



Preparatory activities for delivering a MIT-inspired mentoring system in Israel
WP 1.1. Elaboration of comparative report and recommendations for mentor training based on peer group mentoring and other models

Before the Talpiot meeting, we asked you to briefly describe mentoring in your university and your country. Now we would like to get more information. Please expand your description according to the following points. Please follow as much as possible the chapters below (1-5) when writing your document.

Report on mentoring system in your academic institution/country¹

**COUNTRY: UK INSTITUTION: GRADUATE SCHOOL OF EDUCATION, (GSE)
UNIVERSITY OF EXETER 1. Background (Theories, policies, methodologies)**

1.1 How does the Graduate School of Education, University of Exeter understand what it means to be a mentor in the context of initial teacher education?

The [Exeter Model of Initial Teacher Education](#) offers a Research-Inspired approach to learning to teach that enables progressive development to mastering the skills and knowledge required of teachers as codified in the national [Teachers' Standards](#). The model is firmly rooted in principles derived from sociocultural theories of learning. These are that learning to teach requires:

- Activity situated within the school context ('Community of Practice' – see Lave and Wenger, 1991)
- Opportunities for dialogue with others, particularly those more experienced (see Vygotsky, 1978)
- Scaffolded progress towards independent practice (see Bruner, 1978)
- Tools to make sense of the knowledge, skills and social and political contexts of teaching (see Engeström, 1999)
- Deliberately reflective thinking about teaching and learning, strengthened through engagement in classroom research.
- Understanding that contradictions (eg between theory and current practice or between a teachers' view and a trainees' expectations) are stimuli for exploration of why these differences occur and for



new thinking and practice. They are points of creative growth for individuals and ultimately for the system.

The fundamental aim of initial teacher education (ITE) at the University of Exeter is to develop effective, reflective, enquiring and transformative practitioners who prepare their students to take a full part in a changing, pluralist and democratic society. Mentoring is seen as playing a prominent role in the development of highly effective teachers (Bullough 2012; Hobson et al 2008).

1.2 What are theories or approaches to mentoring underpin our understanding of mentoring at GSE?

A number of key theoretical concepts underpin our understanding of mentoring at the Graduate School of Education, namely:

- a) Social constructivism
- b) Communities of practice
- c) Reflective practice
- d) Evidence based practice
- e) Mentoring (as distinct from 'coaching')

The word 'mentor' has become synonymous with teacher, counsellor, coach, facilitator, motivator and friend. Typically, a mentor is described as 'a person who offers support and guidance to another; an experienced and trusted counsellor or friend; a patron, a sponsor' (Oxford English Dictionary). However, in their recent review of the literature, Long et al (2012) highlight a lack of clarity and consistency in use of the term, noting, for instance, how the terms 'mentoring' and 'induction' and 'mentoring' and 'coaching' are often used interchangeably. What might be meant by 'mentoring' therefore, is contested, and in the context of teacher education, may reflect a number of different (and often competing) models such as mentor as: a) supervisor, b) supporter and/or c) collaborator (Kemmis et al. 2014).

It is probably fair to see that all three of the mentoring models outlined above (supervisor; supporter; and collaborator) may be found within the Exeter Model of ITE as this approach consciously implements a number of different mentoring roles although only one of these is referred to as 'the mentor'. Essentially, we believe that an effective mentor is one who facilitates their mentee's process of review, reflection and envisaging using careful questioning and probing. Their goal is to help the mentee to become aware of and explore alternative perspectives and possibilities so that they can develop a deeper understanding of their own professional identity; professional knowledge; and students' learning.

1.3 What is the model of mentoring at the Graduate School of Education?

In the Exeter Model of ITE mentoring resides in the complementary roles of several tutors within the clearly defined model of trainee learning. Each of these, the ITE Coordinator, the Mentor, the Principal Subject Tutor (secondary) or Principal School Tutor (primary) and the University Visiting Tutor, is a specialist in specific aspects of the work.



