



Mentoring as part of the Teachers Learn from Student (TLS) process

Using an instrument for self-evaluation and feedback enables teachers to evaluate and develop teaching skills.

Mentoring will thus be a useful tool to help you process the feedback you get from your students in order to identify obstacles, make adjustments and set goals for improving your practice in class.

Make your own notes here:



Teachers Learn from Students



Comenius Project
Quality@School

<http://www.qualityatschool.eu>



WHAT IS MENTORING?

Mentoring is a process based on a two-way relationship – the mentor and the mentee – that aims to help the latter develop and grow professionally.

Additionally, mentoring is about reflecting about your own practice, learning from mistakes, establishing goals and being confident to make choices and decisions aiming to achieve personal and professional growth.

For the mentor, mentoring is about

- Inspiring
- Supporting and giving advice
- Offering guidance
- Helping solve problems
- Exploring boundaries
- Sharing experience
- Encouraging
- Establishing an informal and reliable relationship
- Motivating
- Setting a positive atmosphere

For the mentee, mentoring is about

- Improving strategies
- Reflection and review
- Managing expectations
- Increasing confidence
- Using learning-from-mistakes
- Handling emotions and being positive
- Finding solutions and making adjustments
- Sharing experiences
- Having someone to rely on
- Setting the agenda

FEEDBACK MEETING

Mentor-Mentee

The feedback meeting is basically a conversation between the mentor and the mentee which aims to personal and professional development and growth.

During this meeting the mentor should make it possible for the mentee to acknowledge and be aware of his or her skills and accomplishments.

Building trust and self-confidence will allow the mentee to identify ways to improve his or her classroom practice. This conversation should be a learning opportunity.

TIPS FOR THE MENTOR

- Create safety
- Be descriptive, non evaluative
- Use I-form, be direct
- Express appreciation and concern
- Focus on behaviors and results
- A matter of listening and using adequate questions

FEEDBACK GUIDELINES

- Establish the **Goal**: *SMART* goal
 - ✓ specific
 - ✓ measurable
 - ✓ attainable
 - ✓ realistic
 - ✓ time-bound
- Examine the current **Reality**
- Explore the **Options**
- Establish the **Will**

To get more information on *Mentoring or Teachers Learn from Students*, check our website on:

http://www.qualityatschool.eu/engels_en_pagina4.html

MENTORING KEY QUESTIONS

Besides being an active listener the mentor should be able to provide objective feedback and help mentees how to be reflective.

Having preset key questions to lead mentees' reflective experience and growth is a way to help the mentee develop the necessary skills to develop professionally.

Goal

- What do you want to achieve?
- What is important to you right now?
- What areas do you want to work on?
- What will make you feel this time has been well spent?

Reality

- Where are you now in relation to your goal?
- On a scale of 1 -10 where are you?
- What has contributed to your success so far?
- What skills/knowledge/attributes do you have?
- What progress have you made so far?
- What is working well right now?
- What is required of you?

Options

- What are your options? How have you tackled this/ a similar situation before?
- What could you do differently?
- Who do you know who has encountered a similar situation?
- If anything was possible what would you do?
- What would your best friend /mother suggest? What else?

Wrap up

- Which options work best for you?
- What one small step are you going to take now?
- What actions will you take?
- When are you going to start?
- Who will help you?
- How will you know you have been successful?
- How will you ensure that you do it?
- On a scale of 1 -10 how committed/motivated are you to doing it?