



Mentoring Handbooks and Guidelines for Mentors and Mentees

A successful mentoring scheme flourishes within a well-understood framework of policy and operational guidelines. Everyone is clear about the mentor's role, who is allocated a mentor, the mentee's entitlement, and each partner's responsibilities. Often colleges produce high-quality handbooks to provide operational guidelines for the mentoring process. As well as helping everyone understand what happens, the glossy handbooks add status to the scheme and highlight its importance. This can be important if a teacher experiencing difficulties feel anxious about the process.

Effective handbooks describe the criteria used to allocate a mentor to a teacher. It is important that this is a transparent and open process. They also set out the protocols to be observed by both mentor and mentee. Example A is an extract from a college's handbook for mentors and mentees which includes guidance for mentors and protocols and hints for the mentee. Part of this example is concerned with

mentoring new teachers. Example B is the best practice protocol used by a college's mentor team to make their roles clear. The protocol includes the mentor's responsibility to help teachers action plan for improvement. The college in Example C provides specific guidance for managers helping them understand the difference between their line management role and the role of mentors.

In Example D, the college identifies carefully in its comprehensive mentoring handbook categories of teachers who will be allocated a mentor. The extract includes the guidelines aimed at the excellent teacher and the teacher in difficulties. In the same college the teacher education team is developing a series of continuous professional development units to support teachers. The mentoring handbook lists the units to enable teachers to select those most relevant to their training needs identified through mentoring. The extract includes a list of some of the CPD units.

Questions to consider:

- Do all teachers in your college understand how the mentoring programme works?
- Do teachers understand the mentor and mentee roles?
- To what extent do managers understand the difference between their roles and that of the mentors?



Example A: Extract from a Handbook for Mentors and Mentees

Introduction

We want to provide effective induction to the college and its activities. The purpose of our mentoring scheme is:

- to speed up the learning of a new job or skill and reduce the stress of transition
- to help new staff take on board quickly the values of the college
- to aid communication, making knowledge of good practice accessible
- to share good practice.

Mentors should possess:

- experience and skills related to the new teacher's area of work
- well-developed interpersonal skills and ability to relate effectively with new teachers
- a desire to help and develop colleagues
- an open mind, a flexible attitude and recognition of the value of support time and willingness to develop relationships with new teachers.

New teachers should possess:

- a commitment to their own development
- honesty and openness about their own behaviour
- a positive approach to the value of feedback
- time and willingness to develop relationships with their mentor.

An effective mentor will be prepared to:

- listen
- question and elicit facts
- give information and knowledge about the organisation and information networks
- offer different perspectives
- offer support and encouragement
- discuss current issues.

An effective mentor will encourage the new teacher to:

- listen
- clarify understanding
- share thinking
- review and reflect on his or her own behaviour and performance
- challenge own assumptions
- consider different perspectives
- take responsibility for his or her own personal development
- make decisions for maximising the outcomes of the mentor relationship.

Helpful hints for mentors

A good mentor:

- knows the name of the new teacher and something about him or her as a person before meeting them
- helps him or her to prioritise
- is aware of the teacher's area of work – constraints, etc.
- is aware of the tasks associated with the teacher's post
- helps the new teacher come to realistic understanding and targets
- clearly defines the mentor's role
- contacts the new teacher before he or she arrives, meets them on their first day, shows them around college and/or sites where they may be based
- recognises the new teacher's previous work experience and shows sympathy and understanding whilst they are coming to terms with their new environment
- meets with the new teacher regularly
- introduces the new teacher to other staff
- makes him/her feel comfortable outside their direct work role
- 'routes' him/her to other people.

Protocols for mentees

Mentoring may be defined as a means of developing individuals to their potential. Mentoring can be used in different ways to different stages in an individual's career. Whatever the reason for using a mentor, as the mentee, you should possess the following:

- commitment to your own development
- honesty and openness about your own behaviour
- a positive approach to the value of feedback
- time and willingness to develop a relationship with your mentor
- willingness to listen and clarify your understanding
- willingness to learn about the organisation and about possible new ways of working
- the ability to accept the support and encouragement offered by the mentor and to consider advice in the spirit it is offered
- willingness to challenge your own assumptions
- willingness to consider options suggested by the mentor which you had not previously considered
- willingness to review and reflect on your own behaviour and performance
- the wish to take responsibility for your own personal development
- acknowledgement of the need to share in the decision-making process to ensure the maximum outcomes for the mentor relationships.



Example A (continued)

Helpful hints for mentees:

- a. make sure you arrange regular meetings and that you attend them;
- b. if you are unable to make a meeting, give your mentor plenty of notice;
- c. at the first meeting, consider whether you want to fix a schedule of meetings or organise one at a time;
- d. agree an agenda for the meeting so you both have time to think about areas for discussion;
- e. always come prepared to discuss the items on the agenda;
- f. agree time limits for the meeting and stick to these;
- g. discuss your career objectives with your mentor;
- h. make sure you use the meetings as a means of gaining information, not to moan;
- i. arrange with your mentor when is/is not a good time to contact him/her outside normal meetings and honour these times;
- j. if you are unsure about something, always ask;
- k. remember your mentor is there to help you reach decisions and to understand the organisation and its procedures. They are not there to make the decisions for you!
- l. try and make meetings fun as well as a learning experience.

How long should mentoring continue?

This will largely depend on the reason for mentoring but it should be realistic. If you feel the time has come when you do not need a mentor, discuss this with the mentor, sometimes the period will be quite short but sometimes will extend for maybe 12–18 months.

The mentor team: best practice protocol

Purpose of team

Individual members of the team to act as a mentor for tutors who are identified as:

- new tutors
- tutors changing roles
- under-performing
- tutors seeking promotion.

To offer support and guidance to individual tutors which progress their development goals.

To carry out observations of teaching performance and support tutors in developing best practice.

To provide feedback to individual tutors from a range of sources that is constructive and developmental.

To support the individual tutor in becoming a reflective practitioner.

