
**Certificate in Education, Training and Skills
(Cert ETS)
Professional Graduate Diploma in Education,
Training and Skills (pGD ETS)**



Mentor Handbook  **BISHOP GROSSETESTE UNIVERSITY**  **University Centre Peterborough**



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Welcome

Thank you for agreeing to act as a mentor to one or more trainee(s) on the course. Having a skilled, knowledgeable and committed mentor is essential if trainees are to get the most out of the programme, as explained below; but we also believe that mentors frequently find it a stimulating and enjoyable experience, too. We certainly hope that will be the case for you.

It is essential that mentoring is not seen as a casual and 'ad hoc' arrangement. If well planned and organised it can be a rewarding and enriching experience for both parties.

The current partnership of Bishop Grosseteste University (BGU), Lincoln College (LC) and University Centre Peterborough at Stamford College (UCP) offers an invaluable resource of knowledge and experience for trainees undertaking this qualification. Through a process of professional formation, successful trainees can apply through the Society for Education and Training (SET)/Education and Training Foundation (ETF) to be accredited with Qualified Teacher Learning and Skills (QTLS) status; this is recognised in the school sector as well as in Further Education and Skills learning contexts.

Your mentee(s) will be studying in an appropriate environment, working collegiately with other trainees who are teaching a variety of subjects, with access to library and common room facilities.

Please do not hesitate to get in touch if you have even the most basic of questions; we hope you enjoy and feel the benefit of mentoring a trainee throughout the one or two years of study. We really value your contribution and look forward to working with you.

Course overview

The Certificate in Education, Training and Skills (Cert ETS) is a level 5 programme that prepares trainees for a professional teaching career in the post-compulsory sector and is aligned to the Quality Assurance Agency (QAA) benchmark statements for Educational Studies (2007) and the Professional Standards of the Education and Training Foundation (2022). It allows vocational specialists, who do not necessarily hold a degree, to gain access to the teaching profession. The Professional Graduate Diploma (pGD ETS) at level 6, offers a similar opportunity to entrants to teaching in the sector, who already hold a bachelor's degree. These programmes are offered as either 1 year full-time or 2 year part-time provision.

During the first half of the programme, the trainee will move from initial teaching skills development to studying the theory of learning and teaching; then to the application of theory in the development of teaching practice to meet the diverse range of learners' needs. The second half aims to develop the specialist practitioner and develop further knowledge of education. It also offers, alongside the standard route, specialist pathways in teaching English or maths.

Both levels contain elements of theory and practice, and require the trainee to take responsibility for their progress by maintaining a Personal Development Plan (PDP) and teaching practice portfolio, tracking their progression. All trainees are supported by a named personal tutor, cohort learning sets and online learning materials via a virtual learning environment (VLE).

Assessment will be carried out in a variety of ways: academic essays, lesson observations, reports, independent research and peer presentations will form the core assessment strategies. The aim is to provide innovative and stimulating assessment methods that encourage and model active learning techniques. The modules studied include a combination of the following:

- Learning, Teaching and Assessment in the Education and Training Sector
- Responsive Teaching in the Education and Training Sector
- Professional Engagement in the Education and Training Sector
- Teaching a Specialist Subject in the Education and Training Sector
- Teaching a Specialist Subject in the Education and Training Sector: English
- Teaching a Specialist Subject in the Education and Training Sector: mathematics

It is important that the mentor is aware of the trainee's learning plan and familiar with the specific modules being undertaken. In addition, management of the trainee's experience is subject to either a placement agreement or, for trainees who are employed at the setting, a work-based learning agreement.

What is mentoring?

The word 'mentor' originally came from Greek mythology. When Odysseus, King of Ithaca, went to fight in the Trojan War he entrusted his son, Telemachus to the care of his old and trusted friend, Mentor. In the 10 years that elapsed, Telemachus followed Mentor's advice to the letter and, as a result, ably supported his father in returning to his throne.

