

CANTERBURY CHRIST CHURCH UNIVERSITY

MENTOR DEVELOPMENT PROGRAMME

2016 - 17



Our new Mentor Development Programme (MDP) has a strong focus on the leadership and management skills required to develop professional learning in other adults more broadly. The programme has been designed by the School of Teacher Education and Development with support of key colleagues in partner schools.

MDP is centred on the skills and abilities needed to be able to support student teachers to have the greatest positive impact on pupils in our schools, and to support the retention of new teachers in the profession by preparing them to be more independent and resilient in their practice.

It offers school mentors the opportunity to reflect on the diversity and transferability of the mentors' skills in and beyond ITE.

There are five **sessions that will appeal to all levels of experience**, each session will be run in various geographic locations throughout the year to ensure that school mentors can access local provision and build local networks. The sessions run consecutively but are also stand-alone, and they are **skill focused rather than process driven**. All sessions provide opportunities for school colleagues to meet the standards on the Partnership Evaluation Framework (PEF).

All sessions are mapped to the National Standards for school-based initial teacher training (ITT) mentors (July 2016).

OVERVIEW

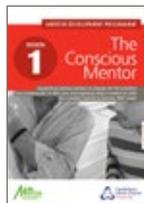
SESSION 1: THE CONSCIOUS MENTOR

18 OCTOBER 2016, 1.15–4.45pm

Brompton Academy, Gillingham (ME7 5HT)
St George's Church of England Foundation School,
Broadstairs (CT10 2LH)

1 NOVEMBER 2016, 1.15–4.45pm

Astor College, Dover (CT17 0AS)
The Abbey School, Faversham (ME13 8RZ)
St Matthew's High Brooms CE (VA), Tunbridge
Wells (TN4 9DY)



Based on recognising the attributes in yourself as a learner and leader of learning, and using that recognition as a starting point to deconstruct practice for new practitioners, we explore the relationship between mentor and mentee and how to develop a strong platform for developmental dialogue over the

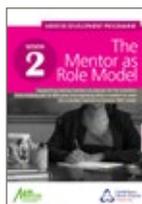
first two terms in school.

Aimed at: school mentors who are new to mentoring or are looking for a refresher or a bit of challenge to their thinking about approaches to mentoring. Colleagues who are new to facilitating the professional learning of other adults.

SESSION 2: THE MENTOR AS ROLE MODEL

29 NOVEMBER 2016, 1.15–4.45pm

Brompton Academy, Gillingham (ME7 5HT)
St George's Church of England Foundation School,
Broadstairs (CT10 2LH)
Astor College, Dover (CT17 0AS)
The Abbey School, Faversham (ME13 8RZ)
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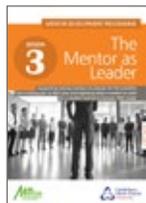
Building the diagnostic skills of the mentor to facilitate self-reflection in mentees and identify priority target areas for co-construction. To explore creative strategies to support student teachers to meet those targets and ensure rapid progression that is bespoke to the needs of that student teacher.

Aimed at: school mentors who are new to mentoring or are looking for a refresher or a bit of challenge to their thinking about approaches to mentoring. Colleagues who are new to facilitating the professional learning of other adults. Colleagues who are keen to build 'toolkit' of strategies for supporting student teachers who are struggling or are very able.

SESSION 3: MENTOR AS LEADER

26 JANUARY 2017, 1.15–4.45pm

Brompton Academy, Gillingham (ME7 5HT)
St George's Church of England Foundation School,
Broadstairs (CT10 2LH)
Astor College, Dover (CT17 0AS)
The Abbey School, Faversham (ME13 8RZ)
St Matthew's High Brooms CE (VA), Tunbridge
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Explore the tension in the varying expectations that there are on a mentor during the course of a training year, from emotional support, to role model, to assessor. We look at the diversity of skills required as a school mentor and leader of adult learning, including exploration of coaching approaches and where they can add value to learning and a variety of ways. Discussions around approaches to managing difficult conversations with professional colleagues to ensure that progress is sustained and where appropriate is accelerated.

Aimed at: *all mentors.*

HOW TO BOOK

To book a place on any of the sessions, please visit:

[www.canterbury.ac.uk/education/
mdp-sessions](http://www.canterbury.ac.uk/education/mdp-sessions)

FURTHER INFORMATION

For more details, please talk to your tutors or email:

mentoring@canterbury.ac.uk

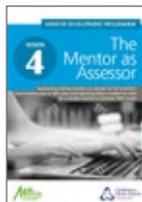
SESSION 4: MENTOR AS ASSESSOR

20 APRIL 2017, 1.15–4.45pm

Brompton Academy, Gillingham (ME7 5HT)
St George's Church of England Foundation School,
Broadstairs (CT10 2LH)
Astor College, Dover (CT17 0AS)
The Abbey School, Faversham (ME13 8RZ)

27 APRIL 2017, 1.15–4.45pm

St Matthew's High Brooms CE (VA), Tunbridge
Wells (TN4 9DY)



Reflect on how to use data and diagnostic strategies to ensure student teachers have opportunities to move to good and outstanding. We look at how to support student teachers to evaluate their evidence and impact, to ensure that they meet the high expectations of the standards, and can continue to do

this through their teaching careers.

Aimed at: *all mentors.*

SESSION 5: MENTOR AS FACILITATOR

15 JUNE 2017, 1.15–4.45pm

Brompton Academy, Gillingham (ME7 5HT)
St George's Church of England Foundation School,
Broadstairs (CT10 2LH)
Astor College, Dover (CT17 0AS)
The Abbey School, Faversham (ME13 8RZ)

29 JUNE 2017, 1.15–4.45pm

St Matthew's High Brooms CE (VA), Tunbridge
Wells (TN4 9DY)



Supporting training teachers to prepare for the transition from training year to NQT year, and exploring what is needed in order for a student teacher to become 'NQT ready'.

Aimed at: *all mentors working with end of year placements.*

Canterbury Christ Church University

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