

## Are you a new, or returning, mentor?

### Supervised Mentor level—Stage 1

This level may apply to a new mentor or to one starting up again after a gap of some years. For Recognition, decide which Stage you wish to tackle and Register online with the TLA at [http://www.gtc.org.uk/cpd\\_home/TLA/mentorhome/](http://www.gtc.org.uk/cpd_home/TLA/mentorhome/) 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>		<b>Becoming a mentor</b>
<b>TLA Core dimensions</b>	<i>Stage 1 TLA criteria</i>	<b>Supervised Mentor activities and Examples of Evidence</b>
<b>1. Accessing peer support, coaching and/or mentoring</b>	<i>Peer support, coaching and/or mentoring have been identified, and accessed where possible,.</i>	Attendance certificate for training meeting with provider/ ITT Co-ordinators  Evidence of following Policy document and clarification discussion with appropriate mentor line manager  Record of Observation of an experienced mentor and follow up with structured discussion on technique, process and structure  Recorded feedback from experienced mentor on using appropriate QTS Standards when giving feedback (written/oral)
	<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 requirements of Mentor Framework  Reference to 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
<b>2. Engagement with an appropriate knowledge base (e.g. research evidence, school data, the experiences of teachers in other institutions)</b>	<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 – <a href="http://www.CUREE.co.uk">www.CUREE.co.uk</a> Published support materials see <a href="http://www.emac.org.uk">www.emac.org.uk</a> ITT SBT relevant modules see <a href="http://www.emac.org.uk/mentor.htm">www.emac.org.uk/mentor.htm</a>
	<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

**Supervised Mentor level—Stage 1**

<i>Focus: Stage 1</i>		<b>Becoming a mentor</b>
<b>Core dimensions</b>	<i>Stage 1 TLA criteria</i>	<b>Supervised Mentor activities and examples of evidence</b>
<b>3. Planning of professional learning and change activity (i.e. a teacher learning project)</b>	<p><i>A plan for the teacher learning project was presented with evidence of the following:</i></p> <p><i>Realistic aims for the teacher and school</i>  <i>Success criteria</i>  <i>Actions intended to achieve these</i>  <i>Timescales</i>  <i>Ethical implications</i></p>	<p>Details of attendance of briefings/training</p> <p>Planned programme of activities with mentee and Mentor</p>
<b>4. Carrying out a change activity (i.e. implementing the teacher learning project)</b>	<i>The agreed plan was implemented and reviewed at key points.</i>	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, analysed and evaluated in dialogue with others,</i>	Evidence of competence as a teacher e.g. NQT CEDP records, Ofsted comments, Appraisal evidence 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 outcomes
<b>5. Evaluating the impact of the change activity on practice and on own learning</b>	<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 experienced mentor on your using appropriate QTS Standards when giving written or oral feedback</p>
<b>6. Disseminating what has been learned (e.g. through written report, web-based dissemination, hosting a meeting)</b>	<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 a new, or returning, mentor?

### Supervised Mentor level –Stage 2

This level may apply to a new mentor or to one starting up again after a gap of some years. For Recognition, decide which Stage you wish to tackle and Register online with the TLA at [http://www.gice.org.uk/cpd\\_home/TLA/mentorhome/](http://www.gice.org.uk/cpd_home/TLA/mentorhome/).

Underlining of phrases below indicates additional requirements of this stage over the previous stage criteria. For Accreditation contact your local HEI/University.

<i>Focus: Stage 2</i>		<b>Becoming a mentor</b>
<b>TLA Core dimensions</b>	<i>Stage 2 TLA criteria</i>	<b>Supervised Mentor activities and examples of evidence</b>
<b>1. Accessing peer support, coaching and/or mentoring</b>	<i>Peer support, coaching and/or mentoring have been identified, and <u>accessed where possible, throughout the project.</u></i>	Attendance certificate for training meeting with provider/ITT Coordinators  Evidence of following ITT and Provider's Policy documents and clarification discussion with appropriate mentor line manager  Record of Observation of an experienced mentor and follow up with structured discussion on technique, process and structure  Recorded feedback from experienced mentor on using 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. from a learning conversation with a coach or mentor, e.g with:  Reference to requirements of Mentor Framework  Reference to CUREE guidance on coaching and mentoring
<b>2. Engagement with an appropriate knowledge base (e.g. research evidence, school data, the experiences of teachers in other institutions)</b>	<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 – <a href="http://www.CUREE.co.uk">www.CUREE.co.uk</a> Published support materials see <a href="http://www.emac.org.uk">www.emac.org.uk</a> 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>	A reflective log/journal exploring commentary on impact the knowledge base has upon learning
	<i>The knowledge base has been appropriately referenced and presented</i>	See <a href="http://www.tvu.ac.uk/lrs/guides/harvard.html">http://www.tvu.ac.uk/lrs/guides/harvard.html</a> for guidance on referencing