ITE Coordinator (ITEC). Each partner school designates an ITE Coordinator who manages the school's involvement with ITE, oversees communication with the University and monitors the quality of school provision. The ITE Coordinator is responsible for identifying, managing and advising all other school-based personnel nominated to work with trainees. In some cases, the ITE Coordinator also has the role of Mentor.

Principal Subject Tutor (Secondary programme) Principal Subject Tutors are specialists in the craft of the classroom and experts in their main teaching subject. They assist trainees by working as partners in the classroom, demonstrating teaching, jointly planning and carrying out focused observation of their teaching and providing feedback and advice. Each trainee is allocated a Principal Subject Tutor who is responsible for coordinating the trainee's learning within the subject department.

Principal School Tutor (Primary programme) Principal School Tutors are specialists in the craft of the classroom. They assist trainees by working as partners in the classroom, demonstrating teaching, jointly planning, carrying out focused observation of their teaching and providing feedback and advice.

Mentor: Mentors are experienced teachers with a good understanding of curricular issues. They conduct a number of supervisory conferences each term of at least an hour's duration, with each trainee individually. These develop the trainee's thinking about teaching in ways that can be incorporated into subsequent performance and assist them in detailed challenges to their thinking. The Exeter scheme recognises the need for trainees to reflect critically on their performance and has created appropriate conditions within the model of trainee learning. The Mentor acts as both a facilitator of the trainee's reflection on their progress and as an assessor of their progress towards the Teachers' Standards.

University Visiting Tutor (UVT): Graduate School of Education University Visiting Tutors are specialists in the wider context of education and as teachers and researchers can provide insights in their special fields. During school-based work each training placement is allocated a designated University Visiting Tutor who supports and advises both trainee and school personnel. The UVT is also responsible for monitoring trainee progress and school provision through the partnership.

Whilst each of these mentoring roles has a specific purpose, all three are focused on the professional learning and development of the trainee and, in line with what is seen to be effective mentoring practice (Gravells and Wallace 2012), enable the trainee to tell their own story in order to:

- Review the past (e.g. how did last week's lesson with Year 9 students go?)
- Reflect on the present (e.g. how did this week's lesson with Year 9 students go?)
- Envisage the future (e.g. if I continue to do things as I have been, is next week's lesson with Year 9 students likely to go the way I want it to go?)



1.4 How does this relate to national policies and approaches to induction of newly qualified teachers in the UK?

The Department for Education publication “Induction for newly qualified teachers in England” sets out the national policy for the induction of newly qualified teachers in England.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/851336/Statutory_Induction_Guidance_2019.pdf

All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exemptions. Statutory induction is not a legal requirement to teach in Further Education (post 16) or the independent sector, academies and free schools but may be served in these settings. An appropriate body (e.g. local Education Authority) has the main quality assurance role within the induction process.

Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a personalised programme of development, support and professional dialogue with monitoring and an assessment of performance against the Teachers’ Standards. The programme should support the newly qualified teacher (NQT) in demonstrating that their performance against the Teachers’ Standards is satisfactory by the end of the period and equip them with the tools to be an effective and successful teacher.

A suitable monitoring and support programme must be put in place for the NQT, personalised to meet their professional development needs (including the development needs of part-time NQTs). This must include:

- Support and guidance from a designated induction tutor (mentor) who has the time and experience to carry out the role effectively
- Observation of the NQT’s teaching and follow-up discussion
- Regular professional reviews of progress
- NQT’s observation of experienced teachers either in the NQT’s own institution or in another institution where effective practice has been identified

The headteacher/principal must identify a person to act as the NQT’s induction tutor (mentor), to provide day- to-day monitoring and support, and coordination of assessment. The induction tutor must hold Qualified Teacher Status (QTS) and have the necessary skills and knowledge to work successfully in this role and should be able to provide effective coaching and mentoring. This is a very important element of the induction process and the induction tutor must be given sufficient time to carry out the role effectively and to meet the needs of the NQT. The induction tutor will need to be able to make rigorous and fair judgements about the NQT’s progress in relation to the relevant standards. They will need to be able to recognise when early action is needed in the case of an NQT who is experiencing difficulties. It may, in some circumstances, be appropriate for the headteacher/principal to be the induction tutor.



