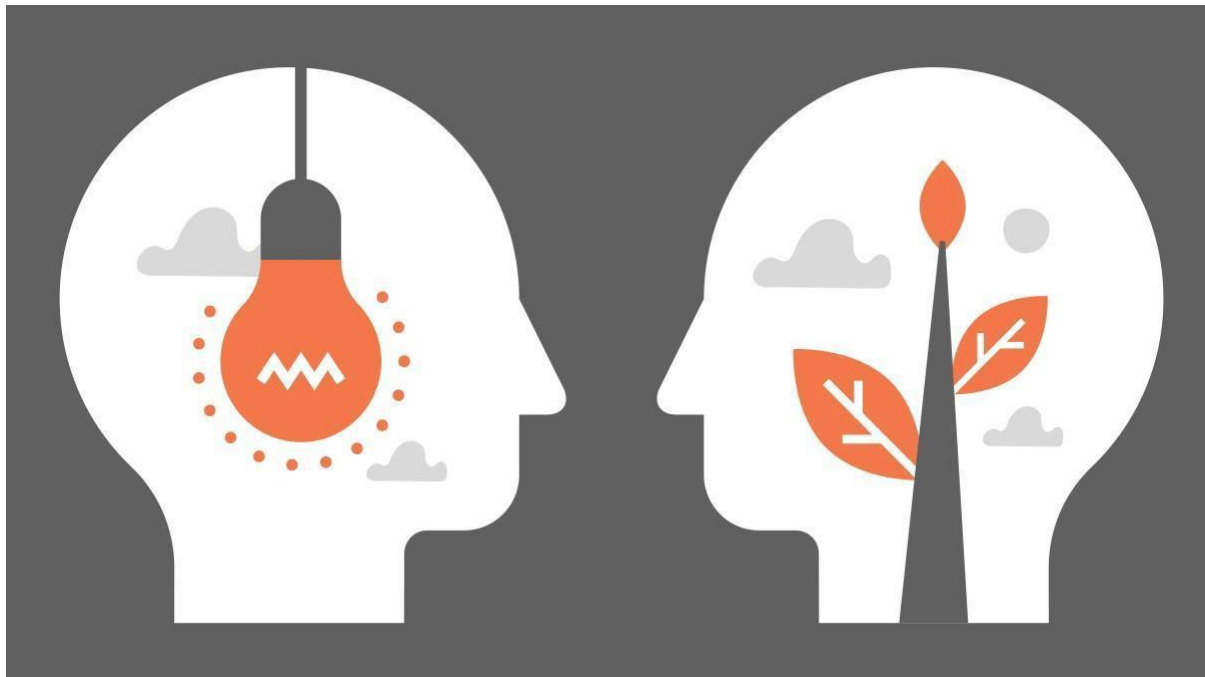# University of Sunderland Mentoring Handbook PGCE iQTS

2023-2024

Welcome and our vision for mentoring

A warm welcome from the School of Education to all mentors of trainees on the PGCE, undergraduate, iQTS, international and PCET/FES programmes; we are so thrilled to be working with you. In the context of teacher education, the term 'mentor teacher' has been utilised to describe an expert-coach, subject specialist, critical friend and learner, professional gatekeeper (Clarke, Triggs, and Nielsen 2014) and supporter or good listener (Kiraz 2002). Mentors are one of the most influential partners for sustaining the quality of teaching courses (Borden 2014), so we recognise how vital your role is and are committed to supporting you and developing you on your mentoring journey.

The teaching placements are intended to provide trainee teachers with a realistic and intensive experience of being a teacher in the education and training sector and the mentor is a key player in the successful training of students. Our vision is that we work together as partners to provide a purposefully integrated curriculum, where the theory covered in university is purposefully integrated with the practical and subject/phase specific application of that theory on the placement. Essentially, mentors are the bridge between theory and practice and through the high leverage actions we detail in this handbook, mentors can narrow the knowing/doing gap.

This **Mentor Handbook** provides you with essential course information such as the structure of our course, teaching requirements, module content and your roles and responsibilities as a mentor. It will also clarify trainees' responsibilities and identify specific areas where they may need guidance from their mentors.

