

Birmingham City University PGCE Secondary Partnership New Mentor Training January 2018

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The BCU Secondary Partnership (Ofsted, 2014):

- The exceptionally coherent way in which trainees are prepared . . . is a strength worthy of sharing beyond the partnership.
- Trainees . . . leave their courses with a wide range of knowledge and skills which makes them highly employable.
- Their career progression is swift and they make a real difference to the quality of teaching and learning in their schools.



The BCU Secondary Partnership (Ofsted, 2014):

- Highly effective collaboration across the partnership leads to wide-ranging continuing professional development for all its teachers and trainees.
- There is an ambitious vision for the future of the partnership that is enthusiastically embraced by all stakeholders.



The BCU Secondary Partnership (Ofsted, 2014):

- Trainees' have an exceptionally strong sense of belonging to a genuine learning community in which they are equal partners, resulting in their very strong commitment to taking their place in improving outcomes for all learners.



So, what is mentoring?



Mentoring...

“A **formalised process** whereby a more **knowledgeable** and **experienced** person actuates a **supportive** role of overseeing and **encouraging reflection** and **learning** within a less experienced and knowledgeable person, so as to facilitate that **persons’ career and personal development.**”

Roberts, A. (2000:160)

Mentoring Revisited: a phenomenological reading of the literature

Mentoring and Tutoring Vol 8 No2 2000



Consider your own experience as a trainee teacher (positive and negative). What characteristics did your mentor demonstrate (don't name names!)?

What impact did it have on you?
What sort of mentor do you want to be?

Write them on a post-it and be ready to share.



The Carter Review (2015)

- We believe the best programmes also give careful thought as to how to train and value mentors effectively – both when teachers become mentors and on an on-going basis. This goes beyond briefing about the course structure, assignments and paperwork: effective training supports mentors to further improve their practice by training them in how to deconstruct and articulate their practice, how to coach and how to support and assess trainee teachers effectively. . .

(2.4.10: 40)



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Preferred mentoring styles

Responsive – the mentor looks to the trainee to set the agenda, ask questions, raise concerns and manage his/her learning – often characterised by an ‘open door’ approach

Interactive – the agenda is set jointly, a mutually supportive relationship, the mentor seen as colleague and trusted advisor, the trainee as a protégé – characterised by open conversations on issues of mutual concern

Directive – the mentor sets the agenda, has clear expectations of trainee’s performance – feedback characterised by directives rather than considerations or discussion, expectation that trainee should emulate the ‘master’, a deficit view of trainee’s ability

(Young et al. 2005)



Preferred Mentoring Style

- There is a tendency for mentors to have a “default” style
- The mentor needs to have self awareness so that they can move out of their default style if the characteristics of the trainee demand this
- The key is to adopt the style that is going to be most effective in moving the trainee forward



Discussion

A trainee in Block A School Experience has taught his first lesson and is having difficulty developing the sequence of activities

A trainee in Block B School Experience is following departmental units of work but she appears to lack ownership and only uses departmental resources

Suggest effective mentoring styles in these cases



Discussion

A trainee in Block A School Experience has taught his first lesson and is having difficulty developing the sequence of activities

Suggest effective mentoring styles in this case:

Responsive – the mentor looks to the trainee to set the agenda, ask questions, raise concerns and manage his/her learning – often characterised by an ‘open door’ approach

Interactive – the agenda is set jointly, a mutually supportive relationship, the mentor seen as colleague and trusted advisor, the trainee as a protégé – characterised by open conversations on issues of mutual concern

Directive – the mentor sets the agenda, has clear expectations of trainee’s performance – feedback characterised by directives rather than considerations or discussion, expectation that trainee should emulate the ‘master’, a deficit view of trainee’s ability

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Discussion

A trainee in Block B School Experience is following departmental units of work but she appears to lack ownership and only uses departmental resources

Suggest effective mentoring styles in this case:

Responsive – the mentor looks to the trainee to set the agenda, ask questions, raise concerns and manage his/her learning – often characterised by an ‘open door’ approach

Interactive – the agenda is set jointly, a mutually supportive relationship, the mentor seen as colleague and trusted advisor, the trainee as a protégé – characterised by open conversations on issues of mutual concern

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(Young et al. 2005)



Discussion

What are the dangers of relying on only one mentoring style

Responsive?

Interactive?

Directive?



Discussion

Consider the three different BCU Review and Evaluation feedback forms.

What are the dangers inherent in each of them if this is the predominant style of feedback?

How will the trainee develop if Mentors 1, 2 and 3 use only this style of feedback?



The Carter Review (2015)

- Programmes that privilege either ‘theory’ or ‘practice’ fail to take account of the necessity of . . . integration. What is needed are models of ‘clinical practice’ (as described by Burn and Mutton (2013)), where trainees have access to the practical wisdom of experts and can engage in a process of enquiry, in an environment where they are able to trial techniques and strategies and evaluate the outcomes.

(2.2.2: 21)



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(2.2.2: 21)



Scenario:

James is an enthusiastic trainee Science teacher. He has read in “Active Learning” by Allen and Taylor, Unit 5.2 of “Learning to Teach in the Secondary School”, by Capel, Leask and Turner that:

“the advantages of active learning to pupils include greater personal satisfaction, more interaction with peers, promotion of shared activity and teamwork, and.....opportunities for all members of the class to contribute and respond” (p269, 2013)

James is planning for a Key stage 3 Biology lesson on:

- the tissues and organs of the human digestive system, including adaptations to function and how the digestive system digests food (enzymes simply as biological catalysts)

(Science programmes of study: key stage 3, National curriculum for England, DfE 2013)



Scenario:

- James presents a Lesson Plan to his mentor in which the pupils will in small groups role-play different parts of the digestive system.
- One group will represent the food, another group the teeth, another the action of the oesophagus, the gut, the intestine and so on.
- The lesson plan is very busy with lots of “activity”
- However, most of the lesson appears to be about arranging the furniture, nominating the groups and then enacting the scene. There is limited opportunity to discuss the meaning of the biological terminology, the scientific interactions of the different parts of the digestive system or to reflect on what has been learnt.



