

Self Assessment/ Personal Development

Aim of Workbook

Reflect on mentoring skills, knowledge and CPD opportunities

Learning Outcomes

Participants will:

- Use some tools to self reflect on own mentoring skills and knowledge
- List a variety of mentoring professional development activities one could access/ do
- Discuss possible evaluation methods of mentoring relationships

Self Assessment/ Personal Development

Why should we reflect?

One of the key functions of a mentor is to help your trainee reflect on their own teaching and learning. Your task is to get them to critically evaluate and assess the impact their delivery has had on their students. This is not as easy as it sounds! Generally, trainees to begin with describe what they have done – you then have to coax from them what impact did this have, what could be done differently and why. Then identify what action/ professional development is needed to help them.

This can also apply to ourselves! Are we clear about what our role is? How good are we at mentoring? How do we know? By doing this short workbook, hopefully it will start you on this journey.

How do you know if you have the right skills, knowledge & qualifications to be a mentor? The fact that you are willing to support another colleague is a step in the right direction.

TASK 1: First of all check yourself against the minimum **mentor person specification**. Each provider/awarding body will have their own specification requirements for mentors or you can use the one below. *(tick the statements you feel you fulfil)*

The following is recommended:

Self Assessment/ Personal Development

| Mentor Person Specification | |
|--|---|
| <p>Essential: Someone who</p> | <ul style="list-style-type: none"> • has a recognised teaching qualification (preferably Cert Ed/PGCE) • is qualified in the same subject specialism (minimum Level 3) or in a closely related subject area as their trainee • demonstrates excellence, passion & enthusiasm for teaching and learning • demonstrates good practice in teaching the subject/ curriculum area e.g. observation grades • is respected by peers and has credibility within work role • demonstrates up-to-date subject knowledge and is willing and eager to share with colleagues • can provide advice, guidance and feedback comments that are supportive and developmental • is able to commit to meeting the trainee on a regular basis • is willing to participate in further professional development • CRB check (if appropriate) |
| <p>Desirable ITT Provider to offer training & development opportunities for mentors</p> | <ul style="list-style-type: none"> • is conversant with the new teacher training standards, qualification and assessment criteria • is trained and/or experienced as a mentor* • has had observation training • as of March 31st 2008, IfL member • has a mentoring/coaching qualification |

*EMCETT target - by 2010 all mentors to have attended some form of training

Self Assessment/ Personal Development

TASK 2: Look at the following **role descriptor** and assess what you currently do and what you don't do.

Role descriptor

The mentor should be able and willing to:

- support the trainee in planning for teaching
- communicate regularly with the teacher in training – including face to face meetings wherever possible
- share good practice, expertise and resources for teaching in specialist context or subject area
- observe and engage in professional dialogue on trainee's teaching
- support trainee in managing their own learning and professional development
- maintain links with trainee's personal tutor relating to trainee's progress and development
- maintain records of work with trainee including feedback and guidance and action planning
- engage in training and development opportunities
- keep up-to-date with developments in the teacher training programme

Self Assessment/ Personal Development

Reflecting on Mentoring Skills and Knowledge

TASK 3: Rate your confidence levels against the following Activities. Please tick.

| Skills/ knowledge | 1 Very Good, can explain to others | 2 Satisfactory, some gaps | 3 Unsure, area for development |
|--|--|---------------------------------|--------------------------------------|
| Understand the role and my responsibilities as a mentor | | | |
| What should be discussed at the first meeting? | | | |
| What mentoring means | | | |
| Clear about the boundaries/ ground rules to be agreed between a mentor and a trainee | | | |
| What paperwork has to be filled in | | | |
| Understand the 4 stages of the mentoring process | | | |
| Understand different ways of learning | | | |
| What I should be commenting on after an observation | | | |
| What to do if I have any concerns? | | | |
| Knowledge of the new teacher training standards (2007) | | | |
| Ability to build rapport and trust with the trainee | | | |
| Active listening skills (not always as good as we think!) | | | |
| Questioning skills | | | |

Self Assessment/ Personal Development

| | | | |
|---|--|--|--|
| Ability to reflect and summarise | | | |
| Know how to enable the trainee to reflect | | | |
| Knowledge and understanding of the subject matter (how current is this?) | | | |
| Relating theory of teaching into practice | | | |
| Ability to provide constructive feedback | | | |
| Agreeing SMART targets | | | |
| How to integrate key skills or basic skills within subject | | | |
| Use of ICT | | | |
| Where to access other resources/ guide trainee towards | | | |
| Knowledge of how to evaluate own effectiveness as a mentor | | | |
| Knowledge of CPD opportunities | | | |

TASK 4: Having done the above tasks, complete the following **SWOT analysis**

This will provide you with an overview of your strengths and the potential benefits to you. Plus highlight any possible areas for development and things you need to be aware of that might impact on the mentoring relationship

Self Assessment/ Personal Development

| | |
|---|---|
| <p><u>Strengths</u></p> <p>What abilities, skills do I bring to the role? What types of qualifications do I hold that will help me?</p> | <p><u>Weaknesses / Areas for Development</u></p> <p>What skills do I have that could be developed further? What lack of awareness, ideas could I address?</p> |
| <p><u>Opportunities</u></p> <p>What motivates me? What could this do for me, what are the benefits?</p> | <p><u>Threats</u></p> <p>What could be obstacles? What issues are there?</p> |

Mentoring is"concerned with continuing personal as well as professional development (CPPD) and not just continuing professional development"

Fletcher, S. (2000) Mentoring in Schools: A handbook of good practice, London, Routledge

Continual Professional Development

A good teacher, trainer or tutor will always evaluate what they do and assess what success they have with their students. What we are not always good at is recording it!

TASK 5: Having identified some areas for development

- a) produce a list of **CPD opportunities** for yourself, these can be informal as well as formal methods.
- b) Share you thoughts with others within the group. Note down any that you had not thought of.

As of 1st September 2007, there is a mandatory requirement for all staff to do 30 CPD hours per year (pro rata for sessional staff). Alongside this all staff have had to register with the Institute of Learning who have been given the role of managing this process. On an annual basis staff will have to submit evidence of their CPD to IfL and indicate the impact it has had on your teaching and learning. Mentoring is one aspect that could be put forward.

IfL definition of CPD is " in relation to a teacher, means continuing professional development, which is any activity undertaken for the purposes of updating knowledge of the subject taught and developing teaching skills'

Further guidance on CPD can be found at www.IfL.org.uk - Guidelines for your Continuing Professional Development (CPD) Oct 2007

Evaluating Mentoring Relationships

As a Mentor, how do you know that you are doing a good job?

TASK 6 How could you measure the success of the mentoring relationship?
List the possible different methods of evaluating relationships.

Final TASK

1. Having completed the SWOT analysis, describe & justify action you will take to address **one** of your areas for development
2. As a professional, explain how you aim to evaluate the next mentoring relationship

Further Activities

Discuss with the teacher training team what methods (if any) they plan to use to quality assure mentoring that happens with trainees.

Read chapter 7, Wallace, S. and Gravells, J (2007) Professional Development in the Lifelong Learning Sector *Mentoring 2nd ed*, Exeter: Learning Matters