Today, mentoring is widely recognised as a means by which individuals can be supported, for example during a period of transition or in the pursuit of their aspirations. It is often used to:

- Speed up the learning of a new job and help reduce the stress of transition;
- Help a new member of staff fit into the organisation and adopt its values;
- Provide information about the organisation, its politics and its informal networks;
- Draw on the mentor's/mentee's experience;
- Offer different perspectives;
- Consider new teaching techniques and the use of available resources;
- Share good practice;
- Support the development of appropriate behaviour and attitudes to enhance professional performance at work;
- Empower the mentee to take control of his or her own development.

Mentoring is an informal and supportive relationship whereby a more experienced person helps a colleague to learn how to carry out their role within the context of organisational systems by providing guidance and advice.

Mentoring is a one-to-one relationship that is outside the normal hierarchical structure. The establishment of formal mentoring provision is an essential component of the continuous professional development of new teaching staff and it involves the development of a relationship which is different from 'managing' the work of the mentee. **Mentors must be teachers with a specialism within the field in which their mentee operates.**

Importance of mentoring:

Like practically all teacher training, this programme is largely generic, rather than subject-specific. This is partly because the diversity of subjects and disciplines offered in the Further Education and Skills sector makes it very difficult to get together enough trainees from any one area to make for viable groups, but also because that very diversity is one of the strengths of the programme, as we encourage trainees to learn from each other and from very varied experiences.

However, there are specific aspects of teaching within particular disciplines to which we cannot do justice, and it is important for trainees to have someone with whom they can discuss how general principles and ideas apply to those disciplines—this is where you come in.

Under the 2022 Educational Training Foundation (ETF) professional standards, teaching in particular areas of practice is receiving more attention, and subject specific development is of paramount importance.

Directly taught sessions are the core of the programme, but, they do not claim to address everything trainees need to know and to be able to do. This is either a full-time or part-time course, and is designed to make use of concurrent practical experience to enhance learning. It is invaluable for trainees to have someone to whom they can turn outside the taught sessions, for advice, guidance and support.

A key role of the Mentor is to observe trainees teach. We go into more detail about this later, but the formative feedback which can be offered by an experienced Mentor, familiar with the discipline, is an essential complement to that of a visiting tutor.

Mentors are pivotal to the learning process and the development of the trainee teacher. As you support your mentee so we, the course tutors, will do our best to support you. This handbook, the training offered by Bishop Grosseteste University, and the briefing event are part of that process and we hope you find them useful.

There are benefits to be gained by all parties involved in the mentoring arrangement.

Gains for the Employing Organisation

- Increased motivation of staff as interest is shown in their professional input
- Skills of staff are recognised more quickly
- A useful addition to the organisation's strategy to improve teaching and learning

- A valuable tool in the organisation's quality assurance system

Gains for the Mentee

- Further development of teaching knowledge and skills
- Improved self-confidence and motivation
- Personal and career development
- Subject specialist assistance with improving teaching and learning
- Understanding the processes of administration within the organisation

Gains for the Mentor

- Engagement with colleagues
- Opportunities for personal and professional development
- Sharing of information and gaining new perspective
- Contributing to the quality assurance procedures directed to improving teaching and learning

Qualities of Effective Mentors

An effective mentor *ideally* has the appropriate professional skills, personal qualities and subject-specific expertise.

Someone who:-

- Has a recognised teaching qualification (preferably DET/DTLLS/CertEd/PGCE);
- Is qualified in the same subject specialism (minimum Level 3) or in a closely related subject area to their mentee – **this quality is particularly important;**
- Demonstrates excellence, passion and enthusiasm for teaching and learning;
- Demonstrates good practice in teaching their subject;
- Is respected by peers and has credibility within their work role;
- Demonstrates up-to-date subject knowledge and is willing and eager to share with colleagues;
- Can provide advice, guidance and feedback comments that are supportive and developmental;
- Is able to commit to meeting the mentee on a regular basis;
- Is willing to participate in own further professional development;
- Is willing to commit to the Mentor Agreement (see page 14);
- Is patient and can maintain both a sense of humour and realism;
- Has good listening skills and can avoid the temptation to control;
- Is conversant with the teacher training standards, qualification and assessment criteria;
- Is trained and/or experienced as a mentor;
- Has had observation training/experience.

