

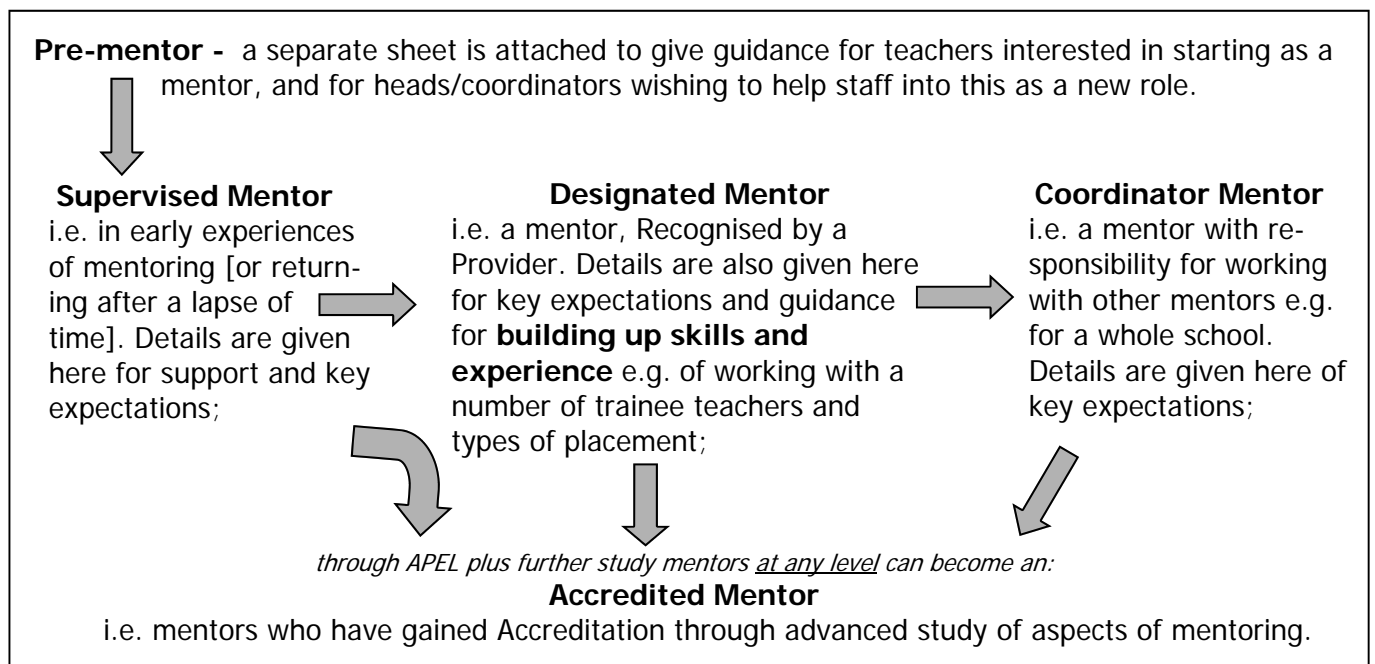
The Framework presented here gives support to teacher mentors in several ways. Each section:

- ◆ Corresponds to a level of responsibility at which ITT mentors currently operate across the EM Region;
- ◆ Presents guidance to sources of support for ITT mentoring at that level;
- ◆ Presents guidance on what evidence ITT mentors might assemble in this section of their CPD Portfolio, for
 1. Supporting their performance management reviews, and/or
 2. Supporting any claims for Accreditation

The final section gives particular guidance on gaining Accreditation.

What are the 'levels of mentoring and their Regional titles?

These levels work from the existing situation, where there is already a huge number of 'designated mentors', recommended by their schools and trained/experienced in 1:1 mentoring, and to match, as far as possible, other Regional developing frameworks.



It is envisaged that mentors themselves will take the initiative for developing their CPD portfolio using the Framework's guidance

What does Recognition mean?

'Recognition' should mean:

- a. that the levels have been agreed across ALL ITT training establishments in the Region – thus easing communication and transfer of recognition between providers within the Region;
- b. that records – e.g. attendance certificates – will be given to mentors to confirm completion of experiences, for them to put in their portfolio as a record of mentoring experience, along with other evidence, such as lesson observation sheets, placement reports, etc;
- c. that those records can be used, if mentors wish, for Accreditation of Prior Experiential Learning [APEL], if appropriate, for aspects of Masters level work – for Certificate or even Diploma levels.

Why a Recognition Framework?

- There is wide variation in the terminology used by different ITT providers for ITT mentors in the Region: this Recognition framework provides you with a reference for translating these titles.
- Many teachers have already gained expertise as mentors from their work in ITT, yet have little formal recognition of that. Formal recognition can be useful for threshold evidence and, under the DfES 5-year plan mentoring and coaching experience will be a requirement for Senior and Excellent Teacher status. This framework provides support for developing a portfolio which could be used for formally recognising your mentoring expertise within school.
- Teacher mentors who work with several ITT providers, or who transfer from one to another, want their previous expertise to be recognised. At present a more formal Q.A. process is required for that to be acceptable. This Framework will make that more feasible.
- Some teachers are interested in mentoring as a career move for themselves. This Framework will make that development process clearer.
- Some teachers – a growing number - are interested in formal qualifications ["Accreditation"] – e.g. for Certificate, Diploma or Masters degree levels. The Framework should make it easier to gain exemption from elements of that assessment by providing evidence for accreditation of prior learning/experience [APEL]
- The General Teaching Council [GTC] is introducing a national framework for Recognition, in September, 2005. This Framework is aligned to the current pilots for that. See www.gtce.org.uk/tplf for further guidance on requirements for it.

Development of a Framework such as this is a dynamic process, involving many individuals, each giving advice and making decisions relating to their own areas of responsibility as awareness, insights and opportunities are realised. The Project Officer wishes to thank all the many individuals who contributed in these ways so cooperatively. It made the Framework an enjoyable task to develop.

The Framework presented here merely represents the present stage in that dynamic developmental process, reached in July, 2005, ready for implementation in the academic year commencing in September, 2005, to enable teachers to begin to gain benefit from the guidance given here. It is, however, hoped to continue the developmental process by further refining it, and exploring how it may link to the GTC national framework, currently being piloted.

Whilst the remit of the Project, under the TTA, has been to focus upon ITT mentoring specifically, we have been mindful of its potential relevance for all teachers, through e.g. CPD mentoring, and have therefore tried to produce something which will be of more general value.