



partnership **development** schools

Supported by the TDA

# **Mentor Training**

**INSET Training on setting  
developmental targets and strategies  
for achieving them**

## *Acknowledgements*

*Our thanks to the staff, trainees and supporting H.E.I.s.  
Special thanks to Judith Lee of Nottingham Trent University*

# Mentor Training Sessions

## OPENING ACTIVITY

### Focus of this training session:

To improve the confidence of mentors so that they will

- Better understand the process of target setting and the steps required to achieve these targets
- Develop consistent strategies to support analysis and target setting
- To better support the learning needs of individual trainees and by improving target setting for trainee teachers it will enable them to better move forward in their practice.

(Taken from the aims of the PDS cluster project)

For this we need strong mentors focused on target setting to improve performance.

As a mentor targets may be set for trainees around:

- professional issues
- lesson planning
- lesson observations
- MARRA (marking, assessment, recording and reporting and accountability) → scribe onto flip chart
- Summative comments at the end of the block practices

We can't deal with all of these today – so we are going to focus on two main areas:

1. lesson observation feedback, and setting developmental targets, with strategies for achieving them
2. Setting targets for trainees around their MARRA work

We have chosen these two areas because we feel that these are sometimes more difficult.

Even if you are not a mentor, these skills will help to improve own practice, target setting for yourself and giving constructive development points when observing and sharing good practice with colleagues.

Bearing this in mind:

### **What makes a good mentor / what is their role?**

#### **5 minutes**

Thought shower in small groups on the role of the mentor.

Large sheets sugar paper per table.

Scribe ideas on personal/professional sheet

The Role of the Mentor

**HANDOUT 1**

## **DEVELOPMENTAL TARGETS WITH ACTIONS**

### **20 minutes**

Hand out targets.

**HANDOUT 2**

The mentor's role is to give trainees strategies/actions to support their targets. What strategies can you suggest? Work in pairs to formulate targets and strategies and activities to support the development of your chosen target. Choose a couple as examples to discuss with the whole group.

Give out answer/suggestions.

**HANDOUT 3**

Make sure the targets set are really achievable and that you can support them with strategies and actions otherwise the trainee can't move forward.

Examples of real life targets.

**HANDOUT 4**

## **MARRA ACTIVITY**

### **15 minutes**

Case studies – 5 cases/ One per table.

**HANDOUT 5**

Task: Read scenario and, as a group, work out some strategies/activities which the mentor can suggest to support the target for the trainee.

Share with whole staff – each table feedback to rest of group.

## **FINISHING ACTIVITY**

### **5 minutes**

Gareth and Gladys,

**HANDOUT 6**

Just to finish meet Gareth and Gladys - what would you put on their summative comments for their targets to take to their next practice?

## **RESOURCES**

Water.

Sweets/fruit for tables

Plain paper

Large sheets sugar paper – 1 per table

Pens and highlighters

Target setting sheets and cards (5 case studies)

A3 identified areas of development

Gladys and Gareth

## **HANDOUT 1:        The Role of the Mentor**

The mentor is normally the teacher of the class to which the trainee is allocated and is responsible for the school based element of initial teacher education.

They undertake their dual role of supporter and assessor by:

- Inducting the trainee into the class – the children, the organisation and the planning and assessment framework;
- Determining what the trainee will teach in order to achieve the relevant standards;
- Guiding the trainee in the implementation of her/his planning and assessment;
- Undertaking formal observations of teaching against the required standards, giving verbal feedback and completing appraisal sheets to provide formative feedback, to include target setting;
- Maintaining an on-going dialogue with the SLT with regard to the progress of the trainee;
- Facilitating the processes of internal and external moderation of achievements through joint observations;
- Reviewing and assessing the trainee's achievements against the standards and completing the Summative Comments for each trainee at the end of each school experience;
- Where appropriate, providing information for trainee reports (references);
- Ensuring that the trainee engages in the whole life of the school - the school pastoral care system, attending staff meetings and appropriate in-service events, meeting parents, attending parents' evenings and engaging in extra-curricular activities.