Mentor's Role Description

The mentor should be able and willing to:-

- Support and guide the mentee through organisational systems and procedures;
- Support the mentee in planning for teaching;
- Communicate regularly with the mentee, including face to face meetings wherever possible;
- Maintaining records of mentor meetings, and targets agreed
- Share good practice, expertise and resources for teaching in specialist context or subject area;
- Observe and engage in professional dialogue on the mentee's teaching;
- Assist the trainee in reflection on the significance of learning for the development of the work setting and personal practice;
- Support the mentee in managing their own learning and professional development;
- Maintain records of work with the mentee including feedback and guidance and action planning;
- Engage in training and development opportunities;
- Keep up to date with developments in teaching and learning to share with the mentee;
- Observe the mentee and give constructive feedback to aid self-improvement;
- Maintain links with the trainee's personal tutor relating to the trainee's progress and development; the use of 'triangulation' meetings (see page 29) between the mentor, the tutor and the trainee are invaluable here;
- Conduct formal observations and offer supportive feedback leading to plans for improvement;
- Give written comment upon the trainee's lesson justification and evaluation;
- Maintain appropriate confidentiality;
- Attend such meetings and training events as may be required in order to prepare for, carry out, review and develop the mentoring process.

(a summary of these duties is outlined in the mentoring agreement – see page 14)

The trainee:

1. Keeps the mentor informed about their teaching, and work on the programme, as necessary to facilitate the mentor's work.

The tutor:

1. Ensures that the mentor is sufficiently informed about the course to facilitate her or his work.
2. Provides advice and support in respect of the observation aspects of the mentor's role.
3. Is available for consultation with the mentor as required.

Mentoring in its various forms is recognised as a major form of professional development, for both mentor and mentee. Mentors often (or even usually) find the experience as rewarding as do mentees, and certainly the rule seems to apply that, "What you get out of it depends on what you put into it".

For our purposes, the broad process of mentoring means talking to someone about their work in such a way as to help them to do it better. In practice, this means listening as much

as talking. Even when you know the area of someone's work intimately, it is important to listen for at least three reasons:

- Listening helps them to feel valued
- Listening makes it more likely that you will pick up the subtle differences in their experience from your own, so that you do not impose solutions which work for you but may not work for them.
- Listening encourages the other person to talk, and as they talk they may well find that they are discovering for themselves new ideas, new perspectives and angles on the situation which they had not appreciated before.

Time to talk

You need time to get into the topic properly; brief encounters in the corridor or coffee-breaks are useful for casual support, but don't permit the depth of exploration which is important for learning. We can't prescribe how long you should meet for, or how often, because timetables and other commitments do make it difficult, but:

- try to allow half-an-hour, or preferably more, if you can;
- once a fortnight. (once a week if there is something on the agenda which needs close monitoring, such as trying a new approach with a difficult class);
- meeting somewhere where you will not be interrupted—preferably without a 'phone (and switch off your mobiles!).

The agenda for the meeting is usually and mainly up to the mentee. There may be occasions when you need to lead off because the mentee does not know where to start. Ask about either what is happening at work or about what they have been doing in their teaching environment, and encourage the mentee to "build a bridge" between the two. There may be occasions when you want to follow through on items raised earlier; feel free to ask about them, because even remembering them communicates interest to the mentee.

In order to clarify needs and potential development areas, the trainee will be working on a Personal Development Plan with the help of their tutor. They are also likely to have similar "submissions" for other modules. These may well include items which benefit from the support of a mentor.

Help them to do it better

As noted above, your solutions may not be the trainee's. Professional development is a matter of finding your own best way to work. There is a place for prescription, certainly, and for constructive criticism, but on the whole it is better to avoid responding to questions of the "What would you do in my situation?" type. Finding a way to present material and to interact with a class involves taking into account the personality of the lecturer, rather than simply applying techniques.

One of the most popular models for professional development in education is that of the "reflective practitioner". The essence of the idea is that practitioners improve their practice

through evaluating it as they go along. Mentors have an important role to play in this process as sounding-boards.

