



BCU MENTOR TRACKER

Professional Development Tool for ITE school mentors

Mentors have a pivotal role in the training journey of beginning teachers. In order to empower and support all mentors in BCU partner schools they will be introduced to the BCU Mentor Tracker in 2022 Mentor Training events. The BCU Tracker has been developed around the DFE National Standards for school-based initial teacher training (ITT) Mentors (2016). School mentors will use the tracker to audit their individual skills and development needs and in turn discuss these with their link BCU tutor during school meetings / visits. The tracker and suggested discussion prompts will facilitate ongoing partner support and guidance for all partnership mentors as they train beginning teachers in their schools.

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BCU Strategic Partnership Lead

BCU Mentor Name: Click or tap here to enter text.

Phase: Click or tap here to enter text.

Partner School

Click or tap here to enter text.

Date Click or tap here to enter text.

Please return to your BCU University Tutor contact and Anne Whitacre anne.whitacre@bcu.ac.uk

Suggested developmental discussions between a BCU University tutor and a BCU school mentor

- Have you completed the BCU mentor training?
- How has the tracker helped you to identify your strengths as a mentor?
- Where in your weekly support of your trainee teacher have you been able to draw on these identified strengths to train and support the trainee?
- How do you know that your mentoring conversation has been successful?
- Tell me how you have had an impacted with you trainee recently?
- Where is your trainee doing well within the BCU Core Curriculum Content– how is that being communicated with him/her?
- Where do you think your trainee needs further direction or support– how is that being communicated with him/her?
- Which aspects of the 3Cs (committed, creative, confident) have you observed in your trainee’s practice to date?
- How has the tracker helped you identify further development needs to enhance your role as a mentor?
- Where do you feel inexperienced, or lacking in knowledge, to meet aspects of the Mentor Standards?
- Can we work though some solutions to support your development?
- Can I model some ways to develop that area of your practice within a future collaborative mentor meeting?
- What steps can you make to building your confidence in this identified area between now and my next meeting?
- To what extent is the tracker and this meeting supporting your role as a mentor?

Standard 1: Establish trusting relationships, modelling high standards of practice, and understand how to support a trainee through initial teacher training			
Standard Prompts	Establishing Practice in ITE Mentoring	Embedding Practice in ITE Mentoring	Enhancing Practice in ITE Mentoring
<i>Be approachable, make time for the trainee, and prioritise meetings and discussions with them</i>	<ul style="list-style-type: none"> Reliably commit to review the trainee's progress for an hour a week Comment on progress in trainee's progress journal weekly 	<ul style="list-style-type: none"> Guide the trainee to identify their strengths and areas for development in weekly meetings Provide a brief overview of progress in the trainee's Progress Journal 	<ul style="list-style-type: none"> Encourage the trainee to lead weekly mentor meetings Check on the trainee's well-being and progress briefly throughout the week – signposting additional support if required Validate the trainee's critical reflection in their Progress Journal weekly
<i>Use a range of effective interpersonal skills to respond to the needs of the trainee</i>	<ul style="list-style-type: none"> Guide the trainee to identify no more than 3 priorities for the week ahead Direct the trainee to relevant resources / support within the setting's context Discuss the trainee's concerns around student or parent interaction 	<ul style="list-style-type: none"> Guide the trainee to identify appropriate targets for development during the week ahead Model, alongside the trainee, conversations and meetings with staff who can signpost relevant resources or support, students or parents 	<ul style="list-style-type: none"> Ask open questions in order to coach the trainee to set their own developmental targets for the week ahead Guide the trainee to hold conversations and meetings with staff across the school, students or parents
<i>Offer support with integrity, honesty and respect</i>	<ul style="list-style-type: none"> Listen to professional concerns raised by the trainee Offer support to resolve any relevant issues related to resources, students or curriculum structures 	<ul style="list-style-type: none"> Guide the trainee to identify weekly priorities Critically reflect on strategies used in interactions with staff, students and parents during the week 	<ul style="list-style-type: none"> Ask open questions in order to coach the trainee in workload management strategies Facilitate the trainee's regular critical reflection of their impact in interactions within the setting
<i>Use appropriate challenge to encourage the trainee to reflect on their practice</i>	<ul style="list-style-type: none"> Discuss elements of the BCU ITE Curriculum, related to the trainee's practice, in mentor meetings. Signpost areas of strength and concern in the trainee's professional development throughout the placement 	<ul style="list-style-type: none"> Guide the trainee to reflect on areas of strength aligned to the BCU ITE Curriculum within their practice throughout the placement Guide the trainee to identify some strategies to improve on areas for development within their practice 	<ul style="list-style-type: none"> Provide regular opportunities for the trainee to reflect critically on their professional development aligned to the BCU ITE Curriculum Facilitate the trainee to lead in identifying strategies to impact on their practice.
<i>Support the improvement of a trainee's teaching by modelling exemplary practice in planning, teaching and assessment</i>	<ul style="list-style-type: none"> Provide the trainee with access to the Dept.'s mid-term plans and resources Ensure the trainee has access to the setting's marking policy Discuss the accredited assessment criteria in relation to KS4 planning in mentor meetings 	<ul style="list-style-type: none"> Model ways to apply the Department's mid-term plans and marking policy in observed lessons and mentor meetings 	<ul style="list-style-type: none"> Ask open questions in order to coach the trainee in ways to apply the Department's planning and marking policy to their teaching

