

NQT Induction Training

Part 2 Developing mentoring skills



Mentoring

We see professional mentoring support as a 'win, win' activity, that is it's good for both mentor and mentee and done well leads to growth in understanding, capacity and performance.

As a mentor your role is to support others in finding their own resources to manage challenges and offer opportunities and suggestions unlike in coaching where it is never your role to provide solutions. Providing solutions, options and ideas is mentoring not coaching.

Value your mentee

Valuing the mentee

Mentees may be young or more mature.

Younger mentees sometimes need support with professional conduct and formal relationships, not all find it easy to build rapport with others in your school and in such cases they need to be able to model behaviour from the adults around them.

Having said this all mentees must be treated with unconditional positive regard as coined by Dr Carl Rogers.

This point is vital, unconditional means that the mentor should respect the mentee regardless of what she/he may say or do during a mentoring conversation.

Conditional regard would mean that a mentee would be given respect and a positive view as long as she spoke in a way that met with the approval of the mentor.

Looking after yourself

Looking after yourself

As a mentor you do need to look after yourself and establish appropriate boundaries with your mentee. It's a little like on a flight when all passengers are advised to put on their own oxygen mask first before helping others. If you are unable to support your own workload well then it sets neither a good example or supports the confidence of the mentee.

We would always advise setting up a system or structure that sets out from the start to support the mentee within professional boundaries.

Work in pairs and answer the following questions

- When your sessions will occur, when are you available for informal support?
- How frequently and for how long?
- What will happen if one of you are unable to make the session?
- Who will record the notes in your sessions?

Preparing in this way enables the relationship to begin on a sound footing.

Modelling Professionalism

Professional Behaviours and Teaching Standards

Which of the following can be a challenge in a busy week?

The following is a set of standards that a mentee should expect from their mentor

- *Good time keeping, sticking to agreed meeting times
- *Being prepared for sessions
- *Completing paperwork to a high standard
- *Organising the right environment for meetings
- *Friendliness and openness
- *Making the mentee feel valued.
- *Feeding back promptly after observations

Teacher Standards

- On your copy carry out a RAG activity which are going to be the hardest standards for your NQT to green?
- How could you use the standards to develop them further?

Emotional Intelligence and empowerment

Asking your mentee great questions when they get stuck to empower them

- What have you tried already?
- What could you do about this?
- What have you seen others do that might work for you?
- You mentioned that you could...what will you commit to doing?
- That sounds really important to you...can you explain?
- Give me a concrete example of that?
- Would you like a suggestion?
- In pairs discuss the following scenarios – what would you do/need to do?

Dealing with challenge and upholding standards

How do you model a courageous conversation when feeding back from an observation?

Most people want to know the truth, they get frustrated because they sense there is something that is not being said. This can lead to people not fully accepting the praise that is available because they know that something 'big' may be said about what did not go well.

Courageous feedback examples:

I wasn't sure about x in the lesson so, I asked the pupils and they really liked that....

I could see what you were trying to achieve there and it worked for x and y but not for ...why do you think that happened?

I love the displays that you have put up in that corner, in my view it does make x look tired...what do you think?

The learning in that lesson was excellent it had pace, fun, chances to practice, great outcomes in the pupil's work and the pupils said.....

You don't seem to be your usually smiley itself is there anything happening in school that you would like to talk about? Is there anything we can set up to support you?

..and what
else?

What concerns do you have about mentoring?

Put your point/s on a post it note and stick it/them on a table

Each person to select a note that is not their own and suggest a solution

Where can you can get support?

Raise a query via nqt manager for us and we will answer

- Ask a colleague you have met today
- Ask a colleague in your school or another school
- Contact a specialist leader of education from a teaching school
- Ask Alan at East Sussex alan.taylor@eastsussex.gov.uk
- Ask a coach – there are coaches available locally contact Willingdon or St Marks.
- TES has lots of suggestions
- Chartered College online resources