

UNIVERSITY OF HULL

MENTOR CERTIFICATE

Portfolio of
Evidence

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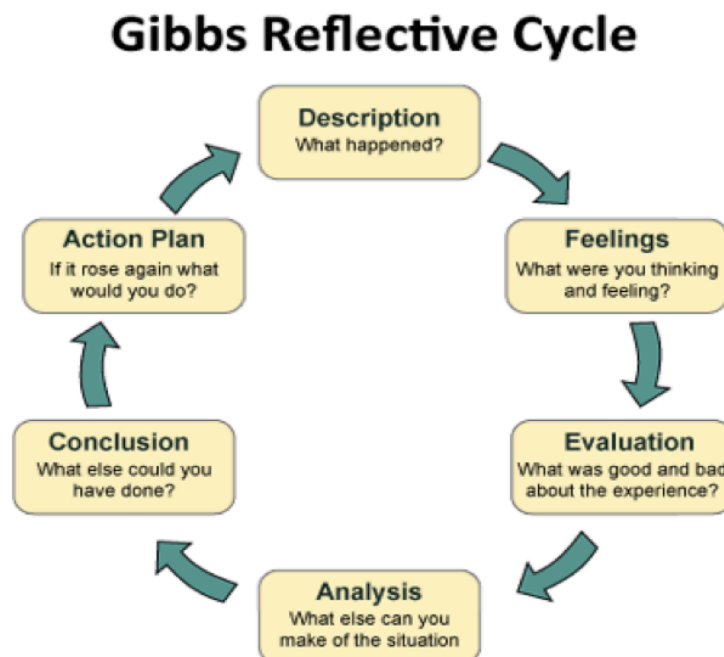
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Introduction

This portfolio is designed to support you in collecting the evidence required to demonstrate successful attainment of the University of Hull Mentoring Certificate – it will also be useful if you want to take this forward to gain Master Credits.

The document should be seen as a live document and updated regularly to demonstrate how you have reflected upon the impact of your mentoring on the progress of trainees and on your own practice.

You might use a reflective practice cycle such as Gibbs (1998):



or another model but a key aspect of the programme is that you are critically reflecting on your own ability as a mentor for, “we do not learn by experience but by reflecting on experience” (Attributed to Dewey).

General Expectations:

1. Regular reflections on the impact of your mentoring on the progress of your trainee(s) (this could be kept as a paper log or on-line*)
2. Regular observations of the trainee(s) and records of these observations;
3. Regular meetings with the trainee(s) and records of these meetings;
4. Evidence of attendance at mentor meetings;
5. Evidence of the impact of your mentoring on your trainee(s) over time;
6. Some evidence of wider reading in which to situate your reflections.

Portfolio Checklist

Unit 1: The role of the mentor

- Short piece (about 200-300 words) on the role of the mentor
- Evidence¹ of attendance at mentor meeting(s)
- Evidence of attendance at mentor training
- An action plan for your trainee(s)
- A timetable for the mentoring process

Unit 2: Observation and feedback to students

- Observation forms for each trainee annotated with comments
- Evidence of feedback to students (post-observations)
- Evidence of feedback to students (during mentor / trainee meetings)

Unit 3: Effective target setting linked to standards

- Evidence of target setting (and the model used for target setting)
 - From lesson observations
 - From mentor / trainee meetings
 - From observation of the student's files
- Evidence of annotation to the students files
 - (e.g. lesson plans, medium term plans, resources etc...)
- Evidence that targets have been monitored

Unit 4: intervention and support

- Evidence of interventions focussed on improvement and linked to standards
- Evidence of progress planning
- Evidence of target monitoring and impact
- Evidence of "at risk" intervention (if appropriate) including UoH procedures

¹ Evidence can be in written, photographic or electronic format – please organize this into folders entitled "Unit 1" etc.

Reflection of the mentoring process

Use Gibbs (1998), or another model of reflection, to reflect on your own development over the course of this process. This needs to be reflective and critical. You might choose to illustrate this using a series of critical incidents. More information about the Gibbs cycle can be found at this link:

<http://my.cumbria.ac.uk/Public/LISS/Documents/skillsatcumbria/ReflectiveCycleGibbs.pdf>

Record of progress against the mentoring standards (2016)

