



## Documentation to Support

-  **Mentor Training**
-  **Employer-Based Mentoring Procedures**

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## Whole Organisational Approach to Mentoring

In supporting a new teacher in the Lifelong Learning Sector there are 3 identifiable actors who can have an influence on their professional development. Firstly, and perhaps the most critical, are organisations and senior managers. Second are the ITT teams and thirdly the mentor. Each party needs to have clearly defined ways in which to support the new teacher and how they interact with each other. Please use the checklist as a guide to a) assess your own provision and then b) prioritise any action required. This could be done either numerically in the 'No' column and/or use the action plan template below.

<b>Mentoring checklist – quality assurance</b>	<b>Yes</b>	<b>No</b>	<b>Evidence (examples in italics)</b>
1. Is there a mentoring policy for the organisation/provider?			<i>Written policy</i>
2. and/or is there a mentoring policy for Initial Teacher training (ITT)			<i>Written policy/statement</i>
3. Does the policy require all mentors to attend training?			
4. Is it clear a) the importance of the subject mentor role and b) what resources are available to support this?			<i>Mentor guidance. Reward e.g. status, time, honorarium, CPD</i>
5. Is the role of mentoring seen as an effective part of CPD?			<i>Online record for IFL. HR/Staff Dev records</i>
6. Are there clear criteria for participation and selection of mentors?			<i>Guidelines of qualifications/ experience</i>
7. Is there a quality process in place that monitor's the suitability of the mentors?			<i>Nominated personnel to manage quality process. Rigorous selection process. CV's of mentors monitored. Mandatory training. Matching of mentors to trainee e.g. SFL specialists</i>
8. Is there a quality process in place that monitor's the mentoring process in action?			<i>10% sample of mentoring observations. Buddying system for new mentors. Monitoring of attendance at training. Feedback from mentors and trainees.</i>
9. Are mentors and trainees clear about their expectations from the programme and from their relationship?			<i>Written statement of purpose. What mentor will/will not do? Code of conduct. Mentoring Agreement. Mentors and trainees explored expectations in training session. Guidance booklet</i>
10. Are mentors and trainees clear about their responsibilities?			<i>Written guidance. Code of conduct. Mentoring Agreement. Recording documents Awarding body guidance.</i>
11. Is there a process for recognising & unwinding matches that do not work; and for reassigning of new mentor's to trainees?			<i>Discussed on training. Mentoring process/guidance. Who to contact. Record of reassignment of mentors</i>
12. Are mentors aware of the skills and behaviours they need to apply in their role?			<i>Written guidance. Training.</i>
13. Are mentor's provided with an opportunity to identify any mentoring skills gaps?			<i>Self assessment form. ILP</i>

## An Ethical Code of Practice for Mentoring

- The mentor's role is to respond to the trainee's developmental needs and agenda – not to impose his/her own
- Mentors must work within the current agreement with the trainee about confidentiality that is appropriate within the context
- The mentor will not intrude into areas the trainee wishes to keep private. However, s/he should help the trainee recognize how other issues might relate to those areas
- Mentor and trainee should aim to be open and truthful with each other and themselves about the relationship itself
- The mentoring relationship must not be exploitative in any way, nor can it be open to misinterpretation
- Mentors should operate within the limits of their own competence
- Mentors have a responsibility to develop their own competence in the practice of mentoring
- Mentor's should empower their trainee – and generally promote the trainee's autonomy
- Both should respect each other's time and other responsibilities, ensuring that they do not impose beyond what is reasonable
- Both share responsibility for the smooth winding down of the relationship
- Either may dissolve the relationship – but have responsibility to discuss it first as part of mutual learning
- Trainee should be aware of any complaints procedures
- Mentor and trainee should be aware that all records are subject to statutory regulations under the Data Protection Act 1998

# Mentor Person Specification and Role Descriptor

Each provider/ awarding body will have their own specifications for mentors. It is also recognised that finding subject specialist mentors will vary according to both the needs of the trainee and also what is available to them.

The following is recommended:

