

# A Learning Journal

*Mentor*

*Recognition &*

*Accreditation*



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## Introduction

The Initial Teacher Training Courses at Liverpool John Moores University (LJMU) have traditionally worked closely with their partnership schools to support the development of high quality primary and secondary teachers through a range of undergraduate and postgraduate programmes. The Partnership in Training (1992) legislation cemented this type of close working relationship further and this was recognised by Ofsted during inspection visits to LJMU in 2000, 2003 and 2005. The University has offered a range of accredited and non accredited professional development opportunities to its partner schools including; Masters programmes that address the skills and processes of mentoring and non accredited opportunities such as mentor training, specialist subject courses and supporting individual schools. During the last twelve months the University has been looking at particular ways that the processes of recognition and accreditation for mentoring can be formalised still further particularly in the light of the new standards for teachers, performance management and the importance of continuing professional development (CPD). This has resulted in the development of a *Framework for Mentoring Recognition and Accreditation* that is progressive and inclusive; from a newly qualified teacher incorporating the experienced through to the expert teacher. It also seeks to promote the concept of a *Learning Community* within and beyond the school to enrich the processes and support innovation within the context of initial teacher training and continuing professional development.

The basis of this framework is a *Learning Journal* in which the school-based tutor, professional mentor and initial teacher training coordinator can continuously gather evidence on achievement of the key concepts and skills required in mentoring. This will include roles and responsibilities as well as the development of core skills in mentoring and coaching. This should not involve additional work but a formalising of the processes that teachers are already engaged in.

Verification and certification at stages one to three provides evidence for the standards for qualified teachers and supports the University's quality assurance procedures. It will enable teachers to work SMARTER in providing the evidence for the standards for qualified teachers through the work that they are doing on a daily basis working with trainee teachers. In addition, the University's framework has been aligned with the *GTC Teacher Learning Academy (TLA)* which is supported by the *Training and Development Agency (TDA)* which also seeks to provide professional recognition for ITT mentor's *professional learning*. The key to this form of recognition is that there must be evidence of reflection and enquiry including a gradually widening sphere of influence within the *Learning Community* of initial teacher training. There are four stages to this recognition which form a *Learning Journey* and embraces six core processes: *Engaging with the knowledge base; coaching and mentoring; planning your journey; carrying out your plan; sharing your learning and influence practice; evaluating your learning and its impact*. These four stages can be accessed at any point during the University's levels of mentor recognition utilising the criteria within each of the stages, including the identified mentoring and coaching skills to provide a specific focus for the *Learning Journey*. Stage one is straightforward and incorporates a learning dialogue with another mentor and a training plan, which can be verified by the University's liaison tutors. Stages 3 and 4 have the potential to be linked with Masters level accreditation. We have aligned the University stages with the TLA's stages to provide a common currency.

For those who wish to work towards accreditation, opportunities for reflection and action research through the work that is already being done in the schools on mentoring can contribute to a Masters level programme. This includes the Masters in Subject Leadership programme that is based around the concept of Learning at Work. The criteria identified in the University's framework of mentor recognition and accreditation can provide the focus for the modules and applied to the specific context of your school or across schools within the *Learning Community of initial teacher training*.

Therefore, the University's framework of recognition and accreditation provides the opportunity for those involved with mentoring in initial teacher training *two forms of recognition* through the *Learning Journal*, the University's professional certification and the Teacher Learning Academy's Professional Recognition. From the pre-requisite stage through to the advanced mentor stage there is the opportunity for teachers and mentors to link their work with accreditation from PGCE certification, diploma, Masters and Professional doctorate.

LJMU has based the *Framework for Mentoring Recognition and Accreditation* on a number of regionally and nationally recognised initiatives by the Teacher Development Agency (TDA) and the DfES. The framework is principally based on the kite marking structure developed by the north-west partnership in initial teacher training group which is supported by the TDA. This kite-marking framework has been adopted by a number of institutions involved with initial teacher training across the region including higher education and training schools. LJMU have further developed the framework to incorporate the work of CUREE, the Centre for the Use of Research and Evidence in Education ([www.curee.pacts.com](http://www.curee.pacts.com)). CUREE have led the mentoring and coaching strand of the DfES capacity building for CPD in schools, primarily to support teaching and learning.

The production of a national framework that highlighted the principles, core concepts and skills of mentoring and coaching has been utilised in the University's Framework for recognition and accreditation because CUREE have explored this area thoroughly and produced a comprehensive and user friendly set of core principles, concepts and skills. Whilst it is recognised that other mentoring and coaching frameworks exist, LJMU has selected CUREE as it is clearly the most transferable. Within each of the three stages of the mentoring framework as well as the core criteria there is a checklist of progressive skills that are integral to the development of quality mentoring and coaching. These skills are not only applicable to initial teacher training but also to the professional development of teachers and adults other than teachers (AOTTs) within the school and community.

## *Overview: Framework for Mentoring and Coaching*

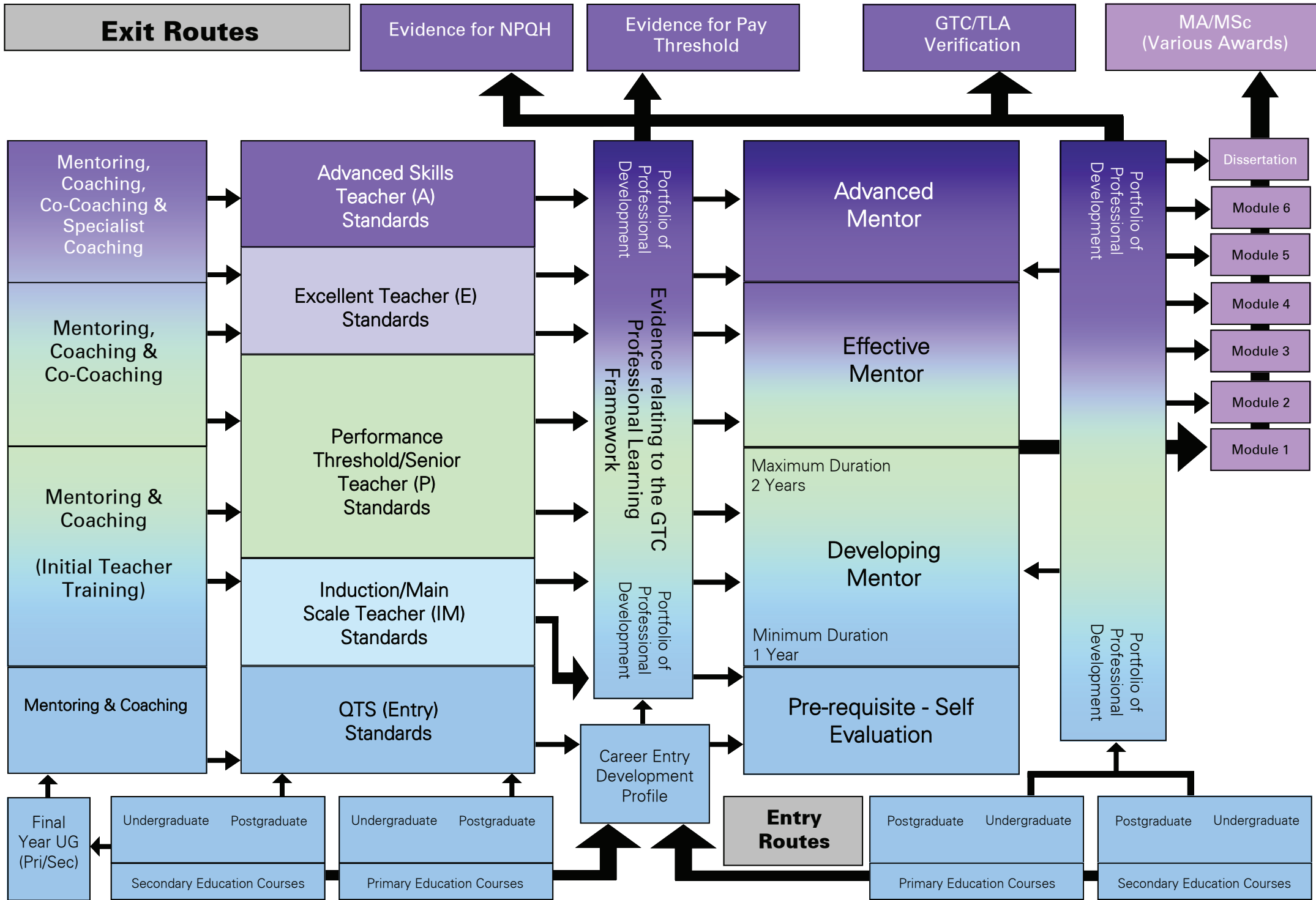
*This document focuses on the individual teacher and the opportunities for professional learning in the context of the work that is being carried out in initial teacher training.*