In 2016, the Teaching Schools Council developed a set of national standards for school-based mentors involved in Initial Teacher Education (ITE) with the key aim of helping to promote the importance of the role and create a better shared understanding of the characteristics of effective mentoring across the sector.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/536891/Mentor_standards_report_Final.pdf

1.5 What are the requirements and processes involved in becoming a mentor in initial teacher education in the UK? How does mentoring relate to teachers' professional identity and career development?

There are no national requirements and processes involved in becoming a mentor in the UK. Mentors in schools are usually appointed by the Headteacher in consultation with the teacher in question. Teachers in schools may express an interest in becoming a mentor for trainee teachers. Taking on this role is often linked to a teacher's own professional development needs and interests.

A key recommendation from Sir Andrew Carter's review of initial teacher training (ITT) was for a set of non-statutory standards to be developed to help bring greater coherence and consistency to the school-based mentoring arrangements for trainee teachers. In 2016, the Teaching Schools Council developed a set of national standards for school-based mentors involved in Initial Teacher Education (ITE) (see link in section 1.4). The overall aims for introducing these national standards for school-based mentors were:

- a) To foster greater consistency in the practice of mentors by identifying the effective characteristics of mentoring, leading, in turn, to an improved and more coherent experience for trainees, so that they develop into effective teachers.
- b) To raise the profile of mentoring and provide a framework for the professional development of current and aspiring mentors. The contribution mentors make to their colleagues' practice will help raise standards and in turn improve the quality of teaching across the profession, leading to improved outcomes for children.
- c) To contribute towards the building of a culture of coaching and mentoring in schools.

1.6 What are the requirements and processes involved in becoming a mentor for initial teacher education programmes at the Graduate School of Education, University of Exeter?

Schools are invited to apply for ITE partnership by contacting the Partnership Director at GSE. The Partnership Office will then contact the school to discuss placements they may wish to offer. Schools will need to provide:

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- the school's prospectus, including information on the school's approach to teaching and learning, SAT and examination results
- the most

recent Ofsted report

- school ITE policy (where the school has previously worked in the University of Exeter partnership)

OR

- brief statement on the school's involvement in ITE over the last five years (where the school is new to the University of Exeter ITE partnership).

The University of Exeter ITE Partnership has been developed in accordance with [Initial Teacher Training Criteria and Advice](#) (DfE 2020). Schools are selected for work in the ITE partnership that most fully meet the following criteria:

- Are willing to sign the Memorandum of Understanding in cognisance of the procedures and requirements set out in the documentation.
- Teach the National Curriculum or a curriculum that exceeds the requirements of the National Curriculum.
- Provide outstanding models of teaching through staff working within the training programmes, taking account of indicators such as Ofsted reports, test and examination results and exclusion rates.
- Implement a comprehensive policy on teaching and learning which includes specific provision for children with special needs.
- Provide ICT and other specialist teaching resources that will be sufficient and accessible to trainees to meet the demands placed on them in the Teachers' Standards (2014)
- Have a commitment to the training role of the school within the ITE partnership

An offer from the Partnership Office to join the Partnership will not be a final commitment until a school has signed the Memorandum of Understanding (MoU). The MoU is sent to all schools which have agreed to receive trainees once placements are finalised.

Payments for trainees are made once the placement has begun and when the Partnership Office has received the signed Memorandum of Understanding.

2. Role and responsibilities (for mentors and mentees) [2.1 What are the responsibilities of the mentor on our initial teacher education programmes at GSE?](#)

For a summary overview of key responsibilities please see section 1.3. Detailed responsibilities are outlined below.

