

Welcome to the Edge Hill University Department of Children, Education and Communities (DCEC)

Mentoring training; this module comprises five units

- Unit 1 **Being a Mentor**
- Unit 2 **Making a Grading Judgement**
- Unit 3 **Providing Focused Feedback**
- Unit 4 **The Essential Paperwork**
- Unit 5 **Supporting a Struggling Trainee 'At Risk'**

Department of Children, Education and Communities (DCEC)

Mentor Training Programme

The Mentor Training Programme for those supporting students on Primary QTS Programmes consists of a series of short PowerPoint Presentations which deal with key aspects of the role in turn.

New mentors and those new to mentoring for EHU should systematically work through all of the PowerPoints which have been divided into small, manageable, themed units.

More experienced EHU mentors may want to focus on individual units according to their own personal developmental needs.

If you require additional support or information about any aspect of the role, please do not hesitate to contact any of the following people:

The Visiting Tutor assigned to your setting

The Partnership Quality Officer assigned to your setting

The DCEC Partnership Team DCECpartnership@edgehill.ac.uk

DCEC and Early Years Partnership Development Officer Mark Rawsthorn rawsthom@edgehill.ac.uk

DCEC ITT Partnership Lead Eleanor Davidson davidsoe@edgehill.ac.uk

By the end of the five units you will be able to ...

Understand the role and responsibilities of all stakeholders involved with a DCEC Trainee's Professional Practice

Support and develop our Edge Hill University DCEC trainees to fulfil their potential

Work together effectively in partnership with the DCEC team

Welcome to the Edge Hill University Department of Children, Education and Communities (DCEC)

Core Training Package

Being a Mentor:

Unit 1

This mentor training module covers...

- Being a mentor
- Training Programme Overview
- Key Contacts
- The Professional Practice Handbook
- The Partnership Web Page
- Guidance for mentors
- Other roles and responsibilities
- Working with the university (e.g. DCEC Employers Advisory Group-Partnership Development Group (PDG)).

Being a Mentor - To Quote Haim G. Ginott...

The teacher: for the child in the classroom

“I’ve come to a frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.”

– [Haim G. Ginott](#)

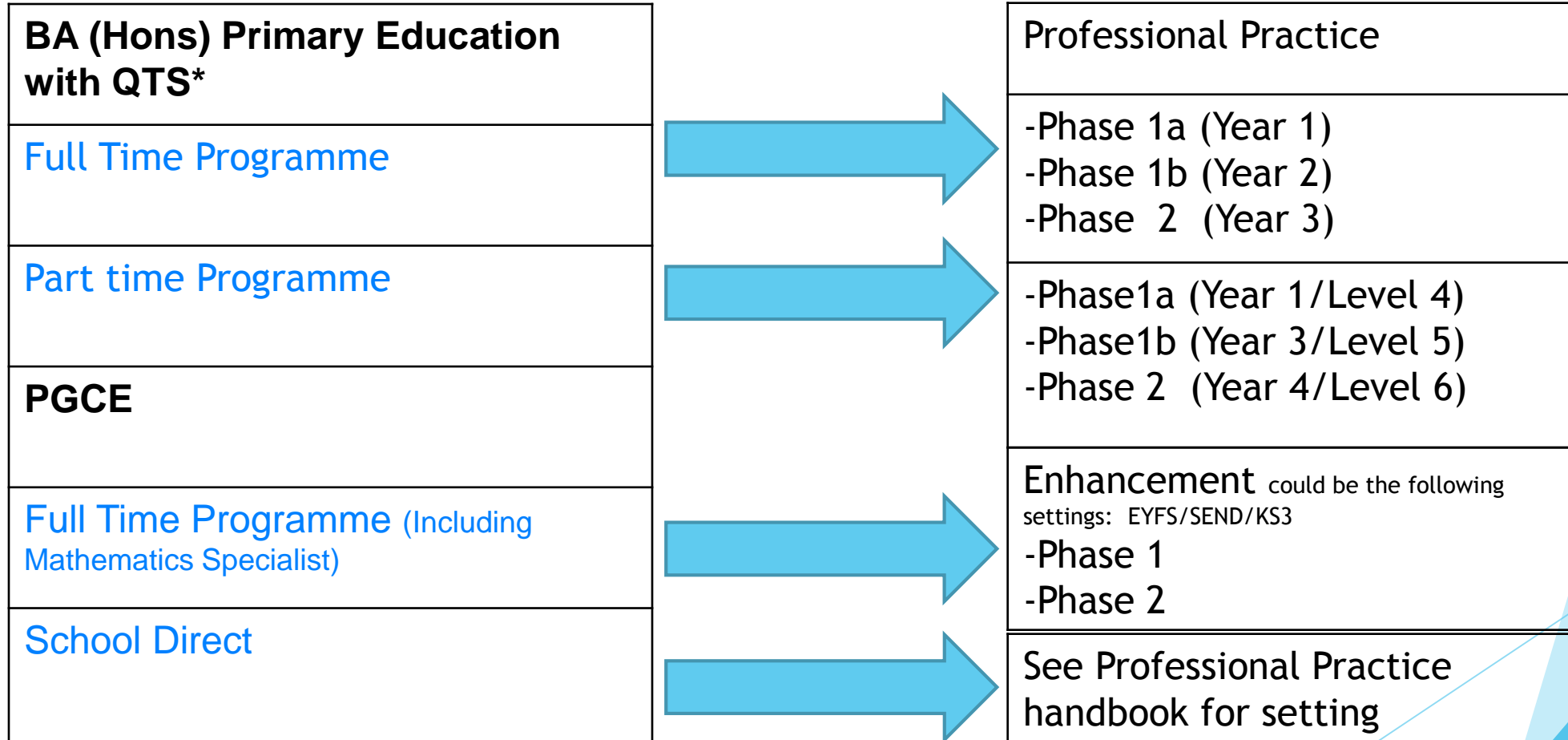
The Mentor: for a student in school on Professional Practice

