

The Mentor Training Framework

Why a 'Mentor Training Framework'

What should training cover?

The nine segment framework

(Segment) training resources

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Benchmarks, standards and the evidence-base

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Why a 'Mentor Training Framework'

A significant expectation placed on each of the eleven national Centres for Excellence in Teacher Training is that they will add value in terms of the capacity and quality of subject specialist mentoring of teacher trainees following the new (post 2007) programmes of Initial Teacher Education.

Across the EMCETT partnership, it was clear that much good practice already existed with regard to the training of mentors and the procedures to quality assure the mentoring process itself. It was also apparent, however, that training programmes varied in content with different emphases being placed on different aspects of the mentor-mentee relationship and the relationship between mentoring and other quality improvement initiatives.

What should training cover?

In light of the observed variations in practice, EMCETT's:

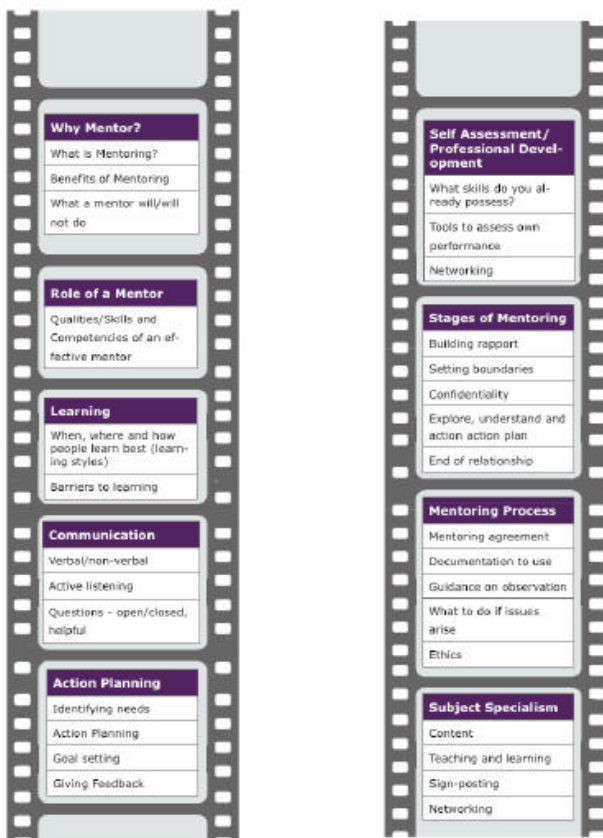
- reviewed the existing practices of mentor training across the partnership;
- researched (desk-based) relevant national standards and benchmarks of good-practice;
- consulted with EMCETT and other CETT stakeholders.

This process yielded an agreed framework consisting of nine 'segments', each describing a core area of important knowledge and skill for the 'would be' mentor.

We are promoting the British definition of mentoring which supports the nurturing of an individual from a developmental perspective. This is in line with European thinking '[which] favours the mentee's insight and self resourcefulness' (Klasen, N. & Clutterbuck, D. 2002, p.130) as compared to the American view of mentoring which focuses more on 'protection and sponsorship' of an individual in their career. The developmental perspective implies promotion of an individual's autonomy and with this lifelong learning.

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The nine segment framework



Following EMCETT's initial research phase and consultation with stakeholders, the following nine 'segments' were identified as key areas for inclusion in a mentor training programme.

