Experience of mentoring by BAES teacher training mentors working with a range of providers in the West Midlands

Key words
Mentoring, experience, teacher training, providers, expectations,

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1. Summary

The focus has been teacher training mentoring across a range of providers.

Strategy

1. to improve and update the database of those undertaking initial teacher training through contact with external providers
2. to research the current and previous experience of mentors and mentees of mentoring in teacher training
3. to train new mentors in priority subject areas
4. to develop a VLE area to support mentors and provide training in its use

Main outcomes

- Improved database has been established
- Research has been undertaken covering the experience of 10 mentors, 7 mentees and 7 providers
- 8 new mentors have been trained in the target subject areas
- 12 mentors attended a session to further explore the requirements of teacher training mentoring
- 13 mentors attended VLE training
- Key information based on responses and evaluations concerning needs of mentors, mentees and providers will inform next steps

2. Context

Birmingham Adult Education Service (BAES) is a direct delivery service offering a mix of accredited and non-accredited courses. In 2007-8 a total of 34,609 enrolments were recorded to over 4,000 courses. Of these, 21,633 enrolments were for FE provision and 12,976 were for ACL provision.

Service Delivery

BAES delivers through a network of learning centres, libraries and community centres. Facilities include nine main centres, and more than a hundred smaller venues. A wide range of vocational and non-vocational programmes are offered and all learners are part-time. The service employs approximately 700 tutors all of whom are part time.

(Extracted from BAES Self Assessment Report 2008)

BAES has a well established mentoring programme and a pool of well trained mentors with full teaching qualifications. Mentoring support is offered to new tutors, to support quality improvement and for subject specific developments. There are some shortages in specific subject areas. Urgent requests for mentors for initial teacher training (ITT) throughout the year were being received in response to the requirements for mentoring under the ITT reforms. Through these requests the service became aware that the database of staff accessing teacher training through external providers was incomplete. The need for more targeted updating and support for teacher training was becoming evident. It was also evident that there was insufficient liaison with providers to meet the needs of trainee teachers.
3. Aims and objectives

The overall rationale for participation in this research was initially a commitment to the value of mentoring in improving teaching and learning. The requirements for formal mentoring for teacher trainees was met within our own delivery of the new qualification by the team but was proving more challenging in terms of meeting the needs of staff who were accessing teacher training with other providers. It was becoming apparent, through anecdotal evidence, that diverse responses/practices by trainees and providers in terms of:

- the identification of a suitable mentor
- training for the mentor
- guidance and support
- the variety of expectations around the roles and responsibilities of mentors

and more generally the ‘architecture’ of mentoring across the region.(4)

An overall goal for BAES would be to be part of a mentoring framework where there would be some shared protocols, processes and resources for mentoring which would enable a consistent and reliable mentoring relationships to be developed which could be thoroughly monitored and evaluated in terms of the impact on both teacher trainees and the quality of teaching and learning.

In order to provide a benchmark for developing a strategy to address these overall goals, key aims and objectives for investigation of what was happening in practice were agreed. Analysis of the experience of mentors and mentees was a key focus alongside ensuring BAES had accurate information on the qualification routes/progress of all staff on teacher training programmes. As a result of difficulties in obtaining information from other providers it became evident that, other ways of researching the information required, would need to be developed. This produced further insights into the need to improve the effectiveness of the communication channels involved. (See Appendix A4)
BAES Access to Effective Mentoring Project: 2009

Aim
To explore and refocus the work of mentors in BAES to meet the needs of
- Workforce reforms
- The requirement for subject specialist mentors
- Those providing initial teacher training
- BAES priority subjects