ITE COORDINATOR. The school's ITE Coordinator (ITEC) is responsible for managing the school's involvement with the University of Exeter in Initial Teacher Education, overseeing communication with the University and monitoring the quality of in-school provision for trainees. The ITE Coordinator should



ensure that the Partnership Coordinator receives an evaluation of the quality of University support for the school, in

partnership, by completing the ITE Coordinator school-based work evaluation form at the end of the academic year. It is the responsibility of the ITE Coordinator to:

Before the placement:

- be familiar with the National Mentor Standards for ITT
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/536891/Mentor_standards_report_Final.pdf and ensure any school based staff working with trainees meet the criteria
- ensure that all school personnel have been properly prepared to work with trainees (including receiving training in the Exeter Model of ITE)
- coordinate the induction programme for all trainees
- negotiate an appropriate timetable and workload for each trainee
- ensure opportunities to use ICT in teaching are available, with access to ICT equipment and advice
- provide advice on travel and accommodation for trainees who need to move to the area and to give pastoral support as necessary
- liaise with the University through the Partnership Director, Partnership Coordinator or University Visiting Tutor, as necessary
- organise the school-based Professional Studies Programme

During the Placement:-

- use the Induction Checklist to provided to welcome the trainees
- check that schemes of work are available
- ensure trainees have access to pupil data and know how to safeguard it
- quality assure the Exeter Model of training provided in the school, including where possible an observation of PSTs giving feedback
- ensure that a substitute teacher is provided if the PST is absent for any reason
- provide support for trainees in preparing for job applications and interviews, and by writing references
- ensure that trainees take part in school and departmental staff meetings and take part in the cross- curricular and extra-curricular life of the school (e.g. sports days, visits)

The ITE Coordinator should ensure that trainees are using their time fruitfully. Trainees need opportunities to prepare lessons, to reflect on their teaching, to discuss their progress and to carry out tasks set by the Mentor and Tutors. They should be directed to appropriate facilities for carrying out this work, such as a staff workroom. Timetabling trainees for blocks of lessons, where possible, rather than just single lessons, gives them time to work uninterrupted on these other tasks. When not teaching, trainees should remain on school premises, as the school would expect of its full time teaching staff.



MENTOR: Each trainee has a Mentor not from the trainee's own subject area who is responsible for the overall professional development of the trainee, with particular reference to the evaluative features of the programme. The Mentor does not observe the trainee in the classroom as the role is about developing the trainee's reflective ability rather than that of classroom training. The Mentor is responsible for completing Formative Reflection on Achievement and Progress Reports and the Final Summative Report on the trainee. The Mentor may combine the role with that of ITE Coordinator. During the placement it is the responsibility of the Mentor to:

- ensure they are familiar with the Exeter Model Training Tools
 - conduct Supervisory Conferences (of at least 1 hour each) during each term
 - check the trainee's PGCE Individual Development Portfolio
 - discuss the progress of the trainee regularly with the Principal Subject Tutor
 - check and sign the trainee's Quality Assurance Record as required
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- be responsible for assessment procedures, including the agreement and completion of the Formative Reflection of Achievement and Progress (FRAPs), Action Plans and Final Summative Report as appropriate
 - provide critical and constructive guidance for future development including a discussion with the trainee towards the end of the training period to support the completion of any Career Entry paperwork
 - inform the ITE Coordinator of any concerns
 - contribute to school-based references
 - be familiar with the National Mentor Standards for ITT
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/536891/Mentor_standards_report_Final.pdf.

