



HUDCETT

Huddersfield University Distributed
Centre for Excellence in Teacher Training



Initial Mentor Training

Trainer pack

To support Lifelong Learning Sector Subject Specialist Teacher Training (Numeracy)

This resource has been produced as a result of a grant awarded by LSIS. The grant was made available through the Skills for Life Support Programme in 2010. The resource has been developed by (managers and) practitioners. The contents should not be compared with commercially produced resources, although in many cases it may have comparable or better learning outcomes.

Initial Mentor Training – Trainer pack

This pack has been designed for you to use in initial mentor training sessions for subject specialist mentors (numeracy).

It is used in conjunction with:

- a PowerPoint presentation (provides framework for training)
- mentor training handouts.

Suggested answers have been provided – the mentors involved in the training may suggest any / all of the answers or alternative ones.

All materials that the mentors need are to be found in the Initial Mentor Training – Mentor Pack.

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1. Learning Outcomes (slide 2)

The following learning outcomes are a basis for the training but not exclusive. The training is aimed at individuals new to mentoring, and in circumstances where the trainees have previous experience of mentoring it can be adapted to provide a more challenging experience. For example; emphasis could be placed upon the initial encounter or providing feedback.

For mentors to be able to:

- Discuss the emergence of mentoring in the lifelong learning sector
- Discuss aspects of mentoring
- Examine the role and responsibilities of subject specialist mentors
- Perform lesson observations
- Identify the qualities and skills of a mentor
- Differentiate between mentoring and coaching
- Consider their contribution to the training and support of others, and to their own professional development
- Identify issues with mentoring subject specialist trainees

2. Background to the emergence of mentoring in the lifelong learning workforce (slide 3)

The following quotes can be used to illustrate the trajectory that mentoring has taken within the lifelong learning sector.

- 2003 Ofsted survey of teacher education
The initial training of further education teachers (HMI 1762)
<http://ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Education/Teachers-and-teacher-training/Phases/Post-compulsory/The-initial-training-of-further-education-teachers-2003>
“The current system of FE teacher training does not provide a satisfactory foundation of professional development for FE teachers at the start of their careers. While the tuition that trainees receive on the taught elements of their courses is generally good, few opportunities are provided for trainees to learn how to teach their specialist subjects, and there is a lack of systematic mentoring and support in the workplace. The needs of this diverse group of trainees are not adequately assessed at the start of the courses, and training programmes are insufficiently differentiated. As a consequence, many trainees make insufficient progress.”
Ofsted (2003) pg 2
- Equipping our Teachers for the future
<http://www.dcsf.gov.uk/furthereducation/uploads/documents/equippingourteachersforthefuture-115-161.pdf>
“Mentoring of teachers in the workplace: an essential aim of the training is that teachers should have the skills of teaching in their own specialist or curriculum area. The taught elements of teacher training courses are likely to be generic, because of the range of teachers taking part. Subject specific skills must be acquired in the teachers’ workplace and from vocational or academic experience. Mentoring, either by line managers, subject experts or experienced teachers in related curriculum areas, is essential.”
DfES (2004) pg 4
- 2007 Teacher education reforms
New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector
http://www.lluk.org/documents/professional_standards_for_itts_020107.pdf
Domain B Learning and Teaching
Teachers in the lifelong learning sector:
BP 2.7 Use mentoring and/or coaching to support own and others’ professional development, as appropriate.

3. Subject specialism trainee mentoring (slide 4)

Current position – no requirement in the current standards for a mentor.

Why is a mentor required with a subject specialist tutor?

Many trainees work in isolation either as the only numeracy specialist or in remote settings as a lone tutor.

An open discussion at this point where trainees are asked to describe their experiences whilst in training. The issues raised may re-emerge later when examining the issues with mentoring this workforce.

4. Subject specialist qualifications and status (slide 5)

The trainees may have experience of either the Level 4 or Level 5 subject specialist qualifications; therefore it is important that all trainees are made familiar with the qualifications and the historical context.

2002 – the Government began developing mandatory teaching qualifications for new teachers, recognising that adult literacy, numeracy and ESOL were specialist subjects.

