|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Written component of the mentoring role: (PAF form and Professional Journal)** | | | | |
| Please report on the written feedback, please see below focus areas:  **Professional Journal:** used correctly and consistently  **PAF form (Comments):**   * are they analytical, evaluative is completed correctly * refer to ATs targets * refer incidents and individual/group of learners * Targets high quality * Steps identified to meet targets * Elements for the Pedagogy standard were accurately identified and linked | Comments: | | | |
|  | | | |
| Beginning to be embedded |  | | Strongly embedded |
| 1 | 2 | 3 | 4 |
| Target (s) | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Mentoring: Learning conversation:** | | | | | | |
| Please report on the learning conversation, please see below focus areas:  During the learning conversation are:   * A purposeful learning conversation is facilitated * Are effective questions being asked * The AT is listened to effectively * AT receives effective feedback * The AT is challenged appropriately * High quality targets have been constructed * Purposeful steps have been identified to be taken to meet the targets set * Mentor models critical reflection * AT is effectively supported to develop his/her critical reflective practice * ATs target(s) are referred to during the conversation in a meaningful manner * meaningful references to incidents, individual and/or group of learners were evident * AT’s knowledge and understanding is co constructed effectively | Comments: | | | | | |
|  | | | | | |
|  | | | | | |
| Beginning to be embedded |  | | | | Strongly embedded |
| 1. | | 2. | 3. | 4. | |
| Target(s) | | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Mentoring: Assessment** | | | | |
| Please report on the assessment and moderation, please see below focus areas:   * Assessment of the AT’s progress is accurate * There is internal moderation of AT’s assessment * The internal moderation of AT’s assessment is accurate * The mentor correctly identified the AT’s stage of development * The mentor applied appropriate mentoring strategies based upon the AT’s stage of development and individual needs | Comments | | | |
|  | | | |
| **Beginning to be embedded** |  | | Strongly embedded |
| 1 | 2 | 3 | 4 |
| Targets (s) | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Mentor development –** | | | | |
| **Statement** | **YES** | | **NO** | |
| Did the mentor attend the online mentor development session this year? |  | |  | |
| Did the mentor attend the face to face half day mentor development session at Bangor University this year? |  | |  | |
| The PM provides individual and, or whole school mentor development (informal and or formal)? |  | |  | |
| Mentor meets with the AT weekly |  | |  | |
| **Statement** | **0-1 years** | **0-3 years** | **3-5 years** | **5-10 years** |
| How long has the mentor been actively mentoring? |  |  |  |  |