PRINCIPAL SUBJECT/SCHOOL TUTOR: Each trainee has a Principal Subject/School Tutor (PST) who has responsibility for arranging and managing the trainee's work. The PST will work alongside trainees in the classroom. They are the experts in the classroom and need to help trainees by sharing their special knowledge of the children, classroom and school. They will provide specific and regular opportunities for sitting down together without distraction. The PST will need to inform other Subject Tutors who are working with the trainee about the partnership requirements. It is the responsibility of ALL PSTs to:

- understand and use the Exeter Model Tools
- be familiar with the National Mentor Standards for ITT
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/536891/Mentor_standards_report_Final.pdf.
- provide for trainee copies of planning, class list(s) and timetable (if appropriate)
- be in the classroom with the trainee at all times until the trainee is confident and competent to work independently
- provide regular feedback (written and oral) offering guidance for further development



- ensure that trainees audit and regularly review their subject-specific knowledge and pedagogical understanding relevant to their subject(s)
- help the trainee with planning, and review plans before the lessons are taught
- provide feedback from observations using the Lesson Observation Form each week
- observe trainee teaching, informally on a daily basis, engaging in regular dialogue with the trainee about his/her progress
- provide a Weekly Development Meeting with the trainee for one hour to discuss progress and plan further development opportunities
- set up teaching demonstrations with good and outstanding teachers, and look for appropriate opportunities for team-teaching in negotiation with the trainee to match individual training needs based on the Teachers' Standards
- negotiate episodes of focused observation, check that Agendas are annotated and provide regular written and oral feedback as appropriate
- regularly check the trainee's Individual Development Portfolio and Teaching File/s, and assist and advise in all aspects of the programme, including coursework and formal assignments
- discuss the progress being made by the trainee with the Mentor and UVT
- support the trainee, where appropriate, to facilitate their completion of assignments • coordinate that part of the programme related specifically to the subject department and to begin the programme of induction into the subject department
- discuss with the trainee the subject curriculum being followed, including how the department decides on curriculum content, and why that content is structured in the way that it is • prepare and monitor other class teachers working with the trainee
- agree an appropriate timetable with the trainee (12 hours rising to 15 hours in the Developing Independence Phase)
- ensure that the requirements for using ICT in subject teaching are met

UNIVERSITY VISITING TUTOR: The University Visiting Tutor (UVT) will make visits to trainees usually during the timeframes indicated in the course diary. The purpose of these visits is to monitor and support trainees' progress, support school-based staff and monitor school provision. There will be one visit per term and additional visits may be made if there is a concern. Before the placement: The UVT is responsible for contacting the ITE Coordinator (using the correct pro-forma) in good time before a scheduled visit to make arrangements to see the trainee. The ITEC should check that all school staff involved with school-based work have been informed of the UVT visit. The UVT should send the ITEC a copy of the 'PST Checklist for UVT Visit' for the PST to complete and give to the UVT when they visit. During each placement it is the responsibility of the University Visiting Tutor to support and monitor the trainee's progress by:

- discussing the trainee's progress with Mentor/Tutor(s)
- jointly observing the trainee with the PST, then observing the PST giving the trainee feedback or giving feedback jointly with the PST
- formally commenting on the pupils' learning in the lessons observed and over time by examining



and discussing with the trainee the trainee's Pupil Learning Story

- discussing the Individual Development Portfolio with the trainee

- meeting with the trainee to discuss progress and monitor school provision, including facilitation of EPS/Framework Tasks and other directed tasks as well as support for the trainee's development of subject-specific knowledge and pedagogical understanding

- providing a formative progress report at each visit, using the UVT Visit Record

- calling a conference of trainee and school tutors in the case of significant difficulties and to support and monitor the school's provision

2.2 What do we think are the key characteristics, skills and abilities of the ideal mentor?

One of the most important characteristics of a good mentor is that whilst that mentor may be a very experienced teacher or teacher educator, their priority is to facilitate their mentee's own professional development by enabling the trainee teacher to reflect on and tell their own story. In order to do so, the mentor will need to be able to draw from a wide range of tools and strategies including directive and non-directive forms of mentoring. They will need to understand the value of effective, timely and appropriate feedback and be able to select from a wide range of approaches to feedback in order to suit the particular learning needs of their mentee. Thus an effective mentor is one who is highly skilled and who can draw from a wide range of approaches to mentoring as appropriate. The ability to be an active listener is key, as is the ability to help the trainee teacher to reflect on their own professional development and practice through the use of effective questioning.

