

Aims : Clarify role of mentor in the mentoring process and observations				key messages: commitment Clarity of what is expected of a mentor	
Objectives: By the end of the session the individual and/or group will be able to: 1 identify key documents that an ITT mentor should use 2. read guidance on observations 3 discuss possible issues that might arise					
Time	Learning, Teaching and Assessment Activities				Resources
	Planned Learning Outcomes	Learning	Teaching		
5 mins	1	Consider the mentoring role from start to finish. In pairs, discuss process/paperwork that you need to complete as a mentor (Look at exemplar learning agreement/ trainee self assessment checklist/ action agreed)	Mentoring process – commitment, regular meetings, number of observations, feedback, development opp. Boundaries/ confidentiality Paperwork -learning agreement/ trainee self assessment checklist/ action agreed/ observation documents		Flip chart paper and pens
10 mins	2	Note down any questions you have about doing observations on post its. Discuss with partner/table/ read guidance. Raise any outstanding questions with group/tutor.	Task - observations. Identify key questions raised/ check answers Clarify info. Trainee should supply mentor with at start of obs. When to give feedback – verbal & written		Post its Obs. guidance
10mins	3	Cards – take it in turn to read issue presented/ answer – share with rest of the group	What issues might occur/ solutions		Cards example answers for tutor

<p>Further research/activities:</p> <ul style="list-style-type: none"> Read p.94 -98 comments from mentors/ mentees – how is your mentoring progressing? Wallace, S & Gravells, J. Professional Development in the Lifelong Learning Sector. Mentoring 2nd ed. Exeter: Learning Matters Ltd <p>www.doceo.co.uk/mentmaze (mentoring decision maze exercise)</p>	<p>Summative Assessment:</p> <p>Justify your choice of record keeping for the mentoring role and who will have access to this information.</p> <p>Mapping against Curee</p>
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