Standard 2: Support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs			
Standard Prompts	Establishing Practice in ITE Mentoring	Embedding Practice in ITE Mentoring	Enhancing Practice in ITE Mentoring
<i>Support the trainee in forming good relationships with pupils, and in developing effective behaviour and classroom management strategies</i>	<ul style="list-style-type: none"> Review the setting's Behaviour Policy in the first meeting with the trainee and review its impact, based on observations, in the weekly mentor meeting – setting targets where required Model effective whole setting strategies to implement effective BfL routines – e.g. seating plans, greet students at the threshold etc. Model strategies to use praise and sanctions consistently within the classroom 	<ul style="list-style-type: none"> Regularly guide the trainee to apply aspects of the setting's Behaviour Policy within their practice Regularly review ways in which the trainees is effectively planning for effective BfL and set further developmental targets as appropriate Reflect with the trainee on the impact of the ways in which they apply praise and sanctions within their practice 	<ul style="list-style-type: none"> Ask open questions in order to coach the trainee in developing effective strategies to create a positive and purposeful learning environment In mentor meetings critically reflect on the impact of a range of BfL strategies, applied by the trainee within their practice
<i>Support the trainee in developing effective approaches to planning, teaching and assessment</i>	<ul style="list-style-type: none"> Co-plan teaching backwards strategies within the BCU planning template Model with the trainee ways to set effective learning objectives and tasks, which align within a learning sequence. Model with the trainee ways to plan effective AfL strategies within a learning sequence. 	<ul style="list-style-type: none"> Regularly co-plan teaching backwards strategies with the trainee – moving from individual lessons to weekly plans Guide the trainee to set effective learning objectives and tasks, which align to these within a learning sequence. Guide the trainee to plan effective AfL strategies within a learning sequence. 	<ul style="list-style-type: none"> Move towards coaching the trainee to plan effectively and efficiently during the placement In mentor meetings critically reflect on the impact lesson planning has on student's learning outcomes. Coach the trainee in researching and applying a range of AfL strategies.
<i>Support the trainee with marking and assessment of pupil work through moderation or double marking</i>	<ul style="list-style-type: none"> Complete some co-assessment with the trainee in directed time Facilitate an accredited moderation task at least once during the trainee's placement Set some targets aligned to assessment throughout the trainee's placement 	<ul style="list-style-type: none"> Regularly co-assess with the trainee in directed time Involve the trainee in regular reflections on ways to assess using accredited assessment objectives and mark criteria during their placement Set regular bespoke targets to develop the trainee's assessment practices during the placement 	<ul style="list-style-type: none"> Move towards coaching the trainee to assess effectively during the placement Facilitate the trainee leading some accredited moderation with you and / or colleagues Guide the trainee in collating evidence of effective assessment strategies within their practice Coach the trainees to set targets to further develop their assessment practices
<i>Give constructive, clear and timely feedback on lesson observations</i>	<ul style="list-style-type: none"> Schedule verbal feedback within 24 hours of a scheduled observation and provide written feedback at least 24 hours before the next scheduled mentor meeting Feedback will identify at least 3 areas of strength, traction against previous targets and no more than 3 areas for further development 	<ul style="list-style-type: none"> With the trainee, reflect on the impact of their practice on the same day as the observation Identify up to 2 high leverage targets with the trainee in the feedback discussion Provide written feedback, aligned to the BCU ITE Curriculum 	<ul style="list-style-type: none"> Ask open questions to encourage a coaching conversation following the observation – within this conversation the trainee will identify strengths and, where they have built on previous targets and areas for further development Co-construct written feedback with the trainee, aligned to the BCU ITE Curriculum