### **Key Principles**

1. This is based on the North West Kite-marking Framework developed by the regional partnership in ITT group.
2. It offers opportunities for recognition both through the University's internal system and the GTC Teacher Learning Academy.
3. It links in with the work of the Centre for the Use of Research and Evidence in Education (CUREE) on mentoring, coaching and co-coaching skills.
4. It is based on the assumption that it would be used - 1 across phases of education both primary and secondary  
- 2 across job roles i.e. Lead School Mentor/School  
Mentor/Cluster coordinator
4. It is presented as a stage development to reflect increasing experience and expertise from ITT, newly qualified teacher to the experienced and expert teacher.
5. A progressive development model - the assumption being that previous learning is subsumed into the current stage of development.
6. It incorporates recognised qualifications in the educational world, including the new standards for teachers and can be used as a tool for gathering evidence to support professional development.
7. It is based on the premise that expertise has to be both of a practical and academic nature.
8. It provides the opportunity for teachers to accredit the work that they do in initial teacher training through a Masters programme.

## Overall Framework Plan on which the Stages are Developed

Stage	Principle	Stage Descriptors	Professional Knowledge & Understanding	Types of Evidence Based Recording for Professional Recognition (materials produced maybe used to support a range of CPD recognition and accreditation)
<b>Pre-requisite – Self Evaluation</b>	<b>Thinking about</b> – what does the school / individual require to prepare them to be involved with Initial Teacher Training (and development for the future)?	Newly qualified teacher gaining insight and preparation into mentoring within ITT in their first two years of teaching	Awareness of mentoring skills/processes in ITT  QTS Career Entry Profile	School focused – scaffolding ITE experience & issues  <b>Accreditation</b>
<b>Developing Mentor</b>	<b>Action</b> - what does a teacher need to be effective as a tutor to facilitate and support an IT trainee on school placement?	<i>A new mentor, someone who has mentored a trainee with the support of an experienced colleague</i>	Mentoring skills ( <i>Curee framework</i> )  <i>TLA Stage 1 – Working knowledge and understanding of the generic aspects of mentoring, including roles and responsibilities</i>	Recording of experiences of the process  <b>Professional / Recognition / Accreditation</b>
<b>Effective Mentor</b>	<b>Action/Reflection</b> - what knowledge, skills and understanding does a mentor need to be effective in their own school both within ITE and in supporting general school development?	<i>An experienced and confident mentor who has mentored one or more trainees effectively over a sustained and substantial time. Contributes to mentoring within the school and beyond the classroom</i>	Knowledge of mentoring processes  Mentoring /Coaching skills ( <i>Curee framework</i> )  <i>TLA Stage 2 – A deeper understanding of the mentoring process and the factors influencing it</i>	Recording and reflection on experiences of the process of mentoring whole group  <b>Professional / Recognition / Accreditation</b>
<b>Advanced Mentor</b>	<b>Action/ Performance</b> – what knowledge, skills and understanding does a mentor need to be an effective practitioner in promoting the development of ITE/CPD in working along-side others.(i.e. providers; other schools)	<i>An advanced mentor who is able to manage other mentors as a professional mentor/ITT Coordinator. Application of mentoring expertise in settings external to the school.</i>	Advanced skills Action Research methods  Coaching/ Co-coaching skills ( <i>Curee framework</i> )  <i>TLA Stage 3 and 4 – Practitioner research, action enquiry or case study</i>	Case study/Action research Analytical and reflective Evaluation of mentor role Action research <b>Professional / Recognition / Accreditation</b>



## Prerequisite Performance Criteria for Mentors

### Self evaluation / audit

Performance criteria	Evidenced by:	Achieved	The specified criteria may provide the opportunity to demonstrate the links to CPD
As a teacher	Achieving all the Induction Standards in particular:		
Model professional behaviour in all aspects of work, including: <ul style="list-style-type: none"> <li>• Knowledge of teachers' responsibilities</li> <li>• An inclusive commitment to trainees' development</li> <li>• A willingness to engage in professional dialogue with trainees</li> </ul>	I. 2 I. 3 I. 6 I. 7/I. 8 1. 9		<b>AST Standard 6</b> Provide a role model for staff. Provide clear feedback, good support and sound advice.  <b>Subject leader</b> Lead professional development through example and support.  <b>Threshold</b> Demonstrate responsibility for professional development and use outcomes to improve teaching and learning.  <b>NPQH</b> 1.4 Lead by example 1.7 Develop and maintain professional relationships.
Have a secure subject and pedagogical knowledge which may include Foundation Stage, NC POS, Strategies and Exam Specifications.	I. 11 I. 15 1.16		
Have knowledge of the work of other professionals.	I. 20 I. 21		

Performance criteria	Evidenced by:	Achieved	The specified criteria may provide the opportunity to demonstrate the links to CPD
As a teacher	Achieving all the Induction Standards in particular:		
<p>Provide a model of effective classroom practice and support in:</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Organisation and management of the classroom and pupils</li> <li>• Managing other adults</li> <li>• Using a range of teaching strategies to support learning styles</li> <li>• Monitoring pupils' achievement and progression</li> <li>• Promoting equal opportunities and managing an inclusive learning environment</li> <li>• Assessing, recording, reporting and moderating pupils' progress</li> </ul>	<p>I. 26</p> <p>I. 37a/b I. 38 a/b</p> <p>I. 21/I. 40/ I. 41</p> <p>I. 10</p> <p>I. 12/I. 31</p> <p>1. 18/I. 19</p> <p>1. 13/I. 14</p>		
Possess effective communication and interpersonal skills	<p>I. 4 a/b/c</p> <p>I. 40</p>		