Objectives
- Research, analyse and compare the requirements, expectations, practice and support for teacher trainer mentors working with different providers
- Plan for and collect qualitative and quantitative information from providers, mentors and mentees
- Update database of staff currently on teacher training programmes and their mentoring requirements
- Provide new mentor training with focus on specialist subject areas, including Modern Foreign Languages, Information and Communications Technology, Health and Social Care
- Identification of key information to support access to effective mentoring
- Update monitoring and evaluation processes
- Identify needs of teacher trainer mentors and mentees and plan for future CPD
- Establish and develop VLE Moodle zone to support mentors and provide training sessions
4. Strategies
The first priority of the project was to inform the service and gain commitment to the research activities. A range of opportunities to cascade the information was identified. These included reports to the Senior Management Group, Organisational and Professional Development Group, BAES Newsletter article and summary of the project e-mailed to managers. E-mails were sent to the seven providers informing them about the project, inviting them to participate and offering further information on request.

All BAES staff planning for their teacher training are advised to attend a qualification information session to identify the best/preferred route to qualification and other providers’ contact/website information are made available to them at this point and in addition the CPD team is available to offer advice and guidance informally.

It was expected that providers would be willing to let us know who was attending which stage of their programmes where we did not have this information, and provide the details of their mentoring requirements. Two research staff with full teaching qualifications were identified, both of whom had experience of mentoring in different contexts. Both had also attended BAES three day Mentor training and/or three day Observation of Teaching and Learning training courses. They met the co-ordinator to agree processes, protocols and documentation including questionnaires for mentors and mentees. The questionnaires/interview schedule was piloted using one of the researchers who was already mentoring for one of the providers.

The key areas to be investigated were:

- Time allocated to mentoring
- Forms of contact with mentees
- Expectations of providers - eg observations
- How mentoring was monitored and evaluated
- Mentors’ training and CPD/support needs
- Mentees experience of mentoring and impact on practice
- What worked well
- Barriers
Questions for mentors

How long have you been a BAES mentor?
How long have you been working as a teacher training mentor?
Which Teacher Trainer providers do you work for as a mentor?
What training have you attended and when?
BAES /Teacher Training provider- name
How do you keep up to date and current in your knowledge and skills following the training?
How many mentees have you mentored?
How many mentees are you mentoring now?
How many hours approximately would you usually be asked to work with your mentee?
Is your mentoring work paid or unpaid?
Which areas of work have you been asked to cover as a mentor?
(covers subject and generic skills and knowledge)
How many observations are you expected to complete per mentee?
How many observations have you completed in the last 2 years?
How often do you contact your mentee(s)?
What contact/support methods do you use with mentees?
What documentation have you been asked to complete?
How often have you been observed in your mentoring work?
What feedback did you receive and what form did it take?
Do your mentees complete an evaluation or feedback form
Qualitative discussion
Own experience of mentoring
What do your mentees gain from the mentoring process and how do you know?
Would you like more training/support relating to the new teaching qualifications and standards?
Would you like more training in observation skills?
Have you used a VLE/Moodle?
BAES will be creating a Mentor area for Moodle
Will you be able to access and use this?
If no or unsure what further support would you need?
Any other comments?
Questions for mentees
(Mentees also completed the BAES mentee evaluation attached)

- Did the provider give you guidance on what you might expect from your mentor?
- Was this what you expected? Please comment
- Identify at least 3 key expectations you have of your mentor (define what a mentor is/should be in your opinion)
- What is the value in having a mentor for you? (skills, knowledge, personal qualities)
- How would you improve the mentoring provided for teacher trainees?
  - What specific issues have arisen for you? - but avoid personal criticism
- What impact do you think the mentoring has had on your practice?
- Any other comments?
The researchers’ main tasks were to:

- contact providers to check database and mentoring information
- contact and conduct face to face interviews with mentors and mentees
- arrange for alternative methods to collect information as necessary
- summarise, analyse and evaluate the results with the team
- collect mentoring information from the different providers e.g. mentoring handbooks in order to compare requirements and expectations
- contact BAES managers and access training needs analysis information to further update the database

The existing mentor training programme was reviewed and a new course was scheduled and advertised with a view to prioritising places for the priority subject areas mentioned above. Staff were identified to deliver and evaluate the programme of training which includes:

- coverage of the mentoring role, and responsibilities,
- review of the current LLUK teaching and learning standards,
- OFSTED requirements and other sector drivers,
- a full day of role play (which is videoed and evaluated) using analysis of teaching and learning scenarios to provide feedback to a tutor and agree action plans with them.
- a range of models and tools for mentors to use in their work

The existing training programme is designed to meet the wider needs of BAES. In order to explore effective teacher training mentoring a further session was planned and advertised with the intention of capturing the views of existing and potential teacher training mentors.

