Supporting the development of student teachers - Mentoring

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Mentoring: Quality Assurance & Consistency

Ofsted Inspection Framework for ITT (September 2015), the quality of training is evaluated in terms of:

• the overall consistency, coherence and quality of all aspects of the training
• high-quality training and support that prepares trainees with the skills they need
• the quality and range of placements
• subject- and phase-specific mentoring
• the accuracy of assessment.
Establishing principles...

‘Learning and development on placement is dependent upon the social context in which the activity occurs’ (Dewhurst and McMurtry 2006:167)

- A shared responsibility and commitment to support student teacher development
- Student teachers being seen as early professionals
- Harnessing the expertise of our partners and valuing their contributions to contribute both strategically and operationally
- Authentic partnership with reciprocity at its heart
- Models of experiences in school which promote a sense of connectedness between the learning experiences within both the university and school
- A community of learners with a clear support structures and planned professional development opportunities

“I just wanted to send a quick message to say thank you for my invitation to the Primary Partnership Awards Evening. Once again it was a truly splendid event and left me feeling proud to be a teacher and proud to be an ex student. It is an absolute privilege to be invited along to such an authentic and celebratory event that captures the true spirit of the partnership.” (Mentor & Alumna)

“I value the wider partnership that is offered with the opportunity to be involved in selection for the courses and the recent help provided at a local school’s careers fayre promoting education as a career.” (Headteacher & Mentor)

“Having a ‘Mentor of the Year’ competition made my Mentor feel valued and appreciated. Also, having the book corner competition gave the school a positive boost, as the school won a runner up prize and some books for the school. This was very much appreciated by the Head and Mentor. It generated a sense of value for what they do that probably does reflect in the relationship between the Mentor and the Trainee Teacher.” (PGCE student)

“Our Multi-Academy Trust is founded on the principle of partnership – the belief that we are better together for children than we would be alone. We have found that internal partnerships alone do not provide children and staff with everything they need. Together with the UoG, we have created a two-way relationship in which we have been able to work together to provide our existing teachers opportunities to develop through the use of research and teaching led by staff from the university. In return, we are able to provide UoG students opportunities to experience excellent practice within our schools. The benefits are huge for children and staff alike – our existing staff are more highly skilled thinkers and mentors and the students that join us from the UoG are even better prepared for life and standards in our schools. Recruitment has improved through our relationship and, more importantly, experiences for children have improved. We are proud to stand alongside the UoG!” (Director of Education & NLE)
Questions for consideration

• What does ‘high quality mentoring’ look like within your partnership? Is there a shared understanding of this?

• What good practice is occurring within your partnership to support effective mentoring and mentor development?

• What are the opportunities and challenges in promoting consistency across your partnership?
Mentor Training: Supporting the Professional Development of Student Teachers...

‘Revealing our thought bubble’

(Jarvis & White 2013)

- Professional learning conversations
- Ensuring that ‘hidden’ professional knowledge is made explicit
- Making the links between practice and research / theory
- Articulating personal pedagogical choices
- Creating a climate conducive to deconstructing the learning experiences

Supporting Consistency in Good Practice

Mentor & Class Teacher Toolkit

Aims:
To support the Partnership in:

- Providing a high quality experience for student teachers that supports their personal and professional learning and development
- Drawing upon a range of evidence to inform monitoring of student progress
- Providing students with high quality feedback
Feedback from the Partnership

<table>
<thead>
<tr>
<th>Feedback</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>The new Mentor &amp; Class Teacher Toolkit’ has supported me in undertaking my role</td>
<td>59%</td>
<td>41%</td>
<td>100%</td>
</tr>
</tbody>
</table>

- ‘Provides really good guidance and starting points for using a range of evidence and how to provide effective feedback’
- ‘It provides a good guide for me on how to deliver outstanding provision for my students’
- ‘Fantastic! Not only going to use for mentoring students but also when observing other staff – in particular our NQTs and RQTs. Really comprehensive and will certainly share with colleagues’
- ‘A fantastic resource! I’ll be adapting for use with my NQTs’
- ‘The toolkit is extremely comprehensive and be used across my school.’
- ‘Some great resources for use in our staff meetings – e.g. the work scrutiny prompts. Really clear guidelines for structuring my meetings with my trainees and how to provide effective feedback’
- ‘As a senior mentor this has been really useful for me to use with our mentors across our school to ensure consistency and good practice.’
- ‘It’s provided me with a greater understanding of how to undertake my role on a practical level’
Communication: Feedback & Good Practice

‘As I am new to role this makes really clear the expectations and the feedback will be really helpful for my development.’