## Prerequisite Reflection on Mentoring

	Reflection and Verification including Development Targets
Reflection	
Targets for Further Development	
Verification <i>School comments and signature from senior member of staff</i>	

## Developing Mentor: Following Initial School-based Tutor Training

Performance Criteria	Evidenced by:	Achieved	Professional Standards		
			Professional Attributes	Professional Knowledge	Professional Skills
Have a working knowledge of the QTS Standards	<i>[Be able to use Standards, give feedback and set targets]</i>		IM. 1 IM. 2 IM. 3	IM. 10 IM. 11 IM. 12	IM. 26 IM. 27 IM. 28
Know trainees' programme requirements	<i>[Support trainee in classroom context]</i>		IM. 4a/b/c IM. 5 IM. 6	IM. 13 IM. 14 IM. 15	IM. 29 IM. 30 IM. 31
Complete the appropriate documentation	<i>[Complete lesson observation/ appropriate feedback]</i>		IM. 7 IM. 8 IM. 9	IM. 16 IM. 17 IM. 18	IM. 32 IM. 33 IM. 34
Understand the principles of partnership and liaise effectively with the ITT provider	<i>[Know and understand the roles of the SBT. Attend ITE training sessions.]</i>			IM. 19 IM. 20	IM. 35 a/b/c IM. 36 a/b
Recognise the dual support and assessment role of the School Based Tutor	<i>[Joint observation with SBT/ HEI tutor. Ability to observe lesson, give feedback, set targets.]</i>			IM. 21 IM. 22 IM. 23	IM. 37 IM. 38
Plan and implement the training programme, with attention paid to trainee's records/ audits	<i>[Support trainees in classroom context. Advise trainee through continuous target setting.]</i>			IM. 24 IM. 25	

## Developing Mentor: Following Initial School-based Tutor Training

Performance Criteria	Evidenced by:	Achieved	Professional Standards		
			Professional Attributes	Professional Knowledge	Professional Skills
Assess trainees by: <ul style="list-style-type: none"> <li>• Undertaking analytical lesson observations and giving formative feedback</li> <li>• Using a range of evidence, in relation to the Standards</li> <li>• Supporting the trainee in setting appropriate targets</li> <li>• Using assessment procedures confidently and consistently to support progression</li> </ul>	<i>[Several lesson observations linked to the setting of written targets which are regularly reviewed.]</i>				
Understand the needs of adult learners	<i>[Trainee/ HEI evaluation]</i>				
Understand how to facilitate trainees' self-evaluation and reflection	<i>[Regular meetings between SBT/ trainee to discuss attainment and progress. Trainees' lesson evaluations.]</i>				
Engage with and help to resolve sensitive issues with trainees	<i>[Head/ SBT/ HEI/ trainee evaluations]</i>				
Be able to reflect critically on their own and other's practice for professional development	<i>[Joint observations, monitoring SBT/ HEI tutor.]</i>				

## CUREE Framework for Skills in Mentoring

*Use this checklist as you develop as a school based tutor.*

<b>Mentoring</b> <i>is a structured, sustained process for supporting professional learners through significant career transitions.</i>	<b>Checklist</b>
<b>Relates sensitively to learners</b> and work through agreed processes to build trust and confidence	
<b>Model expertise</b> in practice or through conversation	
<b>Relate guidance to evidence</b> from practice and research	
<b>Broker access to a range of opportunities to address</b> the different goals of the professional learner	
<b>Observe, analyse and reflect</b> upon professional practice and make this explicit	
<b>Provide information and feedback</b> that enables learning from mistakes and success	
<b>Build learners control</b> over their professional learning	
<b>Use open questions</b> to raise awareness, explore beliefs, develop plans, understand consequences and explore and commit to solutions	
<b>Listen actively</b> accommodate and value silence; concentrate on what is being said; using affirming body language to signal attention; replaying what has been said using some of the same words to reinforce, value and reframe thinking	
<b>Relate practice to assessment</b> and accreditation frameworks	

## Developing Mentor Reflection

Reflection and Verification including Development Targets	
<b>Reflection</b>	
<b>Targets for Further Development</b>	
<b>Verification</b> <i>School and University reflective comments and signature</i>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"><i>Professional Mentor</i></div> <div style="width: 45%;"><i>University Liaison / Link Tutor</i></div> </div>

Effective Mentor: Knowledge, skills, understanding that a subject-based tutor needs to be effective in their school, both in relation to ITTE and supporting general school development

Performance Criteria	Evidenced	Achieved	Professional Standards		
			Professional Attributes	Professional Knowledge	Professional Skills
Have a thorough knowledge of QTS Standards	<i>Able to use the Standards to inform feedback and set appropriate targets</i>		IM. 1 IM. 2 IM. 3 P. 1	IM. 10 P. 2 IM. 11 IM. 12	IM. 26 IM. 27 P. 7 P. 8
Be involved in the management of ITE within the department / school	<i>Attend training and development programmes from ITE providers.</i>		IM. 4 a/b/c IM. 5	IM. 13 IM. 14	IM. 28 IM. 29
Provide an Induction programme for trainee in school	<i>Induction handbook and / or programme</i>		IM. 6 IM. 7	P. 3 P. 4	IM. 30 IM. 31
Liaise with other colleagues (including other professionals) to support the trainees' subject and pedagogical knowledge	<i>In-house programme of structured sessions to access specialist areas</i>		IM. 8 IM. 9	IM. 15 P. 5 IM. 16	IM. 32 IM. 33 IM. 34
Facilitate the value of mentoring in CPD	Part of SIP and SEF forms			IM. 17 IM. 18 IM. 19 IM. 20 IM. 21 IM. 22 IM. 23	P. 9 IM. 35 a/b/c IM. 36 a/b IM. 37 IM. 38 P. 10 P. 11

Performance Criteria	Evidenced	Achieved	Professional Standards		
			Professional Attributes	Professional Knowledge	Professional Skills
Ensure that assessment procedures are confidently and consistently carried out to ensure progression and continuity – via observation and scrutiny of trainee documentation	<i>Write summative/formative assessment of progress and attainment against QTS Standard</i>			IM. 24 IM. 25 P. 6	
Moderate trainees within own school	<i>Moderate judgements through joint observations, discussion &amp; monitoring documentation</i>				
Implement effective moderation and QA procedures as required by the relevant partnership	<i>Documentation and QA procedures</i>				
Understand the needs of adult learners and managing other adults	<i>Ensure regular support and guidance for colleagues responsible for trainee. Deal with conflict and under performance</i>				
Be willing to contribute to Partnership development	<i>Attendance at SBT meetings. Facilitate good working relationships between school and provider</i>				
Commitment to ensure a secure Documentation & QA procedures environment for trainee to engage in risk taking					
Understand how to facilitate trainees self -evaluation and reflection Documentation & QA Procedures					

## CUREE Framework for Skills in Mentoring

Effective Mentors, school based tutors, professional mentors and ITT Coordinators should be refining their mentoring skills and developing their coaching skills.