“I’ve come to a frightening conclusion that I am the decisive element in the **school**. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a **mentor**, I possess a tremendous power to make a **student’s** life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a **student** humanized or dehumanized.”

– [from Haim G. Ginott](#)

DCEC Initial Teacher Training Programmes

Edge Hill University currently offers both Undergraduate and Postgraduate Primary Teacher Training Programmes



The Partnership Web Page

All of the professional practice documents referenced in this package are available via this link: <http://www.edgehill.ac.uk/educationpartnership/primary-education/professional-practice-information/>

The screenshot shows the Edge Hill University website interface. At the top, there is a purple navigation bar with the university name and a search bar. Below this is a secondary navigation bar with dropdown menus for 'The University', 'Study With Us', 'Student Experience', 'Research', and 'Learning & Teaching'. The main content area features a left-hand sidebar with a list of links, including 'Information for Partners', 'Submit Placement Offers 2017-18', 'Safeguarding', 'Partnership Agreements', 'Early Years Education', 'Primary Education' (which is highlighted), 'Contacts', 'Area Partnership Priorities', 'Secondary Education', 'Further Education and Training', 'School Direct', 'News and Events', and 'Faculty of Education'. The main heading is 'Primary Education'. The text below the heading reads: 'A warm welcome to our Edge Hill University Primary Partnership! We would like to thank you, our partnership schools and settings, for the continued effective and high quality training that you offer to our primary trainees. The Primary Area at Edge Hill University prides itself on the effective working relationships we have with our extensive partnership, the expertise and knowledge within that partnership and the enormous contribution that this partnership makes to the development of an Edge Hill University Primary Trainee. The following pages will provide you with a wealth of information about the range of partnership opportunities available to you and the documentation you will require to carry out a mentoring role. These pages also contain links to the Primary online Mentor Training, the Professional Practice Handbook and all other relevant documents that will allow you to successfully develop your trainee(s) and ensure their impact on the progress of the children they are working with. All the relevant documents are accessible to download and keep and as documents are updated, they will be replaced here. As an Edge Hill University Primary Mentor you will also invited to engage with our professional development opportunities, known as Subject Network Groups, details of which can be accessed using below.' To the right of the text is a box titled 'Submit Placement Offers' with a sub-heading 'Early Years and Primary Schools' and a small image of a woman and a child.

Edge Hill University

Students Staff Alumni Applicants Search ...

The University ▾ Study With Us ▾ Student Experience ▾ Research ▾ Learning & Teaching ▾

Information for Partners

Submit Placement Offers 2017-18

Safeguarding

Partnership Agreements

Early Years Education

Primary Education

Contacts

Area Partnership Priorities

Secondary Education

Further Education and Training

School Direct

News and Events

Faculty of Education

Primary Education

A warm welcome to our Edge Hill University Primary Partnership!