“In the period from 2002 to 2007 new Skills for Life teachers were expected to have a generic teaching qualification such as a Postgraduate Certificate in Education (PGCE) or Certificate in Education (CertEd) and a subject specialist teaching qualification in the subject they were teaching.”

NRDC (2008) pg 2

Introduction of Level 4 Subject specialist qualifications.

“From 2002 onwards the Government began developing mandatory teaching qualifications for new teachers, using a framework which recognised that adult literacy, numeracy and ESOL were specialist subjects. ... For numeracy this included numeracy pedagogy at Level 4 and a large element of subject knowledge at Level 3.”

NRDC 2008 pg 3

2007: teacher education reforms, new standards and qualifications were introduced. Level 4 subject specialist curriculum split into pedagogy and subject knowledge. Subject knowledge at Level 3 is now an entry requirement.

The Level 5 Diploma is made up of three 15-credits modules:

Numeracy and the Learners (15 credits) This module develops an understanding of the ways in which mathematics (ie numeracy) is perceived in society, its historical and cultural development and its role in learners’ personal development .It introduces the factors which influence the acquisition and use of mathematical knowledge, how this can be assessed and analysed, and the relationship between language and literacy and mathematical learning processes.

Developing Numeracy Knowledge and Understanding (15 credits) This module develops an understanding of what mathematical knowledge is and how theories of teaching and learning can be used to improve one’s own practice. It develops understanding of the nature of concepts such as proof in mathematics and analyses how different concepts can be defined within numeracy, including the

representation and misrepresentation of mathematical data. It also develops understanding of the role of specialist organisations and publications in the development of mathematical practice.

Numeracy Learning and Teaching (15 credits) This module draws on theories of developing conceptual understanding in mathematics and applies them to numeracy teaching and learning. It considers good practice in numeracy teaching, including planning, resource and activity design, assessment and evaluation.

(Slide 6) Status

Three main categories are used to describe the qualification status of subject specialist teachers:

Fully-qualified teachers had gained a full generic teaching qualification (a Certificate in Education/PGCE or DTLLS) and a subject specialist qualification in numeracy.

Part-qualified teachers had one or the other of the two qualifications required at the time for teaching their subject.

Unqualified teachers had neither of these qualifications though some may have had introductory teaching qualifications.

NRDC (2008) pg 5

5. Mind-map exercise (slide 7)

Organise the trainees into small groups and provide them with flip chart and markers. Ask them to work collaboratively in answering the following questions. On completion their responses should be reviewed and discussed. See the following two slides for question 1.

What is mentoring?

Who needs mentoring?

