

<b>Institution:</b> University of Brighton		
<b>Unit of Assessment:</b> C23 Education		
<b>Title of case study:</b> Reconceptualising mentoring to transform professional learning, development and wellbeing		
<b>Period when the underpinning research was undertaken:</b> 2014 – 2020		
<b>Details of staff conducting the underpinning research from the submitting unit:</b>		
<b>Name(s):</b>	<b>Role(s) (e.g. job title):</b>	<b>Period(s) employed by submitting HEI:</b>
Andrew J. Hobson	Professor of Education	2014 – to date
David Stephens	Professor of International Education	2006 – to date
<b>Period when the claimed impact occurred:</b> 2015 – to date		
<b>Is this case study continued from a case study submitted in 2014?</b> N		
<p><b>1. Summary of the impact</b></p> <p>University of Brighton (UoB) mentoring research has contributed to the development of a national teacher mentoring infrastructure in England, through the <i>National Standards for School-Based Initial Teacher Training</i>, the <i>Early Career Framework (ECF)</i>, and a new mentoring framework for the Further Education (FE) sector. It has also informed and transformed multiple mentoring and mentor training and development programmes, nationally and internationally, including: a national Education and Training Foundation (ETF) mentoring development programme, a national mentoring scheme for armed service leavers entering FE teaching, and a Department for Education (DfE)-funded ECF pilot programme led by the Institute of Education (IoE), in England; and teacher and faculty mentoring schemes in Kenya and Hungary. These developments have enhanced educators' professional development, effectiveness, wellbeing and retention, with resultant benefits for their learners, organisations and education systems.</p>		
<p><b>2. Underpinning research</b></p> <p>Schools in England are legally required to provide mentors to trainee and newly qualified teachers (NQTs), while mandatory or voluntary mentoring schemes exist for trainee, newly qualified and established professionals across multiple global contexts. However, despite evidence that mentorship can significantly enhance professional learning and development (PLD), work effectiveness, wellbeing and retention, the optimum benefits of mentoring are rarely realised. Explanations include the absence of appropriate regulatory frameworks, under-resourcing, and the misappropriation of mentoring for the performativity agenda, which spawned the pathology of mentoring practice Professor Andrew Hobson termed 'judgementoring', shown to stunt mentees' PLD and impair their wellbeing. UoB research post-2014 extends understanding of factors shaping the efficacy of mentoring, and provides an impact-optimising framework applicable at macro- (policy), meso- (organisational) and micro- (mentoring relationship) levels.</p> <p>A 2014–15 research project led by Hobson and funded by the Gatsby Charitable Foundation [3.7], was the largest study of teacher mentoring in the FE sector (over 400 participants across England). It found that the widespread use of mentoring as a remedial strategy to address teacher under-performance impeded the development of safe, trusting relationships and, in turn, mentees' willingness to seek mentors' support for their PLD [3.1]. This research informed Hobson's conceptualisation of a mentoring substructure and superstructure to provide optimal support for mentorship [3.2]. A key element of this conceptualisation is effective mentor training, education and development (MTED), the subject of a later ETF/DfE-funded study [3.3, 3.8].</p> <p>A second study (chronologically) (2015–16), funded by Gatsby [3.9], sought to identify common elements of highly successful mentoring programmes in different international professional contexts, involving 10 case studies across 6 countries. A key finding was that mentors in such programmes did not line manage or formally assess the work of their mentees, contrary to arrangements for teacher mentoring in the English and other education systems [3.4]. Analysing data from the first two studies, Hobson concluded that the benefits of mentorship are likely to be maximized where mentoring is <u>Off-line</u> (separated from line-management), <u>Non-judgemental</u>, <u>Supportive</u>, <u>Individualised</u>, <u>Developmental</u> and <u>Empowering</u> (<i>ONSIDE</i>) [3.5, 3.6]. In contradistinction to remedial, evaluative, and directive models of (judge)mentoring in widespread use, mentoring was thus reconceptualised as a collaborative, non-judgemental and</p>		

progressively non-directive strategy for promoting PLD *and* wellbeing, providing a safe space for mentees to access support from mentors who are ‘on their side’, without fear of repercussions.

