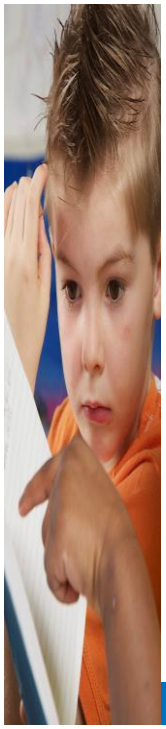
Supporting the development of student teachers - Mentoring

Michael Green University of Greenwich



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)

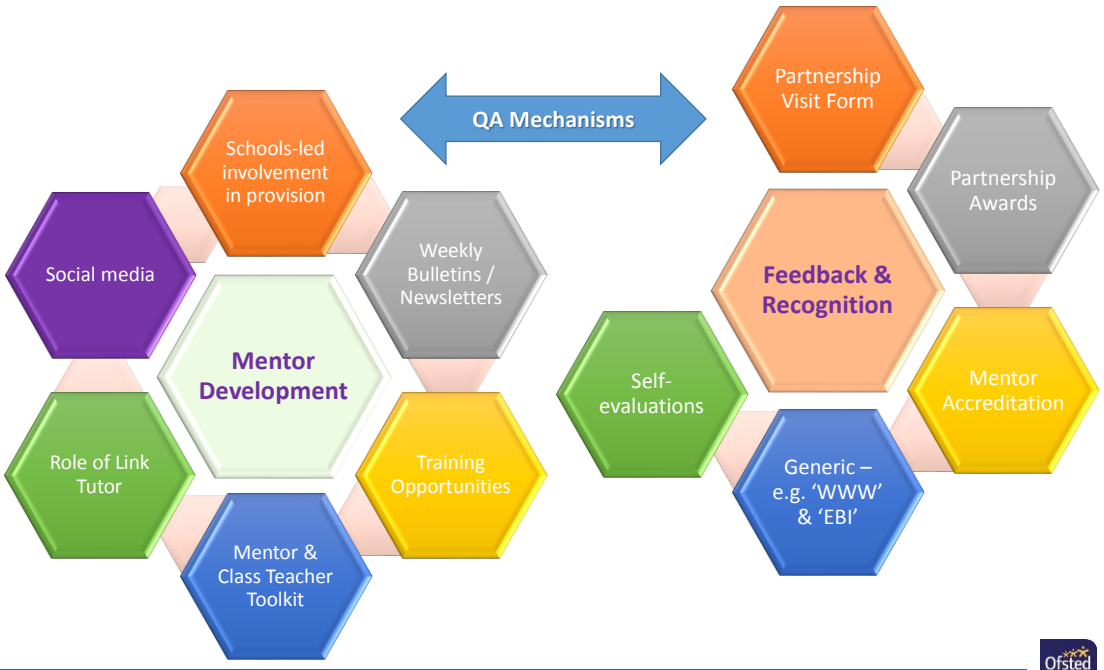
'I value the wider partnership that is offered with the opportunity to be involved in selection for the courses and the recent help provided at a local school's careers fayre promoting education as a career.' (Headteacher & Mentor)

'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 a 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**

University of Greenwich Primary Partnership
Feedback on Mentoring: Good Practice

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Evaluations indicate extremely high satisfaction from students regarding the quality of their training and experiences whilst on placement. Analysis of the reasons for this highlight a range of good practice occurring across the partnership. The following feedback seeks to capture some of that good practice (what works well…) and ways of further developing practice (even better if…).

Feedback on Mentoring & School Support: What works well…	Feedback on Mentoring & School Support: Even better if…	Where can I find additional guidance?
General: • A **supportive** and **positive** environment. • **Roles and responsibilities** are understood. • Students placed with **experienced teachers** who **model** effective teaching to enable pupil learning and progress. • Recognition of the school's **responsibility to support** student teacher **development**. • Planned **induction** with students made aware of key policies / procedures.	• Ensuring that **all members** of the school community (including parents) are informed that student teachers are working in the school. • An **induction pack** is provided to students.	Pages 20-22 of Partnership Handbook Pages 38-39 of Partnership Handbook
School Based Training: • School based training being **ring-fenced** time each week. • **Planned** in advance. • Clear **focus** identified. Often this focus has arisen from discussions as the weekly review of progress meeting, areas identified from observations or are required tasks as outlined in the school experience guide. • Providing a **range** of opportunities including planned observations of other teachers across a range of subjects, opportunities to visit other year groups / key stages, meetings with colleagues, attending training etc…	• Ensuring that SBT is **personalised**. • Within weekly meetings time is given to **reflect** on the **impact** of undertaking the SBT in terms of both the student's professional development but also how it is supporting them to have a greater impact on pupil progress.	SBT menus of learning opportunities can be found within relevant school experience guides
Monitoring of Student's Teaching & Impact on Pupil Progress: • **Planned** in advance • Monitoring is carried out at **regular intervals** • Students are observed in a **range** of curriculum areas / areas of learning	• In addition to observations of lessons, a **wider evidence base** is drawn upon – e.g. work scrutiny, discussion with pupils, review of student assessment records etc… • There are opportunities for **informal observations**. These informal opportunities could focus on aspects such as how the student manages routines – e.g. collecting the children from the playground.. • An **agreed focus** for the observation	Mentor / Class Teacher toolkit prompts. Pages 8-9 of Teachers' Standards: Ensuring student progress

Ofsted Outstanding FE is the Primary phase

Feedback from the Partnership

	Strongly agree	Agree	Combined
The new Mentor & Class Teacher Toolkit' has supported me in undertaking my role	59%	41%	100%

- *'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.'