<p>UNIT 1</p> <p><i>An introduction to mentoring and coaching – allowing individuals to explore the role that they will play when working with their trainee teacher. The session also facilitates the examination of the skills required to mentor/coach effectively and should encourage individuals to start to consider their own skills and abilities</i></p>	<p>S1 - Personal Qualities</p> <ul style="list-style-type: none"> • Be approachable make time for the trainee and prioritise meetings and discussions with them; • use a range of effective interpersonal skills to respond to the needs of the trainee. <p>S2 – Teaching</p> <ul style="list-style-type: none"> • support the improvement of a trainee’s teaching by modelling exemplary practice in planning, teaching and assessment. <p>S3 – Professionalism</p> <ul style="list-style-type: none"> • encourage the trainee to participate in the life of the school and understand its role within the wider community; • support the trainee in developing the highest standards of professional and personal conduct; • support the trainee in promoting equality and diversity. <p>S4 - Self Development and Working in Partnership</p> <ul style="list-style-type: none"> • continue to develop their own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research.
<p>UNIT 2</p> <p><i>Aims to underline the purpose of carrying out focused observations – i.e. to raise questions for the trainee which will encourage them to discuss their teaching and the students’ learning in a way which encourages the trainee to analyse their practice critically. It should also emphasise the importance of effective dialogue which can provide opportunities to raise the awareness of all professionals on how to improve their practice. This unit will also explore effective communication exploring the essential skill of communication in more depth. Communication helps us better understand a person or situation and enables us to resolve differences, build trust and respect, and create environments where creative ideas and problem solving can thrive. This will also include looking at the trainees portfolio aims to give mentors the chance to explore what kinds of evidence their trainees should be collecting to provide evidence against the Q standards – starting them as early as possible, guiding them towards quality rather than quantity and preventing vast amounts of photocopying. This will include ways of using technology to do so</i></p>	<p>S1 - Personal Qualities</p> <ul style="list-style-type: none"> • Be approachable make time for the trainee and prioritise meetings and discussions with them; • use a range of effective interpersonal skills to respond to the needs of the trainee; • offer support with integrity, honesty and respect. <p>S2 – Teaching</p> <ul style="list-style-type: none"> • support the trainee in forming good relationships with pupils, and in developing effective behaviour and classroom management strategies; • support the trainee in developing effective approaches to planning, teaching and assessment; • support the trainee with marking and assessment of pupil work through moderation or double marking; • give constructive, clear and timely feedback on lesson observations. <p>S3 – Professionalism</p> <ul style="list-style-type: none"> • support the trainee in developing the highest standards of professional and personal conduct; • support the trainee to develop skills to manage time effectively. <p>S4 - Self Development and Working in Partnership</p> <ul style="list-style-type: none"> • ensure consistency by working with other mentors and partners to moderate judgements.

<p>UNIT 3</p> <p><i>Getting assessment of trainees right - accurate ongoing and formative assessment of our trainees is key to their development. As shown in Unit 2 (Observing lessons) setting the right targets allows the mentor to offer focused support that will ensure the greatest possible learning for the trainee. It allows both the mentor and the training provider to ensure that the trainee is getting the development support they need.</i></p>	<p>S1 - Personal Qualities</p> <ul style="list-style-type: none"> • Be approachable make time • for the trainee and prioritise meetings and discussions with them; • use appropriate challenge to encourage the trainee to reflect on their practice. <p>S2 – Teaching</p> <ul style="list-style-type: none"> • support the trainee in forming good relationships with pupils, and in developing effective behaviour and classroom management strategies; • broker opportunities to observe best practice; • support the trainee in accessing expert subject and pedagogical knowledge; • enable and encourage the trainee to evaluate and improve their teaching; • enable the trainee to access, utilise and interpret robust educational research to inform their teaching. <p>S3 – Professionalism</p> <ul style="list-style-type: none"> • support the trainee in developing the highest standards of professional and personal conduct; • support the trainee to develop skills to manage time effectively <p>S4 - Self Development and Working in Partnership</p> <ul style="list-style-type: none"> • ensure consistency by working with other mentors and partners to moderate judgements.
<p>UNIT 4</p> <p><i>Managing challenge and conflict is designed to help mentors deal with situations where there may be difficulties between themselves and their trainees. These situations are often stressful, however, it is important to face such issues because unless tackled the situation will probably get worse. This session is therefore primarily about constructive advice. It should also underline the fact that mentors are not on their own – support is available from many different sources</i></p>	<p>S1 - Personal Qualities</p> <ul style="list-style-type: none"> • Be approachable make time for the trainee and prioritise meetings and discussions with them; • support the improvement of a trainee’s teaching by modelling exemplary practice in planning, teaching and assessment. <p>S2 – Teaching</p> <ul style="list-style-type: none"> • resolve in-school issues on the trainee’s behalf where they lack the confidence or experience to do so themselves; <p>S3 – Professionalism</p> <ul style="list-style-type: none"> • support the trainee to develop skills to manage time effectively. <p>S4 - Self Development and Working in Partnership</p> <ul style="list-style-type: none"> • ensure consistency by working with other mentors and partners to moderate judgements.

Personal and professional conduct

A mentor is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes, which set the required standard for conduct through a mentor's career.

Mentors uphold teachers trust in the profession and maintain high standards of ethics and behaviour, within and outside of school by:

- treating trainees with dignity, building relationships rooted in mutual respect and at all times;
- observing proper boundaries appropriate to their professional position;
- having regard to trainee's well-being ;
- showing tolerance of and respect for the rights of others;
- giving the trainee room to grow and develop within safe and supported spaces.

Mentors must have proper and professional regard for the ethos, policies and practices of the school in which they mentor. Mentors must have an understanding of, and always act within, the statutory frameworks that set out their professional duties and responsibilities.

Signing off sheet

I have completed the portfolio to the best of my ability and confirm that this is my own work

Signature (Mentor) _____

Signature (University Tutor) _____

Signature (Programme Director) _____

Date: _____