## HANDOUT 2: Target Setting and Development Work with Trainee Teachers

<b>Development Target</b>	<b>Strategy to support development</b>
To improve the pace of lessons through more appropriate planning, resourcing and class management.	
To develop phonic word level work with less able groups	
Personal enthusiasm, varying tone of voice	
Anticipating problems before they arise. Developing strategies for handling challenging behaviour	
Relating plenaries back to the lesson objective	

<p>To become more assertive, project voice and personality and task over teacher's role</p>	
<p>Purposeful use of ICT – when it would enhance learning (particularly with reference to the school's own resources)</p>	
<p>Intervention and questioning during lessons</p>	
<p>Issues with use of voice modulation (too loud and monotonous)</p>	
<p>To become more accessible to pupils – more movement around class, awareness of position in relation to pupils</p>	
<p>To develop use of questioning to extend children's thinking. To respond more positively to children's responses</p>	

<p>To broaden the range of strategies used in management of difficult behaviour</p>	
<p>To focus on single, focussed learning objectives, rather than a general broad area and to differentiate activities to match the key objective</p>	
<p>To develop a range of classroom management strategies particularly at the beginning of lessons</p>	
<p>To increase pace in lessons</p>	
<p>Open/closed questioning skills</p>	
<p>Develop interactive teaching skills</p>	

## HANDOUT 3: Target Setting and Development Work with Trainee Teachers

Development Target	Strategy to support development
To improve the pace of lessons through more appropriate planning, resourcing and class management.	<p>Hold discussions with class teacher, Mentor Link Tutor of issues regarding pace.</p> <ul style="list-style-type: none"> <li>• carry out observations of all Key Stages, staff and make notes relating to pace of lessons. (Pinpoint 3 children of different abilities before the lesson, observe their reactions and their performance/progress as indicators of pervading progress of whole group);</li> <li>• paired planning with class teacher;</li> <li>• observations by Class Teacher with focus on pace;</li> <li>• development of agreed action points;</li> <li>• future observations focus on these action points.</li> </ul>
To develop phonic word level work with less able groups	<ul style="list-style-type: none"> <li>• guided research shared with class teacher;</li> <li>• range of resources and practical ideas for lessons shared by class teacher;</li> <li>• paired planning to illustrate ideas for guided reading or links to dictionary work.</li> </ul>
Personal enthusiasm, varying tone of voice	<ul style="list-style-type: none"> <li>• video self-teaching and evaluate;</li> <li>• observe other colleagues, paying particular heed to body language and movement around the classroom.</li> </ul>
Anticipating problems before they arise. Developing strategies for handling challenging behaviour	<ul style="list-style-type: none"> <li>• teacher offers a series of scenarios and works through these with the trainee;</li> <li>• trainee works on their own set of scenarios based on their experience so far;</li> <li>• to observe how the class teacher deals with difficult situations and discuss what strategies were used.</li> </ul>
Relating plenaries back to the lesson objective	<ul style="list-style-type: none"> <li>• jointly plan lesson and trainee just teaches plenary session;</li> <li>• always write learning objectives up 'in front' as a reminder to refer back to these in the plenary;</li> <li>• focussed observations of the plenary.</li> </ul>