Although this is an action research project it was considered useful to explore some existing research into the experience of ITT mentoring in other CETTS.

Because of the geographically diverse nature of the service it was decided to offer a VLE zone for mentors, with the aim of providing a discussion forum and bank of reference materials for use during mentoring work. This was in line with the service strategy for extending the use of the VLE. The recently appointed ILT and e-learning co-ordinator was asked to support the setting up of the VLE zone for mentors and the uploading of resources. It was expected that mentors would engage in peer support and share good practice. To facilitate this, training sessions specifically for mentors were offered in the use of VLE.
5. Outcomes

- The project was publicised in the BAES newsletter and to all staff groups, SMT and other management briefings completed. There was good support and interest from the service.
- Researchers were appointed, briefed, and provided with the necessary resources.
- The team met and agreed suitable processes, protocols and documentation. Appropriate consents and confidentiality agreements were put in place.
- The agreed process for contacting providers was followed.
- The interview/questionnaire schedules were created and included detailed questions to capture qualitative and quantitative information.
- Providers were contacted and a range of responses were received. As issues around confidentiality were raised, there was some resistance to provide any documentation or accurate information about BAES staff on their courses and what was provided was not always up to date.
- The database was updated but is still not fully accurate.
- Other information was also gained from managers, staff on courses and informal networks.
- 10 mentors were contacted from the range of 7 providers and asked to participate in the research. Face to face interviews were in the end largely difficult to conduct due to timescale and availability. 2 face to face interviews were completed and the remainder were provided by e-mail. This meant that opportunities for prompting and probing supplementary questions were limited. (See Appendices A1 and A2)

Analysis of the questionnaires from feedback from mentors—(see Appendix 2)

