

Co-ordinator Mentor—Stage 1

At this Stage, all you need to do is to complete the Submission Form from the GTCe website for a senior colleague in school to authenticate. The details given here may be a useful support guide.

<i>Focus: Stage 1</i>		Developing others'/own skills as mentors/
TLA Core dimensions	<i>Stage 1 TLA criteria</i>	Coordinator Mentor activities and examples of evidence
1. Accessing peer support, coaching and/or mentoring	<i>Peer support, coaching and/or mentoring have been identified, and accessed where possible,.</i>	Organise/attend up-date Provider training meetings Questions and notes of information obtained e.g. from discussions/reading/meetings and internet sources e.g. GTC Records of any work as a mentor beyond school, e.g. attendance at Partnership meetings, Conferences, etc
	<i>The specific forms of support, coaching and/or mentoring have been described in relation to the reasons for choosing the type of support</i>	Reference to the requirements of the mentor framework Reference to the CUREE guidance on coaching and mentoring
	<i>contribution this support has made to the teacher's learning</i>	A reflective discussion or log/journal exploring the significance to learning of the support obtained
2. Engagement with an appropriate knowledge base (e.g. research evidence, school data, the experiences of teachers in other institutions)	<i>An area of professional practice has been identified been investigated, and contributed to personal professional development as a result of engaging with a range of recent and authentic sources of relevance to the project</i>	A reflective log/journal [or presentation in the dissemination event] exploring the impact of the support obtained, e.g. from: Your school's ITT policy and CPD support as it relates to mentoring/ coaching; The ITT Provider's guidance and support; CUREE guidance on mentoring – www.CUREE.co.uk Published support materials see www.emac.org.uk ITT SBT relevant modules see www.emac.org.uk
	<i>The knowledge base has been appropriately acknowledged</i>	Presentation or journal /log entry including the impact the knowledge base has had upon the learning
3. Planning of professional learning and change activity (i.e. a teacher learning project)	<i>A plan for the teacher learning project was presented with evidence of the following: Realistic aims for the teacher and school Success criteria Actions intended to achieve these Timescales Ethical implications</i>	A record of Staff CPD needs in relation to ITT; Action Plan and timetable of availability, commitment and training needs for staff; Action notes or minutes of meetings;

Co-ordinator Mentor level—Stage 1

<i>Focus: Stage 1</i>		Developing others'/own skills as mentors/ coordinator
Core dimensions	<i>Stage 1 TLA criteria</i>	Coordinator Mentor activities and examples of evidence
4. Carrying out a change activity (i.e. implementing the teacher learning project)	<i>The agreed plan was implemented and reviewed at key points.</i>	Records of demonstration lessons; mentoring/ shadowing observations; lesson observations, reports [e.g. photocopies] etc carried out;
	<i>Progress was monitored , analysed and evaluated in dialogue with others,</i>	Action notes or minutes of meetings;
	<i>Any changes or unexpected outcomes were explained</i>	Action notes or minutes of meetings;
5. Evaluating the impact of the change activity on practice and on own learning	<i>The intended outcomes of the project were evaluated with regards to the following: personal and professional learning changes to practice, actual or planned the process undertaken</i>	Annual evaluative feedback to Provider/ Management. Evaluations from trainee teachers on their experience with your mentors; External examiner reports [if directly applicable];
6. Disseminating what has been learned (e.g. through written report, web-based dissemination, hosting a meeting)	<i>The TLA project, and what the teacher learned from it, has been discussed with a colleague. Consideration has been given to possible next steps which will influence future practice.</i>	By feedback to line manager/tutor mentor/partnership office Annual evaluative feedback to Provider/ Management. A reflective discussion or log/journal e.g. exploring why decisions were made – and how they worked out.

Co-ordinator Mentor– Stage 2

Underlining of phrases below indicates additional requirements of this stage over the previous stage criteria.

