

**Précis / summary of main points of noted reading materials**

Via [www.ttrb.ac.uk](http://www.ttrb.ac.uk)

**R+DA – Research into subject specific mentoring on the PGCE science course at the Institute of Education, University of London, academic year 2004/5**

- Project examined how mentors contribute to the development of beginning teachers' subject specific knowledge – focus on science teaching but models relevant to most subjects
- Examined subject specific mentoring in order to develop a model of effective practice
- Key findings – variation in the extent to which feedback focused on pedagogical content knowledge; four categories of feedback ( descriptive, evaluative, advisory and / or justificatory) **focused suggestions with justifications** were the **most helpful**; written feedback on its own had limited use and **beginning teachers learned more** when teachers **discussed written feedback** with them

**The Mentors' Use of Adult Learning Theories: Are Theory and Practice Co-Extensive?**

- Conference paper presented at the British Educational Research Association in September 2007
- Aim of the resource was to investigate the pedagogical strategies of mentors, the learning theories that support these and the instructional design mentors use
- Key findings or focus are in three parts related to the **use of adult learning theories** by mentors, the adult learning theories being used and the variations in practice
- All of the mentors involved in the survey are unanimous in identifying their own professional practice as teachers as their primary source of training and knowledge; importance of personal experience of younger mentors and consequent need for student teachers learning through personal experience
- Achievable through: **observation of mentors** and other practitioners **modelling practice**, student teacher **then teaching** a lesson followed by a **feedback** session and then **reflection** before the process was repeated
- Research related to the apprenticeship model of training, particularly the **changing role** of the mentor from that of leading the student to progression to gradually taking a 'back seat'

**Jones, M, Nettleton, P. and Smith, L. (2005) The Mentoring Chameleon**

- In the past ten years, **mentoring** has been increasingly **recognised** as a **key strategy** in professional training and development programmes in education, health care, business and industry

Subject Specialism – précis of 3 articles

- Difficulties in defining the concept of mentoring, multitude of definitions and interpretations
- Covers a variety of activities ranging from helper functions to those of assessment
- In context of professional training and development, away from the personal towards the professional
- Current conceptualisations of mentoring in health and education context bear little resemblance to the original Greek model
- Standards assessment frameworks within training of teachers, nurses, midwives, etc. requires mentors to exercise the role of assessor, potentially problematic in terms of conflicting loyalties