

Are you an existing mentor?

Designated Mentor level—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 skills as a mentor
TLA Core dimensions	<i>Stage 1 TLA criteria</i>	Designated 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>	<p>Show responsibility for own development e.g. by pairing with another mentor, attend up-date Provider training meetings</p> <p>Evidence of following Policy document and clarification discussion with appropriate mentor coordinator mentor</p> <p>Recorded feedback from Provider/Co-ordinator Mentor on using your appropriate QTS Standards when giving feedback (written/oral)</p>
	<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>	<p>Reference to the requirements of the mentor framework</p> <p>Reference to the CUREE guidance on coaching and mentoring</p>
	<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>	<p>A reflective log/journal [[or presentation in the dissemination event] exploring the impact of the support obtained, e.g. from:</p> <p>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</p>
	<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>	<p>Record of up-date training</p> <p>Schedule of planned programme of activities</p>

Designated Mentor level—Stage 1

<i>Focus: Stage 1</i>		Developing skills as a mentor
TLA Core dimen-	<i>Stage 1 TLA criteria</i>	Designated 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>	Evidence of meeting all the school's partnership with the provider etc
	<i>Progress was monitored, analysed and evaluated in dialogue with others,</i>	Records of demonstration lessons etc showing positive, but challenging feedback, with strategies
	<i>Any changes or unexpected outcomes were explained</i>	Learning journal/log/commentary reflecting upon the outcomes
5. Evaluating the impact of the change activity on practice and on own learning	<p><i>The intended outcomes of the project were evaluated with regards to the following:</i></p> <p><i>personal and professional learning</i></p> <p><i>changes to practice, actual or planned</i></p> <p><i>the process undertaken</i></p>	<p>Journal/log or commentary reflecting upon the impact of the programme on own learning</p> <p>Evaluations of trainee teachers on their experience with you as a mentor</p> <p>Recorded feedback from Provider/Co-ordinator Mentor on using appropriate QTS Standards when giving written or oral feedback</p> <p>External examiner reports (if applicable)</p>
6. Disseminating what has been learned (e.g. through written report, web-based dissemination, hosting a meeting)	<p><i>The TLA project, and what the teacher learned from it, has been discussed with a colleague.</i></p> <p><i>Consideration has been given to possible next steps which will influence future practice.</i></p>	By feedback to line manager/tutor mentor/partnership office

Are you an existing mentor?

Designated Mentor level—Stage 2

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

<i>Focus: Stage 2</i>		Developing skills as a mentor
TLA Core dimen-	<i>Stage 2 TLA criteria</i>	Designated 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>	Records which show responsibility for own development e.g. by pairing with another mentor, attend up-date Provider training meetings Evidence of following ITT and Provider's Policy document sand clarification discussion e.g. with appropriate mentor coordinator mentor Evaluations from trainee teachers on their experiences with you as their mentor Recorded feedback from Provider/Co-ordinator Mentor on using your appropriate QTS Standards when giving feedback (written/ oral)
	<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. re-search 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> <u>Realistic aims for the teacher and school</u> <u>Actions intended to achieve these</u> <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>	Planned programme of activities with mentee and Mentor, meeting these criteria Details of attendance of briefings/training, and any changes made to programme for your mentee.

Designated Mentor level—Stage 2

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<i>Focus: Stage 2</i>		Developing skills as a mentor
TLA Core dimensions	<i>Stage 2 TLA criteria</i>	Designated 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>	Journal entry/presentation showing evidence of meeting all the requirements of the school's partnership with the provider, e.g. completed observation schedules, confirmed by provider
	<i>Progress was monitored and critically analysed in dialogue with others, <u>leading to identification of further actions and learning required</u></i>	Learning journal/log/commentary, showing self-evaluation and consequent action planning for own development. Records of demonstration lessons; mentoring/ shadowing observations; lesson observations, reports [e.g. photocopies] etc carried out, showing positive, challenging feedback with strategies;
	<i>Reflection and analysis informed actions where <u>evidence was inconclusive and/or outcomes were unexpected</u></i>	Learning journal/log/commentary reflecting upon the outcomes
5. Evaluating the impact of the change activity on practice and on own learning	<i>The intended outcomes of the project were evaluated <u>in dialogue with others</u> with regards to the following: <u>personal and professional learning with particular reference to the selected support obtained</u> <i>changes to practice, actual or planned</i> <i>the process undertaken</i></i>	Journal/log or commentary reflecting upon the impact of the programme on own learning Evaluations of trainee teachers on their experience with you as a mentor Recorded feedback from Provider/Co-ordinator Mentor e.g. on using appropriate QTS Standards when giving written or oral feedback External examiner reports (if 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, <u>has been shared with immediate colleagues.</u></i> <i>Critical reflection and analysis has included consideration of <u>next steps by identifying issues of change management</u></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 ...]

