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

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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

University of Cumbria Mentor
- Mentor training
- Mentor Updates/CPD/Continuum

Qualified Mentor Status (QMS)
- Fulfil Criteria
- Enhanced training
- Buddy
- Professional Portfolio/Case studies
- Lesson/feedback/mentor meeting observation

Qualified Lead Mentor Status (QLMS)
- Fulfil Criteria
- Further Enhanced training
- Co – teaching of mentors
- Professional portfolio
- Mentor training observation

Masters Qualification
- Credits towards Masters
- Bridging – critical reflection on professional portfolio
- Choice of modules eg “Mentoring and Coaching”
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?