<table>
<thead>
<tr>
<th>What we expected</th>
<th>What we found</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective liaison between provider and employer re mentor requirements</td>
<td>Little or no liaison or communication</td>
</tr>
<tr>
<td>Mentors would not be responsible for assessed observation or any assessment</td>
<td>All providers surveyed expected mentors to complete between 2 and all 8 of the required assessed observations (See Appendix 2.3) “A further Ofsted report (2006) recognised that although subject specific mentor support had been strengthened in many colleges, there were causes for concern in mentors' observation feedback and poor communication between mentors and teaching teams. These could be partially addressed by paired observations between mentors and personal tutors. The University of Westminster consortium trialled joint observations of their mentees with personal tutors and other members of the CertEd/PGCE course team in order to share good observation practice, quality assure mentors and integrate them further into the local ITT “community of</td>
</tr>
<tr>
<td>BAES Access to Effective Mentoring Project: 2009</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>BAES mentors used by other providers would all have been trained on BAES 3 day programme</strong></td>
<td>6 have been trained, 4 have not- these however have accessed provider training (see Appendix 2.2)</td>
</tr>
<tr>
<td><strong>Compulsory attendance at provider training (this even more important if observations for assessment to be carried out) (See Appendix A2.2)</strong></td>
<td>Training seemed largely to cover process/recording rather than the mentoring role in this context – (A3) Some introduction to the recording of observations was provided</td>
</tr>
<tr>
<td><strong>BAES would receive regular updates on status of its employees undertaking teacher training from providers</strong></td>
<td>Resistance from providers about giving any information about even who was enrolled on their courses</td>
</tr>
<tr>
<td><strong>Mentors and mentees would be given clear guidance on what was expected from the start of the programme</strong></td>
<td>Varied experience. Handbooks varied in level of detail and prescription/ e.g. length of time/frequency of mentoring meetings. Mentors working with several providers have to manage several different systems Mentees would have liked more structured guidance</td>
</tr>
<tr>
<td><strong>Mentoring would be monitored and evaluated</strong></td>
<td>Monitoring of mentoring inconsistent and infrequent. Few observations of mentoring in practice (See Appendix 2.4) Access to evaluations by providers seemed minimal (See Appendix 2.6) Unclear processes for moderation/and standardisation</td>
</tr>
<tr>
<td><strong>As result of ongoing research, expectations changed to include the assessment arrangements and the potential tension between role of assessor and role of mentor</strong></td>
<td>&quot;The demands of the new programme (teacher training) which include formal documents meetings and graded observations are clearly problematic in terms of the current nature of successful mentor/mentee relationships which are based on mutual trust and respect and often informality&quot; (1)</td>
</tr>
<tr>
<td><strong>Sampling /quality assurance of mentoring assessment</strong></td>
<td>Had little specific feedback on this- not all mentors attended moderation meetings-processes unclear Some joint observations expected but did not always meet the expectations of the mentors e.g. no formal feedback on their judgements was given (See Appendix 2.4 and 2.5)</td>
</tr>
<tr>
<td><strong>Clear procedures for managing any issues in the mentoring ‘contract’/relationship</strong></td>
<td>Unclear who is responsible for this especially when the judgement/ assessment decision of the mentor is called into question Difficulties being resolved on an ad hoc basis or not at all</td>
</tr>
<tr>
<td><strong>No role for mentor in pass fail decisions for candidates</strong></td>
<td>At least one instance of this happening was reported</td>
</tr>
</tbody>
</table>
Analysis of questionnaires from feedback from mentees

- 4 mentees were contacted and responded via the questionnaire. 3 further partial responses were obtained informally from mentees who were having some difficulties with the process and did not wish to report back formally.
- Contacting mentees proved more challenging partly to do with the timescale. Some mentees did not wish to be interviewed at all. There was concern about how this information would be used.

<table>
<thead>
<tr>
<th>What we expected</th>
<th>What we found (see Appendix 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>That the mentoring relationship would be beneficial and support both the mentor and impact positively on their practice</td>
<td>3 responded very positively</td>
</tr>
<tr>
<td></td>
<td>4 reported a range of issues difficulties around arranging meetings, skills of the mentor, and disagreements around observation feedback. Where mentoring arrangements are in place effectively the impact appears considerable.</td>
</tr>
<tr>
<td>That mentees would meet regularly with mentors to work on their development across a wide range of areas</td>
<td>Mentees reported on the areas covered but when taken with mentor feedback it is clear that the majority of contact was around observations and feedback</td>
</tr>
</tbody>
</table>

Outcomes from other activities

- The 3 day training programme was delivered and evaluated by the project coordinator- 8 tutors were trained in the targeted subject areas.
- 12 existing and prospective teacher training mentors attended a half day session to explore teacher training mentoring (see Appendix A3)
- A VLE Moodle area was created and populated with range of resources. (See Appendix A5)
- VLE training was taken up by 13 mentors
- Some documentation from providers was obtained via mentors themselves- who had handbooks

Research from other CETTS /sources was reviewed and compared with results of this project.