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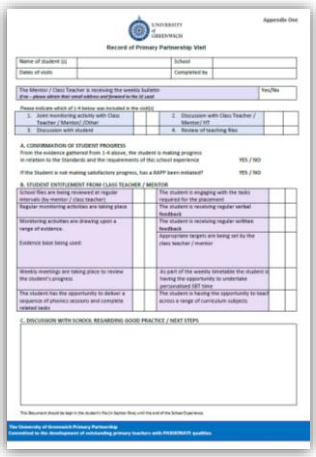
BA Year 3 School Experience

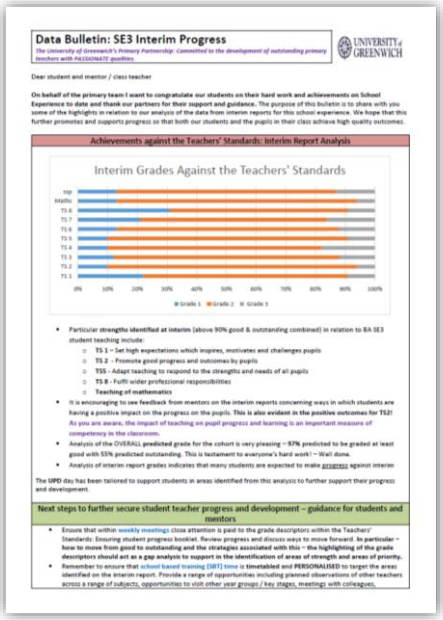
Communication Bulletin


Record of Primary Partnership Visit

University of Greenwich Primary Partnership

Good Practice – feedback from students on Child, School & Community Placement

Communication: Priority Areas


Data Bulletin: SE3 Interim Progress

The University of Greenwich's Primary Partnership: Committed to the development of outstanding primary teachers with PASSIONATE qualities

Dear student and mentor / class teacher

On behalf of the primary team I want to congratulate our students on their hard work and achievements on School Experience to date and thank our partners for their support and guidance. The purpose of this bulletin is to share with you some of the highlights in relation to our analysis of the data from interim reports for this school experience. We hope that this further promotes and supports progress so that both our students and the pupils in their class achieve high quality outcomes.

Achievements against the Teachers' Standards: Interim Report Analysis

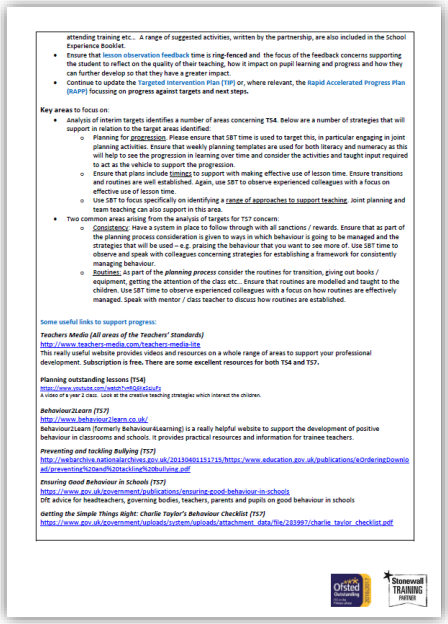
Interim Grades Against the Teachers' Standards

- Particular strengths identified at interim (above 90% good & outstanding combined) in relation to BA SE3 student teaching include:
  - TS 1 – Set high expectations which inspire, motivates and challenges pupils
  - TS 2 - Promote good progress and outcomes by pupils
  - TS5 - Adapt teaching to respond to the strengths and needs of all pupils
  - TS 8 - Fulfil wider professional responsibilities
  - Teaching of mathematics
- It is encouraging to see feedback from mentors on the interim reports concerning ways in which students are having a positive impact on the progress on the pupils. This is also evident in the positive outcomes for TS2! As you are aware, the impact of teaching on pupil progress and learning is an important measure of competency in the classroom.
- Analysis of the OVERALL predicted grade for the cohort is very pleasing – 97% predicted to be graded at least good with 55% predicted outstanding. This is testament to everyone's hard work! – Well done.
- Analysis of interim report grades indicates that many students are expected to make progress against interim

The UPD day has been tailored to support students in areas identified from this analysis to further support their progress and development.

