

Extracts from the course science booklet for GITEP (The Gloucestershire Initial Teacher Education Partnership – University of Gloucestershire) from the section providing support for mentors

mentor year

Links with the Thursday afternoon university sessions

- Please look at the outline of university sessions to form a focus of meetings with trainees.
- Your trainee may ask you to discuss *some* of the ideas generated from the University sessions. (eg help organise groups for the interviewing task for the first assignment).
- Read or re-read the relevant chapters in the course book **RLC**

The Subject Mentor (SM)/Trainee Weekly Review Sheet should be completed by the trainee and a copy given to the Training Managers (TM). This is particularly useful in target setting, enabling you to work on a limited number of objectives at any one time. TMs should observe new SMs during a mentoring session and provide appropriate feedback.

School-based tasks. Printed in summary below (page18) are the list of ‘tasks’ the trainees will be asked to do to link the University sessions with their experiences in school. These may not fit in tidily with the pattern of their schools’ work, but it is helpful if everyone can do the tasks during the same weeks. Almost all these tasks lead to PDP entries.

End of placement form

TM and SM have to complete an end of placement form linked to the standards for award of QTS:

The end of placement forms should include comments from all colleagues involved with the subject. It would be very helpful to Training managers if Mentors gave specific examples of where trainees had shown potential on each of the three areas of the standards.

The record of teaching form at the end of this booklet needs to be completed to ensure that the timetable for the next placement is able to cover as many ‘gaps’ in the trainee’s experience as possible.

Mentor swap project

There are no formal central mentor meetings at Christmas and Easter. The web site/e-mail will keep us in contact during the year, and the Science Coordinator will make a visit to all parent schools during the autumn term.

In place of an Autumn term mentor meeting we would like twin mentors to visit their trainee in the parent school, observe a lesson and the feedback. If this proves impossible, it is essential that the twin mentor and the parent mentor talk over the ‘phone, or agree to meet informally after school, so that effective mentoring practice can be shared and the twin mentor can gain an understanding of where the trainees is in terms of targets and development.

Towards the end of the spring term, parent mentors should arrange to visit the twin school to observe a lesson together with the twin mentor,

- follow this by a debriefing for the trainee,
- sharing good mentoring practice between the two mentors (with or without the trainee being present).
- discussion of targets for the final parent placement.

Good Mentoring Practice – ideas generated from Mentors and former trainees.

The mentor's expectation is to: support the trainee in school; to improve their teaching skills by providing constructive feedback; and to help the trainee set appropriate targets.

The mentor will help the trainee apply their learning about education to the classroom situation. Success for the mentor is seeing the trainee develop into a good teacher.

The trainee's expectation is to become a professional member of staff of the school; to improve their teaching by responding to feedback; by applying their learning about education and by setting themselves targets for development.

Good practice for lesson observations and giving feedback

Trainee

1. always present a **detailed lesson plan** well before the lesson, to be checked and signed off by the class teacher or mentor. Revised plan to be given to the observer at the start of the lesson.
2. mark books conscientiously and keep a clear record in the mark book

Mentor

1. provide opportunity for **trainee to "self crit" a lesson** before talking through the formal feedback sheet. *"This was an excellent way of developing my confidence in realistic critical appraisal"*.
2. praise the trainees for the good things they are doing (there must be some!) and provide constructive feedback, verbal and written, identifying **good aspects**
3. help the trainee to recognise **areas for improvement** for themselves and ask them to turn them into targets/objectives.

Good Practice for the mentor hour

The regular weekly allocated time (1 lesson/1 hour) to review, reflect and set targets.

Trainee:

1. be professional and become a member of the department and the school
2. take responsibility for your own progress – set your own targets
3. act on advice – respect the experience of the teachers who are supporting you.
4. don't expect to tackle all the skills of being a teacher in the first term; basics (like use of voice, position in the room, air of authority, establishing control) are far more important than differentiation and thinking skills at this stage
5. take the lead in **completion of documentation** etc for GITEP eg record of mentor meetings, subject audits – it's not the mentor's job.
6. apply college learning to your teaching
7. be pro-active - '*pester your mentor (and other teachers) with questions, ideas etc. all the time*'

Mentor

1. Allow (insist) that the trainees set their own **weekly objectives and targets**, after discussion - the trainee is more likely to tackle them and achieve them when they have this 'ownership'.
2. Be very supportive with **discipline and behavioural issues**
3. Be keen to keep an eye on **standards** and take opportunities to "tick them off" when things have been achieved. But equally don't obsessive about them. Teaching and learning come before a paper-chase exercise!
4. Insist that the trainee takes the lead in **completion of documentation** etc for GITEP eg record of mentor meetings, subject audits – it's not the mentor's job.
5. Always ask about college sessions and how to incorporate aspects into trainee's teaching. Be really supportive of the **college tasks and assignments**.
6. Provide open invitation to Departmental meetings and INSETs. Involve trainees in all Department business - meetings, coursework assessments, invigilations, parents' evenings, lunch at the pub. "*I really felt like one of the TEAM!*" In summary: **treat trainees as members of staff** - help them quickly to learn who the key players are in the Department, including lab technicians.
7. Always look for ways to further **develop and stretch trainee** just that little bit more, especially in the last placement.
8. Find out what experience the trainee has and **tailor your support** accordingly (ref: Requirements for ITT - R2.3 p.15 '*Ensure that training takes account of individual training needs*') Allow for the individual's character - the trainee does not have to teach with the same style as the mentor to be successful.
9. create the right conditions so that the trainee has an opportunity to voice their concerns and to identify where they might need some help. (Mentors need to be good listeners!)

Extracted from the GITEP science handbook

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