‘Thank you very much for this e-mail; it is always lovely to have feedback and reflect on what we can do to further support students.’

Communication: Priority Areas
Schools-led provision

- University Professional Development Days
- Professional Development Days
- Professional enhancement

“I found the workshop on data really informative since I had recently attended a Pupil Progress Meeting - so seeing this contextualised on a whole school scale certainly helped develop my understanding of expectations from different staff/ groups.”

“I enjoy these days as it gives us all a chance to catch up and hear different perspectives on teaching and learning from school colleagues and problematize issues collaboratively.”

“The structured enhancement days organised by schools were really useful to gain different perspectives on a whole range of areas. The day in the Special School was really beneficial – particularly the discussions concerning ways to apply good practice within mainstream. It certainly challenged some of my existing thinking.”

Recognition: Accreditation

“Mentors have a crucial role to play in supporting teacher trainees during their ITT through to successful teacher accreditation and beyond the early stages of their careers. An effective mentor sets high expectations for pupil achievement, models high-quality teaching, and acts as an ambassador for the profession.” (DfE 2016)
Quality Assurance

- What are your over-arching quality assurance mechanisms?
  - Is there a shared understanding of these within your partnership?
- How are these mechanisms operationalised?
  - How are the mechanisms reflected in roles within the partnership?
  - Who maintains an oversight to ensure that the mechanisms are enacted?
- How are these mechanisms (and what you find out) supporting you to:
  1. Share good practice across the partnership
  2. Further ensure consistency
  3. Further improving the quality of provision
- How do you apply these beyond ‘placement’ to other schools-led provision?
QA – Professional Development Days

**SUPPORT / EXPECTATIONS**

- Guidance to schools involved:
  - Expectations
  - Models of delivery
- Face-to-face training event(s):
  - Sharing previous feedback
  - Good practice
- QA review of school-based training overviews & feedback

**FEEDBACK**

- Survey established to gather feedback
- Generic ‘what is working well’ and ‘even better if’ emails – feedback and feed-forward
- Social media
- Individual feedback
- Recognition – Mentor Accreditation / Partnership Awards

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Dear Claire,

On behalf of our students I just wanted to express my sincere thanks to you, your team and pupils for the fantastic Professional Development Day that you ran. Our students were filled with praise and were totally inspired about working within a special school setting as a result of your input.

It was such a privilege to have been offered the opportunity to share some of the key knowledge and skills that we offer our students in your schools to our students as well.

- The day was extremely useful and informative. As a result of it I would consider working in a special school in the future.
- It is a rare specialism and if we could support our students in a similar way to what we do in our school it would be extremely useful for us not only at our school but also at all the SEN schools I have been to.
- It is not easy for me to judge teaching as a teacher, but I have always been very impressed by the way that the children are cared for and how the staff have supported the children.
- The feedback was received very positively by our students.
- "They were so welcoming and it was a great way to start the day."
- "It was really good to see other schools and how they approached teaching."  
- "The day was very well-organised and the feedback was very positive."
- "The day was very well-organised and the feedback was very positive."

All in all, your session had a really positive impact on our students – thank you. We hope that you found the day equally rewarding.

On Thursday 28th June we will be holding our annual Partnership Awards from 12.00-7.00pm and we would love to cordially invite you to this event to thank you for your outstanding support of the primary partnership. Please save the date in your diary. A member of our partnership team will be in touch with you nearer the date to formally invite you.

Many thanks, once again for your ongoing support of the primary partnership.

Best wishes,

[Signature]
Implications

• What are the implications for you and your partnership?
• How are you providing feedback within your partnership?
• How are you using the new Mentor Standards to support mentor development / mentor recognition?