

Session Plan

Module

Role of a Mentor

Level: 4

Duration: 30 mins

Aims :  
 What role of ITT mentor is and skills required relationship/ commitment  
 key messages: 2 way professional  
 Importance of interpersonal skills

Objectives:  
 By the end of the session the individual and/or group will be able to:  
 1 identify skills & attributes of a mentor  
 2. list responsibilities of a ITT mentor

Time	Learning, Teaching and Assessment Activities				Resources
	Planned Learning Outcomes	Learning	Teaching	Assessment	
15 mins	1	Note down the key qualities of one person who has mentored you.  Think about the help you received. Identify 3 ways in which good interpersonal skills contributed to what you were trying to achieve. Complete diagram  Read different types of role (Lewisham)	Skills/ qualities of a mentor Note answers on flipchart  Interpersonal skills (Empathy, respect, honesty, trust, active listening, negotiating skills, goal setting)  When putting people at their ease – personal skills required. As a mentor you will adopt many roles	Discussion – elicit understanding of skills  Q& A - understand 2 way prof. relationship/ commitment	Flip chart paper and pens  Session Pack
10 mins		Complete personal skills evaluation form –assess own potential Complete exercise	Reflect on own mentoring skills. Are there areas for development? Terms mentoring/coaching. Both are complementary rather than mutually exclusive	Discussion/ completed forms	As abpve

5mins	2	Produce a job list identifying what an ITT mentor should do	Responsibilities of an ITT mentor – observations, regular meetings, act as a role model, etc	note lists/ clarify understanding of responsibility	As above
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<p><b>Extension activities/Further study/Reading/ Action Research:</b></p> <p><b>1 Reflect</b> on own mentoring skills/qualities and any development needs.</p> <p><u>Additional self assessment skills questionnaires</u>  FENTO Mentoring towards Excellence p 120 -122  Parsloe. E (2001) The Manager as coach &amp; mentor, 2<sup>nd</sup> ed. London, CIPD p66-69</p> <ol style="list-style-type: none"> <li><b>Check</b> own ITT provider's minimum expectations/ responsibilities of a mentor</li> <li><b>Read</b> chapters 2 &amp; 3 – Wallace, S. and Gravells, J (2005) <i>Mentoring in the Further Education</i>, Exeter: Learning Matters</li> </ol> <p><u>Additional information</u>  FENTO Mentoring towards Excellence p109 – 111 (lists of attributes/ competencies of excellent teachers)</p> <p><a href="http://www.curee-paccts.com">www.curee-paccts.com</a> – provides 10 principles, core concepts and skills of a mentor, specialist coach and co-coach</p>	<p><b>Summative Assessment:</b></p> <p>Write a short pen portrait about own mentoring skills/qualities.  Action plan one development need and record in own CPD file</p> <hr/> <p><b>Mapping against Curee</b></p> <p>Whole Skills section 1 -10  Principle – a learning conversation</p>
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