Guidelines for team

Clarify the boundaries of the relationship and negotiate a mentor agreement.

Identify professional development goals, both short-term and long-term.

Action plan with mentees in order to achieve development goals.

Monitor and review progress of development goals.

Be honest and realistic at all times.

Attend mentor team meetings in order to share good practice.

Reflect on own skills, attitudes and knowledge in order to improve own performance as a mentor.

Will do

Will meet with individual tutors within the time available to action plan for improvement with tutors.

Will carry out structured, planned and negotiated observations of teaching performance.

Will provide detailed, constructive feedback to support the development of tutors.

Will seek the opinion of others who are relevant to the evaluation of the mentee and feed this back to the mentee.

Will observe confidentiality at all times unless this is unlawful or deemed necessary to safeguard the tutor or his or her students. If confidentiality is to be broken it will be discussed with the mentee first.

Will not do

Will not act in an appraisal capacity.

Will not breach confidentiality unless discussed with the mentee first.

Will not be influenced by the personal agendas of other individuals.

Example C: Extract from Specific Guidance for Managers

Guidance for managers on role of mentors

A meeting was held on 27 June 2000 to determine the role and responsibilities of mentors. It is important that managers and teachers understand the nature of the mentor's role if the process is to be successful. The following phrases were used: 'Resource for staff', 'Confidential, supportive role', 'There for colleagues'. These quotes give some illustration of the role, but specific details include the following:

Mentors will act as:

- a. a 'buddy', particularly for new or part-time staff;
- b. any staff member may approach a mentor for training, coaching or to observe lessons. Managers should not direct mentors to approach existing staff, rather existing staff should approach mentors;
- c. it is important for managers to give mentors the opportunity to introduce themselves to staff and explain their role. A variety of opportunities exist, but managers need to liaise with the mentors to determine the most appropriate method.

Examples mentioned include:

- individual meetings
- CIT meetings
- head of school meetings
- a mentor meeting of all staff involved in a given area.

The important point is that this must happen as soon as possible after the start of term in August. Part-time staff who do not start until September will need to be seen separately.

- d. Mentors are able to coach staff on learning styles, inclusive learning, what inspectors are looking for in effective lessons and other areas.
- e. Details of the process for lesson observations include:
 - mentors will be required to record that a lesson observation has occurred by notifying personnel, no name or grade will appear on the form
 - a lesson observation checklist will set out criteria for an effective learning environment
 - a pro forma will be needed to record details of the lesson for future reference
 - there is a pro forma to list staff observed, for personal use
 - training needs will be signalled (after discussion between staff and mentor) and sent to personnel who will inform the staff development manager
 - confidentiality between staff and the mentor is vital to ensure that the mentoring system issued to improve quality, not used to address weaknesses - it is about sharing good practice too.

Example D: Mentoring Guidelines for the Excellent Teacher

Mentoring support for the excellent teacher

Setting up

- a. meeting between curriculum manager and excellent teacher to discuss possibilities of dissemination of good practice
- b. team or pair meeting between excellent teacher and other staff
- c. statement of expectations of/guidelines for mentor-mentee relationship
- d. agreement on programme activities: briefings; demonstrations; teaching observations of staff by identified teacher; teaching observations of identified teacher by other staff; team-teaching; classroom observation and research activities
- e. target-setting for other staff to put good practice into operation.

Dissemination of good practice

- a. briefing meetings
- b. teaching observations (observations of staff by identified teacher; teaching observations of identified teacher by other staff)
- c. episodes of shared or team-teaching
- d. report-back meetings and discussion of observed or shared practice within teams
- e. statements of intent for future practice.

Support of continuing good practice

- a. information about CPD and further teacher education opportunities in the college
- b. CPD materials/units
- c. references from the published literature
- d. information about CPD and further teacher education opportunities outside the college.

Setting up

- a. meeting between manager and mentoring/CPD co-ordinator SD officer to select an appropriate mentor
- b. meeting between manager and potential mentor (and mentee if helpful) about mentee where evidence about perceived difficulties is reviewed
- c. negotiation of specific focus for mentoring relationship
- d. statement of expectations about mentor-mentee relationship agreed
- e. agenda set for meetings between mentor and mentee and target-setting for progress.



Example D (continued)

Provision of practical support by mentor and staff development

- a. teaching observations with constructive feedback
- b. regular planned meetings
- c. logbook or diary, maintained by mentee for period of support – enabling the development of supported, reflective practice
- d. information about CPD and further teacher education opportunities in the college
- e. opportunities for mentee to observe experienced, successful colleagues
- f. regular review of targets and development.

Other support

Mentees are able to select from a range of continuous professional development support units. The units include the following:

Getting to grips with basic aspects of teaching

Planning: sessions

Planning: schemes of work and programmes

Assessment and assessment strategies

Marking and moderating students' work

Using classroom space and furniture

Motivational strategies

Evaluation strategies

Resourcing teaching and learning

Concentrating on learning: varying your strategies

Improving the support for students

Conducting tutorials

Rights and responsibilities in the classroom

Tutoring part-time students

Dealing with difficult students

Counselling: tutoring and referral

Developing counselling skills for tutoring

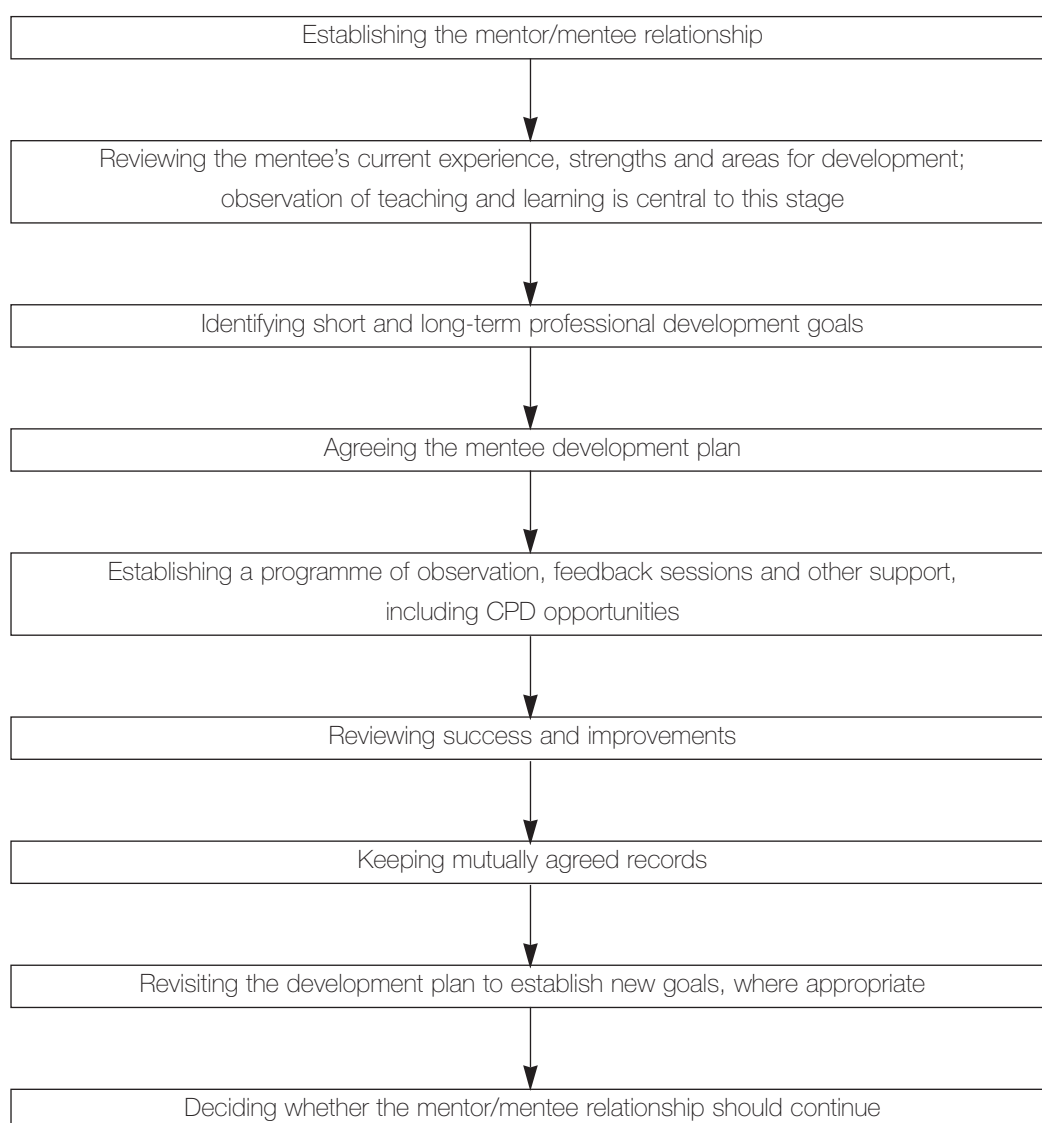
Writing HE and employment references

Stages in the Process

Mentoring works well when the process is well planned in carefully sequenced stages. More or less time may be spent on different stages, depending on the needs of the mentee. It is important to keep the momentum going, and to take time to review how well the process is working.

One college plans the mentor process as shown in Example A:

Example A





Stages in the Process

Another college has developed documentation to support the different stages in its process. Example B provides a sequence of key documents, including:

- planning mentoring: mentor checklist
- record of mentee development
- mentee action plan
- mentor and mentee review records.

Another college invites mentees to evaluate their own teaching performance as part of an observation session conducted by the mentor. The evaluation uses the FENTO standards as a starting point (Example C).

The colleges stress that the documents are 'live' documents, intended as the focus for productive discussion. They are not intended as checklists. Records should be added to as the relationship develops and trust is established. In a successful mentoring relationship, the mentee will be encouraged to reflect on his or her development, and to make plans for improvement.

Questions to consider:

- Are the different stages of the mentoring relationship understood by mentors and mentees in your college?
- How might you adapt the material shown here to review and improve the planning and recording of mentoring in your college?



Example B: Planning mentoring checklist

Planning mentoring: mentor checklist

- a. arrange first meeting with mentor;
- b. explain the reasons for the meeting and how confidentiality will be maintained;
- c. ask mentee to sign confidentiality document and sign yourself;
- d. explain the boundaries of mentor/mentee relationship;
- e. carry out a review of the mentee's current experience and qualifications and record it on mentee development plan;
- f. discuss and record the mentee's immediate and long-term goals, in terms of his or her professional development. If possible suggest options for achieving goals, with target dates;
- g. discuss and record any issues which may affect the target being achieved. These may include, lack of time, financial constraints, lack of confidence, new to the role;
- h. set up a meeting schedule with your mentee, and record it on the mentee review record. As a guideline we suggest you meet at least once a term. Please decide on a minimum of three dates at your first meeting. Please ensure that all records are kept in a confidential safe place;
- i. if appropriate meet with your mentee to:
 - give advice on strategies for improving teaching
 - organise observation(s) of teaching, making sure you provide constructive feedback on his or her progress
 - organise a session of work shadowing
 - discuss any issues of concern to the mentee or the team he or she works with
 - provide feedback gathered from other sources such as, students, management, employers
 - accompany your mentee (if he or she requests) to their probationary review
- j. record all the above on the mentee review record;
- k. at regular intervals, carry out feedback sessions with your mentee. Your discussions should include all the information you have considered/gathered on your mentee and should be encouraging and constructive. During the discussion, encourage the mentee to reflect on his or her progress;
- l. amend the action plan if necessary, using appropriate strategies which will enable your mentee to progress further;
- m. complete all records and if appropriate pass on to the relevant person;
- n. if the relationship between the mentor/mentee ceases to be productive, either party can withdraw.



Example B (continued)

Record of Mentee development goals

Mentee development goals

Immediate goals

Options available to meet goals

- 1.
- 2.
- 3.

