

Growing High Quality Mentoring

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UNIVERSITY
OF SUSSEX

Our Context

Trainees	
EYTT	30
Primary UG	150
Primary PG	84
Secondary PG	256
Schools in our partnership	519
SCITT partnerships	250

Many of our trainees gain employment in our Partnership of schools and become mentors, Professional Tutors, visiting speakers, seconded tutors to some of our secondary programmes.

Our Secondary Programme

Business Studies: 14

Classics:13

Computing: 6

DT:14

Drama: 10

English: 31

English and Drama: 6

English and Media: 8

Geography: 19

History:30

Maths: 33

Media: 4

MFL: 30

Music:11

Psychology: 7

RE: 10

Science: 36

Pushing the Boundaries

‘Our collective mission is to recognise, support and develop a generation of reflective practitioners who are ready, willing and able to improve the life chances of every young person they teach and challenge the status quo. We aim to strive for innovative practice and push the boundaries’.

(Partnership Mission Statement, 2018)

Intent: what did we want to achieve?

Issues: inconsistencies in mentoring as we all have, but also as the partnership is so big a clearer picture of which school/mentors have sustained issues with feedback. An Ofsted target for us.

Intentions:

- Create a consistent approach to monitoring mentors in our partnership (80 schools/placement).
- Encourage greater participation/engagement of mentors in mentor development sessions (attendance)
- Reduce the amount of admin that went into mentoring sessions previously and replace it with subject specific mentor development and CPD (quality of sessions)
- Focus on the quality of verbal and written feedback (development)
- Track the attendance and quality of feedback through the year (assessment)

Actions - Story so far.....

- **Opportunity knocked** – staff rearrangement meant that we could move some roles around. Divided the classic ‘partnership’ role into 2 main parts. One strategic (PT liaison, SCTER) and one solely working on mentoring.
- Looked at **action plan** and came up with strategy for the year 2020-2021
- Main goals were to get mentors involved in all elements of training resulting in improved feedback for the trainees (in a nutshell). What we do at Uni really matters, but their experience in school is the main factor in success on any ITE course.
- Sounds odd, but the pandemic and issues of social distancing gave us an opportunity to change what we did without too many raised eyebrows.
- Made a change to our communication with partner schools – clearer and shorter announcements that are sent at ‘school appropriate’ times.
- Want to build communities of ‘Sussex Mentors’ – to be seen as distinctive. Continuity of mentors.

What did we do (1)?

Guidebook for mentors

- **Issue – finding the information you need among ‘Uni speak’ handbooks. Mentors need a manual that is clear and informative.**
- We detached the mentor section from the main ITE handbook. Called it a guidebook.
- It takes the mentor chronologically through the year. Sections include how to prepare for the arrival of your trainee.
- Tidied up the webpage – made it much better for the mentors to navigate.
- **Problems** – None so far, mentors have responded well in feedback to this.
- **Development** – Have a special section for outstanding examples of feedback



What did we do (2)?

Changed the Mentor Meetings

- **Issue – not enough time in tutor-mentor meetings to allow for the subject tutors to talk about their own subject and the needs of their trainees and mentors. Not enough time for discussion.**
- We believe in creating communities of mentors, you have to be in the community to learn and contribute to it.
- **Detached the ‘information’ from the development.** Video presentations for the fundamentals like forms and assessment. Leaving the tutors free to tailor the meetings to their own trainees and subject needs. <http://www.sussex.ac.uk/education/ite/partners/secondary/mentoring>
- **More meetings** – pandemic has removed journey time, so we can spend more time talking and less time waiting for people to arrive.
- Attendance has improved. Story of ‘H’ – instant intervention to the PT, next meeting all teachers came from that school.
- **42% overall attendance last year (all meetings) – 74% this year overall.**
- **Problems** – changes to the school year have thrown the schedule out of the window. Lower attendance as we go through the year. Some tutors do not publish the meetings as well as others. Recording is a barrier to attendance.
- **Development – get tutors to pin point their ‘focus’ for the year and get more mentors to present once the pandemic is over. Keep meetings virtual with a face to face conference at the end of the year.**