In addition to the mentor handbook there is plenty of help and support available through fortnightly mentor training workshops – which are later uploaded to our SunderlandFLIX YouTube channel and turned into podcasts, joint observations, regular drop ins for mentors with our Teacher Development Mentor Lead, subject specific Passports which suggest tasks you can do with your mentee and more. You will also have access to a comprehensive online mentoring website, which contains a huge range of mentoring supports, scaffolds, and resources. In addition, each programme has their own guidance, which outlines the key dates and paperwork, as well as statutory guidance particular to that phase. Both the Placement Handbook, Passport and this Mentoring Handbook are essential documents for your role as mentors. Excitingly, we are hoping to be working with the Chartered College so that our mentors can work towards 'Chartered Mentor' accreditation. You can find more about this in the 'Mentoring' section of this handbook.

We work in partnership to train mentors with other providers, so that all of our Pedagogy Boost sessions are run by industry experts, and each training session is followed by a subject specific teach meet, where mentors are able to discuss the new learning in subject and phase specific ways, with their peers in online professional learning networks. This partnership and forging links with our mentors is so important to us, and we look forward to working with you across this academic year and hopefully beyond.

What you can expect from us

We are here to support you and we have developed a comprehensive support and training package for mentors this year, which we truly believe is setting a new national standard in professional development. This programme has been devised by our Teacher Development Mentor Lead, Haili Hughes

The support you can expect from us includes:

- An initial audit of your mentoring skills and experience, so that training can be bespoke and tailored to your needs. This will be tracked by the Mentor Lead and bespoke support offered. You can find the audit here. This audit will identify the area of mentoring expertise you may wish improve through the Chartered College's 'Development of Teaching Practice Award (mentor)'
- A Virtual mentor welcome event and free copy of 'Mentoring in Schools'
- A Passport, which details what trainees are learning and suggests tasks and activities you could be doing with your trainee, implementing our high-leverage mentor actions. You can find them on our dedicated mentoring website.
- Pedagogy Boost training sessions for mentors. You can find these sessions uploaded to our dedicated SunderlandFLIX mentoring YouTube channel and as podcasts here.
- Regular drop-ins with the Teacher Development Mentor Lead, where you can ask any questions or get advice (further details below).
- A dedicated online mentoring website with a range of resources.
- Access to CCF readings and one-page summaries of key readings. Please note, for iQTS trainees, additional information has been added within the CCF for iQTS.
- High Leverage Mentoring Actions training videos.
- Chartered College principles to help mentors develop and a chance to complete Chartered Mentor Status.
- Exclusive access to a mentoring podcast featuring some of the biggest names in education and 'Mentoring Magazine.'
- An invitation to our national mentoring conference, 'MentorED' on Wednesday 28th June 2024, which will showcase mentor's work and feature inspirational speakers from across the world of education.

Schools' and mentors' participation in the Partnership is recognised formally. This recognition includes the following:

- Schools can include on any letterhead or other documentation as appropriate the sentence "Name of school, IITT partners with the University of Sunderland".
- There is the opportunity for mentors to also progress to a Master's programme, with a focus on mentoring and coaching and take a lead on mentor training going forward.
- Lead mentors can join the university's 'Expert Mentoring Group' where they can take a lead in steering training with Haili Hughes.

Your role as a mentor

As mentors are so important to the development of our trainees, we want the best possible practitioners to mentor and here are our required training and actions we expect from our mentors:

- All mentors to read weekly emails;
- All mentors to complete our Mentor Audit by two weeks into the placement;
- Training sessions will be shared for mentors to attend, or watch the recording within a fortnight. This will be monitored;
- Mentors to use the Passport to discuss the centre-based curriculum and match their support to the curriculum focus;
- All mentors read The Mentoring Handbook;
- All mentors to watch our mentoring approach video;
- All mentors to use the five high leverage mentoring actions in their mentor meetings;
- All mentors to use the 6 step feedback model, SMART targets and the progression booklet to set granular and specific targets, including subject-specific targets.

All links and documents can be found on our Mentoring website.

The Core Content Framework (CCF)

In 2019, the Department for Education overhauled the curriculum that initial teacher training organisations used and introduced a universal approach that all centres must follow. The University of Sunderland has fully embraced these changes and all our programmes are rigorously underpinned by the requirements of the CCF. Please note, for iQTS trainees, additional information has been added within the CCF for iQTS.

