

Norris, Kath (2019) New qualifications for mentors and lead mentors: enhancing support for teacher trainees on school placements. In: Learning & Teaching Fest 2019, 3 July 2019, University of Cumbria, Carlisle, UK. (Unpublished)

Downloaded from: <http://insight.cumbria.ac.uk/id/eprint/4714/>

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.

Mentor Qualifications

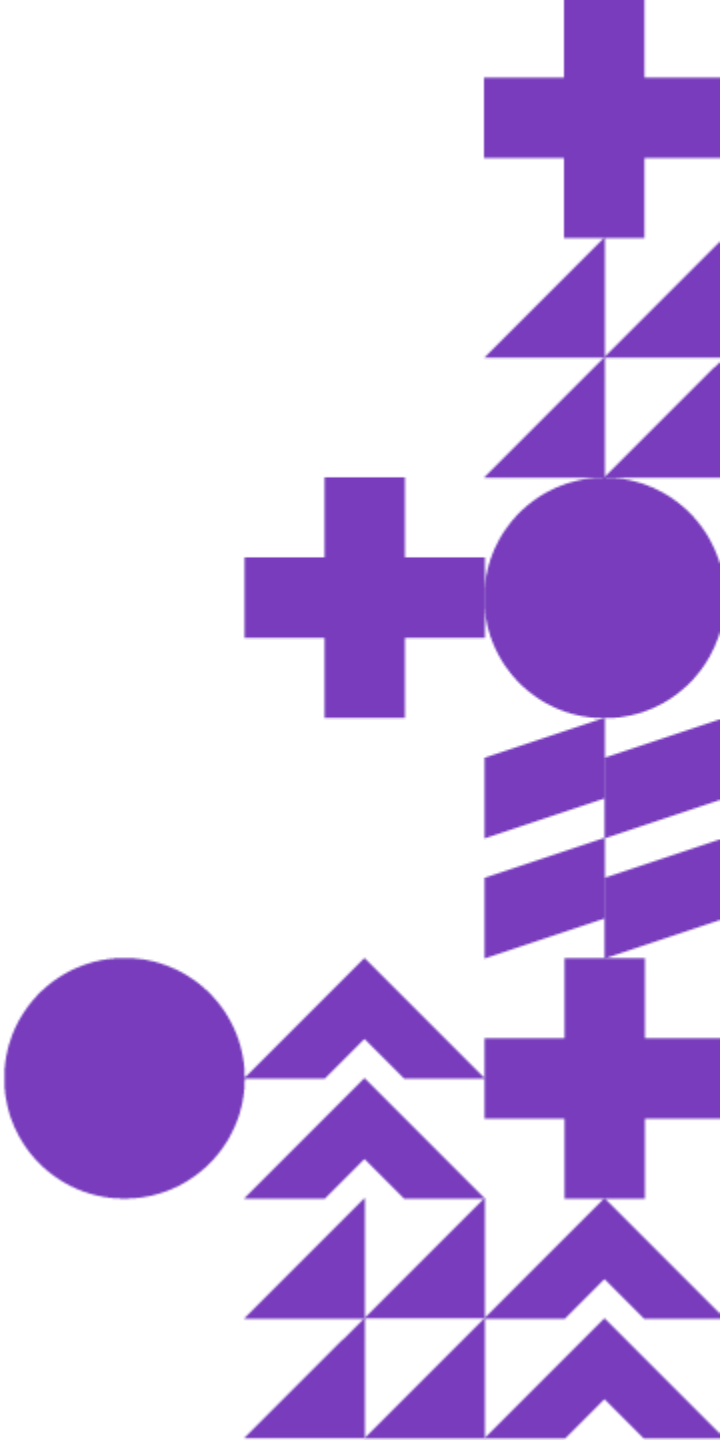
Kath Norris

Principal Lecturer Institute of
Education



Our Trainees and Mentors

Number of Primary QTS Trainees	Over 1000	Number of Primary Mentors	900
Number of Secondary QTS Trainees	200	Number of Secondary Mentors	120