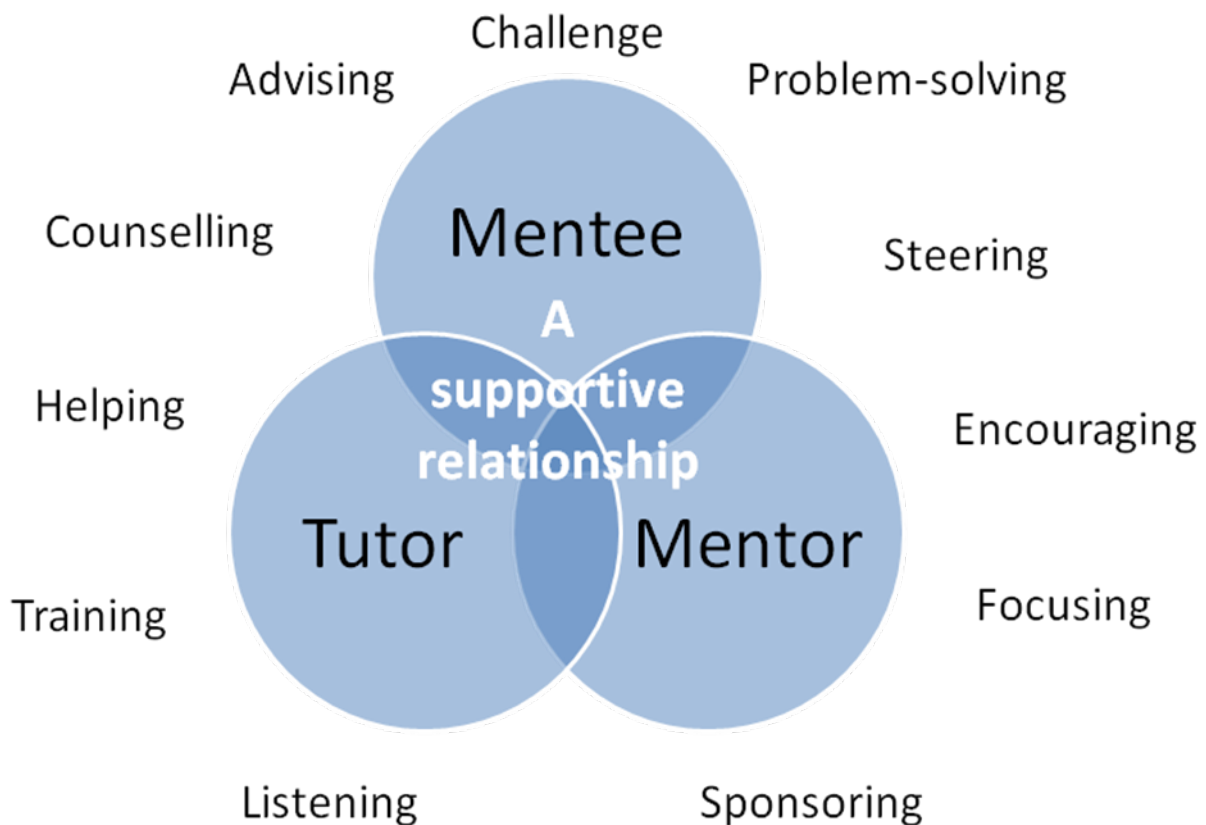
Who should be a mentor?

Who should not be mentors?

6. What is mentoring? (slides 8 and 9)

The following slides can assist in reviewing the first question.

What is mentoring?



What is mentoring? [continued]

“Off-line help by one person to another in making significant transitions in knowledge, work and thinking” Megginson and Clutterbuck (1999: 3)

The term ‘off-line’ is important as it refers to “... a relationship outside the organisational hierarchy...” Avis et al (2010).

Mentor – an experienced and trusted adviser. An experienced person in an organisation or institution who trains and counsels new employees or students.

Mentee – a person who is advised, trained, or counselled by a mentor.

7. Mentor roles and responsibilities (in service) (slide 10)

The following list is a suggestion for what should be expected from an in-service mentor; this should be used to initiate a discussion around whether mentors require a job description.

- To liaise with and give feedback to course tutors
- To model teaching methodology to the trainee
- To know the teaching practice requirements of the course in term of observation schedule
- To have an overview of the training course in terms of assignment coursework requirements
- To support the trainee with scheme of work writing
- To support the trainee with lesson planning
- To carry out formal mentor observation if required
- To provide constructive feedback on teaching
- To conduct regular reviews with trainee

Adapted from talent London 2004, cited in Derrick and Dicks (2006) pg 16

8. Observing trainees (slide 11)

- Each trainee will have four observations.
- One observation per year will be completed by the subject specialist mentor (see subject-specific observation form).
- Three observations will be completed by the subject tutor.
- Observations are NOT graded, but are a developmental process.
- Mentor observations look at how the trainee delivers their specific subject.
- Observations will form part of their teaching module which they complete as part of their course.

Observation form

Guidance on feedback

The observation form should be used to discuss how subject-specific knowledge and subject-specific pedagogy are the focus of the observation.



