

PROFESSIONAL COMPETENCE STANDARDS FOR MENTORS

IN GENERAL EDUCATION (SCPM)

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PROFESSIONAL COMPETENCE STANDARDS FOR MENTORS IN GENERAL EDUCATION (SCPM)

Ideas for Practice series

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INTRODUCTION

The quality of education depends on teachers' professionalism and the support they receive throughout their careers. In Moldova and internationally, mentoring has become a way to develop teachers' skills and modernise teaching. Research shows that well-structured mentoring programmes make a substantial contribution to job satisfaction and teacher retention. **Retaining teachers and improving pupils' learning outcomes depend on high-quality initial teacher education and a strong system of mentoring. This includes mentoring during teaching placements, induction mentoring in the early years of a teacher's career, and workplace mentoring for the professional development of all teachers.**

These standards aim to ensure that mentoring is consistent and of high quality. By guiding mentoring practice, they support teachers' professional development, improve teaching and learning, and help pupils achieve better outcomes.

The standards have three main objectives.

1. Make mentors' practice consistent and effective

The standards identify and promote the characteristics and practices of effective mentoring so that teachers can expect a consistently high standard of support. They clarify the mentor's role and help mentors assess their own practice, identify areas for improvement and plan their continuing professional development as mentors.

2. Raise the profile of mentoring and support mentors' professional development

The standards aim to make the mentor's role more visible and valued by recognising the contribution mentors make to their colleagues' professional development. Applying the standards systematically and rigorously will improve teaching and, in turn, pupils' learning outcomes.

3. Build a culture of mentoring in schools

The standards help schools develop a culture in which mentoring is valued and forms an integral part of continuing professional development. This culture encourages collaborative learning, innovation in teaching and a school-wide approach to professional development.

Who the standards are for and how they can be used

The standards serve several groups in education. Each group uses them in a different part of its work.

1. Mentors can use the standards to understand the role of a **teacher mentor**, assess their own practice and plan their development. The standards set out **what mentors need to know and be able to do** when guiding student teachers, beginning teachers and experienced colleagues. They guide day-to-day practice and provide a benchmark for the quality of support. They also strengthen mentors' standing as **educational leaders** who help bring about change and improve teaching in their schools.

2. School leadership teams can use the standards to **organise and monitor school mentoring programmes**. Headteachers and deputies responsible for mentoring can incorporate all three forms of mentoring into school policy. These include **teaching practice mentoring** in placement schools and other participating institutions, **induction mentoring** for beginning teachers, and **professional development mentoring**. The standards help school leaders select suitable mentors and assess their effectiveness against nationally agreed criteria. They also help leaders create a collaborative environment in which mentoring is part of the school's **culture of continuous learning and development**.

3. Providers of initial teacher education and continuing professional development can use the standards to **design programmes for teachers and mentors**. These providers include faculties of education, teacher education departments and other training providers. The standards connect initial teacher education curricula with the demands of classroom practice, guide the development of quality standards for mentor training and inform mentors' continuing professional development. They also help providers track how teachers put what they have learned into practice.

How the standards support INEL's mandate

The **National Institute for Education and Leadership (INEL)** has a central role in strengthening teaching as a profession and assuring the quality of teacher education. Its strategic responsibilities include **policy guidance, quality assurance, coordination, capacity building and evaluation** in teacher education and educational leadership. The competence standards for mentors support this work in the following areas.

- **Policy and methodological guidance.** INEL uses the standards to develop tools, guides and other **practical guidance** to ensure the quality of mentoring programmes. These resources give institutions, inspectorates and trainers a **shared frame of reference**.
- **Quality and consistency across the system.** The standards provide a basis for **qualitatively assessing mentors' work**. By setting out the competences expected of mentors, INEL can monitor how mentors carry out their role and how their work affects teachers' progress. The standards help identify mentors' development needs and inform decisions about improving mentoring programmes. They foster a focus on quality and effectiveness in continuing professional development and provide a national **quality assurance** tool comparable to the professional standards for other education staff.
- **Coordination and capacity building.** INEL coordinates the national network of mentors and aims to expand it so that **every school has access to skilled mentors**.
- **Evaluation and continuous improvement.** As a **national centre of expertise** in education, INEL will also use these standards to evaluate the impact of mentoring initiatives and develop evidence-informed policy. The evaluations will guide future decisions about how to train, motivate and support mentors. They will provide the **feedback** needed to improve the mentoring system over time.

Domains, standards, indicators and impact

Domain 1. Motivation for professional growth (the mentor as a professional role model)

Standard 1. The mentor inspires teachers and sets an example they can follow.

Indicators

1.1 Demonstrates high standards in their professional practice.

1.2 Takes an active part in a range of education communities.

1.3 Uses reflection to improve their own professional practice.

1.4 Engages in ongoing learning and professional development as a mentor.

Impact

- Mentors model professional conduct and performance, strengthening a school culture of excellence and active collaboration.
- New staff show greater commitment to the institution's values and professional rules during their first months at work.
- Mentors coordinate or support more activities, projects and initiatives within their institutions.
- Mentors present, document and share more examples of effective practice across the education community.
- Teachers' perceptions of how mentors contribute to the school's professional climate change.
- Mentors' example and direct involvement encourage colleagues to take initiative, reflect on their work and try new approaches.
- A higher proportion of teachers take the initiative to try new methods or educational technologies after seeing a mentor use them.
- By working directly with mentors who demonstrate professional commitment, beginning teachers and student teachers gain a clear sense of professional conduct and dedication to teaching.
- The lessons and activities that student teachers deliver during their placements improve as a result of the practice modelled by their mentors.

