



Unit 1 Professional Orientation Module: Mentoring within our ITE Partnership

Unit 2 Professional Orientation Module: Procedures and Practices

Mentor development is organised into three modules: procedures and practices, understanding the ITE Partnership Curriculum, and mentoring skills. Successful completion of all three modules provides a clear understanding of the mentor role, the ITT Core Content Framework (CCF), the ITE Partnership Curriculum and the evidence that underpins it, and fulfils the mentor development hours requirement set by the DfE. It also ensures that all mentors are updated with key changes such as the introduction of lead mentors and intensive training and practice weeks.

Dates for Mentor Development in 2024-25

Dates Placement 1	Professional Orientation module: Procedures and Practices	Dates	Professional Learning module: ITE Partnership Curriculum	Professional Development module: Mentoring Skills	Notes
w/b 16.9.24 (P1)	For new mentors Unit 1: Mentoring within our ITE Partnership Online asynchronous 2 hours equivalent	w/b 7.10.24	Unit 3: An understanding of the Curriculum Components and how to support your Student Teacher Online asynchronous 2 hours equivalent	Self-evaluation against the Mentor Standards A selection of self-study modules from the NASBTT mentor development modules. Completed through the year whilst the mentor is in role.	All mentors LT visits: 3 hours across placement 1 Units 1 and 2: 4 hours Units 3 and 4: 4 hours 9 hours of the mentoring skills module can be completed to give an overall 20 hours, if the mentor is in role for placement one only. Sessions completed with other providers may also be recognised and hours accounted for accordingly.
Monday 23.9.24 (P1) 4-5pm	Unit 2: Mentoring procedures and practices for Phases 1 and 2 2 hours equivalent Online synchronous	Dates TBC to take place during w/b 14.10 and 21.10	Unit 4: A deeper understanding of the Curriculum Components through a phase and subject lens Online synchronous/asynchronous 2 hours equivalent		

Dates Placement 2	Professional Orientation module: Procedures and Practices	Dates	Professional Learning module: ITE Partnership Curriculum	Professional Development module: Mentoring Skills	Notes
w/b 10.2.25 (P2)	For new mentors Unit 1: Mentoring within our ITE Partnership Online asynchronous 2 hours equivalent	17.3.25 (P2)	For new mentors Unit 3: An understanding of the Curriculum Components and how to support your Student Teacher Online asynchronous 2 hours equivalent	Self-evaluation against the Mentor Standards A selection of self-study modules from the NASBTT mentor development modules.	LT visits: 3 hours across placement 2. New mentors Units 1 and 2: 4 hours Units 3 and 4: 4 hours
Monday 24.2.25 (P2)	For new mentors and those who were in role for placement 1 Unit 5: Mentoring procedures and practices for Phases 3 and 4 2 hours equivalent Online synchronous	Dates TBC to take place during w/b 24.3 and 31.3	Unit 4: A deeper understanding of the Curriculum Components through a phase and subject lens Online synchronous/asynchronous 2 hours equivalent	Completed through the year whilst the mentor is in role.	9 hours of the mentoring skills module can be completed to give an overall 20 hours, if the mentor is in role for placement two only. Sessions completed with other providers may also be recognised and hours accounted for accordingly. For those who mentored in placement 1 Unit 5: 2 hours Unit 3: 2 hours (focus on ITAPs 3 and 4) A number of modules in the mentoring skills strand can be chosen to make 20 hours overall across both placements.

Mentoring within our ITE Partnership

Mentor development for procedures and practices is focused on the operational aspects of the role. This module is designed to support mentors to understand the partnership processes and their responsibilities as a mentor. Key sections are detailed below.

The Procedures and practices development module consists of:

- attendance at a live session (online);
- reading and engaging with all sections of the Partnership handbook;
- reading and engaging with the newsletter, emailed out throughout the year;
- reading and engaging with regular communications from Link tutors;
- fully engaging with the Link tutor moderation and quality assurance meetings.

Mentoring within our ITE Partnership

For the following areas related to procedures and practices, please read these sections of the Partnership Handbook

Assessment and review processes (includes: formal weekly meeting; observation of BST's practice; moderation and QA meeting; reflective reviews and progress review points; tracking progress)

Intensive training and practice (ITAP) weeks (includes ITAP guidance for mentors)

Key dates and deadlines

Moderation and Quality Assurance meetings: Link tutor visits

Observation of BST's practice

Professional learning and practice portfolio (PLPP)

Professional foci setting guidance

Programme activities and expectations

Weekly professional learning records (WPLRs)

Progress across the ITE partnership curriculum: tracking progress documents

Progress review points (PRPs)

