

CaBan

The CaBan
Mentor Handbook

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The CaBan Vision of Mentoring

CaBan's vision for mentoring is dialogic at heart and focuses on enhancing Associate Teachers' learning to teach. Effective mentoring is a two way process which develops a reflective approach to learning.

How the Associate Teacher (AT) Learns

Professional Autonomy	
Dialogue	Collaboration
<ul style="list-style-type: none"> Learning conversations Peer coaching Peer learning Dialogic approach Evaluation 	<ul style="list-style-type: none"> Co-operation Co-construction Co-planning Co-teaching Team teaching Lesson study
Critical Reflection	
Observation	Enquiry
<ul style="list-style-type: none"> Focused Observation Response to feedback Assessment of learning Critical observation Evaluation Learning rounds 	<ul style="list-style-type: none"> Subject pedagogy Evidence based research Innovation Problem solving Practitioner enquiry

CaBan Mentoring Expectations

The **Class/Subject Mentor** will:

- introduce the AT to the staff and culture of the school;
- provide a flexible timetable, that can be altered as the autonomy of the AT increases;
- differentiate their approach, depending on the needs and stage of development of the AT;
- co-construct, co-plan and team teach with the AT as appropriate, to facilitate and model good practice;
- meet weekly with the AT in an allocated time slot (usually a lesson), to discuss and support progress;
- observe the AT teaching and provide relevant feedback;
- set targets weekly with the AT in line with the Pedagogy Assessment Forms to support development;
- liaise with other staff supporting the AT including form tutors and subject teachers at secondary level;
- organise a programme for the AT to observe other lessons as relevant and required by the CaBan programme;
- complete formative and summative assessments of the AT including the writing of an end of school experience report on the AT's progress using the PSTL as backdrop;
- monitor the AT's use of the Professional Learning Passport.
- liaise with the HEI and Principal Mentor (PM) regarding the progress of the AT and report any concerns as appropriate.

The **Principal Mentor** will:

- meet the ATs in the school weekly to discuss progress and generic matters;
- devise a programme of induction to the school as appropriate and in line with CaBan requirements;
- organise observations of lessons for the ATs as appropriate;
- observe the mentors working with the ATs and provide feedback as part of the QA programme;
- Provide mentor training for their own school mentors in collaboration with the Network Lead Mentors (NLM);
- provide pastoral support for the ATs in the school;
- liaise with the HEI and NLM regarding the progress of the ATs in the school.

The **Network Lead Mentor** will:

- host Lead School days, either presenting or liaising closely with the presenters for the relevant sessions;
- host AoLE days as appropriate;
- QA the work of the Principal Mentors (PMs);
- organise the Mentor Development Programme in collaboration with UTL;
- liaise with PMs, mentors and ATs in the Network to support the progress of the ATs;
- QA the assessment of ATs including the summative reports.

The **Associate Teacher** will:

- understand the process of being mentored and how to be a good mentee;
- be ready to be mentored through a positive attitude to being mentored and an awareness of the aspects of mentoring particular to CaBan;
- prepare for mentor meetings by completing relevant documentation beforehand;
- complete lesson plans in advance, so that the mentors or teachers may offer feedback;
- complete all online (The Professional Learning Passport) documentation and share with the mentor;
- complete their Professional Journal regularly and share with the mentor;
- ensure that all staff involved with them have access to the journal as appropriate to complete lesson feedback;
- respond in a professional manner and act upon feedback offered and work towards targets;
- review their School Experience Reports with the mentors.

The Role of the Mentor

Mentors will be responsible for establishing a **supportive** relationship with the Associate Teacher including:

- inducting mentees into the **culture** of teaching;
- clarifying roles, responsibilities and the mentor/mentee relationship to eliminate potential for misunderstanding;
- encouraging personal **reflection** and self-appraisal;
- supervising through constructive feedback and listening.

They will support effective classroom practice of the AT by:

- taking on the role of **Teacher Educator**, including developing ATs' subject knowledge and developing pedagogy through **role modelling** visible aspects of how to be a teacher;
- facilitating opportunities for relevant professional learning, involving others **collaborating** with colleagues; planning for specialist contribution/experience;

They will develop their role as a **Teacher Educator** by:

- Developing Curriculum understanding;
- Identifying learning processes;
- Setting short and long term goals for teaching and learning;
- Analysing and appraising the performance of the AT;
- Monitoring learner progress;
- Co-constructing lessons;
- Negotiating appropriate teaching strategies.

