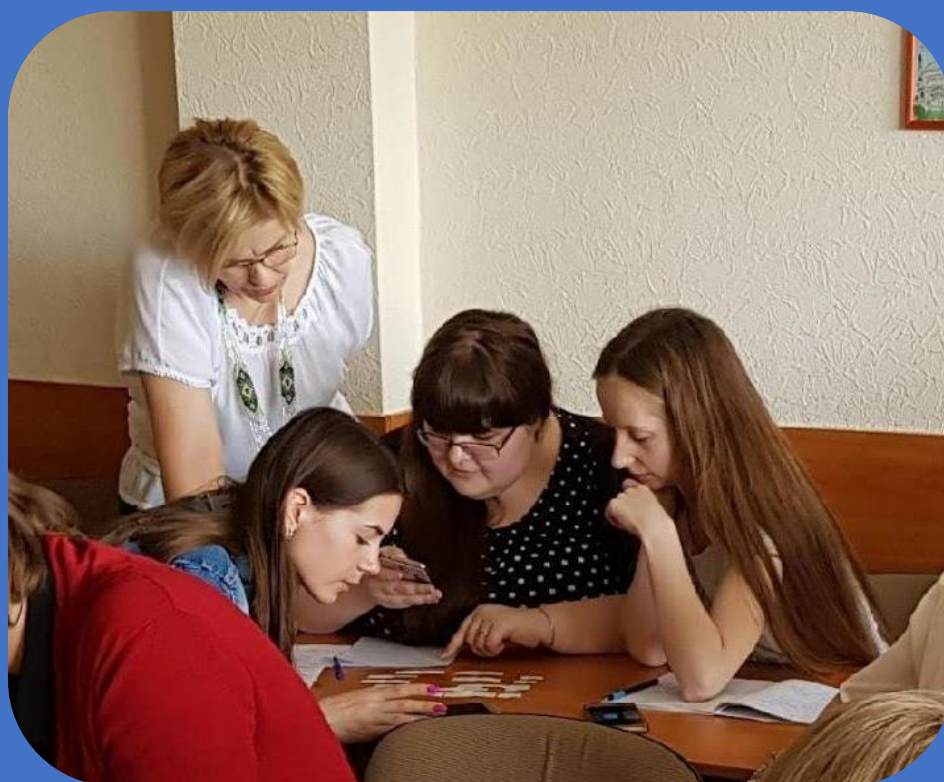


School-Based Mentor Ukraine Programme Guide



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1. About the School-based Mentor programme

This guide was designed at the request of the British Council for an implementation of school-based mentoring programme in Ukraine. The pilot programme has started with 100 model schools. This initiative provides contextually relevant Mentor support for both newly qualified and experienced English teachers in state schools. The model could eventually be evaluated and scaled-up for implementation across the country to realise the school-based Mentoring concept outlined in the New Law on Education (2017).

The overall objective of the School-based Mentor programme is to create a positive impact on the teaching of English by providing professional development opportunities to teachers and teacher educators aimed at improving their students' learning outcomes.

The School-based Mentor programme models teacher development that happens within schools on an ongoing basis. It helps teachers to embed development into their regular practice, rather than treat it as a special event that happens once a year like a training course. The longer-term aim is that this type of programme could be developed for other subject areas in the future.

The specific objectives of the School-based Mentor Programme include that English teachers will:

- clearly demonstrate understanding of learners' learning needs and preferences;
- actively improve their teaching skills and use English as the language of instruction;
- confidently use communicative, learner-centred approaches in the classroom;
- use various age-, and level-appropriate methods and techniques to engage school children in learning.

The initial school leadership decision to implement the programme is an essential step in setting up the Mentorship programme in schools. The school will select a teacher according to the given criteria (see Appendix A9) who can potentially become a mentor. This teacher will need the school leader's administrative support in allocating time for them to take any initial training course, engage in a self-study programme, and then to lead the mentorship programme in school.

2. Who is a School-based Mentor?

A School-based Mentor is:

A highly competent teacher:

You are interested in and enthusiastic about teaching. You continue to try and improve and develop professionally. You are willing to take risks in your own teaching and use these as opportunities for learning. You are self-aware and open to both giving and receiving feedback.

A role model to others/ Someone who can inspire and develop other teachers:

You are seen as a 'knower' in your staffroom. Colleagues often come to you for ideas, suggestions, or advice. You are keen to help colleagues to develop by providing them with constructive support over a longer period of time. You want to work with colleagues to help them reflect on their own teaching, and you want to develop your own skills of listening, coaching and Mentoring to help your colleagues achieve their goals and improve their own learners' outcomes

Someone who can Mentor and coach teachers by helping them to build confidence and develop their own strategies for improvement:

After initial exposure to the concepts of counselling and Mentoring on your training programme, and through working with your collaborative learning group, you will extend your repertoire of skills and approaches in supporting your colleagues. Supporting their reflective practice will also support your own process of reflection and improvement as a Mentor. Your aim is to help develop your colleagues to be more aware and more conscious of the teaching decisions/actions they undertake and their impact.

Someone who can work with school management, and make constructive suggestions for positive change:

As you work with your teachers, you may see issues related to teaching and learning which would improve student outcomes if they were addressed. Part of your role as a School-based Mentor is to feed information and ideas to the school management team to enhance the quality of teaching and learning in your school, while maintaining confidentiality.

Your main relationships as a School-based Mentor, are with:

- **The teachers you Mentor:** sometimes called your '*Mentees*'.
- **Your Sponsor:** usually the School Principal or Vice Principal responsible for language education in your school. They support the programme and take an interest in the broad development of the Mentees but do not 'manage' the process. They help the

process to happen, but do not interfere in it, nor manage the Mentees or Mentor during the process. They may step in to resolve problems if requested.

- **Wider school management**, including department heads and school boards in terms of suggesting ideas and improvements.

In all your Mentor relationships, ***it is vital that you maintain confidentiality at all times.*** You should not, for example, discuss individual Mentees with their department head in terms of their progress or development.

A full criteria statement for School-based Mentor selection (A9) and a role description (A10) are included in the Appendices.

3. What is Mentoring?

It is important for Mentors to be clear in their own minds what Mentoring means in their context, so that they can manage the relationship with Mentees, the sponsor and the school management. In some cases, it's important to know not only what Mentoring *is*, but what is *isn't!*

A Mentor is not a manager. They will not have direct responsibility for the Mentee's work performance, but they will be responsible for encouraging the Mentee to work towards their own individual objectives and be a motivating guide for the Mentee on their journey.

Mentoring is a protected relationship which supports learning and experimentation and helps individuals develop their potential. A Mentoring relationship is one where both Mentor and Mentee recognise the need for personal development. Successful Mentoring is based upon trust and confidentiality. Here are some definitions of Mentoring:

"Mentoring is for the Mentee. Most of all, for the mind of the Mentee. I think that Mentoring needs to focus on and develop the Mentee's finest independent thinking about their work, their career, their life, their dreams. The Mentor's perspective is an important ingredient in this special relationship. But it feeds. It is not the feast." (Kline, 2009)

"...to help and support people to manage their own learning in order to maximise their potential, develop their skills, improve their performance, and become the person [Teacher] they want to be." (Parsloe, 1992)

"...help by one person to another in making significant transitions in knowledge, work or thinking." (Megginson & Clutterbuck 1995)



“A learning relationship which helps people to take charge of their own development, to release their potential and to achieve results which they value” (Connor & Pokora 2007)

Your role as Mentor will involve at least some of the following:

- Listening to your mentee and supporting them in changing their teaching practice
- Asking questions to help develop yours and the Mentee's understanding of a situation or problem
- Providing information and knowledge and sharing informal networks
- Providing advice on career development
- Offering different perspectives
- Providing support and encouragement
- Providing insight into your work and career
- Offering guidance and advice in regards to qualifications
- Giving feedback on new teaching ideas
- Encouraging self-reflection
- Helping Mentees identify areas for development
- Being a *critical friend*

A *critical friend* can be defined as a trusted person who asks provocative questions, provides data to be examined through another lens, and offers critiques of a person's work as a friend. A critical friend takes the time to fully understand the context of the work presented and the outcomes that the person or group is working toward. The friend is an advocate for the success of that work (Costa & Kallick, 1993).

As a Mentor you will have the opportunity to use your experience and knowledge in a facilitative manner to support the development of the Mentee. However, the responsibility for making things happen and putting plans into action lies primarily with the Mentee - not with you (See A10 for a full role description).

Table 1 summarises some of the benefits of a Mentoring scheme for the Mentee, the Mentor, and the school.

Table 1: The Benefits of Mentoring

For the Mentor	For the Mentee	For the School
Job satisfaction from seeing others develop	Increased self-confidence and motivation	Increased levels of motivation from those involved
Working to develop the future potential of the person they are Mentoring	Support and challenge in formulating a clear sense of personal and professional direction	Staff have a clear direction and clear objectives
Challenge and stimulation	An opportunity to develop skills by observing and reflecting on the practice of others	Improved communication at all levels and across levels
Learning and developing yourself from the process	Having a source of knowledge and experience to tap into	Sharing of knowledge and experiences and good practice as standard working practice
Satisfaction at the progress of the Mentee	Having a sounding board to discuss ideas and approaches before action is taken	Measurable improvements in learner outcomes
Motivation from self-development, and responsibility	Having an opportunity to think about things in different ways	Staff approach work positively, and in a culture of seeking development and improvement
Increased recognition from peers	Noticeable improvement in own teaching quality	Measurable increases in staff quality

4. How shall I start introducing Mentoring into my school?

It's your choice! The way you choose to introduce a Mentoring approach into your school will vary with your local circumstances, needs of your colleagues and school management team. Here are some questions that you may want to include in your planning.