<i>Mentoring is a structured process for enabling the development of a specific aspect of a professional learners practice</i>	Checklist	<i>Coaching is a structured process for enabling the development of a specific aspect of a professional learners practice</i>	Checklist
<b>Relates sensitively</b> to learners and work through agreed processes to build trust and confidence		<b>Relates sensitively</b> to learners through agreed processes to build trust and confidence	
<b>Model expertise</b> in practice or through conversation		<b>Model expertise</b> in practice or through conversation	
<b>Relate guidance to evidence</b> from practice and research		<b>Facilitate access to research and evidence</b> to support the development of pedagogic practice	
<b>Broker access to a range of opportunities to address</b> the different goals of the professional learner		<b>Tailor activities in partnership</b> with the professional learner	
<b>Observe, analyse and reflect</b> upon professional practice and make this explicit		<b>Observe, analyse and reflect</b> upon professional learner's practice and make this explicit	
<b>Provide information and feedback</b> that enables learning from mistakes and success		<b>Provide information</b> that enables learning from mistakes and success	
<b>Build learners control</b> over their professional learning		<b>Facilitate growing</b> independence in professional learning from the outset	
<b>Use open questions</b> to raise awareness, explore beliefs, develop plans, understand consequences and explore and commit to solutions		<b>Use open questions</b> to raise awareness, explore beliefs, encourage professional learners to arrive at their own plans, understand consequences and develop solutions	
<b>Listen actively</b> accommodate and value silence; concentrate on what is being said; using affirming body language to signal attention; replaying what has been said using some of the same words to reinforce, value and reframe thinking		<b>Listen actively</b> accommodating and valuing silence; concentrating on what's actually being said; using affirming body language to signal attention; replaying what's been said using the same words to reinforce, value and develop thinking	
<b>Relate practice to assessment</b> and accreditation frameworks		<b>Establish buffer zones</b> between coaching and other formal relationships	

## Effective Mentor Reflection

Reflection and Verification including Development Targets	
Reflection	
Targets for Further Development	
<b>Verification</b> <i>School and University reflective comments and signature</i>	<i>Professional Mentor</i>
	<i>University Partnership Manager</i>

**Advanced Mentor: Knowledge, skills and understanding a mentor needs to be an effective practitioner in promoting the development of ITTE / CPD within a learning community**

Performance Criteria	Evidenced by:	Achieved	Professional Standards		
			Professional Attributes	Professional Knowledge	Professional Skills
Ensure trainees are working with good role models in school	<i>Working knowledge of staff expertise / strengths.</i>		IM. 1 IM. 2	IM. 10 P. 2	IM. 26 IM. 27
Demonstrate a willingness to work alongside others to enhance knowledge and skills (Partnership development)	<i>Ensure provision of regular support and guidance for colleagues working with trainees within and across schools</i>		IM. 3 P. 1 E. 1 A. 1 IM. 4a/b/c IM. 5 IM. 6 IM. 7 IM. 8 IM. 9	E. 3 IM. 11 IM. 12 IM. 13 IM. 14 P. 3 P. 4 E. 4 IM. 15 P. 5 E. 5 IM. 16 IM. 17 IM. 18 IM. 19	P. 7 P. 8 E. 7 IM. 28 IM. 29 E. 8 IM. 30 E. 9 IM. 31 IM. 32 IM. 33 IM. 34 P. 9 E. 10 E. 11

Performance Criteria	Evidenced by:	Achieved	Professional Standards		
			Professional Attributes	Professional Knowledge	Professional Skills
Evidence of achievement as lead mentor/ITE coordinator that meets framework standards	<i>Impact of work on ITE amongst a range and variety of colleagues.</i>			E. 6 IM. 20 IM. 21 IM. 22 IM. 23 IM. 24 IM. 25 P. 6	IM. 35 a/b/c IM. 36 a/b IM. 37 IM. 38 P. 10 E. 12 A. 2
Contribute to mentoring colleagues in and beyond school. An ability to provide constructive support and guidance.	<i>Have knowledge the processes, structures and expectations of training programmes.</i>			EA (2.12) IMPEA (2.13) PEA (2.13) IMPEA (2.14) IMPEA (2.15) IMPEA (2.16) IMPEA (2.17) PEA (2.17)	PEA (3.14) EA (3.15) A (3.16) IMPEA (3.17) IMPEA (3.18) IMPEA (3.19) P. 11 E. 13 E. 14 A. 3

Performance Criteria	Evidenced by:	Achieved	Professional Standards		
			Professional Attributes	Professional Knowledge	Professional Skills
Supportive approach towards CPD of colleagues in respect of SIP	<i>Have knowledge of systems and processes of mentoring in a range of levels of training</i>				
Commitment to work beyond the classroom context	<i>Contribution to programme development and delivery. Interviewing</i>				
Ensures the effective QA process	<i>Monitor, evaluate and plan for improvement leading to SIP. Internal moderation procedures across clusters of schools</i>				
Secure knowledge of trainee development process, routes and phases of training	<i>Thorough understanding of QTS Standards and what they mean in practice. Ability to identify &amp; provide additional opportunities for the professional development of trainees</i>				
Be involved as a lead trainer or in training new mentors within their own/other schools	<i>Facilitate and lead INSET on ITE in a range &amp; variety of ways. (e.g. material dissemination and organising in-house training)</i>				
Commitment to sharing good practice with wider professional bodies	<i>Log of meetings/activity undertaken/conferences related to ITE</i>				
Representation on committees and consultative groups and professional bodies i.e. participation in programme development	<i>Group minutes, logging</i>				
Evaluate and confidently implement any necessary changes through liaison with Provider.	<i>Provide written feedback e.g. report to School Governors.</i>				

## CUREE Framework for Skills in Mentoring

*Advanced Mentors, school based tutors, professional mentors and ITT Coordinators should be refining their coaching skills and developing their co-coaching skills.*

