



# **Mentor Training**

## **Exploring Different**

### **Approaches**

# Agenda

| Time              | Agenda Item  | Facilitator/Contributor  |
|-------------------|--|--|
| 9.30am – 10.30am  | Overview with breakout discussion and reflections for current practice   | James Coleman  |
| 10.30am – 11.15am | Scenario training for mentors and Proxima data on where mentor strengths/challenges lie.<br><br>Breakout discussion<br><br>Q&A | Robbie Coleman   |
| 11.15am – 11.25am | Screen break   |  |
|                   |  |  |
| 11.30am – 11.50am | <b>3rd Space Mentoring</b><br>Now Teach and KMT case study   | Sarah Shaw<br>Kate Surtees<br>Polly Butterfield-Tracey Chris Gibbs |
| 11.50am – 12.10pm | <b>3rd Space Mentoring</b><br>Hannah Wilson and Amy Sayer case study   | Hannah Wilson<br>Amy Sayer   |
| 12.15pm - 12.45pm | Sutton Trust MDM case study<br><br>Breakout discussion   | Katie Potts<br>Sophie Cabral                                       |
| 12.50pm – 1.00pm  | Reflections, questions and close   | James Coleman  |

# Exploring different approaches



# Teacher professional development

The EEF (2021), define teacher professional development (PD) as...

‘structured and facilitated activity for teachers intended to increase their **teaching ability.**’

Teaching includes a broad range of skills including communicating and modelling language, exploring ideas, instruction, and assessment.

The focus on developing ability rather than merely teaching knowledge distinguishes PD from one off training elements or activities focused on providing teachers with general updates about policies, for example.

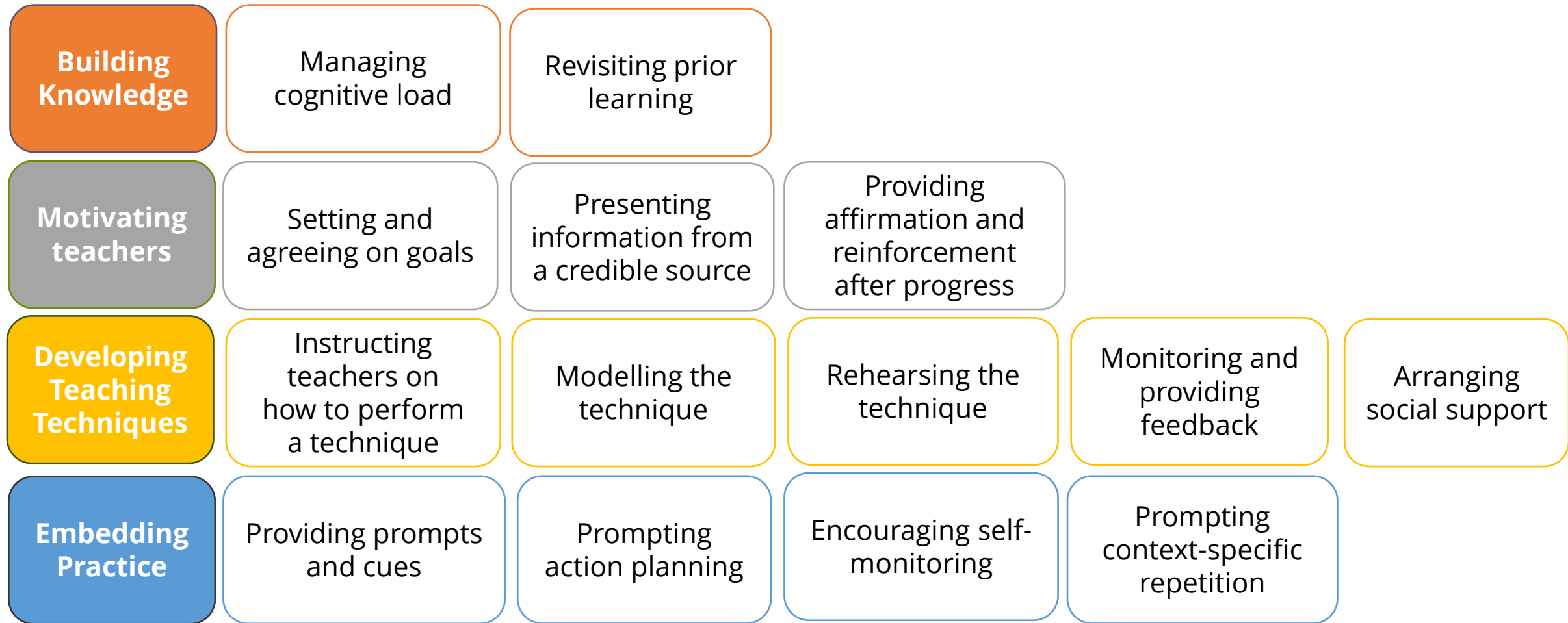
# Recommendations for effective professional development EEF, 2021