To effect change at the meso-level, Hobson and Professor David Stephens designed an adaptable model for ‘research and development’ (R&D) projects, to support organisations to introduce and embed sustainable ONSIDE Mentoring programmes. Seeking to establish the model’s utility in different contexts, prototypes introduced teacher mentoring in two regions of Kenya (2015–17) [3.10], funded by the Aga Khan Foundation, and a Horsham primary school which had sought advice to establish a staff mentoring scheme (2016–17). The R&D model, subsequently adapted for five further commissioned projects, involves the provision of specialist mentor and mentee training, research on the initial enactment of ONSIDE Mentoring, reflexively informing subsequent mentor and mentee development work, and an evaluation to establish the scheme’s impact and inform its further improvement.

### 3. References to the research

- [3.1] Hobson, A.J., Maxwell, B., Stevens, A., Doyle, K. & Malderez, A., (2015). *Mentoring and coaching for teachers in the Further Education and Skills Sector in England*. London: Gatsby Charitable Foundation. [Quality validation: published report of externally funded research].
- [3.2] Hobson, A.J. & Maxwell, B., (2020). Mentoring substructures and superstructures: an extension and reconceptualisation of the architecture for teacher mentoring. *Journal of Education for Teaching: International Research and Pedagogy* 46(2), 184-206. [Quality validation: article in leading international peer reviewed journal].
- [3.3] Hobson, A.J., Maxwell, B., Káplár-Kodácsy, K. & Hotham, E., (2020). *The Nature and Impact of Effective Mentoring Training, Education and Development (MTED)*. London: Education & Training Foundation. [Quality validation: published report of externally funded research].
- [3.4] Hobson, A.J., Castanheira, P., Doyle, K., Csigás, Z. & Clutterbuck, D., (2016). *The Mentoring across Professions (MaP) Project*. London: Gatsby Charitable Foundation. [Quality validation: published report of externally funded research].
- [3.5] Hobson, A.J., (2016). Judgementoring and how to avert it: Introducing ONSIDE Mentoring for beginning teachers. *International Journal of Mentoring and Coaching in Education*, 5(2), 87-110. [Quality validation: article in leading international peer reviewed journal in field].
- [3.6] Hobson, A.J., (2017). The Terrors of Judgementoring and the Case for ONSIDE Mentoring for Early Career Teachers. In D.A. Clutterbuck, F.K. Kochan, L. Lunsford, N. Dominguez & J. Haddock-Millar (Eds.), *The SAGE Handbook of Mentoring*, 335-357. Los Angeles: SAGE Publications. [Quality validation: Peer-reviewed chapter in leading handbook].

### Key research grants

- [3.7] A. Hobson [PI], Gatsby Charitable Foundation with Sheffield Hallam University, 2014–2015. *Mentoring and Coaching Teachers in the Further Education and Skills Sector*. GBP58,140.
- [3.8] A. Hobson [PI], ETF with Sheffield Hallam University, 2020. *Professional development for mentors and coaches of practitioners in Further Education and Training*. GBP24,999.
- [3.9] A. Hobson [PI], Gatsby Charitable Foundation, 2015–2016. *Teacher Mentoring: What can the education system learn from mentoring practice in other sectors?* GBP27,920.
- [3.10] D. Stephens [PI], Aga Khan Foundation with Kenyatta and Moi Universities, 2015–2017. *Strengthening Education Systems in East Africa: mentoring for teacher development in pre-primary and primary education (SEMESA)*. CAD295,935 (GBP139,592).

### 4. Details of the impact

UoB mentoring research has positively impacted: firstly, development of national policy, standards and mentoring infrastructures, as well as ‘*the general narrative about all forms of professional development at every level in the system*’ [Source 5.1]; secondly, delivery of mentoring and mentor development programmes across education contexts, nationally and internationally. Resultant improvements to mentoring provision have enhanced PLD, wellbeing, professional effectiveness, and retention, thereby benefitting learners, organisations, and education systems.

#### 4.1 BUILDING NEW NATIONAL MENTORING INFRASTRUCTURES

The following examples illustrate how UoB research helped to shape key policy developments relating to mentoring in England.

##### 4.1.1 New National Standards for School-Based Initial Teacher Training (ITT) Mentors:

Following a recommendation of the Carter Review of ITT (2015), which cited Hobson’s earlier

research, the Secretary of State for Education commissioned England's Teaching Schools Council to develop national, non-statutory Standards to bring greater consistency to school-based mentoring. Invited to provide input into the Standards' development, Hobson's research-informed recommendations included the introduction of a national framework for mentoring to establish a professional status for mentors, and rigorous processes for mentor selection and training. These were adopted in the new (2016) Standards [5.1], which stated "*ITT providers and school leaders should... raise the status and recognition of the mentoring role... establish rigorous mentor selection processes... enhance the professional development of mentors*" [5.2].

