



University of  
**CUMBRIA**

# **Primary Mentor Training**



**Information Booklet**

**2023-2024**

## **Mentor Training**

A cornerstone of the partnership is the professional preparation for roles associated with working in ITE. In the partnership, there are a number of mentor training courses, which aim to provide a range of different professional development opportunities for those with varying levels of experience of working in ITE. The courses are based on a set of beliefs and values, which have been developed jointly over a period of time. Importantly mentor training is seen as 'working with colleagues' from school to build on what is, in some cases, substantial experience of working with students in initial teacher education. It is increasingly apparent that mentoring is a core professional characteristic with transferable skills to induction tutoring, performance management and coaching. The focus on mentoring and coaching in the progression of national standards for teachers reinforces this assertion.

July 2016 saw the publication of the first set of [National Standards for school- based initial teacher training \(ITT\) mentors](#)

Our mentor development programme forms a continuum, ranging from centrally run formalised training programmes, to bespoke 1:1 meetings between mentor and university staff, and covers mentors with a range of experience, from those at the earliest stages of their mentoring journey, to those who have a little experience (and who may have received some training with the University of Cumbria or another institution some time ago) through to highly experienced mentors who have a wealth of skills but who may need an update on changes to paperwork and processes.

## **Initial Mentor Training Course**

If a school wishes to enter into full partnership with the University it is a requirement of the partnership that there is at least one trained mentor in the school. This School Based Tutor acts as mentor for the partnership and manages placements in school in liaison with relevant class teachers. The University acknowledges that increasingly some new mentors may have attended similar courses run by other institutions and hence in these cases there is no requirement to attend the University of Cumbria course.

**Please note that this course is required for all new mentors and is appropriate for anyone with QTS, following successful completion of their ECT period.**

The Initial Mentor Training is now run as a blended, online course, split into 4 sessions, 2 of them done independently by the participants and two delivered 'face to face' as twilights using Microsoft Teams.

Each session will last approximately 1 hour 45 minutes. The independent sessions involve some reading, some watching, some discussion and some preparation (in the form of ideas or notes) to bring to the face to face sessions. There will be no charge for the course.

For dates of the blended initial mentor training courses, please see page 7.

## **School Based Mentor Training**

Please note that the number of centrally run mentor training courses has been reduced, due to the increase in demand for more school based mentor training. This has proved very popular with many schools and is something that we now offer in addition to the centrally organised events. Where an individual school (or group of local schools) has 8 or more teachers who require mentor training, we can look to deliver it at the local level. Please contact your UPT or UPL for details.

In remote areas it may be possible to receive **bespoke one-to-one initial** mentor training through your UPT/UPL.

## **Subject specific target-setting training for experienced mentors**

Whilst we recognise that our experienced mentors are skilled at setting SMART, developmental targets, we are looking to expand the range of targets that we set in order to help our trainees develop. In addition to the carefully crafted targets which are currently being set, but which tend to be quite general in nature (referring to elements of behaviour management, assessment, pace for instance) we have moved towards setting targets that focus specifically on the subject being taught. **For any mentors having a student who did not complete either Initial Mentor Training or curriculum target setting training in 2022-23, it will be a requirement to undertake some additional training on setting subject-related targets for the coming school year.** N.B if you are undertaking Initial Mentor Training this year, the additional training will not be necessary, as it is now included in the IMT programme. For details of dates, please see page 8.

## **Mentor Training Update Courses**

It is recognised that many school-based tutors will have undertaken their initial mentor training at a time when the national context for ITE is different to what it is now. Similarly, it is the case that all mentors will periodically need to update their skills as well as their understanding of the training context (e.g. changes to programmes offered by the university or changes to statutory national ITE documentation).

As part of their role, your UPT or UPL will have the opportunity to provide you with regular '**mini**' updates. These may involve keeping you informed of changes to paperwork or expectations of placements.

**School Based Update Training:** Where an individual school (or group of local schools) has 8 or more teachers that require update mentor training, we can look to deliver it at the local level. This can be delivered as one full day or two twilight sessions. Please contact your UPT or UPL for details.