Who wants to be involved?

This programme is the first time we have tried formalising the Mentor-Mentee relationship within schools in Ukraine. As a pioneering programme, it is necessary to discuss who want to become involved in it, rather than 'assign' teachers to the Mentee role. Explaining the programme in detail and encouraging teachers to take part will increase interest in it and encourage teachers to 'buy-in' to the process.

What is the time commitment?

The amount of time you have available will depend on the situation at your school, the amount of classroom teaching you have to do, the needs of your Mentees and the numbers who want to be included in the programme. For some teachers a meeting every two months may be sufficient whilst for others they may need some sort of chat, every week.

Your commitment may depend on the number of teachers who might benefit from the Mentoring arrangement. It may be that you might want to focus on one or two Mentees to start off and expand once you become comfortable in the role.

What is my role as a School-based Mentor?

The scope of the role and how you go about it should be agreed with your manager in the school, including any formal recognition of your time spent in allocated hours. Once this role is understood it will be easier to support.

Who will benefit and do they understand the process?

At the beginning, the Mentoring role may be misunderstood and even treated with suspicion.

One way to overcome this perception is to present to your colleagues the idea of Mentoring and get their views on this. Alternatively, you might have a chat with each one. It will work better as a voluntary process rather than being forced.

An initial chat to identifying potential goals and plans could act as a way of testing the waters.

How will we review and measure success?

Please refer to section 10: Evaluation.

5. What leadership support is required?

Mentoring within your school is likely to work better if:

- The school management team are broadly supportive, and the programme has been approved in principle by the key decision makers. It is better that this approval is more permissive and supportive, rather than including any detailed monitoring of the programme.
- There is a member of the senior school management team who will act as a Sponsor. This might be a Vice Principal, Head Teacher or a Head of another department within your school. A reputable teacher from another subject area is also a possible sponsor. The Sponsor's role is to take an interest in the career development of the Mentee and keeps an overview of the process whilst allowing the relationship to function on its own terms.
- The Mentees fully understand the programme and know that they are not being 'policed,' but supported and guided in their professional development.

It is important that the implementation of a Mentoring process involves a 'light touch'. It should not be overly bureaucratic.

6. What are the stages of a Mentoring relationship?

The Mentoring relationship is an ongoing cycle (see Figure 1). Mentors can decide with your Mentees and sponsors how long this cycle should be. Generally, it should fit with the school year, so termly cycles are appropriate. Yearly cycles might be too long, and the momentum of process may get lost. Weekly is likely to be too short and risks stressing teachers and Mentors alike.

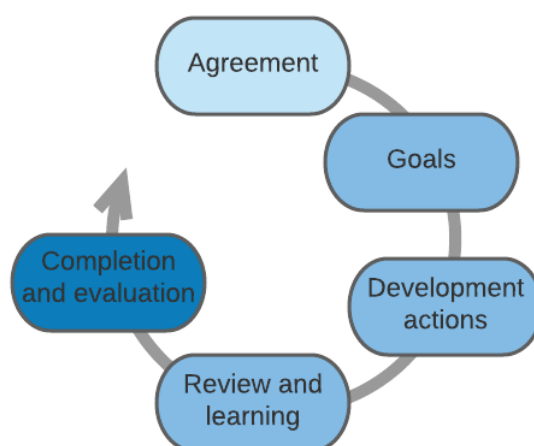


Figure 1: The Mentoring Process

Within this process the roles of each of the main participants is clearly defined. See table 2 for a summary.

Table 2: Key roles within the Mentoring process

	Mentor	Mentee	Sponsor
General Role	Provides a safe space for the Mentee to explore their teaching and development.	Clarifies their own development goals and learns from activities intended to advance towards those goals.	Takes an interest in the Mentoring process but does not get involved in the detail. Gives occasional feedback to Mentor. Receives evaluation data.
Agreement stage	Clarifies and agrees their role and basis for working together.	Accepts and clarifies.	Notes process has started. Encourages both.
Goals	Focuses on process (SMART) and uses experience to support and challenge relevance.	Focuses on content.	Depends on agreement. May indicate general direction.
Development Actions	Challenges and supports.	Acts and experiments.	Depends on agreement. May provide resources.
Review and Learning	Encourages learning from successes and failures. Observes teachers, encourages reflection, gives feedback.	Takes responsibility to learn and creatively think of new options.	No direct involvement.
Evaluation	Reviews learning and impact from project.	Reflects on learning and sets further development plans.	Evaluates progress based on Mentor and Mentee reports as well as other sources (parents and students for example).

6.1 Setting up an agreement

The key to a successful start is an agreement that both parties can sign up to as a free choice. The matters you discuss will vary to suit both your needs, but most agreements will cover:

- Confidentiality
- Roles
- Initial goals (note that these can change or modify over time)
- Specific arrangements (where to meet, time- lines, objectives to achieve)
- First actions

A proforma agreement with a checklist of possible areas to include in your discussion are set out in Appendix A1 - Mentoring Induction Checklist. Discussing the items on the checklist and writing down what you agree will help to structure the future relationship.

6.2 On- going development

This will be guided by the needs of your Mentee and can include:

- Observations of teaching practices – your Mentee observing you, another teacher, or you observing your Mentee
- Reading professional journals, articles etc.
- Experimenting with a different teaching approach
- Informal discussions
- Training events
- Peer discussion
- Self- reflection

6.3 Observation of teachers

For many teachers, "observation" is synonymous with "evaluation" and is regarded as being judgmental and threatening in nature (Wajnryb, 1992; Richards & Nunan, 1990; Cosh, 1999). The purpose of observations in this programme is to learn more about teaching and about ourselves as teachers.

The emphasis placed on observation in this programme is to encourage the mutual exchange of ideas. Discussion of issues, and the generation of alternative ways of doing

things leads to considered professional development. We cannot say that we know better; the most we can say is that we know differently.

In order to be non-judgmental in the feedback discussion with teachers, try to suspend judgement. Choose language which is as neutral and as non-confrontational as possible. Encourage the observee to enter into an engaged discussion on an equal footing by asking questions about what happened in class. They should talk more than you do! The aim is for the Mentee to clarify their own values and beliefs about teaching as well as to examine whether those beliefs and values are in alignment with their actions and teaching behaviours in the classroom.

When there is misalignment, Mentors help to guide the Mentee towards courses of action that will bring them more into accord. However, don't jump to giving advice. Try to have the Mentee come up with different ways of doing things. When they cannot come up with anything, then you can suggest a course of actions using phrases such as 'Have you tried...' 'Do you think X might be a useful approach?', 'I heard from Y teacher that the students responded well to this approach. Why don't you see what happens when you try doing that?'

See Appendix A12 for some useful language for Mentors.

6.4 Typical scenarios

You will be guided by your Mentee as to what issues they would like to tackle. Likely scenarios you might encounter include:

- Technical issues such as different approaches to developing language proficiency
- Confidence or lack of it as a teacher
- How to raise engagement and motivation
- "Difficult" relationships with certain students, classes, colleagues or parents
- New Ukrainian School project methods and how to teach them
- Approaches to new technology
- Dealing with special needs
- Learning-centred methods
- Classroom management issues

All of these are the results of multiple factors interacting in the classroom. Explore the complexity of these topics and look for practical ways of addressing Mentee concerns. (See the questions listed in the section on the GROW tool below.)

7. How do we build capacity and stimulate ongoing development?

“We now accept that learning is a life- long process of keeping abreast of change. And the most pressing task is to teach people how to learn”

Peter Drucker

"Live as if you were to die tomorrow. Learn as if you were to live for ever."

Ghandi

Figure 2 illustrates the Theory of Change for the School-based Mentor programme. The interaction of all these components leads to better quality teaching and that in turn results in better learning outcome achievement by your students.

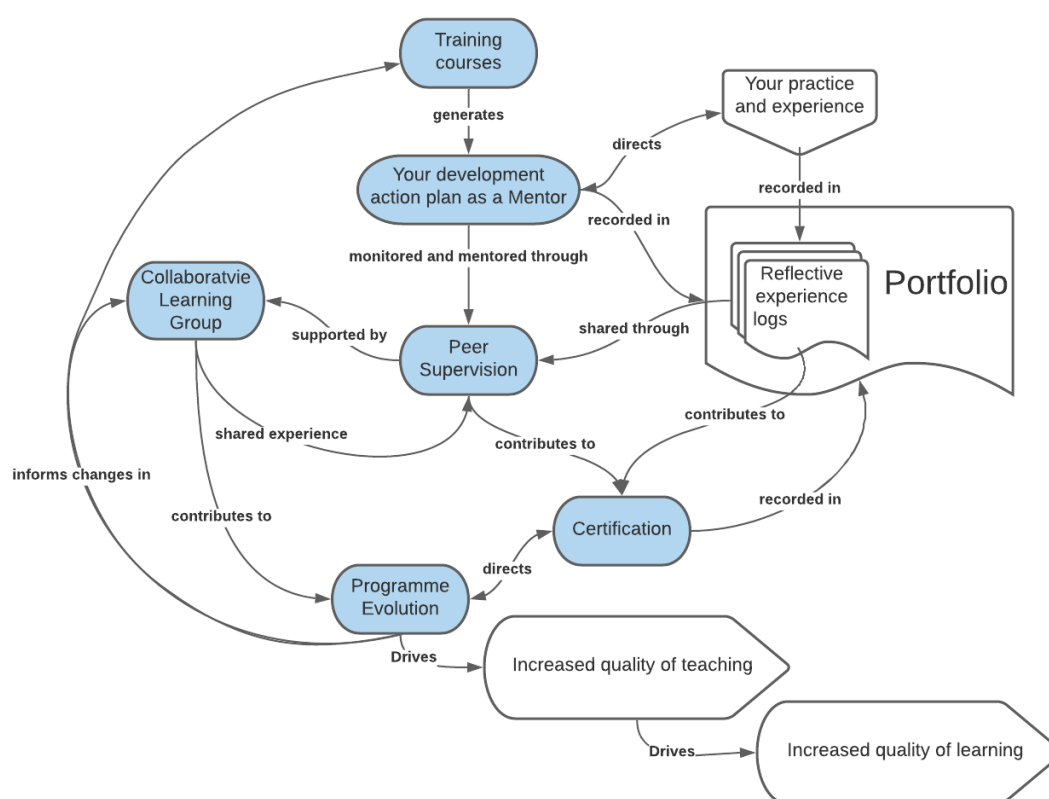


Figure 2: Theory of Change for the School-based Mentor Programme

Each of these components and how they interact are explained below.