They will monitor and assess the AT by

- Identifying criteria with the AT for effective classroom practice;
- Compiling a profile of the AT;
- Applying standards to the AT's work.
- Providing breadth of experience for the AT
- Involving other colleagues;
- Co-ordinating the contributions of others;
- Planning and supporting specialist contribution;
- Establishing contacts with other agencies.

They will be responsible for sustaining the AT-mentor relationship by:

- Developing the induction phase and make decisions about positive working relations;
- Being aware of and managing the conflict of **assessing** and **supporting** simultaneously;
- Managing the changing relationship – the AT should become less dependent and the relationship should become more collaborative;
- Devising and managing the timetable of the AT;
- Co-planning, co-delivering and co-reviewing lessons or parts of lessons with the AT;
- Observing lessons delivered by the AT and offering constructive feedback;
- Facilitating focused observations and follow-up for the AT within the school or department;
- Conducting a Lesson Study with the AT;
- Assessing the AT against the PSTL and completing appropriate paperwork.

CaBan Pedagogy of ITE

The CaBan Pedagogy of ITE is based on the integration and interrogation of theory and practice, where ATs develop within a community of practice which is committed to enquiry-based learning and a dialogic approach. CaBan's pedagogy is a combination of engagement with research, action, structured observation, reflection and analysis. It is based upon the belief that teaching is a moral and intellectual undertaking, where the promotion and development of the Welsh language and culture is central. It is underpinned by professional enquiry to develop ATs' capacity to innovate, to experiment with new techniques, and to rigorously evaluate their effectiveness. ATs will be taught how to identify problems in practice and to work collaboratively to find solutions, and to develop their professional identity. CaBan takes account of the AT's initial and developing beliefs, attitudes and values regarding teaching and learning and the individual nature of professional growth.

ATs, mentors and tutors will interact by partaking in various modes of reflection and professional learning.

Core Mentoring Skills and Professional Learning

Rationale

- To facilitate more effective professional learning by providing a coherent framework to follow, namely be a series of professional learning tasks the Associate Teacher (AT) and Mentor (where applicable) will complete collaboratively
- Ensure alignment of professional learning to the Professional Standards of Teaching and Leadership (PSTL), and provide evidence which can be uploaded to the AT's Professional Learning Passport (PLP)
- To promote a culture of inquiry, where close to practice research is embedded and is a key element of the programme
- To ensure continuous professional reflection and review of practice, pedagogy and how various learners learn
- To ensure an effective AT – Mentor relationship, characterised by continual interaction, collaboration and co-construction of professional knowledge, understanding and learning

A brief outline of these core mentoring skills and modes of professional learning can be found on the following pages. There is additional guidance for the mentor (see appendix H) when planning and preparing to observe the AT teaching, before, during and after the observed lesson.

These core mentoring skills and modes of professional learning are guided by CaBan's 'pedagogy position' paper, which can be found on the CaBan website. This will ensure that mentoring activities are research-based, working with the AT as an adult and professional learner to provide a personalised and appropriate environment and experience.

In addition, mentors and ATs will complete a Lesson Study and Action Research Project (The Professional Enquiry) during the BA and PGCE courses. Sway presentations of these two methods of enquiry can be found on our CaBan website.

Professional Learning: Lesson Observation

The AT and the mentor identify an appropriate lesson for the mentor to observe. They discuss the plan and the mentor observes the lesson using CaBan documentation. The mentor offers oral and written feedback following the lesson.

Mentor and AT meet to plan a lesson that the mentor will observe: they discuss the basic plan. The AT forwards a completed lesson plan to the mentor prior to the lesson.

• Prepare & Plan

The AT teaches the lesson and the mentor observes, making notes using the CaBan Pedagogy Assessment Form and the observation guide sheet (see Appendix H).

• Teach & Observe

Mentor and AT meet to discuss the lesson and review the progress of the AT against the PSTL. The mentor gives oral feedback and a completed written proforma.

