



The National Association of
School-Based Teacher Trainers

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New NASBTT Teacher Educator and Mentoring Zone “central” to development of early career teachers

The National Association of School-Based Teacher Trainers (NASBTT) has launched its brand new resource to support the professional learning and development of teacher educators.

Now available to all teacher educators and mentors in all settings, the [Teacher Educator and Mentoring Zone \(TEMZ\)](#) has been designed to recognise the role of a teacher educator as a professional who is instrumental to the development of early career teachers. It directly supports, develops and empowers mentors by providing guidance in key areas of mentoring.

The Professional Framework for Teacher Educators, which sits at the heart of the TEMZ, consists of 19 tailored areas. The advice in each area is easily accessible, delivered in bite-size sections and designed to be a starting point for mentors keen to develop their own practice and knowledge. The content is built on existing theory and research, as well as first-hand practical advice that can be implemented in a short space of time.

“High-quality mentoring is fundamental to the success of teacher education, from initial teacher training through to leadership and beyond,” said NASBTT Executive Director Emma Hollis. “A skilled teacher educator workforce is central to making this work. Through the launch of the TEMZ alongside our other work, we aim to increase the status and visibility of mentors in school, celebrating their importance and recognising the key role they play in developing the education workforce that our children deserve.”

Since ‘going live’ on 27th April, 150 ITT providers have already signed up to the TEMZ including SCITTs, School Direct Lead Schools, Teaching School Alliances, universities and private sector organisations. One of these is Jamie Collier, Programme Leader at St George’s Academy Partnership SCITT. “As a SCITT provider we recognise the pivotal role played by the mentor in developing our trainees to become the outstanding teachers of the future,” he explained. “In a busy educational environment one challenge is to progress mentors’ skills in a time efficient manner. We felt that the TEMZ is a powerful tool to support mentors in accessing up-to-date support to hone their mentoring practice. Key merits are its accessibility, bite-sized modules underpinned by the latest educational research and links to carefully selected further reading, all in one convenient place. Such materials will empower our mentors to provide the very best developmental support for their trainees.”

Marcus Ray, Primary SCITT Teacher Training Lead for Chiltern Training Group, part of Chiltern Learning Trust, agreed: “We value the support and input from NASBTT and have learned a lot from its training and workshops, as well as the community it brings together from other providers to share good practice. The reason I signed up to the TEMZ is that the content will greatly support our work with mentors, teachers and trainee teachers across the community of schools we work with. We see an aspect of our role as developing teachers who are supporting our trainees, as well as the trainees themselves. The range of publications is good and very

relevant – based in one location this saves me time searching around different agencies – and we have the opportunity to guide NASBTT on the content we would like them to develop.”

Another subscriber is Dave Medley, Programme Placement Lead (Secondary) at Carlisle School Direct: “I have signed up to the TEMZ so that the professional mentors and subject mentors in our training alliance can have access to advice and resources whenever needed,” he said. “Trainees from a wide range of subjects should benefit from their mentors having a new toolkit to help them.” Angela Rodda, Assistant Head at Saffron Walden County High School and Hub Lead for Cambridge Teaching School Network Secondary SCITT, added: “I am an experienced teacher educator, with over 20 years’ experience in ITT, but have often found it hard to access current and quality research in this specific area over the years. I have signed up to the TEMZ because I am always keen to develop, deepen and question my current practice. As a Founding Fellow of the Chartered College of Teaching I love to keep up-to-date, in a time efficient, targeted way and hope the TEMZ will give me access to easily accessible current research and thinking around best practice.”

Dr Elizabeth White, ITE Research and Mentor Development Lead at the University of Hertfordshire, concurred: “I have subscribed to the TEMZ because the professional development framework and resources it provides have the potential to make an important contribution towards supporting the development of the identity and confidence of mentors and teacher educators. I lead mentor and teacher educator professional development and produce research-informed resources for teacher educators. My own research has highlighted the need for the contribution of school-based teacher educators (often dual-role professionals) to be recognised along with their professional development needs, which often differ from those of university-based teacher educators.”

Registration is required to access the TEMZ – and the registration form can be found [here](#). Please note a separate registration form must be completed for each individual requesting access. If you have any questions relating to the TEMZ, please contact jhoskins@nasbtt.org.uk.

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NASBTT is a registered charity committed to promoting high-quality schools-led programmes of training, education and professional development of teachers. NASBTT represents the interests of schools-led teacher training provision in relation to the development and implementation of national policy developments. Our members include SCITT providers, School Direct Lead Schools, Teaching Schools, HEIs as well as a range of other organisations involved in the education and professional development of teachers. We have over 200 members representing more than 10,000 individual trainees.

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