Domain 2. Innovation and change (the mentor as a change agent and trainer)

> ***Standard 2. The mentor supports the development of professional competences and the introduction of innovations that bring about change in the education system.***

Indicators

2.1 Helps put new education policies and innovations into practice.

2.2 Designs and/or delivers in-service training to promote innovation and change in education.

2.3 Monitors how teachers apply the competences gained through training at different levels, both in the classroom and across the school.

Impact

- Institutions are better able to sustain innovation, reform and continuous learning when mentors design and deliver training that meets teachers' needs and evaluate its impact.
- Teachers report greater satisfaction with the quality of training, and a higher proportion attend training facilitated by mentors.
- Classroom practice improves as mentors track how teachers use training recommendations in their daily planning and teaching.
- Teachers report progress in their professional practice after taking part in training delivered by mentors.
- Beginning teachers settle into their roles more quickly, both personally and professionally, and teacher retention increases.
- Beginning teachers show observable progress in teaching, classroom management and assessment.
- Student teachers receive better initial preparation through practice grounded in the school context and supported by their institutional mentor.
- Student teachers apply the strategies they have learned more independently and become more motivated to pursue a teaching career.
- The quality of reflection improves, and teaching practice advances as reforms and innovations are introduced.

Domain 3. Observation and reflection (the mentor as a reflective observer)

Standard 3. The mentor observes the mentee's professional practice and creates opportunities to reflect on the experience.

Indicators

3.1 Observes teaching and activities beyond the classroom.

3.2 Seeks and gives constructive feedback.

3.3 Creates opportunities to reflect on professional practice.

3.4 Maintains confidentiality in the mentoring relationship.

Impact

- Feedback and reflective discussions improve teachers' professional development plans and the quality of teaching and learning.
- A higher proportion of teachers ask a mentor to observe and analyse their teaching.
- Teaching practice improves steadily over successive cycles of observation and reflection.
- Mentees put the suggestions they develop with their mentors into everyday practice.
- Teachers and student teachers reflect more effectively on their teaching, both in writing and in conversation. This contributes to a higher proportion of students choosing teaching as a career and a higher retention rate among practising teachers.

Domain 4. Relationships and the climate for communication (the mentor facilitates communication and helps mentees manage emotions)

Standard 4. The mentor promotes emotional balance and nonviolent communication to support well-being.

Indicators

4.1 Communicates with empathy and encouragement, building trust and motivating mentees to do their best.

4.2 Helps mentees access a range of relevant resources.

4.3 Creates an environment that supports emotional balance in professional relationships and in how mentees manage their own emotions.

4.4 Demonstrates ethical and professional conduct in mentoring programmes.

Impact

- Teachers report higher job satisfaction in institutional evaluations.
- Teaching staff use nonviolent communication practices more often.
- More teachers recognise and turn to their mentor as a source of emotional and professional support.
- Beginning teachers report greater personal and professional confidence during their first months at work.
- A higher proportion of beginning teachers feel supported and understood by their mentor when they face difficulties at work.
- Mentoring sessions help student teachers adjust emotionally to teaching and to the school environment.
- Student teachers speak more openly about the challenges they face and their reflections on teaching.

Domain 5. Digital competence (the mentor provides active guidance on digital practice)

Standard 5. The mentor uses digital tools and helps mentees develop their digital competence.

Indicators

5.1 Plans and provides constructive feedback as mentees develop their digital competence.

5.2 Models the use of digital technologies in teaching and learning.

5.3 Uses documentation and feedback to support reflection and progress in digital practice.

5.4 Encourages collaboration to develop digital competence.

5.5 Promotes safety, ethics and responsibility in digital environments.

Impact

- Schools develop a culture that values the use of digital technologies in teaching and learning.
- More teachers use digital platforms, educational applications and digital assessment tools in their teaching.
- The quality of lessons improves as teachers use digital technologies to support learning.
- Teachers become better able to apply principles of digital safety and ethics responsibly in teaching and communication.
- More teachers take part in online professional communities and digital learning networks facilitated by mentors.
- Teachers share effective digital practices and collaborate more often through activities that mentors coordinate or support.
- Teachers and student teachers produce better digital portfolios and reflect more effectively on their teaching through regular guidance from mentors.

Domain 6. Mentoring and mentor networks

Standard 6.1. The regional or district mentor coordinates the mentoring programme and the professional development of the mentor network in their area.

Indicators

6.1.1 Coordinates the professional development of mentors in the region or district.

6.1.2 Identifies and shares good practice in mentoring and education.

6.1.3 Monitors and evaluates the implementation of mentoring programmes.

Impact

- Local mentoring programmes become more consistent and improve in quality.
- Institutions become better able to respond promptly to teachers' professional needs.
- Effective local practices and results gain national visibility.
- The delivery of mentoring sessions improves steadily.

Standard 6.2. The national mentor plays an active part in delivering mentoring programmes and developing the national network of mentors.