• Discuss & Review

Professional Learning: Team Teaching

The AT and the mentor decide on a lesson that they can teach together. The mentor plans most of the lesson and guides the AT in their contributions. The lesson is reviewed by the AT and the mentor.

The mentor and AT decide on a lesson that would be suitable for team teaching. The AT watches the preceding lesson delivered by the mentor.

• Prepare

The mentor plans the lesson, allowing for sections for the AT to be involved in (such as the plenary).

• Plan

The AT plans the relevant section with the guidance of the mentor.

• Plan

The AT and the mentor teach the lesson. It is good practice to record the lesson using software which can be stored and shared between the mentor and AT.

• Teach

The Mentor and AT review the lesson and look at increasing the involvement of the AT in the next lesson.

• Review

Professional Learning: Learning Conversation

The AT and the mentor discuss progress against targets and objectives either following an observed lesson or in relation to progress since the last meeting and review

The mentor ensures the AT has clear targets which are discussed, prior to the meeting. The targets are shared with all teachers involved with the AT.

• Prepare & Plan

The AT may have been observed by the mentor. If not, the journal can be used as a focal point. The AT should make notes on the progress made towards the targets.

• Teach & Observe

Mentor and AT meet to discuss the targets using guidelines for questioning and learning conversations

• Discuss & Review

The AT and the mentor decide on targets for the next phase of learning and set those targets.

• Setting New Targets

The Mentor and AT review the new targets in the same way.

• Review

Professional Learning: Guided Observation

Observing other practitioners is one effective approach to facilitate the AT's development and meet their targets. The mentor organises the observation and debriefs the AT and identified teacher. The AT is provided with various observation schedules to use by the mentor. After the lesson, there is a discussion between the AT and teacher where the AT has the opportunity to question the teacher about choices made in relation to the lesson.

The mentor considers an aspect that is a recurring target for the AT. The mentor and AT agree that guided observation would be useful. The mentor sets up the lesson observation with an appropriate teacher.

• Prepare & Plan

The AT observes the lesson with guided notes from the mentor - the AT notes questions to ask the teacher.

• Teach & Observe

The AT and the teacher have an opportunity to discuss the choices made in the lesson. The AT sets personal targets in relation to the aspect being observed.

• Discuss & Review

The AT shares the targets with the mentor and the mentor observes a lesson where the targets are being addressed by the AT.

