Personal Qualities

1. Be approachable, make time for the trainee, and prioritise meetings and discussions with them
2. Use a range of effective interpersonal skills to respond to the needs of the trainee
3. Offer support with integrity, honesty and respect
4. Use appropriate challenge to encourage the trainee to reflect on their practice. Support the improvement of a student teacher's teaching by modelling exemplary practice in planning, teaching and assessment.
5. Support the improvement of a trainee's teaching by modelling exemplary practice in planning, teaching and assessment.

Standard 2: Teaching

1. Support the trainee in forming good relationships with pupils, and in developing effective behaviour and classroom management strategies
2. Support the trainee in developing effective approaches to planning, teaching and assessment
3. Support the trainee with marking and assessment of pupil work through moderation or double marking
4. Give constructive, clear and timely feedback on lesson observations

Standard 3: Professionalism

1. Encourage the trainee to participate in the life of the school and understand its role within the wider community;

Review and share practice

Activity: Review and share practice on the processes of carrying out a lesson observation on a student teacher?

Share documentation related to a recent lesson observation that you carried out on a student teacher with a colleague on your table.

- Discuss the reasons for the annotations on the lesson plan. What comments do you make and why? How would the comments be useful to the student?
- Discuss the lesson feedback form. How are the initial targets identified? How do they fit in with the 'bigger picture' in relation to the student teacher's learning?

Nine different observation tasks

O'Leary, M. (2014) *Classroom observation: A guide to the effective observation of teaching and learning*. Abingdon: Routledge.

Activity

With a partner have a look at each observation task.

How would you use this task as a mentor with your student teacher? Share your comments in writing for others to see.

Any particular observation task that you feel might benefit a student that you are supporting currently?

Brunel ITE Key Contacts

Name	Email	Phone
Sunita Babbar: Director of Initial Teacher Education and PGCE Mathematics Coordinator	sunita.babbar@brunel.ac.uk	01895265871
Balbir Kaur: Primary ITE	Balbir.kaur@brunel.ac.uk	01895 268993



Thank you for your support and all the work you do to enhance the professional development of our Student Teachers.