We would like to thank you, our partnership schools and settings, for the continued effective and high quality training that you offer to our primary trainees. The Primary Area at Edge Hill University prides itself on the effective working relationships we have with our extensive partnership, the expertise and knowledge within that partnership and the enormous contribution that this partnership makes to the development of an Edge Hill University Primary Trainee.

The following pages will provide you with a wealth of information about the range of partnership opportunities available to you and the documentation you will require to carry out a mentoring role. These pages also contain links to the Primary online Mentor Training, the Professional Practice Handbook and all other relevant documents that will allow you to successfully develop your trainee(s) and ensure their impact on the progress of the children they are working with. All the relevant documents are accessible to download and keep and as documents are updated, they will be replaced here. As an Edge Hill University Primary Mentor you will also invited to engage with our professional development opportunities, known as Subject Network Groups, details of which can be accessed using below.

Submit Placement Offers

Early Years and Primary Schools

Professional Practice Handbooks

All of the professional practice documents referenced in this module are available via this link:

<https://www.edgehill.ac.uk/educationpartnership/primary-education/>

Programme Handbooks

- [Primary PGCE Programme Handbook 2016-2017](#)
- [Primary Full Time Programme Handbook 2016-2017 – Year 1](#)
- [Primary Full Time Programme Handbook 2016-2017 – Year 2](#)
- [Primary Full Time Programme Handbook 2016-2017 – Year 3](#)
- [Primary Part Time Programme Handbook 2016-2017 – Year 1](#)
- [Primary Part Time Programme Handbook 2016-2017 – Year 2](#)
- [Primary Part Time Programme Handbook 2016-2017 – Year 3](#)
- [Primary Part Time Programme Handbook 2016-2017 – Year 4](#)

Professional Practice Handbooks and Programme Handbooks

Download the Professional Practice Handbook and Programme Handbook specific to your particular student.

These handbooks are your 'user guides' to the QTS programmes.

Take some time to read through the different sections of each handbook.

The handbook provides key information about all aspects of professional practice, including timing of actions, expectations, quality assurance and quality enhancement experiences. There are a series of useful programme specific checklists which indicate tasks to be completed by mentors during specific weeks of a Professional Practice.

Roles and responsibilities:



Mentor



Partnership Quality
Officer: PQO



Visiting Tutor

The Role of the Mentor

A mentor should understand the course structure and the requirement of trainees to meet the Teachers' Standards. They should prioritise meetings and discussions with a trainee, monitor performance, and help develop their teaching practice and effective classroom management strategies. A mentor should also keep their subject knowledge up-to-date and have the awareness to signpost trainees to other expertise and knowledge, for example subject associations.

Look at the [National Standards for school-based initial teacher training \(ITT\)](https://www.edgehill.ac.uk/educationpartnership/files/2014/09/Mentor_standards_report_Final.pdf)

https://www.edgehill.ac.uk/educationpartnership/files/2014/09/Mentor_standards_report_Final.pdf

The Mentor Standards

A key recommendation from Sir Andrew Carter's review of initial teacher training (ITT) was for a set of non-statutory standards to be developed to help bring greater coherence and consistency to the school-based mentoring arrangements for trainee teachers. 'A mentor is a suitably experienced teacher who has formal responsibility to work collaboratively within the ITT partnership to help ensure the trainee receives the highest quality training' (2016:11). The Standards below set out the minimum expectations for those working as school based ITT mentor.

Source: National Standards for School-Based Initial Teacher Training (ITT) mentors
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/536891/Mentor_standards_report_Final.pdf