Focus: Stage 2		Developing others' own skills as mentors/ coordinators
TLA Core dimensions	Stage 2 TLA criteria	Coordinator Mentor activities and examples of evidence
1. Accessing peer support, coaching and/or mentoring	<i>Peer support, coaching and/or mentoring have been identified, and <u>accessed where possible, throughout the project.</u></i>	Evidence of all peer coaching/mentoring activities: Questions and notes of information obtained e.g. from discussions/reading, showing development; Records of any work as a mentor beyond school, e.g. attendance at Partnership meetings, Conferences, etc from which insights may have been gained
	<i>The specific forms of support, coaching and/or mentoring have been critically <u>analysed</u> in relation to the reasons for choosing the type of support contribution <u>this has made to the teacher's learning</u></i>	A reflective log/journal exploring the impact of the support obtained, e.g. with Reference to the requirements of the mentor framework Reference to the CUREE guidance on coaching and mentoring
2. Engagement with an appropriate knowledge base (e.g. research evidence, school data, the experiences of teachers in other institutions)	<i>An area of professional practice has been identified been investigated and contributed to personal professional development as a result of engaging with a range of recent and authentic sources of relevance to the project</i>	A reflective log/journal [or presentation in the dissemination event] exploring the impact of the support obtained, e.g. from: Your school's ITT policy and CPD support as it relates to mentoring/ coaching; The ITT Provider's guidance and support; CUREE guidance on mentoring – www.CUREE.co.uk Published support materials see www.emac.org.uk ITT SBT relevant modules
	<i><u>There has been an analysis of ideas impacting upon the project and the teacher's learning arising from engagement with the knowledge base</u></i>	Commentary/journal or log entry regarding the impact the knowledge base has had upon the learning
	<i>The knowledge base has been appropriately referenced and presented</i>	See http://www.tvu.ac.uk/lrs/guides/harvard.html for guidance on referencing
3. Planning of professional learning and change activity (i.e. a teacher learning project)	<i><u>A coherent plan for the teacher learning project was developed and included:</u> Realistic aims for the teacher and school Actions intended to achieve these <u>Timescales</u> <u>Intended outcomes for the school and pupils</u> <u>Intended outcomes for the teacher, identifying key learning opportunities</u> <u>Analysis – including any changes made</u> <u>Success criteria</u></i>	A record of Staff CPD needs in relation to ITT; Action Plan and timetable of availability, commitment and training needs for staff; Action notes or minutes of meetings;

Co-ordinator Mentor level—Stage 2

<i>Focus: Stage 2</i>		Developing others'/own skills as mentors/ coordinator
Core dimensions	<i>Stage 2 TLA criteria</i>	Coordinator Mentor activities and examples of evidence
4. Carrying out a change activity (i.e. implementing the teacher learning project)	<i>The agreed plan was implemented and reviewed at key points.</i>	Action notes or minutes of meetings;
	<i>Progress was monitored and critically analysed in dialogue with others, leading to identification of further actions and learning required</i>	Evidence might include: Action notes or minutes of meetings; A reflective log/journal discussion e.g. exploring why decisions were made – and how they worked out.
	<i>Reflection and analysis informed actions where evidence was inconclusive and/or outcomes were unexpected</i>	A reflective log/journal discussion e.g. exploring why decisions were made – and how they worked out.
5. Evaluating the impact of the change activity on practice and on own learning	<i>The intended outcomes of the project were evaluated in dialogue with others with regards to the following: personal and professional learning with particular reference to the selected support obtained changes to practice, actual or planned the process undertaken</i>	Evidence might be drawn from: Positive evaluations from trainee teachers on their experience with your mentors; Mentors meeting all the requirements of the school's partnership with the provider, e.g. completed observation schedules, confirmed by Provider; Positive External examiner reports [if directly applicable]; An effective ITT Policy, reviewed annually, confirmed by Ofsted
6. Disseminating what has been learned (e.g. through written report, web-based dissemination, hosting a meeting)	<i>The TLA project, and what the teacher learned from it, has been shared with immediate colleagues. Critical reflection and analysis has included consideration of next steps by identifying issues of change management</i>	Learning journal/log/ commentary or essay meeting this criterion. Evidence e.g. of written report, web-site, meeting records [e.g. powerpoint/handouts and notes ...] , Annual evaluative feedback to Provider/Management

Co-ordinator Mentor– Stage 3

Underlining of phrases below indicates additional requirements of this stage over the previous stage criteria.