**When designing and selecting professional development, focus on the mechanisms.**

**Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques and embeds practice.**

**Implement professional development programmes with care, taking into consideration the context and needs of the school.**

# Mechanisms of effective professional development EEF, 2021



EEF (2021) <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development>



# ITT Criteria

“Specific requirements Accredited ITT providers must ensure that:

- mentors have expertise in evidence-based subject- or phase-specific approaches to teaching and that they are allocated to trainees as appropriate to their subject or phase needs;
- mentor training builds mentors’ knowledge and understanding of the ITT curriculum, and the evidence that underpins it;
- mentor training prepares mentors for their role in guiding and supporting trainees through that curriculum;
- mentoring practice fully reflects the intent and content of the ITT curriculum;
- mentors receive enough time to attend the required training to discharge their responsibilities as set out in these ITT Criteria
- a sufficient number of mentors are recruited and trained so that every trainee receives their entitlement of 1.5 hours per week (5 days) of mentoring support.”

# Ofsted Toolkit

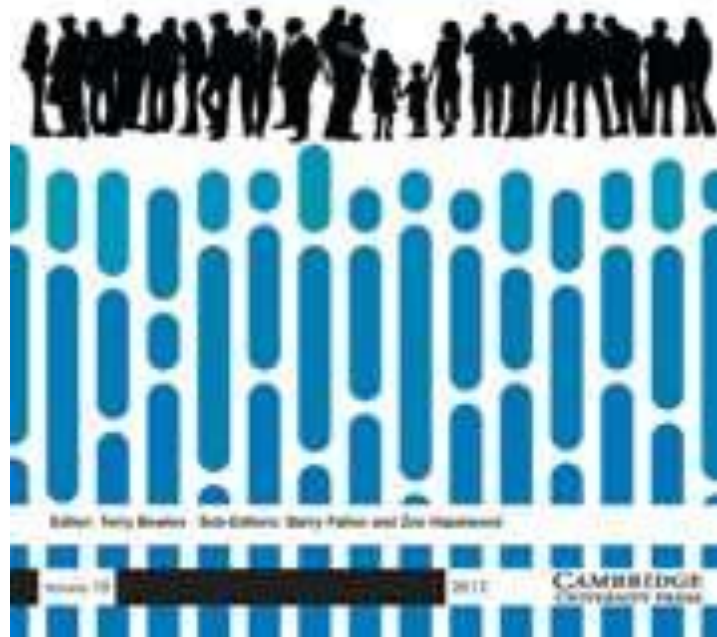
## **Grading curriculum, teaching and training - Strong standard**

“Mentoring is highly responsive to trainees’ individual needs, providing high-quality and consistent support over time. Mentors instil a culture of continuous self-reflection, enabling trainees to accurately and independently recognise their strengths and priorities for improvement.”