- **Why Mentor?**
 - What is mentoring
 - Benefits of mentoring
 - Beliefs, attitudes and values
 - What a mentor will/will not do
- **Role of a mentor**
 - Qualities/ skills and competencies of an effective mentor
- **Learning**
 - When, where and how people learn best (learning styles and action-based learning)
 - Barriers to learning
- **Communication**
 - Verbal/non verbal.
 - Effective listening and questioning techniques

- **Action Planning**
 - Identifying needs
 - Action planning
 - Goal setting
 - Giving feedback

- **Stages of mentoring**
 - Building rapport
 - Setting boundaries
 - Explore, understand, action plan
 - Ending of the relationship
 - Confidentiality

- **Subject Specialism**
 - Content
 - Teaching and learning
 - Signposting
 - Networking

- **Self Assessment/Prof Development**
 - What skills do you already possess?
 - Tools to assess own performance
 - Networking

- **Mentoring process**
 - Mentoring agreement
 - Guidance on observations
 - Documentation to use
 - What to do if issues arise, ethics.

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(Segment) training resources

Having established the 'nine segment framework', EMCETT commissioned the development of training resources for each of the segments, with each representing 30 minute 'chunks' of learning . This has led to a comprehensive resource bank comprising:

- a workbook that is e-available and is aimed at new mentors wanting instant access to advice and learning support;
- a lesson plan that can be used or adapted by a mentor trainer;
- associated learning resources to support 'taught' delivery.

The original intention was to produce a set of the above resources at each of the HE undergraduate levels one to three (NQF 4-6). In the event, differentiating between levels has been hard to achieve in a consistent fashion. However, much material has been developed, broadly within these higher levels, that is available as extension learning activity to augment the introductory workbooks according to individual need/interest or to suit incorporation into an accredited programme.

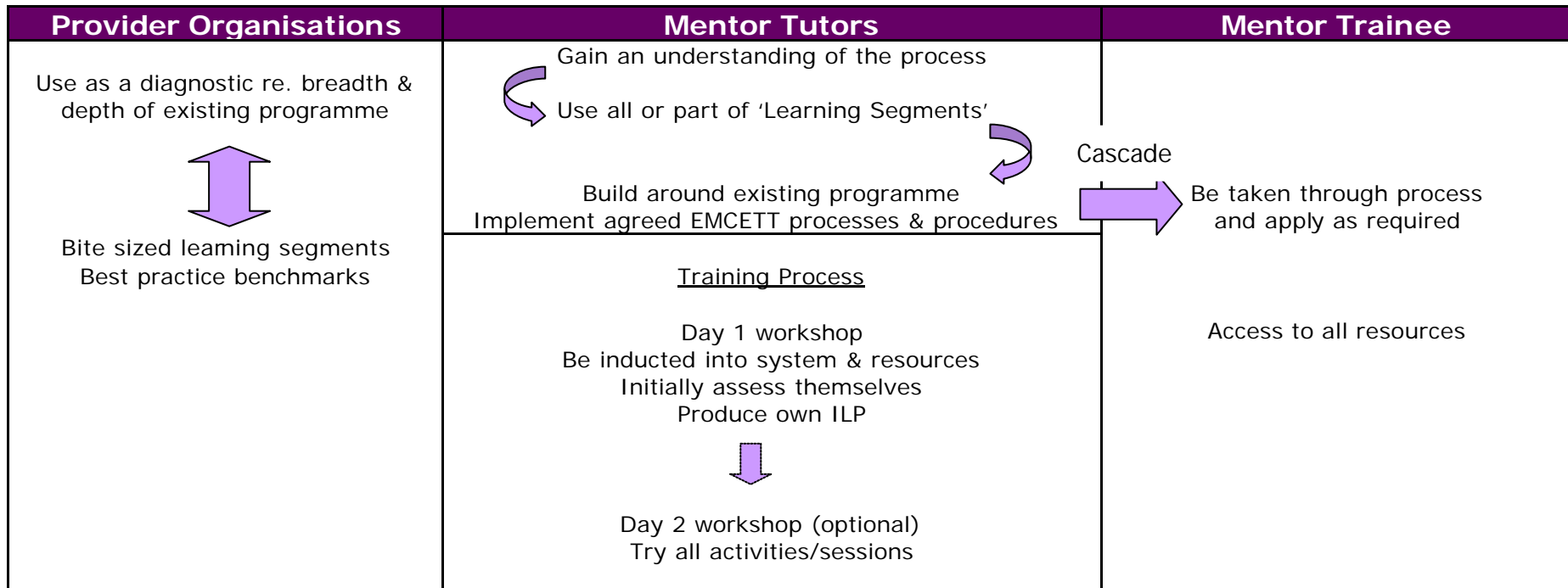
The training resources are freely and openly available and can be used, in their entirety, as the basis of a new mentor training programme (taught, distance or blended) or, in part, to add to or develop existing provision.