The Boundaries of Mentoring

Your value as a mentor stems from your own experience, your familiarity with your mentee's area of work and students, and your personal qualities. It does not depend on whether you have counselling skills or a higher degree in education. Mentoring shades into tutoring, counselling and even gossip on occasion, and it is up to both of you to keep it on track by referring back to the working definition above as a touchstone; if that is what you are doing, then you are probably being helpful.

If you find yourself spending most of the time listening to grumbles, or swapping stories about "horrendous classes we have known", or even the minutiae of how to format PowerPoint, then ask yourself, and your mentee, "Why?" You may well be avoiding something (perhaps uncomfortable feedback). On the other hand, you don't achieve much by unremitting intensity; it's okay to drift, as long as you get back on course.

The most inhibiting problems are likely to stem from lack of clarity about boundaries; recording and confidentiality are two of the most important of these.

Confidentiality

Confidentiality is about promoting confidence in the relationship. You probably do not want to be secretive about mentoring, but if your mentee is to open up to you about any problems they may be having, they need to be sure that you will respect the confidence. There is a small but real power imbalance in mentoring, because you have a certain assessment role, so the rule is to counter-balance it by agreeing that you will maintain confidentiality **wherever possible**.

It is not unusual for mentors to contact tutors to clarify procedures or to discuss areas of concern, and we are all for that, but it is a matter both of maintenance of trust and courtesy to inform the trainee if you are planning to contact a tutor.

The Professional Standards

The 2022 Professional Standards are available on the following website:-

<https://www.et-foundation.co.uk/professional-standards/>

Mentors should also familiarise themselves with the Teacher Training Programme in order to support their mentees most effectively. The Standards Grid (pp.15 – 18) is for guidance only for the trainee to consider areas for further development.

Common Difficulties

There are occasions when the mentoring relationship can be unproductive for both parties. Some examples and possible solutions are given below.

- **Deciding the appropriate level of contact, without appearing either indifferent or interfering and ensuring there is time for a meeting**

This may best be solved by agreeing to meet regularly by making diary appointments. It is also helpful to agree an agenda for each meeting. Notes should be made so that they can be followed up at subsequent appointments.

- **A mismatch of temperaments or personalities**

The mentoring relationship is supposed to be helpful and beneficial and should not feel like a ritual. If it is not working then it is best to arrange for a new partnership with no recriminations on either side. If the disenchantment is one-sided then either party should bring this to the attention of the Course Programme Leader.

- **The mentor feels that the mentee is incompetent or misguided, or behaving in a way that is potentially professionally dangerous, and yet there is some duty of confidentiality**

Any action taken will depend on how serious or destructive the problem is and whether the mentee is likely to take heed of direct advice given by the mentor. The mentor should seek advice from respective managers.

Recording Mentoring

The record of mentoring sessions is likely to be an important component of the mentee's Personal Development Plan. Writing them up is also a useful way of fixing points in the mind, so encourage note-taking (and diagrams and anything else written or drawn which helps to clarify the material). These notes are exclusively for the mentee's benefit, and any use which is made of them is entirely up to them. If you have another agenda, such as appraisal or a peer observation scheme, make sure that you have discussed in advance whether the two can be reconciled. If there is any question that you may not be able to preserve the confidentiality of your own notes, do not keep any.

Observing Teaching Practice

The most prescribed part of the mentoring process concerns observing your mentee's practice. You should use the Subject Specialist Teaching Observation Form. <https://www.bgu.ac.uk/apply-now/teaching/ite-documents-centre/fe-ite-documents>

How often?

Mentor observations should take place **on four occasions** spread across the programme. It is important that the observations take place only for the purposes of the student's learning and development, and have no other agenda such as appraisal, quality assurance, or

preparation for inspection. The mentor observation is **ungraded** and will provide qualitative, developmental feedback.

How long?

Try to see sessions through from beginning to end, so that you can observe the opening and the closing of the session. If your mentee takes 3-hour workshop based sessions, you may just observe part (or several parts) of a session, but it is expected that each observation report will be based on at least a solid hour of observation.

When in the year?

There is a lot to be said for observing a session early in the year or the course, so that you can see how the mentee diagnoses and responds to the different learning needs of the students. An early session also gives you some real information to use in your mentoring discussions, establishing a baseline.

