



Welcome to the Mentoring Guide.

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Who is this guide for?

This guide is intended for staff new to the role of mentor or returning to it after a break.

What does this guide cover?

This guide covers the professional competencies that a member of staff should consider and apply to be effective in their role as a mentor. It is not exhaustive but is intended to stimulate discussion and reflection.

How should this guide be used?

This guide should be used before engaging with the ECF-specific mentor professional development that will take place over the two years of ECF. It can be undertaken individually or collectively. The guide is divided into blocks of Activities so that the learning can be scheduled in a manner that best fits the mentor's workload. An accompanying video resource is available in which mentors explore their approaches to the role.

Activity 1: Being a mentor.

Checklist before you begin.

If you are mentoring an ECT you should be guided by your school's ECT Induction policy. It has been a DfE requirement since September 2019 that a school has a distinct ECT Induction policy.

Prior to starting these activities please make sure that you have undertaken the following tasks:

- Reviewed Safeguarding policy
- Reviewed Staff Induction policy
- Identified who the school Induction Tutor is
- Reviewed [Statutory Guidance](#)
- Reviewed ECT Induction policy

Activity 2: The value of a mentor.

What do you bring to the role?

How would you describe the qualities that you are able to bring to the role of mentor?
Profession experience.
Personal characteristics.

Rate your expertise.

0 - no experience of this to 5 - expert in this area.

Professional feature	Rating
Safeguarding	
Pastoral care	
Subject knowledge	
Workload management	
Planning	
Marking	
Teaching	

Middle leadership	
Senior leadership	
Home-school relationship	
Assessment/examinations	
Educational visit leadership	
Clubs/extracurricular enrichment	

Are there any actions that you need to take following this rating activity that would help to improve the experience of the ECT?

Foundations.

What ground rules will you want to establish for mentoring meetings?

Frequency	
Duration	
Location	
Absence	
Record keeping	
Out of mentor meeting support	
Other?	

Activity 3: Expectations.

Preparing for the 'what if's'.

Issue	Risk mitigation
Who is responsible for the ECTs training in specific areas i.e. Safeguarding training?	
If the ECT underperforms significantly who will be responsible for intervening or raising the issue?	
If the ECT is absent who will be responsible for organising the supply cover or work?	
If a disciplinary matter should arise who would manage that?	
If your relationship is not a positive one how will you manage it?	
Any other potential issues?	

Activity 4: Modelling professionalism

What are your standards around these issues? What should the ECT be able to model from you?

Time keeping	
Preparation for meetings	
Completing paperwork	
The environment for meetings	
Friendliness and openness	
Making the ECT feel valued	
Giving feeding back	
Any other aspects?	

How will you share this with the ECT? Will you be explicit or implicit about sharing some or all of these standards?

Activity 5: Applying emotional intelligence

Deep listening challenge.

Over the next 3 days do a little self-monitoring and become aware of how you listen. How well do you listen to others? How well do you use silence to draw out thinking? How often do you bring conversations to a rapid conclusion? Do you multitask as you listen? How much of your attention is given to what is being said? Which environments do you listen best in?

This is a non-judgement activity, we are used to multi tasking and rapid communication behaviours which lead to non-active listening.

What did you learn?



How would they know?

Learning how to listen helps build rapport with people which enables more effective communication. People who are listened to feel valued and will often say they had a really good conversation with you this builds trust and credibility.

How would your ECT know that you are listening deeply to them? How would you know that your ECT is listening deeply to you?



Activity 6: Courageous conversations.

This programme works on the assumption that there is no failure, only feedback. Feedback is vital for growth.

Without courageous professional conversations your mentee cannot grow as well as they should.

Susan Scott makes her case for this type of conversation as part of what she calls radical transparency. You can find out more in this 2:30 minute [TEDx talk](#)

Do you have concerns about holding that type of conversation?

Action point.

- If you are concerned about holding effective courageous conversations, who do you need to share that with?
- What professional development should you seek out?

Fierce conversations

The Fierce Conversations model is one form of courageous professional conversation. If you are interested in the model we recommend that you begin your research at Susan Scott's [website](#).

PREPARATION

(Steps 1-7 are your opening statement and should be no longer than 60 seconds.)

1. Name the issue

"I want to talk with you about the effect _____ is having on_____."

2. Select a specific example that illustrates the behavior or situation you want to change.

"For example, _____."

3. Describe your emotion around the issue. "I feel _____."

4. Clarify why this is important -- What is at stake to gain or lose for you, for others, for the team, or for the organization.

"From my perspective the stakes are high. _____ is at stake. And most importantly, _____ is at stake."

5. Identify your contribution(s) to this problem.

"I recognize my fingerprints. I have/may have _____. For this, I apologize."

6. Indicate your wish to resolve this issue. "I want to resolve this with you (restate the issue)"

7. Invite your partner to respond. "I sincerely want to understand your perspective. Talk to me."

INTERACTION

8. Inquire into your partner's views. Use paraphrasing and perception check. ("Let me make sure I understand.") Dig for full understanding: don't be satisfied on the surface. Make sure your partner knows that you fully understand and acknowledge his position and interests.

RESOLUTION

9. What was learned? Where are we now? What is needed for resolution? What was left unsaid that needs saying? What is our new understanding? How can we move forward from here, given this new understanding?

10. Make a new agreement and have a method to hold each other accountable for it.

(From: Scott, S. (2002) *Fierce Conversations*. Viking Penguin, New York, NY)

Activity 7: Celebrating Success

As a mentor I can help to celebrate success by:
1
2
3
4
5
6
7
8
9

Activity 8: Finishing Well

Questions to consider:

- Have you read the ECF Programme Handbook?
- Is there a schedule of mentor meeting times and topics?
- If the frequency of meetings will change during the year what will the rationale for the change be?
- If you are mentoring more than one ECT will they be mentored identically?

ECT induction and ECF.

The Early Career Framework (national introduction September 2021), has a two year time frame, with ECT induction being a core feature of the first year. In the second year of ECF the ECT is entitled to:

1. A mentor.
2. An additional 5% of protected non-contact.
3. A programme of high quality CPD.

Your next steps:

- Familiarize yourself with the [ECF Framework](#).
- Ensure that you have access to the UCLextend platform.
- Review the first module for mentor professional development.
- Review the first module of ECT activities.