

Are you interested in becoming a mentor?

Pre-mentor level—Stage 1

What Recognition can be gained at this level?

Even before becoming established as a mentor it is possible to gain TLA Recognition in the process of becoming one—at Stage 1 of the TLA Framework only. 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.

What can you do to explore this further?

<i>Focus: Stage 1</i>		Deciding to mentor
TLA Core dimensions	<i>Stage 1 TLA criteria</i>	Pre-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>	Record of conversation with trainee teacher about what they look for in a mentor Record of 'shadowing' a mentor in own or another school Evidence of formal (e.g. performance management) or informal discussions of aspects of good practice – teaching, extra-curricular activities etc which you could share with a mentee Record of conversation[s] with other mentors regarding skills needed for working as a mentor.
	<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 'Mentor framework confirmation of interest' guidance, with explanatory notes
	<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>	Conversations with existing mentors CUREE guidance on mentoring – www.CUREE.co.uk Read 'Qualifying to Teach' handbook
	<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

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Core dimensions	<i>Stage 1 TLA criteria</i>	Pre-Mentor activities and examples of evidence
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:</i>	Identify particular skills available
	<i>Realistic aims for the teacher and school</i>	Meeting with head teacher/Mentor co-ordinator to discuss opportunities
	<i>Success criteria</i>	Experience of observations
	<i>Actions intended to achieve these</i>	Plan training programme
	<i>Timescales</i>	Contact with ITT provider stating interest
	<i>Ethical implications</i>	
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 preparatory conversations, observations, shadowing etc
	<i>Progress was monitored, analysed and evaluated in dialogue with others,</i>	Evidence of outcomes of these activities
	<i>Any changes or unexpected outcomes were explained</i>	Learning journal/log/commentary reflecting upon outcomes
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:</i>	Commentary reviewing your own knowledge and skills across the full range of teaching encouraging you to pursue an interest in mentoring as a result of the planned project
	<i>personal and professional learning</i>	
	<i>changes to practice, actual or planned</i>	
	<i>the process undertaken</i>	
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.</i>	By feedback to line manager/tutor mentor/partnership office
	<i>Consideration has been given to possible next steps which will influence future practice.</i>	