Long-term goals

Options available to meet goals

- 1.
- 2.

Mentee action plan

Mentor:.....

Mentee:.....

Action	Date to be achieved	Support available e.g., CPD



Example B (continued)

Mentor review record

Review record

Meeting schedule

Name of Mentor:.....

Name of Mentee:.....

(please indicate date, time and location)

Meeting details	✓ when completed	Mentor and mentee signature

Mentee review record

Mentee review record

Summary of discussions and actions

Date of meeting:

Present at meeting:.....

Topic of discussion:

Actions	Dates to be achieved

Example C: Self-evaluation for Use by Mentee after Observation

Teacher/lecturer self-evaluation – matched to FENTO standards for teaching and supporting learning.

As part of our active support for your continuous improvement we would like you to evaluate your performance for the learning observation which has just taken place. Please be as honest as you can in your response. The information will contribute towards identifying professional development needs and will form the basis of discussion with your mentor.

(FENTO standards listed in left-hand column)

Yes No Partly

(FENTO standards listed in left-hand column)	Yes	No	Partly
b1a Do I have a scheme or work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b1c Did I prepare a formal lesson plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b1b Did I plan the lesson logically with clear aims and student learning outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c1d Did I give adequate thought in advance to the materials, teaching aids and classroom organisation involved?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b1c Did I give an introduction to the lesson and make the learners welcome?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c1e Were links to the previous session clearly reinforced?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d1c Did the pace of the lesson challenge and motivate learners?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b2b Did I use a variety of teaching styles to meet the needs of all the learners?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d5h Did I use visual aids/learning materials appropriate to the needs of all the learners?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d3g Did I give clear and sufficient instructions to enable all learners to carry out their work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d3d Were all the learners given the opportunity to comment/ask questions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c3f Were all learners given the appropriate time and attention they required?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c3g Did I give constructive feedback to help learners achieve the learning outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c1g Were the learning objectives achieved enabling the learners to progress?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d3d Did I deliver the lesson in a confident style and project my voice clearly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d3e Did I encourage a positive relationship with the group that would foster learning and the enjoyment of learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agreed future development needs:		Target date:	
Mentor Signature:	Mentee Signature:		Date:



Mentoring in action: two case studies

The two case studies that follow demonstrate mentoring in action with fictional mentees at different colleges.

Case study A takes us through the complete process from identification by the staff tutor of a teacher requiring some assistance, to the final review of progress.

In Case study B, the mentee uses an individual handbook to keep her own records. An extract from the records is shown. The mentee's record can be compared with extracts from the mentor's notes of meetings. What is important about this case study is it demonstrates how the mentoring process helped a new teacher achieve her long-term goal of enrolling on a Certificate of Education course.

Questions to consider:

- How might you use the case studies to explain the benefits of the mentoring process to potential mentees?
- How might you use the case studies as part of a training programme for mentors?



Case study A: Mentoring in Action, Nigel Smith

1. Identifying the need for mentoring

Memorandum

To: Head of section
From: Mavis Brown staff tutor
Date: 25 April 2000
Re: Nigel Smith

As you can see from the attached observation report relating to Nigel Smith, some areas of weakness were identified. Nigel was disappointed by the feedback session and found it difficult to accept that not enough evidence of student learning and understanding was present. I feel that Nigel would benefit from the support of a mentor. Nigel does not agree with some of the observation findings. I understand that student feedback also illustrates a lack of student-centred teaching. Please would you speak to Nigel about my recommendations?

Mavis Brown

2. Setting up mentoring arrangements

Memorandum

To: Nigel Smith, Stan Lesley, head of section
From: Mavis Brown, staff tutor
Date: 30 April 2000
Re: Mentorship meeting

To confirm that a meeting has been arranged in Brenda's office at 3.00pm on Tuesday 4 May.

The objectives of the meeting are to discuss the mentorship programme with Nigel and agree targets for the mentorship between Nigel and Stan.

Mavis Brown

3. Setting up the first meeting

Memorandum

To: Nigel Smith
From: Mavis Brown, staff tutor
Date: 28 April 2000
Re: Mentorship

I am delighted to hear that you are willing to consider mentorship. I have contacted Stan Lesley as you requested who is pleased to act as your mentor. I have arranged the first meeting for Tuesday 4 May at 3.00pm in Brenda Stanton's office. I look forward to seeing you there.

Mavis Brown

Case study A (continued)

4. Extract from observation by mentor

Name: Nigel Smith

Division arts and com HOS

Pre-observation 10 March 2000

Class observation 15 March 2000

Post-observation meeting 17 March 2000

Summary report 19 March 2000

Qualification/awarding body BTEC GNVQ advanced printing technology; **Years taught course** 1 year; **Qualifications / Up-to-date knowledge** City & Guilds printing part 1 706 teaching certificate, D32, 20 years industry experience; **Observation of teaching and learning** Subject/activity unit 4 industry studies; **Time of observation** 10 – 11 am; **Number of students** 15 in attendance

Scheme of work (8)

1. Achieves standards set by awarding bodies.
2. Include assessment plan and targets for performance.
3. Analyse learners needs and balance learners needs and styles with qualification requirement.
4. Plan for generalisation and transfer of skills using a range of curriculum design models to provide a range of experiences.
5. Update SOW/lesson plan/materials/assessment based on experience, feedback from students, employers, changes in vocational area and changes in awarding body requirements.
6. Include plans for both core and key/common skills instruction and generalisation within the overall scheme of work.
7. General lesson planning: lessons well organised and structured including aims and objectives along with content and student activities and assessment plans.
8. Integration: consideration of the whole student and the whole course linking work experience, team working, and continuity and progression to future courses.

Comments

Very clear guidelines in the form of evidence indicators provided by BTEC. Nigel's scheme of work lists the topics that are to be covered each week. However, the scheme does not identify planning of resources to achieve assessment and learning outcomes. The scheme could be improved by cross-referencing with unit specification elements and performance criteria. Assessments relate directly to the evidence indicators and cover the awarding body requirements. Key skills are not identified on assessments. A lesson plan was available for the week to be observed, however no other lesson plans seen. Strong links with HE.