What works well from mentors’ point of view

- Having sound knowledge of curriculum
- Experience and training in observation skills
- Good knowledge of documentation and process
- Willingness to reflect
- Skills in advice and guidance- eg tricky situations
- Use of e-mail
<table>
<thead>
<tr>
<th>What do mentees gain from the mentoring process (mentor responses)</th>
<th>How do you know?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and increase in confidence</td>
<td>Informal and formal feedback and Observations of Teaching and Learning (OTL)</td>
</tr>
<tr>
<td>Encouragement to enrich their teaching</td>
<td>Mentees have reported that mentoring has been extremely valuable in terms of developing skills but especially confidence</td>
</tr>
<tr>
<td>Wide range of resources discussed and used, differentiation strategies</td>
<td>OTL Reports/ mentee journals</td>
</tr>
<tr>
<td>Better understanding of service requirements /how to do paperwork</td>
<td>Improved quality of documents produced by mentees, recorded on OTL Reports</td>
</tr>
<tr>
<td>Having a key curriculum focus- e.g. for classroom assistant courses Identifying gaps in practice experience from someone in subject area</td>
<td>Informal feedback</td>
</tr>
<tr>
<td>Emotionally supportive</td>
<td>Informal feedback</td>
</tr>
<tr>
<td>IT expertise</td>
<td>Observation, planning, improved documents</td>
</tr>
</tbody>
</table>
Barriers - summary

- Time management/arrangements with mentee
- Accessing a mentor with subject specialism
- Transition arrangements for change in mentor
- When mentor changes - no arrangements in case of 2 mentees for provider induction to their mentoring requirements
- Insufficient support and guidance from some providers
- Mentee focus/communication skills
- Provider documentation
- Assessment role/mentor role – e.g. observation evidence used to establish if passed the first year
- A handbook was received recently via a mentee. This handbook is accessible and clear on guidance but mentees working with one partner in the group provider have been critical of the effectiveness of mentoring arrangements.

Selected feedback from mentors:
“It feels at the moment that the main purpose of mentoring is to observe teaching sessions four times a year although the role of the mentor needs to be broader than that”

“The role requires higher order skills and the mentor should be experienced and competent
As I work for several providers I am aware that there is little contact with and between organisations. Minimal support has been received but my experience compensates for this.
There is a tension between my support role and the assessment I am required to do.”

“My relationship with the mentee is good I don’t get much correspondence from the university and would prefer more”

Selected feedback from mentees
“Modelled and therefore developed my reflective practice. It validated what went well and why- one of the most useful aspects of the course-enormous impact and increased my confidence”

“Guidance received from provider but observation feedback forms could be improved by linking to the specific aspects of the teaching session observed. “
“With the advice and guidance I received from my mentor will develop my skills in teaching as well as for my coursework for the qualification. “
“Make mentor more accessible, assign more than one mentor. Set aside paid time for meetings at mutually accessible venue.”
6. Learning points

The project largely achieved its aims and objectives. Longer timescale and a larger sample with more opportunity for discussion to clarify answers would make the evidence more reliable. Nevertheless, the research has shown similar findings to those of other CETTS and ITT providers.

There is a need for a longer lead time to develop relationships with providers and to allay fears about the use of the information. More time was also needed for more follow up to questionnaire results, to explore responses in more depth and amend questions to get a fuller picture.

There are varied and inconsistent approaches to the organisation and management of mentoring for teacher training across the region sampled. This has consequences for the experience and effectiveness of mentoring relationships.

A key learning point from the project and for the organisation is the fact that communication channels are operating in a way that may disadvantage trainee teachers and widely differing practice is evident.

To maintain an effective database, a variety of communication channels are required e.g. internal reporting mechanism, provider information, manager information. Currently, communication is governed by those involved and there are no agreed protocols.

One implication for the organisation is that a formal role needs to be identified to coordinate and liaise with mentors and mentees and to ensure that access to effective mentoring is maintained. This role would include identification of subject specialist needs and shortage areas and facilitate the access of prospective mentors to BAES mentor training.

The project has highlighted the need for more structured support for mentors working on teacher training programmes which could be provided in a variety of ways e.g. peer mentoring, work shadowing, workshops and via the VLE. The VLE will require monitoring and ongoing development.

As a result of the research a recommendation would be that attendance at an annual support/update meeting be a requirement for mentors. This could complement meetings/training held by providers and would provide an opportunity for partnership.