Indicators

6.2.1 Designs and delivers training programmes for regional and institutional mentors.

6.2.2 Provides mentoring for mentors (meta-mentoring) and ongoing professional support.

6.2.3 Monitors and evaluates the performance of mentors in the network.

6.2.4 Contributes to the development of national mentoring policies and strategies.

6.2.5 Promotes a culture of mentoring and raises the network's profile nationally and internationally.

Impact

- A coherent, sustainable national framework develops for the delivery of mentoring and its recognition as a professional practice.
- National mentors help build an active community of well-prepared mentors.
- Training developed by national mentors strengthens the professional competence of regional and institutional mentors.
- Through regular mentoring, mentors receive individual support for continuing professional development, critical reflection and educational leadership.
- Rigorous assessment of mentors' performance and the use of data from several sources lead to ongoing improvements in mentoring programmes and inform strategic recommendations.
- Through their contributions to events, publications and collaborative platforms, mentors raise the profile of their work. A culture of mentoring becomes more visible and more widely recognised in education nationally and internationally.

Domain 1. Motivation for professional growth (the mentor as a professional role model)

Standard 1. The mentor inspires teachers and sets an example they can follow.

1.1 Demonstrates high standards in their professional practice.		
Descriptors (professional development mentoring)	**Descriptors (induction mentoring)**	**Descriptors (teaching practice mentoring)**
1.1.1 Demonstrates advanced, up-to-date skills in their field, including teaching, learning, assessment and classroom management. 1.1.2 Teaches demonstration lessons that introduce new approaches and model high standards of teaching, assessment and professional interaction. 1.1.3 Upholds high professional and ethical standards in all interactions with mentees. 1.1.4 Shows empathy and adapts their communication to mentees' needs. 1.1.5 Regularly documents examples of good practice from their own work.		
1.1.6 Plans and organises mentoring sessions with professionalism and care. 1.1.7 Helps the teachers they mentor improve their practice over time. 1.1.8 Demonstrates high standards of professional conduct.	1.1.9 Creates a working environment that helps new staff settle into different team settings. 1.1.10 Helps beginning teachers with different levels of preparation make a smooth, stress-free transition. 1.1.11 Encourages beginning teachers to act independently and have confidence in their abilities.	1.1.12 Adapts methods and strategies to student teachers' needs and stage of development. 1.1.13 Demonstrates high levels of competence and responsibility and promotes these qualities in student teachers. 1.1.14 Guides student teachers through observation and orientation, guided teaching, independent teaching with support, and extracurricular practice. Models high-quality activities suited to the aims and demands of each placement.

1.2 Takes an active part in a range of education communities.		
Descriptors (professional development mentoring)	**Descriptors (induction mentoring)**	**Descriptors (teaching practice mentoring)**
1.2.1 Takes the initiative in upholding and promoting the institution's values. 1.2.2 Initiates school and extracurricular activities, as well as activities that raise the school's profile. 1.2.3 Takes part in training and exchanges of experience at different levels. 1.2.4 Attends events and meetings with pupils, parents and school staff. 1.2.5 Takes part in social activities that strengthen relationships within the education and mentoring communities. 1.2.6 Takes an active part in meetings and workshops to reflect on their own practice or that of others in regional, district or national education communities. 1.2.7 Helps develop and implement educational projects in the school.		
1.2.8 Takes an active part in the institution's projects and initiatives. 1.2.9 Takes part in projects and initiatives across the mentor network. 1.2.10 Works with teachers and mentors to improve the school environment.	1.2.11 Encourages beginning teachers to take part in extracurricular and school-wide activities. 1.2.12 Takes part in activities and projects that help new staff become part of the school community. 1.2.13 Helps create a welcoming, inclusive environment at school. 1.2.14 Develops professional confidence and independence by following the mentor's example.	1.2.15 Involves student teachers in institutional activities and projects and demonstrates the benefits of active participation. 1.2.16 Arranges and monitors student teachers' participation in events and meetings with pupils, parents, school staff and external partners. 1.2.17 Models equity, inclusion, responsibility and quality in education as national, institutional and professional values through conduct and feedback.

1.3 Uses reflection to improve their own professional practice.		
Descriptors (professional development mentoring)	**Descriptors (induction mentoring)**	**Descriptors (teaching practice mentoring)**
1.3.1 Reflects systematically on their work to improve their own practice. 1.3.2 Examines their own experiences and actions to recognise and articulate what they have learned. 1.3.3 Learns from experience and mistakes and adjusts their behaviour and strategies accordingly. 1.3.4 Analyses and reflects on their teaching to identify strengths and areas for improvement. 1.3.5 Uses video recordings or other forms of self-assessment to observe and improve how they work. 1.3.6 Encourages teachers to reflect in support of their continuing professional development.		
1.3.7 Uses self-assessment to reflect on performance and identify opportunities for improvement. 1.3.8 Encourages experienced colleagues to adopt similar approaches. 1.3.9 Uses feedback to adjust and improve their professional practice. 1.3.10 Develops a responsible approach to professional conduct and a teaching style informed by reflection.	1.3.11 Helps beginning teachers develop critical analysis skills. 1.3.12 Uses reflection to monitor progress during induction and integration into the professional and social life of the school. 1.3.13 Models ways of reflecting on personal strengths and areas for development. 1.3.14 Encourages and supports reflection on early experiences at work to help teachers adjust and continue learning.	1.3.15 Guides student teachers in reflecting systematically on their teaching across different types of placement. 1.3.16 Demonstrates how reflection and decisions affect the outcomes of their work. 1.3.17 Uses reflection to adapt teaching strategies to pupils' needs, the classroom context and student teachers' level of preparation. 1.3.18 Models how to reflect on lessons that student teachers observe or teach.