**4.1.2 New National Early Career Framework:** In 2017 the DfE launched its consultation: 'Strengthening Qualified Teacher Status and improving career progression for teachers'. Responses from numerous bodies, including The Royal Society, Association for Science Education, and Universities' Council for the Education of Teachers (UCET), championed the use of *ONSIDE* Mentoring for early career teachers (ECTs) [5.3]. Another, the Institute of Physics (IoP), stated: '*We endorse the work by Hobson (2016) that outlines best practice in mentoring; that it should be offline and non-hierarchical; non-judgemental and non-evaluative; supportive of mentees' psycho-social needs and wellbeing; individualised; developmental and... empowering*' [5.3]. A February 2018 Parliamentary symposium on teacher education also concluded that NQT '*induction should involve... mentors... not involved in formal assessment to promote developmental rather than "judgementing" (Hobson, 2016)*' [5.4]. In its consultation response (May 2018), DfE accepted for the first time that NQTs should be allocated mentors not involved in their assessment, as part of an Early Career Framework (ECF) [5.5, 5.1]. From 2018–20, DfE funded ECF pilots and consulted Hobson about separating mentor and induction tutor/assessor roles, before confirming that the separation would take effect in September 2021 [5.5].

**4.1.3 New National Mentoring and Mentor Development Framework for FE Sector:** In 2020 the ETF and DfE agreed plans for a new national FE infrastructure for mentoring and mentor development, using Hobson's research in their rationale [5.6]. Tenders were invited for a programme of 'Professional development for mentors and coaches of practitioners in Further Education and Training', to which the DfE allocated GBP3,000,000 to support teachers entering the sector. UoB research was cited prominently in the justification for the initiative, and *ONSIDE* Mentoring given as a favoured developmental approach [5.6]. Following the award of the tenders, the *ONSIDE* framework and 'mentoring substructures and superstructures' [3.2] became core features of the development, in 2020, of a new ETF Mentoring Framework and associated Mentor, Mentee, and Organisational Leader Guides for the FE sector [5.6].

In addition to the impact of UoB research on national teacher mentoring infrastructures in England, the Stephens-led *SEMESA* project [3.10] is informing similar developments in Kenya. Specifically, '*taking the SEMESA model*' [5.7], the Kenya Institute of Curriculum Development (KICD) has developed a national Teacher Education Curriculum Framework, of which teacher mentoring is a core element, to support continuous teacher professional development across Kenya [5.7].

## 4.2 DELIVERING NEW MENTORING INFRASTRUCTURES IN PRACTICE

**4.2.1 Impact on mentoring education, training, and professional development:** HEIs and other organisations, nationally and internationally, have utilised UoB research in mentor development. For example, the Programme Handbook of a University College London (UCL) IoE-led consortium funded by DfE to deliver a two-year ECF pilot states '*The UCL Early Career Teaching Consortium recommends the use of Hobson's ONSIDE Mentoring*', which is '*used in training sessions throughout the programme*' [5.8]. By December 2020, 548 mentors were supporting 576 ECTs on this programme, and of 129 mentors who completed an IoE survey, 111 (86%) indicated they were using *ONSIDE* in their mentoring [5.9]. Secondly, the *ONSIDE* framework and MTED research findings were used to develop the ETF's new professional development programmes which commenced in October 2020 for 245 mentors of FE teachers across England [5.6]. An independent evaluation commissioned by the ETF surveyed 65 mentors who participated in the training and indicated it had helped them learn developmental mentoring skills and enact non-judgemental mentoring in their organisations. The *ONSIDE* framework is being used by the ETF to train another 350-370 mentors and pilot online training for mentees, mentor coordinators and leaders in 2021–22 [5.6].



Other institutions using UoB mentoring research in teacher mentor or leadership development include Trinity College Dublin, University College Dublin, and Universities of Nottingham, Oslo, and Vilnius (Lithuania), which is using *ONSIDE* in a three-year pilot NQT induction programme hosted by the National Agency for Education [5.9]. UoB research has also been utilised in the development of online mentor training for employers providing industry placements for students following the new T-Level qualifications [5.10]; while the ETF is piloting a mentee training course, using *ONSIDE*, with 25 managers in FE settings, as part of a T-level professional development scheme, with plans to extend to another 100 mentees and 30-50 mentors in 2021–22 [5.6].