7.1 Initial training

Initial training gives a grounding in starting or enhancing your journey as a Mentor. This focuses on helping you to know how to support other teachers in their development, particularly through mentoring and coaching. The journal entries you complete on the course record your professional development. From them, you should be able to describe specifically what skills you have developed and in what ways they have changed.

One of the benefits of taking a training course with other mentors and with tutor support, is that it gives you the opportunity to practise the strategies and techniques discussed on the training programme, in real time and with colleague and tutor support. This practice is invaluable, particularly when Mentoring is a new strategy which differs substantially from the way teacher support and development may have been previously provided. Mentors can and do develop their strategies and strengths during the process of mentoring, but a training course equips Mentors with an initial skill set which they can refine and develop working with their mentees. Without this, it is very easy for new Mentors to resort to their default position when working with teachers, which may be rather directive or top-down. If the aim is to “support learning and experimentation and help individuals develop their potential” (see Section 3 - What is Mentoring?), then Mentors need to develop the techniques and skills to support this. Experimentation, role play and feedback from colleagues and tutors on a training course are all excellent ways of doing this.

Self-assessing progress

Self-assessment is a useful way of reflecting on progress for both mentors and mentees. Recording where you are against a set of competencies at the beginning of the development journey gives benchmarks from which you progress and development can be judged in the future. Appendix A11 is such a competency list for mentors where knowledge and experience of these areas can be ranked from 1 – little or no knowledge and experience to 10 - considerable knowledge and experience.

Completing this self-assessment on a regular basis will enable mentors to chart what skills they are developing, and which they want to prioritise next. Using this tool to reflect on their progress to date and write a journal entry about why they are scoring themselves at these levels helps to make subconscious thought processes more explicit. Once they have self-assessed, they can put it in a drawer and come back to it after six months of Mentoring. Most of the scores should increase, but they may decrease. Decreases in scores can be due to a realisation that they didn't know as much as they previously thought. It is an irony of learning, that it often generates more questions than answers! Don't let this affect them negatively. It is quite normal.

The information in A11- Mentor Self-Assessment can be used to help:

1. change the form and content of the current initial School-based Mentor training course, as well as
2. inform the development of content for future training courses or Continuing Professional Development resources.

Taking scores to peers to discuss development needs and feed these upwards can be helpful, e.g. through the Community of Practice to the British Council and the Ministry of Education and Science of Ukraine.

Mentees can use the competency framework and self-assessment tools available through the British Council CPD Framework. A translation of this into Ukrainian can be found here: <https://ngschoolteacher.wixsite.com/cpdinsett/cpd-framework> . It is useful to discuss this self-assessment with the mentor before the next stage.

7.2 The development action plan

Having self-assessed, and identified priority areas for improvement, the mentee, with their mentor needs to develop an action plan which will look something like the table below. This gives a simple way to record development aims, actions taken towards achieving them and the results of those actions. This is a 'living document' that shows mentee progress. It can be printed out before meetings, or submitted as part of a portfolio to show how mentees are developing professionally.

Table 3: A sample development action plan

Development goal	Planned actions	Status
More confidence as a Mentor	<p>Hold first meeting with Mentee#1</p> <p>Complete agreement with Mentee</p> <p>Reflect on what worked and what didn't work</p> <p>Discuss the first meetings with mentees in the Community of Practice</p> <p>Decide next actions</p>	<p>✓</p> <p><i>She is finalising now</i></p> <p><i>After next meeting and before next Monday</i></p> <p><i>Next Monday</i></p> <p><i>After CoP discussion</i></p>

7.3 Communities of Practice

Groups of mentors in the same area that work together collaboratively form a Community of Practice (CoP). The purpose of this group is to form a peer-support network of people in the same professional situation who can compare notes on common situations, discuss strategies for dealing with problems, and help each other to develop professionally. Activities might include but are not limited to:

- discussing elements of your Mentoring (confidentially). What has gone well? What have you learnt? What has gone less well? What options do you have to approach this differently?
- sharing development activities, courses, resources
- collecting insights based on each other's reflections

The frequency of meetings will be a decision for your group. Our suggestion would be once a month or every six weeks. It would be useful to have a clearly defined schedule for your meetings. Initially, the meeting content might be quite vague, but once you start Mentoring, more solid agenda items will crystalise.

Keep a record of your meeting agendas, form, minutes and actions to be taken. This can be circulated among the group and will help keep track of your learning as a group. You should include meeting minutes in your portfolio.

There may be opportunities to formalise this professional group further by:

- having a social media page (e.g., Closed group on Facebook or Linked in) where members can ask questions, exchange information etc.
- participation in further Continuing Professional Development events arranged by the British Council, TransformELT, Nile or other organisations.
- Gaining further qualifications.

7.4 Portfolio

All School-based Mentors and Mentees should keep a *Professional Development Portfolio*. Mentors will keep records of their meetings with Mentees (A2, A3, A6) as well as *Reflective Experience Logs* on the process of Mentoring (A4). Mentees will keep a record of their *Development Action Plans* and *Progress Records* (A8). The Portfolio is an electronic or physical folder which collects a selection of key documents showing progress towards professional goals. When the project is evaluated, Portfolios will give valuable evidence of any significant changes in teaching practices.

7.5 Reflective experience logs and your practice and experience

Reflecting on your experience is one of the fastest ways to build your skills. There are three essential areas.

- Your work with your Mentees
- Your discussions with your Community of Practice
- Reflection on your own teaching and development events

Keeping a record of your reflections in your Reflective Experience Log provides evidence of development that will help your sponsors see your progress and help British Council build a picture of how English language teaching and learning is changing in Ukraine. You can add selected entries to your portfolio.

7.6 Mentor Certification

Any experienced teacher can become a mentor, however, you need to have either attended an initial training course in mentoring skills, or provided evidence of having independently studied and understood the roles and responsibilities of a School-based Mentor (See Appendices A9, A10).

Certification of course completion will be issued depending on the criteria for each course. Certification as a mentor is not automatically based on course completion, but will be issued by British Council based on submission of a portfolio that contains over a 6-month period:

- Mentor Self-Assessments (A11)
- A written statement of why you think you make a good mentor and what actions you have taken to develop in that direction.
- Your Mentor Development Action Plan
- Two Mentee agreements (A1)
- Records of mentee meetings over a six-month period (A8a)
- Your own CPD log (A8b)
- Regular attendance at a CoP (A8c)

British Council will issue you with certificates based on the evaluation of your portfolio containing appropriate evidence.

As you build experience, the skills you gain may be recognised by future training accreditation. As the programme expands, for example, there will be a need for Senior Mentors to coach new incoming mentors. This might include skills training as part of professional development workshops, free online courses or further certification against a framework of skills for Mentoring (see an example here: https://my.lerner.udel.edu/wp-content/uploads/Skills_for_Sucessful_Mentoring.pdf). You should keep a record of all development opportunities you take part in in your Portfolio (A8b).

It is suggested that mentor status be renewed yearly based on your portfolio contents.

8. How do we evaluate success?

“Fall seven times and stand up eight”

Japanese proverb

Well done for starting this project and perhaps having your first Mentoring meeting. This is already a success.

Once started there will be times when you want to step back and evaluate your results.

The options presented below are suggestions only and we will support you in finding the best way to suit your circumstances.

8.1 Individual Mentees

Much of the learning and value of the School-based Mentor Programme is in the courage to experiment and try new approaches.

Review with your Mentees the progress they are making. This might be every quarter; half term, term, six-months, or another time-period that works for you. To help their thinking in these areas you can give them the questionnaire in Appendix A5 - Mentee Self-Reflection Note (optional). There is a similar one for you as a Mentor: Appendix A4 - Mentor Self-Reflection Note (optional). There are three main things to notice:

- progression towards intended goals and their targeted development plan
- lack of progression that leads to awareness of obstacles or further learning
- change in perception (internally of the Mentee such as improved confidence or specific feedback from colleagues, students or parents)

In all cases the Mentor works with the Mentee to discover the associated learning that goes with apparent success or failure. It is this enquiry into the thought processes that ultimately leads to longer term development of the Mentee.

To some extent, if there has been the courage to continue, even a lack of apparent progress can lead to more understanding and discussion of creative solutions.

In the rare cases where there has been no progression and no awareness gained, you should discuss with your sponsor taking a different approach with those individuals. This might mean you changing your approach to them as well as them changing their own development path.

Your sponsor might help by talking to your Mentees directly to collect further feedback.