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Using the framework as a diagnostic tool

The nine segment framework can be used by:

- providers of mentor training to map their existing provision to the framework to consider whether the breadth or depth of the programme should be increased;
- mentor tutors to design programmes or sessions to support mentor development;
- mentor trainees to consider their development needs, help shape a valid ILP and access relevant learning support.



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Benchmarks, standards and the evidence-base

Various research articles to do with mentoring

| Article - findings | Recommendations |
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| <p>Maureen Woodd (2001) – <i>Learning to Leap from a Peer: a research study on mentoring in a further & higher education institution</i></p> <p>Mentors & mentees had:</p> <ul style="list-style-type: none"> - varying definitions of mentoring & how they perceived the role - Differences in depth of involvement - Varying skills & styles used <p>Boydell (1994) identified 3 types of learning –</p> <ul style="list-style-type: none"> ▪ Learning to implement – doing things well ▪ Learning to improve – doing things better ▪ Learning to integrate – doing better things <p>Depending on how mentoring is defined & perceived the mentor will aim at a particular level</p> <p>Maynard & Furlong (1993) recognise the need for reflection in mentoring. (Their models include apprenticeship model, competency model & reflective practitioner)</p> <p>Research proposed 3 distinct types of mentor – induction (guide), subject (takes learning to a deeper level), & career. Each requires different skills.</p> <p>'Mentor can be dynamic & change style according to the needs of the situation and the urgency of the problem'</p> | <p>Training should include: -</p> <ul style="list-style-type: none"> ▪ sharing of definitions ▪ working with skills ▪ styles of mentoring <p>(look at fig 2 - continuum of learning styles)</p> <p>Scheme success depends on abilities of mentors & their understanding of their role/ the mentoring scheme</p> |
| <p>Bryan Cunningham (2004) – <i>Some have Mentoring Thrust upon Them; the element of choice in mentoring in a PCET environment</i></p> <p>'Mentoring only flourishes when it's perceived by senior managers as an important aspect of staff development rather than a tiresome burden to be landed on unwilling & unprepared shoulders' (Stephens, 1996)</p> <p>To site Woodd (2001) 'evidence from other research shows that for mentoring to be the agent for change, it must be part of a larger human resource strategy. So perhaps just training the mentors may not lead to more in depth mentoring nor a greater desire to explore the more complex issues arising for the mentee'</p> | <p>Enhance frequency & quality of mentor training</p> <p>Embed the activity & status of mentoring more fully in institutional cultures</p> <p>College management to consider mentoring to be one of qualifiers for professional enhancements – including financial ones</p> <p>Actively promote best practice in mentoring ITT</p> |