Alternatively, since you are assessing performance, your mentee may quite understandably prefer you to observe later sessions, when they have had a chance to apply some of the ideas from the programme. The observations should be spread throughout the programme to maximise overall development.

Which session?

It is difficult to be prescriptive, because sessions vary so much. However, you will presumably want to sample the full range of the mentee's work.

For observation purposes, the mentee will want you to see "successful" classes, but for learning purposes, there is a lot to be gained from those which do not go so well. As noted above, it is desirable to observe and report on a number of different classes (time permitting, of course), and for the mentee to select which will be put forward for assessment.

Try whenever possible to observe sessions when you will both have time to talk beforehand and afterwards. "Back-to-back" teaching is, however, routine in many settings; if necessary make a firm arrangement to meet as soon as you both can.

Before the Session

Before the observed session, your mentee should provide you with the pre-observation form: <https://www.bgu.ac.uk/apply-now/teaching/ite-documents-centre/fe-ite-documents>

- a scheme of work,
- a lesson plan, and
- copies of any exercises or other materials which they are planning to use.

It is of great help if you can find a few minutes to discuss them beforehand. Most sessions are part of a sequence, and so you will need to know how the one you are going to observe fits in with the others. Is the whole sequence going according to plan, or has it had to be revised?

Find out from your mentee what they would like you to pay most attention to:

- is there going to be anything in the session not tried before?
- is there a particular skill they are trying to develop further?
- are there any issues to do with the management of the class?

- are there any particular students about whom they would like your advice?
- is there a particular point which they are finding it difficult to get over?
- is there something they are particularly proud of, which you should note?

After the Session

Discussion after an observed session can yield some of the most effective learning in the entire course. Your mentee will complete and submit the self-evaluation. <https://www.bgu.ac.uk/apply-now/teaching/ite-documents-centre/fe-ite-documents>

Following this, you should meet and discuss the session as soon as practicable, and no more than seven days after the event.

- your mentee goes first: what did they make of the session? How did they feel about it?
- do not deluge them with your feedback until they have had their say!
- make sure you both comment on what went well, as well as any problems: confirmation of effective practice is a very important part of learning.
- you will have made notes during the session: either pass them on to your mentee if they are comprehensible, or write them up and hand them over as soon as possible.
- do not get too absorbed in the problems: the more you discuss them the more they tend to grow. Without looking for quick fixes, get the mentee to come up with their own solutions before you propose yours.
- if you don't agree about what happened, or about its significance, do not get hung up on it; simply flag it as an issue for subsequent thought and discussion (and note it in the Action Planning section of the proforma). There should be enough you do agree about to keep you going.

Programme requirements

It is reasonable to expect and require that trainees' practice will improve as they go through the course. The later observations will reflect:

- increasing confidence and flexibility in practice.
- increasing sophistication in understanding what is going on.
- application of learning and theory (references to "deep and surface" learning, Bloom's taxonomy, etc.) to practice.

Different forms of teaching and supporting learning

Not everyone does the same things in their teaching. In particular, some trainees will be working in conventional classroom settings, while some may do most of their teaching in workshops, labs, computer rooms, or in the work-place.

Informal Reports

The forms are not the whole story. They are suited to standardised summative assessment, and they have some use in formative assessment, but they need to be complemented by other material. Please feel free to add your own observations and comments on separate sheets or the back of the forms. If they are included in the portfolio, the assessment will not be on the judgements you make in these informal notes, but on what the student makes of them.

The documents below will be available electronically. Should you choose to print them off and handwrite, please ensure each box is spacious enough for your comments.

<https://www.bgu.ac.uk/apply-now/teaching/ite-documents-centre/fe-ite-documents>

Recommended Reading

Cunningham, B (2011) *Mentoring Teachers in Post-compulsory Education: A guide to effective practice*. Abingdon: Routledge

Wallace, S & Gravells, J. (2007). *Mentoring in the Lifelong Learning Sector*. Exeter: Learning Matters

In addition, mentor development events are available at BGU; contact details are available on page 32.