1.4 Engages in ongoing learning and professional development as a mentor.		
Descriptors (professional development mentoring)	**Descriptors (induction mentoring)**	**Descriptors (teaching practice mentoring)**
1.4.1 Takes an active part in courses, conferences, communities of practice and other forms of professional learning that develop the skills needed to mentor different groups. 1.4.2 Learns and applies new skills and technologies relevant to their field of mentoring. 1.4.3 Assesses how relevant research and innovations are to their mentoring and how they can be applied in their particular educational setting. 1.4.4 Reflects critically on their own mentoring. Discusses with student teachers why it is important to monitor their professional progress and uses feedback to adjust the guidance they provide.		
1.4.5 Reflects on their own career and sets development goals relevant to their work as a mentor to teachers. 1.4.6 Conducts research, attends academic conferences and seminars, and participates actively in the mentor network and other professional networks to keep up with developments and innovations in their field. 1.4.7 Regularly asks the teachers they mentor about their experiences.	1.4.8 Examines feedback critically, identifies recurring themes and prioritises areas for improvement, demonstrating openness to continued learning. 1.4.9 Develops and implements specific action plans to strengthen their induction mentoring skills, monitors progress and adjusts strategies when needed. 1.4.10 Takes part in activities that welcome and support new staff.	1.4.11 Regularly attends training and sessions on teaching methods organised by the higher education institution or other partners to strengthen their skills as a mentor to student teachers. 1.4.12 Works with placement coordinators and professional mentor networks to share good practice and new methods for mentoring student teachers. 1.4.13 Keeps the mentor, placement coordinator and student teacher in regular contact, aligns training requirements, tracks progress and acts promptly when difficulties arise.

Impact

1.A Mentors model professional conduct and performance, strengthening a school culture of excellence and active collaboration.

1.B New staff show greater commitment to the institution's values and professional rules during their first months at work.

1.C Mentors coordinate or support more activities, projects and initiatives within their institutions.

1.D Mentors present, document and share more examples of effective practice across the education community.

1.E Teachers' perceptions of how mentors contribute to the school's professional climate change.

1.F Mentors' example and direct involvement encourage colleagues to take initiative, reflect on their work and try new approaches.

1.G A higher proportion of teachers take the initiative to try new methods or educational technologies after seeing a mentor use them.

1.H By working directly with mentors who demonstrate professional commitment, beginning teachers and student teachers gain a clear sense of professional conduct and dedication to teaching.

1.I The lessons and activities that student teachers deliver during their placements improve as a result of the practice modelled by their mentors.

Domain 2. Innovation and change (the mentor as a change agent and trainer)

Standard 2. The mentor supports the development of professional competences and the introduction of innovations that bring about change in the education system.

2.1	Helps put new education policies and innovations into practice.		
Descriptors (professional development mentoring)		**Descriptors (induction mentoring)**	**Descriptors (teaching practice mentoring)**
2.1.1	Regularly introduces new education policies to teachers, including beginning teachers, and to student teachers.		
2.1.2	Explains the context, aims and benefits of the changes proposed in new education policies.		2.1.5 Informs student teachers about recent changes and reforms in the education system.
2.1.3	Uses relevant practical examples to help teachers understand and accept new education policies.		2.1.6 Works with student teachers to clarify the meaning and purpose of key terms and concepts.
2.1.4	Provides up-to-date information and resources that help teachers understand new policies and teaching practices.		

2.2	Designs and/or delivers in-service training to promote innovation and change in education.		
Descriptors (professional development mentoring)		**Descriptors (induction mentoring)**	**Descriptors (teaching practice mentoring)**
2.2.1	Identifies teachers' training needs in light of changes and innovations in education.		2.2.13 Identifies student teachers' development needs.
2.2.2	Identifies the specific needs and difficulties of teachers, including those new to the profession.		2.2.14 Works with the placement coordinator to set clear development goals for each stage of teaching practice.
2.2.3	Sets professional development priorities based on the education system's current requirements and the circumstances in the school.		2.2.15 Models a range of teaching, learning and assessment methods and techniques.
2.2.4	Carries out initial needs assessments to identify the specific needs of experienced and beginning teachers.		
2.2.5	Encourages active, independent learning and adapts training activities in		

2.2 Designs and/or delivers in-service training to promote innovation and change in education.		
Descriptors (professional development mentoring)	**Descriptors (induction mentoring)**	**Descriptors (teaching practice mentoring)**
response to feedback.		2.2.16 Tries out new learning methods in the classroom together with teachers.
2.2.6 Encourages teachers as they develop new competences. 2.2.7 Supports teachers in using modern educational technologies. 2.2.8 Monitors how teachers apply in the classroom the innovations they practised during training.	2.2.9 Organises introductory sessions on changes to the curriculum. 2.2.10 Adapts training programmes to the needs of beginning teachers. 2.2.11 Helps beginning teachers design lessons and teaching activities that incorporate new approaches and recently introduced methods.	