8.2 You as a Mentor

As a Mentor, you will evaluate your Mentees, and their results will be part of your own development. Keeping a reflective record will help you learn from each Mentee project as will discussion with your Community of Practice. (see Appendix A5)

The Community of Practice is a group of mentors in your area that come together on a regular basis to discuss mentoring issues.

You should have your own development plan as a mentor, which you will be able to monitor yourself and discuss with your Community of Practice (See Appendix A3).

8.3 Evaluation Framework for School-based Mentor Programme

The aim of the British Council School-based Mentor programme is to develop and implement the good practices of UK Senior Teachers and Mentoring support for English teachers in secondary schools.

The key School-based Mentor programme objective is to embed in schools the Mentoring framework that will contribute to ongoing support for EFL teachers aiming at improving their students' learning outcomes.

Specific School-based Mentor programme objectives are:

1. to organise a School-based Mentoring model for English teachers in Ukraine that is informed by UK Senior Teacher good practices and expertise.
2. to improve the quality of School-based Mentor support for trainee, newly qualified, and more experienced teachers alike.
3. to improve the quality of English language teaching and learning through ongoing school-based professional Mentoring initiatives.
4. to build the capacity of model schools to support the upscaling of the School-based Mentor programme by developing a pool of experienced senior mentors.

The following table shows what evidence can be collected to demonstrate how well the School-based Mentor Programme is achieving its objectives. We would suggest these records including Portfolios be kept digitally. Hand-written records may be kept initially and then transferred online. The act of typing up notes is, in itself, a reflective activity.

Please note that in the table each appendix is referred to by the abbreviation A and the number of the Appendix. These can be found at the end of the document.

Table 4: School-based Mentor Programme evaluation framework

Objective	Evidence		Mentor Tools	School-based tools
	Teacher level	School level/Ministry level		
1. Embedding Mentoring in designated schools	<p>Mentor activity - Mentoring Agreement (A2)</p> <p>Mentor-Mentee Actions & Learning Log (A3); Mentee Action Plans (from course)</p> <p>Mentee satisfaction - survey; reflective tasks</p>	<p>Improved teaching practices - observation pre-post; sponsor reports; self-reports; Portfolios</p>	<p>Evidence provided by Documents A2, A3 and A8a</p> <p>Portfolio content (A8)</p> <p>Mentee Final Review (A6)</p>	<p>Certificate of Completion showing a School-based Mentor in place.</p> <p>Sponsor appointed</p> <p>Broad role parameters agreed (A2). See role description (A10) and selection criteria (A9).</p> <p>Six-month impact evaluation of Mentoring introduction (to be written based on Mentor/ Mentee /Sponsor / feedback)</p>

<p>2. Good practice through Mentoring</p>	<p>Mentoring and record keeping systems in place</p> <ul style="list-style-type: none"> • Mentor/Mentee agreement • Record of CPD • Reflective practice record • Supervision meeting log <p>Mentor Activity</p> <p>Mentor-Mentee Record (A8a)</p> <p>Mentee Actions and learning Log (A3)</p> <p>Mentoring Agreement (A2)</p>	<p>Improved Teaching Practice-</p> <p>Course feedback</p> <p>Sponsor reports</p> <p>Mentee Action Research plans</p> <p>Increased level of teacher engagement with the teaching process</p>	<p>Mentoring Induction checklist (A1)</p> <p>Mentoring agreement (A2)</p> <p>Mentor-Mentee Actions & Learning Log (A3);</p> <p>Portfolio (A8)</p>	<p>Creation of Peer Supervision and Community of Practices (initially establish on School-based Mentor training course)</p> <p>See Portfolio (A8)</p> <p>Evidence of taking part in further CPD activities: A8b</p> <p>Six-month impact evaluation of Mentoring introduction (to be written based on Mentor/ Mentee /Sponsor / feedback)</p>
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3. Quality of Mentor support for trainee, newly qualified teachers, and experienced teachers	<p>Mentee feedback survey filtered by trainee, newly qualified teachers, experienced teachers. (This will be conducted by the British Council evaluation team)</p> <p>Mentor and Mentee self-reports, records/ Portfolio</p>	<p>Feedback from Mentee to Sponsors</p> <p>Feedback from Mentors to sponsors</p>	<p>A4: Mentor Self-Reflection Notes</p> <p>A5: Mentee Self-Reflection Notes</p> <p>A6: Mentee Final Review</p> <p>A7: Mentor Final Review</p>	<p>A4: Mentor Self-Reflection Notes</p> <p>A5: Mentee Self-Reflection Notes</p> <p>A6: Mentee Final Review</p> <p>A7: Mentor Final Review</p> <p>Six-month impact evaluation of Mentoring introduction (to be written based on Mentor/ Mentee /Sponsor feedback)</p>
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4. Improved quality of English language teaching	<p>Mentor Activity (A8a, A8c)</p> <p>Mentor observation records (activity tracked through A8a, content of feedback in A7)</p> <p>Targeted developmental plans for teachers (created as part of course, tracked through A8a)</p> <p>Independent consultant evaluation of development plans by Mentors/ Mentees</p>	<p>Improved teaching practice</p> <p>Observations</p> <p>Feedback from Mentor</p> <p>Feedback from sponsor</p> <p>Feedback from learners</p> <p>Feedback from stakeholders (peer, self, management and student assessments)</p> <p>improved student engagement</p>	<p>Notes from observations (observation tool to be co constructed in course programme)</p> <p>A2: Mentoring agreement</p> <p>A3: Mentor-Mentee Actions & Learning Log;</p> <p>Fulfilment of course action plans see final reviews (A6, A7)</p>	<p>Demonstrable improvement in student communicative competence through perception of performance on class-based assessment.</p> <p>Demonstrable improvement in teacher effectiveness through assessment of mentor and mentee portfolios</p> <p>Potential proxy measures:</p> <p>Attendance records</p> <p>Uptake of English as option for secondary</p>
5. Capacity to become a role model	<p>Mentor Activity</p> <p>Peer supervision and observation Peer Supervision</p>	<p>School-based Mentor development</p> <p>Positive feedback from sponsor/school</p>	<p>A8c: Records of peer supervision meetings</p>	<p>Reports from mentors and sponsors on programme developments.</p>

	<p>and Communities of Practice in action</p> <p>Development opportunities shared across Peer Supervision and Communities of Practice and with Mentees.</p> <p>Increased confidence of School-based Mentors</p> <p>First cohort of School-based Mentors to support subsequent School-based Mentors in later iterations when confident to do so.</p>	<p>management/ students/parents</p> <p>Possible further School-based Mentor training to deepen/develop skills gained on training course and in practice</p> <p>Development of Year 1 School-based Mentor into Mentors of Year 2+ School-based Mentors and involvement in training and support of new cohorts.</p> <p>Development and maintenance of communities of Mentors/Mentees and their effectiveness.</p>	<p>A11: Mentor self-assessment</p> <p>Custom surveys and interview protocols to be developed.</p>	<p>Custom surveys and interview protocols to be developed.</p>
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9. Resources for Independent Mentor Development Self-Study

Whilst we recommend some kind of initial supervision and training, the following tools may assist you in developing as a Mentor. Discussion with an experienced Mentor or a trusted colleague with whom you can confidentially discuss your approach, will also be invaluable.

9.1 Becoming familiar with the concept

The following are some basic background reading on mentoring skills. These will be useful in orienting you to the subject and clarifying how the mentoring process works

1. Read this ***School-Based Mentor Ukraine Programme Guide*** and familiarise yourself with the concept.
2. Set up a file or ***portfolio of resources***. These resources might be stored manually or digitally. This can become a store and central point for all your learning in this area.
3. Watch the video, ***Why mentoring?*** presented by Jane Stubberfield
<https://www.youtube.com/watch?v=vPxm94DDtYA&t=46s>

This video identifies the benefits of mentoring and is a useful aide to helping you identify reasons to start such a programme in your school.

There are a number of videos in the LearningFromWOeRK Youtube channel. ***Conceptual Models for Mentors*** gives a useful overview of the topic:

<https://www.youtube.com/watch?v=sGtFNeEEhH4>

When watching this last video please note the competencies identified by David Clutterbuck in 2004 and the definition of Conceptual Models.

Ask yourself, 'What are the models that you need as a teacher Mentor?'

Consider the tools you use for observing teachers, the components of a lesson and criteria for effective learning as well as some of the tools mentioned in the video.

4. What are the differences between teacher training and teacher development? Where does mentoring fit in these distinctions? For further explanation please read ***Teacher Training and Teacher Development: A Useful Dichotomy?*** by Penny UR: <https://jalt-publications.org/tlt/articles/2218-teacher-training-andteacher-development-useful-dichotomy>
5. Have you had a Mentor in your life, whether formal or informal? Think about that person, and reflect on these questions:
 - How did they influence your professional life?
 - What did they do to help you work through issues?

- How did they influence you?
- In what ways were they a mentor?

6. Consider the following definitions of a mentor

Mentoring is a developmental partnership through which one person shares knowledge, skills, information and perspective to foster the personal and professional growth of someone else'. (University of South Carolina, in LearningfromWoeRK).

“off-line help by one person to another in making significant transitions in knowledge, work or thinking” – (Megginson and Clutterbuck 1995)

Reflective Task

How does Mentoring differ from a more formal “line management” relationship with, say your Vice Principal or department head?

What is necessary for a mentoring partnership to work?