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| <p>Jenny Hankey (2004) – <i>The Good, the Bad & other considerations: reflections on mentoring trainee teachers in post-compulsory education</i></p> <p>In this research, role of mentor concerned principally with 'empowering [the] student teacher, & promoting autonomy & professional growth'</p> <p>Suggests a mentor performs a hybrid of 2 of Maynard & Furlong (1993) models for mentoring 1) apprenticeship model & 2) reflective model. Relationship enables the process of engagement through professional discourse</p> <p>Calderhead (1989) argues that the reflective practitioner learns & develops through critical enquiry, analysis & self – directed evaluation.</p> <p>Daloz (1986) 2 fold dimensional model suggests ...'challenge is a necessary component in mentoring for learning to occur, but that for optimum development, the dimension of support, of personal warmth, must not be neglected'</p> <p>'challenge ...an effective mentor strategy. clearly contributed in development of the students teaching skills' (Burgess & Butcher 1998)</p> <p>Difficulty of training mentors – timing (pattern of teaching timetables difficult to predict)</p> <ul style="list-style-type: none"> - for mentors usually means an increase in workload. - Recruiting suitable mentors - 'a culture shift is required' (colleges, unlike schools, have not ...seen themselves as Training institutions.) | <p>Training of mentors...requires attention in the sector</p> <p>Build on good practice...ensure... mentoring is a positive experience for mentor & student teachers</p> <p>Formalise expectations of mentor role</p> <p>Safeguard time for mentor to attend training & to observe & meet with student teacher</p> <p>Emphasis in mentoring process, base on reflective dialogue rather than on assessment of practice using performance – based criteria. Be prepared to challenge trainees.</p> |
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Need to 'recognise that mentoring is an **active** process ...demands more than simply supporting students up to the level of minimum competence...'

European model of mentoring – developmental – emphasises helping the mentee become self reliant & self resourceful, able to access multiple sources of support & learning. (Mentor's experience and wisdom important rather than age and/or position)

Rosie Cheer 2008

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Mapping against National Framework for Mentoring and Coaching produced by Curee (Centre for the Use of Research and Evidence in Education) Endorsed by Dfes, GTC, NCSL, QCA, Primary and Secondary National Strategies and Training and Development Agency

'The Dfes recognises that the ways mentoring and coaching are used depend on the context. [They have] no intention [of imposing] a uniform model'. They provide '10 principles, based on evidence from research and consultation' [that are] recommended to inform mentoring and coaching programmes in schools...' plus also identify core concepts and skills.

| Bite sized modules (Pick and Mix) | Skills | Core Concepts | Principles |
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| Mentoring process Mentoring agreement, guidance on observations, documentation to use What to do if issues arise, ethics. | Observe, analyse professional practice (m5, c5) Relate practice to assessment (m10) | Assess, appraise and accredit practice (m8) Support, review and action planning (m7) | A learning agreement |
| Why Mentor? What is mentoring Benefits of mentoring Beliefs, attitudes and values What a mentor will/ will not do | Relate sensitively to learners (m1, c1) | Shared planning of L & T (c6) | Combining support from fellow professional learners and specialists Acknowledging the benefits to mentors and coaches |
| Role of a mentor Qualities/ skills and competencies of an effective mentor | Model expertise (m2, c2) (Whole section 1 -10) | Model, observe, articulate and discuss practice to raise awareness (m4, c4) Active Listening (m3, c3) | A learning conversation Experimenting and observing |
| Stages of mentoring Building rapport, setting boundaries Explore, understand, action plan. Ending of the relationship. Confidentiality | Relate sensitively to learners (m1, c1) | | A thoughtful relationship A learning conversation Experimenting and observing |
| Learning When and how people learn best (learning styles) | Relate guidance to evidence (m3) Tailor activities in partnership (c4) | Develop (m2) or reinforce (c2) learners control over their learning | Understanding why different approaches work |

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| Barriers to learning | Provide information that enables learning (c6) | Share learning experiences (m5,c5) | |
| Communication Verbal/non verbal. Effective listening & questioning techniques | Listen actively (m9, c9) Use open questions (m8, c8) | Active listening (m3,c3) | A learning conversation |
| Action Planning Identifying needs, action planning Goal setting, giving feedback | Provide information and feedback (m6,c6) Facilitate growing independence in professional learning (c7) | Identifying learning goals and supporting progression (m1) Support to clarify goals (c1) Provide guidance, feedback and direction (m6) | Setting challenging and personal goals |
| Self Assessment/Prof Dev What skills do you already possess? Tools to use to assess own performance networking | Broker access to a range of opportunities (m1) Build a learner's control over professional learning (m7) | Support review and action planning (m7,c7) | Growing self direction |
| Subject Specialism Content, teaching and learning, signposting, networking | Facilitate access to research and evidence – dev of pedagogic practice (c3) Broker access to range of opportunities (m4) Observe, analyse and reflect (m5, c5) | | |
| Reflective Practice | Reflect on professional practice (m5, c5) | Reflection on and debrief of shared experience (c8) | A thoughtful relationship. Using resources effectively |