<b>Mentor Person Specification</b>	
<p><b>Essential:</b> Someone who</p>	<ul style="list-style-type: none"> <li>■ has a recognised teaching qualification (preferably Cert Ed/PGCE)</li> <li>■ is qualified in the same subject specialism (minimum Level 3) or in a closely related subject area as their trainee</li> <li>■ demonstrates excellence, passion &amp; enthusiasm for teaching and learning</li> <li>■ demonstrates good practice in teaching the subject/ curriculum area e.g. observation grades</li> <li>■ is respected by peers and has credibility within work role</li> <li>■ demonstrates up-to-date subject knowledge and is willing and eager to share with colleagues</li> <li>■ can provide advice, guidance and feedback comments that are supportive and developmental</li> <li>■ is able to commit to meeting the trainee on a regular basis</li> <li>■ is willing to participate in further professional development</li> <li>■ CRB check (if appropriate)</li> </ul>
<p><b>Desirable</b> ITT Provider to offer training &amp; development opportunities for mentors</p>	<ul style="list-style-type: none"> <li>■ is conversant with the new teacher training standards, qualification and assessment criteria</li> <li>■ is trained and/or experienced as a mentor*</li> <li>■ has had observation training</li> <li>■ as of March 31st 2008, IfL member</li> <li>■ has a mentoring/coaching qualification</li> </ul>
<b>Role descriptor</b>	
<p>The mentor should be able and willing to:</p> <ul style="list-style-type: none"> <li>■ support the trainee in planning for teaching</li> <li>■ communicate regularly with the teacher in training – including face to face meetings wherever possible</li> <li>■ share good practice, expertise and resources for teaching in specialist context or subject area</li> <li>■ observe and engage in professional dialogue on trainee's teaching</li> <li>■ support trainee in managing their own learning and professional development</li> <li>■ maintain links with trainee's personal tutor relating to trainee's progress and development</li> <li>■ maintain records of work with trainee including feedback and guidance and action planning</li> <li>■ engage in training and development opportunities</li> <li>■ keep up-to-date with developments in the teacher training programme</li> </ul>	

\*EMCETT target - by 2010 all mentors to have attended some form of training

## A Mentor as a 'Critical Friend'

### A 'Critical Friend'...

- is good at their own job and shares good practice
- doesn't blame
- gives honest answers
- is easy to approach and contact
- has appropriate teaching / subject / support expertise
- knows the organisation and can signpost appropriately
- has good listening, questioning and explaining skills
- is enabling, open and facilitative
- gives constructive and positive feedback
- provides guidance but ensures mentee makes the decisions
- is interested in the mentee (shows genuine concern) but keeps to professional boundaries, including confidentiality
- is well organised, patient and understanding
- is enthusiastically persuasive
- is realistic and empathic
- is reliable and trustworthy

## Mentor's Personal Reflection

Well done on agreeing to become a mentor.

How do you know if you have the right skills, knowledge and qualifications to be a mentor? The fact that you are willing to support another colleague is a step in the right direction.

What can you use to evaluate your starting point as a mentor?

- Assess yourself against the minimum mentor specifications
- Plus use the checklist overleaf as a prompt/ guide

Complete the SWOT analysis below.

This will provide you with an overview of your strengths and the potential benefits to you. Plus highlight any possible areas for development and things you need to be aware of that might impact on the mentoring relationship

<p><u>Strengths</u></p> <p>What abilities, skills do I bring to the role? What types of qualifications do I hold that will help me?</p>	<p><u>Weaknesses / Areas for Development</u></p> <p>What skills do I have that could be developed further? What lack of awareness, ideas could I address?</p>
<p><u>Opportunities</u></p> <p>What motivates me? What could this do for me, what are the benefits?</p>	<p><u>Threats</u></p> <p>What could be obstacles? What issues are there?</p>

*Mentoring is .... "concerned with continuing personal as well as professional development (CPPD) and not just continuing professional development"*  
Fletcher, S. (2000) Mentoring in Schools: A handbook of good practice, London, Routledge

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## Reflecting on Mentoring skills & knowledge

Mentor's Name \_\_\_\_\_

How would you rate your confidence levels against the following activities?

Skills/ knowledge	Please tick <b>1</b> Very Good, can explain to others	<b>2</b> Satisfactory, some gaps	<b>3</b> Unsure, area for development
Understand the role and my responsibilities as a mentor			
What should be discussed at the first meeting?			
What mentoring means			
Clear about the boundaries/ ground rules to be agreed between a mentor and a trainee			
What paperwork has to be filled in			
Understand the 4 stages of the mentoring process			
Understand different ways of learning			
What I should be commenting on after an observation			
What to do if I have any concerns?			
Knowledge of the new teacher training standards (2007)			
Ability to build rapport and trust with the trainee			
Active listening skills (not always as good as we think!)			
Questioning skills			
Ability to reflect and summarise			
Know how to enable the trainee to reflect			
Knowledge and understanding of the subject matter (how current is this?)			
Relating theory of teaching into practice			
Ability to provide constructive feedback			
Agreeing SMART targets			
How to integrate key skills or basic skills within subject			
Use of ICT			
Where to access other resources/ guide trainee towards			
Knowledge of how to evaluate own effectiveness as a mentor			
Knowledge of CPD opportunities			

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# Mentee's Reflection on teaching and learning

