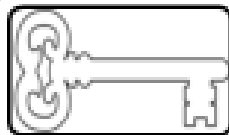


Learning partners in educative mentoring: principles and practice

Dr Caroline Daly



New year, new mentoring relationships...



Where are you from and what's your current role in school?



What concerns you about your mentoring role?

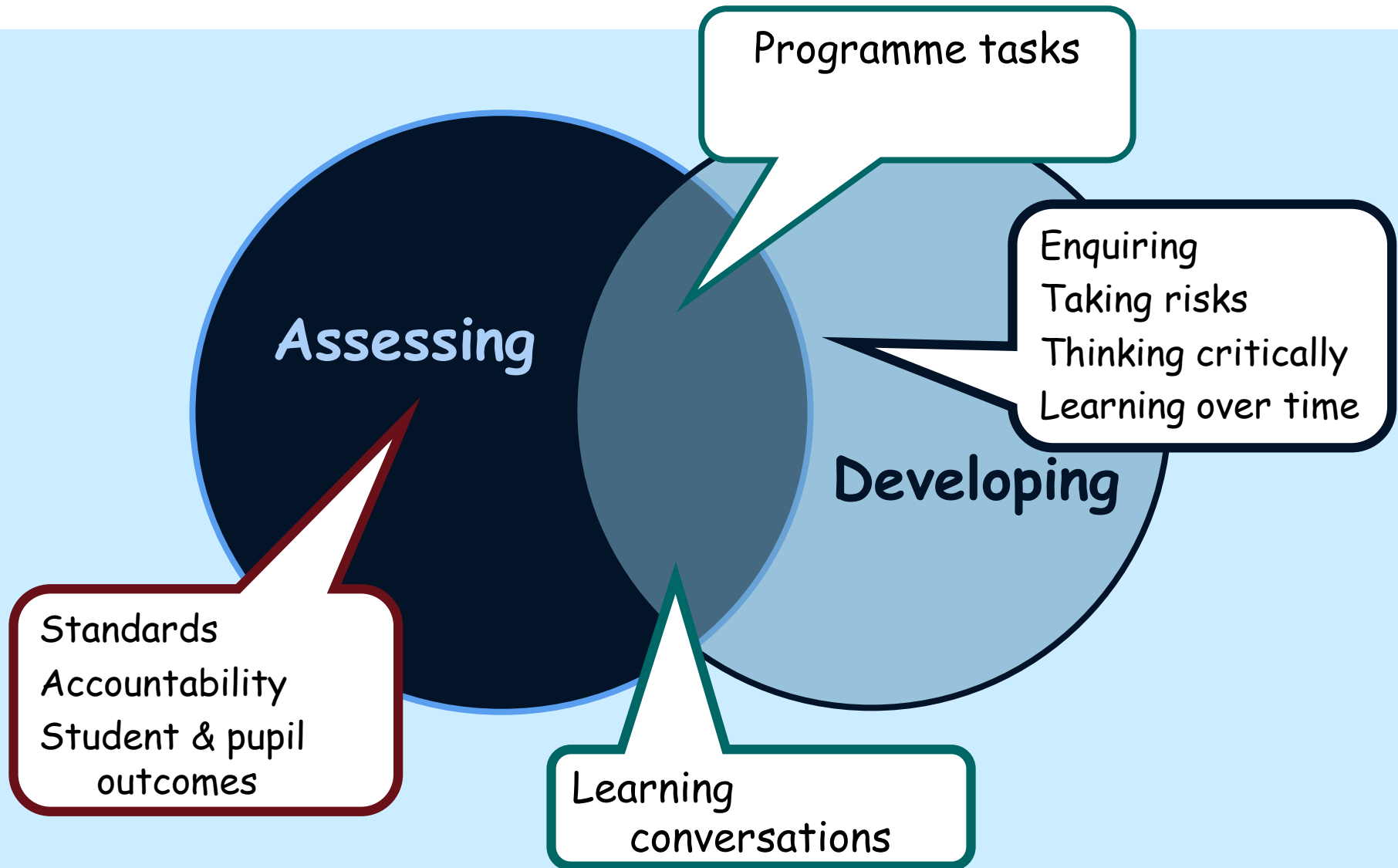


What you are looking forward to?



