 ITTE Mentoring Principles

Mentoring should encompass the balance of a range of roles including pastoral, social, educational, interpersonal, as well as assessment.

The relationship should be based on agreed boundaries and ground rules that address the power differentials between the mentor and mentee.

The success of the mentoring relationship is dependent upon congruence, trust, openness, confidentiality, mutual respect and sensitivity.

Mentors should recognise that the progress of the learner, comprising of career development and psychosocial support, is at the heart of the mentoring relationship.

The mentor should facilitate reflection and encourage the mentee to drive the relationship, while the trainee takes increasing responsibility for their own self-reflection and development.

Mentors must have key interpersonal skills with openness at the heart of their practice and endeavour to be role models to mentees.

Mentoring should support the trainee in developing the highest standards of professional and personal conduct, providing opportunities to observe best practice where appropriate.

Mentoring should acknowledge that trainee teachers are individuals who arrive in placement settings with a wide range of knowledge, skills, and experience as well as preconceptions and anxieties.

Mentoring should be developed in line with the National Standards for school-based initial teacher training (ITT) mentors to ensure a consistent approach across Newman University ITE Partnership.

Mentoring should provide opportunities for the mentee to set challenging and personalised professional goals within a supportive and enabling environment.

Mentoring should be a structured dialogue where reflection empowers the mentee.