2.3 Monitors how teachers apply the competences gained through training at different levels, both in the classroom and across the school.		
Descriptors (professional development mentoring)	**Descriptors (induction mentoring)**	**Descriptors (teaching practice mentoring)**
2.3.1 Systematically observes how teachers apply competences developed in continuing professional development sessions at different levels. 2.3.2 Gives feedback that helps teachers consolidate these competences in everyday practice.	2.3.3 Regularly observes beginning teachers' lessons to help them apply what they have learned and overcome difficulties. 2.3.4 Supports beginning teachers as they take part in professional development at work.	2.3.5 Helps student teachers apply at school the knowledge and skills they gained at university. 2.3.6 Gives and seeks feedback that helps student teachers develop through their teaching placements.

Impact

2.A Institutions are better able to sustain innovation, reform and continuous learning when mentors help design, deliver and evaluate training that meets teachers' needs.

2.B Teachers report greater satisfaction with the quality of training, and a higher proportion attend training facilitated by mentors.

2.C Classroom practice improves as mentors track how teachers use training recommendations in their daily planning and teaching.

2.D Teachers report progress in their professional practice after taking part in training delivered by mentors.

2.E Beginning teachers settle into their roles more quickly, both personally and professionally, and teacher retention increases.

2.F Beginning teachers show observable progress in teaching, classroom management and assessment.

2.G Student teachers receive better initial preparation through practice grounded in the school context and supported by their institutional mentor.

2.H Student teachers apply the strategies they have learned more independently and become more motivated to pursue a teaching career.

2.I The quality of reflection improves, and teaching practice advances as reforms and innovations are introduced.

Domain 3. Observation and reflection (the mentor as a reflective observer)

Standard 3. The mentor observes the mentee's professional practice and creates opportunities to reflect on the experience.

3.1	Observes teaching and activities beyond the classroom.	
Descriptors (professional development mentoring)	**Descriptors (induction mentoring)**	**Descriptors (teaching practice mentoring)**
3.1.1 Regularly observes the teachers they mentor, including beginning teachers, according to a schedule agreed with the teachers.		3.1.4 Observes student teachers' classroom practice.
3.1.2 Uses a range of observation tools, including tools developed by the institution and those adopted from elsewhere.		3.1.5 Helps student teachers observe the processes they need to study for their research or analysis.
3.1.3 Plans mentoring sessions around observations made by the mentor, teachers and student teachers.		

3.2	Seeks and gives constructive feedback.	
Descriptors (professional development mentoring)	**Descriptors (induction mentoring)**	**Descriptors (teaching practice mentoring)**
3.2.1 Encourages mentees to draw on theory they have studied or recently consulted to explain the experience under discussion. 3.2.2 Uses different forms of feedback when reflecting on teaching experience. 3.2.3 Invites mentees to reflect on their own practice and provides formative feedback on the teaching competences observed throughout the mentoring period.		
3.2.4 Initiates feedback discussions focused on teachers' professional development. 3.2.5 Agrees with mentees on the topics on which feedback will be sought	3.2.6 Gives beginning teachers detailed, specific feedback after observing different types of activity and while they are planning them. 3.2.7 Helps beginning teachers settle into	3.2.9 Reviews lesson plans with the student teacher before teaching. Together they identify specific adjustments to objectives, teaching

3.2 Seeks and gives constructive feedback.		
Descriptors (professional development mentoring)	**Descriptors (induction mentoring)**	**Descriptors (teaching practice mentoring)**
and given.	the profession and join the teaching team. 3.2.8 Helps beginning teachers strengthen their teaching skills.	methods and assessment. 3.2.10 Leads a reflective debrief after each lesson or extracurricular activity. 3.2.11 At the end of the placement, writes an individual report describing the student teacher's progress and setting out recommendations, and sends it to the placement coordinator.

3.3 Creates opportunities to reflect on professional practice.		
Descriptors (professional development mentoring)	**Descriptors (induction mentoring)**	**Descriptors (teaching practice mentoring)**
3.3.1 Uses the pendulum method as a core tool for reflection and mentoring. 3.3.2 Facilitates in-depth professional reflection on specific features of the practice observed. 3.3.3 Guides teachers in critically examining their own teaching and identifying how they can improve it.		
3.3.4 Identifies shared issues that can be discussed and reflected on in groups. 3.3.5 Identifies specific issues to discuss individually with the teachers being mentored. 3.3.6 Develops critical and reflective thinking about teaching in real situations.	3.3.7 Encourages beginning teachers to reflect after each observed activity and develop the ability to assess their work critically and deliberately. 3.3.8 Works with beginning teachers to identify strengths and areas for improvement.	3.3.9 Guides student teachers in reflecting on the activities they have carried out during their placements. 3.3.9 Organises reflection both individually and in small groups. 3.3.10 Helps student teachers observe models in practice for coursework or their bachelor's dissertation.

3.4 Maintains confidentiality in the mentoring relationship.

Descriptors (professional development mentoring)	Descriptors (induction mentoring)	Descriptors (teaching practice mentoring)

3.4.1 Discusses the physical setting and the conditions mentees need to feel comfortable during mentoring sessions, then agrees the arrangements with them.
3.4.2 Consistently protects the confidentiality of information obtained through observation and discussions with mentees.
3.4.3 Creates a safe, confidential space where teachers and student teachers can speak openly about difficulties without fear of formal assessment.