Scenario:

In your groups critique James' proposed lesson, while still encouraging him to plan for active learning in the subject of the human digestive system.

Critique James' lesson in terms of:

- The Teachers' Standards
- his (mis)understanding of “active learning”
- His (mis)understanding of “discovery learning”
- The assessment of the pupils' work
- The meaning of “Working Scientifically” in the Science programmes of study: key stage 3, National curriculum for England, DfE 2013.



Aims of your mentoring:

The aim of Initial Teacher Training (ITT) is to produce effective teachers.

Initial Teacher Education (ITE) aims to produce intelligent professionals who can think and act above and beyond compliance in a variety of school settings.



Pre-requisites:

Pre-requisites for training as a mentor

- the ability to model good teaching
- a commitment to raising the quality of education
- a commitment to the professional development of teachers
- good interpersonal skills and communication skills
- the ability to reflect, identify key traits, set targets and monitor progress

Mentoring Attributes (Open University, 2014)



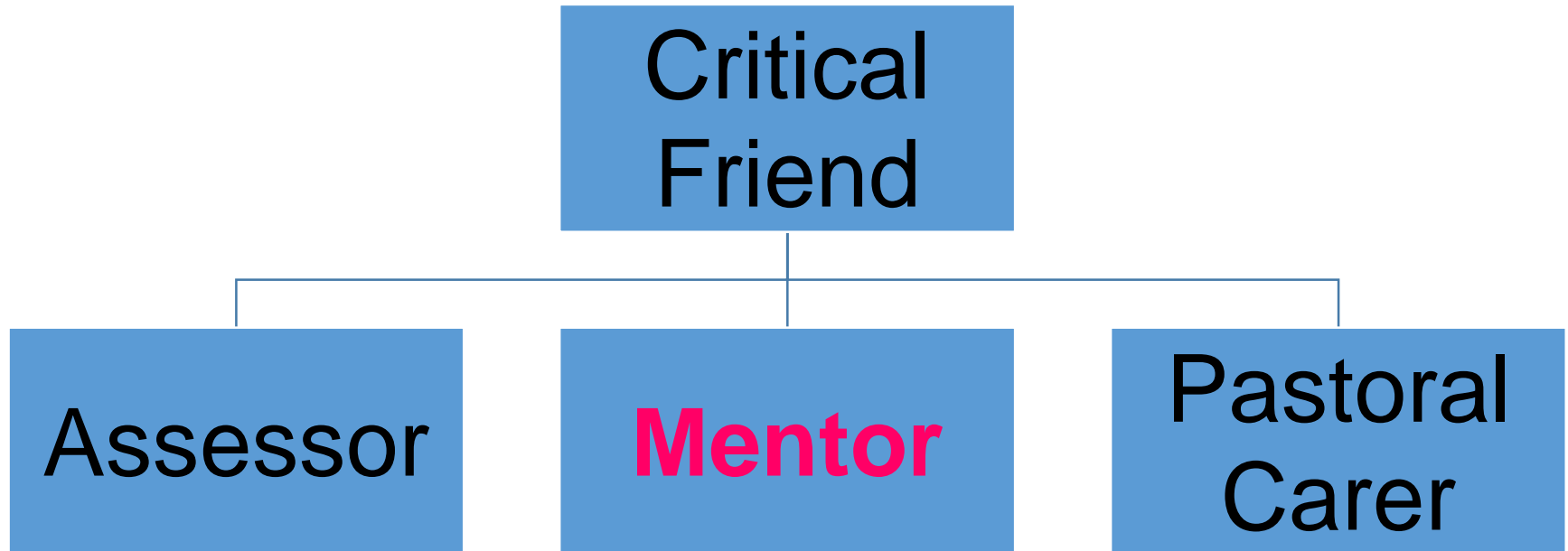
The Mentoring Role

Critical
Friend

Assessor

Pastoral
Carer

Conflict of
Interest?



Critical
Friend

Assessor

Mentor

Pastoral
Carer



Pastoral Carer

- As a pastoral carer with **pupils** you are required, at various times, to be a...

Nurse

Nanny

Lawyer

Referee

Mediator

Supporter

Role Model

Advisor

Guide

**Police
Officer**

**Probation
Officer**

Judge

Listener

**Social
Worker**

Mentor

Moderator

Coach

Tamer

Director

Jailor



Pastoral Carer

- As a pastoral carer with **trainees** you are required, at various times, to be a...

Nurse

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Lawyer

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**Critical
Friend**

Assessor

Mentor

**Pastoral
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Strengthening the quality of ITT through mentoring

The role of the Subject Mentor

National Standards for
school-based initial
teacher training (ITT)
mentors

July 2016

Standard 1 –
Personal qualities

Standard 2 –
Teaching

Standard 3 –
Professionalism

Standard 4 –
Self-development and working in partnership



Thoughts for tomorrow....

Assessor:

What if the trainee is a “better” teacher than I am?

How do I react?

How do I move the trainee forward?

What impact could this have on my own practice?