DIF 9315 Numeracy learning and Teaching

Trainee Observed:

Tutor/Mentor Observing:

Topic:

Group:

Date of Observation:

Duration of Observation:

Location of Observation:

Number in group:

Summary review of strengths and weaknesses:

Suggested actions for improvements:

Subject Specific Knowledge	YES	NO	Developmental Comments/Suggestions
Application of subject knowledge demonstrated			
Currency of subject knowledge			
Accuracy of subject knowledge			
Delivery of subject knowledge			
Builds on the knowledge learners already have			
Exposes and discusses common misconceptions			
Uses higher-order questions			
Uses cooperative small group work			
Encourages reasoning rather than answer-getting			
Uses rich collaborative tasks			
Creates connections between topics			
Uses technology			
Use of Assessment and Feedback			
Relevance to topic and group			
Example of formative assessment and summative assessment			

Satisfactory standard of Subject specific pedagogy demonstrated YES NO

Tutor/Mentor Signature: _____

IMPORTANT NOTE FOR THE SPECIALIST OBSERVER: Please complete the details overleaf.

Details of the Specialist Tutor/Practitioner/Mentor carrying out the observation.

Name:

Job Role: Organisation:

Teaching Qualification Yes / No

If yes please give title of qualification

Guidance Notes for Specialist Observer

The specialist observation of trainee teachers on the Integrated CPD for Numeracy Teachers is designed to enable a specialist practitioner to feed back on the accuracy and currency of the trainee's teaching in their specialism and to provide helpful suggestions for how specialist knowledge and skills may be taught. This specialist observation is in addition to three other observations where programme tutors will provide feedback on both the more generic aspects of the trainee's approach to teaching and learning and subject specialist pedagogy.

Ideal practice for observations on the Integrated CPD for Numeracy Teachers is for the observer to arrive a little before the teaching session and to discuss with the trainee what they intend to achieve in this session. The observer should be given a copy of an appropriate type of session plan with identified learning outcomes (plans may differ according to the type of session and the number of students) plus any handouts etc. to be used in the session. Normally the observer sits unobtrusively and watches the session and then spends a little time after the session discussing what they have observed with the trainee. If possible the observer should try to complete the observation form actually during the session, and then the trainee can take it away with them when they leave. If this is not possible, then feedback and the form should be given as soon as possible after the session.

9. Meetings with mentor (tutorials) (Slide 12)

Discuss the requirement of mentees to record meetings with mentors and review the mentor training form.

- Each trainee would expect at least three tutorials (record of meeting with mentor) per year.
- One tutorial will be based on feedback from the observations.
- Other tutorials will be on general issues.

Meeting with mentor form

10. Qualities and skills of a mentor (slide 13)

Friendly and approachable

- Actively interested in the development of trainees
- Display a mentoring attitude
- Building rapport and a culture of trust
- Empathic, sharing their understanding of the trainees' experiences, behaviours and feelings

Listens actively and questions appropriately

- Regular eye contact and full attention given to the trainee
- The use of open and probing questions
- Questions that link ideas to events
- The avoidance of excessive use of closed questions

Encourages reflection

- Supports reflective practice by developing trainees' critical reflection
- Challenges trainees ideas and beliefs
- Promotes a critical stance on practice, encouraging evaluation
- Avoids interpretations and analyses of their own

Offers the right amount of challenge and support

'Challenge needs to be specific and focused and must involve a mentor setting tasks which could introduce conflicting ideas or even involve the trainee questioning their own assumptions.'" McNally and Martin, cited in Avis et al (2010) pg 200

The following two slides can be used to open a discussion about the balance between support and challenge.

