Department for Education

1c. Mentoring

[1500 words] (25% of assessment weighting)

Please set out your proposed overall approach to mentoring, explaining how high-quality mentoring will be used to develop trainee expertise. Include your general mentor and lead mentor curriculum map[1] for at least one subject or phase.

Within your response, please draw on the detail provided in answer 1b to exemplify the interaction between your mentor and trainee curricula. Whilst you may reference detail provided in 1b, please ensure you provide a full response to this question.

Your response should cover the following criteria and include supporting evidence and rationale:

i. How your proposed approach will deliver high-quality mentoring, and the evidence underpinning your chosen approach.

ii. How your mentor curriculum is aligned to the CCF and the trainee curriculum. How does your curriculum include substantial focus on key mentoring skills that mentors need to effectively deliver their role (as opposed to induction / administrative training)?

iii. How you will use the role of lead mentor or mentor leadership teams as described in the ITT criteria 2024/25, section C2.3, to support mentor and trainee development, and the expected qualifications (e.g. National Professional Qualification in Leading Teacher Development "NPQLTD") and experience of your lead mentors / mentor leadership teams.

iv. How you will ensure lead mentors and mentor leadership teams have sufficient expertise of both their subject and the CCF.

[1] The curriculum map is not included in the word count. The curriculum map need not specify the detail of every mentor training session, but should provide sufficient detail to show consideration of the interaction between mentor and trainee curricula.

v. What resources you will develop to ensure consistently high-quality mentoring (e.g. mentor handbook, self-study materials).

vi. How your approach ensures manageable workload for mentors, whilst maintaining high-quality for trainees.

vii. How you will meet the minimum Quality Requirements as specified in the ITT criteria and where you intend to go beyond these minima.

To note: Every provider must have full training curricula for mentors at all levels that meet the minimum time requirements. These curricula must ensure that mentors have specific expertise in evidence-based approaches set out in the trainee curriculum, so that trainees receive strong and consistent input on the best-evidenced ways of teaching their subject and phase.

In determining the exact emphasis of their mentor training, providers will want to consider the prior learning of their mentor cohort. Providers should not require mentors to repeat any training but should adapt the delivery of the mentor training curriculum to meet individual needs. Where specific material has already been covered, this may include a reduction in the total hours of training required. Without exception, however, providers must be able to demonstrate that all mentors have been trained in all areas of the mentor training curriculum.

Save your question response template as a Word document using the following naming format:

"[name_of_organisation]_[Question Number]_ITT_accreditation_Round_[insert number of Round]".

For example:

John_smith_university_1c_ITT_accreditation_round 1

Name of organisation	Goldsmiths, University of London

Please click below to enter your response

i.) The curriculum for mentors will be constructed from a clear framework, that has been informed by the guiding principles of Educative Mentoring, developed by Bradbury (2010), Feiman-Nemser (1983, 1998, 2001), Mackintosh (2020) and Trevethan & Sandretto, (2017). This framework informs the ECF provision that is used by many of our partner schools and links closely to the work of Darling-Hammond et al. (2017), thus providing a connection to the evidence-base for high quality professional development.

ii.) The Mentor Training Framework will comprise three modules that will be delivered in a range of ways (online, self-study and provider-based). Where possible, and practicable, online sessions will be recorded.

As can be seen on the general mentor training map (appendix 1), sessions will be closely mapped against the trainee curriculum, with the content aligned to the units of learning through which the core curriculum is delivered.

Training will comprise of three modules

- Module 1: Mentoring Skills Development. A substantive module, designed to support the mentor in developing the key skills that are essential for their role.
- Module 2: The Trainee Curriculum. Designed to provide a direct link to the trainee curriculum and to consider the subject specific application of the Core Curriuclum Areas.
- Module 3: In-School Training. Providing situated and individualised support for mentors that will draw upon learning across modules 1 and 2.

All mentors will complete a self-audit at the start of the training programme. This will gather evidence of prior training and will assist the lead mentor in adapting the training requirements for Modules 1 and 2 to take this experience into account. Delivery of Modules 1 and 2 will also be repeated to take account of differing school calendars, allowing mentors a choice of dates to attend.

A broad overview of the structure of general mentor training can be found on the table below:

Term	Module 1: Mentoring Skills Development	Module 2: The Trainee Curriculum	Module 3: In-School Training	Hrs
Autumn Term	**1.1a Supporting trainees to explore their own practice**: *Supporting the development of reflective practice.* **1.1b Effective questioning and the skills of Active Listening.**	**2.1a Effective Orientation into school.** *Supporting trainees to develop their subject knowledge.* **2.1b What is Learning?:** *The importance of Pedagogical Content Knowledge across the curriculum.*	**3a Self Audit, Needs analysis, Orientation, and Induction** **3 b Moderation Visit**	7 hrs
Spring Term	**1.2a Supporting Trainees to make Progress (1):** *What is effective feedback?* **1.2 b: Supporting Trainees to Make Progress (2): *Overcoming Barriers to communication.***	**2.2a Deconstructing Learning (1):** *Metacognition and the place of modelling across the curriculum. (1hr)* **2.2 b Deconstructing Learning (2):** *Understanding the impact of intrinsic and extrinsic motivation across the curriculum and in subject.*	**3c Self Audit, Needs analysis, Orientation, and Induction into School Experience 2.** **3d Moderation Visit**	7 hrs
Summer Term	**1.3a Supporting Mental Health & Wellbeing: *Developing teacher resilience*** **1.3a Supporting Mental Health & Wellbeing:** *Managing Workload Creating an effective work life balance*	**2.3 High Expectations**: *Pedagogical subject specific focus* **2.3b Transition to early career teaching:** *Aspiration and achievement*	**3e Moderation Visit**	6 hrs
Total:				**20 hrs**

For further details of the content of these sessions and for evidence of how they map against the trainee curriculum, see appendix 1.

iii.) The Lead Mentor will support trainee development through centre-based sessions (Subject and Professional Studies) as well as providing ongoing support during school placement.