The CCF is based around the eight teacher standards, which are then grouped into five foundational concepts to support trainee development. These are: behaviour management, pedagogy, curriculum, assessment, and professional behaviours. The alignment to standards looks like this:

Foundation Concept:	Standards addressed:
Behaviour management	S1 and S7
Pedagogy	S2, S4, S5
Curriculum	S3
Assessment	S6
Professional behaviours	S8

These foundation concepts set out a minimum entitlement and the curriculum at Sunderland goes much beyond this, providing students with many opportunities to read more widely and engage critically with evidence-led approaches in their own phase and subject.

Like the Early Career Framework, the CCF sets out two types of content. Within each area, key
evidence statements ('Learn that…') have been drawn from current high-quality evidence from the UK and overseas. These 'Learn that…' statements are deliberately the same as the 'Learn that…' statements in the ECF because the full entitlement – across both initial teacher training and early career development – for new entrants to the profession is underpinned by the evidence of what makes great teaching. The 'Learn how to…' is the more practical, classroom-based application of theory and mentors will have a key role in being that bridge between theory and practice to support our trainees.

In addition, a full bibliography is provided with suggested reading, which can be shared with trainee teachers to support their critical engagement with research. This evidence includes high-quality reviews and syntheses, including meta-analyses and rigorous individual studies. At Sunderland University, we know how busy mentors are, so we have compiled this reading for you on Pebble Pad and also provided one-page summaries for some of the key texts, to save you time.

We would expect all our mentors to be familiar with the Core Content Framework (with the addition of the addendums for iQTS mentors) and to have read the document in full as a minimum expectation. You can find the framework here: CCF for iQTS.

Our purposefully integrated mentor and curriculum model

As previously stated, we are committed to working in partnership with you and to make this as beneficial as possible for our trainees, we follow a distributed curriculum model, where the learning in university is purposefully integrated with your support in school (see model below).
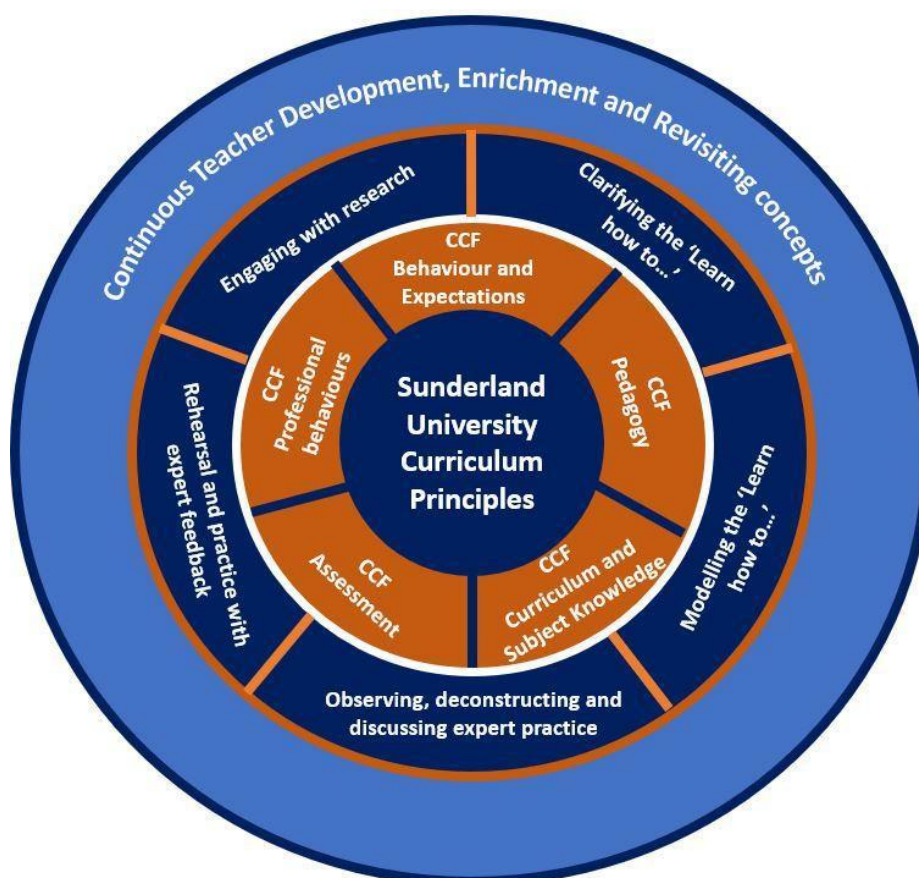
As you can see, the orange section of the model demonstrates how our centre-based curriculum is underpinned by the five CCF foundation concepts and in the outside ring, we suggest five ways that you can work with us to develop trainees. These suggestions have been identified as five high leverage actions that mentors can take to support trainees, based on hundreds of research papers on coaching and mentoring. The passports we share with you will have suggestions for activities you could do with your mentee based on these principles, which are written by programme leaders so are subject and phase specific. You can find training videos for these *high leverage actions* here.

