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# 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:**

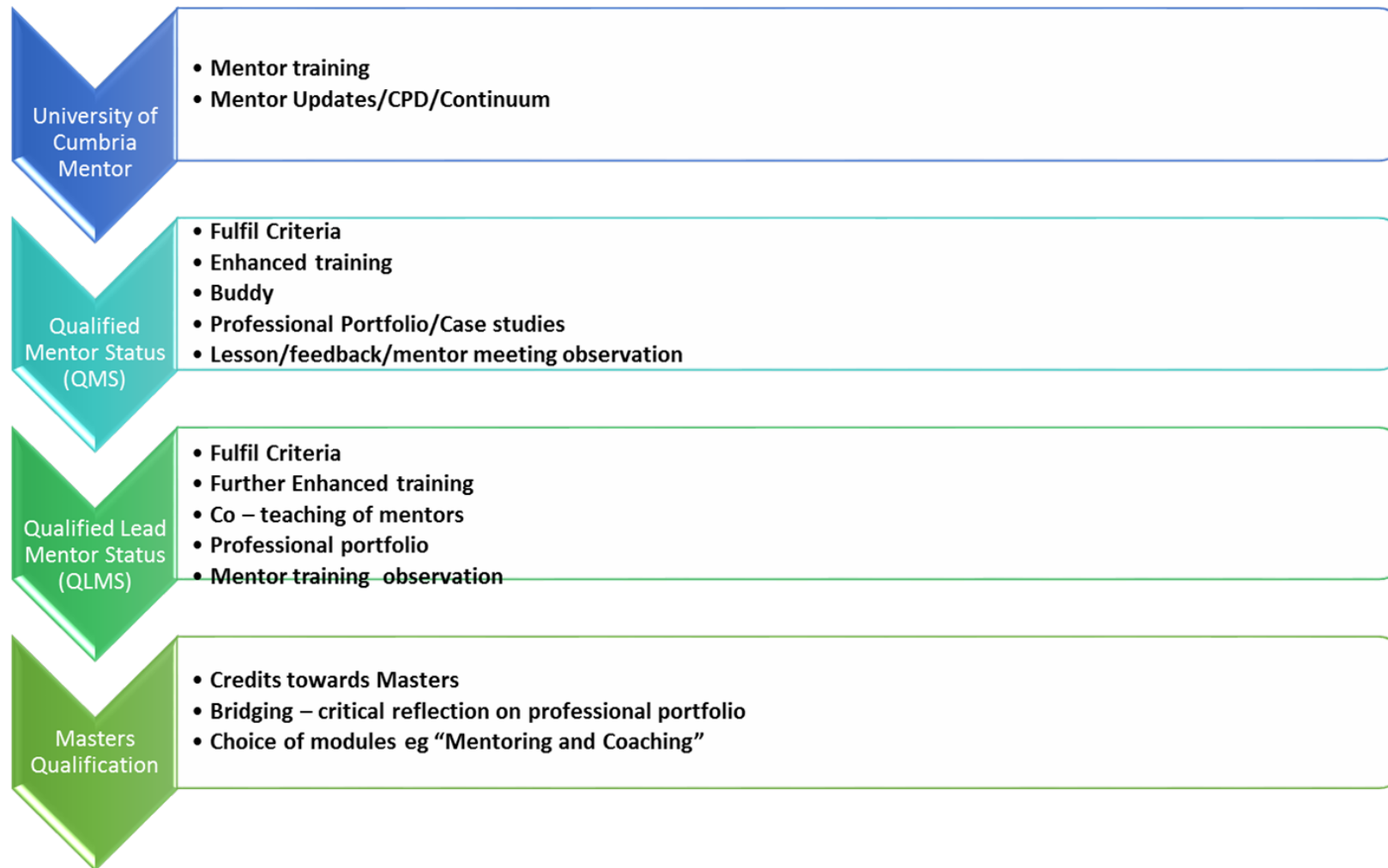
A half day introductory session (either at the UoC or in school)

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?**