2.3 What are the responsibilities of the mentee?

The trainee must be familiar with all the requirements of the PGCE programme outlined in the programme handbook, and must engage fully with the programme. In addition to the terms and conditions agreed to when registering on this course, it is the responsibility of the trainee to:

- follow the advice on expectations of professional behaviour
- engage fully with the taught programme, attending all timetabled sessions and completing any work set;
- engage fully with any assignments/ school based tasks/ framework and EPS tasks;
- when on placement, arrive at school by 8.00 a.m. at the latest, and remain in school at the end of the day long enough to tidy up, make preparations for the following day, meet with Principal School Tutor and others;
- become familiar with pupils' names, class routines and curriculum early in the placement in preparation for teaching;



- prepare plans for episodes, lessons and sequences of lessons (depending on the phase);
- submit episode/lesson plans to PST usually 48 hours in advance;
- evaluate all lessons briefly, with a focus on pupil learning, using the Episode/Lesson evaluation template;
- follow the Exeter Model using the tools;
- prepare for Weekly Development Meetings with PST, and Supervisory Conferences with Mentor and complete appropriate paperwork;
- accept constructive criticism professionally and act on advice and help from the tutors;
- maintain an Individual Development Portfolio and Teaching File, following the guidance provided in the programme handbook;
- complete a critical self-assessment of your progress against the appropriate Profile Descriptor using the Formative Reflection on Achievement and Progress form prior to tutorials and Supervisory Conferences as appropriate;
- attend school staff meetings, staff training and development sessions, parent consultations, extra- curricular activities, as appropriate;
- discuss with Principal School Tutor /Mentor any problems encountered;
- contact University Visiting Tutor /University Personal Tutor/Partnership Coordinator if there are unresolved concerns;
- set appropriate work for classes for absences from school for whatever reason.

We consider the trainee to be in the driver's seat, so to speak, and to take responsibility for their own professional development and learning with the support of key colleagues working alongside them.

2.4 Present three practices (including their rationale, goals, methods, etc.)

The Exeter Model of ITE provides a selection of tools designed to support the activities of colleagues in the various mentoring roles e.g.

- Weekly Development Meeting Record;
- Framework for Dialogue about Teaching;
- Demonstrations and Agendas;
- Pupil Learning Story;
- Lesson Observation Form;
- University Visiting Tutor Record;
- Work Scrutiny;
- Supervisory Conference;
- Formative Reflection on Achievement and Progress.



These tools enable the preservice teacher (with the support of their PST/Mentor/UVT) to take responsibility for their own professional learning; reflect on their classroom practice; set targets for further development; and evaluate the success of strategies implemented.

Alongside the usual lesson plans, evaluations and observations of practicing teachers, there are three key tools unique to the Exeter Model: 'Agendas'; the 'Framework for Dialogue about Teaching'; and 'Pupil Learning Stories'. Each of these tools has been developed using theories of learning and are designed to support new teacher development according to the key principles outlined above. Each can also be used in a number of ways as the trainee's teaching becomes increasingly sophisticated.

a) Agendas. Parallel to the lesson plan which focuses on pupils' learning, the agenda tool enables

trainees to focus on a particular aspect of their own pedagogical development. They consider this carefully and describe what they will do in the relevant episode/s within the lesson. An observing

teacher (usually the PST) notes non-evaluative comments on the trainees' actions in relation to their 'agenda' during the lesson, which the trainee uses to reflect before engaging in a discussion about the lesson with the observing teacher. Agendas are linked to focussed observations of a teacher 'demonstrating' the aspect of pedagogy which is the focus of the agenda. It may be helpful to the trainee to engage in 'reverse mentoring', where an experienced teacher writes and teaches an agenda which the trainee observes. This models for the trainee how to use the tool, and is helpful in providing insight into experienced teacher's decision making. Once a trainee has evidenced that they have met the Teachers' Standards and are in the position of extending and enriching their teaching, they may then use agendas within a 'Lesson Study' . b) The Framework for Dialogue about Teaching encourages trainees to take account of the whole