MENTORING AGREEMENT

Mentor: _____ Mentee: _____

Start date: _____ Estimated end date: _____

As a MENTEE, I agree to:-

- Attend regular meetings with my mentor and give notice if unable to make any meeting
- Self-assess my skill needs
- Share my professional development needs with my mentor
- Negotiate action points covering professional development with my mentor and to implement the agreed action points
- Contribute positively in the meetings and record agreed action points
- Participate in classroom/workshop observations of my own or peer's teaching as agreed with my mentor
- Respect the confidentiality and boundaries of the professional relationship with my mentor
- To submit documentation for observations with my mentor within required timescales

As a MENTOR, I agree to:-

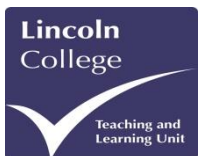
- Attend regular meetings with my mentee and give notice if unable to make any meeting
- Assess my mentee's professional development needs
- Familiarise my mentee with institutional requirements and procedures
- Formally document and monitor the action points agreed with the mentee
- Observe my mentee and provide developmental feedback
- Act as a signpost to extra sources of help and resource
- Offer advice and support and help my mentee to find solutions for themselves
- Respect the confidentiality and boundaries of the professional relationship with my mentee
- Provide mentor records and evidence of meetings/discussion as required
- Maintain links with trainee's personal tutor relating to progress and development

If either party feels that additional points are needed in order to improve effectiveness of the mentoring process, they should agree and record these additional points below.

Mentee signature _____ Date _____

Mentor signature _____ Date _____

Top copy to: Programme Leader 2nd copy to Mentor 3rd copy to Mentee



Cert/pGD Education, Training and Skills – Professional Standards Grid

Trainee: _____

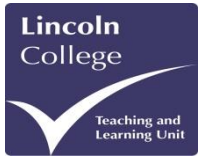
2022 Professional Standards Ed & Trg Foundation (ETF)		Emerging- I am learning more about what this standard means, I have started to think about its impact on my practice, I am yet to apply it to my teaching and learning,	Early careers teacher /Pre-Service I know what this standard means, I have thought about its impact on my practice, and I apply it to my teaching and learning	Experienced teacher/ In Service I have developed this standard, I am more consistent in how I apply it to my practice, and I actively collaborate with others to develop my teaching and learning in new ways.
		‘You don’t yet do this’	‘You sometimes do this’	‘You mostly do this’
1	Critically reflect on and evaluate your practices, values and beliefs to improve learner outcomes.	‘You don’t yet do this’	‘You sometimes do this’	‘You mostly do this’
2	Promote and embed education for sustainable development (ESD) across learning and working practices.	‘You don’t yet do this’	‘You sometimes do this’	‘You mostly do this’
3	Inspire, motivate and raise aspirations of learners by communicating high expectations and a passion or learning.	‘You don’t yet do this’	‘You sometimes do this’	‘You mostly do this’

2022 Professional Standards Ed & Trg Foundation (ETF)		Emerging- I am learning more about what this standard means, I have started to think about its impact on my practice, I am yet to apply it to my teaching and learning,	Early careers teacher /Pre-Service I know what this standard means, I have thought about its impact on my practice, and I apply it to my teaching and learning	Experienced teacher/ In Service I have developed this standard, I am more consistent in how I apply it to my practice, and I actively collaborate with others to develop my teaching and learning in new ways.
		'You don't yet do this'	'You sometimes do this'	'You mostly do this'
4	Support and develop learners' confidence, autonomy and thinking skills, taking account of their needs and starting points.	'You don't yet do this'	'You sometimes do this'	'You mostly do this'
5	Value and champion diversity, equality of opportunity, inclusion and social equity.	'You don't yet do this'	'You sometimes do this'	'You mostly do this'
6	Develop collaborative and respectful relationships with learners, colleagues and external stakeholders.	'You don't yet do this'	'You sometimes do this'	'You mostly do this'
7	Engage with and promote a culture of continuous learning and quality improvement.	'You don't yet do this'	'You sometimes do this'	'You mostly do this'
8	Develop and update knowledge of your subject specialism, taking account of new practices, research and/or industry requirements	'You don't yet do this'	'You sometimes do this'	'You mostly do this'
9	Critically review and apply your knowledge of educational research, pedagogy and assessment to develop evidence-informed practice.	'You don't yet do this'	'You sometimes do this'	'You mostly do this'
10	Share and update knowledge of effective practice with colleagues, networks and/ or research communities to support improvement.	'You don't yet do this'	'You sometimes do this'	'You mostly do this'
11	Develop and apply your knowledge of special educational needs and disabilities to create	'You don't yet do this'	'You sometimes do this'	'You mostly do this'

