Leeds Beckett Teacher

Education Partnership

# Quality Mentoring

As a Partnership we greatly value the crucial work of school-based colleagues in the development of Leeds Beckett trainees. The following guidelines are part of our preparation for inspection and are intended to promote consistency across our Partnership. We appreciate that excellent mentoring is taking place in our partner schools and the following advice is aimed at the sharing of good practice.

## Weekly Meetings

1. **Mentors are expected to meet weekly with the trainee teacher for up to 1 hour of uninterrupted time to provide critical feed-back and to set precise and achievable targets for the trainee. Progress against targets should be discussed and monitored in the weekly meeting.**
2. **Fixed items on the weekly agenda must include trainee subject knowledge development and discussion of Teacher Standards. Any in-school subject knowledge training received by the trainee should be recorded.**
3. **Trainees should keep notes of weekly meetings and each meeting record should be signed by mentor and trainee. Trainees should file a copy of each meeting record in their Portfolio and upload a copy to the University System each week along with electronic copies of Lesson Observations for that week.**
4. **For each placement, mentors should carry out a subject knowledge audit relating to each trainee’s teaching timetable and identify any weaknesses in those subjects.**

## Lesson Observation

1. **Mentors are expected to observe trainees in a minimum of one lesson each week during placement. For each lesson observed, a Leeds Beckett observation form should be completed. For each phase of training a range of key stages and activities need to be formally observed and recorded.**
2. **Grades for each Teaching Standard should be entered on lesson observation forms (the boxes should not simply be ticked). Written feedback should include judgements evidenced clearly against the level descriptors in the trainee’s Teacher Standards Assessment booklet. The feedback text should always match the grade given.**
3. **Feedback to trainees should be subject/curriculum specific and indicate where progress is (or is not) being made in specific developmental areas.**
4. **An overall best fit grade for the lesson should always be entered in the general comments box for each observation. This grade should take into consideration the grades allocated in the grade boxes and the language used in the feedback against the Level Descriptors in the Standards Assessment Booklet**

## Teacher Standards Assessment Booklets

1. **Each trainee brings a Teacher Standards Assessment Booklet for their phase of placement. This is the key document that should be part of discussion in each weekly meeting in order to show trainee progress. Comments in the booklet should be signed and dated by mentors**
2. **Mentors should clearly understand that the descriptors in the Teacher Standards Assessment Booklets are developmental i.e. specific to the phase of the trainee.**
3. **Mentors should annotate the sections on Part 2 of the Standards in the Assessment Booklet with language outlining excellent practice (this standard is judged as pass/fail and not given a grade).**

## Information sharing

1. **Mentors should request each trainee’s previous phase Assessment booklet and in particular their targets and action plans in order to set challenging and appropriate targets for development**
2. **Trainees and mentors will be sent a report on how the Prevent Strategy should impact on lesson planning. Mentors need to ensure trainees are using this report as a point of reference for their planning**

## Mentor feedback

1. **Link tutors are expected to give Quality Assurance feedback to mentors for each placement using the standard University proforma. This supportive and developmental feedback will be shared with the ITE Coordinator.**