**Online Update Mentor Training:** This will be available for 2023-24 via our online learning platform, Pebblepad. The course equates to approximately 2-3 hours of relevant and engaging activities that you can do in your own time and at your own pace. **It is expected for the 2023-24 school year that any mentor having a student, who is not undertaking either Initial Mentor Training or target setting training, will engage with the update mentor training resource.**

For further details and information on how to register/access, please contact [mentortraining@cumbria.ac.uk](mailto:mentortraining@cumbria.ac.uk) from your School or Work email account.

Please note: we are unable to respond to emails from personal email accounts.

## **Applying for a mentor training course**

The University of Cumbria invites any teachers who would like to share their expertise with students and further their own continuing professional development to attend our initial mentor training courses. Existing mentors are invited to refresh their training by attending the update course. For centrally run mentor training and contact details, you will find an **application form** with contact details on page 7.

If you would like details about the possibility of school based mentor training, please contact your UPT or UPL.

We look forward to working with you.

The Mentor Training Team

## **UNIVERSITY OF CUMBRIA INITIAL MENTOR TRAINING PROGRAMME:**

### **Intended learning outcomes:**

By the end of the course you will have developed an understanding of:

- *the role of the mentor and others in the Partnership*
- *the different routes into QTS*
- *the Teachers' Standards and how to support progression towards them*
- *the Mentor Standards*
- *observing students and giving feedback*
- *providing tutorial support*
- *assessing students*
- *using key documentation to support the student journey*

### **Structure of the training:**

**Session 1:** *Independent session* covering skills of the mentor/needs of the trainee and observation and feedback. This is in the form of a power point with some voice over slides. There is also some reading, watching and discussion in school to undertake. *1 hour 45 equivalent*

**Session 2:** *'Face to face' session using Microsoft Teams.* This will cover scenarios surrounding preparation for placement and observation and feedback. *3.45-5.30*

**Session 3:** *Independent session* looking at dealing with problems on placement and target setting/writing placement reports. Again, this is in the form of a power point with some voice over slides, some reading, watching and discussion in school to undertake. *1 hour 45 equivalent*

**Session 4:** *'Face to face' session using Microsoft Teams.* This will involve scenarios around a variety of issues trainees face on placement and preparing and writing placement reports. *3.45-5.30*

# Primary mentor training courses 2023/24



The Initial Mentor Training course provides an introduction to mentoring in primary ITE. The main focus is on developing the key skills for effective mentoring. We will cover aspects such as classroom observation, target setting, writing reports and dealing with problems.

**Please note that the 'Initial Mentor Training' course is required for all new mentors/associate tutors working with University of Cumbria students. It is open to anyone who has QTS and successfully completed their NQT year or ECT period.**

No fee is charged for the course, which is delivered remotely over two twilights via Microsoft Teams. Where an individual school (or group of schools) has 8 or more teachers that require mentor training the University may be able to deliver the course at a local level. Please contact your University Partnership Tutor or UPL for details.

To apply, please follow [https://universityofcumbria.formstack.com/forms/mentor\\_training](https://universityofcumbria.formstack.com/forms/mentor_training)

For mentor training only please direct any enquiries to – [mentortraining@cumbria.ac.uk](mailto:mentortraining@cumbria.ac.uk)

Participants will be contacted by email prior to the course start date, when they will be sent final details and a small amount of pre course work which they need to complete before attending the first session. This will be sent to the contact e-mail address provided on your application form