Dissemination

Results and findings will be disseminated within the BAES SMT, CETT, and with providers involved. The results/experience will also inform future working groups and other research projects.
7. Next steps

- Improve strategy for liaison with providers. One provider has now shown particular interest in the outcome of the study suggesting one route for improving dialogue with employers.

- Long term possibility of provider meetings to discuss how mentoring is being implemented across the region.

- Develop strategy for closing communication gaps between providers, mentors, managers and mentees (See Appendix A4).

- Produce document for staff which indicates the BAES arrangements for providing and monitoring mentoring for teacher trainees.

- Matching of mentor/mentee requires more formal process - currently various arrangements in place.

- Develop proposal/specification for coordinator/trainer to enable better matching, monitoring and tracking of mentoring and targeting training needs.

- Establish a clearer process for agreeing the contract that mentors are operating under. Providers ask for a minimum of 10 hours but it is often open ended - this has an impact on BAES funding of the process which also needs to be planned for and monitored.

- Continue to improve/update the database.

- Arrange for moodle log in for all mentors.

- Further develop the VLE – investigate what mentors need.

- Arrange further training programmes/activities to support teacher training mentors.

“The government policy of making mentoring the cornerstone of subject specialist support in ITT raises a number of challenges for the sector, not the least of which is the role of a supportive institutional framework which Cunningham (2007) describes as an ‘architecture’ for mentoring. This includes ways of incentivising staff to become mentors; putting in place induction, training and support systems for mentors and mechanisms for evaluating the outcomes of mentoring.” (2, 4)
Sources and references:

1 Chris Savory and Mark Glasson 2009 *Improving mentoring for part time trainee teachers in FE colleges in the South West. in Teaching in Lifelong Learning Volume 1 No 1 2009 Cross CETT Collaboration*

2 Rebecca Eliahoo 2008 Dissertation *An exploration of mentors’ experiences supporting trainees during initial teacher training in the lifelong learning sector* - (permission to quote from author)

3 2008 Hardman, Knight, Hankey *Coaching and mentoring in the Lifelong Learning Sector in England*  
A short scoping study to inform the future work of LLUK

4 2007 Cunningham, B “*All the right features: towards an 'architecture' for mentoring trainee teachers in UK further education colleges*” *Journal of Education for Teaching*
## APPENDICES

| A1 | Mentor/mentee/provider information |
| A2 | Summaries of research findings and data |
| A3 | Report on Session for existing and prospective mentors to discuss teacher training mentoring (report) |
| A4 | Diagrams to illustrate BAES relationships with ITT providers and communication channels between mentors, mentees, providers and BAES |
| A5 | VLE mentor zone summary |
A1

Birmingham Adult Education Service
Provides mentors for staff undertaking teacher training
(21-mentors mentor more than one person)

<table>
<thead>
<tr>
<th>Teacher Training Providers</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAES Tutors attending TT</td>
</tr>
<tr>
<td>Programmes</td>
</tr>
<tr>
<td>25 tutors 3 tutors 3 tutors 3 tutors 2 tutors 2 tutors 1 tutor Other?</td>
</tr>
</tbody>
</table>