Standard 1 - Personal qualities	Self-assessment
Establish trusting relationships, modelling high standards of practice, and understand how to support a trainee through initial teacher training	
The mentor should:	
Be approachable, make time for the trainee, and prioritise meetings and discussions with them;	
use a range of effective interpersonal skills to respond to the needs of the trainee;	
offer support with integrity, honesty and respect;	
use appropriate challenge to encourage the trainee to reflect on their practice; and	
support the improvement of a trainee's teaching by modelling exemplary practice in planning, teaching and assessment	
Standard 2 – Teaching	Self-assessment
Support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs	
The mentor should:	
support the trainee in forming good relationships with pupils, and in developing effective behaviour and classroom management strategies;	
support the trainee in developing effective approaches to planning, teaching and assessment;	
support the trainee with marking and assessment of pupil work through moderation or double marking;	
give constructive, clear and timely feedback on lesson observations;	
broker opportunities to observe best practice;	
support the trainee in accessing expert subject and pedagogical knowledge;	
resolve in-school issues on the trainee's behalf where they lack the confidence or experience to do so themselves;	
enable and encourage the trainee to evaluate and improve their teaching;	
enable the trainee to access, utilise and interpret robust educational research to inform their teaching.	
Standard 3 – Professionalism	Self-assessment
Set high expectations and induct the trainee to understand their role and responsibilities as a teacher	
The mentor should:	
encourage the trainee to participate in the life of the school and understand its role within the wider community;	
support the trainee in developing the highest standards of professional and personal conduct;	
support the trainee in promoting equality and diversity;	
ensure the trainee understands and complies with relevant legislation, including that related to the safeguarding of children;	
support the trainee to develop skills to manage time effectively.	
Standard 4 – Self-development and working in partnership	Self-assessment
Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnerships.	
The mentor should:	
ensure consistency by working with other mentors and partners to moderate judgements; and	
continue to develop their own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research.	

The Role of the Mentor

As a mentor you will: Work in partnership with the university to support the student whilst on Professional Practice in your setting. This will include:

- Inducting the student into the policies and procedures, for example those concerning Behaviour, Safeguarding etc.
- Holding informal catch-up meetings
- Enabling a weekly review meeting (of around 1 hour) to facilitate professional reflection, track progress and set targets
- Liaising with class teachers, Visiting Tutors and other personnel involved with the ITT programme

The Role of the Visiting Tutor

- The Visiting Tutor (VT) is the key link between the partnership setting and the university
- For each Professional Practice the VT will make at least three visits
- The VT will provide bespoke mentor training update to mentors during the initial visit
- The VT will undertake at least one joint Learning Evaluation with mentors as part of the quality assurance procedures
- The VT will support the setting with completion of paperwork
- The VT will support the mentor and setting as necessary, and particularly when there is deemed to be a trainee 'at risk'.

Visiting Tutor

Department of Children, Education and Communities
Visiting Tutor Feedback Form

Edge Hill University

School		Mentor	
Trainee(s)	Programme	Phase	

Visiting Tutor Feedback	
This is to follow a joint Learning Evaluation as well as joint written and a joint verbal feedback session	
Visiting Tutor, please indicate if you observed the following key training requirements during the feedback session.	Tick √
Did the trainee receive high quality verbal feedback after the Learning Evaluation?	
Did the Mentor complete succinct written feedback focussed on impact on the learning? (Not descriptive)	
As a part of the feedback, did the Mentor provide clear verbal and written analysis of trainee's ability to promote rapid and sustained pupil progress throughout the lesson?	
Did the Mentor review/assess the targets from the previous Learning Evaluation?	
Did the targets lead to the trainee making progress? (Has the trainee improved?)	
Did the Mentor link the areas of strengths observed during the Learning Evaluation to the Teachers' Standards and pupil progress ?	
Did the Mentor link the areas for improvement to the Teachers' Standards and pupil progress ?	
Is the EHU 'Assessment and Grading Criteria' used to formulate all judgements?	
Did the Mentor set new targets, linked to the Teachers' Standards?	
Is target setting SMART? (Will the targets help the trainee to progress?)	
Did the trainee fully understand the target(s) set - why the targets were identified and how to meet them?	
Did the Visiting Tutor's assessment of the Learning Evaluation support the judgement made by the Mentor?	

The form should help to structure the feedback sessions following a Learning Evaluation.

The Role of the Partnership Quality Officer (PQO)

The Partnership Quality Officer has a key quality assurance role in the Edge Hill University ITT Partnership. A Partnership Quality Officer is identified for a group of schools, colleges or settings and makes contact with them via a visit or a telephone call to ensure that all trainees are receiving their entitlement to training, that the training they are receiving is high quality and that all expectations are being met by the school, college, setting. They ensure that there is consistency in training across the ITT Partnership and identify any effective practice that can be shared across the Partnership.