Focus: Stage 3		Developing others' own skills as mentors/ coordinators
TLA Core dimensions	Stage 3 TLA criteria	Coordinator Mentor activities and examples of evidence
1. Accessing peer support, coaching and/or mentoring	<i>Peer support, coaching and/or mentoring have been identified, and <u>accessed where possible, throughout the project.</u></i>	Evidence of all peer coaching/mentoring activities: Questions and notes of information obtained e.g. from discussions/reading, showing development; Records of any work as a mentor beyond school, e.g. attendance at Partnership meetings, Conferences, etc from which insights may have been gained
	<i>The specific forms of support, coaching and/or mentoring have been critically <u>analysed</u> in relation to the reasons for choosing the type of support contribution <u>this has made to the teacher's learning</u></i>	A reflective log/journal exploring the impact of the support obtained, e.g. with Reference to the requirements of the mentor framework Reference to the CUREE guidance on coaching and mentoring
2. Engagement with an appropriate knowledge base (e.g. research evidence, school data, the experiences of teachers in other institutions)	<i>An area of professional practice has been identified been investigated, and contributed to personal professional development as a result of <u>sustained engagement</u> with a range of recent and authentic sources of relevance to the project, <u>across all the Core Dimensions</u></i>	A reflective log/journal [or presentation in the dissemination event] exploring the impact of the support obtained, e.g. from: Your school's ITT policy and CPD support as it relates to mentoring/ coaching; The ITT Provider's guidance and support; CUREE guidance on mentoring – www.CUREE.co.uk Published support materials see www.emac.org.uk ITT SBT relevant modules
	<i>There has been critical analysis and synthesis of concepts, theories and practice arising from engagement with the knowledge base throughout the project.</i>	Commentary/journal or log entry regarding the impact the knowledge base has had upon the learning
	<i>The knowledge base has been appropriately referenced and presented</i>	See http://www.tvu.ac.uk/lrs/guides/harvard.html for guidance on referencing
3. Planning of professional learning and change activity (i.e. a teacher learning project)	<i>A coherent plan for the teacher learning project was developed and included: <u>A rationale for the planning, with reference to the relevant knowledge base;</u> <u>Realistic aims for the teacher and school</u> <u>Actions intended to achieve these Timescales</u> <u>Intended outcomes for the school and pupils</u> <u>A planned programme of professional learning opportunities, including:</u> <u>Support, coaching & mentoring</u> <u>Observations</u> <u>Visits</u> <u>Courses</u> <u>Analysis – including any changes made</u> <u>Success criteria</u></i>	A record of Staff CPD needs in relation to ITT; Action Plan and timetable of availability, commitment and training needs for staff; Action notes or minutes of meetings;

Co-ordinator Mentor level—Stage 3

<i>Focus: Stage 3</i>		Developing others'/own skills as mentors/ coordinator
Core dimensions	<i>Stage 3 TLA criteria</i>	Coordinator Mentor activities and examples of evidence
4. Carrying out a change activity (i.e. implementing the teacher learning project)	<i>The agreed plan was implemented and reviewed at key points.</i>	Action notes or minutes of meetings;
	<i>Progress was monitored and critically analysed with reference to the knowledge base, in reflective dialogue with others as appropriate</i>	Evidence might include: Action notes or minutes of meetings; A reflective log/journal discussion e.g. exploring why decisions were made – and how they worked out.
	<i>Reflection and analysis informed actions where evidence was inconclusive and/or outcomes were unexpected</i>	A reflective log/journal discussion e.g. exploring why decisions were made – and how they worked out.
5. Evaluating the impact of the change activity on practice and on own learning	<i>The intended outcomes of the project were <u>critically</u> evaluated in dialogue with others with regards to the following: personal and professional learning with particular reference to the selected support obtained changes to practice, actual or planned the process undertaken</i>	Evidence might be drawn from: Positive evaluations from trainee teachers on their experience with your mentors; Mentors meeting all the requirements of the school's partnership with the provider, e.g. completed observation schedules, confirmed by Provider; Positive External examiner reports [if directly applicable]; An effective ITT Policy, reviewed annually, confirmed by Ofsted
6. Disseminating what has been learned (e.g. through written report, web-based dissemination, hosting a meeting)	<i>Critical reflection and analysis has included consideration of next steps by identifying issues of change management <u>as part of the plan for wider dissemination</u> The TLA project, and what the teacher learned from it, has been shared with immediate colleagues and with a wider audience.</i>	Learning journal/log/ commentary or essay meeting this criterion. Evidence e.g. of written report, web-site, meeting records [e.g. powerpoint/handouts and notes ...], Annual evaluative feedback to Provider/Management