9.2 Will I make a “good” mentor?

It is important to understand what is required of a mentor and what skills you need to fulfil the role well. Doing the following will help you:

1. Study the qualities required of a mentor and reflect on your particular mix of these qualities.
2. Now watch the video *Qualities and Skills of a Mentor* by Jane Stubberfield in the LearningfromWoeRK series.
https://www.youtube.com/watch?v=Ss_PO5knp0Q
3. A good exercise is to reflect on your experience to date and consider your strengths and attributes. Complete the Self-Assessment of Mentor Readiness (Tool 1 below). Completing this honestly will indicate how well you might suit the role. You may also want to look at A9: Criteria for Selection as a Senior English Teacher and A10: the School-based Mentor Role Specification.
4. Identify your likely Strengths, Weaknesses, Opportunities and Threats and complete the SWOT form (Tool 2 below). Use information from both your answers to the Self-Assessment (Tool 1) and the video *Qualities and Skills of a Mentor* by Jane Stubberfield above.
5. Try this reflection task to put these learnings into action:
 - From the activities above name **three** strengths you anticipate having as a School-based Mentor.
 - Give **two** areas you feel you need to develop for your role as an School-based Mentor.
 - Write **one** goal for developing skills as an School-based Mentor.

Tool 1 : Self-Assessment of Mentor Readiness

Evaluate yourself as a colleague and a language teacher (tick the appropriate box)

Your professional experience	1. Not much	2. Some	3. A lot
a) Helping colleagues with teaching ideas, lesson preparation, problem solving relating to the classroom etc			
b) Creating and sharing materials for teaching			
c) Sharing resources and knowledge with colleagues			
d) Observing your colleagues teaching			
e) Inviting colleagues to observe you teaching			
f) Giving feedback to colleagues you have observed			
g) Asking colleagues for advice about challenging students			
h) Doing action research			
i) Delivering teacher training (in-service; at your school)			
j) Keeping a learning journal			
k) Actively planning your own professional development			
l) Planning and achieving developmental goals			
Your professional knowledge			
m) Approaches to, and methods of teaching learners			
n) Classroom management techniques			
o) Syllabus and course development			
p) Understanding learners			
Your interpersonal skills			
q) A clear communicator			
r) Good spoken communication			
s) Good written communication			
t) An active listener			
u) Good at motivating people			
v) Good at giving feedback to teachers			
w) Good at planning			
x) Good with people, overall			

9.3 Mentoring in Action

When you are identifying a possible Mentee, you might want to consider these questions:

- Can I make a difference to this Mentee's development?
- Are they willing to accept me as a Mentor?
- Can we work together without any conflict of interest? (For example, will my current role be impacted by taking on the Mentor role?)

9.3.1 The mentoring process

Watch the following YouTube clip and take a note of the four stages of mentoring. This video is called the mentoring process by Jane Stubberfield.

<https://www.youtube.com/watch?v=6lEXyugb4NI>

Decide on the style of mentoring that will suit your mentee.

- Research on the internet **Gebhard's models of supervision**
- There are 6 styles identified (directive, non- directive, collaborative, self - help, alternative, creative)
- Which style is most suited to your potential Mentee? Why?
- Which style is least suited to your Mentee? Why?
- Which style is least suited to the mentoring process? Why?

9.3.2 How to hold your first meeting with your Mentee

Study and complete the first meeting checklist. (See A1 Mentoring Induction Checklist)

During the meeting, complete the Agreement A2. The main aim is to build trust and agree collaboratively what the main goals of the Mentoring are and to define the boundaries of the relationship.

It is important that suitable boundaries are genuinely agreed between you. For the type of issues please watch and take notes on the video "Contracting with your Client" by Jane Stubberfield.

<https://www.youtube.com/watch?v=CSP6rLeTZEE&t=14s>

9.3.3 Enhancing your psychological skills

A core skill at this stage is the ability to build trust and rapport. Most of the research on mentoring suggests that this factor makes or breaks the effectiveness of the mentoring. This rapport will arise from a number of key behaviours:

- being a role model for your Mentee, so that you have a secure base of teaching effectiveness and confidence
- having an open style of communication
- being able to listen carefully (and hold back in silence)
- knowing when to challenge and when to support the Mentee

In the last case, this interplay must be carefully weighed and adjusted to the needs of the individual Mentee. There is no one-size-fits-all in this context, as illustrated by the quotation from a research project below.

...an effective mentor is one who recognises and reacts in an appropriate way to the Mentee's state of mind... (where) dialogue is truly two-way and becomes a partnership where challenge and support are mixed with great skill.

John & Gilchrist (1999)

A useful tool in building a relationship is Batari's box: See Figure 3 below.

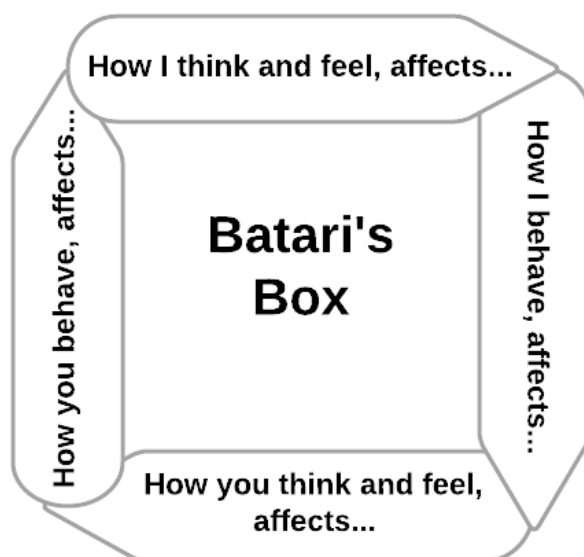


Figure 3: Batari's Box

This shows the impact that a Mentor's mindset can have on the Mentee. For example, If I am positive and enthusiastic this is transmitted to my Mentee and if I am stressed and grumpy the same state may be transmitted.

Reflective Task

- What psychological skills have I gained from my work as a teacher?
- When I build rapport effectively what do I do?
- What do I need to develop to build rapport more?
- How do I find the time to build rapport and give my Mentee 100% of my attention?
- How do I make sure my positive qualities are in play when I meet my Mentee? (see Batari's box)
- How do I observe, interact and relate to my Mentee in a collaborative way rather than in a judgemental way (I am right. You are wrong)?

9.3.4 Goal Setting

As David Clutterbuck has already outlined in the video **Qualities and Skills of a Mentor** (see above) a key skill is to help your Mentee set inspiring goals. Once the broad scope of these goals is discussed, they can be refined and made specific. It is important for the clarity of your agreement that your goals are SMART. This acronym stands for

- **Specific:** Make your goals as concrete and narrow as possible

- **Measurable:** How will you know if you succeed? What evidence can you collect to demonstrate success?
- **Achievable:** Is it possible to do what you want to do within the time you have?
- **Relevant:** Does what you want to do matter? Is it significant enough to spend time and effort on?
- **Timed:** When are you going to complete this goal by?

SMART goals also help you both understand when the goal has been reached and gives a way of evaluating success .

Watch the video on **Goal Setting** https://www.youtube.com/watch?v=3wmHU_Wlrhk

9.3.5 Asking effective questions

A non-directive approach to mentoring is more likely to be effective than one that takes the position of, 'I know what is right for you.' A common barrier at the outset is the urge to give advice, particularly when you have experienced and subsequently overcome the same difficulty that your Mentee is having.

A skill that you can learn is **turning your observations into questions**. The coaching model known as GROW is particularly useful in the way it uses questions to help your Mentee shift their thinking and perceptions.

- Write a definition of what you think 'coaching' is in your own words.
- Have you ever been coached in sport? If so, what was your experience of it? If you did not, just imagine what it might involve.
- Have you ever been coached at work? If so, what was your experience of it? If you did not, just imagine what it might involve.

Watch the video entitled **Coaching and the GROW Model**

<https://www.youtube.com/watch?v=xNLRo3jWPcg>, then answer the following questions

1. What does GROW mean?
2. Write a problem solving question for each letter of G R O W?
3. Why and when can you use this technique?
4. Write 4 GROW questions for this problem:

Your mentee tells you she is having problems teaching her 9-year-olds. She asks you to observe a lesson.

You observe her teaching a well-managed lesson during which the children participated and were well behaved. The teacher used no visual support to get across the meaning of new language, but instead used a lot of explanation. The children's worksheets were printed with no visuals to support meaning. They showed little interest in the topic.

What GROW questions can you use to help the Mentee to find a solution?

5. When might a Mentor use a coaching approach?

9.3.6 Generating extra questions

Watch this video: *the GROW model and coaching cards demonstration*. Start the video after one minute thirty seconds. <https://www.youtube.com/watch?v=h07KIHxm6U>

Write down as many questions as you can. Some extra questions are included below (see Tool 3)

Tool 3: GROW Questions

The GROW Model helps you structure conversations with Mentees. It helps to make the dialogue as constructive as possible. Figure 4 below shows the basic structure.