Partnership Quality Officer	Contact email address	General geographical area
Lyn Ashworth	Ashwortl@edgehill.ac.uk	Cheshire & Crewe, Isle of Man
Helen Bolton	Helen.Bolton@edgehill.ac.uk	Blackburn & Blackpool
Amanda Casey	Caseya@edgehill.ac.uk	Liverpool, Southport
Clare Garner	Garnerc@edgehill.ac.uk	South Manchester, Preston
Graham Hilton	hiltong@edgehill.ac.uk	School Direct, Bolton, Oldham
John Ramsbottom	Ramsbotj@edgehill.ac.uk	Regional Opportunities areas (inc. Luton)
Yvonne Shone	Shoney@edgehill.ac.uk	Lancashire, St Helens, Warrington, Wigan & Standish

Accurate as of July 2017: subject to change. Working across DCEC and Early Years ITT settings.

Middle childhood: Employers Advisory Panel.

The purpose of the Middle childhood EAP is to meet on a termly basis to discuss the development of the Edge Hill University Primary Partnership with both schools and the wider children workforce. The group review policies, procedures and enhancements to inform future developments for BA (Hons) Undergraduate and Postgraduate degrees associated with 'middle childhood' years (5-11 years)

If you want to have an input on how the Partnership can develop and evolve in the future and you are interested in volunteering for the group please contact Eleanor Davidson on

Eleanor.Davidson@edgehill.ac.uk

Formally known as PDG Partnership Development group

Contact details

In the first instance for all enquiries please contact the Department of Children, Education and Communities Support team on:

DCECpartnership@edgehill.ac.uk

or contact via the telephone on
01695 650834

The team should be able to deal with your enquiry; if they are unable to do so, they will refer your enquiry to the following people:

Full time BA (Hons) Primary education with QTS			
Year Leader/Professional Practice Leader Year 1	Elizabeth Dunn	Dunne@edgehill.ac.uk	01695 584420
Year Leader/Professional Practice Leader Year 2	Sue Harrop	harrops@edgehill.ac.uk	01695 584283
Year Leader/Professional Practice Leader Year 3	Sue Taylor	taylorSu@edgehill.ac.uk	01695 584201
Full time BA (Hons) Primary Education with QTS Programme Leader	Sian Onions	onionss@edgehill.ac.uk	01695 587828
Part time BA (Hons) Primary education with QTS			
Professional Practice Lead (Part Time Programme)	Louise Hawxwell	hawxwell@edgehill.ac.uk	01695 584715
Level 4 Leader	Tracy Robinson	Robinsot@edgehill.ac.uk	01695 650823
Level 5 Leader	Cheryl Cooper	Cooperc@edgehill.ac.uk	01695 650998
Level 6 Leader	Karen Morris	Morrisk@edgehill.ac.uk	01743 342496
Part Time BA (Hons) Primary Education with QTS Programme Leader	Polly Thorpe	thorpep@edgehill.ac.uk	01695 650823
Full time Primary PGCE programme.			
Programme Leader and Phase 1 Professional Practice Leader	Susan Shaw	shaws@edgehill.ac.uk	01695 650821
PGCE Year Leader/Phase 2 Professional Practice Leader	Wendy Dixon	dixonw@edgehill.ac.uk	01695 584460
School Direct: please refer to School Direct handbooks for more details.			
School Direct Programme Leader	Susan Shaw	shaws@edgehill.ac.uk	01695 650821
Department of Children Education and Communities: Management team (Linked to Professional Practice)			
Assistant Head of Department and Full time BA (Hons) Primary Education with QTS Programme Leader	Sian Onions	onionss@edgehill.ac.uk	01695 587828
Programme Leader and Phase 1 Professional Practice Leader	Susan Shaw	shaws@edgehill.ac.uk	01695 650821
ITT Partnership Lead: Department of Children, Education and Communities	Eleanor Davidson	davidsoe@edgehill.ac.uk	01695 584434

Up to date as of the July 2017: all updated contact details will be amended within the on-line Professional Practice Handbook

Department of Children, Education and Communities: Mentor Training.

Congratulations!

You have now successfully completed **Unit one: Being a Mentor**. To be able to fully ensure that you are able to train, support and develop an Edge Hill University trainee throughout their training in your school please now complete **Unit 4: Essential Paperwork**. You may wish to engage with the other units within the package depending on your previous mentoring experience.

To further consolidate your training, you will undertake a joint Learning Evaluation with the EHU Visiting Tutor to moderate the assessment and grading of your trainee.

We look forward to working with you in the future and helping you develop your role as a mentor and trainer.



Eleanor Davidson

DCEC ITT Partnership Lead

Next Steps...

Now refer to the [Mentor Training Package](#) entitled...

[Unit 2: Making a Grading Judgements](#)

You may wish to print this screen for your records