What would you change this year in your mentoring relationship(s)?

Mentoring in a dual role



Which image strikes you as most representing the mentoring relationship with a student teacher?



Some reflection...

- Compare with someone else - ?
- What pictures do you think student teachers would choose to represent how they see the mentoring relationship?

Research into mentor-mentee relationships



NEW TEACHERS

*Hobson and McIntyre
(2013)*

- ‘Teacher fabrication as an impediment to teacher learning and development’
- Follows the BaT study 2009 – ‘Becoming a Teacher’
- Proposes intrinsic challenge in the dual role of mentor = fabrication

MENTORS

Langdon (2014)



- Mentor/mentee learning conversations
- New Zealand – trainee teachers & NQTs
- Mentor research – did not really know the kinds of dialogue they practised
- Identified types of dialogue/ examined conversations
- Mentor development

Maintaining the illusion

No one wants to expose their weakness ... I can openly admit when I started at this school that I wouldn't go to anyone

strategic silence

FABRICATION

strategic avoidance

You never want to mention any potential failings that you might have to your mentor or your line manager ... I have got the acting down to a fine art

Educative mentoring ...

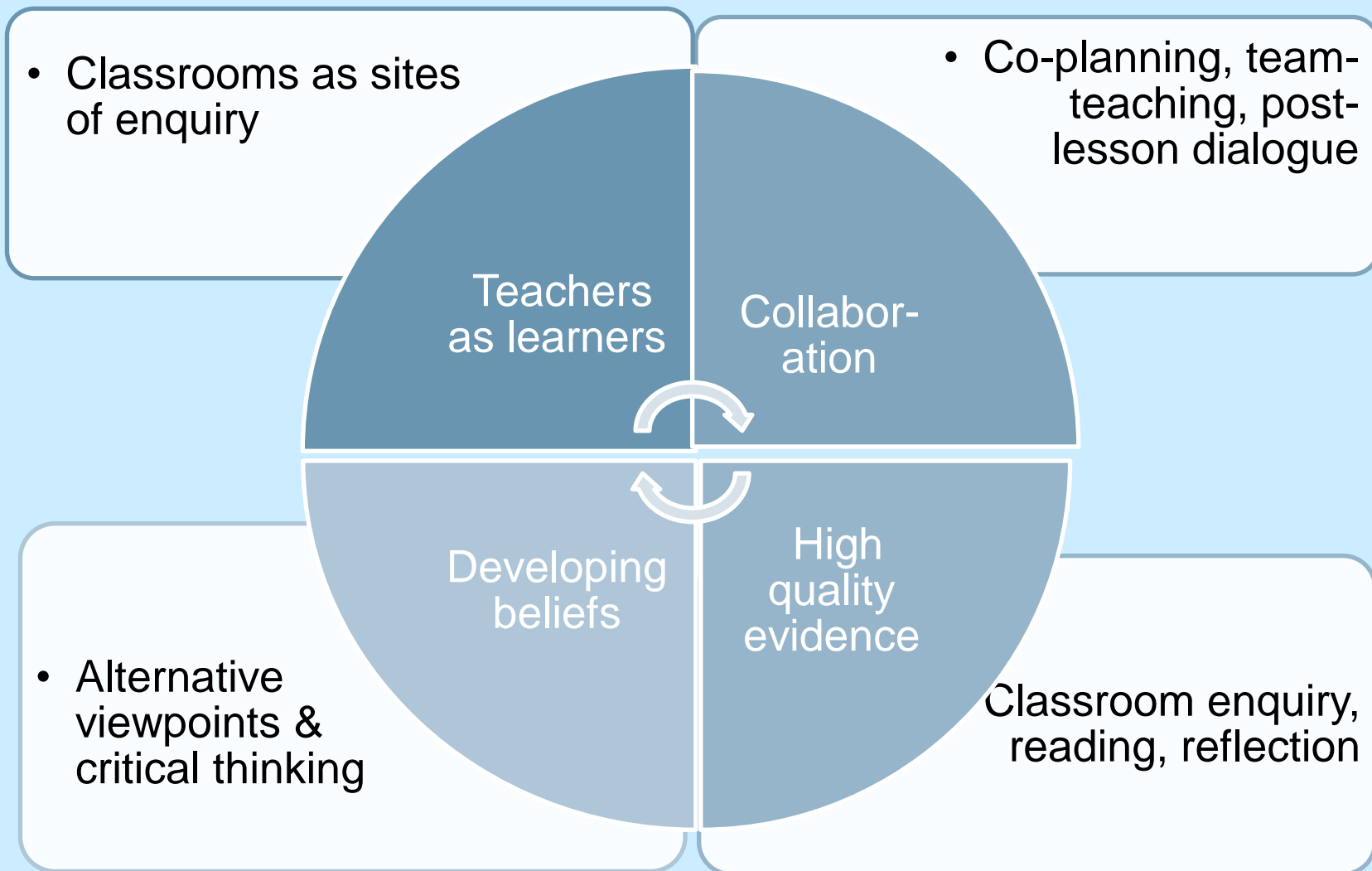
...is based on a vision of teachers as learners and the classroom as a site of enquiry (Norman and Feiman-Nemser, 2005)...