To make the curriculum as relevant and useful as possible for our trainees, we have structured the topics around themed blocks – like they do with the Early Career Framework. It is vital that mentors are aware of what these themes are, and these are detailed in the calendar in this handbook. Of course, this does not mean that mentors cannot address other issues or work on other pedagogical focus areas; our programme is flexible and adaptive and should respond to your trainee's needs. We also work on the principles

of a spiral curriculum, so trainees will revisit key concepts again, for reinforcement, throughout the year.

Our Mentor Training

Our training has three central pillars:

1. Nuts and bolts training (purposeful integration) on paperwork, deadlines etc which is run by specific programme staff
2. Pedagogy training which ensures that mentors are up to date and conversant with the evidence underpinning our curriculum (Pedagogy Boost sessions)
3. Specific mentoring and coaching training (High Leverage Mentoring Actions videos, link above)

All Pedagogy Boost sessions are housed on our SunderlandFLIX YouTube channel. You can find it [here.](#)

Key staff and who to contact

Haili Hughes – Teacher Development Mentor Lead – haili.hughes@sunderland.ac.uk

Dr Duncan Cross – Head of School of Education – Duncan.cross@sunderland.ac.uk

Dionne Ross – Associate Head of School International ITT – dionne.ross@sunderland.ac.uk

PGCE iQTS

Mark Hughes – Senior Lecturer and Programme Lead - mark.hughes@sunderland.ac.uk

Placement team

Danielle.oliver@sunderland.ac.uk and Sophie.anderson@sunderland.ac.uk

Curriculum and mentor input

The over-arching purpose of our programmes is very simple; to help trainees to become good or outstanding teachers in the education and training sector. All aspects of this programme are designed to support that over-arching purpose with a focus on supporting trainees' development, learning, progress and knowledge as a practitioner. The curriculum is outlined in your Passport.

Trainees will also complete a number of assignments throughout their university study. Your support with these is welcome. The following grid highlights the core modules students will study and the specific role the mentor plays in helping students to successfully complete each module:

Module	Mentor input
EDP381 **Subject Studies**	- Provide opportunities to observe teaching practice. - Introduce trainee to the curriculum and courses they will support. - Complete a subject knowledge audit and provide advice and support to help your trainee close any gaps they may have. - Support with lesson planning, including what excellent lesson planning looks like. - Discuss schemes of work and work backwards to explore the knowledge students need to make progress. - Discuss their ILP and Audit and Action Plan.
EDP380 **Practice of Teaching**	- Meet formally as well as providing informal support where needed. - Meet with programme tutor and discuss mentee's progress. - Carry out a dual observation with a tutor. - Carry out regular mentor observations and provide verbal and written feedback. - Keep track of PebblePad evidence uploading.
EDPMO1 **Development of Learning**	- Discuss possible ideas for case studies. - Facilitate meetings with other expert colleagues who may help bridge theory to practice. - Link discussions to block topics of lectures.
EPDM97 **Negotiated Individual Study in Education**	- Support trainees in linking theory to practice. - Discuss subject specific policy and developments - Assist mentee in their choice of research focus - Direct trainees to current research, trends, and issues within their subject specialism.

Mentor Profile and Audit

It is important that our mentors are 'Expert Colleagues' and they have been teaching a sufficient amount of time to develop the mental models needed to work with novice teachers – a minimum of two years. Workplace/ school-based mentors may include senior practitioners in the student's establishment, line managers or supervisors, or already be mentors of ECT (BSO schools only) or trainee teachers. When mentors complete the audit, previous training will be taken into account (such as ECF mentor training and the NPQLTD).