<b>Coaching</b> <i>is a structured process for enabling the development of a specific aspect of a professional learners practice</i>	<b>Checklist</b>	<b>Co-coaching</b> <i>is a structured, sustained process between one or more professional learners to enable them to embed new knowledge and skills from specialist sources in a day to day practice.</i>	<b>Checklist</b>
<b>Relates sensitively to learners</b> through agreed processes to build trust and confidence		<b>Relate sensitively to learners</b> and work through agreed processes to build trust	
<b>Model expertise</b> in practice or through conversation		<b>Draw on specialist resources</b> to inform learning	
<b>Facilitate access to research and evidence</b> to support the development of pedagogic practice		<b>Draw on evidence</b> from research and practice to shape development	
<b>Tailor activities in partnership</b> with the professional learner		<b>Understand the goals</b> of the co-coach	
<b>Observe, analyse and reflect</b> upon professional learner's practice and make this explicit		<b>Observe, analyse and reflect</b> upon each other's practice, make this explicit and interpret it collaboratively	
<b>Provide information</b> that enables learning from mistakes and success		<b>Provide information</b> that enables learning from mistakes and success	
<b>Facilitate growing</b> independence in professional learning from the outset		<b>Learn reciprocally</b> with commitment and integrity	
<b>Use open questions</b> to raise awareness, explore beliefs, encourage professional learners to arrive at their own plans, understand consequences and develop solutions		<b>Use open questions</b> to raise awareness, reveal beliefs and enable professional learners to reflect upon them	
<b>Listen actively:</b> accommodating and valuing silence; concentrating on what's actually being said; using affirming body language to signal attention; replaying what's been said using the same words to reinforce, value and develop thinking		<b>Listen actively:</b> accommodating and valuing silence; concentrating on what is actually being said; using attentive body language to signal attention; replaying what's been said using some of the same words to check meaning and/or value thinking	
<b>Establish buffer zones</b> between coaching and other formal relationships		<b>Set aside existing relationships</b> based on experience, hierarchy, power or friendship	

## Advanced Mentor Reflection

Reflection and Verification including Development Targets	
Reflection	
Targets for Further Development	
<b>Verification</b> <i>School and University reflective comments and signature</i>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%; text-align: center;"><i>Professional Mentor</i></div> <div style="width: 45%; text-align: center;"><i>University Partnership Manager</i></div> </div>

Liverpool John Moores University  
Accreditation of Professional Learning

## Introduction

The Faculty of Education, Community & Leisure is offering school based tutors and professional mentors the opportunity to achieve a Postgraduate Certificate in Advanced Educational Practice (Mentoring and Coaching). This Postgraduate certificate forms part of the Masters (MA) in Advanced Educational Practice. The Postgraduate Certificate consists of three, twenty-credit modules, which link directly with a Learning Journal, which identifies key stages in the mentoring and coaching process. The three modules represent the three stages in the Framework for Mentoring and Coaching. They reflect the enhancement of mentoring, coaching and co-coaching practice that can be developed through the widening sphere of influence of a school-based tutor or professional mentor. This is related to their personal and professional development including the impact on colleagues within the school as well as influence within the wider learning community.

The modules are based on a work-based learning concept. This enables the school-based tutor or professional mentor to focus on the work that they are already doing within the work place as a basis for postgraduate level study and accreditation. The key to successful completion of each of these modules is evidence of critical analysis and reflection on professional learning, which demonstrates the integration of theory and practice.

School-based tutors can build on the Postgraduate Certificate in Advanced Educational Practice (Mentoring and Coaching) in order to work towards a Masters qualification through the selection of appropriate modules from those available. This approach ensures that participants in the MA programme can create a personalised programme, which reflects their individual professional development needs.

## **Course content**

There are three modules (each worth 20 credits)

- Mentoring in Education
- Developing Mentoring and Coaching
- Developing Collaborative Coaching for School/Organisational Improvement

## **Course structure**

There are two options for engaging in the PG Cert in Mentoring and Coaching.

- For experienced mentors there is the opportunity to attend workshops based within established network learning communities
- For new or less experienced mentors there is a taught route based at the university

## **Support for the modules**

School-based tutors who enrol for a Postgraduate Certificate in Advanced Educational Practice (Mentoring and Coaching) will be allocated a university tutor who will provide support and guidance. Tutorial support can be provided at the I.M.Marsh Campus of JMU, on the school site, by telephone or email. Tutorial support can also be given, where appropriate, in small groups within a cluster of schools as part of the Learning Community development.

### **Credit-based on learning from professional experience**

School-based tutors who have been engaged in mentoring trainees for a number of years have the opportunity to accredit learning from the work that they have already completed through making an APEL claim. This process would enable competent mentors to complete the first module of the Postgraduate Certificate in Mentoring and Coaching. The university will be holding a series of workshops across the partnership to provide advice and support for school-based tutors who wish to take this opportunity.

### **For further information please contact;**

The Faculty Recruitment Team  
Liverpool John Moores University  
IM Marsh Campus,  
Barkhill Road, Aigburth  
Liverpool,  
L17 6BD.

GTC Teacher Learning Academy

Recognition of Professional Learning

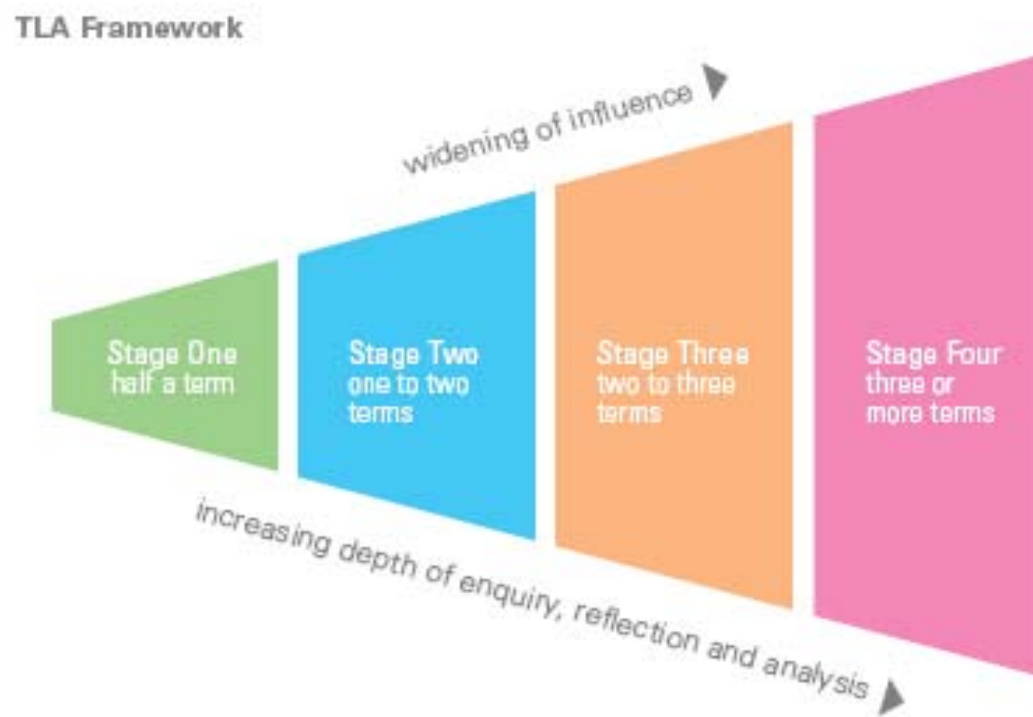
<http://www.gtce.org.uk/tla/>

## Introduction

The LJMU Framework for Mentor Recognition and Accreditation has been aligned with the GTC Teacher Learning Academy's professional recognition for ITT mentors professional learning. This provides flexible opportunities for teachers to be engaged with a recognition and celebration of their professional learning experiences. Both reflect the learning journey through which you record and review progress as an individual and in professional dialogue with colleagues, making changes as you develop. The difference between the University's recognition and the TLA is that the former requires an accumulation of evidence at each of the three stages with an overall reflection and target setting process at the end of the stage, the latter demands reflection, evaluation and analysis to demonstrate the learning that has taken place with evidence of the six dimensions having been addressed. These dimensions are not linear but integral to the professional learning process.