5. Summary comments by mentor following observation indicating areas for improvement

Overall comments and recommendations:

Nigel has a strong industry background. He displayed a wide and varied knowledge of his vocational area. Instruction was teacher-centred with little evidence of students being required to think for themselves. Nigel appeared to have a good rapport with a number of the students. However, students demonstrated little understanding of the topic area.

The recommendations are that Nigel should concentrate on:

- producing lesson plans clearly identifying aims and student-centred learning objectives for students
- introduction to and closure of sessions
- improving and extending teaching strategies including use of resources
- developing more student-centred activities within the unit
- providing variety within the methods of assessment and incorporating key skills.

I recommend that Nigel is supported by a mentor to develop these areas.

Grade 4 less than satisfactory provision in which the weaknesses clearly outweigh the strengths

Tutor signature/date of tutor

Observer signature/date

6. Informing personnel and setting targets

Memorandum

To: Nigel Smith, Stan Lesley, head of section

Cc: Anne Jones, head of personnel

From: Mavis Brown, staff tutor

Date: 5 May 2000

Re: Mentorship plan

Stan Lesley has agreed to act as a mentor for Nigel Smith for May to July 2000. During this time Stan and Nigel will arrange for at least four meetings, three observations and keep reflective journals focusing on the improvements to teaching and learning.

Proposed targets

- producing lesson plans clearly identifying aims and student-centred learning objectives
- concentrating on introduction and closure of sessions
- review the teaching resources
- developing more student-centred activities within the unit
- providing variety within the methods of assessment and incorporating key skills.

Nigel, Stan, Brenda and myself to meet on 2 July at 4.30pm to review progress.

7. Extract from mentorship review showing action taken

Date

08.05.00	<p>Nigel and Stan meeting</p> <p>Discussed Nigel's needs, decided to focus mentorship on unit 15 of industry studies.</p> <p>Stan reviewed Nigel's scheme of work, materials and resources to gain a feel for the unit.</p> <p>Arranged for Stan to observe. Stan and Nigel to review the lesson plan, opening and closure, lesson plan, student activity and learning achieved.</p>		<p>The session was rushed at the end of the reinforcement and checking of learning was a little ragged.</p> <p>The session had provided a good balance between teacher and student-centred activity. The majority of students were actively engaged.</p> <p>A discussion of how best to meet the needs of students with different learning styles and abilities. A further session to be observed was agreed in the week prior to the assignment assessment.</p>
15.05.00	<p>Nigel and Stan meeting</p> <p>Feedback and discussion on previous week's observation.</p> <p>Discussion on 'active' student learning objectives, how the needs of differing students are met.</p> <p>Discussion on how to manage group work to ensure student participation.</p> <p>Arranged meeting to work on student-centred resources.</p>	30.05.00	<p>Chance meeting over coffee</p> <p>Nigel gave an update on the project and described how he had managed to organise two industry managers to conduct the interviews. He had organised an internet session in the computer room of the OLRC. The students found a lot of useful information on the internet to incorporate into their assignment.</p>
18.05.00	<p>Nigel and Stan meeting</p> <p>Reviewed the third assignment, discussed ways in which the assessment could be modified to ensure greater participation by the student, developing communication and IT skills.</p> <p>A rough draft was produced incorporating a job search and live interviewing element.</p> <p>Arranged for teaching observation of Nigel introducing the new topic during which the revised assignment would be used for summative assessment.</p>	13.06.00	<p>Teaching observation</p>
22.05.00	<p>Nigel and Stan meeting</p> <p>The session evaluated against the target areas. Nigel was pleased with the positive response by students to the assignment. They also tackled the two activities well in groups.</p> <p>Stan felt the opening introduction was strong, clearly defining aims and objectives. The majority of students were on task during the group activity.</p>	19.06.00	<p>Nigel and Stan meeting</p> <p>The session was once again evaluated against the target areas. Nigel felt that allocating specific responsibilities to students and ensuring they each fed back on progress each week had worked well. This was really successful with the students who were disorganised and never able to hand their work in on time.</p> <p>Nigel felt that the balance had changed. Students were now taking more control of their learning thus giving him more time to deal with individual students with difficulties.</p> <p>Stan felt that the session met its aims and objectives in full. Students were totally focused on meeting the requirements of the assessment. The use of outside industry managers seemed to motivate students who referred to them constantly.</p> <p>The session appeared to be much calmer than the previous one and Nigel was able to deal effectively with student queries. One comment would be that Nigel could perhaps challenge students more by helping them reach solutions themselves.</p>

8. Final review of improvement against targets and end of mentoring

Memorandum

To: Nigel Smith, head of section, Stan Lesley

Cc: Anne Jones

From: Mavis Brown, staff tutor

Date: 4 July 2000

Re: Mentorship reviews

Stan Lesley completed his mentorship activities with Nigel Smith as specified in 5 January plan.

Progress on targets:

i) producing lesson plans clearly identifying aims and student-centred learning objectives

ii) concentrating on introduction and closure of sessions

Discussed formats for plans and in the final session observed Nigel used the aims and objectives on an OHT at the beginning and end of the session. Following the session a full evaluation of learning was discussed.

iii) improving and extending teaching strategies including use of resources

Nigel uses more strategies to help students work independently or in small groups. The quality of his teaching material has improved with greater use of 'real life' materials.

iv) developing more student-centred activities

Sharing and discussion have taken place, Nigel has improved his resources to engage the student more.

v) providing variety within the methods of assessment incorporating key skills

Nigel has developed a final assessment that involves the students participating in presentations and formal interviews, he has included use of the Internet and industry input. Each week the project has involved individual students demonstrating understanding through their reporting progress against action plans.

Recommendation:

The mentorship has been completed successfully. Nigel will need to carry forward the techniques he is developing into other areas of his teaching. I will arrange to observe Nigel teaching in the autumn term. Nigel has agreed to attend the best practice sessions 'schemes of work' and 'improving student learning' in July.

