

Norris, Kath (2019) Mentor qualifications and the mentor standards. In: UCET Conference, 5th-6th November 2019, Stafford-upon-Avon. (Unpublished)

Downloaded from: <http://insight.cumbria.ac.uk/id/eprint/5492/>

Usage of any items from the University of Cumbria's institutional repository 'Insight' must conform to the following fair usage guidelines.

Any item and its associated metadata held in the University of Cumbria's institutional repository Insight (unless stated otherwise on the metadata record) may be copied, displayed or performed, and stored in line with the JISC fair dealing guidelines (available [here](#)) for educational and not-for-profit activities

provided that

- the authors, title and full bibliographic details of the item are cited clearly when any part of the work is referred to verbally or in the written form
 - a hyperlink/URL to the original Insight record of that item is included in any citations of the work
- the content is not changed in any way
- all files required for usage of the item are kept together with the main item file.

You may not

- sell any part of an item
- refer to any part of an item without citation
- amend any item or contextualise it in a way that will impugn the creator's reputation
- remove or alter the copyright statement on an item.

The full policy can be found [here](#).

Alternatively contact the University of Cumbria Repository Editor by emailing insight@cumbria.ac.uk.

University of Cumbria Qualified Mentor Status and Qualified Lead Mentor Status (QMS/QLMS)



Kath Norris



Aims

- To raise the profile of mentoring and provide a framework for the professional development of current and future mentors
- To create a shared understanding of what makes a good mentor
- To formalise the good practice already happening in our partner schools
- To foster a greater consistency in the practice of mentors
- To encourage our mentors to be reflective practitioners, able to identify their own training needs
- To enhance support for our trainees in school and improve their early professional development
- To impact on whole school – leadership/CPD/career progression – contributing to a culture of coaching and mentoring in schools
- To extend the number of mentor trainers in the partnership and support the growth of ITT mentor networks
- To provide a possible bridge to a masters level qualification



Why Mentor Qualifications.....?

- We work with over a thousand mentors in hundreds of schools
- New mentor Standards
- Feedback from schools
- Mentor Time?

The Qualifications

There are two levels of qualification:

1. **Qualified mentor status (QMS)**
2. **Qualified lead mentor status (QLMS)**



The principle underpinning these qualifications is the continuous, natural gathering of evidence acquired as the mentor supports and guides a trainee (QMS), or supports and guides other mentors (QLMS) within their setting. The framework is based on the **National Standards for School-based Initial Teacher Training (ITT) Mentors** published in July 2016 by the DfE.

Criteria for Entry

Mentors wishing to begin the QMS process must have;

- QTS (or equivalent)
- Completed initial mentor training
- Mentored at least 2 trainees (or NQTs) recently (within the last three years) across a range of experiences (ie IEP and SEP (secondary) or Beginning, developing and extending (primary))
- The agreement of the Head Teacher or relevant SMT member
- The support from a member of the UoC partnership staff

In **addition** to the above Mentors wishing to begin the QLMS process must have;

- Supported at least 2 mentors recently (within the last three years) to ensure the quality of training and support they provide for their trainees
- Co-delivered mentor training with an experienced colleague
- Planned and delivered professional studies sessions to trainees.

The four areas;

Standard 1 - Personal qualities

Establish trusting relationships, modelling high standards of practice, and empathising with the challenges a trainee faces.

Standard 2 – Teaching

Support trainees to develop their teaching practice in order to set high expectations and to meet the needs of all pupils.

Standard 3 – Professionalism

Induct the trainee into professional norms and values, helping them to understand the importance of the role and responsibilities of teachers in society.

Standard 4 – Self-development and working in partnership

Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partners

How to mentors gain QMS/QLMS?

For QMS:

A half day introductory session (either at the UoC or in school)

A professional portfolio including an observation of developmental feedback to trainees