<i>Broker opportunities to observe best practice</i>	<ul style="list-style-type: none"> Direct the trainee to weekly observations of excellent practice within the setting 	<ul style="list-style-type: none"> Observe excellent practice with the trainee and critically reflect on its impact and how this could link to the trainee's practice 	<ul style="list-style-type: none"> Ask open questions in order to coach the trainee to identify foci within observations of peers and then critically reflect on ways to implement these in their practice
<i>Support the trainee in accessing expert subject and pedagogical knowledge</i>	<ul style="list-style-type: none"> Share and discuss the setting's Teaching and Learning Policy with the trainee in the first mentor meeting Refer back to and review relevant aspects of the Teaching and Learning Policy during the trainee's placement Identify ways in which this policy should link to the trainee's current practice 	<ul style="list-style-type: none"> Discuss ways in which university sessions complement or contrast to the school's Teaching and Learning Policy in at least 3 mentor meetings Consider ways in which wider pedagogy could align to their current practice 	<ul style="list-style-type: none"> Guide the trainee to identify gaps in their own pedagogical knowledge Collaboratively develop the trainee's pedagogical knowledge through discussion of key papers within the subject specialism Guide the trainee to consider ways in which this pedagogy could align to their current practice
<i>Resolve in-school issues on the trainee's behalf where they lack the confidence or experience to do so themselves</i>	<ul style="list-style-type: none"> Address any concerns identified on the trainee's behalf and provide clear feedback on next steps within this context to the trainee 	<ul style="list-style-type: none"> Lead and model ways to address concerns identified with the trainee and secure clear feedback on next steps within this context for the trainee 	<ul style="list-style-type: none"> Rehearse conversations to address concerns with the trainee Be present and encourage the trainee to lead conversations to address concerns Step in to support when the trainee asks
<i>Enable and encourage the trainee to evaluate and improve their teaching</i>	<ul style="list-style-type: none"> Review evaluated lesson plans before weekly mentor meetings Identify clear targets based on evaluated plans 	<ul style="list-style-type: none"> Discuss evaluated lesson plans in weekly meetings Identify with the trainee clear targets based on evaluated plans 	<ul style="list-style-type: none"> Critically discuss evaluated lesson plans in weekly meetings Guide the trainee to set development targets based on this conversation
<i>Enable the trainee to access, utilise and interpret robust educational research to inform their teaching</i>	<ul style="list-style-type: none"> Know what research the trainee is accessing at university Discuss findings from university-led research in some mentor meetings – signposting ways in which this could link to the trainee's current practice 	<ul style="list-style-type: none"> Guide the trainee to share key messages from their university taught sessions or research they are undertaking for their assignments Discuss ways in which this research could be used within the trainee's current practice 	<ul style="list-style-type: none"> Collaboratively review key research aligned to the trainee's assignments Discuss with the trainee ways in which this research could support their planning Critically reflect on the impact of research within the trainee's practice

Standard 3: Set high expectations and induct the trainee to understand their role and responsibilities as a teacher			
Standard Prompts	Establishing Practice in ITE Mentoring	Embedding Practice in ITE Mentoring	Enhancing Practice in ITE Mentoring
<i>Encourage the trainee to participate in the life of the school and understand its role within the wider community</i>	<ul style="list-style-type: none"> Assign the trainee as an observer to a tutor group Signpost extra-curricular opportunities to the trainee and encourage them to undertake at least one such opportunity during their placement Provide an opportunity for a trainee to attend a parent's evening / meeting alongside an experienced member of staff 	<ul style="list-style-type: none"> Involve the trainee in leading some aspects of form tutor duties Involve the trainee in any extra-curricular activities you lead, modelling aspects of Health and Safety this might involve Guide and involve the trainee in discourse with parents 	<ul style="list-style-type: none"> Critically reflect on their future role as a form tutor within some mentor meetings Discuss the impact extra-curricular activities can have on outcomes for both teachers and students Critically reflect on the impact of discourse with parents
<i>Support the trainee in developing the highest standards of professional and personal conduct</i>	<ul style="list-style-type: none"> Clarify professional expectations, duties and other additional responsibilities to the trainee Introduce the trainee to the SENDCo and discuss his/ her role and support for classroom practice Monitor perceptions of the trainee's professional conduct within the setting and address any concerns within a timely fashion - notifying the university of any actions taken 	<ul style="list-style-type: none"> Discuss with the trainee his/ her professional conduct within the setting regularly – identifying strengths and setting targets where needed Guide the trainee to liaise with the SEND team to plan for Wave 1 interventions within his / her practice Raise professional concerns in a timely fashion with the university and develop a shared intervention 	<ul style="list-style-type: none"> Critically reflect on the impact of the trainee's professional conduct within the setting Critically reflect on the impact of Wave 1 interventions within the trainee's practice Raise professional concerns in a timely fashion with the university and develop a school-led intervention
<i>Support the trainee in promoting equality and diversity</i>	<ul style="list-style-type: none"> Signpost the setting's Equality Policy with the trainee during induction Discuss aspects of inclusion within day to day practice – aligned to the Teachers' / EFT Standards 	<ul style="list-style-type: none"> Discuss with the trainee opportunities within lessons to promote equality and diversity Develop specific inclusion targets for the trainee within their day to day practice 	<ul style="list-style-type: none"> Critically reflect with the trainee on lessons to promote equality and diversity Critically reflect with the trainee the impact inclusion strategies have on learning outcomes
<i>Ensure the trainee understands and complies with relevant legislation, including that related to the safeguarding of children</i>	<ul style="list-style-type: none"> Check that the trainee has a university safeguarding letter when s/he arrives on the placement Ensure the trainee undertakes the setting's safeguarding training Signpost the DSLs within the setting to the trainee 	<ul style="list-style-type: none"> Discuss with the trainee the role of effective safeguarding practices within the setting Review and clarify the trainee's understanding of safeguarding within your setting 	<ul style="list-style-type: none"> Critically reflect on a safeguarding case study with the trainee
<i>Support the trainee to develop skills to manage time effectively</i>	<ul style="list-style-type: none"> Identify how the trainee should use their non-contact time effectively to meet the requirements of the placement 	<ul style="list-style-type: none"> Guide and monitor the impact of how the trainee can use their non-contact time effectively to meet the requirements of the placement 	<ul style="list-style-type: none"> Use open questions to coach the trainee in developing a strategy to manage their time effectively during the placement