Roles and responsibilities

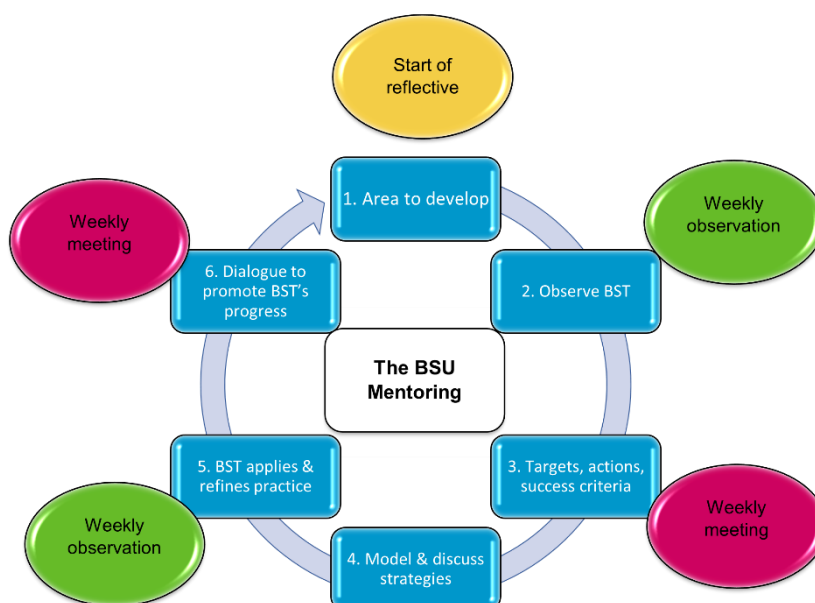
Support and intervention guidance

PRP4 and the ECT Transition plan

Formal weekly meeting

The Mentoring Framework

The mentoring framework draws from established mentoring and coaching frameworks to facilitate a learning relationship between mentors and BSTs. Our mentoring framework can be illustrated as a cycle, comprising of six stages:



Stage 1

Drawing from weekly meetings (WPLR), Progress Review Point (PRP) targets and BST knowledge, skills and practice, identify a general area to develop linked to the ITE Partnership Curriculum.

Stage 2

Formally and informally observe the BST's practice with a clear focus on the *ITE Partnership Curriculum*. Include any feedback from other expert colleagues who have observed the BST's practice.

Stage 3

Through professional discussions with the BST, identify specific targets, actions and success criteria which are clearly linked to the ITE Partnership Curriculum and record on the WPLR.

Stage 4

Along with expert colleagues where possible, model any strategies agreed to meet targets. Using a metacognitive approach, the professional dialogue involves the mentor explicitly talking through the decisions and actions taken, possibly thinking out loud as they teach.

Stage 5

As the BST applies, refines and develops their practice, the mentor supports the BST's learning with focused professional discussions of strengths and areas to develop. As stage 5 often occurs in the second week of the reflective cycle, this should coincide with the weekly observation(s) of the BST's practice.

Stage 6

As BST is rehearsing and practising the agreed strategies, the mentor maintains formal and informal professional dialogue to support the BST's progress during and between the weekly meetings. This dialogue supports the mentor to complete the mentor section of the reflective review.

Overview of support for BSTs

An overview of support available to BSTs can be found in the Support, Intervention and Wellbeing section of the Partnership Handbook. LTs and mentors have a pastoral role in supporting BSTs. This links to the care aspect of our core values. The first person to contact if a mentor has concerns about a BST's wellbeing is the LT to enable a holistic approach to support. This can be on the WPLR or via email.

- The university Student Wellbeing Services provides professional, short-term interventions and help students access a range of services.
Student support and welfare
 - Email: studentsupport@brunel.ac.uk
 - Call: +44 (0)1895 268268 (option 2)
- The university support BST's mental health through a range of services which can be accessed through the links/contacts above.
- The university offers students practical advice, support and guidance [here](#) on:
 - Managing money and budgeting
 - Student Loans, including entitlement and repayments
 - Managing debt
 - Accessing state benefits
 - Sources of funding, including awards at BUL
 - Managing money after graduation
- BSTs often have concerns about academic writing. While the LT should be the first port of call for support, there are also several university resources to support BSTs:
 - ASk (Academic Skills service) – [Academic Skills \(ASK\) \(brunel.ac.uk\)](#)
 - 24/7 Library Help Chat - [Library \(brunel.ac.uk\)](#)
 - Extenuating Circumstances – information on eVision
 - Disability Support and Adjustment - [Disability and Specific Learning Differences \(brunel.ac.uk\)](#)

If mentors are concerned the BST is not making progress, please contact the LT as soon as the concern arises.