spectrum of issues that sociocultural theories identify as important in educational decision making. It is designed to aid teachers in reflecting on their work in relation to a specific aspect of practice by drawing attention to a number of interlinked aspects of the context in which they are working. The Framework prompts teachers to interrogate and discuss their practice by asking questions of themselves and each other in relation to their values and beliefs, their knowledge about their subject, about teaching, and about learning, the school ethos and community, and education policy. To support trainees and teachers supporting them in a mentoring capacity, we offer a broad version of the framework, a version with some generic prompt questions, and some specific 'framework tasks' with targeted prompt questions focused around key issues such as Special Educational Needs and Disability; Assessment; and Challenging the Gap (amongst others). All of these can be used by trainees individually but, based on our sociocultural theory of learning, we advocate them always discussing 'framework tasks' with other trainees and with teachers working with them in a mentoring capacity (in particular the PST and Mentor), to aid their completion. c) Pupil Learning Stories. In order to demonstrate impact on pupil progress, trainees will also prepare one 'pupil learning story' during each of their placements. The trainee will select a class (or a group of pupils) that they have been working with and compile a bundle of evidence which is used to describe and show the



progress that the focus pupils have made with their learning, explaining how their input facilitated this. This pupil learning story is then discussed with both school based and university tutors who work with the trainee in a mentoring capacity.

3. Mentor Education

3.1 How do we train our mentors? New ITE Coordinators, Mentors and Principal Subject/School Tutors are required to attend mandatory induction training, which focuses on ITEC, Mentor and Tutor Roles. All ITE Coordinators, Mentors, and PSTs are invited to support meetings during the year for school-based and University-based tutors to share, develop and promote good practice.

In addition, there is a school staff induction section on the GSE website. School staff working with Exeter Trainees should read the instruction document then work through the Handbook and PowerPoint in order. There are notes with each slide to explain the information.

- [Exeter Model Induction - Self-Study Instructions and Confirmation Form](#)
- [Exeter Model Induction Workbook](#)
- [Exeter Model Induction PowerPoint](#)
- [Audio PowerPoint - How to work with Demonstrations and Agendas](#)

These training materials are available for use by all school staff working in a mentoring capacity with all of our trainee teachers on our ITE programmes. After working through these training materials school staff are required to sign and return a confirmation form to the GSE partnership office.

The forms and paperwork referred to can be downloaded from
<http://socialsciences.exeter.ac.uk/education/partnership/handbooksreportsanddocuments/>.

3.2 Who trains the mentors for our initial teacher education programmes and how? How are these course facilitators trained?

Induction and training of those undertaking mentoring roles is shared by university academic members of staff (teacher educators) and colleagues from the Partnership Office at the GSE. The Partnership Office deals with all sorts of work related to Initial Teacher Education and the partnerships between the Graduate School of Education and schools, including:

- Placing all trainee teachers on our ITE programmes in schools across the South West of England
- Supporting school and university academic members of staff in the training of PGCE trainees



The course facilitators are therefore an integral part of the ITE programmes at GSE. They attend regular programme meetings which include an element of training so that all colleagues are kept up to date with changes to the programme informed by recent research in the field, and have a shared understanding of the nature and role of mentoring within our programmes.

3.3 What are the aims and content of our mentor training courses? The central aim of our mentor training courses is to introduce all school staff working with the trainees in a mentoring capacity, to the Exeter Model of ITE and the specific tools it employs to support the professional learning and development of our trainee teachers.

4. School level impact

4.1 What is the contribution of our academic institution's mentoring training process to mentors, interns, beginning teachers and schools?

The key operational principle of our mentoring model is that of **partnership**. The University of Exeter works in close partnership with approximately 300 schools across the South West of England to implement and develop the Exeter Model of ITE. The high quality of this partnership has been acknowledged by both our external examiners and Ofsted inspection reports.