Qualities of a good mentor

- A desire to help others to develop their potential.
- An open mind and a desire to learn and grow continuously themselves – not being afraid to show vulnerability and learn alongside their mentee.
- A wish to give something back: to use accumulated experience and wisdom to help the next generation of teachers succeed, by making abstract ideas concrete and using analogies from their own practice.
- Time, commitment, and sensitivity for the role.
- Can build an effective, trusting, and confidential relationship.
- Is up to date with recent research and has an excellent understanding of teaching and learning in their context.
- Is flexible and innovative.
- Can make their thinking visible.
- Is enthusiastic about their subject and sharing it with others.
- Is good at managing relationships.

As Wright (2010) indicates, the mentor has to be much more than an experienced teacher of their subject as the more experienced and expert we become "the less we need to think explicitly and analytically about what we're doing" (Wright, 2010, p6). Such an experienced teacher will need to step outside 'automatic pilot mode' and break things down for the trainee teacher who might be overwhelmed by the complexities inherent in working in the sector for the first time.

In addition, mentors are able to give specific and granular feedback which moves trainees forward. To assist you with this, we use Paul Bambrick-Santoyo's (2016) Six Step Feedback Model outlined below. For more experienced mentors, who may not need this support, it is a timely reminder of the essential ingredients of great feedback.

6-Step ITE Mentor Feedback Guide

University of Sunderland

1 Praise

Narrate the positive elements of the lesson. Be specific. Include pedagogical choices made. *'Last time we set a goal of....I noticed how you met this by...'*

2 Probe

Start with a targeted question about the subject knowledge and concepts developed in the lesson. *Focus on pedagogical choices the trainee made; question, challenge, critique, explore alternatives.*

3 Polish, Refine, Action Step

Identify specifically what can be 'polished' to improve. Create bite-sized Action Step: *'What would be the best action step to improve this area?'*.

4 Deliberate practice

Role play/simulate how to improve current or future lesson/instructional delivery. *Run through it in action.*

5 Plan ahead with purpose

Design/revise upcoming lesson plans to implement this action. Set and record specific, granular targets. *'Let's write out the steps into your [lesson plan, activity, assessment, concept etc.]'*.

6 Prepare for review

Set a precise timeline for follow-up to review implementation: *'When would be best to observe your implementation of this?'*.

'Leverage Leadership', Uncommon Schools, Paul Bambrick-Santoyo

CLOSE THE LOOP : ensure all action steps are followed up and feed into professional conversations and next observation!

Target setting is also another important role of the mentor. We expect all mentors to use SMART targets:

An example of a target:

Ensure you are asking higher level questions in maths to stretch all students. You can do this by asking 'how?' and 'why?' questions or asking students to explain their thinking metacognitively. I'd like to see this with your year 1 class, next Thursday please.

Targets should be subject specific where possible.

Mentors and trainees can also use our progression booklet in their meetings to help them identify, discuss and set targets which match the 'learn how to' statements in the CCF and are bespoke to the trainees' stage of development.

Sunderland's Mentor Standards

We understand that mentors work with us with varying levels of expertise and experience and to ensure that we are helping to develop all mentors, while also quality assuring mentor support for our trainees, we are using the Chartered College's 'Mentor Professional Principles,' which will form the basis of the mentor skills audit and enable us to provide more tailored training and support. Our mentor training also aligns perfectly to these principles and our three pillars of mentor training we have outlined in this Mentor Handbook are all mapped against these principles.

As with teaching, we all have areas we need to develop in and although we value expertise, just because somebody has been a mentor for a number of years, it does not mean that they have nothing to learn. As mentors, we need to be modelling the commitment to continuous professional development which we would like our trainees to show. In addition, the role of the mentor has changed and shifted significantly in the last two years, which is why we are offering a range of Pedagogy Boost sessions and opportunities to mentors throughout the year – including the opportunity to become a Chartered Mentor through the Chartered College.

The standards/Professional Principles can be found below:

The Chartered Teacher (Mentor) Professional Principles

Professional Knowledge
- Has and maintains a deep knowledge of curriculum and assessment within their specialism
- Has a critical understanding of effective pedagogical approaches within their specialism
- Has deep knowledge of effective mentoring approaches and how to support teachers to learn and develop
- Has knowledge of relevant mentoring programmes and frameworks
- Has knowledge of education trends, debates and policy

Professional Practice
- Establishes and maintains effective mentoring relationships
- Works with mentees to formatively evaluate practice, set goals and identify action steps that address emerging needs and facilitate progress towards long-term goals
- Promotes insight and facilitates the development of classroom practice through high-quality learning conversations, modelling, scaffolding, guidance and targeted support
- Ensures a safe and inclusive classroom environment where all pupils learn and make progress
- Provides advice and guidance, helping mentees to understand and fulfil their wider professional responsibilities