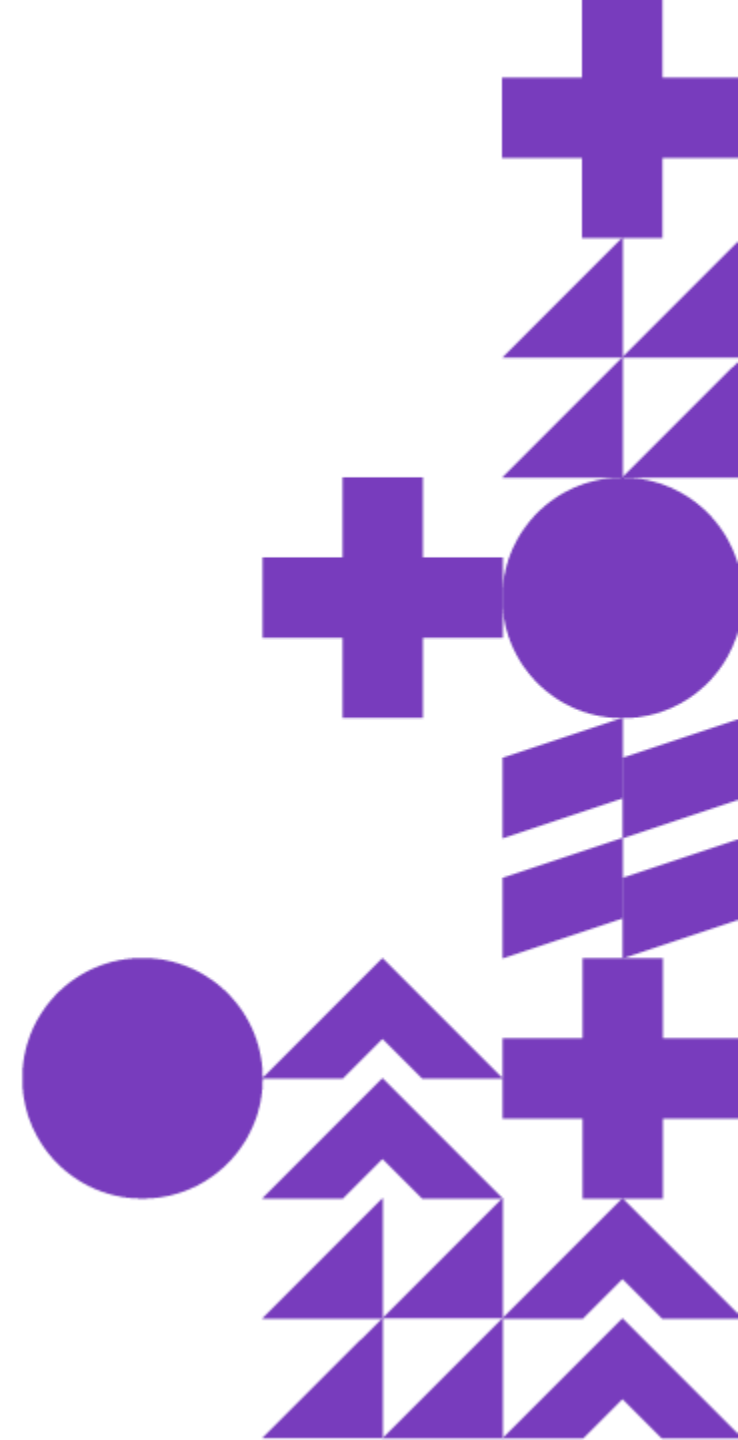
Aims

- ❖ 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



Aims - continued

- ❖ 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



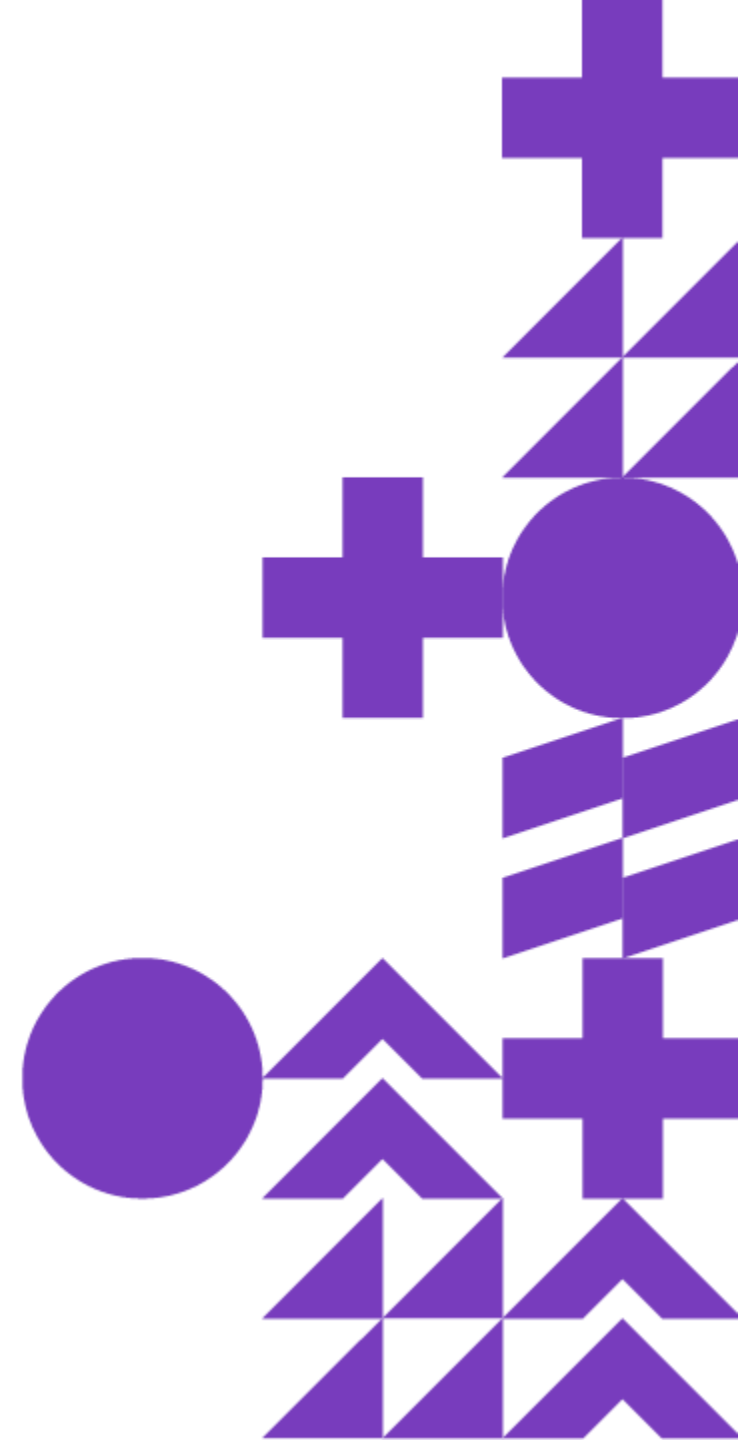
The Qualifications

There are two levels of qualification:

Qualified mentor status (QMS)

