The most effective mentors...

See themselves as teacher educators. Have a good understanding of the pedagogy of teacher education.

Plan learning experiences for students that help them to make improvement.

Work in schools where there is strong focus on the professional learning of all staff and a clear strategy for developing teaching.

Are selected because of their skills, knowledge, understanding and personal qualities.

Provide verbal and written feedback that is accurate, fair, and provides a holistic view of the student's progress over time.

Use a broad range of approaches to teach students how to teach, including developing subject knowledge and developing pedagogy.

Support students' wellbeing well by building strong professional relationships, providing timely advice and guidance

Understand progression in ITE and recognise that different approaches to mentoring are needed for students with different needs,

skills and attributes, and at different stages of their development.

Set targets that form part of a coherent learning process where students are encouraged to reflect and discover solutions for themselves.

Support students' teaching planning and assessment skills to help them to understand how

pupils develop their skills, knowledge and understanding over successive experiences.

Are effective at listening, questioning and challenging students to reflect critically.

Have a good understanding of classroom-based research, and engage with and in research.

and fostering an environment where students feel confident to test ideas in practice.

Target direct students towards further learning.

Have excellent interpersonal skills, including the skills and behaviours to manage others,

deliver effective feedback and manage challenge relationships.

Are proactive in improving their own teaching.

Engage in professional learning to develop their own teaching and research skills, exploring the links between theory and practice.

Are good role model for career-long professional learning.

Help students to make links between their teaching and educational theory.

Use the QTS standards to encourage a holistic and personal approach to becoming a teacher.

Know the university-based elements of the programme well and help students to make useful connections to their learning in school.

Engage students in 'learning conversations' – a dialogue that promotes critical thinking – as a learning and teaching strategy.

Use their skills of reflection and critical analysis to develop student teachers.

Are themselves good models of effective evaluation and structured reflection.

Estyn

Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate for Education and Training in Wales