BAES Access to Effective Mentoring Project: 2009
### Data and research summaries

<table>
<thead>
<tr>
<th>A2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Forms of contact with mentees</strong></td>
</tr>
<tr>
<td>▪ Face to face- all</td>
</tr>
<tr>
<td>▪ e-mail- all</td>
</tr>
<tr>
<td>▪ telephone x 2</td>
</tr>
<tr>
<td>▪ written x2</td>
</tr>
<tr>
<td><strong>Numbers of mentees mentoring at present</strong></td>
</tr>
<tr>
<td>1-2</td>
</tr>
<tr>
<td><strong>Amount of contact time expected</strong></td>
</tr>
<tr>
<td>See below</td>
</tr>
<tr>
<td>▪ 16/10 hours</td>
</tr>
<tr>
<td>▪ Sufficient for number of observations</td>
</tr>
<tr>
<td>▪ Unspecified</td>
</tr>
<tr>
<td><strong>Amount of time spent</strong></td>
</tr>
<tr>
<td>See below</td>
</tr>
<tr>
<td>▪ What was needed for observations</td>
</tr>
<tr>
<td>▪ Some for e-mail contact</td>
</tr>
<tr>
<td>▪ Daily/weekly meetings of various sorts, formal and informal depending on need</td>
</tr>
<tr>
<td><strong>Paid/unpaid</strong></td>
</tr>
<tr>
<td>5 unpaid (part of full time job)</td>
</tr>
<tr>
<td>5 paid</td>
</tr>
<tr>
<td><strong>Training/guidebooks provided</strong></td>
</tr>
<tr>
<td>▪ BAES 3 day generic course attended by all but 3 of mentors on database</td>
</tr>
<tr>
<td>▪ Some training from all providers but not always compulsory/accessed (2 have not attended)</td>
</tr>
<tr>
<td>▪ Training largely re observations and documentation. Usually half day session</td>
</tr>
<tr>
<td>▪ Handbooks difficult to access- varied in level of prescription</td>
</tr>
<tr>
<td><strong>Documentation required</strong></td>
</tr>
<tr>
<td>▪ Observation report forms vary in level of detail required</td>
</tr>
<tr>
<td>▪ Records of meetings</td>
</tr>
<tr>
<td>▪ Tutorial records</td>
</tr>
<tr>
<td>▪ Evaluation and grading documents</td>
</tr>
<tr>
<td>▪ Mentee keeps a log</td>
</tr>
<tr>
<td><strong>OTL training needed</strong></td>
</tr>
<tr>
<td>50% indicated no but unclear on level of experience and prior training 50% wanted update/full training</td>
</tr>
<tr>
<td><strong>Confidence in use of VLE</strong></td>
</tr>
<tr>
<td>50% were confident 50% wanted more training 3 had never used it</td>
</tr>
</tbody>
</table>
Feedback from 7 mentees (4 formal/3 informal)

- 4 formal responses from mentees received.
- 3 other mentees contacted preferred not to complete the questionnaire but reported 1xdifficulties with obtaining a mentor,*
- 2xdifficulties concerning observation feedback*

<table>
<thead>
<tr>
<th>Mentee evaluation</th>
<th>Very good/good</th>
<th>satisfactory</th>
<th>inadequate</th>
<th>Other comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information from provider?</td>
<td>3</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Provider information as expected?</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Style organisation of mentoring?</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support received?</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expectations of mentor?</td>
<td>Supportive, approachable, non judgemental colleague</td>
<td>Excellent knowledge, be professional in the subject area</td>
<td>Realistic expectations of mentee</td>
<td>Able to build confidence, elicit not tell</td>
</tr>
<tr>
<td>Areas covered during mentoring?</td>
<td>Session planning</td>
<td>Schemes of work</td>
<td>Assessment</td>
<td>Subject specific support</td>
</tr>
<tr>
<td>Difficulties?</td>
<td>3 x none</td>
<td>1 x arranging meetings and as above*</td>
<td>Mentor not sufficiently aware of expectations</td>
<td>Note: shortage area- difficulty in finding mentor, late matching mainly to make sure observations completed.</td>
</tr>
</tbody>
</table>
A2.1 Sample
A2.2 Training accessed by mentors

Training

- 60% Accessed BAES Training
- 40% Not accessed BAES training

Training by External Provider

- 60% Provider trained
- 20% No response
- 10% External Accredited Provision
- 10% No training requirement
A 2.3 Observations Mentors Required to Complete

<table>
<thead>
<tr>
<th>Number of mentors</th>
<th>Overall Number of observations expected to complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

A2.4 How often have you been observed in your mentoring practice?

A 2.5 What feedback/discussion received?
A2.6 Do your mentees complete an evaluation form?
Session arranged to discuss the expectations/requirements for mentoring in teacher training (MTT) 11th March 2009

Participants (all have completed a minimum of 3 day training course with BAES or equivalent)
Group of 12 BAES staff – wide range of experience from none to many years in this field
Range of subject areas- MFL, HSC, Skills for Life.