Next steps to further secure student teacher progress and development – guidance for students and mentors

- Ensure that within weekly meetings close attention is paid to the grade descriptors within the Teachers' Standards: Ensuring student progress booklet. Review progress and discuss ways to move forward. In particular – how to move from good to outstanding and the strategies associated with this – the highlighting of the grade descriptors should act as a gap analysis to support in the identification of areas of strength and areas of priority.
- Remember to ensure that school based training (SBT) time is timetabled and PERSONALISED to target the areas identified on the interim report. Provide a range of opportunities including planned observations of other teachers across a range of subjects, opportunities to visit other year groups / key stages, meetings with colleagues,


attending training etc... A range of suggested activities, written by the partnership, are also included in the School Experience Booklet.

- Ensure that lesson observation feedback time is ring-fenced and the focus of the feedback concerns supporting the student to reflect on the quality of their teaching, how it impact on pupil learning and progress and how they can further develop so that they have a greater impact.
- Continue to update the Targeted Intervention Plan (TIP) or, where relevant, the Rapid Accelerated Progress Plan (RAPP) focussing on progress against targets and next steps.

Key areas to focus on:

- Analysis of interim targets identifies a number of areas concerning TS4. Below are a number of strategies that will support in relation to the target areas identified:
  - Planning for progression. Please ensure that SBT time is used to target this, in particular engaging in joint planning activities. Ensure that weekly planning templates are used for both literacy and numeracy as this will help to see the progression in learning over time and consider the activities and taught input required to act as the vehicle to support the progression.
  - Ensure that plans include timings to support with making effective use of lesson time. Ensure transitions and routines are well established. Again, use SBT to observe experienced colleagues with a focus on effective use of lesson time.
  - Use SBT to focus specifically on identifying a range of approaches to support teaching. Joint planning and team teaching can also support in this area.
- Two common areas arising from the analysis of targets for TS7 concern:
  - Consistency: Have a system in place to follow through with all sanctions / rewards. Ensure that as part of the planning process consideration is given to ways in which behaviour is going to be managed and the strategies that will be used – e.g. praising the behaviour that you want to see more of. Use SBT time to observe and speak with colleagues concerning strategies for establishing a framework for consistently managing behaviour.
  - Routines: As part of the *planning process* consider the routines for transition, giving out books / equipment, getting the attention of the class etc... Ensure that routines are modelled and taught to the children. Use SBT time to observe experienced colleagues with a focus on how routines are effectively managed. Speak with mentor / class teacher to discuss how routines are established.

Some useful links to support progress:

Teachers Media (All areas of the Teachers' Standards)
http://www.teachers-media.com/teachers-media-lite
This really useful website provides videos and resources on a whole range of areas to support your professional development. Subscription is free. There are some excellent resources for both TS4 and TS7.

Planning outstanding lessons (TS4)
https://www.youtube.com/watch?v=SGKrkSnuDy
A video of a year 2 class. Look at the creative teaching strategies which interest the children.

Behaviour2Learn (TS7)
http://www.behaviour2learn.co.uk/
Behaviour2Learn (formerly Behaviour4Learning) is a really helpful website to support the development of positive behaviour in classrooms and schools. It provides practical resources and information for trainee teachers.

Preventing and tackling Bullying (TS7)
http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eOrderingDownload/preventing%20and%20tackling%20bullying.pdf

Ensuring Good Behaviour in Schools (TS7)
https://www.gov.uk/government/publications/ensuring-good-behaviour-in-schools
DfE advice for headteachers, governing bodies, teachers, parents and pupils on good behaviour in schools

Getting the Simple Things Right: Charlie Taylor's Behaviour Checklist (TS7)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283997/charlie_taylor_checklist.pdf

Ofsted Outstanding

Stonewall TRAINING PARTNER

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.'

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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)

Recognition: Annual Partnership Awards

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 Clare

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 full of praise and were totally inspired about working within a special school setting as a result of your input.

I thought you might like to see some of the lovely feedback from our students in relation to your day:

- 'The day was extremely useful and informative. As a result of this I would consider working in a special school in my career.'
- 'This was especially useful in that strategies we learned would be useful not only in special schools but could be transferred to mainstream schools for SEN children. This was especially useful for TSS.'
- 'I loved how inspiring the teachers and staff were at the school. For the first time in a school, I was given what felt like the most genuine, passionate responses to what being a teacher is like. They really valued the individual student and it fuelled my desire to nurture all aspects of the children's development, not just their academic.'
- 'They were so welcoming to us all, making sure that we were comfortable and providing us with snacks, easy access to toilets and allowed us to the staff room for hot drinks. It's the most welcome I've felt at any school so far.'
- 'What a great day. The practical activities shown to us by the Performing Arts and Atlantis teaching teams were really great and insightful. Thanks for the opportunity to visit your school. It was the first time going into a SEN school.'
- 'Riverside School were extremely welcoming and gave me an excellent experience. The day was very well organised and all of the staff were very knowledgeable in their field which provided me with a lot of useful information and experience that I can take forward into my teaching career.'

As you can see, your session has had a real impact on our students – thank you. We hope that you found the day equally as rewarding.

Partnership Awards 2017

On Thursday 29th June we will be holding our annual Working in Partnerships Awards from 5:30-7:30pm and would like 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 on-going support of the primary partnership

Best wishes

Michael

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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?