### Supervised Mentor level—Stage 2

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

Focus: Stage 2	Focus: Stage 2	Becoming a mentor
Core dimensions		Supervised Mentor activities and examples of evidence
3. Planning of professional learning and change activity (i.e. a teacher learning project)	<p><u>A coherent plan for the teacher learning project was developed and included:</u></p> <p><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></p>	<p>Details of attendance of briefings/training</p> <p>Planned programme of activities with mentee and Mentor</p>
4. Carrying out a change activity (i.e. implementing the teacher learning project)	<p><u>The agreed plan was implemented and reviewed at key points.</u></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><u>Progress was monitored and critically analysed in dialogue with others, leading to identification of further actions and learning required</u></p>	Journal entry/presentation showing e.g. Evidence of competence as a teacher e.g. NQT CEDP records, Ofsted comments, Appraisal evidence Records of demonstration lessons and lesson observations etc showing positive, but challenging feedback, with strategies
	<p><u>Reflection and analysis informed actions where evidence was inconclusive and/or outcomes were unexpected</u></p>	Learning journal/log/ commentary reflecting upon outcomes
5. Evaluating the impact of the change activity on practice and on own learning	<p><u>The intended outcomes of the project were evaluated in dialogue with others with regards to the following:</u></p> <p><u>personal and professional learning with particular reference to the selected support obtained</u></p> <p><u>changes to practice, actual or planned</u></p> <p><u>the process undertaken</u></p>	<p>Journal/log or commentary reflecting upon the impact of the programme on own learning, and changes resulting from that, e.g. using:</p> <p>Evaluations from trainee teachers on their experience with you as a mentor</p> <p>Recorded feedback from experienced mentor on your using appropriate QTS Standards when giving written or oral feedback</p>
6. Disseminating what has been learned (e.g. through written report, web-based dissemination, hosting a meeting)	<p><u>The TLA project, and what the teacher learned from it, has been shared with immediate colleagues.</u></p> <p><u>Critical reflection and analysis has included consideration of next steps by identifying issues of change management</u></p>	<p>Presentation and/or Learning journal/log/ commentary or essay meeting this criterion, e.g. using:</p> <p>Evidence e.g. of written report, web-site, meeting records [e.g. powerpoint/ handouts and notes ...]</p>

## Are you a new, or returning, mentor?

### Supervised Mentor level—Stage 3

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

<i>Focus: Stage 3</i>		<b>Becoming a mentor</b>
<b>TLA Core dimensions</b>	<i>Stage 3 TLA criteria</i>	<b>Supervised Mentor activities and examples of evidence</b>
<b>1. Accessing peer support, coaching and/or mentoring</b>	<i>Peer support, coaching and/or mentoring have been identified, and <u>accessed throughout the project.</u></i>	Attendance certificate for training meeting with provider/ITT Coordinators  Evidence of following ITT and Provider's Policy documents and clarification discussion with appropriate mentor line manager  Record of Observation of an experienced mentor and follow up with structured discussion on technique, process and structure  Recorded feedback from experienced mentor on using 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. from a learning conversation with a coach or mentor, e.g. with:  Reference to requirements of Mentor Framework  Reference to CUREE guidance on coaching and mentoring
<b>2. Engagement with an appropriate knowledge base (e.g. research evidence, school data, the experiences of teachers in other institutions)</b>	<i>An area of professional practice has been identified; been investigated, and contributed to personal professional development</i>  <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>	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 – <a href="http://www.CUREE.co.uk">www.CUREE.co.uk</a> Published support materials see <a href="http://www.emac.org.uk">www.emac.org.uk</a> 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>	A reflective log/journal exploring commentary on impact the knowledge base has upon learning
	<i>The knowledge base has been appropriately referenced and presented</i>	See <a href="http://www.tvu.ac.uk/lrs/guides/harvard.html">http://www.tvu.ac.uk/lrs/guides/harvard.html</a> for guidance on referencing
<b>3. Planning of professional learning and change activity (i.e. a teacher learning project)</b>	<i>A coherent plan for the teacher learning project was <u>developed and included:</u></i>  <i>Realistic aims for the teacher and school</i> <i>Actions intended to achieve these</i> <i><u>Timescales</u></i> <i><u>Intended outcomes for the school and pupils</u></i> <i><u>Intended outcomes for the teacher, identifying key learning opportunities</u></i> <i><u>Analysis – including any changes made</u></i> <i><u>Success criteria</u></i>	Details of attendance of briefings/training  Planned programme of activities with mentee and Mentor

### Supervised Mentor level—Stage 3

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

Focus: Stage 3		<b>Becoming a mentor</b>
Core dimensions	Stage 3 TLA criteria	Supervised Mentor activities and examples of evidence
<b>4. Carrying out a change activity (i.e. implementing the teacher learning project)</b>	<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 <u>with reference to the knowledge base, in reflective dialogue with others as appropriate</u></i>	Journal entry/presentation showing e.g. Evidence of competence as a teacher e.g. NQT CEDP records, Ofsted comments, Appraisal evidence Records of demonstration lessons and lesson observations etc showing positive, but challenging feedback, with strategies
	<i>Reflection and analysis informed actions where evidence was inconclusive and/or outcomes were unexpected</i>	Learning journal/log/ commentary reflecting upon outcomes
<b>5. Evaluating the impact of the change activity on practice and on own learning</b>	<i>The intended outcomes of the project were <u>critically</u> evaluated in dialogue with others with regards to the following:</i>  <i>personal and professional learning with particular reference to the selected support obtained</i>  <i>changes to practice, actual or planned</i>  <i>the process undertaken</i>	Journal/log or commentary reflecting upon the impact of the programme on own learning, and changes resulting from that, e.g. using:  Evaluations from trainee teachers on their experience with you as a mentor  Recorded feedback from experienced mentor on your using appropriate QTS Standards when giving written or oral feedback
<b>6. Disseminating what has been learned (e.g. through written report, web-based dissemination, hosting a meeting)</b>	<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></i>  <i>The TLA project, and what the teacher learned from it, has been shared with immediate colleagues and with a wider audience.</i>  .	Presentation and/or Learning journal/log/ commentary or essay meeting this criterion, e.g. using:  Evidence e.g. of written report, web-site, meeting records [e.g. powerpoint/ handouts and notes ...]