What the session covered:
Participants initially shared brief details of current role and experience
What is expected should be expected from a TT mentor. Discussion was facilitated by use of categories suggested below.
Further information was provided around the current routes to qualification, including professional recognition via BAES moodle resources in the mentor area. The role of IfL Reflect also discussed and mentor responsibility in supporting both the process and practicalities of using the site. Participants completed a ‘readiness’ /action plan and reviewed own CPD needs. This can be used to support the selection of mentors in the future for this role

| Expectations of TM( teaching mentor)( this was building on /highlighting what P’s had already identified as skills, knowledge and personal qualities needed for effective mentoring of staff- not necessarily those on teacher training programmes) |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|
| Professional/educational | Organisational/practical | Personal |
| Clarity/confidence about own knowledge, skills and qualities ,overall competence Knowledge of the provider’s course content and structure and requirements for mentoring programme Knowledge, skills and experience of observation/grading Conducting Observations- support Observations for assessment Paired observations Teaching learning strategies/learning theory support with ‘taking risks’ innovation, creativity professional discussions/learning conversations and how to evidence them Reflective practice Subject specialist knowledge skills and advice and guidance- eg resources Use of ILT/VLE , distance/virtual options | Observation scheduling Time management Negotiation of timescales Meeting providers’ administrative expectations Planning and structuring meetings, discussions Managing documentation Action planning/target setting(SMART) Support with Reflect process. | Variety of targeted support Motivational strategies Fairness and objectivity Commitment to the process long term learning journey Development of mentee autonomy Role model Awareness of tutor’s needs/circumstances and ways to address barriers Approachability Confidante/sounding board Feedback skills Reflective practice |

Issues raised:
- Who determines how much paid/other time is allocated?
- Negotiation around mentoring style/method/time especially if mentee requires more that usual support
- Personal /professional boundaries
- Managing different organisational requirements- e.g. widely differing reporting requirements
- Professional judgements –paired observations and handling disagreements
- Responsibility for failing students?
- Tension between ‘critical friend’ and assessor roles
- Support network for those in this role/opportunities for standardisation, sharing good practice etc
- Evaluating the impact of mentoring – how done?
Mentor’s line manager TLM

BAES CPD
Mentor training, support and funding

Mentee’s line manager TLM

Mentor

Teacher training providers

Mentee

Generally sound communication established

Communication needs improvement

Communication channel required?

Little or no formal communication

No formal contact
A5 BAES Moodle Mentor Zone

Forms and BAES Information for Mentors

- [mentor forms Word document]
- [Example action plan Word document]

Principles and Practice of Mentoring

- [website 1-coaching and mentoring network file]
- [website 2-mentorset file]
- [website 3-trainingreference.co.uk file]
- [mentoring BAES staff - what works and what doesn't and why? Forum]

Techniques and strategies

- [learning conversations PDF document]
- [Grow model Word document]

Teaching and Learning : Standards, Qualifications

- [LLUK Standards for teaching and learning PDF document]
- [standards and qualifications information and links file]
- [overview of learning theory file]
- [learning theory websites Word document]
- [DTLLS Part 1 optional Unit (OCR) resources for reference PDF document]
- [DTLLS OCR Part 1 UNIT planning and enabling learning for reference PDF document]
- [DTLLS OCR unit Enabling Learning and Assessment for reference PDF document]
- [DTLLS OCR unit Theories and principles for planning and enabling learning for reference PDF document]
- [routes to qualifications Powerpoint presentation]
- [Guidelines to Learning Theory covered on DTLLS Part 1 Word document]

Reflective Practice

- [Institute for Learning - Reflect file]
- [Video tutorials for using Reflect]

Mentoring Styles and Skills

- [active listening Word document]
- [Smarter action planning Word document]
- [mentoring styles questionnaire]