Subject - 2019-2020	number in cohort	2019 September % Attendance	Attendance - note looks like registers may not have been taken for some	2020 February % Attendance	attendance through the year 2019-2020	Number in cohort - 2020	2020 September % attendance	2020 November % attendance	attendance - Some % are higher as some trainees have	Average % attendance through the year	Has attendance improved?	Student feedback on mentors	% feedback
BUSINESS STUDIES	4	50	25	75	50	14	71	93	93	86	YES	13	93
CLASSICS	15	40	7	33	27	13	46	77	46	56	YES	5	38
DRAMA	7	0	0	29	10	8	63	100	25	63	YES	0	0
ENGLISH AND DRAMA	6	33	0	33	22	6	83	67	67	72	YES	0	0
DT	13	77	54	38	56	14	43	93	79	72	YES	7	50
ENGLISH	30	63	33	43	46	29	52	72	48	57	YES	16	55
ENGLISH AND MEDIA	5	80	40	60	60	7	100	86	100	95	YES	5	71
MEDIA	3	100	33	100	78	4	75	100	100	92	YES	3	75
GEOGRAPHY	21	38	19	48	35	19	89	68	84	80	YES	6	32
HISTORY	27	67	4	67	46	26	88	85	54	76	YES	11	42
MATHS	31	61	45	52	53	29	86	76	38	67	YES	16	55
MFL	30	50	40	47	46	29	72	83	72	76	YES	22	76
MUSIC	16	50	25	0	25	10	80	100	90	90	YES	7	70
PSYCHOLOGY	10	60	10	40	37	7	71	71	57	66	YES	0	0
RE	7	57	0	29	29	10	70	60	40	57	YES	8	80
SCIENCE	28	57	39	61	52	34	79	88	79	82	YES	31	91
	253	55	23	47	42	259	73	82	65	74		150	51.75

What did we do (3)?

Tracking attendance and quality of feedback.

- **Issue – hard for tutors and subject leads to have a full picture of every school and every mentor.**
- Developed a giant spreadsheet called ‘The Beast’ to log all attendance in the first instance.
- Tutors have been contributing to the sheet through the year through regular inputs to the mentor lead (me). Been asked to collate examples of mentor feedback to let us know the quality.
- I write to all tutors with updates and ask for information from them to add.
- **Problems – not all tutors are on board. Certain amount of chasing to get it filled in. Understandable in the year we are in – not a great appetite for development.**
- **Development – deadlines for updating will be set in the calendar.**

	E	J	K	L	M	N	O	P	Q	R	
the	Subject	Attended mentor subject specific Feb	Attended mentor subject specific meeting Nov 2020	Attended mentor subject specific meeting Sep 2020	Did the PT come? To induction session?	Update from tutor	Update from partnership visits	Extra notes	Notes	Lone trainee?	Pro fit year
	HISTORY	Not on tutors list	YES	YES	No	Tutor checking feedback (19/11)	Problems here - Norma has spoken and appreciates that Ashcombe is having a hard time - focus		Check on induction and PS progression		YES
	DRAMA	Not on tutors list	YES	NO	No		Problems here - Norma has spoken and appreciates that		MAYBE - THE WARWICK ON KARENS LIST	Check on this one Karen - can	YES
	MFL	NO	YES	YES	No	Green please - engaged with	Problems here - Norma has spoken		Check on induction and PS progression		YES
	SCIENCE Chemistry	YES	YES	YES	NO	All fine here. (Nov 25)	All good here - PT		Check on induction and PS progression		
	BUSINESS STUDIES	YES	YES	YES	NO	Monitor feedback - very brief after	All good here - PT		Check on induction and PS progression		
	MEDIA STUDIES	YES	YES	YES	NO	Tutor says all is good here	All good here - PT		Check on induction and PS progression		
	SCIENCE Biology	YES	YES	YES	NO	Mentor is excellent (Nov 25)	All good here - PT		Check on induction and PS progression		
PS	CLASSICS	NO	YES	NO	No				Have you contacted this mentor? Check induction and PS	YES	
	CLASSICS	YES	NO	YES	Yes				only 1 trainee - watch	YES	
	MUSIC	YES	YES	YES	Yes	Nov-25			ALL GOOD		
	RE	YES	YES	YES	Yes				ALL GOOD		
	ENGLISH	YES	YES	YES	Yes	Nov-25			ALL GOOD		
	MATHS	YES	YES	YES	Yes				ALL GOOD		
	GEOGRAPHY	YES	YES	YES	Yes						
	GEOGRAPHY PT yr 2	YES	YES	YES	NO		Norma has spoken - all good here 19/11		Check on induction and PS progression and contact mentor		
	MATHS	NO	NO (APOLS GIVEN)	YES	NO	MENTOR HAS COVID	Norma has spoken - all good here 19/11		Check on induction and PS progression		
	DT	YES	YES	YES	No		Norma has spoken - all good here 19/11		Check on induction and PS progression		
	SCIENCE Biology	NO	YES	NO	No	Getting better, but not super strong (FEB 2021)	Norma has spoken - all good here 19/11		Have you contacted this mentor? Check induction and PS		
	CLASSICS	NO	NO	NO	No		Have you contacted this mentor? Most PS in online -		Check induction and PS	YES	

What we did (4)?