Are you an existing mentor?

Designated Mentor level—Stage 3

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

<i>Focus: Stage 3</i>		Developing skills as a mentor
TLA Core	<i>Stage 3 TLA criteria</i>	Designated 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 throughout the project.</u></i>	Records which show responsibility for own development e.g. by pairing with another mentor, attend up-date Provider training meetings Evidence of following ITT and Provider's Policy document and clarification discussion e.g. with appropriate mentor coordinator mentor Evaluations from trainee teachers on their experiences with you as their mentor Recorded feedback from Provider/Co-ordinator Mentor on using your appropriate QTS Standards when giving feedback (written/oral)
	<i>The specific forms of support, coaching and/or mentoring have been <u>critically analysed in relation to the reasons for choosing the type of support, with reference to the knowledge base.</u> contribution this has made to the teacher's learning <u>across the Core Dimensions</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</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>as a result of <u>sustained engagement with a range of recent and authentic sources of relevance to the project, across all the Core Dimensions</u></i>	Commentary/journal or log entry regarding the impact the knowledge base has had upon the learning
	<i>There has been critical analysis and synthesis of concepts, theories and practice arising from engagement with the knowledge base throughout the project.</i>	See http://www.tvu.ac.uk/lrs/guides/harvard.html for guidance on referencing
	<i>The knowledge base has been appropriately referenced and presented</i>	

Designated Mentor level—Stage 3

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Focus: Stage 3		Developing skills as a mentor
TLA Core dimensions	Stage 3 TLA criteria	Designated Mentor activities and Examples of Evidence
3. Planning of professional learning and change activity (i.e. a teacher learning project)	<p><i>A coherent plan for the teacher learning project was developed and included:</i> <u>A rationale for the planning, with reference to the relevant knowledge base;</u> <i>Realistic aims for the teacher and school</i> <i>Actions intended to achieve these</i> <i>Timescales</i> <i>Intended outcomes for the school and pupils</i> <u>A planned programme of professional learning opportunities, including:</u> <u>Support, coaching & mentoring</u> <u>Observations</u> <u>Visits</u> <u>Courses</u> <i>Analysis – including any changes made</i> <i>Success criteria</i></p>	<p>Planned programme of activities with mentee and Mentor, meeting these criteria</p> <p>Details of attendance of briefings/training, and any changes made to programme for your mentee.</p>
4. Carrying out a change activity (i.e. implementing the teacher learning project)	<p><i>The agreed plan was implemented and reviewed at key points.</i></p> <p><i>Progress was monitored and critically analysed with reference to the knowledge base, in reflective dialogue with others as appropriate</i></p> <p><i>Reflection and analysis informed actions where evidence was inconclusive and/or outcomes were unexpected</i></p>	<p>Journal entry/presentation showing evidence of meeting all the requirements of the school's partnership with the provider, e.g. completed observation schedules, confirmed by provider</p> <p>Learning journal/log/commentary, showing self-evaluation and consequent action planning for own development. Records of demonstration lessons; mentoring/ shadowing observations; lesson observations, reports [e.g. photocopies] etc carried out, showing positive, challenging feedback with strategies;</p> <p>Learning journal/log/commentary reflecting upon the outcomes</p>
5. Evaluating the impact of the change activity on practice and on own learning	<p><i>The intended outcomes of the project were critically evaluated in dialogue with others with regards to the following:</i></p> <p><i>personal and professional learning with particular reference to the selected support obtained</i></p> <p><i>changes to practice, actual or planned</i></p> <p><i>the process undertaken</i></p>	<p>Journal/log or commentary reflecting upon the impact of the programme on own learning</p> <p>Evaluations of trainee teachers on their experience with you as a mentor</p> <p>Recorded feedback from Provider/Co-ordinator Mentor e.g. on using appropriate QTS Standards when giving written or oral feedback</p> <p>External examiner reports (if applicable)</p>
6. Disseminating what has been learned (e.g. through written report, web-based dissemination, hosting a meeting)	<p><i>Critical reflection and analysis has included consideration of next steps by identifying issues of change management as part of the plan for wider dissemination</i></p> <p><i>The TLA project, and what the teacher learned from it, has been shared with immediate colleagues and with a wider audience.</i></p>	<p>Learning journal/log/ commentary or essay meeting this criterion.</p> <p>Evidence e.g. of written report, web-site, meeting records [e.g. powerpoint/handouts and notes ...]</p>

Designated MENTOR