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Mapping of Learning Segments (3 mentoring qualifications)

| Learning Segments | LLUK Coaching and Mentoring Role Level 4 | CIPD L3 Certificate Coaching and Mentoring | ENTO Unit L14 |
|---|---|--|--|
| Mentoring process Mentoring agreement, guidance on observations, documentation to use What to do if issues arise, ethics. | Beliefs (1.1/1.2) Comply with org proc. (1.6) When to access support (1.7) Record keeping (1.8) Ground rules, confidentiality (3.2) | Build positive mentoring relationship, agree expectations, boundaries, levels of support and communication (2.1) Ways in which mentoring can support other HR functions. Proc. and ethical framework (1.3/1.6/2.4) | How and when sessions will be arranged, documentation. Ethical code (14.1) |
| Why Mentor? What is mentoring Benefits of mentoring Beliefs, attitudes and values What a mentor will/will not do | Beliefs 1.2 Roles and responsibilities (1.3) | Types of mentoring, business and individual benefits (1.1) | Commitment. recognise limits, managing Own values/beliefs and ethical code |
| Role of a mentor Qualities/ skills and competencies of an effective mentor | Identify and analyse.... Skills required in a coach and a mentor (1.1) Review own....skills against those required (1.2) | Skills, knowledge and resources needed (1.2) Behaviours for maintaining an effective mentoring relationship (2.1/3.1) | Role, activities. How it contributes to training programme. Resources require. (14.1) |
| Stages of mentoring Building rapport, setting boundaries Explore, understand, action plan. Ending of the relationship. Confidentiality | Boundaries (1.3) Creating right environment (2.1/2.2) Analyse progression of relationship (3.1) Strategies for positive completion (3.4) | identifying dev needs, assessing readiness for mentoring, explore goals and options (2.2) | Explain and agree roles/expectations Agree aims, rules work within, boundaries, how progress will be reviewed (14.2) |
| Learning When, where and how people learn best (learning styles) Barriers to learning | Strategies to motivate learners to manage their expectations and achieve goals (4.2) | Different learning styles and expectations (3.1) Barriers and factors that can inhibit and damage an effective relationship, strategies to | trainees to take responsibility for dev skills (14.3) how to motivate trainees |

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| | | overcome (3.1) | |
| Communication Verbal/non verbal. Effective listening and questioning techniques | Importance of effective communication skills (2.6) Strategies to clarify situations and overcome misunderstandings (3.3) | | Help trainees express ideas and concerns, develop trainees confidence (14.3) |
| Action Planning Identifying needs, action planning Goal setting, giving feedback | Goals and potential courses of action (2.4) Clarify goals, action plan (2.5) Review progress (4.1) Provide constructive feedback (4.3) | Develop a plan, gain agreement (2.3) Methods for assessing and sharing learning (3.3) Goal setting models and techniques | Give trainees honest and constructive feedback (14.3) plan how to provide extra support |
| Self Assessment/Prof Dev What skills do you already possess? Tools to use to assess own performance networking | Reflective practice and feedback from others evaluate own role (5.1) | Skills and competencies, self reflection, personal development planning (4.1/4.2) | Sources of info, support available (14.1) Realistically assess tech. and personal skills need to act as a mentor Identify sources of add. Support that are av. |
| Subject Specialism Content, teaching and learning, signposting, networking | Discuss... goals and explore potential courses of action (2.4) | | |