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.



The Mentor Standards

Standard 1 - Personal qualities

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

Standard 2 – Teaching

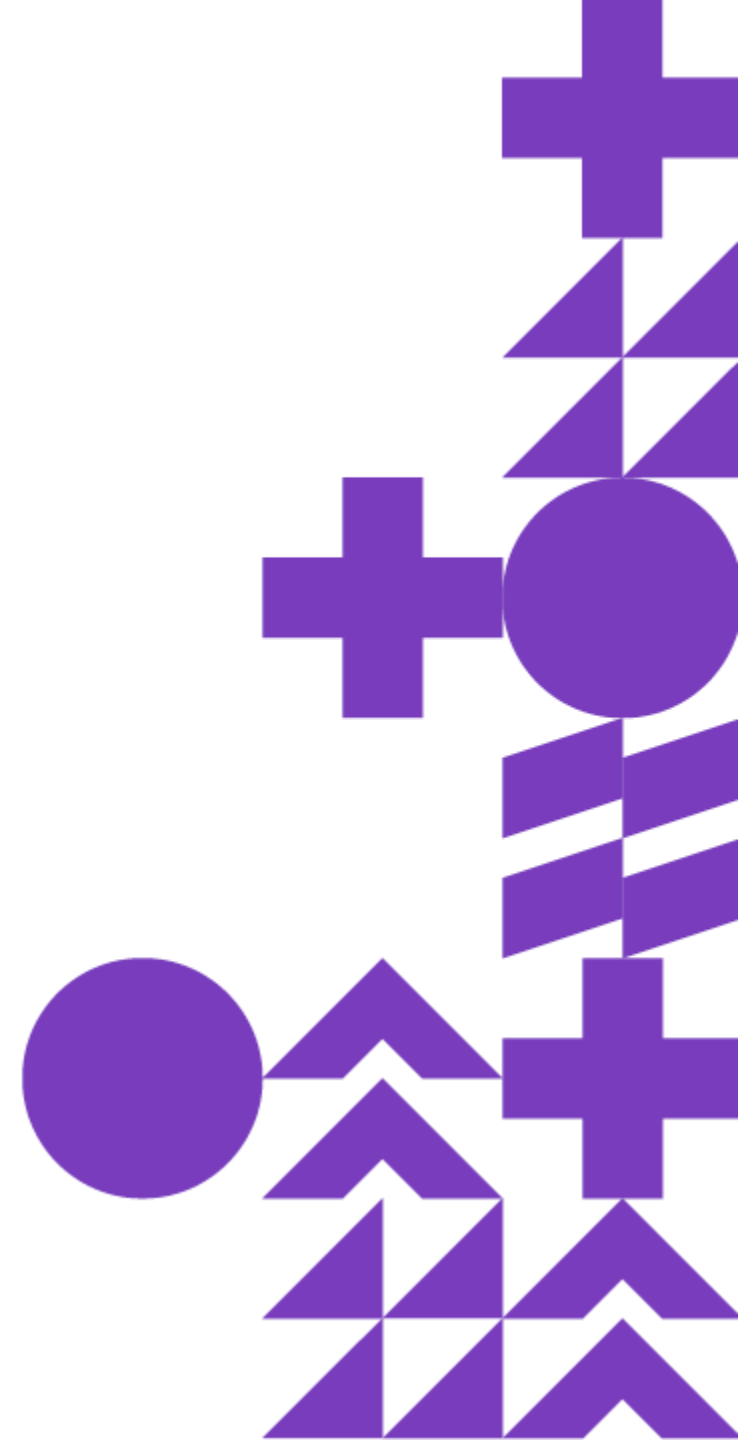
Support trainees to develop their teaching practice in order to set high expectations and to meet the needs of all pupils.