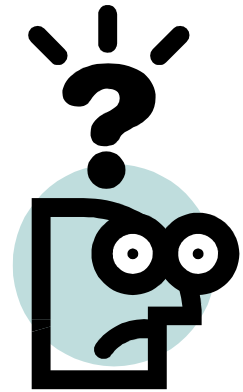
<p>To become more assertive, project voice and personality and task over teacher's role</p>	<ul style="list-style-type: none"> <li>• Observe other classroom teachers, note management and organisational strategies – develop own practice by including some of these as appropriate.</li> </ul>
<p>Purposeful use of ICT – when it would enhance learning (particularly with reference to the school's own resources)</p>	<ul style="list-style-type: none"> <li>• provide a dedicated time during the initial visits for the trainee to familiarise him/herself with all the school's resources;</li> <li>• arrange for the trainee to have a discussion with ICT co-ordinator;</li> <li>• trainees (with assistance from Mentor and reference to previous SBT report) to identify an area/resource with which to work, e.g. roamer;</li> <li>• jointly set short term targets to be achieved by mid-term review.</li> </ul>
<p>Intervention and questioning during lessons</p>	<ul style="list-style-type: none"> <li>• observation in other classes;</li> <li>• planning questions – questioning through activities that occur;</li> <li>• observe good practice. Refer to recent QCA publications etc. Identify questions in lesson plan.</li> </ul>
<p>Issues with use of voice modulation (too loud and monotonous)</p>	<ul style="list-style-type: none"> <li>• written report by Link Tutor to praise and encourage noted improvement in voice modulation;</li> <li>• verbal feedback by Mentor to discuss use of voice and its effectiveness as a tool in teaching;</li> <li>• noted on mid-SBT revue as medium term target. Therefore will be noted upon in next observation</li> <li>• all trainees to be offered opportunity to observe other teachers in order to acquire strategies to aid them with their short/medium term targets.</li> </ul>
<p>To become more accessible to pupils – more movement around class, awareness of position in relation to pupils</p>	<ul style="list-style-type: none"> <li>• to be in 4 quadrants of classroom at same point in lesson;</li> <li>• when working with a group, to be facing group, with group between teacher and class, so visual awareness of all pupils</li> </ul> <p>Monitoring this by class teacher during several lessons will make trainee more aware and ensure more dynamic use of space.</p>
<p>To develop use of questioning to extend children's thinking. To respond more positively to children's responses</p>	<ul style="list-style-type: none"> <li>• observe Mentor (or other), introduce and manage a whole class discussion/session;</li> <li>• give trainee some points to focus on:- What questions are asked?</li> </ul>

	<p>How does the teacher respond?  How is a question clarified/re-worked if the children don't understand it?</p>
<p>To broaden the range of strategies used in management of difficult behaviour</p>	<ul style="list-style-type: none"> <li>• hold a class discussion encouraging children to participate in solving some of the behaviour problems;</li> <li>• hold follow up discussions with children who have been disciplined during a session;</li> <li>• discuss these strategies with the Mentor when they have been applied</li> </ul>
<p>To focus on single, focussed learning objectives, rather than a general broad area and to differentiate activities to match the key objective</p>	<ul style="list-style-type: none"> <li>• Use the strategy documents to re-visit lesson objectives and change objective;</li> <li>• Re-visit the activities to make sure they match the objective;</li> <li>• Plan activities from a single idea and differentiate from that idea</li> </ul>
<p>To develop a range of classroom management strategies particularly at the beginning of lessons</p>	<ul style="list-style-type: none"> <li>• Observe 4 different teachers and keep detailed notes on observations;</li> <li>• Highlight those strategies which you feel you could use as a student</li> </ul>
<p>To increase pace in lessons</p>	<ul style="list-style-type: none"> <li>• Timed lesson plans which students are observed against;</li> <li>• Focussed observations – feedback on exact timings</li> </ul>
<p>Open/closed questioning skills</p>	<ul style="list-style-type: none"> <li>• Write down questions asked during an observation and get students to categorise;</li> <li>• Use tape recorder to tape small group discussions</li> </ul>
<p>Develop interactive teaching skills</p>	<ul style="list-style-type: none"> <li>• Targeted observation of other teachers discussed with Mentor;</li> <li>• Follow up observations</li> </ul>

## HANDOUT 4: REAL LIFE EXAMPLES OF MENTOR TARGETS

How not to do it!

- Prioritise workload
- Continue to keep abreast of new and recent pedagogy
- To continue to develop professional relationships with members of staff
- To gain experience of subjects not covered in this practice
- Need to investigate and read areas that student lacks confidence in
- Spend some time working on the voice and develop a range of tones
- Implement discipline



Some better examples!

- Plan for other adults, Teaching Assistants and parent helpers
- Consider ways in which the arrangement of furniture affects children's learning
- Identify ways in which more able children can be challenged
- Continue to annotate lesson plans to highlight children's previous learning
- Interpret schools' medium term plans early in order to plan ahead and to link with other curriculum areas
- Create an interactive and stimulating display and use this to refer regularly to with the children



## **HANDOUT 5:**

### **CASE STUDY ONE**

#### **Areas of strength**

As the placement has progressed Harriet has become more aware of assessment and monitoring as an integral part of teaching and learning. There is evidence of formative marking and the ability to monitor a range of activities for the whole class. Harriet is able to identify strengths and weaknesses in children's learning. She is able to recognise parameters of professional conduct. She was able to assess and discuss the class progress in general after a lesson.