At each of the four stages there should be a clear learning focus that is integrated with reflection from the knowledge base that could include literature, research and evidence gathered from your practice. It is important that you demonstrate that you are part of a *Learning Community* of initial teacher training engaging in dialogue and reflection with colleagues. Progression through the TLA professional recognition stages demands widening influence, greater enquiry and that the findings of your learning journey are disseminated within and across schools. To complete each stage requires the presentation of your project with evidence and the TLA encourage creativity in the approach to recording your learning journey through a variety of forms of media including audio, video and web based materials. It is at stages three and four where the depth of analysis, research, evidence and influence is significant that the work produced could not only be submitted for TLA professional recognition but also for accreditation in Masters modules.

The diagram below outlines the demands of each key stage. <http://www.gtce.org.uk/tla/>



The table on the following page demonstrates the relationship between the six dimensions and the four-stage framework for the teachers learning journey, identifying the different demands that each stage requires.

## Supporting the Process

	Preparing for the learning journey → creating a plan → On the learning Journey → Learning breakthrough			
	<b>Stage 1:</b> Professional learning dialogue	<b>Stage 2:</b> A descriptive and reflective account of a learning breakthrough	<b>Stage 3:</b> A reflective and analytical account of a learning breakthrough	<b>Stage 4:</b> A reflective and analytical account of more than one learning breakthrough
<b>Engaging with the knowledge base</b>	There has been engagement with a relevant source of knowledge and practice during the change activity. The influence of this is identified.	There has been consistent engagement with sources of knowledge and practice. The influence of this is clearly identified and reflected upon.	There has been consistent engagement with and analysis of, credible and robust sources of knowledge and practice. These are shown to have influenced understanding of key issues and actions. Sources of information have been identified and appropriately referenced	There has been consistent engagement with and analysis of knowledge base and practice throughout the change activity producing critical and/or imaginative thinking; in-depth consideration of identified key issues; wide-ranging and deep reflection on evidence and argument; well-synthesised conclusions; interrogation and critical appraisal of relevant literature. All sources of information are of high quality, have been clearly identified and appropriately referenced (using Harvard).
<b>Coaching and mentoring</b>	There has been professional dialogue with coach or mentor/s during the change activity. The influence of this is identified.	There has been consistent professional dialogue with coach or mentor(s) across a range of issues arising from the change and learning process. The specific ways mentoring/coaching has contributed is identified and analysed	There has been consistent professional dialogue with coach/es or mentor/s across a range of issues arising and an analysis of specific ways this has contributed to the effectiveness of the change and learning, including the role of external or specialist expertise.	There has been consistent professional dialogue with coaches/mentors across a range of issues arising from the change and learning process. The specific ways coaching and mentoring has contributed to the effectiveness of the change and learning has been analysed, including the role of external and specialist expertise. There is an analysis of the use of coaching mentoring to influence others' practice.
<b>Sharing your learning and influencing practice</b>	The learning has been shared with the intention of influencing the practice of others	A range of opportunities have been taken to share learning and changed practice to influence others beyond the teachers immediate sphere of influence	A range of opportunities has been taken to use the learning and changed practice to influence others beyond the teacher's immediate sphere of influence i.e. across school or network/local education community. There is a reflection on any use made of coaching or mentoring to influence others' practice.	Range of opportunities have been systematically used to transfer the learning and influence understanding and practice in professional and / or lay community within and beyond own school e.g. region, country or abroad. Evidence of impact includes feedback. There is a reflection on any use made of coaching or mentoring .An original published resource has been produced.

	Preparing for the learning journey → Creating a plan → On the learning Journey → Learning breakthrough			
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<b>Planning your learning</b>	The plan and progress have been reviewed and monitored at key points, with amendments to the plan as needed.	The plan and progress have been reviewed and monitored at key points, with amendments to the plan as needed. Changes to original intentions or plans have been explained.	The plan and progress have been reviewed and monitored at key points, with amendments to the plan or the development of additional plans as required. Changes made to the plans have been explained and analysed, making reference as appropriate to the influence of the knowledge base, the practice of others, the dialogue with coach or mentor and the learning breakthrough.	The plan and progress have been reviewed and monitored at key points with amendments Changes made to the plans have been explained and analysed, assessing the benefits of these changes and making reference as appropriate to the influence of the knowledge base, the practice of others, the dialogue with coach/mentor and the learning breakthrough.
<b>Carrying out your plan</b>	Diversity/equality of opportunity issues within the learning and change focus has been considered and efforts to secure best possible outcomes are described.	Diversity/equality of opportunity issues within the focus are precisely identified and, as relevant, the approach to securing best possible outcomes is described and reflected upon.	Diversity/equality of opportunity issues within the focus is precisely identified. The approach to securing best possible outcomes has been analysed and modified as needed. There is an assessment of the impact, if any, of the change to practice upon diversity/equality of opportunity.	Diversity/equality of opportunity issues within the focus is precisely identified. The approach to securing best possible outcomes has been analysed and modified to secure optimal outcomes. There is an assessment of the impact, if any, of the change to practice upon diversity/equality of opportunity.
<b>Evaluating your learning and impact</b>	Outcomes are evaluated and specific changes to practice are identified. The evaluation includes an element of pupil or colleague feedback.	Changes to practice and teacher learning outcomes are evaluated. The evaluation includes pupil &/or colleague feedback and the connection between own learning and that of pupils or colleagues is identified.	There is an analysis of the difference between the intended and actual outcomes using the planned approach to evaluation. The connection between the teacher's own learning and that of pupils &/or colleagues is identified. The evaluation is founded upon sound data (quantitative or qualitative, as appropriate) and analysis. Pupil &/or colleague feedback data has been triangulated with other data or feedback. Key issues have been explored in depth.	There is an analysis of the difference between the intended and actual outcomes using the planned approach to evaluation, which is founded upon sound data (quantitative or qualitative, as appropriate) and analysis. Pupil &/or colleague feedback data has been triangulated with other data or feedback. Key issues have been explored in depth



# Mentoring and Coaching CPD Capacity Building Project

## 2004 - 2005

National Framework for  
Mentoring and Coaching

### Contents:

Principles of Mentoring and Coaching

Mentoring and Coaching: Core Concepts

Skills for Mentoring and Coaching

Mentoring and Coaching: A Comparison



department for

**education and skills**

creating opportunity, releasing potential, achieving excellence

# Principles of mentoring and coaching

The DfES recognises that the ways mentoring and coaching are used depend on the context. There is no intention to impose a uniform model. These ten principles, based on evidence from research and consultation, are recommended to inform mentoring and coaching programmes in schools and to help increase the impact of continuing professional development on student learning.