Standard 4: Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnerships.			
Standard Prompts	Establishing Practice in ITE Mentoring	Embedding Practice in ITE Mentoring	Enhancing Practice in ITE Mentoring
<i>Ensure consistency by working with other mentors and partners to moderate judgements</i>	<ul style="list-style-type: none"> Conduct a joint observation with an academic lead from the university – agree the trainee’s strengths and development targets collaboratively Review your mentoring practice with peers within your setting – agree a trainee’s strengths and development targets collaboratively 	<ul style="list-style-type: none"> Conduct a joint observation with an academic lead from the university –lead discourse on the trainee’s strengths and development targets collaboratively Review your mentoring practice with peers within your setting –lead on a trainee’s strengths and development targets 	<ul style="list-style-type: none"> Conduct a joint observation with an academic lead from the university –lead discourse on the trainee’s strengths and development targets collaboratively Critically reflect on the impact of mentoring across your setting – lead a development plan to enhance impact Support and guide new mentors within your setting
<i>Continue to develop their own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research</i>	<ul style="list-style-type: none"> Attend at least 2 university mentor training / CPD events Track performance aligned to the ITE Mentor Standard tracking document 	<ul style="list-style-type: none"> Work with university leads to develop input on mentor training / CPD Identify areas for development within the ITE Mentor Standard tracking document Plan to develop further research into mentoring 	<ul style="list-style-type: none"> Lead mentor training / CPD university sessions Complete outstanding areas for development within the ITE Mentor Standard tracking document Pursue further Level 7 study incorporating this field of practice.

Sources:

National Standards for school-based initial teacher training (ITT) mentors (July 2016):

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/536891/Mentor_standards_report_Final.pdf

Early Career Framework (January 2019):

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/773705/Early-Career_Framework.pdf

Eliminating unnecessary workload around marking (March 2016):

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf

Eliminating unnecessary workload around planning and teaching resources (March 2016):

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511257/Eliminating-unnecessary-workload-around-planning-and-teaching-resources.pdf

Eliminating unnecessary workload associated with data management (March 2016):

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511258/Eliminating-unnecessary-workload-associated-with-data-management.pdf

UCL Verbal Feedback Report (August 2019):

<https://www.teachertoolkit.co.uk/2019/09/28/verbal-feedback-report/>



Prompts for developmental discussions between a BCU tutor and a BCU school mentor

- Have you attended / viewed the recorded the BCU Mentor CPD Event 1 session?
- How has the tracker helped you to identify your strengths as a mentor?
- How often are you meeting your trainee and how do you conduct formative feedback to him / her?
- Where in your weekly support of your trainee teacher have you been able to draw on these identified strengths to train and support the trainee?
- How do you know that your mentoring conversation has been successful?
- Tell me how you have had an impact with you trainee recently?
- Where is your trainee doing well within the BCU Core Curriculum Content– how is that being communicated with him / her?
- Where do you think they need further direction or support– how is that being communicated with him / her?
- Which aspects of the 3 Cs (committed, creative, confident) have you observed in your trainee’s practice to date?
- How has the tracker helped you identify further development needs to enhance your role as a mentor?
- **Can I observe a mentor meeting in the coming weeks via TEAMS?**
- Where do you feel inexperienced, or lacking in knowledge, to meet aspects of the Mentor Standards?
- Can we work though some solutions to support your development?
- Can I model some ways to develop that area of your practice within a future collaborative mentor meeting?
- What steps can you make to building you confidence in this identified areas between now and my next meeting?
- To what extent is the tracker and this meeting supporting your role as a mentor?