For Learning in Teacher Education
Website: www.go.herts.ac.uk/FLiTE
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Using the stories to support mentor development

The stories may be used for individual or collaborative professional learning and development for effective mentoring. Here the stories have been cross-referenced to the National Standards for school-based initial teacher training (ITT) mentors (2016) for those working in England.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/536891/Mentor_standards_report_Final.pdf

Story	Author	The Challenge	Mentor Standards
1	Lead SBTE in a school	The tensions of failing a hardworking student who does not meet the standards.	2.1; 2.4; 4.1
2	IBTE	Whether the SBTEs would co-operate with the IBTE.	2.5; 2.9
3	Lead SBTE across group of schools	Providing meaningful mentor training.	4.1; 4.2
4	IBTE	Leading an assessment conversation professionally, taking account of the student-teacher and the colleagues in the school.	1.4; 2.7; 3.1; 3.2; 4.1
5	IBTE	Providing the access to learning opportunities in the workplace.	2.7
6	SBTE	Having dual roles of coaching and assessing student-teachers.	1.3
7	Lead SBTE in a school	Enabling a student-teacher to make progress when they are not taking on board advice from their mentor.	2.7
8	IBTE	Helping a student-teacher to move on after a difficult issue in school.	1.1; 3.2
9	Lead SBTE in a school	Helping a mentor to have appropriate expectations of a student-teacher.	2.8; 4.1
10	Lead SBTE in a school	Helping student-teachers to learn from their work-place experiences.	1.2; 1.3; 1.4
11	Lead SBTE in a school	Helping a student-teacher who has mental health issues.	1.1; 1.2; 1.3
12	SBTE (mentor)	Being able to support a student-teacher to make progress in a new setting.	1.1; 2.4

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National Standards for school-based initial teacher training (ITT) mentors:

	Standard 1 - Personal qualities
	Establish trusting relationships, modelling high standards of practice, and understand how to support a trainee through initial teacher training
1.1	be approachable, make time for the trainee, and prioritise meetings and discussions with them;
1.2	use a range of effective interpersonal skills to respond to the needs of the trainee;
1.3	offer support with integrity, honesty and respect;
1.4	use appropriate challenge to encourage the trainee to reflect on their practice;
1.5	support the improvement of a trainee's teaching by modelling exemplary practice in planning, teaching and assessment.
	Standard 2 – Teaching
	Support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs
2.1	support the trainee in forming good relationships with pupils, and in developing effective behaviour and classroom management strategies;
2.2	support the trainee in developing effective approaches to planning, teaching and assessment;
2.3	support the trainee with marking and assessment of pupil work through moderation or double marking;
2.4	give constructive, clear and timely feedback on lesson observations;
2.5	broker opportunities to observe best practice;
2.6	support the trainee in accessing expert subject and pedagogical knowledge;
2.7	resolve in-school issues on the trainee's behalf where they lack the confidence or experience to do so themselves;
2.8	enable and encourage the trainee to evaluate and improve their teaching; and
2.9	enable the trainee to access, utilise and interpret robust educational research to inform their teaching.
	Standard 3 – Professionalism
	Set high expectations and induct the trainee to understand their role and responsibilities as a teacher
3.1	encourage the trainee to participate in the life of the school and understand its role within the wider community;
3.2	support the trainee in developing the highest standards of professional and personal conduct;
3.3	support the trainee in promoting equality and diversity;
3.4	ensure the trainee understands and complies with relevant legislation, including that related to the safeguarding of children; and
3.5	support the trainee to develop skills to manage time effectively.

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	Standard 4 – Self-development and working in partnership
	Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnerships.
4.1	ensure consistency by working with other mentors and partners to moderate judgements; and
4.2	continue to develop their own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research.