Sought other sources of information to complete the picture

- **Issues – trying to avoid subjective responses to mentor quality. Trainees are often overwhelmingly positive (employment anxiety) and tutors ‘know’ a mentor so often hold knowledge casually, but we need all this information officially and obviously.**
- Trainee Progress Tracker – they complete this every week and have to put their mentor feedback in there and what happened in the mentor meeting. BIG IMPACT.
- Remote ‘observation’ – we watched the mentor give the trainee feedback on a lesson. Trainee uploaded the lesson plan and mentor feedback to look at as well.
- Trainee feedback – asked the trainees to evaluate their mentor at end of December.
- Uploads of mentor feedback at regular intervals.
- Partnership notes from virtual visits.
- **Problems – lots of information**
- **Development – how do we challenge schools that are consistently not giving excellent feedback?**

How to take this further

- Our relief is that most mentors and tutors are on board, attending and giving really good verbal and written feedback.
- We can see what is working and some impact on mentors with their feedback.
- Have to get all tutors on board – need to build this into the calendar for the year. Work into workload.
- Need to be able to have challenging conversations with PTs about mentor choice and monitoring of FB at school level. PTs busy.....
- We need to empower PTs with the data to be able to make change at the school level.

WHAT ELSE DO OUR TUTORS DO?

Mentor events hosted by tutors

"I loved the practical advice and take-aways ideas given, the quality of the two key notes and workshop leaders was excellent. This was the best CPD of my career!"

Teacher of History and Mentor,
East Sussex

"Just a quick note to say thank you for all your help with the Jill Craigie teaching resource. I've heard from a few of the teachers present at the meeting and it seems as though there's scope to develop some useful resources for a-level film, so thanks again - you've been such a brilliant help." Media mentor, Brighton and Hove

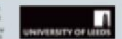


Jill Craigie: Film Pioneer

TEACHING RESOURCES FOR
A-LEVEL FILM & MEDIA STUDIES



Hollie Price
Research Fellow, Media and Film
University of Sussex



• Richard McFahn

History Education Lecturer, University of Sussex & founder of
History Resource Database

• Aaron Wilkes

History Teacher, best-selling textbook author and editor, consultant and PGCE lead

• Mike Maddison

Associate Vice President Historical Association; former National Lead for History
at Ofsted 2009-2013 - now a leading educational consultant

• Dale Banham

History Teacher, Deputy Head and textbook author

• Ian Luff

History teacher, Deputy Head, textbook author, Local Authority Advisory Teacher

• Paige Richardson

History Teacher, Hazehwick School, Crawley

• Marc Scruby

Head of History, Priory School, Lewes and Associate Teaching Fellow,
University of Sussex

• Neil Bates

Lead Practitioner for History, Harrow Way Community School
& founding member of History Resource Database

• Christina Brown

Curriculum Leader for History, Harrow Way Community School

"It's so important to have events like this, particularly for teachers like myself who are often working in single person drama departments. This CPD event has given me the opportunity to share practice and make connections with colleagues all of which will have an impact on my students".
Lead Practitioner for Drama, Partnership School in Surrey.

English Teach Meet with NATE – Tutors and mentors working with Prof bodies

“Thank you so much for inviting us to your Teachmeet which was such an impressive happening with lots of teachers, mentors and trainees there and plenty of options for them to attend. You evidently knew so many of these people at levels of depth and duration from your past work with them when they were students or subsequently as mentors. It was lovely to see that sense of a local PGCE community.” Head of English and Communication Studies, Chichester



Where are we going now with mentors? The future...

Retain elements of the online mentor training programme.

Empower more experienced mentors to deliver on different aspects of mentor training highlighted from tutor feedback on the three way remote observation.

Establish a mentor conference in 2021-22 that is mentor led.

Develop our mentors' and Professional Tutors' understanding of the CCF.

Jointly plan and adapt our Secondary ITE curriculum maps with mentors and Professional Tutors at our Annual partnership conference in June 2021.