# The elephant in the room?

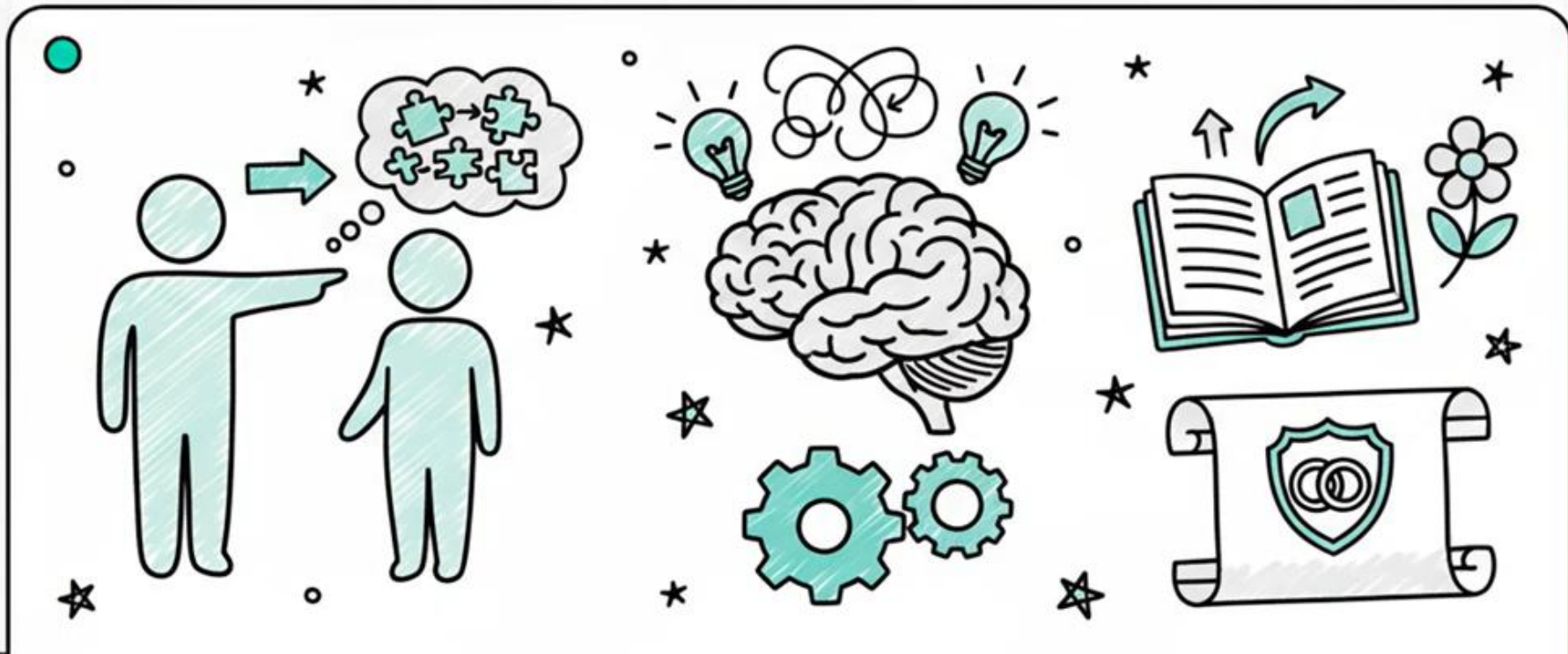
How do we **teach** our mentors to build **human** connection?

JOURNAL OF  
Relationships  
RESEARCH



[Journal of Relationships](#)

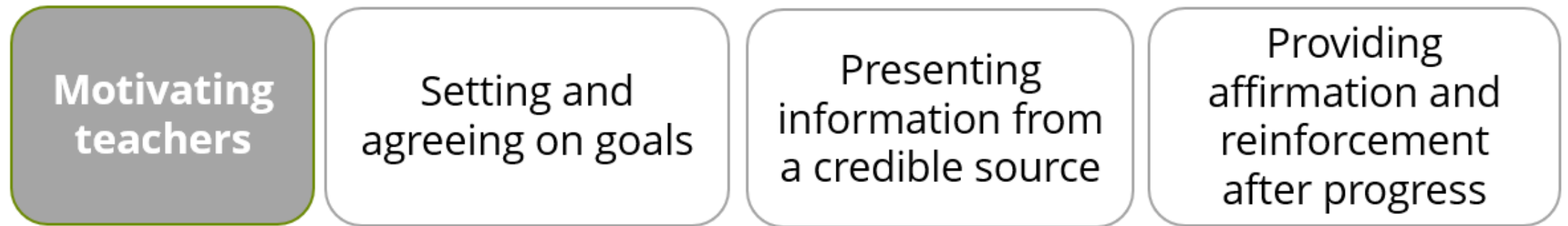
# Building a Better Mentor



# Breakout discussion

- How does your mentor training support mentors who find relationship building a challenge?
- How do you support trainees to understand the realities of a professional mentoring relationship?
- How much emphasis does your organisation place on these elements of a mentors role?
- How are you making it personalised/meaningful?

# Motivation





# EMPLOYEE RECOGNITION AND NON-FINANCIAL REWARDS

An evidence  
review



**Scientific summary**  
January 2022

# The Power of a "Thank You": The Science of Employee Recognition

## THE POWERFUL POSITIVES OF RECOGNITION



### Boosts Individual Performance

Recognition has a moderate to large positive effect on employee performance (Level A evidence).



### Lifts the Entire Team

Recognizing one team member can create strong, positive spill-over effects on colleagues (Level A evidence).



### Improves Employee Attendance

Programs with personal recognition from senior managers substantially decrease absenteeism rates (Level A evidence).