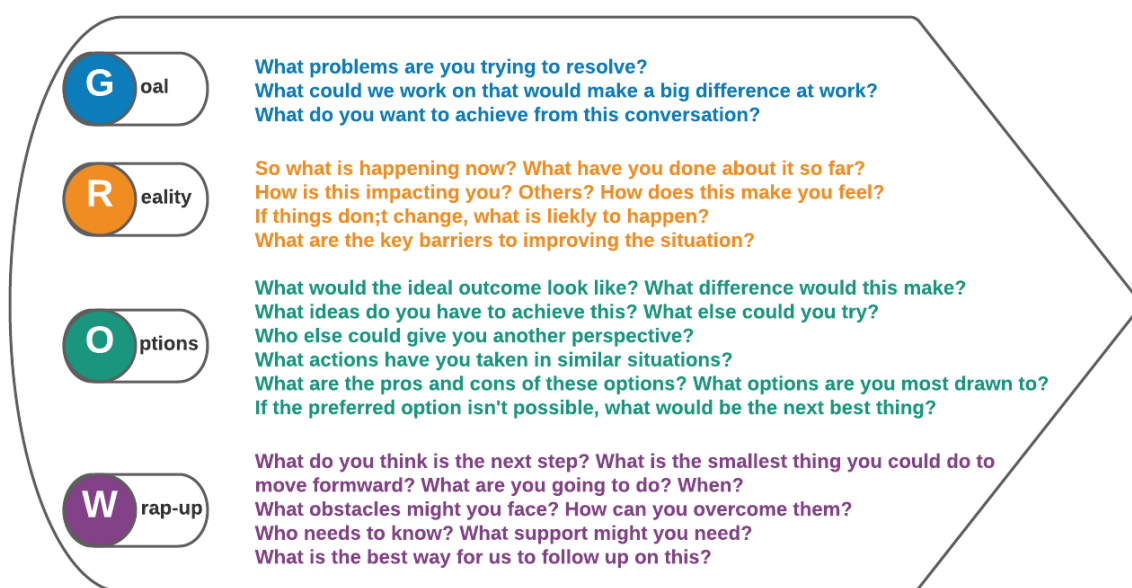


Figure 4: Classic GROW Questions

Over the next couple of pages we look at a range of different questions you could use in your discussions with Mentees:

1. Goals: problems, issues, or topics the Mentee wants to discuss

- What would you like to talk about?
- What would you like to get out of this meeting?
- What would you like to be different when we finish our meeting?
- Will that be of real value to you? How?
- Can we do that in the time we have available?

Don't worry if the goal is not that well defined. You can always come back to it. It might be useful to make notes which you can give your Mentee at the end of the meeting.

2. Reality: the Mentee's realistic starting point

- Tell me about the situation.
- Tell me what has happened/ what's happening right now.
- How do you know this is true / right / accurate?
- How have you confirmed, or how could you confirm, that this is so?
- When did/does this happen? How often does this happen?
- How do you see the situation? How do you feel about it?
- Who else has had this experience? Are other people involved?
- What is their perception of the situation?
- What do other people think?
- What effect is it having on you?
- What other things are relevant? Who else is relevant?
- What would you like to happen that is not happening now? OR
- What would you like not to happen?
- What's important to you about it? Why?
- What is stopping you from getting what you want?
- What have you tried so far? Where are you now with that?

3. Obstacles and Options: which might be preventing the teacher from taking action

- What's holding you back?
- What's getting in the way?
- What could you do to change that?
- What's stopping you?
- What could you now do differently?
- What might its pitfalls be?
- What if you tried another option?
- What would that be?
- What other alternatives are there?
- Which options do you like the most?
- Which options are of interest to you personally?
- On a scale of 1-10, can you rate the practicality of each option?
- How about choosing an option right now?
- What are the benefits of this option?
- Who might be able to help?
- Would you like suggestions from me?
- What if you got advice on that from x or y?
- What can you draw on from your past successes? OR
- What approach have you used yourself in similar circumstances?

4. Willingness / When / Who / Wrap-up - Commitment to an action plan

- What are your next steps? What are you going to do? When will you start?
- Who needs to know?
- What support do you need? From whom?
- How will you get that support?
- When will you get it?
- On a scale of 1 (low) to 10(high) how motivated are you to take the first step?

- If the motivation is low, what will increase your motivation to a higher level?
- When would you like to meet again for an update on progress?

Ongoing actions

Your Mentee will go away and take actions. These actions will be trial and error “learning opportunities” that will teach your Mentee how to reach their goals.

An example of how this may work is in A3 (See the worked example below).

9.3.7 Worked example of A3: Mentee Action Plan & Learning Log

Mentee: <i>Theresa</i>	Mentor: <i>Jill</i>
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This is a record of each meeting held, kept by the Mentee. *The inserts in italics are examples only.* The first column of what actions are planned are completed after your first meeting. The other two columns completed **before** the second meeting by the mentee as preparation and reflection.

Date	What actions are planned?	What was done?	What was learnt?
<i>Meeting of 15th Feb</i>	<p><i>To keep a log of reflections on lessons with grade 5 and 6</i></p> <p><i>Read an article on "teaching challenging classes."</i></p> <p><i>Watch Jill teach grade 7 class on 25 Feb,</i></p> <p><i>Prepare a lesson plan and forward for brief comments.</i></p>	<p><i>Log kept for two weeks with a summary of key moments attached</i></p> <p><i>My notes of observation Jill attached. What I noticed was how well organised the group work and I would like to ask further questions on this</i></p> <p><i>Two lesson plans submitted and received comments from Jill on my lesson and would like to discuss how I can teach the grammar lesson in a more interactive way.</i></p> <p><i>Article is still to read</i></p>	<p><i>I attach my reflections. I notice I have the most difficulty with the English Class before their PE lesson on Friday afternoons and would like to discuss possible strategies for this.</i></p> <p><i>At the moment I still feel under confident with Grade 6 but Grade 5 lessons have improved it is partly because I have implemented 2 of the strategies discussed</i></p>
<i>meeting of 15th March</i>	<p>To experiment with 3 different strategies for English class on Friday afternoon</p> <p>Submit a more interactive lesson plan using group work and quiz elements for teaching simple past</p> <p>Keep a log of successes for next month.</p> <p>Observe Victoria 's history lesson and take notes</p>		

Other Arrangements and understandings:

9.4 Observation

As part of your actions, you may seek to observe your Mentee. You may also encourage your Mentee to watch you teach. This is a good way to help them become more comfortable when they are being observed by you.

9.4.1 Types of Observation

Teacher observation falls into two broad categories: **evaluative observation** and **developmental observation**.

Evaluative observation assesses teaching against a set of predetermined criteria, of which the teacher may or may not be aware. This type of observation often grades the lesson, or the lesson is expected to meet a set of externally imposed standards. Evaluative observation is a central feature of school inspections or audits, and feeds into an overall rating or ranking for the school.

When you are working as a mentor, your focus is **developmental observation**. Your aim is to help your mentee identify their own strengths and weaknesses, and observation is key in helping you and them to go about this.

1. Look at p. 3 of the **British Council Teaching Skills Framework**
https://www.britishcouncil.fr/sites/default/files/teaching_skills.pdf
Ask your Mentee to self-evaluate themselves against the profile diagram. This will not only give you a starting point for goal identification in your Mentor-Mentee meetings but allow you to identify key aspects which your Mentee would like you to focus on while observing.
2. Read this article from the British Council Teaching English website on **Observation as a teacher development tool**
https://www.teachingenglish.org.uk/sites/teacheng/files/observation_as_a_teacher_development_toolv1.pdf

Reflect on the article and complete the tasks.

9.4.2 Stages of Observation

There are generally three main stages to the observation process: before the observation, observing the lesson and the post-lesson discussion.

Before the Lesson: This is when you and the teacher can discuss the students, the timetable fit for this lesson [i.e. what came before and what will come after] and any specific aspects the teacher wants you to observe and give feedback on, for example, how they deal with difficult students, how they manage transitions in class, or how they give feedback on learner performance.

As part of this stage, the teacher should give you a copy of their lesson plan.

Reflective Task

1. Your school may already have a lesson plan template which teachers use.
2. Look critically at this template; is it appropriate for a developmental observation from Mentor to Mentee? Is there anything you would like to change?
3. Consider the key areas you feel a lesson plan should include and produce a useable template for developmental observation in your context. You could do this in discussion with your Mentee if you feel it is appropriate.

During the Lesson: Consider your own behaviour as an observer in a lesson. Think about things like where you sit; whether you talk to the students or not; whether you take notes or not; if so, are they objective records of what happened, or your judgement on what happened? Do you talk to the teacher or not? Why?

Be aware of **the Observer Paradox**, which says that

when people who are not normally in a classroom spend time with the teacher and learners observing a lesson, their presence will have an impact on the behaviour of both teachers and learners."

(Read Amanda Howards article on Teaching English:

<https://www.teachingenglish.org.uk/article/observation-feedback-why-it-so-important-we-get-them-right>)

Also be aware of **the Observer Effect** on teacher behaviour, where observers place greater focus on methodology which is similar to their own practice. This can lead teachers to design a lesson to 'resonate' with the observer's known preferences.

This webinar by Silvana Richardson, Head of Teacher Development at Bell Educational Services, discusses **Evidence-based observation** as one approach you could adopt:

<https://www.teachingenglish.org.uk/article/silvana-richardson-evidence-based-observation-tips-tools>

After the Lesson: This is an important stage for you and your Mentee. It's very easy to think that our role is to tell the teacher what went wrong and how to 'fix' this, but as a Mentor, that is **not** our role. Our role is to encourage the teacher to reflect on the strengths and work points in the lesson and, by using guiding questions, encourage the teacher to define their own problems and come up with their own possible solutions. You need to set aside time for this stage and not try to fit it into a 15-minute break between lessons.

Post-observation conferences are key for your Mentee to identify teaching issues, and for you to guide them towards a clearer understanding of the issues, and how to address them. Giving feedback on lessons is a skill which develops over time. A key point to remember is that it is the teacher's lesson, not your lesson! So in the discussion, you need to help them find *their* own way through, not tell them how *you* would have taught the lesson.

9.4.3 Videos on Observation

Video Task 1: less experienced teacher

Watch the video **Classroom Observation with Bayley Hands On** on YouTube:

https://www.youtube.com/watch?v=ge4Qul_oKjI&feature=youtu.be

Look at these tasks:

Part 1 (up to approximately 07:30 minutes)

The observers are discussing the lesson together. Make notes -

What do they say about:

- Learner engagement
- Teacher-centredness
- Kinaesthetic learning
- Timing

Part 2 (from approximately 07:30 minutes to 09:00 minutes)

- What does Jo want to focus on in her feedback?
- And John?
- Which would you have focussed on? Why?