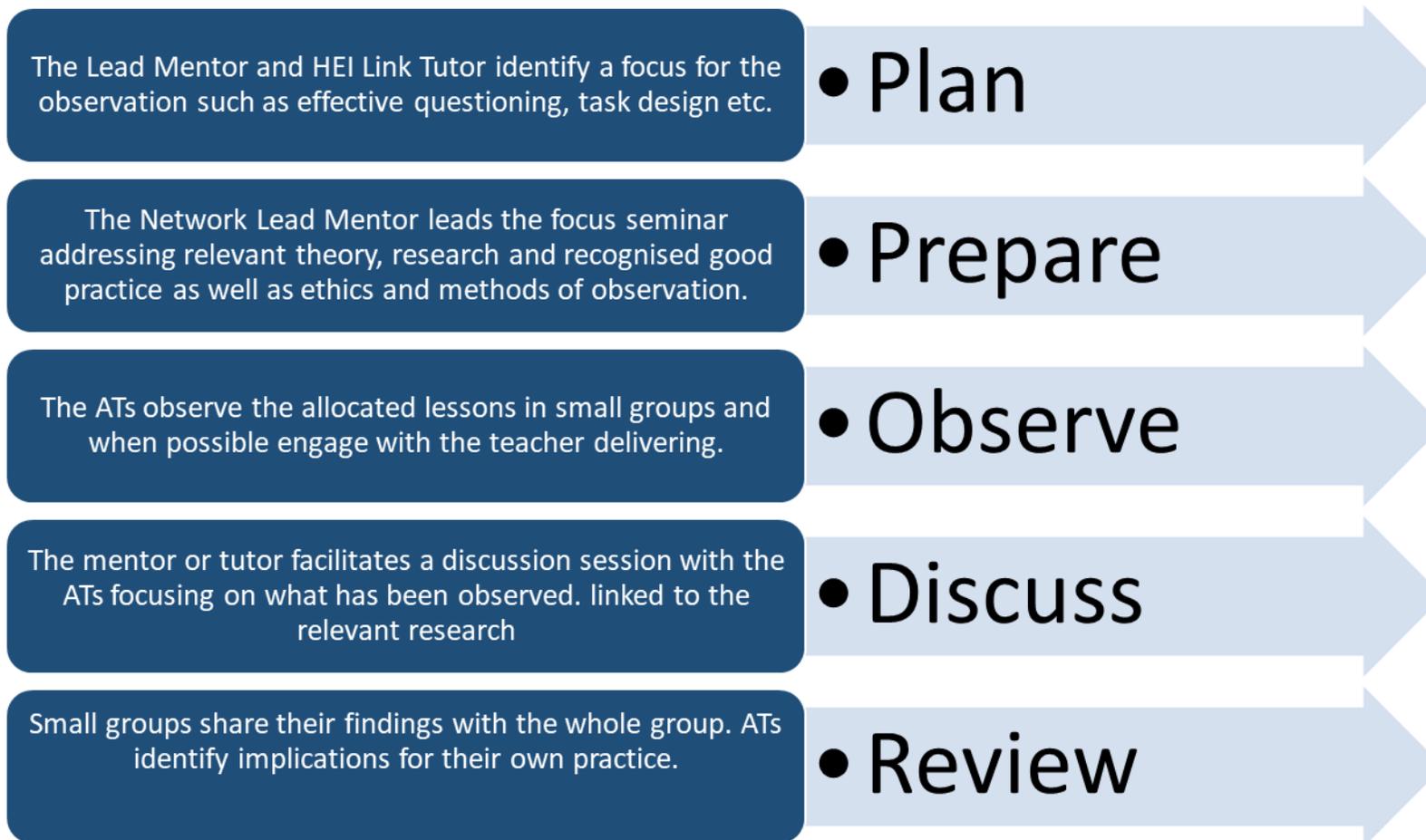
• Teach & Observe

The Mentor and AT review the progress towards the specified targets.