**4.2.2 Practical implementation of *ONSIDE* Mentoring programmes:** In 2016, the ETF invited tenders to develop and deliver a national mentoring scheme, co-funded by DfE and Gatsby, to support armed service leavers training to become FE teachers. The tender document recommended that the programme design should utilise UoB mentoring research [5.10]. UoB subsequently won the tender to introduce a national ‘Further Forces’ *ONSIDE* Mentoring scheme. By December 2020, 86 service leavers had been supported by trained *ONSIDE* mentors at the start of their FE teaching careers. A 2020 independent evaluation found that *ONSIDE* Mentoring had a significant impact in, for example: encouraging mentees to engage in ‘open and honest’ dialogue with mentors about their teaching experiences and PLD needs; enabling issues to be resolved before they escalated; and supporting new teachers to develop pedagogical skills and classroom management. It concluded there is a ‘strong need’ for *ONSIDE* mentoring throughout the first two years in teaching [5.10].

Since 2015, UoB has been funded by schools, local authority, and educational and funding bodies to introduce *ONSIDE* Mentoring R&D programmes for both teachers and head teachers. These include the Kenyan *SEMESA* Project [3.10], Bede’s School *ONSIDE* Mentoring scheme (2018–19), and Sharnbrook Academy Federation *ONSIDE* Mentoring scheme (2018–19), which together established 68 mentoring relationships, and which were found to impact positively on participants’ PLD and wellbeing [5.11]. The Bede’s Mentoring Coordinator stated that mentoring discussions ‘*transferred into [mentees’] teaching, tutoring... and more importantly their wellbeing*’ [5.11], while mentees’ ratings of their work effectiveness, on a scale of 0-10, increased from a mean of 6.69 (baseline survey) to 7.69 (end-of-project survey) [5.11]. *SEMESA* mentees’ perceptions of their effectiveness and their ability to employ a variety of teaching methods also significantly increased, consistent with the KICD’s statement that the mentoring ‘*led to significant improvements in pre-primary and primary level classroom practices*’ [5.7].

UoB was commissioned by Brighton and Hove City Council (BHCC) (2018–19) and the Diocese of Chichester (DoC) (2019–20) to introduce *ONSIDE* mentoring schemes for an initial 36 head teachers across Sussex [5.12]. Participating heads and mentoring coordinators highlighted positive impacts on heads’ PLD, wellbeing, capacity to induce school improvement, and job retention [5.12]. BHCC mentees’ ratings of their occupational wellbeing increased from a mean of 6.75 (baseline) to 7.63 (end-of-project survey), while participating heads in the DoC scheme gave increased ratings of their overall effectiveness at work (6.8 to 8.1) and their resilience at work (7.4 to 8.7). The Coordinator of the DoC *ONSIDE* Mentoring scheme felt that it provided heads with ‘*a vital lifeline when navigating the running of a school during the pandemic*’ [5.12].

Independent evidence of the significant impact of participating in *ONSIDE* Mentoring schemes is also provided by: 1) Research into the mentoring of NQTs in an English secondary school, which found that ‘*ONSIDE mentoring had a positive impact on NQTs’ professional development, professional practice and wellbeing*’ and ‘*empower[ed] NQTs to develop more critical and reflective practice*’ [5.13]; and 2) A study of a 2019 pilot faculty of social sciences *ONSIDE* mentoring scheme at Eotvos Lorand University (Hungary), which identified positive impacts on participants’ approaches to teaching, self-efficacy, wellbeing and resilience. The success of the pilot led to the programme being rolled out to around 450 employees in 2020. [5.14].

Since its inception in 2014, UoB mentoring research has shaped the development of a national mentoring infrastructure, helped to replace pathological, remedial approaches to mentorship with developmental, non-evaluative (*ONSIDE*) approaches, and enhanced mentor development and mentoring in national and international contexts. In so doing, it has brought about substantial improvements to educators’ professional learning, development, effectiveness, wellbeing and retention, with resultant benefits for learners, organisations, and education systems.

