Mentoring in Teacher Development

Centre of
English Studies

What do most schools do?

1. Is there a mentor programme/system formalised or even ad hoc in your organisation (or in an organisation you have worked for)?

2. If so, what does the mentor typically have to do (in brief)?

3. For initial teachers, how long does the 'mentorship' period usually last?

4. On what basis are mentors chosen in your organisation?

5. In your opinion, what is the point in mentoring:
   - For the organisation
   - For the mentee
   - For the mentor

Centre of
English Studies

1. Lack of **clarity** over the role
2. Little **systematic** support/training for 'mentors'. Mentors are typically 'readymade'.
3. Peer to peer '**informal**' mentoring used ('buddy system')
4. Initial **self reflection** questionnaires as part of mentoring process
5. Onus for record keeping, etc. is on the Mentee
6. Mentor has control but not **responsibility**
7. Mentor is 'first port of call' for all queries
8. Mentorship **Period** (3 months typically)
9. Mentor Role at end of 3 months? **Gatekeeper** to further employment?

1. What is *mentoring*?
2. Who are *mentors*?
3. When can *we* mentor?

1. What is Mentoring?

"Mentoring is a <u>long term relationship</u> that meets a development need, helps <u>develop full potential</u>, and <u>benefits all partners</u> – mentor, mentee and the organisation."

Suzanne Faure

a. Long Term

b. Develop full potential

c. Benefits all partners

One to one mentoring is a <u>positive, developmental relationship</u>, which is <u>driven primarily by the mentee</u>, and through which the mentee can take <u>responsibility</u> for her own development. The mentor acts as a <u>guide, supporter, sounding board</u> and, sometimes, as a <u>role model</u>.

University of Sheffield

Handbook for Mentors and Mentees 2014

d. Positive relationship

e. Driven by mentee

f. Guide, supporter...role model

Who are *Mentors*?

1. Language Teacher
2. Trainer
3. Facilitator
4. Counsellor/Guide
5. Expert
6. Impartial Observer
7. Diagnostician and Assessor
8. Motivator
9. Peer

Could you do this with no training?

When can we Mentor?

Eaquals TD Framework

Development Phase 1	Development Phase 2	Development Phase 3
• **competent replicators** • still **needing guidance and feedback** • involved in **further development** of their teaching skills	• **aware practitioners** • showing **initiative** in planning, teaching & evaluating • can **independently** identify and implement **appropriate teaching strategies** • can **identify professional needs and set objectives for continued professional growth**	• **expert facilitators** • **competent in curriculum development** • **creating** teaching materials & **developing assessment tools** • able to **provide effective guidance to other teachers** • fully engaged in continuing professional development

DP 1: Early Career

Preparatory Training Course

GE Adults

YL

EAP

ESP

1 to 1

Exam
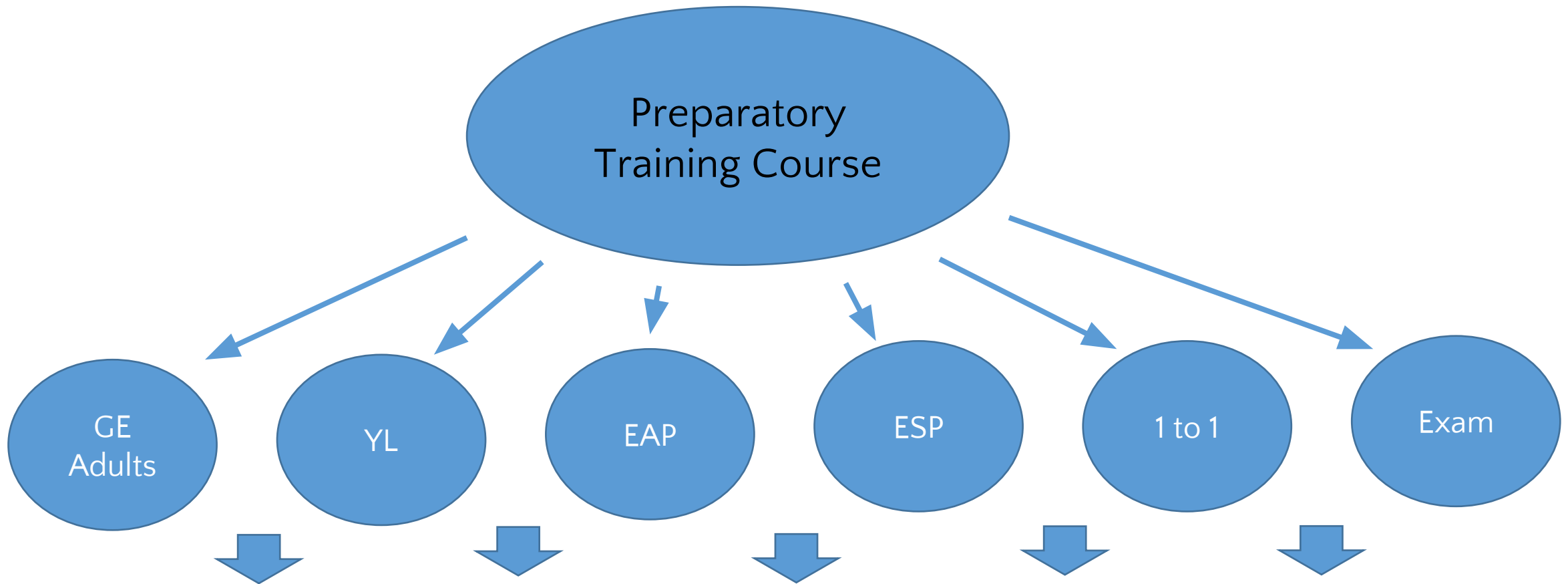
- Institutional Support?
- Self-reflection and self study?
- Burn out and Leave the profession?

Q1. What support did you receive when you started teaching?

Q2. What support would you have liked to receive?

1. Face to Face support for more experienced teachers
2. Developmental, not remedial
3. Use of *Ghost Observations*
4. Setting Challenges
5. Addressing Stagnation
6. Professional Development Pathways (PDPs)
   Negotiated targets and consultation

What area of your job would you like to be mentored in?

Mentimeter

Pause scroll

0

Issues in Mentoring

Centre of
English Studies

It takes considerable knowledge just to realize the extent of your own ignorance.

Thomas Sowell

You don't know *everything*...maybe the Mentee is right?

Centre of
English Studies

https://www.youtube.com/watch?v=TehoDKly7x8

Final Considerations

Setting up a mentor programme (BC)

For Individuals

1. Identify strengths and areas of development needed for the mentee
2. Organise an initial meeting and establish a framework for further meetings during the period of the programme
3. Ensure that logistic needs to enable the mentoring to take place are met
4. Check that potential support needed is available
5. Review points and conclusion – what next?

For the Institution

1. Identify the needs of the institution and the capacity of the teachers to fulfil those needs

2. Organise a framework for the programme

3. Ensure institutional capacity to run the programme

4. Programme support

5. Future direction

Centre of
English Studies

Values & Attitudes

Global Development
Descriptors
for Phases 1 - 3

**EAQUALS Framework for
Teacher Self-assessment
& Teacher Development**

Detailed Descriptors of
Teacher Competences:
(a) Knowledge
(b) Skills & aptitudes

Examples of how to use
the EAQUALS Framework
for Teacher Self-
assessment & Teacher
Development

1. Apprenticeship of Observation; bias

2. Demonstration/Lead by doing

3. Focus on 'teachable moments'

4. Systematic, recorded, reflected, grounded in solid theory

5. Negotiated stages of progress/using a competency framework