The Lead Mentor role in school is summarised in this table

Support for Mentors	Support for Trainees
The Lead Mentor will: • Model aspects of observation or feedback. • Support to understand of how the trainees' curriculum might be explored in the classroom or setting, drawing on material covered in modules 1 and 2. • Provide guidance on how specific issues of mentoring practice might be addressed. • Provide formative written feedback at the end of each joint observation to help them consolidate their mentoring skills and actions for further development. • Review of actions from previous joint observations.	The Lead Mentor will: • Provide one-to-one support in school through observations and feedback • Address any concerns raised by the trainee. • Work closely with trainees during their Intensive Training and Practice (ITaP).

Through moderation visits the impact of mentor training will also be evidenced, allowing for in year modifications to the programme is needed.

The mentor leadership team will comprise subject and phase expert tutors employed by the university, they will be joined by colleagues from partnership schools who have the qualifications, experience, and capacity to undertake the role.

All Lead Mentors will have an undergraduate qualification with honours as a minimum and all will hold QTS or equivalent. Additionally, they will provide evidence of engagement with professional or academic study at a higher level. This might include study at master's or Doctoral level or professional qualifications such as the NPQTLD.

iv.) All Lead Mentors will be involved in the design and delivery of the trainees' curriculum and the Mentor Training Curriculum as well as ITaPs. To ensure that Lead Mentors have sufficient expertise to carry out their role there will be a 30-hour comprehensive training programme with at least 12 hours of refresher training each subsequent year (see appendix 2).

Lead mentor training will be structured into the following components:

- 6 hours of termly training that will include: (18 hours yearly)
- A personal self-audit to identify strengths and areas for development,
- Identification of strategies that can be used to support general mentors,

- Overview of content drawn from the units of learning from the trainees' curriculum for that term,
- Preparation for delivering content of the Mentor Framework,
- Maintaining an overview of the latest evidence base,
- Sharing of best practice seen across the partnership.

Self-study and preparation that relates to their specific subject area/phase (12 hours yearly). This will be tailored to the individual needs of tutors. It will be discussed with and agreed by Leaders and Managers of the programme at the start of the year.

Activities might include:

- A personal self-audit to identify strengths and areas for development,
- Identification of strategies that can be used to support general mentors,
- Overview of content drawn from the units of learning from the trainees' curriculum for that term,
- Preparation for delivering content of the Mentor Framework,
- Maintaining an overview of the latest evidence base,
- Sharing of best practice seen across the partnership.

v.) All mentoring activity will link closely to the trainee curriculum and will be centred around the Core Curriculum Areas and related Units of Learning (see Appendix 1).

The content of each unit of learning will provide support for mentors in understanding and engaging with the training curriculum, activities for trainees to complete during school based training and questions to support pedagogically informed conversations with their mentees.

Whilst these look at training across each area of the core curriculum, an assessment structure will also be developed that outlines expected progress holistically, allowing for robust assessments of trainee progress to be made over time.

All mentoring materials will be available via an online Mentor Hub. To support the mentor when working with trainees in school, a Mentor Handbook will accompany the units of learning and will provide: an overview of the expectations, roles, and responsibilities; scaffolds such as observation sheets and weekly meeting guides; a synopsis of key elements of the units of learning; an outline of documentation to use during the placement; an overview of processes for addressing concerns

vi.) Strategies for a manageable workload include:

- The delivery of Modules 1 and 2 to be divided into short learning episodes, delivered in a variety of ways as previously described above.
- Training that is spread out across the year and synchronous online sessions will be recorded.
- Training that is repeated and will fit in around the working day e.g., twilight sessions.
- Establishing a relationship between lead mentor and general mentor that will allow for any concerns about engagement and workload to be raised quickly, with relevant interventions put in place to ensure the high quality of provision continues for trainees.

vii.) The frame work as proposed above is in line with the ITT Quality Requirements in that it is designed to ensure that

- Trainees will receive their entitlement of 1.5 hrs of expert mentor support each week.
- Mentors at all levels will have experience and qualifications in evidence-based and/ or phase based approaches to teaching.
- Training adheres to a fully resourced curriculum that is aligned to the trainee curriculum and all lead mentors will be sufficiently trained to provide further depth both during provider based and school based teaching and in delivery of ITaPs.
- Attendance at mentor training will form part of the agreement with schools for training in 2024/25

In going above the minima, all mentors will be:

- Invited to attend Professional Studies lectures and seminars
- Offered an opportunity to apply to study a stand-alone master's level module in mentoring,
- Encouraged to engage in research and scholarly activity.
- Invited to research sessions at the university run through the different research centres.
- Informed of professional development opportunities through the university's Teachers' Centre.

References

Bradbury, L. U. (2010). Educative mentoring: Promoting reform-based science teaching through mentoring relationships: Educative Mentoring. Science Education, 94(6), 1049–1071. https://doi.org/10.1002/sce.20393

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Trevethan, H., & Sandretto, S. (2017). Repositioning mentoring as educative: Examining missed opportunities for professional learning. Teaching and Teacher Education, 68, 127–133. https://doi.org/10.1016/j.tate.2017.08.012

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