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.

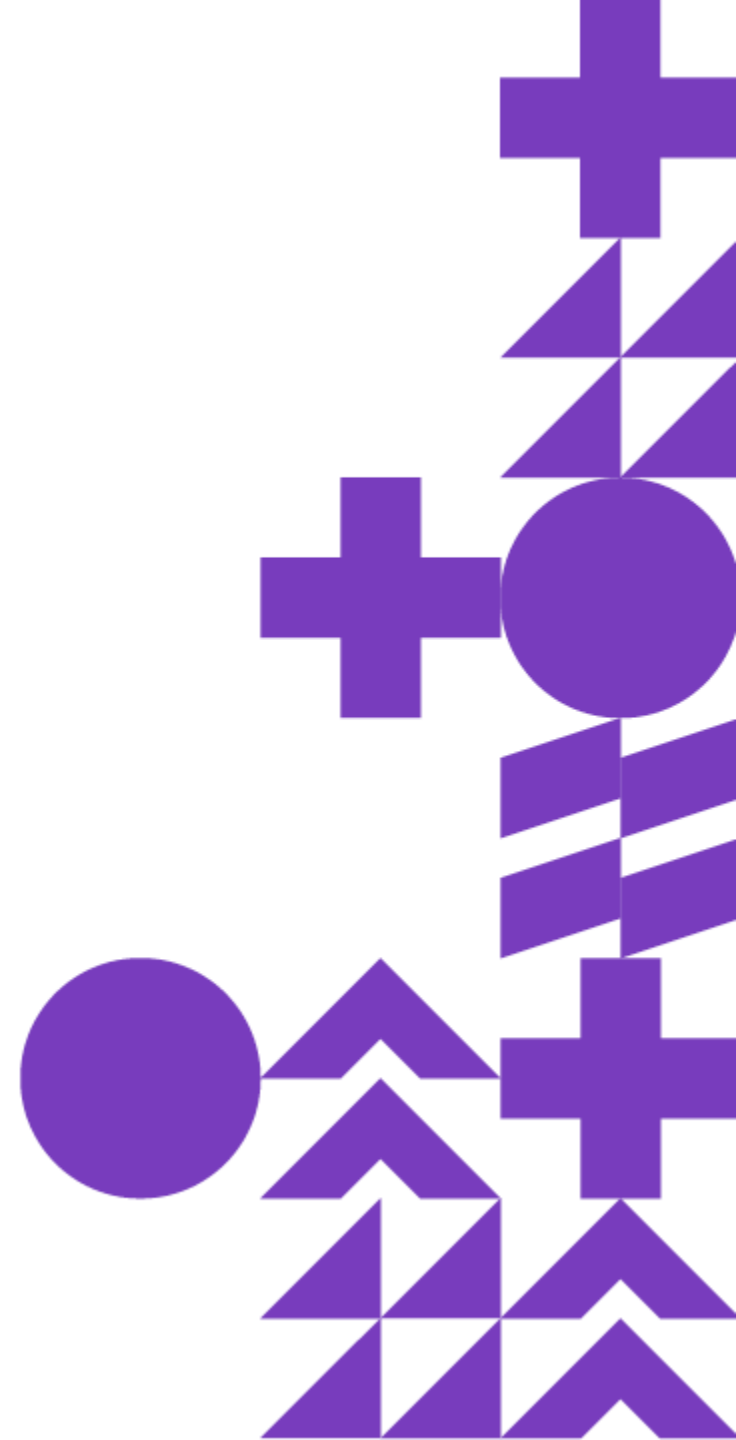
Standard 4 – Self-development and working in partnership

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



The portfolio

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



The “Assessment”

- Portfolio review panel
- Meets three times per year
- Large Team – staff availability
- Partnership relationships - no “fails” just suggestions for extra evidence needed and resubmission
- Certificate, badge, celebratory meal
- Regular communication – network events
- Opportunities to be involved in further partnership work