Stan was thanked for his assistance and support.

Further observation and support will be provided by the staff tutor. Nigel will also attend specific professional development sessions as part of his own follow-up work.



Case study B: Extracts from Mentee's Own Handbook Records – Mary Hand

1. Expectations of the mentee: *Mary Hand*

Write down some of your thoughts on what you would like to gain from the mentoring process.

- *resource ideas*
- *knowledge and understanding of other areas in the college*
- *teaching strategies (to complement what I already know)*
- *ideas for activities*
- *suitable reading (where to find them)*
- *a deeper understanding of the different programmes.*

2. Areas for discussion

Identify key issues and choose some for discussion at the first meeting.

- *lesson plans*
- *teaching strategies.*

3. Your future

Explore some ideas towards your personal and professional development.

- *to finish my 730/2 in teacher training*
- *to do BSL training (British Sign Language)*
- *to do my Cert. Ed.*
- *get permanent and full-time contract.*

Case study B (continued)

4. Mentor meeting plan		
Date	Focus	Action
8/3/00	Looking at lesson plans (discussion model H)	Using strategies with/for students towards their assignment
15/3/00	Reviewed last meeting, model H assignment, 0–1 work with adults, cross-referencing	Addressing questions in the assignment during every lesson
5/4/00	Inspection – prepare files, discuss lessons for model H, assignment handed in (trips)	To organise trips into town after assignment been handed in, plan worksheet
12/4/00	Visits, prepare pack for students	Allocate 2 lessons for assignment work alone
18/5/00	Model H assignments, CCE assignments	Look at assignments with mentor before marking
9/6/00	Model H trips, marked assignments, Cert. Ed.	Talk to Angela regarding Cert. Ed. team
Summer break		
18/10/00	Personnel holiday forms, discuss next meeting, certified education assignments	read appraisal document
Appraisal		

Extracts from mentor's notes**5. Mentor meeting agenda: Meeting 1****Name:** Mary Hand**Date:** 8/3/00**Time:** 1.45pm

- a) Review of last meeting
Discussed lesson planning, aims and objectives, structured feedback from observation.
- b) Key issues
Mary is using strategy discussed, found benefit to both student and herself.
- c) Targets
To extend student's learning due to lack of time in class, to prepare students for assignments.
- d) Action plan
To prepare materials and tasks for students to take home.
- e) Date of next meeting
15/3/00 at 1.30pm

6. Mentor meeting agenda: Meeting 2**Name:** Mary Hand**Date:** 15/3/00**Time:** 1.45pm

- a) Review of last meeting
Targets discussed with students not very well received, is it worth putting a lot of effort into preparing extra work?
- b) Key issues
Model H assignment, 0–1 work for adult group.
- c) Targets
To improve understanding of assignment for model H, to discuss working with babies (adult group).
- d) Action plan
Include assignment questions in lesson plans, use PER senior to show links with baby placements.
- e) Date of next meeting
5/4/00 at 1.30pm



Case study B (continued)

7. Mentor meeting agenda: Meeting 3

Name: Mary Hand

Date: 5/4/00

Time: 1.30pm

- a) Review of last meeting
Targets appeared unrealistic after seeing student responses, Mary asked the 16–19 group about using Q&A session. Group weren't enthusiastic, adult group unsure about PERS; this to be addressed later.
- b) Key issues
Inspection issues, assessment timetables and contact sheets, following on from Model H assignment.
- c) Targets
To prepare files for inspection, to plan activities for 16–19 group following on from assignment.
- d) Action plan
Organise trips into town, book Pickford House, plan worksheets, organise work files for inspection.
- e) Date of next meeting
12/4/00 at 1.30pm

8. Mentor meeting agenda: Meeting 4

Name: Mary Hand

Date: 12/4/00

Time: 2.30pm

- a) Review of last meeting
Mary plans to take students on visits to local places of interest, she is preparing a pack for them.
- b) Key issues
Assignment plans for students, looking at scheme of work, alterations, etc., learning styles exercise.
- c) Targets
To assist student in completing assignments.
- d) Action plan
Allocate two lessons for assignment work only.
- e) Date of next meeting
3/5/00 at 1.30pm



Case study B (continued)

9. Mentor meeting agenda: Meeting 5

Name: Mary Hand

Date: 18/5/00

Time: 12.30pm

- a) Review of last meeting
Diploma 16–19.
Students have been allowed time in class to prepare assignments.
- b) Key issues
Students on 16–19 Diploma need a lot of support, CCE have been given time to timetable for assignment support.
- c) Targets
Integrated assignment is being handed in on Tuesday 23 May.
- d) Action plan
Mary and I will look at them together.
- e) Date of next meeting
Week beginning 22 May 2000

10. Mentor meeting agenda: Meeting 6

Name: Mary Hand

Date: 9/6/00

Time: 1.00pm

- a) Review of last meeting
Mary has marked both assignments CLE and WNN, she found the marking difficult at first but enjoyed it; most students received merits.
- b) Key issues
Model H marketing – we discussed grades and referrals, professional development.
- c) Targets
- d) Action plan
Talk to Angela about Cert. Ed., ring Val at Nottingham Trent College of HE.
- e) Date of next meeting
To be arranged



Case study B (continued)

11. Mentor meeting agenda: Meeting 7

Name: Mary Hand

Date: 18/10/00

Time: 2.30pm

- a) Review of last meeting
Mary was contacting the Cert. Ed. co-ordinator, she has enrolled and started the course. Mary also obtained the first aid at work certificate.
- b) Key issues
First assignment – student support concerns about the assignment and not knowing if the paperwork is related to it. Mary's appointment as work placement assessor. The appraisal process.
- c) Targets
- d) Action plan
*Discuss the assignment with the Cert. Ed. team.
Read the appraisal form.*
- e) Date of next meeting
TBA

Comment

The mentor's notes show Mary's steady gains in skill and confidence during the seven months mentoring. It is worth comparing Mary's initial expectation of the mentoring process with her final achievements. She began by wanting practical advice on teaching strategies and ideas for activities. Mary wanted eventually to gain a certificate in education. The end of the seven months sees her enrolling on a Cert. Ed. course.