Part 3 (from approximately 09:00 minutes)

- Who leads the feedback session?
- What do you think about the way Jo conducts the feedback?
- If you were Gustavo, would you have felt encouraged or discouraged after this feedback?
- If you were Gustavo's mentor, how would this feedback session be different?

Video Task 2: More experienced teacher

The video below shows the observation and feedback by a supervisor of a very much more experienced teacher of German in a UK school.

<https://www.youtube.com/watch?v=meCPiTeCgAY>

Watch the video and reflect on the questions below:

- What mentoring and coaching style(s) did the supervisor use, on the whole?
- What do you think the observer managed well in feedback?
- How does the teacher seem at the end of the feedback session?
- What advice would you give to the observer for dealing with very experienced teachers?
- Make a note of tips for observing and giving feedback to teachers who are more experienced than you.

9.4.4 Observation Records

Your school may require you to keep a record of observations and there may be a template for these. When observations are part of your Mentor-Mentee relationships, you also need to keep records, but you can be more flexible with the format, especially because you are focussing the observation on issues identified by the mentor for developmental purposes.

Observation of lessons is one of the best ways for you to understand how your Mentee is in the classroom. It helps you to get an idea of their teacher persona and what their key strengths are, as well as areas to work on.

You might like to read this article: *Observations on Observation* by Chris Ozóg, for an overview of this area: <https://ihjournal.com/observations-on-observations-by-chris-ozog>

9.5 Completing the relationship

As the relationship progresses there will be a number of meetings with actions taken, reflections and learning. But as the saying goes *all good things come to an end*, and there will be a natural endpoint already built into your agreement. (see A2 Mentoring Agreement)

It is considered good practice that all Mentor-Mentee relationships are time-bound to:

- avoid dependence, or co-dependence of the Mentee on the Mentor
- ensure that there is an outcome or change identified and completed
- highlight the benefits of the project and give space to reflect and evaluate the project

The length of the Mentoring project will depend on the needs of the Mentee, the time available and so on but we will recommend between 6 to 18 months.

When the programme is complete, a good idea is to meet to:

- **Celebrate!**
- **Acknowledge progress** made, and challenges faced and overcome.
- Help him/her to **set goals** for the future.
- Suggest they **identify resources** to help in continuing their development.
- **Encourage** them to continue on the journey of lifelong learner.....

Reflective Task

Watch the video *Ending the Mentoring relationship* by Jane Stubberfield

https://www.youtube.com/watch?v=kV_b7EkSswg

10. Evaluation

It is important that the project is reviewed and the benefits and learning are captured.

Your Mentee may have been keeping a journal and/ or notes of their learning (See A3 Mentee Actions and Learning Log) and A6 and A7(Mentor and Mentee Final Review).

You may have kept your own journal and reflections for your own development (See A8 Portfolio Records).

All the sources of evidence should be looked at. Often it is the changes in the confidence of your Mentee and the impact that this has on the teaching and learning in the whole school that makes the difference. It may be that you discuss this impact either together or separately with the School Principal, Vice Principal or Department Head who is taking an interest in the project.

Effective evaluation will result from having clear goals, effective meetings and actions with the learning captured plus various sources of feedback from colleagues, parents, and observed classes. Make sure your achievements are celebrated at school. Have your mentees present what they have done during teachers' meetings. You may also want to share your work together with neighbouring schools.

11. References

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Appendices

A1: Mentoring Induction Checklist

Mentor:	Mentee:
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Mentor actions	Completed (initials)
1. I have begun to build an effective relationship with my Mentee	
2. The Mentee and I have discussed the benefits of Mentoring. The Mentee understands these and freely chooses to participate.	
3. We have discussed the role of a Mentor and what a Mentor does and doesn't do.	
4. We have mutually agreed appropriate levels of disclosure and confidentiality.	
5. We have Identified rules of conduct / behaviour for both of us.	
6. We have clarified what the Mentee would like to achieve in their time with me as their Mentor	
7. We have agreed where and when we are likely to meet, or we have identified the next meeting date.	
8. We have discussed and given an initial indication of when the agreement might end.	
9. I have answered any questions and clarified practical details	
10. We have you formalised this in a written agreement (See completed A2 Mentoring Agreement Document.)	
11. We ended the meeting on a positive note	

A2: Mentoring agreement

Mentor:	Mentee:
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Aspect	Arrangement
Meeting frequency	<i>We agree to meet approximately [INSERT FREQUENCY AS AGREED]</i>
Role of Mentor	<p><i>(Delete, add and amend as appropriate)</i></p> <ul style="list-style-type: none"> <i>Jointly manage one-to-one Mentoring meetings providing support and guidance to Mentee</i> <i>Create a safe learning environment</i> <i>Facilitate the development of Mentee</i> <i>Support the Mentee in identifying professional learning and development goals and reviewing progress</i> <i>Provide feedback to their Mentee which is specific, timely, genuine, objective, and forward-looking</i> <i>Give the Mentee responsibility for their own learning</i> <i>Observe and be observed teaching</i> <i>Contribute to the monitoring and evaluation process</i> <i>Add any others</i>
Role of Mentee	<p><i>(Delete, add and amend as appropriate)</i></p> <ul style="list-style-type: none"> <i>Work with the Mentor to develop a personal action plan and set own learning goals</i> <i>Engage in regular review of progress and update their action plan as required</i> <i>Do their best to try out ideas and actions</i> <i>keep joint records of the meetings</i> <i>contribute to the monitoring and evaluation process</i>

Confidence and trust	<i>We agree that the content of these meetings will be confidential. In the event of a breakdown in the relationship we agree to discuss the issues with the project before taking action to end the arrangement. If the breakdown is irretrievable, no blame will be attributable to either party.</i>
Sponsor	<p><i>The Mentoring relationship will be overseen by [INSERT SPONSOR (e.g. Vice Principle of school)] who will be available to ensure that the process is working</i></p> <p><i>We agree that we will disclose (choose/delete as appropriate):</i></p> <ol style="list-style-type: none"> <i>1. No information – total privacy</i> <i>2. The agreement and action plan</i> <i>3. An agreed list of documents</i> <i>4. Observed behaviour and other information based on results of the Mentoring.</i>
End of the agreement	<i>This project will end on [INSERT DATE]</i>
Agreed forms of communication	
Our guidelines for working together	
Overarching Goals	
<p>We agree to honour this agreement and note that Mentoring is a confidential collaboration that should not be disclosed to other individuals except with the agreement of both parties.</p> <p>Signatures: _____ Date: _____</p>	

A3: Mentor – Mentee actions & learning log

Mentor:	Mentee:
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This is a record of each meeting held, kept by the Mentor.

Date	What actions are/were planned?	What was done?	What was learnt?
Other Arrangements and Understandings:			

A4: Mentor Self-Reflection Note (optional)

This note should be completed after an individual Mentoring meeting to help you capture your learning and improve your skills through self-reflection, as well as trigger thoughts for summarising your *Mentee Record*. You can keep it in your Portfolio. It can also be useful if you are exchanging experiences with your Community of Practice.

Mentee	Date
What was the purpose of session?	
What went well? (How did I contribute to that? How can I build on this success?)	
What didn't go so well? How did I contribute to that? What have I learned?	
As a Mentor how can I be even more effective? (e.g.do more of/ less of, make more/less important/shift attention away from/ change the way you give feedback)	

What will I change for next time? And what do I need to make it happen?

Rate this session on a scale of 1(not effective) to 10 (highly effective)

1	2	3	4	5	6	7	8	9	10
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A5: Mentee Self-Reflection Note (optional)

This note can be used by Mentees to reflect on their individual Mentoring session and will assist them to complete the Action and Learning Log with their Mentor. They can keep it in their Portfolio as a record of their development activity. It is optional, as you may prefer a different way to capture learning.

Mentor:

Date

What was the purpose of session?

What went well? (How did I contribute -o that? How can I build on this success?)

What didn't go so well? How did I contribute to that? What have I learned?

As a Mentee, how can I be even more effective? (e.g.do more of/ less of, make more/less important/shift attention away from/ change the way I give feedback)

What will I change for next time? And what do I need to make it happen?

Rate this session on a scale of 1(not effective) to 10 (highly effective)

1	2	3	4	5	6	7	8	9	10
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A6: Mentee Final Review

This is to help you reflect on your Mentoring experience. It may be helpful to bring this to your final meeting with your Mentor.

Mentor:	Date
What goals and aims did I have for the Mentoring?	
Actions (ideas I tried, relating to my goals)	
Results (Was it effective/successful? What evidence can I show?)	
Analysis (my understanding of the results)	
Reflection (What have I learned, overall?)	
What are my next steps (Is the goal complete, or do I still have things to do? If complete, how will I use or adjust or share what I have learned?)	

A7: Mentor Final Review

This is to help you reflect on your Mentoring experience. It may be helpful to bring this to your final meeting with each of your Mentees.

Mentee:	Date
What goals and aims did I have for the Mentoring?	
Actions (ideas the Mentee tried, relating to their goals)	
Results (Was it effective/successful? What evidence can they show?)	
Analysis (my understanding of the results)	
Reflection (What has the Mentee learned, overall?)	
What are the Mentee's next steps (Is the goal complete, or do they still have things to do? If complete, how will they use, adjust or share what they have learned?)	