• Review

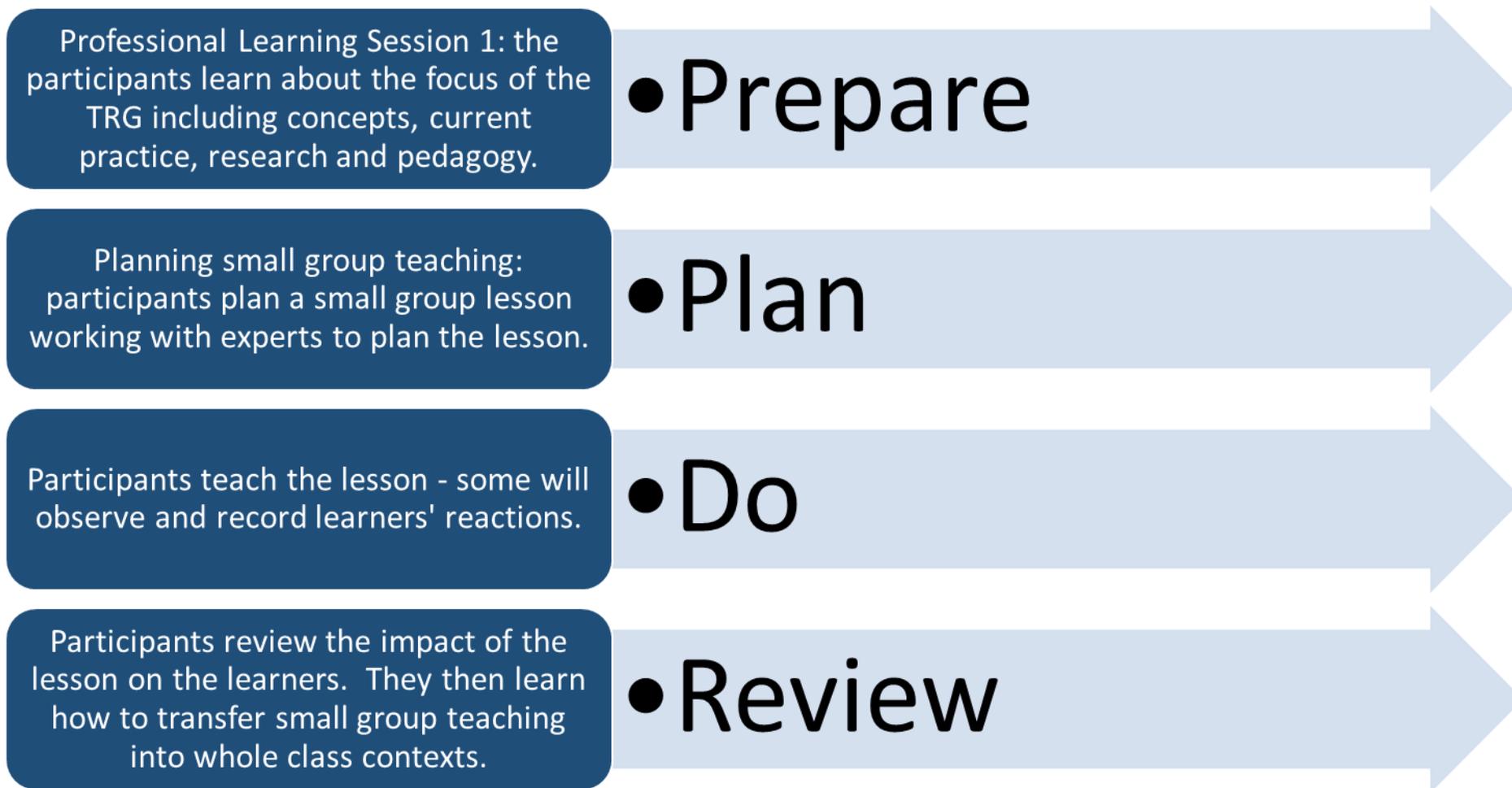
Professional Learning: Learning Rounds

A Learning Rounds team works collaboratively to dig deeply into professional practice. During a Learning Round, observers record detailed notes which collect data on such things as teaching/learning approaches, the roles and engagement of learners, organisation of the classroom, environment etc.



Professional Learning: Teacher Research Group

This mode of learning is more ambitious and is a mode that schools should aspire to as it consolidates the co-construction and collaborative approach to mentoring between schools and HEI. The process will be piloted in Lead or interested schools in the first year and developed in subsequent years. The process involves ATs, teachers and HEI representatives collaborating on improving a specific pedagogical element that is an agreed target area for development. A lesson is co-constructed and delivered to a small group of students and then the skills are transferred to whole class teaching.