The University is committed to the concept of partnership because of its potential for the enhanced professional development of trainees. Each ITE programme has been developed in partnership with teachers as a coherent set of interrelated experiences for trainees during both University-based and school-based work.

The Graduate School of Education provides a distinct postgraduate programme in ITE, which links higher education with practical and intellectual preparation for teaching in schools. School-based work is an integral part of all programmes, supporting the professional development of intending teachers, enabling them to become proficient to the Teachers' Standards required for Qualified Teacher Status. Each programme reflects the view that teaching is complex and intellectually challenging and all are based on the same model of deliberate approach to learning to teach. The Exeter model provides a shared framework that is used by all trainees, teachers and University tutors.

The judgements below made by the Office for Standards in Education (OfSTED) following our most recent inspection demonstrate the quality and value of this partnership between the university and schools.

"The overall effectiveness of the ITE partnership is: outstanding in primary; and outstanding in secondary. The university's long-established model addresses local, regional and national priorities



exceptionally well. Leaders articulate a very strong vision for initial teacher training. Leaders and managers at all levels understand exactly the role they want the university partnership to play in the wider education system.

Training routes and strong relationships with teaching school alliances, schools and other agencies are forged to meet this vision. All partners are very proud to be involved with Exeter". Ofsted Inspection Report October 2017

"The quality of training is outstanding. At the heart of the Exeter model lies a detailed framework for dialogue about teaching. Trainees and school staff therefore become well versed in a number of influences that contribute to high-quality teaching, learning and assessment. The model serves its core purposes exceptionally well. These are to encourage critical conversations about classroom practice, to support trainees in the process of reflective evaluations and to enable trainees to apply the theories they learn to practice. The unique structure of the programme, including clearly identified stages of progression, is highly responsive to trainees' learning needs at the different points in their development."
Ofsted Inspection Report October 2017

4.2 What kind of connections do we have with schools as part of our mentoring activity and with whom? (Principals, leading teams where relevant, etc.)

The Partnership Office at GSE is the main point of contact between the university and schools. In addition, all UVTs conduct at least two school visits per year, during which they meet with the ITEC; PST; and Mentor in schools and conduct a joint lesson observation with the PST. All PSTs are expected to attend twice yearly Development and Consultation meetings at GSE held by the relevant subject/training phase leader (e.g. all PSTs who support a Secondary PGCE History trainee in schools will attend the Secondary PGCE History Development and Consultation meetings at GSE led by the Secondary PGCE History Course Leader).

4.3 What difficulties do interns and beginning teachers express about the actual mentoring?

Where trainee teachers encounter difficulties in schools in relation to those working with them in a mentoring capacity, these difficulties are usually around:

- a) Lack of shared expectations e.g. where the mentor isn't providing the trainee with the support they think they should have or the trainee is not doing what the mentor thinks they should (e.g. not submitting lesson plans 48 hours in advance).
- b) Personality clashes between the trainee and the member of staff working in a mentoring capacity with the trainee.

4.4 What kind of challenges do we meet when working with schools to implement our mentoring model?

Many of the challenges we face are around school staff working with trainees in a mentoring role not



having sufficient support from the headteacher (e.g. in relation to allocation of time) for them to undertake their role effectively. Another challenge is where school staff have not taken the time to keep updated with changes to the programme (e.g. by not attending meetings at GSE). Some school staff rely on their own understanding of what it means to mentor a trainee teacher rather than implementing the Exter Model of ITE in precisely the way that we would like it to be implemented.

5. Future plans

We continue to be committed to a research inspired approach to teacher education and as a result, are continually reviewing and developing our initial teacher education programmes. Recent developments include the introduction of the Pupil Learning Story and Work Scrutiny as core tools to support the professional development and practice of our trainee teachers and specifically, their understanding of the impact of their teaching on pupils' learning.