

Teacher Mentoring Programme (TMP): Mentoring Activities Guidance for New and Advanced Mentors

While participating on the Teacher Mentoring Programme for New or Advanced Mentors, you are required to undertake a minimum of 18 hours of mentoring practice within your organisation with early career teachers (defined as those with three years or less teaching experience). Undertaking mentoring practice during your training will provide you with the chance to apply some of the mentoring skills and models you have been exploring during your 27.5 hours of guided learning.

It may also provide you with the chance to review and suggest recommended changes to the mentoring arrangements within your organisation.

This document is designed to provide mentors and or project / grant leads with guidance around what type of mentoring activities can be recorded in your TMP reports. If you are claiming a grant, the activities listed in this document are those which can be claimed for.

Who you should mentor

You will need to be mentoring early career teachers within your organisation for a minimum of 18 hours (which are defined as those who have three years or less teaching experience).

Where possible, we recommend that mentors have access to more than one mentee. This helps mentors apply their learning more widely and experience mentoring people working towards different goals.

Please note that mentees must be other teaching members of staff and you cannot report or claim for time spent mentoring learners.

How to arrange your mentoring practice

Cognition Education recommend that your first speak to the two nominated project / grant leads within your organisation. These are the nominated people who will coordinate the TMP within your organisation and are responsible for submitting reports and attending progress calls with Cognition Education. They should be able to help you identify staff who are defined as early career teachers and support the matching process of mentors and mentees.

Should you find accessing mentees difficult at any point, please get in touch with the Teacher Mentoring Team to discuss the situation - tmpenquiries@cognitioneducation.com

How you should record and keep track of the mentoring hours you have completed

You should speak to the nominated primary and secondary project / grant leads about how they would like you to track and send them the mentoring hours you have completed as they will need this to submit progress reports to Cognition Education.

We recommend that you track mentoring via a 'mentoring log' which captures the information we request project / grant leads to submit. This includes:

- Date of mentoring activity
- Description of mentoring activity
- Mentee name and department
- Number of mentoring hours for this activity (including any preparation time)
- Is this activity being claimed for via the grant (if applicable).

Please update your mentoring logs as soon as activity has been completed for accurate time recordings and to ensure that all activity is recorded.

We recommend that you frequently provide your project / grant leads with updated mentoring logs so they have access to the information they need to make timely report submissions.

Please see the Annex at the end of this document for an example mentoring log template.

What activities count towards your mentoring hours

The mentoring activities that are claimable will vary depending on which course you are enrolled on. Here is an indicative list of the types of activities that we will accept as claimable activities (please note, the grant will only cover these activities if remission from teaching timetable is needed to undertake them. If remission is not required, the activity cannot be claimed for via the grant):

- Remission time for mentors to attend programme, complete the New and Advanced online courses and for mentoring practice hours (activities which can be claimed for this outlined below)
- Preparing for a mentoring meeting (e.g., planning questions you want to ask, deciding which model or approach to adopt, finding useful resources you would like to discuss with your mentee)

- Holding an initial 'chemistry' meeting to discover the mentees needs and suitability for engaging in the mentoring meetings
- Holding a one-to-one mentoring meeting with mentees (virtually, by phone or in person)
- Following-up from a mentoring meeting (e.g., sending emails, finding a reference or resource to share, updating mentoring record sheet)
- Leading a group mentoring session with more than one mentee
- Observing mentees teach
- Holding a pre-observation conversation with mentees to find out about their plans and intentions for lessons
- Holding a post-observation conversation with mentees to find out about their initial reflections on the lesson
- Observing another teacher/trainer with mentees and discussing the lesson together afterwards
- Planning a lesson together
- Remission time for mentees who are defined as early career teachers to meet with their mentor

For those on the 'Advanced' course, the following can also be claimed for:

- Undertaking a needs analysis or review with regards to the mentoring arrangements within their organisation
- Drafting documents and plans to set up or improve the mentoring in their organisation
- Undertaking an evaluation of the mentoring arrangements in their organisation
- Running a training session or meeting in order to bring about improvements to the mentoring provision in their organisation
- Preparing to meet mentees (e.g., planning questions mentors want to ask, deciding which model or approach to adopt, finding useful resources mentors would like to discuss with their mentees).

Providers will also be able to claim for organisational and administrative costs associated with engaging with the programme:

- Administrative costs of the Primary and Secondary Project / Grant Lead who will match mentors and mentees, monitor the number of meetings taking place, attend regular check in calls with Cognition and complete a three performance reports
- Conducting a mentor training needs analysis and setting up a project plan;
- Setting up and running a cross-organisational working group to bring about a whole organisational approach to mentoring

- Resource development to adopt new internal documentation/resources that are not already accessible. This enables providers to develop resources during programme lifespan, as opposed to outside of funded bracket
- A Mentoring Coordinator to manage the project and monitor or support wider mentoring taking place across their organisation
- Post-programme reviews including wash up meetings, action planning, presenting to colleagues
- Running ongoing CPD for mentors not enrolled on the programme (for example, mentor supervision, action learning sets or communities of practice).

What activities do not count on the TMP

The list below provides examples of activities which cannot be claimed for via the grant.

- Chairing meetings
- Running training sessions (except from the example listed above)
- Mentoring of managers (TMP is for mentoring early career teachers)
- Mentoring of learners (TMP is for mentoring early career teachers)
- Mentoring mentees who are not a part of your organisation (unless you have been given approval from Cognition Education who will liaise with DfE on a case by case basis. An example of this would be mentoring mentees who are part of a sub contracted organisation).

If you at any point need clarification if an activity can be counted towards your mentoring hours, please reach out to the Teacher Mentoring Team who will provide you with advice and guidance - tmpenquiries@cognitioneducation.com

When you should be mentoring and when activity must be completed

We encourage mentors to start planning mentoring activity from the start of the programme. If you have applied for Cohort 3 your start date is week commencing 06 May 2024 and if you have applied for Cohort 4 your start date is 04 November 2024.

Activity must be completed by your cohort end date which is 19 July 2024 for Cohort 3 and 07 February 2025 for Cohort 4.