...It is based on collaborative principles that involve building knowledge together about teaching and learning (Daly and Milton, 2017)

...facilitating the development of alternative beliefs and viewpoints (Flores and Day, 2006) –

PREPARE TO BE UNCOMFORTABLE

...and collecting and assessing high-quality evidence that is professionally relevant to the [beginning] teacher (Yusko and Feiman-Nemser, 2008).



Educative

- ‘a role, a relationship and a process’
- Enquiry into pupil learning as basis for practice development
- Mentor learning as well as student/NQT learning

Restrictive

- Learning from ‘experts’
- Passing on school routines and norms
- ‘how things are done around here’



Policy environment

- Concerned with identifying 'what works'
- Concerned with finding solutions to problems
- Concerned with replicability and reliability across contexts
- High emphasis on data demonstrating compliance
- Conceptualises knowledge as stable and transferable
- Seeks certainty

Educative mentoring

- Concerned with the teacher as a social, principled, practitioner
- Concerned with problematising practices
- Concerned with classrooms as complex social spaces
- High emphasis on rich data as evidence of teacher learning
- Conceptualises knowledge as constantly reconstructed
- Embraces uncertainty as core to thoughtful teaching

This means

- ‘A new mentoring stance’ (Langdon and Ward, 2015)
- The quality of dialogue is crucial
- ‘alternative practices’ are explored
- Planning and reviewing teaching are core
- Enquiry is embedded – ‘let’s find out...’
- Builds capacity for school improvement

Addressing Teacher Workload in Initial Teacher Education (DfE November 2018)

- ‘Addressing workload and changing the culture of burdensome practice through ITE content’

How have you reviewed your provision to develop trainees to focus on planning a sequence of lessons rather than writing individual lesson plans? (p.4)

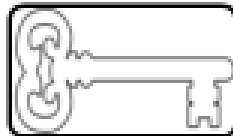
- Reduce the expectation to write individual lesson plans and develop schemes.
- Transfer the emphasis on planning, using and adapting existing resources, work and textbooks.
- Introduce a phased approach to move from planning lessons to planning schemes of work as students gain experience.
- Develop more ‘light touch planning’ over sequences of lessons

Handle with care...!!!

Re-imagining lesson planning dialogue...

- What can we do to stop so many pupils in this class ‘falling off a cliff’ when we’re teaching fractions, once we move from teacher-led input to pupil practice?
- How could we work with pupil voice to help design our new topic next term?
- Could the ‘curiosity corner’ *be better used* to support learning in science this term?
- **Think of a question worth asking with a student teacher as a basis for co-planning...**

Re-imagining mentoring relationships...



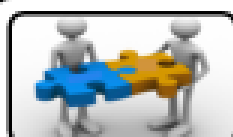
What steps could be taken to discuss educative mentoring in your school?



What concerns you about your mentoring role?



What you are looking forward to?



What would you change this year in your mentoring relationship(s)?

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