## 5. Sources to corroborate the impact

- [5.1] Testimonial from Professor Samantha Twiselton, OBE, Director of Sheffield Institute of Education, confirming that UoB research and the ONSIDE framework were used to shape key policy developments including *National Standards for School-Based ITT Mentors* and the *ECF*.
- [5.2] 'National Standards for school-based initial teacher training' (ITT) (Jul. 2016) Pg. 10 (quoted in Section 4) draws on the recommendations from Hobson's research and evidence [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/536891/Mentor\\_standards\\_report\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/536891/Mentor_standards_report_Final.pdf) [Accessed 21.01.21].
- [5.3] A PDF is available of submissions to the DfE 2017 consultation from the IoP (quoted in Section 4), UCET, Royal Society, Royal Society for Biology, Association for Science Education, Sheffield Institute of Education, all endorsing Hobson's off-line/ONSIDE mentoring approach.
- [5.4] Report (quoted in Section 4) on the Parliamentary symposium also citing Hobson's research recommending off-line, non-evaluative mentoring <https://www.bera.ac.uk/blog/house-of-commons-symposium-on-teacher-education-policy> [Accessed 21.01.21].
- [5.5] The Minister of State for School Standards (2018) *Strengthening Qualified Teacher Status and improving career progression for teachers: Government response*. <https://questions-statements.parliament.uk/written-statements/detail/2018-05-08/HCWS669> [Accessed 21.01.21] and DfE 'Changes to statutory induction during national roll-out' (Nov. 2020) <https://www.gov.uk/government/publications/changes-to-statutory-induction-during-national-roll-out/changes-to-statutory-induction-during-national-roll-out> [Accessed 21.01.21]. Both official documents confirm the separation of mentor and induction tutor/assessor roles for NQTs.
- [5.6] Testimonial from ETF National Head of Practitioner Research and Development, supported by ETF webpages and (2020) Tender Specification Document: Professional development for mentors and coaches of practitioners in Further Education and Training. Pg. 7 of this document cites UoB research/ONSIDE framework as a preferred approach to developmental mentoring. Available as a PDF.
- [5.7] Testimonial from the Director, Kenya Institute of Curriculum Development, confirming the impact of the SEMESA project on teachers and that the new Teacher Education Curriculum Framework 'has taken the SEMESA model' (quoted in Section 4). Accompanied by the UoB research report for the Aga Khan Foundation.
- [5.8] UCL Early Career Teacher Consortium *Early Career Professional Development Programme Handbook*. Pgs. 33-34 (quoted in Section 4) explain and recommend use of the ONSIDE framework [https://www.early-career-framework.education.gov.uk/ucl/wp-content/uploads/sites/5/2020/09/Programme-Handbook\\_compressed.pdf](https://www.early-career-framework.education.gov.uk/ucl/wp-content/uploads/sites/5/2020/09/Programme-Handbook_compressed.pdf) [Accessed 21.01.21]
- [5.9] A report on responses from UCL, Trinity College and University College Dublin, and Universities of Nottingham, Oslo, and Vilnius, confirming how they have embedded UoB research in teacher mentor and leadership development. Available as a PDF.
- [5.10] Testimonial from Jenifer Burden MBE (Gatsby) on the use of UoB research for the Further Forces Mentoring programme and mentor training for employers providing industry placements for T-Level students. Supported by the Further Forces Mentor handbook, ETF and Gatsby webpages, and ETF (2016) Tender Specification Document (Further Forces Programme Troop resettlement to education and training careers). Pgs. 6-7 of this document cites UoB research.
- [5.11] Testimonial from the Mentor Co-ordinator at Bede's School on the impact of its ONSIDE mentoring scheme (quoted in Section 4). Supported by evaluation reports of this scheme and the Sharnbrook Academy Federation ONSIDE Mentoring scheme. Available as a PDF.
- [5.12] Testimonial from Diocese of Chichester on positive impacts of its ONSIDE mentoring scheme. Supported by an evaluation report of this and the BHCC scheme. Available as a PDF.
- [5.13] Hart, C. (2020) A case study investigating the suitability of ONSIDE mentoring with Newly Qualified Teachers in a secondary school setting, *CollectivED*, Issue 11. Available at: <https://www.leedsbeckett.ac.uk/carnegie-school-of-education/research/working-paper-series/collectived/-/media/4025ce6ddfb949d4aa96a454249da878.ashx> [Accessed 21.01.21] Quote given for positive impact of ONSIDE mentoring is on pg. 94.
- [5.14] Káplár-Kodácsy, K. & Dorner, H. (2020) Rebuilding faculty capacities in higher education: An alternative for relational mentoring, *Innovations in Education and Teaching International*, DOI: <https://doi.org/10.1080/14703297.2020.1850318> Confirms impact and rollout of the ONSIDE mentoring scheme at Eotvos Lorand University (Hungary).