

Mentor Training Session

This is what I hope to get through today, not necessarily in the order written below.

1. Outline of the Courses

Content and assessment

2. Trainees' Responsibilities and Entitlement

3. Schools' Entitlement

4. The Mentor's Role

Timetable - How much teaching should trainees be doing?

Schemes of work, school policies, Class lists

Time required for mentoring

Observations - How many and how often

The Standards and Assessment of trainees

If trainees are not meeting expectations

Paperwork required

Contacts

5. Pro-Formas and Information

6. A. O. b.

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School Mentors

The mentors should be spending 1 hour / week with a trainee. Many spend more. Unfortunately a few trainees always say that they get v. little formal time, though they often get a lot of informal help from the mentor and the department.

What you, or a suitable person, can do in the mentor sessions has been listed elsewhere. Some of the things you might like to try are:

- joint preparation and teaching of a lesson
- joint marking of a set of books
- discuss plans for any forthcoming lessons and discuss those that have already been taught. Set targets from all the lessons that have been observed
- follow up on these targets next session

Focus on one or two things a week - clear planning, well-organised practicals and demonstrations, discipline, use of names will be high on the agenda at the start.

Get them to focus on target areas for several sessions e.g. using endings to positive effect, making a crisp and positive start to the lesson, teaching strategies etc

Encourage trainees who are too self-critical

Beware of trainees plateauing

Keep records of everything you do

Suggestion for Mentor-trainee Sessions

The trainees will be with you for a 30 day block placement. When they start teaching regularly, we expect you will evaluate the teaching and set targets for development. However, there may be time to look at other aspects such as:

- Maintaining discipline and developing routines
- Special Needs
- Teaching and learning strategies
- Sc1 Investigations
- Linking pupils' achievement to SATs Levels

If you have any NQTs in your school and are holding training sessions for them, these sessions may also be useful for the trainees.

The trainees should have the opportunity if possible to experience:

- A form tutor's role
- Sc1 Investigations
- Parents' Evening
- The use of ICT in sessions
- Observations of teachers in Science and other subjects
- Extra-Curricular activities

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Good mentors:

- Let student go at own pace
- Remember what it was like when you were doing your training
- Go through lesson plan before student delivers lesson
- Produce detailed WRITTEN lesson crits listing good points and areas for development for each lesson (side of A4, use * and ticks to highlight points)
- Reinforce what student is doing well, starting with basics
- Suggest strategies for overcoming problems (esp. discipline, timing, lesson content.
- key phrases, visual aids)
- Show how the OHP can be used for notes so that back not turned on class
- Encourage trainee to intervene during practicals to reinforce control (2-3 times)
- Help trainee to set up practicals i.e. apparatus positioning, limited no. of scalpels etc
- Encourage use of ICT and show best ways to use videos (pupil question sheets,
- stopping tape for discussion)
- Set 1-2 achievable targets for trainee to attempt during next lesson
- Have weekly sessions with trainee and be willing to talk about lessons outside of this time
- Allow trainees to see different teachers teach
- Examine books marked by trainee — suggest improvements, positive comments
- Encourage teaching outside of specialist subject
- Encourage AS level teaching in specialist area (when ready)
- Encourage involvement in teaching Sc 1 investigations
- Help trainees to realise their full potential

Mentors with areas needing development:

- Offers poor advice on lesson planning leads to trainee being put into difficult situations
- (e.g. advised to give an hour long demo to 10 set 3).
- Mentor expects trainee to produce lessons at too high a level for experience
- Mentor gives oral-only feedback
- No positive feedback on lesson performance (only negative comments)
- Mentor treats trainee like just another pupil (i.e. not interested in trainee's opinion)
- Poor communication within the department leads to misinformation reaching
- mentor regarding trainee performance
- Mentor goes to staffroom for a coffee / to mark books during trainee lessons
- Mentor uses trainee as personal assistant
- Trainee concerned about using bad mentor as referee

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HOW NOT TO BECOME AN EXPERT SWIMMER

1. Take plenty of lessons on the theoretical aspects of swimming before getting into the pool
2. Learn with an expert who has forgotten what it feels like to be a learner, eg afraid to go into the water.
3. Learn with an expert who feels that they have nothing left to learn, who maintains that there is only one way (their way) to swim and who is more interested in displaying their skills than empowering you.
4. Learn with an expert who believes in throwing you in at the deep end or who leaves you alone to play in the shallow end.
5. Learn with an expert who expects you to refine your stroke while you are struggling to stay afloat.
6. Best of all learn with two experts who have totally different ; views about swimming, make conflicting and contradictory demands on you, but in order to gain your swimming certificate you are required to please them both.

Concepts of Mentoring by T. Maynard and J. Furlong
in D. McIntyre et al (eds) (1993) *Mentoring* London Kogan Page

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The Teaching Practice Folder

1. Time-table
2. All schemes of work
3. Register, seating plans and mark book (or photocopy of relevant bits)
4. Lesson plans and lesson evaluations
5. Any worksheets that trainees use or produce
6. Copies of classroom observations
- (8. Various school policy documents)

Lesson Plans (based on the old adage "To fail to plan is to plan to fail")

These should contain:

- DLOs
- NC links / levels
- Previous Knowledge if relevant, esp. KS2 links for Yr. 7
- Lesson timings
- Summary / Recap
- Board work
- Assessment opportunities
- Homework set
- Differentiation
- Consideration of ICT use
- Safety consideration

Points to consider about Lessons and Lesson Plans

- Lesson planning sessions in College
- Evaluations - not just timing and control but also the content, were DLOs achieved and how to improve next time
- Joint planning and delivery
- Assessment including marking books

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- Establishing routines and relationships

Trainee entitlement

These are the things that trainees should experience over the year.

1. Observation - different ages, subjects
2. Pupil Shadowing - one KS3 and one KS4 pupil
3. Form Tutor - attachment to tutor groups
4. Lab Technician - experience the role at first hand
5. Sanctions - School and Science department Policy
6. Assessment - mark books with an experienced teacher
7. SEN - spend time with SENCO; support SEN children within a class
8. Mentoring - one hour per week with subject mentor and some time with a professional mentor
9. Last, but not least, teaching - start off slowly, building up to 60 %

School Entitlement

1. Professionalism - dress, punctuality, appropriate manner
2. Preparation - Lesson plans and TP file ready when required
3. Awareness of School Rules (- and upholding them....)
4. Submission of lab requests in line with Departmental policy; try out experiments beforehand
5. Assessment / marking and writing reports - up-to-date, missing work followed up
6. Attendance of meetings, training days, parents' evenings,
7. Notify school of any absences as soon as possible - set work for classes if necessary

Contacts

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If you have any questions about the Course or concerns about your trainee, please ring or contact Aftab

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Linda can usually track us down and will take messages though all of have answer phones.

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