Impact

3.A Feedback and reflective discussions improve teachers' professional development plans and the quality of teaching and learning.

3.B A higher proportion of teachers ask a mentor to observe and analyse their teaching.

3.C Teaching practice improves steadily over successive cycles of observation and reflection.

3.D Mentees put the suggestions they develop with their mentors into everyday practice.

3.E Teachers and student teachers reflect more effectively on their teaching, both in writing and in conversation. This contributes to a higher proportion of students choosing teaching as a career and a higher retention rate among practising teachers.

Domain 4. Relationships and the climate for communication (the mentor facilitates communication and helps mentees manage emotions)

Standard 4. The mentor promotes emotional balance and nonviolent communication to support well-being.

4.1	Communicates with empathy and encouragement, building trust and motivating mentees to do their best.		
Descriptors (professional development mentoring)		**Descriptors (induction mentoring)**	**Descriptors (teaching practice mentoring)**
4.1.1 Uses active listening and nonviolent communication techniques with different groups of mentees. 4.1.2 Asks different types of questions to encourage open, honest expression. 4.1.3 Encourages perseverance and resilience in the face of challenges and shows empathy for mentees' experiences and feelings. 4.1.4 Creates an open, safe environment in which participants in mentoring programmes can speak freely. 4.1.5 Helps mentees recognise what went well and identify possible improvements in a constructive, respectful way. 4.1.6 Recognises and celebrates achievements and progress with mentees to support their motivation and performance. 4.1.7 Is willing to answer mentees' questions and seek answers when something is unclear. 4.1.8 Adapts communication and support to teachers' needs and level of preparation.			
4.1.9 Encourages teachers to express their ideas and opinions to build confidence in their own abilities. 4.1.10 Provides emotional support to help mentees overcome obstacles and build self-confidence. 4.1.11 Handles tensions and conflicts with care.		4.1.12 Shows empathy for the particular challenges of entering the teaching profession. 4.1.13 Avoids judgemental comments and unconstructive criticism of beginning teachers. 4.1.14 Gives beginning teachers regular encouragement. 4.1.15 Guides beginning teachers in drawing confidently on their strengths. 4.1.16 Encourages beginning teachers to achieve small, measurable goals	4.1.17 Listens actively to student teachers and shows understanding of the difficulties they experience during teaching practice. 4.1.18 Shows empathy for how student teachers feel during different types of placement. 4.1.19 Encourages future teachers' professional and personal development as they begin to teach independently with support.

4.1 Communicates with empathy and encouragement, building trust and motivating mentees to do their best.		
Descriptors (professional development mentoring)	**Descriptors (induction mentoring)**	**Descriptors (teaching practice mentoring)**
	that build confidence and a sense of accomplishment.	

4.2 Helps mentees access a range of relevant resources.		
Descriptors (professional development mentoring)	**Descriptors (induction mentoring)**	**Descriptors (teaching practice mentoring)**
4.2.1 Identifies internal and external resources available for mentees' professional development. 4.2.2 Helps mentees access training programmes, workshops and other professional development opportunities. 4.2.3 Provides information and support to help mentees access resources for settling into the workplace and the community. 4.2.4 Helps mentees connect with educational institutions and access their resources, including libraries, online platforms and education resource centres.		
4.2.5 Recommends courses, materials and specialists available through the institution that can support teachers' continuing professional development. 4.2.6 Encourages teachers to use institutional platforms and databases to find relevant information and resources. 4.2.7 Helps teachers enrol in and take part in continuing professional development activities.	4.2.8 Helps beginning teachers access the school's teaching and administrative resources. 4.2.9 Connects beginning teachers with relevant institutions and organisations that can support them during induction. 4.2.10 Directs beginning teachers to available social, financial and administrative support. 4.2.11 Helps beginning teachers find and use local and institutional resources to settle in successfully.	4.2.12 Helps student teachers access teaching materials relevant to their placements. 4.2.13 Helps student teachers access institutional resources and materials relevant to their bachelor's dissertation. 4.2.14 Helps student teachers use the technology and facilities they need during teaching practice.
	4.2.15 Helps student teachers adjust and become part of the professional community.	

4.2 Helps mentees access a range of relevant resources.		
Descriptors (professional development mentoring)	**Descriptors (induction mentoring)**	**Descriptors (teaching practice mentoring)**

4.3 Creates an environment that supports emotional balance in professional relationships and in how mentees manage their own emotions.		
Descriptors (professional development mentoring)	**Descriptors (induction mentoring)**	**Descriptors (teaching practice mentoring)**
4.3.1 Facilitates discussions about managing emotions at work and creates a climate of safety and trust. 4.3.2 Helps mentees identify matters related to their professional responsibilities and interactions. 4.3.3 Provides emotional support to teachers in difficult situations and helps them develop the skills to manage stress and maintain emotional balance.		
4.3.4 Encourages teachers to adopt healthy ways of managing stress. 4.3.5 Opens discussions about emotional balance and draws on relevant experiences to model how it can be maintained. 4.3.6 Raises awareness of how emotions affect performance and relationships with colleagues.	4.3.7 Helps beginning teachers identify strategies for managing work-related stress. 4.3.8 Helps beginning teachers maintain emotional balance as they adjust to a new professional and social environment. 4.3.9 Creates opportunities to reflect and express emotions so that beginning teachers can settle in and manage new responsibilities. 4.3.10 Encourages resilience and emotional stability as beginning teachers settle into their profession and school community.	4.3.11 Gives student teachers emotional support during their placements. 4.3.12 Encourages future teachers to develop the skills to manage their emotions when working with pupils, parents and colleagues. 4.3.13 Helps student teachers regulate their emotions when they face challenges in teaching and learning.