A8: Portfolio Records

A Portfolio is a collection of documents that you keep to evidence your progress. Your Portfolio should be kept digitally so that you can send it to others to view and comment on easily. You may want to keep some paper records for ease of note-taking during observations and meetings, but these should be transferred into a digital form as soon afterwards as possible. Transferring notes from handwriting to digital form can be a reflective act in and of itself and may stimulate ideas for future actions. Both Mentors and Mentees should keep Portfolios.

Keeping summary records in your Portfolio of the key activities of your work as a Mentor will enable you to:

- Accelerate **your own development** by remembering and reflecting on your experience with your Mentees.
- Keep a track of **your development activities** and reflect on how they help you as a Senior English Teacher and Mentor
- Keep a track of and identify the learning from **your peer group meetings**.

The following records are examples only and should be adapted to suit your needs:

Detailed records

- **A8a Mentee Record:** where you keep track of your Mentees and the learning from each one.
- **A8b Personal CPD Log:** your own personal CPD activities and how you have applied it to your teaching.
- **A8c Collaborative Learning Log:** this is the feedback and discussion from your group of peer Mentors.

Please add and expand these forms to suit your practice and circumstances.

A8a: Mentor-Mentee Record

The purpose of your Mentor-Mentee Record is to keep a log of the key elements of your meetings with your Mentees, to summarise issues worked on and reflection and learning that you discover. You should keep one record per Mentee and complete one line for each meeting you have with them.

Mentee:

Period of Mentoring	Mentee's role and experience	Overall Goals	Actions taken/impact	Reflection and learning for the Mentor

A8b: CPD Log

The purpose of your CPD log is to keep a record of the key elements of your own professional development activity, to summarise issues worked on, and reflection and learning that you discover. Both Mentors and Mentees should add this to their Portfolios.

Date	Name of CPD activity	Key learnings	Reflection and application

A8c: Mentor Collaborative Learning Log

This is a summary of the meetings you have taken part in with your Community of Practice with the fellow School-based Mentors you met on the initial training course. You should continue to meet at a frequency and time that suits you. This is a safe space to confidentially reflect on your work with Mentees: What have been some of the key issues that have arisen? What have you reflected upon? What sense have you made of this? How is that learning now applied to your practice? How is your development action plan progressing? What have you learnt from this? What insights have arisen from your colleagues' questions and reflections?

Date	Subjects discussed	Key learnings	Reflection and application

A9: Criteria for Selection as a Senior English Teacher

Educational and Professional

- Relevant teaching qualification (*see 1.8 and 1.9 of Teachers Professional Standards TPS all notes in italics refer to this document except where otherwise stated*)
- Can demonstrate a track record of effective teaching experience at a range of levels/ages/abilities (*B11-13*)
- Has experience of working with colleagues to support their professional development [either formally or informally] (*E22 and supporting and mentoring teachers British Council's CPD for Teacher Educators BCTE*)
- Has knowledge and practice of different teaching and learning strategies and how to apply these effectively. (*E21 and understanding how teachers learn BCTE*) Can provide concrete examples of effective strategy selection

Skills and abilities

- Is an effective role model for teaching and learning and well respected by peers, leaders' parents, and students in their school. Is perceived to be enthusiastic in their teaching. (*See British Councils behaviours and Teaching Skills BCBTS - managing oneself*)
- Demonstrates effective communication skills, including the ability to listen and relate in a non-judgemental manner and provide constructive feedback appropriate to that particular teacher. (*B31*)
- Is able to build, or shows they have the potential to build, constructive relationships of peers and teachers at different points in their teacher life cycle (*BCBTS – connecting with others*)
- Can give examples of development activities they have previously been involved in, either formally or informally (*E21 and E31*)
- Is able to manage their own time effectively and meet targets, when set, within the specified time frame (*see D2TPSE and making it happen in BCBTS*)

Personal qualities

- Is committed to the success of the next generation of teachers as well as supporting the development of more experienced staff. Demonstrates a positive outlook which demonstrates that change is possible (*E3*)
- Leads by example; demonstrates humility, open-mindedness, curiosity, and a commitment to their own and others' development
- Professional, friendly, and approachable in their manner and attitude
- Willing to step outside their comfort zone and take risks in their own teaching and learn from these
- Can be trusted to maintain confidentiality and be discreet in their personal and professional dealings with colleagues

A10: School-based Mentor Role Specification

Area of accountability:	Teaching and learning for the English Language curriculum in line with all Ministry of Education and Science of Ukraine policies.
Supervisory responsibility:	(State number of teachers School-based Mentor will be supervising)
Responsible to:	The headteacher, members of senior leadership team (insert name of responsible individual)
Grade:	
School:	Insert name

Purpose of role:

The School-based Mentor is a highly competent teacher. They display a range of positive professional behaviours and are looked up to by others. The School-based Mentor inspires individuals within the school community to reach higher standards and engage fully with their subjects. The School-based Mentor embodies good teaching practices and acts as a catalyst for development among other teachers. Through constructive mentoring and feedback the School-based Mentor embodies excellent academic standards. The School-based Mentor also feeds ideas gained through mentoring individuals into the school management process, while maintaining confidentiality, so that management team members can enable the enhancement of the quality of teaching and learning across the school.

Qualifications: Qualified teacher status or recognised equivalent

Experience – shows evidence of

1. Experience of teaching across a variety of age ranges relevant to the post.
2. Recent experience of successfully co-ordinating or leading on a curriculum area.

Professional knowledge

1. In-depth knowledge of the curriculum relevant to the role.
2. Up-to-date knowledge of statutory regulations and guidance relating to the post.

Professional skills

Can demonstrate the ability to:

1. Consistently teach to high-quality standards, using a range of age and skill-appropriate teaching strategies, which support and motivate pupils to achieve their

learning goals. Is recognised as a role model for teaching and learning by pupils, peers, parents and managers.

2. Empathise with colleagues experiencing difficulties, and provide strategies for support and development through the School-based Mentor role: develop and deliver effective professional development for staff as appropriate.
3. Mentor and give tactful feedback to colleagues at various stages of experience and development.
4. Tackle difficult situations and resolve conflicts successfully and constructively.
5. Be an effective team player who works collaboratively and contributes effectively to the school leadership team. Can lead a team to achieve agreed goals.
6. Communicate effectively with a wide range of audiences (verbal, written, using appropriate ICT).
7. Be an effective team player who works collaboratively and contributes effectively to the school leadership team.
8. Analyse relevant educational data to take action to improve pupil attainment.

Commitment/attitude

Demonstrate a commitment to:

1. equal opportunity and inclusion for all
2. promoting the school's vision and ethos
3. creating, maintaining and contributing to the enhancement of a high quality, stimulating learning environment
4. relating positively to and showing respect for all members of the school and wider community
5. ongoing relevant professional self-development and lifelong learning
6. safeguarding and child protection

Personal qualities

1. able to both support and challenge teaching practices
2. committed to contributing to continuing professional development for both NQTs and more experienced staff members
3. Believes change can be achieved and has a positive and optimistic mindset to achieving change with others; is open to new ideas and is curious
4. maintains friendly, professional and respectful relationships with colleagues
5. organised and able to manage own time effectively
6. willing to step outside comfort zone and take risks in teaching
7. is able to admit mistakes
8. maintains confidence and is trusted by colleagues

A11: Mentor Self-Assessment

		Self Rating		
Summary behaviours	Elements	Before the programme	After one month	After six months
Self-Awareness	I have tools to raise self- awareness and operates with confidence. I document my own self-development.			
Knowledge of the subject of teaching	I am a “dual professional” exemplifying in-depth knowledge of my subject with an awareness of a range of options of how to teach it. I demonstrate effective teaching.			
Teacher Development	I explore options to improve colleagues’ teaching and learning including planning and advising on appropriate CPD activities.			
Mentors	I have an overview of Mentoring and methods and can hold an effective Mentoring/development conversation.			
Facilitation of Insight	I support and mentor teachers leading to insight and action on their part.			
Enabling	I have the psychological skills that help people build their confidence and competence.			
Observation	I observe teachers without inhibiting their progress.			
Continual learning	I research and learn continually from actions and insights.			
Please identify any other development needs that you believe are not covered above, but that are relevant to the School-based Mentor role:				

A12: Useful language for Mentors

Highlight positive behaviour

- I like the way you...
- You got good results when...
- The students responded very actively to...
- You set up that activity very efficiently.
- Your learners are producing excellent work.

Promote positive behaviour

- Do you think that is something you could do more often?
- I'd like to try that!
- Could you show other teachers how to do it?

Suggest Change

- Have you ever tried...
- What do you think about trying...
- What might happen if you...
- Do you think learners would respond positively to...
- In the past, I have (seen other teachers)...Do you think that approach might appeal to your learners?

Involve others in your own and others' development process

- Would you like to help me with...
- I'd like your input on...
- Could you work with X,Y,Z on that?

Identify talent & share it

- That's an interesting activity. Could you demonstrate it in the workshop next week?
- Have you talked to X about how he manages large classes?
- Do you know anyone who is good at teaching writing?
- You're getting great results with your classes. Could you write about how you did it for the XXX journal?

Promote action

- So, how are you going to do it differently next time?
- When are you going to try this new idea?
- Why don't you try it out and tell me what happens after class?
- Let's work on a lesson plan together.
- Give me your worksheet for feedback before you take it into class.

Listen actively

- What do you think were the reasons for this situation?
- If you were to do that again, what would you do differently?
- Do you know any other ways to do this?
- What do you think we should do in this situation?

Encourage self-reflection

- Why do you think that happened?
- What made that activity go well?
- How do you think you could get better results?
- What could you do to support the learners more?