11. Support vs. challenge

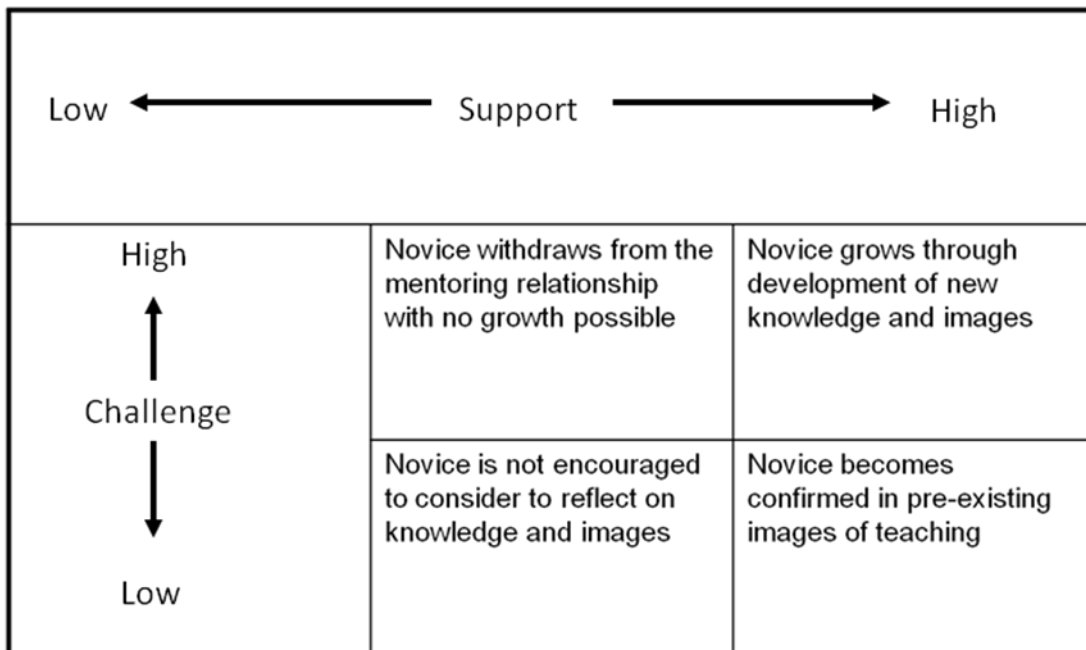
Models of mentoring (slide 14)

- The laissez-faire mentor – sees their role as nurture and support, but offers little or no challenge to trainees.
- The imperial mentor – has strong views and is interventionist, but offers little support to the trainee as the needs of the novice teacher are not seen as important.
- The collaborative mentor – combines challenge and support, empowering trainees to engage in critical reflection as they develop.

McNally and Martin (1998)

(Slide 15)

Support and Challenge in mentoring novice trainees



Elliot and Calderhead (1993)

Adapted from Avis et al (2010) pg 201

12. The mentor scale

Trainees are provided with the Mentor Scale handout to complete; allow 10 minutes for trainees to complete and then provide them with the scoring form and interpretation. Following completion, ask trainees to consider the qualities they would bring to mentoring.

The Mentor Scale

This scale lists 39 sentence stems, each with two possible endings. Keeping your work environment in mind, quickly review each item and circle the letter of the ending that you think best completes the sentence. Read each item carefully but choose your response quickly. Instruments like this tend to be more accurate if you go with your immediate reaction rather than pondering on your choice. **Do not leave items blank.** You will find some items in which neither choice is perfectly accurate. Select the one that seems better. After completing the questionnaire fill out your score form.

1.	People probably see me as	a. hard-nosed	b. a soft touch
2.	Work days I like most are	a. unpredictable	b. planned
3.	When it comes to celebrations, most organisations need	a. fewer	b. more
4.	When I evaluate people my decisions are based on	a. justice	b. mercy
5.	My approach to planning my personal activities is	a. easy-going	b. orderly
6.	People generally see me as	a. formal	b. personable
7.	When it come to social situations I	a. hold back	b. jump in
8.	I like to spend my leisure time in ways that are fairly	a. spontaneous	b. routine
9.	I believe leaders should be more concerned about employee	a. rights	b. feelings
10.	When I encounter people in need of help, I'm more likely to	a.. avoid	b. get involved
11.	When I am in a group, I typically	a. follow	b. lead
12.	Most people see me as	a. private	b. open
13.	My friends know that I am	a. firm	b. gentle
14.	If I were in a group of strangers, people would most likely remember me as a	a. listener	b. leader
15.	When it come to expressing my feelings, most people probably see me as	a. guarded	b. comfortable
16.	When people I depend on make mistakes, I am typically	a. patient	b. impatient
17.	When I eat out, I generally order food that	a. sounds unique	b. I know I like
18.	In general I prefer	a. the theatre	b. a party
19.	In a conflict, when anger is involved, my emotional fuse is usually	a. short	b. long
20.	In an emergency situation, I would most likely be	a. calm	b. anxious
21.	I prefer to express myself to others in ways that are	a. indirect	b. direct
22.	I am likely to be ruled by	a. logic	b. emotion
23.	When in a new and unfamiliar situation, I am usually	a. carefree	b. careful
24.	In a festive social situation, I am usually	a. passive	b. active