Trainee's Name \_\_\_\_\_

How would you rate your confidence levels against the following activities?  
Please tick 1=Excellent 2=Very Good 3=Good 4=Satisfactory 5= Need a bit of support 6= need lots of support

Performance criteria	1	2	3	4	5	6
Preparing a scheme of work						
Preparing a lesson /session plan						
Preparing learning materials						
Using visual aids						
Using ICT						
Getting a session off to a flying start						
Maintaining an appropriate pace during the session						
Knowledge and understanding of the subject matter						
Developing and maintaining a positive relationship with learners						
Being able to draw on a wide range of learning activities						
Integrating key skills or basic skills						
Assessing that learning has taken place.						
Providing constructive feedback						
Using other learner support						
Sustaining a challenge to learners throughout the session						
Encouraging learners to take responsibility for their own learning						
Meeting the needs of all the different learners						
Having a range of strategies that require responses in different forms, verbal, written and practical						
Praising learner achievement						
Sharing good practice						
Raising learner achievement						

**Please give a copy of this reflective analysis to your mentor. It can be used as a starting point for discussion as well as a tool to monitor progress.**

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# Mentoring Agreement (provided by Leics Adult Learning)



This is a mentoring agreement between:

..... (Mentor)

and

..... (Mentee)

Time-scale:

Start date ..... Review or End date .....

## Guidelines

The following apply:

1. To maintain limits of confidentiality
2. To be open and honest about the work and the relationship
3. To challenge or be challenged with an agreed level of support
4. To respect professional boundaries, as agreed
5. To be willing to listen and clarify understanding
6. To review progress and accept feedback
7. To share in decision-making to ensure the best outcomes
8. Any other as required and agreed

## Roles and responsibilities

As Mentor I will take responsibility for:

- time-keeping and attendance
- managing the session
- the quality of support
- giving feedback
- monitoring the effectiveness of the relationship
- monitoring ethical and professional issues
- keeping notes, as required

As Mentee I will take responsibility for:

\*EMCETT target - by 2010 all mentors to have attended some form of training

- time-keeping and attendance
- preparing for the session
- my learning needs and objectives
- applying learning from the session
- receiving feedback
- keeping notes, as required

**At any time the agreement can be discussed, reviewed and/or re-negotiated, as required.**

Signed ..... (Mentee)

Signed ..... (Mentor) Date ..... / ..... / .....

## Procedures

We have agreed that the following arrangements will take place in the following situations:

1. Cancellation of session .....  
.....
2. Extra sessions .....  
.....  
.....
3. Keeping of notes / records .....  
.....  
.....
4. If there are disagreements .....  
.....  
.....
5. In an emergency  
.....  
.....  
.....

## **Mentor's Checklist for the First Meeting** (courtesy of Peterborough College)

At the first meeting you should establish:

- On which programme the trainee is on
- If they have all the information they need about the programme
- If they know the roles of the people involved with the programme
  - Course tutor
  - Other staff/teachers
  - The mentor
- If they have any concerns about the workload for the programme
- That they understand and have all the information for the current assignment/work on their portfolio
- That they have all the resources they need or do they know where to find them
- The trainee's position in the organisation, their peers, line managers and what they do

### **Code of Practice**

The mentor will need to consider and explain:

- How to agree rules on confidentiality and data protection
- Limits to the support the Mentor can give
- Times when concerns will need to be referred outside the relationship
- Available sources of support
- Boundaries within the relationship (what can be discussed ,etc)
- Openness and truthfulness in the relationship
- When the relationship should end (the life-time of the relationship)

Before the end of the meeting:

- Be sure that you have agreed your expectations and roles
- Agree when and where meetings should take place (especially the next one)
- Complete the Action Plan ready for next time

## Mentoring Planning and Checklist

Arrange first meeting with mentee



Explain the reasons for the meeting, expectations, how confidentiality will be maintained (sign agreement), and the boundaries of the mentor/mentee relationship, including complaints/appeals procedures



Discuss and record the mentee's immediate targets (SMART) and any long term goals in terms of their achieving their qualification, as required. Agree time-scale and review/end date



Discuss and record any issues which may affect the target(s) being achieved



Set up a further meeting and communication schedule with your mentee and record it appropriately



Agree and complete all records and pass on to the relevant person(s)

Provided by Leics Adult Learning



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**Mentoring Record**  
(To be returned to Curriculum Manager on completion)

Mentor: \_\_\_\_\_ Tutor: \_\_\_\_\_

Please print

Date of Meeting	Agreed Targets (dated)	Action (dated)	Support (by whom etc)	Progress towards targets (dated)	Signature/Date targets achieved
1.					
2.					
3.					

Further recommendations:-

We agree to observe confidentiality as stated in the guidelines

Signature on completion: \_\_\_\_\_ Signature on completion: \_\_\_\_\_