Section B: Mentor Documentation

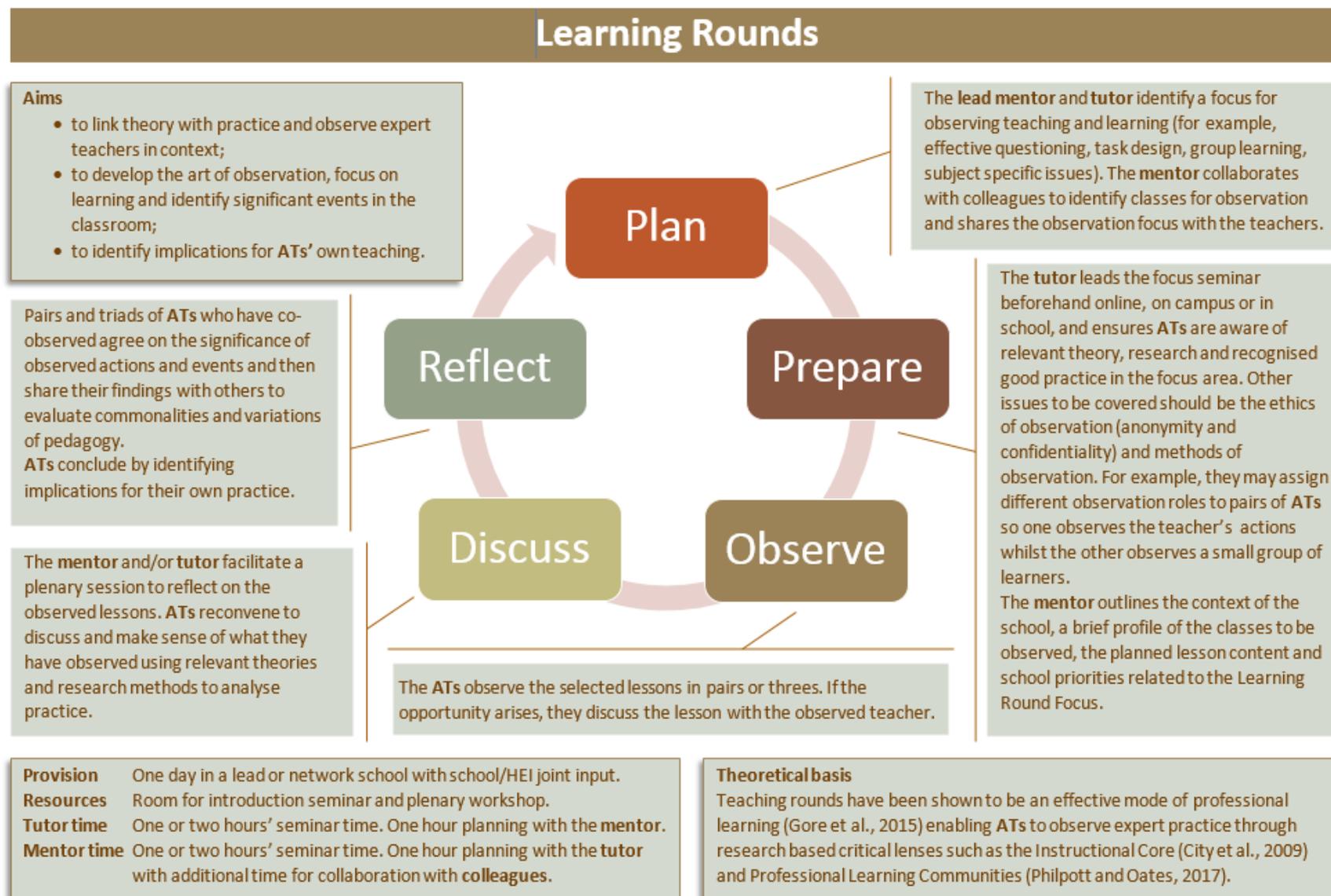
In order to support the progress of the AT, CaBan has devised documentation related to planning and assessment:

- Lesson Plan Proforma
- Pedagogy Assessment Form (PAF)
- School Experience Report 1 & 2 (SER)
- AT Professional Journal

The AT will upload these documents to their Professional Learning Passport (PLP) and where they will be reviewed by the mentor, tutor, Principal Mentor and Network Lead Mentor.

Copies and exemplars along with the PSTL Handbook are provided online.

Appendix A: Modes of Learning – more detailed resources



TEACHER RESEARCH GROUP

Aims

To translate theories of pedagogy to practice via small groups of learners. These sessions in turn transform the practices of teachers in their classroom.

Preparation

Teachers and tutors meet to agree the focus for the Teacher Research Group. Research that informs the learning models and current practice in this area is shared by the tutors.

Professional learning session 2

Participants learn how to transfer the outcomes of their small group teaching to whole class contexts. They reflect on the place of the learning models used in the TRG within their schools. They discuss potential barriers and opportunities for enhancing learning. They identify the significance of these models for their own professional knowledge and for their practice. Participants plan further reading and identify the significance of the outcomes of this TRG for their own practice.

Consider

Professional learning session 1

Participants learn about the focus for the TRG, the concepts, pedagogy, current practice and research that informs the learning. The session is interactive and models lesson activities and resources. Reading sources are shared.

Review

Plan

Planning small group teaching

Participants use the models learned in the first session to plan a small group lesson designed to help them to interpret the impact of the learning models on the learners' knowledge and understanding. They work with experts to plan the lesson.

Review of teaching and learning

Participants review the impact of the learning models on the pupils' learning. They discuss significant comments or photograph pupils' work. They reflect on how their choices seemed to influence the learning.