THANK YOU

Recognition

## KEY CONSIDERATIONS & RISKS

### Don't Reward Effort Alone

Rewarding for simply doing a task, regardless of quality, can negatively impact performance (Level A evidence).



### Consider the Context of the Work

Recognition has a large impact when work meaningfulness is low, but a limited effect when it's high (Level A evidence).

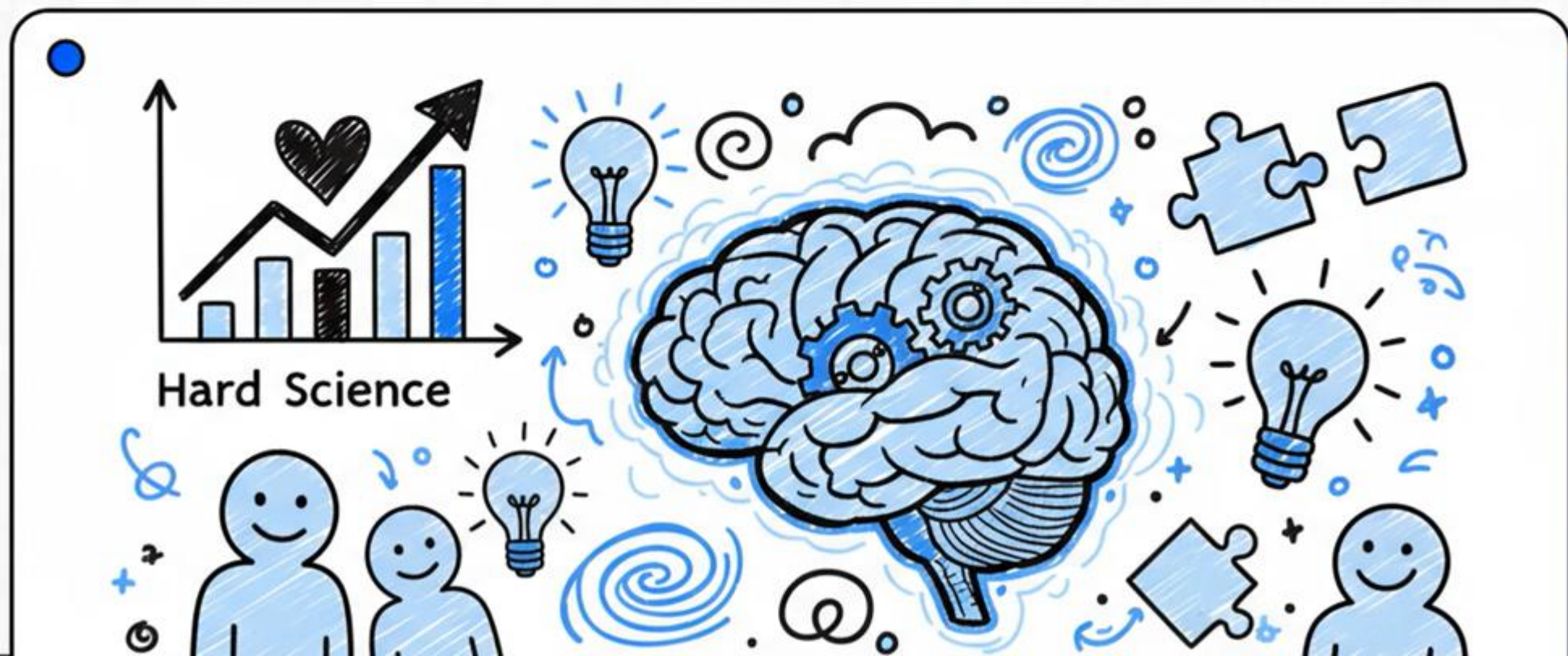


### It Can Foster Resentment

Public recognition may foster envy among colleagues, creating social discomfort for high performers (Level D evidence).



# The Power of a 'Thank You'



# Breakout discussion

- What are the identifiable motivators that you are using for your mentors?
- What is most effective for your organisation?
- Are there any quick or easy wins that you could implement?
- How are you making it personalised/meaningful?

# AI and mentoring

- As with all sectors, AI is enabling new and different approaches
- A variety of different models, most focussing on feedback via transcripts of lessons. Aristotle, Iris etc
- Opportunities and challenges

# Challenges



# Opportunities



# Breakout discussion

- To what extent are you using/considering using AI within your mentor programme?
- What are the opportunities that you see as an organisation?
- What are the challenges you see as an organisation?
- Are there any quick wins/low hanging fruit that you can utilise?

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