Primary Mentor Training Dates		
Title of course	Location	Date of Sessions (attendance is required at both sessions)
Initial mentor training course	Online via Microsoft Teams	1 <sup>st</sup> Session – Thursday 14 <sup>th</sup> September 2023 3.45pm-5.30pm 2 <sup>nd</sup> Session - Thursday 21 <sup>st</sup> September 2023 3.45pm-5.30pm
Initial mentor training course	Online via Microsoft Teams	1 <sup>st</sup> Session – Weds 11 <sup>th</sup> October 2023 3.45pm-5.30pm 2 <sup>nd</sup> Session – Weds 18 <sup>th</sup> October 2023 3.45pm-5.30pm
Initial mentor training course	Online via Microsoft Teams	1 <sup>st</sup> Session – Thursday 11 <sup>th</sup> January 2024 3.45pm-5.30pm 2 <sup>nd</sup> Session - Thursday 18 <sup>th</sup> January 2024 3.45pm-5.30pm
Initial mentor training course	Online via Microsoft Teams	1 <sup>st</sup> Session – Weds 31 <sup>st</sup> January 2024 3.45pm-5.30pm 2 <sup>nd</sup> Session - Weds 7 <sup>th</sup> February 2024 3.45pm-5.30pm
Initial mentor training course	Online via Microsoft Teams	1 <sup>st</sup> Session – Thursday 14 <sup>th</sup> March 2024 3.45pm-5.30pm 2 <sup>nd</sup> Session - Thursday 21 <sup>st</sup> March 2024 3.45pm-5.30pm
Initial mentor training course	Online via Microsoft Teams	1 <sup>st</sup> Session – Thursday 13 <sup>th</sup> June 2024 3.45pm-5.30pm 2 <sup>nd</sup> Session – Thursday 20 <sup>th</sup> June 2024 3.45pm-5.30pm

# Primary Mentor Training Curriculum

UNIVERSITY OF CUMBRIA

Todd, Ian (Mentor training lead)



Please see routes through our development continuum via a flowchart at the end of this document- [CLICK HERE](#)

Element	Rationale	CCF links
<p>1. <u>Initial Mentor Training</u> Blended training over a period of 7 hours, split into 4 sessions (each 1 hour 45 mins):</p> <ul style="list-style-type: none"> <li>• Session 1: independent work by mentors focused on familiarisation with UOC materials and procedures, preparation for placement, early weeks of the placement and observation and feedback.</li> <li>• Session 2: 'Face to face' session via Microsoft Teams, using scenarios and discussion to consolidate independent learning.</li> <li>• Session 3: independent work focused on the latter stages of placement, end of placement reports and targets; how to handle problematic issues; how to set targets based on what the students have learned in their programme.</li> <li>• Session 2: 'Face to face' session via Microsoft Teams, using scenarios and discussion to consolidate independent learning. Introduction to mentor qualifications.</li> </ul>	<p>Aimed at mentors who have no experience of mentoring and/or are new to UOC.</p> <p>The approach focuses on the skills of mentoring (linked to the National Standards for School-Based ITT Mentors) and follows the journey of a student from pre-placement to the end of placement. Procedures and paperwork are woven into the learning. It also covers essential training for target setting against the ITE curriculum and input on staged expectations and end point assessment.</p> <p>Training sessions are either run centrally (with mentors from a variety schools invited, across clusters) or can be run by University Partnership Tutors at a local level, either with individual schools or clusters.</p> <p>The materials can be used remotely (making use of independent work and Teams) or can be adapted to be used face to face.</p>	<p><b>High expectations:</b> teachers as role models (2); teacher expectations (3, 4)</p> <p><b>Subject and curriculum:</b> secure subject knowledge (2); anticipating misconceptions (3)</p> <p><b>Classroom practice:</b> effective teaching (1); links to prior learning (2); modelling (3); scaffolding (4)</p> <p><b>Professional behaviours:</b> CPD, coaching, feedback (1); reflective practice (2); professional relationships (3)</p>
<p>2. <u>Essential training - curriculum target briefing and training</u> Blended training that falls into 2 parts (2 hours in total):</p>	<p>Aimed at all mentors; Also experienced mentors who have undergone Initial Mentor Training (N.B. the latest IMT includes this as part of the training).</p>	<p><b>Subject and curriculum:</b> secure subject knowledge (2); anticipating misconceptions (3); subject knowledge (5, 6)</p>