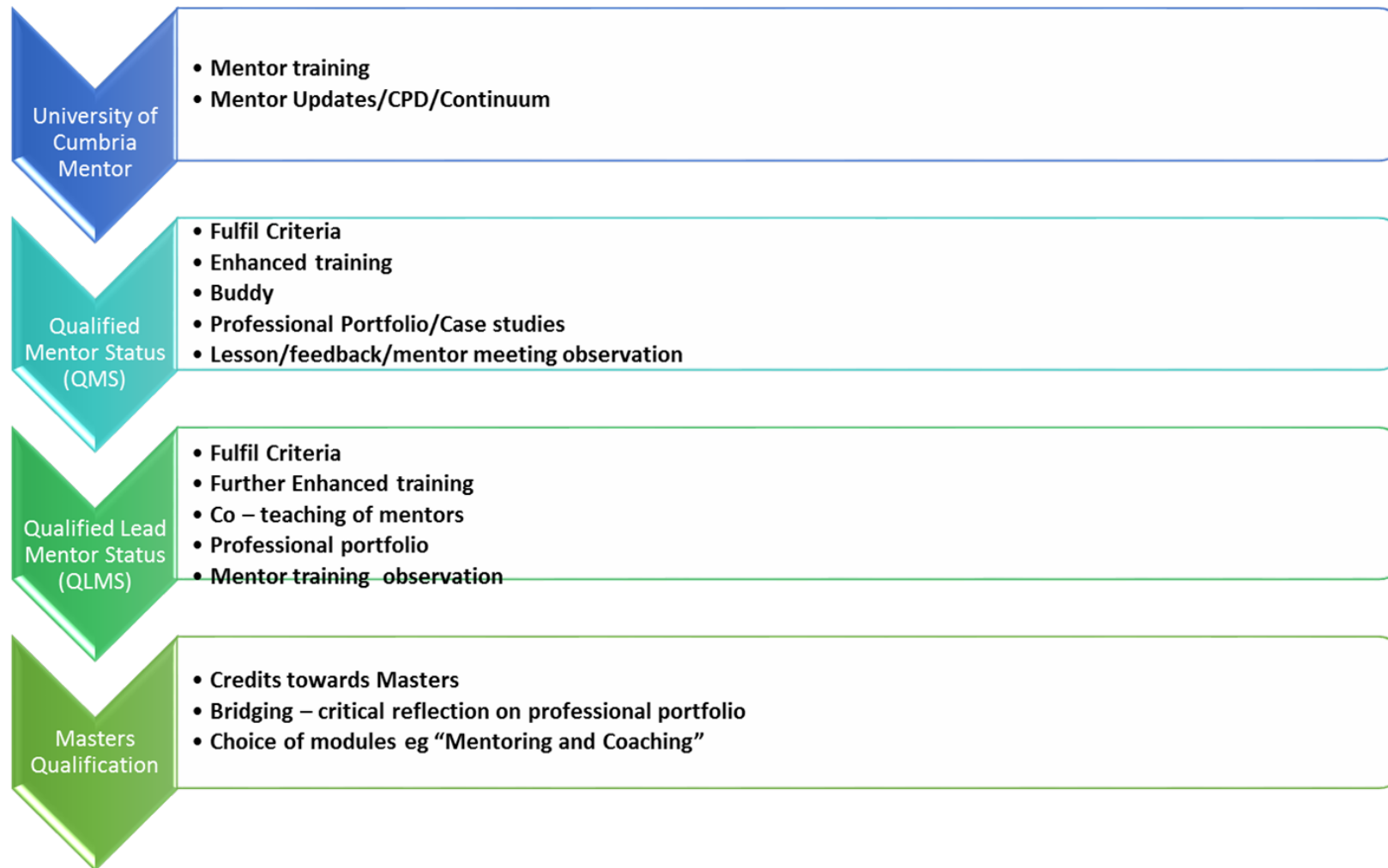
For QLMS:

A half day introductory session (either at the UoC or in school)

A professional portfolio including an observation of the delivery of a mentor training session



The Framework



The portfolio ...

- Electronic or paper
- Mentor's own style – no templates/forms
- “Reflection” NOT “Collection”
- Evidence clearly Linked to mentor standards
- Tell their story

The Route to Qualified Mentor Status (QMS) and Qualified Lead Mentor Status (QLMS)

- ❑ Mentor/Lead Mentor registers interest in QMS/QLMS with Partnership Tutor (or directly with Linda Muir)
- ❑ Linda Muir sends the handbook, application form and calendar of half-day briefing events to Mentor/Lead Mentor and copies in Partnership Tutor (UPT)
- ❑ Mentor completes application form which includes eligibility check (see eligibility criteria) and sends to partnership tutor for signing. Partnership Tutor sends the completed form to Linda Muir – Mentor/Lead Mentor is registered as enrolled and booked on a briefing session.
- ❑ Mentor/Lead Mentor attends briefing and begins to collate professional portfolio (up to 12 months to complete).

The Route to Qualified Mentor Status (QMS) and Qualified Lead Mentor Status (QLMS)

- ❑ Partnership Tutor supports Mentor/Lead Mentor when needed.
- ❑ Partnership Tutor arranges to carry out a joint lesson observation/mentor training and observes trainee/mentor discussion.
- ❑ When portfolio is complete either email/post to Linda Muir or hand to Partnership Tutor
- ❑ UoC panel completes a scrutiny of professional portfolio and completion of QMS/QLMS accreditation record.
- ❑ Chair of panel contacts Linda Muir to confirm that the Mentor/Lead Mentor has passed QMS/QLMS and scans accreditation record to Linda. Linda sends an award certificate and badge to Mentor/Lead Mentor

Impact...

- **Over 200 mentors completed training half day (Over 60 mentors now qualified - approx. 40 QMS and 20 QLMS)**
- **All 200 attended extra training session (e,g, effective target setting, unnecessary workload reduction etc)**
- **Annual Christmas dinner -Increased mentor involvement in Partnership (e.g. members of the Partnership Steering Committee, Interviewing etc)**
- **Increased number of placements offered**
- **Quality of mentoring?**