Do

Small group teaching

Participants teach the lesson. In some cases, one participant observes while the other teaches. All participants focus on noticing the impact of the learning models on the pupils' learning. They record significant comments and photograph pupils' work.

Theoretical basis

This version of a Teacher Research Group has been adapted for the ITE context. It is influenced by models of professional learning discussed by Cochran-Smith, Swan, Zeichner and Darling-Hammond.

Appendix B: Lesson Observation Process

PRE- LESSON OBSERVATION	LESSON OBSERVATION	POST-LESSON OBSERVATION
<ul style="list-style-type: none"> • Mentor reflects on key questions to use to guide the meeting with the AT • Identify and agree which lesson to observe (AT & Mentor). Ensure appropriate time between this meeting and observed lesson • Mentor & AT to establish or review AT targets and identify a focus for the observation • Establish when the report will be presented to AT and when the next meeting is to be held to review the lesson • Mentor to have reviewed lesson plan and resources for the observed lesson to discuss or, assist AT in planning and preparing for the lesson • AT to share context of the lesson and of the learners • Establish where the Mentor will sit and what he/she will be doing during the lesson; i.e. circulating/asking questions to individual or group of learners • Establish what happens at the end of the lesson 	<ul style="list-style-type: none"> • Mentor reflects and plans key areas of focus of AT knowledge (refer to the Knowledge Quartet) • Mentor re-caps on notes from pre-lesson meeting and documentation (lesson plan & resources) • Mentor to ensure the observation focuses on the agreed focus/targets • Ensure the observation focuses on the AT and on the learners' learning • At the end of the lesson, Mentor to conduct a short de-brief, confirm when the observation form will be provided and the date/time of the next meeting • Ensure AT prepares for the post-lesson meeting by reflecting upon the lesson so that he/she contributes to the post lesson meeting and professional dialogue 	<ul style="list-style-type: none"> • Mentor to prepare questions to guide the meeting (see the 'Knowledge Quartet' and Ebbutt's model in the Professional Journal) • Dialogue between Mentor and AT guided by the focus of the lesson observation and AT's targets • Meet in a quiet and private area • Ensure the meeting will not be disturbed • Keep to the time allocated • AT to lead the discussion where possible to share their reflections and ensure they contribute fully • Use various documentation and evidence during the meeting (lesson plan, resources, examples of learners' work etc) to exemplify, initiate reflection and action

PRE- LESSON OBSERVATION	LESSON OBSERVATION AND POST-LESSON OBSERVATION
<p>During this meeting the Mentor will discuss the AT's:</p> <ul style="list-style-type: none"> • subject knowledge; • their knowledge of the curriculum; • their beliefs about the nature of the subject; • their beliefs about teaching and learning; • their knowledge of the pupils; <p>Below are questions which could be used to facilitate a dialogue between the Mentor and AT before the lesson:</p> <ul style="list-style-type: none"> • What teacher and learner activities (demonstrations, practical work, instructional materials and assessment) are you planning to use to facilitate the pupils' learning? • Why are you considering choosing these methods? • What have pupils learnt previously? • What helps pupils to learn? • In your experience, how do these pupils learn best? 	<p>During and after the observation when the Mentor is analysing and evaluating the lesson observed with and without the AT, the questions below could be used. It is important to remember that not all these questions are to be used during and after a lesson. The Mentor is to use his/her professional judgement to decide which questions are most appropriate, dependent upon the situation and the AT's stage of development:</p> <ul style="list-style-type: none"> • What teacher and learner activities (demonstrations, practical work, instructional materials and assessment) did you use to facilitate the pupils' learning? • Why did you choose these methods? • Was it clear to pupils what they were supposed to be doing, why and what they would be learning? • How did you support the pupils to understand concepts? • What helped the pupils to learn? (When did the pupils learn the most during the lesson?) • How did you make connections between activities during <u>the lesson</u>? • How did you make connections with prior and future learning? • How did you ensure a logical sequence of activities? • How did you link the learning objectives and the activities? • How did you link to the curriculum? • How did you respond to pupils' ideas? • Were there instances of unplanned events occurring e.g. a pupil asking an unexpected question, lack of resources or something 'going wrong'? How did you respond/cope?