Evaluating the Benefits of Mentoring

Colleges use a variety of methods to monitor and evaluate the work of individual mentors and the benefits of the scheme as a whole. The outcomes of evaluation should be used to improve the scheme and to demonstrate its cost-effectiveness.

Methods include:

- mentorship evaluation meetings
- focus groups of mentored staff
- 'supervision' groups for mentors
- mentee questionnaires
- line manager questionnaires
- student questionnaires
- 'before and after' videos of mentored staff.

The following materials include two examples of mentee questionnaires (Examples A and B). It is important to bear in mind that the real benefits of a mentoring scheme are demonstrated by more teachers achieving excellent practice, leading to improved student retention and achievement.

Questions to consider:

- How might you adapt and use the material to review your college's strategies for evaluating its mentoring programme?
- What measurable targets should be set for your college's mentoring programme, in terms of improved observation grades, improved student punctuality, improved retention and achievement?

Example A: Mentee Questionnaire 1

The college has specialist mentors for different subjects. This questionnaire is used to evaluate the work of teaching and learning mentors.

Evaluation of support received

The teaching mentor is a new role designed to help individual tutors and CITs devise solutions to problems, implement new ideas and spread good practice.

Please help us to evaluate the provision by commenting on the areas that are relevant to your experience. All replies are confidential.

Teaching and learning

Please delete where appropriate:

- I have/have not used the T & L mentoring provision

If yes, please complete:

T & L Mentor	Unsatisfactory	Satisfactory	Good	Comments
Accessibility				
Usefulness to you				
Overall view of the provision				

Teaching and learning provision comments:

.....

.....

If you have used the mentor system please tick the areas that you feel have been covered:

	Informal discussions	Lesson observations	Tips, hints in relation to my work	Curriculum information or innovation	Help with paper work	Other, please comment below
T & L						
ILT (1) & (2)						
Key skills						
Personal tutor						

Any extra comments:

T & L	
ILT (1) & (2) (specialist tutors)	
Key skills (specialist tutor)	
Personal tutor (specialist)	

Please return to personnel and keep a copy for your own records.



Example B: Mentee Questionnaire 2

The purpose of this questionnaire is to evaluate how you valued the process of mentorship support provided

- To review the impact the support has had on your teaching practices and students' learning
- To continue the development of mentors to meet teachers' needs

1 Are you on a full or part-time contract?

Full

P-time

2 How long have you taught at the college?

3 What was your perception of the proposed mentorship?

- enthusiastic; you could share ideas
- open minded; there may be potential benefits
- unable to see any potential benefits.

4 Did you know your mentor well before the mentorship contract began?

Yes

No

5 Was the working relationship:

- highly positive and motivating
- reasonably positive, constructive and motivating
- negative and demotivating?

6 What was your opinion of the targets negotiated for the mentorship contract?

- challenging and targeting areas that you would welcome support
- clear and concise
- unrelated to your perceived needs.

7 In what way, if any, have you benefited from the mentorship support?

.....

.....

.....



Example B (continued)

8 As a result of the mentorship, have you made changes to:

- | | | |
|------------------------------|-----------------------------|--|
| Yes <input type="checkbox"/> | No <input type="checkbox"/> | Schemes of work |
| Yes <input type="checkbox"/> | No <input type="checkbox"/> | Materials and resources |
| Yes <input type="checkbox"/> | No <input type="checkbox"/> | Assessments |
| Yes <input type="checkbox"/> | No <input type="checkbox"/> | Lesson planning |
| Yes <input type="checkbox"/> | No <input type="checkbox"/> | Students' planned learning experiences |
| Yes <input type="checkbox"/> | No <input type="checkbox"/> | Checking learning |
| Yes <input type="checkbox"/> | No <input type="checkbox"/> | Classroom management |

Have you evaluated the impact of any changes on student learning?

- Yes No

If yes what are the results?

.....

.....

.....

9 Would you recommend mentorship to any of your colleagues?

10 Did the evaluation review of the mentorship reflect fully what had been achieved?

.....

.....

.....

11 Have you and your line manager used the outcomes of the mentorship as part of your staff appraisal?

- Yes No

If yes what are they?

.....

.....



Example B (continued)

12 Have you identified further staff development opportunities relating to improving teaching and learning?

.....
.....
.....

13 Are there any in-house staff development courses that you feel the college should be offering, to support the staff in improving teaching and learning?

Yes No

.....
.....
.....

