

Tutor notes – Why Mentor?

1. Definitions of mentoring

Key words 2 way learning relationship
Trust
Development
Offering guidance & support

Relate to role of mentor of an initial teacher trainee

- Initially mentor will need to lead the process, but as time progresses the trainee should take responsibility for own learning.
- Both parties can certainly learn from each other
- Building trust does take time. One way of enabling this is to ensure anything that the mentor agrees to action, they follow this through. Being clear on any boundaries and maintaining clear communication will also help.
- When offering guidance & support - reflect on the following –
Which key points need addressing? Do not try to do everything at once.
What strategy/ies will be of most use to the trainee?
Are you able to provide reasons to justify choice?
Do you allow trainees to choose/ reflect on your advice?
Will you allow them to try things out/ make mistakes?
(Health & safety is the one occasion where more prescriptive advice should be given and trainee's expected to conform)

2. Benefits of mentoring

Rating done on sheet is individual.

Main points – mentoring can benefit mentor, trainee, organisation & the learners!

The whole aim is to **maximise potential** of everyone involved.

It is recognised that when mentoring is done well , it is an efficient & effective method of staff development.

3. Case study – possible reasons/answers

Obstacles – lack of confidence - verbal skills/ articulation?

Powerpoint presentation

Little engagement with learners/ lack of different teaching strategies?

Lack of observation skills

Cross cultural problems? – own experience of lectures at university?

Fear of observations

English is his second language?

Ideas – get Peter to identify what the key messages he wants to get across and discuss different teaching strategies could use. Observe you or other colleagues deliver, arrange support with language , support him with next powerpoint, etc.