4.4 Demonstrates ethical and professional conduct in mentoring programmes.		
Descriptors (professional development mentoring)	**Descriptors (induction mentoring)**	**Descriptors (teaching practice mentoring)**
4.4.1 Fosters respect, trust, equity and non-discrimination in mentoring activities. 4.4.2 Maintains clear professional boundaries with mentees. Avoids relationships that could compromise the objectivity of mentoring, such as close friendships or direct line-management relationships outside mentoring. 4.4.3 Upholds and promotes professional and ethical standards in local and national mentor networks and in the wider education community. 4.4.4 Respects the confidentiality and integrity of information shared during mentoring sessions. 4.4.5 Regularly reflects on their own conduct and upholds confidentiality and integrity in relationships with mentees. 4.4.6 Agrees clear expectations about confidentiality with the mentee at the outset and handles all sensitive information with discretion. 4.4.7 Acts with integrity and honesty and models ethical conduct for mentees and colleagues.		
4.4.8 Treats the teachers they mentor with respect and acts responsibly towards them. 4.4.9 Is punctual and fulfils their responsibilities within the mentoring programme. 4.4.10 Builds trust and mutual respect during mentoring sessions. 4.4.11 Shares the experience of the teachers they mentor with discretion and care.	4.4.12 Complies with the laws and rules governing induction and integration into the professional community. 4.4.13 Supports beginning teachers' integrity and professional independence. 4.4.14 Respects diversity and individual differences among mentees. 4.4.15 Remains impartial and objective when supporting beginning teachers. 4.4.16 Promotes ethical conduct and practice during induction.	4.4.17 Upholds the teachers' code of professional ethics when working with student teachers and supports them in following it. 4.4.18 Protects the confidentiality of information about student teachers and their work. 4.4.19 Encourages respect, responsibility and integrity in teaching practice.

Impact

4.A Teachers report higher job satisfaction in institutional evaluations.

4.B Teaching staff use nonviolent communication practices more often.

4.C More teachers recognise and turn to their mentor as a source of emotional and professional support.

4.D Beginning teachers report greater personal and professional confidence during their first months at work.

4.E A higher proportion of beginning teachers feel supported and understood by their mentor when they face difficulties at work.

4.F Mentoring sessions help student teachers adjust emotionally to teaching and to the school environment.

4.G Student teachers speak more openly about the challenges they face and their reflections on teaching.

Domain 5. Digital competence (the mentor provides active guidance on digital practice)

Standard 5. The mentor uses digital tools and helps mentees develop their digital competence.

5.1	Plans and provides constructive feedback as mentees develop their digital competence.	
Descriptors (professional development mentoring)	**Descriptors (induction mentoring)**	**Descriptors (teaching practice mentoring)**
5.1.1 Uses self-assessment tools such as the DigCompEdu framework and sets SMART goals for developing digital competence. 5.1.2 Develops individual training plans for digital skills. 5.1.3 Provides resources suited to the teacher's level of competence and subject area.		5.1.4 Assesses student teachers' digital competence and identifies areas they can develop during teaching practice. 5.1.5 Guides student teachers in choosing digital platforms and applications suited to the lessons they teach.

5.2	Models the use of digital technologies in teaching and learning.	
Descriptors (professional development mentoring)	**Descriptors (induction mentoring)**	**Descriptors (teaching practice mentoring)**
5.2.1 Demonstrates how to use technology effectively in lesson planning and formative assessment. 5.2.2 Plans and teaches demonstration lessons that use educational applications and platforms.		5.2.4 Helps student teachers, including through online support, to plan lessons with relevant digital activities and choose suitable technologies.
5.2.3 Shares examples of lesson planning by teachers who use digital technologies.	5.2.5 Provides model lesson plans that show how digital technologies can be used in teaching.	

5.2 Models the use of digital technologies in teaching and learning.		
Descriptors (professional development mentoring)	**Descriptors (induction mentoring)**	**Descriptors (teaching practice mentoring)**
	5.2.6 Helps beginning teachers and student teachers put model lesson plans into practice.	

5.3 Uses documentation and feedback to support reflection and progress in digital practice.		
Descriptors (professional development mentoring)	**Descriptors (induction mentoring)**	**Descriptors (teaching practice mentoring)**
5.3.1 Gives feedback on the use of technology in teaching and learning. 5.3.2 Monitors and reflects on progress in digital practice during mentoring sessions.		5.3.3 Gives specific feedback on the use of technology in the lessons mentees teach.

5.4 Encourages collaboration to develop digital competence.		
Descriptors (professional development mentoring)	**Descriptors (induction mentoring)**	**Descriptors (teaching practice mentoring)**
5.4.1 Creates and moderates online professional learning groups. 5.4.2 Helps teachers in the network exchange examples of effective digital practice. 5.4.3 Encourages active participation in groups focused on particular topics, webinars and collaborative platforms.		5.4.4 Sets up and manages an online channel where the mentor, placement coordinator and student teacher can share digital resources, ask questions and receive prompt feedback. 5.4.5 Encourages student teachers to present their digital work at end-of-placement conferences and exchange ideas and experiences with peers.