Please return your completed form to head of human resources

- access, 15–16
 - to guidance, 37
 - to learning, 15–16
- accreditation of prior learning, 7
- achievement
 - data, 7, 9–10, 12–13, 31, 33
 - measuring, 41–2, 65–70
 - of learning goals, 49
- action planning, 27, 115
- action plans, 15
 - for learners, 40
 - for teachers, 45, 147
- admissions, 7
- Adult Learning Inspectorate, 56
- advocacy, 10
- agreed features model, 68–9
- ALI. *See* Adult Learning Inspectorate
- AoC. *See* Association of Colleges
- APL. *See* accreditation of prior learning
- appraisal, 4, 43, 93, 133
- assessment, 7, 8, 9–11, 39–42, 71, 151, 160
 - continuous, 42
 - initial, 7, 9–11
 - outcomes, 36, 79
 - specialist, 7, 8
- Association of Colleges, 2
- audit, 28, 31
- awarding bodies, 12, 29, 39, 40, 170
- basic skills, 8, 12, 16, 25, 67, 151
- behaviour, 19, 23
- benchmarking, 31, 55
- best practice, 157
- Braille, 39
- ‘buddy’ systems, 32, 158
- case studies, 168–184
- charter, students’, 19
- class visits, 93; *see also* observation
- classroom management, 75, 148, 160
- coaching, 136, 158
- code of conduct, 51–2, 114
- Common Inspection Framework, 56, 60
- communication, 26, 29
- complaints, 113, 114
- continuous professional development, 47, 131–2, 147, 159
- contracts
 - learners 7, 17
 - mentors 133
- core competences, 111
- counselling, 112, 116, 160
- CPD. *See* continuous professional development
- credibility, 108
- data protection, 51, 114, 137
- destinations, 8
- disability, 9, 39
- documentation, 5
- duty of care, 51
- equal opportunities, 19, 50, 62, 138
- ethics. *See* code of conduct
- excellent teacher, 2, 66, 109, 110
- FE, 51, 144
- feedback, 25, 27, 79–82, 97–9
- FEFC. *See* Further Education Funding Council
- FEFC Circular 93/28, 56, 58
- FEFC Circular 97/12, 56
- FENTO. *See* Further Education National Training Organisation
- FENTO standards, 2, 4–5, 7–52, 55, 67, 167
- Further Education Funding Council, 2
- Further Education National Training Organisation, 2
- governors, 42, 60
- group work, 19, 20, 75, 116
- guidance, 37, 55, 62–3
- handbooks, 37, 55, 56, 60, 98, 153–4
 - OFSTED *Handbook for Inspecting Schools*, 65, 70
- HE, 8, 160, 170, 178
- health and safety, 23, 33, 51, 88, 136, 137
- human resources, 4
- humour, 19, 26, 110, 146
- ICT. *See* information and communications technology
- liP. *See* Investors in People
- ILT. *See* information and learning technology
- impairments, 24, 25

- inclusive learning, 15, 31, 32, 65
- Inclusive Learning Quality Initiative Materials*, 65, 66
- individual student records, 17, 91
- induction
 - learners, 20, 33, 34, 36
 - teachers, 133, 136
- industrial standards. *See* occupational standards
- information and communications
 - technology, 16, 20, 23, 28, 80, 148
- information and learning
 - technology, 49, 83, 86, 142, 152, 181
- inspection, 56, 60
- introductory booklet, 2
- Investors in People, 51
- job specifications, 4, 140–1, 142–6, 147–2
- key skills, 47, 151
- labour market information, 24
- learner
 - agreements. *See* contracts
 - expectations, 66
 - support, 7, 8, 10
 - needs, 7–11
- learning
 - environment, 23, 158
 - through experience 21–2
 - goals, 14, 17, 19
 - groups, 19–20
 - individual, 17–18
 - measurement of, 65
 - styles, 14
 - plans, 19, 91
 - process, 24–32, 71–2
 - resources, 28
 - review of, 27
 - support, 35–8
- learning director, 142–6
- learning difficulties, 9, 66
- ‘learning how to learn’, 13
- Learning and Skills Council, 45
- legal requirements, 51
- lesson plans, 8
- LMI. *See* labour market information
- LSC. *See* Learning and Skills Council
- management information systems, 30, 51
- managers
 - curriculum, 60
 - guidance, 158
 - human resources, 4
 - and mentors, 158
 - quality improvement, 4
- materials, how to use, 4
- Meggison & Pedlar: *Self-development*, 122
- mentees
 - guidance, 156
 - questionnaire, 181, 182–4
 - self-evaluation, 167
- mentoring
 - benefits, 180, 182–4
 - best practice in, 157
 - case studies, 169–3, 174–180
 - checklist, 167
 - linked to CPD, 131, 132, 133, 134
 - policy, 135, 136–139
 - process, 4, 161, 163–6
 - specifications, 140–152
 - standards, 115
- Mentoring: Draft Occupational Standards*, 112
- mentors
 - competences, 108, 111, 119, 120, 140–148
 - developing, 107, 108, 134
 - guidance, 153–5, 159–160
 - identifying, 107, 112–125
 - links with staff, 131–3
 - specialist, 149–152
 - specifications, 140–152
- mentor-teachers, 73, 79–80
- MIS. *See* management information systems
- monitoring, 28, 69, 137, 142, 144, 154
- needs assessment, 7–11
- observation, 53–126
 - criteria for, 67
 - evaluating, 101–6
 - flowchart of process, 61, 75
 - framework, 55
 - process, 61

- protocols, 57
- purpose, 57, 60
- records, 58, 85–96
- occupational standards, 115
- OFSTED, 56, 65, 70
- OFSTED *Handbook for Inspecting*, 70
- outcomes, 12, 32, 35, 36, 39–42
- parents, 16, 29, 42
- participation, 15, 66
- part-time teachers, 149
- peer observation, 4, 32, 60, 74–5, 79–80
- performance
 - evaluating, 43
 - stages of, 55, 73
- performance indicators, 31
- person-centred counselling, 116
- person specifications. *See* job specifications
- personnel. *See* human resources
- planning, 5, 12–16, 45–6
- professionalism, 49–52
- protocols, 153, 155
- punctuality, 69
- QCA. *See* Qualifications and Curriculum Authority
- Qualifications and Curriculum Authority, 45
- quality assurance, 31, 35, 60, 61, 63, 136, 144
- quality improvement, 4, 32, 55, 56, 74, 97, 129, 131, 135
- referrals, 7, 37, 39, 138, 139, 178
- resources, 28
- review, 27
- scheme of work, 12
- schools, 23, 29, 43, 70, 131, 152
- self-evaluation, 43–7, 167
- separation, 115, 116
- skills, 119–120
- SOW. *See* scheme of work
- stakeholders, 29, 44
- standards
 - FENTO. *See* FENTO standards
 - industrial. *See* occupational standards
- strategic plan, 52
- stress, 118, 129, 154, 163
- student-centred learning, 171, 173
- success
 - non-academic, 37
- support
 - for learners, 35–8
 - pastoral, 91
 - personal, 38
- Teachers' Pay Initiative, 2
- techniques, teaching, 13–14, 17–22
- trio observation method, 81–2
- TPI. *See* Teachers' Pay Initiative
- unions, 51
- value base. *See* professionalism
- values, 110
- working relationships, 29–30