25.	When I am blamed for something I did not cause, my initial reaction is to	a. listen	b. defend
26.	If I am in a situation in which I lose or am left disappointed, I get	a. sad	b. mad
27.	If someone came to me in tears, I would probably feel	a. awkward	b. at home
28.	Most people see me as	a. an optimist	b. a pessimist
29.	People usually see me as	a. uncritical	b. critical
30.	If people were given a forced choice, would they see me as	a. too quiet	b. too loud
31.	At the end of a long party, I usually find myself	a. exhausted	b. energised
32.	When I work on projects, I am best at getting them	a. started	b. completed
33.	I believe people should approach their work with	a. dedication	b. inspiration
34.	My social blunders typically leave me	a. embarrassed	b. amused
35.	When my organisation announces a major change, I get	a. excited	b. concerned
36.	People are likely to see me as	a. firm	b. warm
37.	After a tough day, I like to unwind	a. alone	b. with others
38.	Change is most often my	a. friend	b. adversary
39.	My work and social life	a. are separate	b. often overlap

The Scoring Form

Sociability

Using simple hatch marks, count up your 'a' and 'b' for the thirteen sociability items

	'a'	'b'
1, 4, 7, 10, 13, 16, 19,		
22, 25, 28, 31, 34, 37		
Totals	_____	_____

Dominance

Count up your thirteen dominance items

	'a'	'b'
2, 5, 8, 11, 14, 17, 20,		
23, 26, 29, 32, 35, 38		
Totals	_____	_____

Openness

Count up your thirteen openness items

	'a'	'b'
3, 6, 9, 12, 15, 18, 21,		
24, 27, 30, 33, 36, 39		
Totals	_____	_____

From: Bell, C. (2002) *Managers as Mentors*, San Francisco, USA: Berrett-Koehler Publishers, pages 23–28.

Interpretation

This scale measures, at one point in time, a coach's need for sociability, dominance, and openness.

Sociability has to do with your preference for being with or apart from others. People with high column 'a' scores in sociability tend to be reserved loners; those with high column 'b' scores tend to be outgoing joiners. People with similar numbers of 'a' and 'b' are neither highly sociable nor highly reserved; they can be moderately sociable or moderately reserved, depending on the situation.

What does sociability have to do with coaching? People who have high sociability scores will find the rapport-building and dialogue-leading dimensions of coaching easier. They will have to work hard to avoid dominating discussions. Low sociability scores are found among people whose reserve may make them a bit unapproachable. These people will need to work harder at helping colleagues open up and communicate.

Dominance is about your preference regarding being in charge. People with high column 'a' scores are comfortable having someone else do the leading, and often prefer it. People with high column 'b' scores tend to like being in control and often assert that need. Low dominance scores can also indicate a high need for independence. People with balance scores are neither highly dominant nor highly submissive. They can control moderately or not at all, depending on the situation.

Dominance is a major issue in coaching with a partnering philosophy. The whole concept of peer coaching is based on a relationship of shared power.

High-dominance scorers are reluctant either to give up control or to share control of the relationship; they have to work hard to listen rather than talk.

Low-dominance scorers, on the other hand, may need to work to assume leadership of the relationship. They may take such a low-key, laissez-faire approach that their colleague feels insecure and without guidance.

Openness refers to how easily you trust others. High column 'a' scores are found among people who are cautious, guarded, and reluctant to show feelings. High column 'b' scores are typical of people with many close relationships, who are comfortable being vulnerable and tend to express their feelings easily. People with similar 'a' and 'b' scores are moderately open or moderately cautious, depending on the situation.