<ul style="list-style-type: none"> <li>• Mentors watch a video which outlines the rationale for setting targets related to the trainees' curriculum and guides them to the documentation that contains information on both the composite and component knowledge that trainees acquire as part of their programmes.</li> <li>• 'Face to face' session via Microsoft Teams, making use of scenarios to discuss targets which might arise from teaching, weekly reviews or scrutiny of plans. Targets are refined to component level and are related to the curriculum. Support is discussed, relative to what the student has learned as part of their programme.</li> </ul>	<p>The focus is on expanding the repertoire of targets so that they relate directly to what is being taught in the ITT curriculum and so that support for meeting the targets can link back to what the student has encountered in their programme.</p> <p>There is a focus both on understanding what the trainee has learned, on accessing this information and on using it to set and provide support for targets.</p>	<p><b>Classroom practice:</b> effective teaching (1); links to prior learning (2); modelling (3); scaffolding (4)</p> <p><b>Professional behaviours:</b> CPD, coaching, feedback (1, 7); reflective practice (2); professional relationships (3)</p>
<p>3. <u>Update mentor training</u> Offered in a variety of formats and approaches:</p> <ul style="list-style-type: none"> <li>• <i>Central training.</i> A blended model, in which mentors carry out independent work then attend a 'face to face' session via Teams. This training provides a number of updates common to all mentors and then offers a 'menu' of topics (such as target-setting, lesson observation feedback etc.) that tutors/mentors can choose to focus on for that session.</li> <li>• <i>Bespoke training.</i> As for the central training above, this would focus on skills and knowledge that tutors and mentors</li> </ul>	<p>This is designed for experienced mentors who have either had no training during the last 3 years or who may benefit from updates in either several areas of their practice or some specific elements of skills or knowledge. As with the Initial Mentor Training, this is offered in a variety of ways.</p> <p>The nature of the updates is that they are tailored to the needs of either to individuals (during regular tutor QA visits) or small local groups (in school groups or clusters) or, where the training is offered centrally, it aims to focus on the needs of that group.</p>	<p><b>Subject and curriculum:</b> secure subject knowledge (2); anticipating misconceptions (3); subject knowledge (5, 6)</p> <p><b>Classroom practice:</b> effective teaching (1); links to prior learning (2); modelling (3); scaffolding (4)</p> <p><b>Professional behaviours:</b> CPD, coaching, feedback (1, 7); reflective practice (2); professional relationships (3)</p>

<p>have agreed to be relevant and necessary. This can be offered either in-school or virtually by the UPT/PPL/UPL and takes place at a local level, either with individual schools or clusters.</p> <ul style="list-style-type: none"> <li>• <i>Asynchronous online update training.</i> We have developed an online programme, (currently being updated to be used via a new platform) through which update training can be accessed by experienced mentors at their own pace and in their own time. It focuses on 4 themes (<i>updates, target-setting, supporting progress and responsive mentoring</i>).</li> </ul>		
<p>3a. <u>Quality Assurance touch points</u></p> <p>During Quality Assurance touch points UPTs/PPLs/ UPL's highlight as part of the professional discussion key areas of focus needed to support trainees progress. This will often lead to bespoke input, briefing and mentor training development activities being delivered. This is formally recorded on our QA mentor forms and addressed to ensure high quality mentoring and mentor development sits at the heart of partnership.</p>	<p>All mentors received QA touch points during placement activity each year.</p> <p>Mentor development forms a core focus – as aligned to national mentoring standards.</p> <p>UPTs/PPLs/UPLs are able to affect quick change and support where areas of development are recognised and recorded.</p>	<p><b>Professional behaviours:</b> CPD, coaching, feedback (1, 7); reflective practice (2); professional relationships (3)</p> <p><b>National Standards for School-based ITT mentors (2016):</b> Personal Qualities (1), Teaching (2), Professionalism (3), Self-Development and Partnership (4)</p>
<p>4. <u>Mentor qualifications</u></p> <p>There are 3 stages to this element:</p> <ul style="list-style-type: none"> <li>• Mentors attend a briefing session which outlines the requirements of the</li> </ul>	<p>The final 'layer' in our approach to mentor development is that of our in-house mentoring qualifications: Qualified Mentor Status (QMS) and Qualified Lead Mentor Status (QLMS). We</p>	<p><b>Professional behaviours:</b> CPD, coaching, feedback (1, 7); reflective practice (2); professional relationships (3)</p>

