



## **Marjon Teacher Education Partnership (MTEP) Mentoring Principles**

MTEP's aim is that our ambitious, integrated and sequenced MTEP curricula drives trainee progress and supports mentoring and progress towards QTS. Our vision for excellence and the MTEP curricula is aligned to, but not defined by the, [Core Content Framework \(CCF\)](#), the [Early Career Framework \(ECF\)](#), the [ITE Ofsted inspection framework](#), the [Teachers' Standards \(TS\)](#) and the [Teachers' Standards \(EY\)](#).

We aim for our mentors to offer a supportive, constructive, professional relationship with their trainees. These relationships will foster trust and confidence. There will be a focus on learning and development through learning conversations and working with expert others. We aspire for our trainees to be able to manage their own learning so they maximise their potential, develop their skills, improve performance and become the teacher they wish to be. MTEP, in partnership with our mentors, is ambitious. We expect our trainees to strive to become the best they can be and to become Early Career Teachers that make a difference and empower children and young adults to become lifelong learners.

Our MTEP Mentoring Principles are offered with a view to clarifying the purpose of mentoring, what is expected of mentors and trainees in the mentor-trainee relationship, and the nature of developmental support that mentoring should provide. It recognises that trainees are expected to grow in both competence and confidence as they progress through their placements.

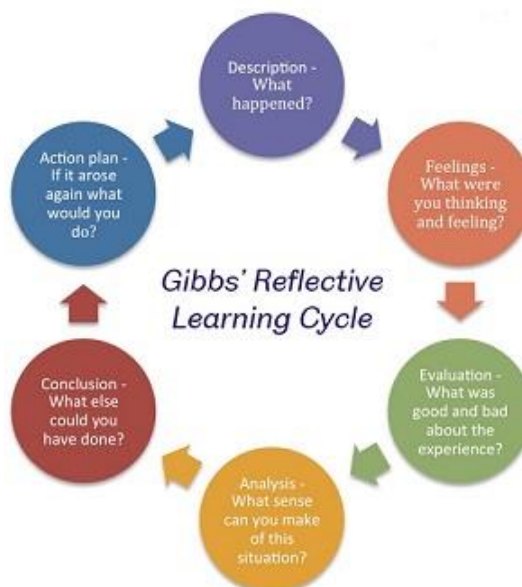
The creation of a democratic framework in mentoring in which mentors and trainees work together to facilitate change, encourages mentors to open up their own practice to scrutiny and recognise that they too can still learn. This allows collaboration rather than 'master-servant' relationships. This supports learning through reciprocal interactions by placing equal value on both the mentor's and mentee's participation. MTEP advocates a democratic approach to mentoring as opposed to a hierarchical one. By representing the mentoring relationship as a shared experience between professionals, rather than the more traditional master and apprentice model, the focus shifts from an unequal to a more balanced relationship and moves towards an emphasis on creating the right environment for change as opposed to instruction on what to change. *(Thompson, 2019)*

Two texts we are using to support our principles of mentoring and to support our mentors are [Mentoring in Schools](#). Haili Hughes (2021) and [The Magic of Mentoring](#). Carol Thompson (2019) Consideration has also been given to the [National Standards for school based ITT mentors](#). We recognise that our MTEP mentors 'have a crucial role to play in supporting...our trainees...during their training.'

## Supporting trainees to be reflective

‘It is not sufficient simply to have an experience in order to learn. Without reflecting upon this experience, it may quickly be forgotten, or its learning potential lost. It is from the feelings and thoughts emerging from this reflection that generalisations or concepts can be generated, and it is generalisations that allow new situations to be tackled effectively.’ (Gibbs, 1988)

Reflective practice is a tool that can be used by trainees and mentors to observe and evaluate both lessons and experiences over their time in school. Both trainees and mentors can use this as an independent process but can also use it as a collaborative process to support discussions and learning conversations. It is important that time is given to reflections for trainees and mentors, particularly after lesson observations. MTEP is encouraging the use of the reflective cycle as below. Gibbs (1988) designed the cycle to support experiential learning and to allow a continuous cycle of improvement for a repeated experience.



<b>Description</b>	The lesson observed or the week of placement
<b>Feelings</b>	Which part of the lesson did you enjoy the most? Were there any times where you didn't feel so confident? Did the lesson make you feel more curious about anything?
<b>Evaluation</b>	Listen to the trainee's reflections and evaluations from their learning plans.
<b>Analysis</b>	What is going on? Is there anything that you would like to know more about?
<b>Conclusion</b>	What do you want instead? How might you get what you need? Who might help? How can you help yourself?
<b>Action Plan</b>	Next steps and targets for next week

## Core Content Framework

It is important for MTEP mentors and trainees to be familiar with the CCF and its content. It has been designed to support trainee development. In partnership with our MTEP mentors we have developed a curriculum and school experiences that are sequenced, and support trainees to succeed. The curriculum is aligned to, but not defined by the CCF (and the TS). We will encourage trainees to engage with theory, research and expert practice. Below are key terms and definitions used throughout the CCF. Consideration of these are essential in support trainees make progress.

**Expert colleagues:** Professional colleagues, including experienced and effective teachers, subject specialists, mentors, lecturers and tutors.

**Practise:** Opportunities to use approaches defined in the 'Learn how to...' column of the ITT Core Content Framework. Throughout their training, trainees should expect multiple opportunities to rehearse and refine particular approaches, possibly beginning outside the classroom before using approaches in classrooms.

**Discussing and analysing with expert colleagues:** Interrogate with an expert colleague – using the best available evidence – what makes a particular approach successful or unsuccessful, reflecting on how this approach might be integrated into the trainee's own practice.

**Observing how expert colleagues...and deconstructing this approach:** Working with expert colleagues – using the best available evidence – to critique a particular approach – whether using in-class observation, modelling or analysis of video – to understand what might make it successful or unsuccessful.

**Receiving clear consistent and effective mentoring:** Receiving structured feedback from expert colleagues on a particular approach – using the best available evidence – to provide a structured process for improving the trainee's practice.