Effective mentoring and coaching involves:

## **a learning conversation**

structured professional dialogue, rooted in evidence from the professional learner's practice, which articulates existing beliefs and practices to enable reflection on them

## **a thoughtful relationship**

developing trust, attending respectfully and with sensitivity to the powerful emotions involved in deep professional learning

## **a learning agreement**

establishing confidence about the boundaries of the relationship by agreeing and upholding ground rules that address imbalances in power and accountability

## **combining support from fellow professional learners and specialists**

collaborating with colleagues to sustain commitment to learning and relate new approaches to everyday practice; seeking out specialist expertise to extend skills and knowledge and to model good practice

## **growing self direction**

an evolving process in which the learner takes increasing responsibility for their professional development as skills, knowledge and self awareness increase

## **setting challenging and personal goals**

identifying goals that build on what learners know and can do already, but could not yet achieve alone, whilst attending to both school and individual priorities

## **understanding why different approaches work**

developing understanding of the theory that underpins new practice so it can be interpreted and adapted for different contexts

## **acknowledging the benefits to the mentors and coaches**

recognising and making use of the professional learning that mentors and coaches gain from the opportunity to mentor or coach

## **experimenting and observing**

creating a learning environment that supports risk-taking and innovation and encourages professional learners to seek out direct evidence from practice

## **using resources effectively**

making and using time and other resources creatively to protect and sustain learning, action and reflection on a day to day basis

# Core concepts

**Mentoring** is a structured, sustained process for supporting professional learners through significant career transitions.

**Mentoring for Induction** is used to support professional learners on joining a new school. For Newly Qualified Teachers this will also include induction into the profession as a whole.

**Mentoring for Progression** is used to support professional learners to respond to the demands of the new role, to understand the responsibilities it brings and the values it implies.

**Mentoring for Challenge** is used to enable professional learners to address significant issues that may inhibit progress.

**Mentors** are experienced colleagues with knowledge of the requirements of the role. They broker access to a range of increasingly self-directed learning opportunities to support the development of the whole person. Mentors are selected on the basis of appropriate knowledge of the needs and working context of the professional learner.

A professional learner is someone tackling a new or particularly challenging stage in her/his professional development who seeks out or is directed towards mentoring.

**Mentoring** involves activities which promote and enhance effective transitions between professional roles, including:

1. identifying learning goals and supporting progression
2. developing increasing learners' control over their learning
3. active listening
4. modelling, observing, articulating and discussing practice to raise awareness
5. shared learning experiences e.g. via observation or video
6. providing guidance, feedback and, when necessary, direction
7. review and action planning
8. assessing, appraising and accrediting practice
9. brokering a range of support

**Mentoring usually takes place** in the professional learner's school, in the work place and in quiet spaces that allow confidential reflection. For teachers, especially trainee teachers, it also takes place in other people's classrooms to enable observation for learning.

**Mentoring is useful** to a practitioner, at the beginning of her/his career, at times of significant career change or in response to specific, significant challenges.

**Specialist Coaching** is a structured, sustained process for enabling the development of a specific aspect of a professional learner's practice.

**Specialist coaching is used** by schools and teachers to:

- review and refine established practice
- develop and extend teaching and learning repertoire
- introduce and experiment with alternative teaching and learning strategies
- support the development, across a department or a school, of a culture of openness e.g. mutual support for and critique of professional practice.

**Specialist coaches** are fellow professionals with knowledge and expertise relevant to the goals of the professional learner. They enable professional learners to take control of their own learning through non-judgemental questioning and support. The coach might be from the same institution or from elsewhere (e.g. a university). Coaches are usually chosen by professional learners themselves.

A professional learner is someone tackling a specific teaching and learning or leadership challenge who seeks out or is offered coaching.

**Specialist coaching** involves activities which promote and enhance the development of a specific aspect of teaching and learning or leadership practice, including:

1. support to clarify learning goals
2. reinforcing learners' control over their learning
3. active listening
4. modelling, observing, articulating and discussing practice to raise awareness
5. shared learning experiences e.g. via observation or video
6. shared planning of learning and teaching or leadership, supported by questioning
7. supported review and action planning
8. reflection on and debriefing of shared experiences

**Specialist coaching usually takes place** in the professional learner's own work place - and in quiet spaces that allow confidential reflection - in order to facilitate observation of and reflection about her/his own practice and experiments with new approaches.

**Specialist coaching is useful** to a practitioner, at any stage in her/his career, in developing a deeper and more sophisticated understanding of existing and new approaches.

**Collaborative (Co-) Coaching** is a structured, sustained process between two or more professional learners to enable them to embed new knowledge and skills from specialist sources in day-to-day practice.

**Co-coaching is used** by schools and teachers to support and sustain voluntary, structured partnerships in which each participant relates specialist inputs to day-to-day practice.

It supports the development, across a department or a school, of a culture of openness e.g. mutual support for and critique of professional practice. It also provides a good preparation for more specialist coaching skills and roles.

**Co-coaches** are professional learners committed to reciprocal learning and to providing non-judgemental support to each other based on evidence from their own practice. Co-coaches seek out specialist input to inform their coaching. This may be provided by a third party e.g. via a course, consultant, demonstration session or text based resources.

Co-coaches each take the role of coach and professional learner, usually alternately. Co-coaching partners are mostly self selecting.

**Co-coaching** involves activities which promote and enhance reflective practice including:

1. developing mutual understanding of specific goals
2. sustaining learners' control over their learning
3. active listening
4. observing, articulating and discussing practice to raise awareness
5. shared learning experiences e.g. via observation or video
6. shared planning of learning and teaching or leadership, supported by reciprocal questioning
7. reciprocal action planning
8. shared analysis of learning experiences, evidence, research or alternative examples of practice

**Co-coaching takes place** in the professional learners' work place and in quiet spaces that allow confidential reflection. This will usually involve co-coaches observing each other's work and reflecting upon their own and their co-coach's activities.

**Co-coaching is useful** to a practitioner, at any stage in her/his career, following specialist inputs and whenever professional learners are seeking to review and enhance practice.

WHY?

WHO?

WHAT?

WHERE?

WHEN?