<p>qualifications, gives advice on compiling a portfolio and allows for discussion with other mentors (1.5 hours, via Microsoft Teams).</p> <ul style="list-style-type: none"> <li>• Mentors compile an e-portfolio, structured around the ITT Mentor Standards, with examples of experience and an accompanying commentary, to showcase either their work with trainees (QMS) or with other mentors (QLMS)</li> <li>• A panel of tutors meets 3 times a year to assess the portfolios and moderate judgements.</li> </ul>	<p>see these as the next 'natural' step in a mentor's developmental journey, and both qualifications are designed to showcase the skills and attributes of an effective mentor.</p> <p>The principle underpinning these qualifications is the continuous, natural gathering of evidence acquired as the mentor supports and guides a trainee (QMS) or supports and guides other mentors (QLMS) within their setting. The framework is based on the National Standards for School-based ITT Mentors (2016).</p>	<p><b>National Standards for School-based ITT mentors (2016):</b> Personal Qualities (1), Teaching (2), Professionalism (3), Self-Development and Partnership (4)</p>
--	--	---

### Progression options

- Following successful completion of Q(L)LS, mentors are also signposted to the NPQ suite of qualifications- directed through local teaching school hubs and national CoE routes as necessary.
  - School mentors are also encouraged to engage with the University of Cumbria MA Education professional practice. This allows mentors to continue their professional reflection and development through action based research.
  - Our LED research school (Learning, Education, Development) is also able to offer ongoing contact and opportunities to regional and national research projects that school mentors and staff are encouraged to engage with.

**The University of Cumbria ITT partnership mentor development continuum**

Our mentor development continuum incorporates all levels of mentor briefing, training, QA and certification. This flow diagram highlights the formalised **essential** briefing, training and CPD development opportunities available. We have also added where the QA discussions lead to signaling mentor development opportunities.

I am a new ITT mentor

I am a new UoC ITT mentor

I am an existing UoC mentor

I need to complete Initial Mentor Training  
Link [HERE](#)

I have mentored for 0-3 years

I have mentored for longer than 3 years

QA touch points during placement activity (min. x2) will also highlight bespoke CPD opportunities / input via your UPT/PPL (responding to individual need & context) \*recorded on Mentor QA form

I can complete an UoC mentoring qualification- QMS (Qualified Mentor Status)

I can complete an update mentoring skills training session  
Speak with UPT / PPL

I mentored a UoC student in 2021/22 cycle

I can complete a NPQLTD with mentoring and coaching focus

I can complete a UoC advanced mentoring qualification- QLMS (qualified lead mentor status)

NO: Book Target setting via [mentortraining@cumbria.ac.uk](mailto:mentortraining@cumbria.ac.uk)

NO  
I need to watch a briefing update for 2021/22 to understand Staged Expectations approach to placement assessment  
Click [HERE](#)

YES  
I need to watch the 2022/23 update- ITT Curriculum Depth and Breadth briefing  
Click [HERE](#)

I attended a ITT Curriculum Target Setting training session with UPT / PPL

Complete Eval. [HERE](#)

YES: I should engage with the 2023/24 development module- 'Challenging Disadvantaged Together'  
Click [HERE](#)

Ongoing discussion about mentor development with UPT/PPL

**KEY**  
Green box- mentor starting points  
Red box- Essential training / briefings (22/23)  
Dark Green- Essential 23\_24 training for mentor's who have completed 22\_23.  
Yellow box- part of essential briefing if not worked with UoC in 21/22



## TARGET SETTING ONLINE TRAINING SESSIONS 23-24

Various dates for the **online** sessions are listed below;

- please choose a date that best suits you
- email [mentortraining@cumbria.ac.uk](mailto:mentortraining@cumbria.ac.uk) , clearly identifying which **date** you would like to attend, your **school name**, **postcode** and **email** address for each attendee.
- a place will then be reserved for you and a confirmation email regarding the booking will be sent to you.
- An MS TEAMS link to access the training will be sent to you **shortly before** the session.

Date	Time
Thursday 12 October 2023	4pm-5.30pm
Wednesday 22 November 2023	4pm-5.30pm
Thursday 25 January 2024	4pm-5.30pm
Thursday 21 March 2024	4pm-5.30pm
Thursday 9 May 2024	4pm-5.30pm