5.5 Promotes safety, ethics and responsibility in digital environments.		
Descriptors (professional development mentoring)	**Descriptors (induction mentoring)**	**Descriptors (teaching practice mentoring)**
5.5.1 Trains teachers in data protection, responsible use of resources and ethical online communication. 5.5.2 Oversees the application of digital ethics standards in online teaching and collaboration.		5.5.4 Models responsible conduct on digital platforms and intervenes promptly when inappropriate behaviour occurs in online lessons or other online interactions.
5.5.3 Collects examples of good practice in applying the institution's online safety rules.	5.5.5 Explains the institution's rules on online safety and the use of digital platforms to beginning teachers.	

Impact

5.A Schools develop a culture that values the use of digital technologies in teaching and learning.

5.B More teachers use digital platforms, educational applications and digital assessment tools in their teaching.

5.C The quality of lessons improves as teachers use digital technologies to support learning.

5.D Teachers become better able to apply principles of digital safety and ethics responsibly in teaching and communication.

5.E More teachers take part in online professional communities and digital learning networks facilitated by mentors.

5.F Teachers share effective digital practices and collaborate more often through activities that mentors coordinate or support.

5.G Teachers and student teachers produce better digital portfolios and reflect more effectively on their teaching through regular guidance from mentors.

Domain 6. Mentoring and mentor networks

Standard 6.1. The regional or district mentor coordinates the mentoring programme and the professional development of the mentor network in their area.

6.1.1 Coordinates the professional development of mentors in the region or district.

Descriptors

6.1.1.1 Assesses mentors' needs annually using a range of methods, including questionnaires and focus groups.
6.1.1.2 Develops training plans and programmes for mentors with different levels of experience.
6.1.1.3 Provides individual mentoring for mentors when needed.
6.1.1.4 Aligns training with the strategic needs identified across the region or district.
6.1.1.5 Incorporates current education policies into district-level training programmes.

6.1.2 Identifies and shares good practice in mentoring and education.

Descriptors

6.1.2.1 Documents good practice and puts it to use.
6.1.2.2 Organises and facilitates events at district and national levels to share good practice.
6.1.2.3 Creates and maintains a regional or district collection of good mentoring practices.
6.1.2.4 Represents the regional network at national level.

6.1.3 Monitors and evaluates the implementation of mentoring programmes.

Descriptors

6.1.3.1 Regularly collects quantitative and qualitative data on the work of mentors in the area.
6.1.3.2 Analyses the data and writes reports twice a year, setting out trends, conclusions and proposals for improvement.
6.1.3.3 Gives mentors constructive feedback and proposes adjustments to mentoring programmes.
6.1.3.4 Submits reports to the relevant national bodies.
6.1.3.5 Takes an active part in coordination meetings and national networks.

Impact

6.1.A Local mentoring programmes become more consistent and improve in quality.
6.1.B Institutions become better able to respond promptly to teachers' professional needs.
6.1.C Local results and examples of good practice gain visibility in national forums.
6.1.D The delivery of mentoring sessions improves steadily.

Domain 6. Mentoring and mentor networks

Standard 6.2. The national mentor plays an active part in delivering mentoring programmes and developing the national network of mentors.

6.2.1 Designs and delivers training programmes for regional and institutional mentors.

Descriptors

6.2.1.1 Develops training programmes based on an analysis of needs.
6.2.1.2 Delivers training programmes and monitors how participants apply what they have learned.
6.2.1.3 Develops teaching materials that address institutional mentors' needs.
6.2.1.4 Evaluates how training outcomes are reflected in teachers' classroom practice.
6.2.1.5 Supports mentors through individual and group mentoring sessions.

6.2.2 Monitors the performance of mentors in the network.

Descriptors

6.2.2.1 Helps mentors assess their own practice against the standards.
6.2.2.2 Coordinates annual reporting on mentors' work.
6.2.2.3 Produces reports based on relevant data from the district or regional networks for which they are responsible.

6.2.3 Contributes to the development of national mentoring policies.

Descriptors

6.2.3.1 Takes part in consultations on improving national policies.
6.2.3.2 Works with national and international experts to align policies with good practice.

6.2.4 Promotes a culture of mentoring nationally and internationally.

Descriptors

6.2.4.1 Organises or speaks at national and international events.
6.2.4.2 Publishes articles and reports on good practice.
6.2.4.3 Participates actively in online platforms for collaboration.
6.2.4.4 Contributes to communication campaigns about the outcomes of mentoring.

Impact

6.2.A A coherent, sustainable national framework develops for the delivery of mentoring and its recognition as a professional practice.

6.2.B National mentors help build an active community of well-prepared mentors.

6.2.C Training developed by national mentors strengthens the professional competence of regional and institutional mentors.

6.2.D Through regular mentoring, mentors receive individual support for continuing professional development, critical reflection and educational leadership.

6.2.E Rigorous assessment of mentors' performance and the use of data from several sources lead to ongoing improvements in mentoring programmes and inform strategic recommendations.

6.2.F Through their contributions to events, publications and collaborative platforms, mentors raise the profile of their work. A culture of mentoring becomes more visible and more widely recognised in education nationally and internationally.

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