High-openness scorers will find it easy to reveal themselves in a coaching relationship. In fact, their challenge is to be candid and open enough to encourage their colleague to do likewise, while not being so aggressive as to overwhelm or intimidate them. Low-openness scores, however, will need to work at overcoming their caution in order to take early emotional and interpersonal risks with the colleague; their instinctive guardedness can make their colleague feel that mistakes might have dire consequences.

The above tasks have helped you have a clearer picture of who you are and what you might become. Your coached colleague has talents and experience that you will be able to draw on as you develop your relationship with them.

QIA Skills for Life Improvement Programme (no date) pg 12

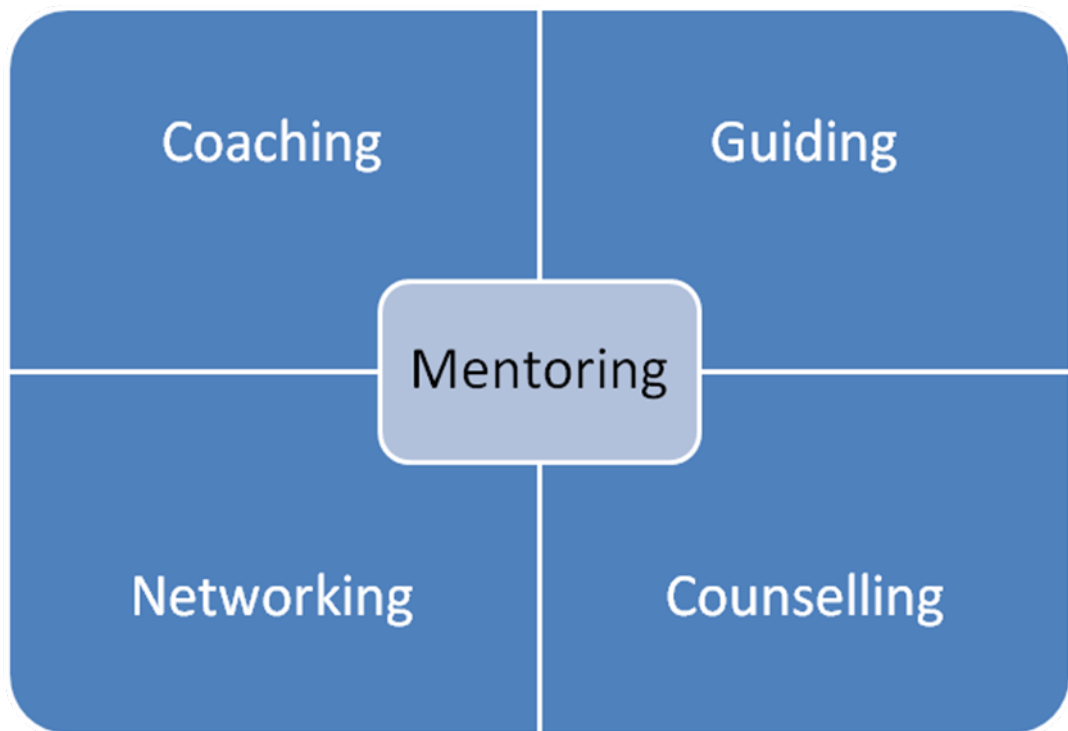
Mentoring in education – The Mentor as Critical Friend

http://sflip.excellencegateway.org.uk/PDF/D2-1%20Coaching%20&%20Mentoring%20handbook_V3_240107_HTFINAL.pdf

13. Mentoring and coaching – the differences (slide 16)

Often, these terms used interchangeably, but there are subtle differences. However, mentoring and coaching are complementary rather than mutually exclusive – a good coach probably mentors and a good mentor probably coaches. What do you think the main differences are? Complete the exercise by ticking ✓ the appropriate box. Coaching handout

Mentoring involves four basic styles of helping



Provide trainees with the Mentoring and Coaching Handout; allow 5 minutes to complete, then review answers with learners using the answer sheet.

Mentoring and coaching – the differences

Often, the terms mentoring and coaching are used interchangeably. To fully understand the mentor role, it is important that mentors are aware of the differences. These are very subtle differences and it must be remembered that mentoring and coaching are complementary rather than mutually exclusive – a good coach probably mentors and a good mentor probably coaches. Mentors to complete the following exercise by ticking ✓ the appropriate box.