# Skills for mentoring and coaching - mentors and coaches learn to:

## Mentors

1. **relate sensitively to learners** and work through agreed processes to build trust and confidence
2. **model expertise** in practice or through conversation
3. **relate guidance to evidence** from practice and research
4. **broker access to a range of opportunities** to address the different goals of the professional learner
5. **observe, analyse and reflect** upon professional practice and make this explicit
6. **provide information and feedback** that enables learning from mistakes and success
7. **build a learner's control** over their professional learning
8. **use open questions** to raise awareness, explore beliefs, develop plans, understand consequences and explore and commit to solutions
9. **listen actively:**
  - accommodating and valuing silence
  - concentrating on what's actually being said
  - using affirming body language to signal attention
  - replaying what's been said using some of the same words to reinforce, value and reframe thinking
10. **relate practice to assessment** and accreditation frameworks

## Specialist coaches

1. **relate sensitively to learners** and work through agreed processes to build trust and confidence
2. **model expertise** in practice or through conversation
3. **facilitate access to research** and evidence to support the development of pedagogic practice
4. **tailor activities in partnership** with the professional learner
5. **observe, analyse and reflect** upon the professional learner's practice and make this explicit
6. **provide information** that enables learning from mistakes and success
7. **facilitate growing independence** in professional learning from the outset
8. **use open questions** to raise awareness, explore beliefs, encourage professional learners to arrive at their own plans, understand consequences and develop solutions
9. **listen actively:**
  - accommodating and valuing silence
  - concentrating on what's actually being said
  - using affirming body language to signal attention
  - replaying what's been said using the same words to reinforce, value and develop thinking
10. **establish buffer zones** between coaching and other formal relationships

## Co-coaches

1. **relate sensitively to learners** and work through agreed processes to build trust and confidence
2. **draw on specialist resources** to inform learning
3. **draw on evidence** from research and practice to shape development
4. **understand the goals** of the co-coach
5. **observe, analyse and reflect** upon each other's practice, make this explicit and interpret it collaboratively
6. **provide information** that enables learning from mistakes and success
7. **learn reciprocally** with commitment and integrity
8. **use open questions** to raise awareness, reveal beliefs and enable professional learners to reflect upon them
9. **listen actively:**
  - accommodating and valuing silence
  - concentrating on what's actually being said
  - using attentive body language to signal attention
  - replaying what's been said using some of the same words to check meaning and/or value thinking
10. **set aside existing relationships** based on experience, hierarchy, power or friendship

## Professional learners develop their ability to:

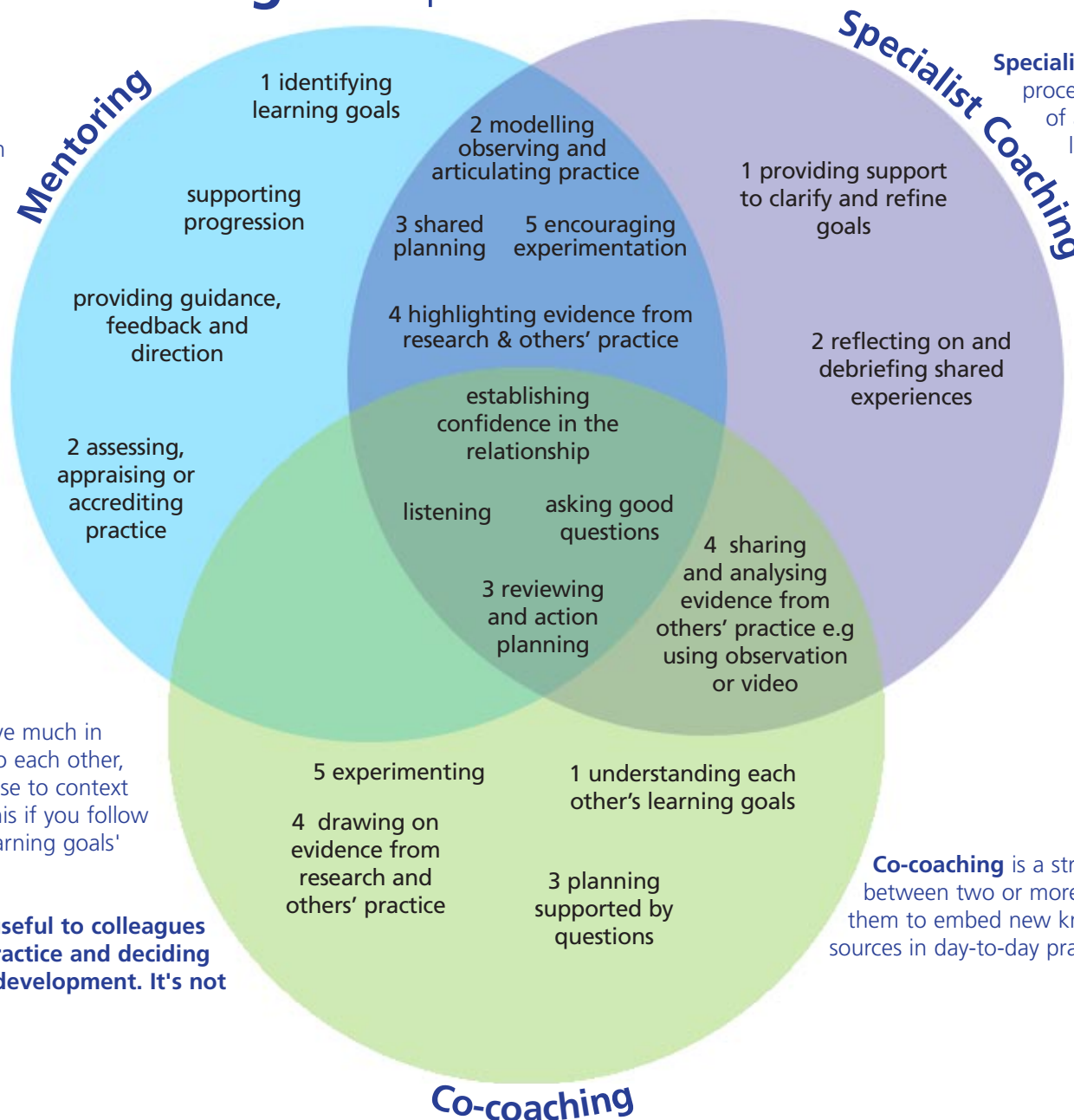
- **respond proactively to modelled expertise** to acquire and adapt new knowledge
- **respond positively to questions** and suggestions from the mentor
- **take an increasingly active role** in constructing their own learning programme
- **observe, analyse and reflect** upon their own and the mentor's practice and make this explicit
- **think and act honestly** on their developing skills and understanding

- **respond proactively to specialist expertise** to acquire and adapt new knowledge
- **discuss practice and core concepts** professionally with the coach
- **understand their own learning needs** and goals and develop strategies that respond to these through dialogue with their specialist coach
- **observe, analyse and reflect** upon their own and the coach's practice and make this explicit
- **think and act honestly** on their developing skills and understanding

- **seek out specialist expertise** and respond proactively to it to acquire and adapt new knowledge
- **discuss practice and core concepts** in professional dialogue with the co-coach
- **understand their own learning needs** and goals and develop strategies that respond to these through dialogue with their co-coach
- **observe, analyse and reflect** upon their own and the coach's practice and make this explicit
- **think and act honestly** on their developing skills and understanding

# Mentoring & Coaching: a comparison

**Mentoring** is a structured process for supporting professional learners through significant career transitions.



**Specialist coaching** is a structured process for enabling the development of a specific aspect of a professional learner's practice.

Mentoring and Coaching have much in common; activities shade into each other, changing emphasis in response to context and purpose. You can see this if you follow a theme like No.1 'setting learning goals' around the circles.

**This diagram has proved useful to colleagues in reflecting on existing practice and deciding on a direction for further development. It's not prescriptive.**

**Co-coaching** is a structured, sustained process between two or more professional learners to enable them to embed new knowledge and skills from specialist sources in day-to-day practice.