Professional Behaviours
- Critically evaluates and reflects on their own teaching and mentoring practice
- Is committed to engaging in relevant, career-long professional learning and encourages mentees to do the same
- Exhibits and encourages collegiality by supporting, and learning from, others
- Models high standards of professionalism and encourages this in mentees
- Engages critically with research and evidence and encourages others to do the same

What you can expect of your mentee

The student teacher will:

- behave in a professional manner;
- work within the legal and ethical framework and ethos of the profession;
- respect confidentiality when dealing with professional activities;
- respond appropriately to advice from their progress tutor, college or university tutors & workplace mentors.
- monitor their professional development against the Professional Standards
- develop professional competence in working in line with these standards;
- maintain records on PebblePad
- store written records of mentor and tutor feedback on PebblePad
- store written records of mentor discussions, mentor reflection sheets and contact log, in PebblePad;
- seek and respond appropriately to professional advice, and regularly discuss progress
- engage in wider professional activities as appropriate.

Responsibilities related to teaching practice

The student teacher will:

- agree observation dates with their mentor in good time;
- at the planning stages, work collaboratively with the course tutor (who may be their mentor) and agree the topic/content and learning outcomes to be taught;
- make sure that they show the course tutor / their mentor their intended lesson plan and resources in sufficient time for alterations to be made, if necessary;
- make sure that the content of their lesson plans conform to the standard requirements identified in the programme handbook, using the planning rubric to support;
- remember that the most important aspect of the lesson is how their learners learn.

Contracting and Mentorship

In order to get the most out of the mentoring process the mentor and mentee should agree the boundaries, expectations and practicalities of how it will work from the very beginning. These are often referred to as 'contracting' and such an initial discussion can help to clarify understanding of how the mentoring process will unfold and is a valuable opportunity to build rapport.

Questions to consider at contracting are:
- How do we ensure confidentiality: mentor, mentee and students?
- Who is responsible for what in the relationship? What are the requirements for each module in the programme for example, the timescale for observations and teaching hour completion?
- How long do we expect it to last, for the duration of the ITT programme or longer?
- How often will we meet, for how long and where?
- How formal will we want it to be?
- What degree of informal support is practical?

(Adapted from Wallace and Gravells, 2007, p. 27)

Mentoring Models

There are many mentoring models, yet no mentoring relationship follows a set, pre-defined path. Mentoring is an artisan craft, not a technician box-ticking exercise, which is why there is no one size fits all. However, at the University of Sunderland, we follow some recent research from the National Institute of Teaching (2023) when we consider being an adaptive and responsive mentor. Moore (2019) proposes that there are five stages of teacher development:

1. Novice

2. Advanced beginner

3. Competent

4. Proficient

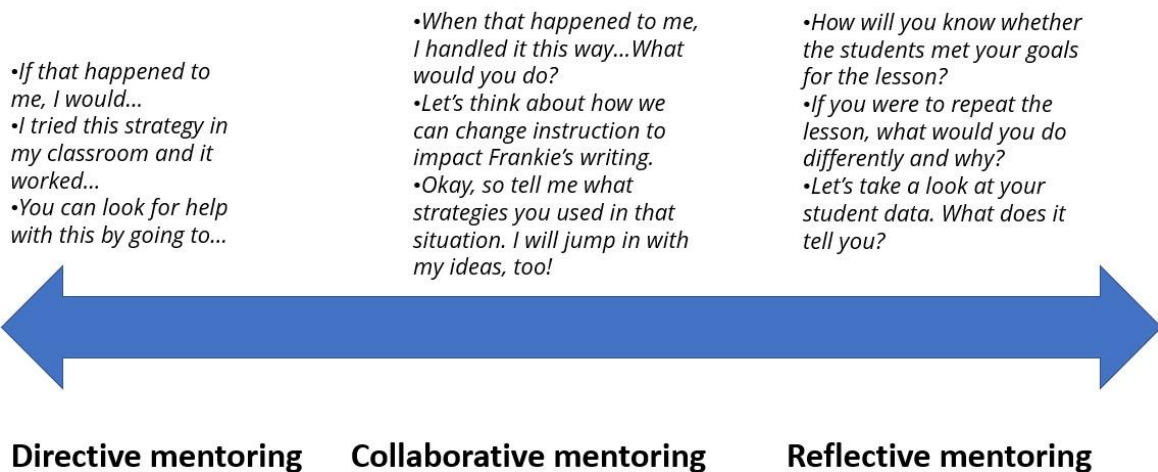5. Expert

There are also three approaches to mentoring:

Type 1: Hierarchical-transmission mentoring and coaching – characterised by the mentee positioned as protégé and the mentor as expert, with a focus on inducting the mentee into the norms and practices of the school, improving the mentee's performance and ensuring that they meet and act in accordance with externally prescribed standards.

Type 2: Nonevaluative-developmental mentoring and coaching – characterised by relatively non-directive mentors supporting mentees as they find their own solutions to issues they encounter, and by a greater emphasis on professional growth and building on mentees' strengths.

Type 3: Collaborative-transformative mentoring and coaching – characterised by the mentor and mentee engaged in a collaborative, reciprocal, equal-status relationship, in which challenges to the status quo (e.g. organisational norms and practices) are encouraged.

As mentors, we need to adapt our mentoring to suit the stage that our trainee may be at. As a novice and advanced beginner, trainees may need more guided instruction, more worked examples and modelling from you, as well as deliberate practice. At this stage you may also need to help them formulate targets and articulate the 'how' they may improve as well as the 'what' and 'why.' As they move through the novice to expert continuum, you may reduce the scaffolding and take more of a dialogic approach, where you use probing questions to help them become critically reflective practitioners. As they move towards expertise, you will take more of an educative mentoring approach, where you work in collaboration as professionals in a reciprocal mentoring relationship. All trainees come with their own prior knowledge and experience, so you will need to be adaptive and responsive in your approach. This might look like this:

A move towards responsive mentoring

•If that happened to me, I would...
•I tried this strategy in my classroom and it worked...
•You can look for help with this by going to...

•When that happened to me, I handled it this way...What would you do?
•Let's think about how we can change instruction to impact Frankie's writing.
•Okay, so tell me what strategies you used in that situation. I will jump in with my ideas, too!

•How will you know whether the students met your goals for the lesson?
•If you were to repeat the lesson, what would you do differently and why?
•Let's take a look at your student data. What does it tell you?

Directive mentoring　　**Collaborative mentoring**　　**Reflective mentoring**

Additional Mentor Support

In addition to the training events outlined in the calendar and the high leverage mentoring action videos, mentors will also receive Passports, with the university focus in and suggestions of high leverage mentoring activities that mentors could do to help trainees develop, which are linked to their learning in university. These will save mentors time as they can be used and employed with little preparation.

In addition, the Teacher Development Mentor Lead, Haili Hughes will hold regular drop-in sessions to offer informal support.

Mentors are welcome to drop in and ask any questions, or to ask advice, in the sessions below:

[Click here to join the Teacher Development Mentor Lead Drop-in Session](). These will be every Monday at 1pm during term time only.

Mentoring a challenging trainee: Interventions

Occasionally a trainee's teaching performance may not match the appropriate standards. If this situation is left unchecked, it can have negative consequences for the trainee and the placement provider. Should a mentor be concerned about the standard of a trainee's performance (including professionalism), they should make this very clear to the trainee and inform the PAT as a matter of priority at the earliest opportunity.

Intervention 1

The school-based mentor, in discussion with the PAT may feel that further support is required in the form of a focused intervention to enable a trainee to make the progress expected for their phase of training. In such cases, the university PAT should be contacted as early as possible. Under their guidance and with consultation, a Support Plan may need to be implemented. This will be negotiated and written between the PAT and the mentor with support from the Module lead.

The procedure is as follows:
- The mentors should contact the PAT and inform them that they feel an Intervention is required

- The PAT and/or Module lead will support the mentor in drawing up a Support plan, including time scale and evidence required, to help the trainee address the specific areas for development

- The trainee should be made aware that there is a real possibility of them failing the placement at this stage should they not respond effectively to the support plan.

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Appendices

Appendix A: The Professional Standards

PGCE iQTS uses the [iQTS Teachers' Standards](#)

PGCE Early Years Teaching uses the [Teachers' Standards (Early Years)](#)

PGCE Education uses the [Teachers' Standards](#) .