		Mentoring	Coaching
1	Focused on task / process		
2	Focused on the individual		
3	Instructing		
4	Involves evaluation		
5	Directive or prescriptive		
6	Trainer		
7	Critical friend		
8	Facilitates self-reliance		
9	Involves asking questions and listening		
10	Provision of role model		

ANSWERS

		Mentoring	Coaching
1	Focused on task / process		✓
Coaching is very much concerned with tasks and processes, whereas mentoring is more about individual knowledge and skills.			
2	Focused on the individual	✓	
Mentoring is one-to-one, whereas coaching can involve more than two people.			
3	Instructing		✓
Coaching involves instructing, mentoring does not.			
4	Involves evaluation		✓
A mentor is not there to evaluate the trainee, but to help the trainee evaluate him-/herself.			
5	Directive or prescriptive		✓
This is often an aspect of coaching, e.g. a specific technique to improve a golf swing or tennis stroke. Mentors are not directive or prescriptive.			
6	Trainer		✓
A coach trains, a mentor advises and guides.			
7	Critical friend	✓	
While a coach can be a critical friend, this is far more applicable to the mentor role.			
8	Facilitates self-reliance	✓	
Coaching can certainly facilitate self-reliance, but it is a primary objective of mentoring.			
9	Involves asking questions and listening	✓	
Mentoring always involves asking pertinent questions and active listening.			
10	Provision of role model	✓	
This is an important part of mentoring, while it is not necessarily a part of coaching.			

14. CPD – Contribution to the training and support of others (slide 18)

The importance of the research base to inform personal and professional development should be emphasised. Studies examining the workforce and the impact of experience and levels of personal skills should inform discussions regarding continuing professional development. Some of the findings from this research can pose challenges to the numeracy workforce and should be approached carefully. Mentors should be aware of the opportunities available for the development of personal skills in mathematics.

Research has shown:

- Experience matters. The number of years' experience teaching numeracy was found to positively affect learners' progress in and attitude to numeracy.
- Subject knowledge is also of prime importance. Learners' improvements in numeracy were mostly due to teachers who held qualifications in maths at Level 3 and above.
- There was also a positive effect where teachers held numeracy qualifications at Level 6 or above. What's more, these teachers also impacted positively on the attitude of their learners to maths use in their everyday life.

NRDC (2008)

Provide trainees with a copy of the following summary as an example of the research available.

RESEARCH SUMMARY

SKILLS FOR LIFE TEACHERS' QUALIFICATIONS AND THEIR LEARNERS' PROGRESS IN ADULT NUMERACY

ANALYSIS OF DATA FROM THE SKILLS FOR LIFE TEACHER AND LEARNER STUDIES

Olga Cara and Augustin de Coulon OCTOBER 2008

http://www.nrdc.org.uk/publications_details.asp?ID=150#

15. Issues with mentoring subject specialist trainees

The following points should provide the starting point for trainees to discuss any specific issues related to mentoring numeracy subject specialist teacher trainees.

- Trainees have usually already undergone ITT
- Many trainees are part-time
- Many have been coerced into gaining a qualification
- Availability of suitable mentor
- Attitudinal atrophy

16. Next steps

A requirement for mentors

Satisfactory completion recorded on the mentor database

Regarded as a minimum

Mentors expected to undertake further professional development as part of their individual Continuing Professional Development (CPD) and will be encouraged to complete mentor qualifications.

To conclude, trainees should be asked to consider, using the following action plan what further areas / points for further development they might want to access.

Action plan

Complete the following action plan to identify areas/points for further development.

Name _____

Proposed action	Date for completion and evaluation measures	Interim review dates and comments

Personal Notes

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QIA Skills for Life Improvement Programme (no date) *Mentoring in education – The Mentor as Critical Friend*, page 12

http://sflip.excellencegateway.org.uk/PDF/D2-1%20Coaching%20&%20Mentoring%20handbook_V3_240107_HTFINAL.pdf