#### **Areas for development**

Harriet needs to assess and record the attainment of groups and individual children in order to plan for activities that will progress their learning more accurately and consistently. This will in turn inform her future planning. She needs to become a reflective practitioner and evaluate her own lessons carefully through a growing subject knowledge and understanding of children's learning.

IN WHAT WAYS COULD THE DEVELOPMENT OF THIS TRAINEE'S  
PRACTICE BE SUPPORTED?

### **CASE STUDY TWO**

#### **Areas of strength**

Lucy's flexibility in planning, demonstrates an appropriate use of assessment. Lucy tried a variety of assessment techniques and methods of recording, all of which were detailed and showed a good level of understanding of what achievements and progress children were making. This information was then incorporated into her future planning. She monitored the children's work and gave positive feedback regularly. Lucy obviously values monitoring and assessment procedures as a way of tracking and moving children forward. Lucy has begun to involve the children in self assessment, by devising strategies for them to communicate their feelings in a pictorial way

#### **Areas for development**

- Continue efforts to level work and look at a variety of evidence to support conclusions

- Compare children's work to local and national standards
- Attend parent interview where possible

IN WHAT WAYS COULD THE DEVELOPMENT OF THIS TRAINEE'S PRACTICE BE SUPPORTED?

### **CASE STUDY THREE**

#### **Areas of strength**

Alison's overall development in this practice has been adequate. She sought advice on marking and employed the marking policy. She has levelled children's work in numeracy with the class teacher. She has demonstrated an ability to communicate children's achievements.

#### **Areas for development**

Alison should ask for the marking policy etc in advance of the main block practice. She needs to experiment with whole class tracking of progress. She should be specific about assessment methods in her planning

IN WHAT WAYS COULD THE DEVELOPMENT OF THIS TRAINEE'S PRACTICE BE SUPPORTED?

### **CASE STUDY FOUR**

### **Areas of strength**

Rachel's teaching practice folder was well kept and became a useful working document. She was able to make formative assessments of the children's performance and use this to inform future lesson plans. Alongside the class teacher Rachel was able to level children's work and identify achievement. She was confident to communicate and discuss individual children's progress with the class teacher.

### **Areas for development**

To continue to monitor children's achievement and use this in order to recognise standards of achievement across the class as a whole

To continue to develop effective record keeping systems

To become more familiar with a wide range of recording systems including those for pupils with special needs and EAL

IN WHAT WAYS COULD THE DEVELOPMENT OF THIS TRAINEE'S  
PRACTICE BE SUPPORTED?

## **CASE STUDY FIVE**

### **Areas of strength**

Simon carefully evaluated his lessons and related these to future activity plans. His initial assessment approaches were limited to the traffic light system but as his practice developed he was introduced to different examples. In his lessons there was good monitoring of progress being made against learning objectives. Simon has also made progress in his own self assessments.

### **Areas for development**

- To develop an awareness of what is expected of each level in Maths, English and Science and to begin to level children's work
- To continue to develop a wider range of systems for monitoring and assessing that is effective, efficient and manageable.

IN WHAT WAYS COULD THE DEVELOPMENT OF THIS TRAINEE'S  
PRACTICE BE SUPPORTED?

## HANDOUT 6: **Gareth and Gladys**

### Gladys

Gladys has been a Teaching Assistant for several years. She has decided to train as a teacher and has embarked on a Graduate Teacher Programme. She is employed in a new school and she has an over-confident manner. The class teacher is not happy because she is reluctant to accept advice and she obviously feels she has little to learn. She is teaching a literacy lesson on the use of the apostrophe but it becomes apparent that she is not clear herself and the children are confused.

What would you do?

What targets might you set?

### Gareth

Gareth arrives at school later than expected in the mornings. He has a good relationship with the children. His lesson planning is minimal and his lessons are satisfactory but not inspiring.

What issues need to be addressed?

What targets would you set?

Training and Development Agency  
Partnership Development Schools Cluster Project  
East Midlands Region  
2006/2007

Cluster 5

Old Dalby C of E Primary School  
Grange Primary School  
William Shrewsbury School  
St James' C of E Junior School