2022 Professional Standards Ed & Trg Foundation (ETF)		Emerging- I am learning more about what this standard means, I have started to think about its impact on my practice, I am yet to apply it to my teaching and learning,	Early careers teacher /Pre-Service I know what this standard means, I have thought about its impact on my practice, and I apply it to my teaching and learning	Experienced teacher/ In Service I have developed this standard, I am more consistent in how I apply it to my practice, and I actively collaborate with others to develop my teaching and learning in new ways.
	inclusive learning experiences.	'You don't yet do this'	'You sometimes do this'	'You mostly do this'
12	Understand your teaching role and responsibilities and how these are influenced by legal, regulatory, institutional and ethical contexts.	'You don't yet do this'	'You sometimes do this'	'You mostly do this'
13	Promote and support positive learner behaviour, attitudes and wellbeing.	'You don't yet do this'	'You sometimes do this'	'You mostly do this'
14	Apply motivational, coaching and skill-development strategies to help learners progress and achieve.	'You don't yet do this'	'You sometimes do this'	'You mostly do this'
15	Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learners' needs.	'You don't yet do this'	'You sometimes do this'	'You mostly do this'
16	Select and use digital technologies safely and effectively to promote learning.	'You don't yet do this'	'You sometimes do this'	'You mostly do this'
17	Develop learners' mathematics, English, digital and wider employability skills.	'You don't yet do this'	'You sometimes do this'	'You mostly do this'
18	Provide access to up-to-date information, advice and guidance so that learners can take ownership of their learning and make informed progression choices.	'You don't yet do this'	'You sometimes do this'	'You mostly do this'

2022 Professional Standards Ed & Trg Foundation (ETF)		Emerging- I am learning more about what this standard means, I have started to think about its impact on my practice, I am yet to apply it to my teaching and learning,	Early careers teacher /Pre-Service I know what this standard means, I have thought about its impact on my practice, and I apply it to my teaching and learning	Experienced teacher/ In Service I have developed this standard, I am more consistent in how I apply it to my practice, and I actively collaborate with others to develop my teaching and learning in new ways.
		'You don't yet do this'	'You sometimes do this'	'You mostly do this'
19	Apply appropriate and fair methods of assessment, and provide constructive and timely feedback to support learning and achievement.	'You don't yet do this'	'You sometimes do this'	'You mostly do this'
20	Develop enrichment and progression opportunities for learners through collaboration with employers, higher education and/or community groups.	'You don't yet do this'	'You sometimes do this'	'You mostly do this'

This grid will be considered according to the trainee's stage on the course to highlight possible areas for development.



Cert ETS / pGD ETS Triangulation Meeting

Trainee _____

Mentor _____

Tutor _____

Date _____

Specialist
Subject _____

Comments regarding development of the trainee:

<p>Professional Standards;</p> <p>Teaching observations (including the following): Employability; British Values; Prevent; English/maths:</p>	<p>Breadth of experience:</p> <p>Challenge:</p> <p>General support:</p>
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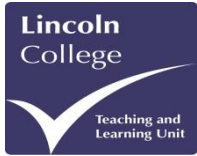
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Agreed targets:

Signed _____ (Trainee) Date _____

Signed _____ (Mentor) Date _____

Signed _____ (Tutor) Date _____



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University Centre
Peterborough

Mentor meeting record

Trainee name _____

Mentor name _____

Progress / update from last meeting:

Subject	Progress

Issues discussed in this meeting:

Subject	Action	Target date

Any other general discussion points

Trainee signature: _____ Date: _____

Mentor signature: _____ Date: _____

Programme team

The Cert ETS/pGD ETS is delivered, tutored and administered by a range of specialist teachers, including vocational experts from a variety of fields within education. The key contacts are:

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