



# **Creating A Critical Framework for Teacher Mentoring**



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# Purpose of this Presentation

- Explain how the PhD research came about♪
- ♪
- Summarise findings (to date) of a current research project♪
- ♪
- Explore the development of a framework/model that positions mentoring within a higher education institution, with equality of access to mentoring for all teachers♪

# Key Focus Areas of the Research

1. Does mentoring support teaching practice?♪
2. Purpose and benefits of establishing a mentoring system♪
3. Training for mentors and mentees♪
4. Access to mentoring for all teachers in a higher education context♪
5. Exploration of different frameworks, leading to the development of an evolving mentoring model in own institution♪

# Activity One

- i) What is the purpose of mentoring?
- ii) List the qualities/characteristics of an “effective” mentoring partnership

# Purpose: What the Literature Says

- No singular purpose identified
- A support function or a judge of the new teacher's performance for the purpose of employment/certification?
- Variety of meanings:
  - Induction, Supervision, Staff retention, Personal development, Managing professional development, Managing expectations of research

# Benefits

- Huling & Resta, 2001
  - Mentee is catalyst for the mentor's professional development and stimulating mentor's personal self reflection
- Rowley, 1999
  - Mentor develops multiple methods of classroom observation and refining their feedback skills
- Young & Perrewe, 2004
  - Impact on organisational culture, formal policy and general health of the organisation

## Activity Two

- i) What is your process for selecting the mentor?
  
- ii) How effective do you believe this process to be?

# Access to Mentoring

- Who receives mentoring in the organisation?
- Who should receive mentoring?
- Multiple references to mentoring for the new teacher
- A few references regarding the need of experienced teachers to receive mentoring (Gibson, 2004; Elliott, 2000)

# Training

- Literature supports training as an integral part of a mentoring programme
  - Initial training plus ongoing opportunities for mentors to interact with each other and develop supportive relationships
- “Successful mentor programmes are dependent upon the quality of training afforded the mentors (Ganser, 1996)
- Purpose: enabling mentor to delve deeply into themselves (Barrett, 2002)

# Gaps in the Literature

↳ Implicit assumption that the activities a mentee engages in with a mentor means the mentee naturally benefits from such advice and guidance

Minimal evidence, apart from perceptions and assumed outcomes as a result of being involved in mentoring

Minimal reference or published research regarding the need for training for the mentee



# What the Participants Say.....



# The Positives


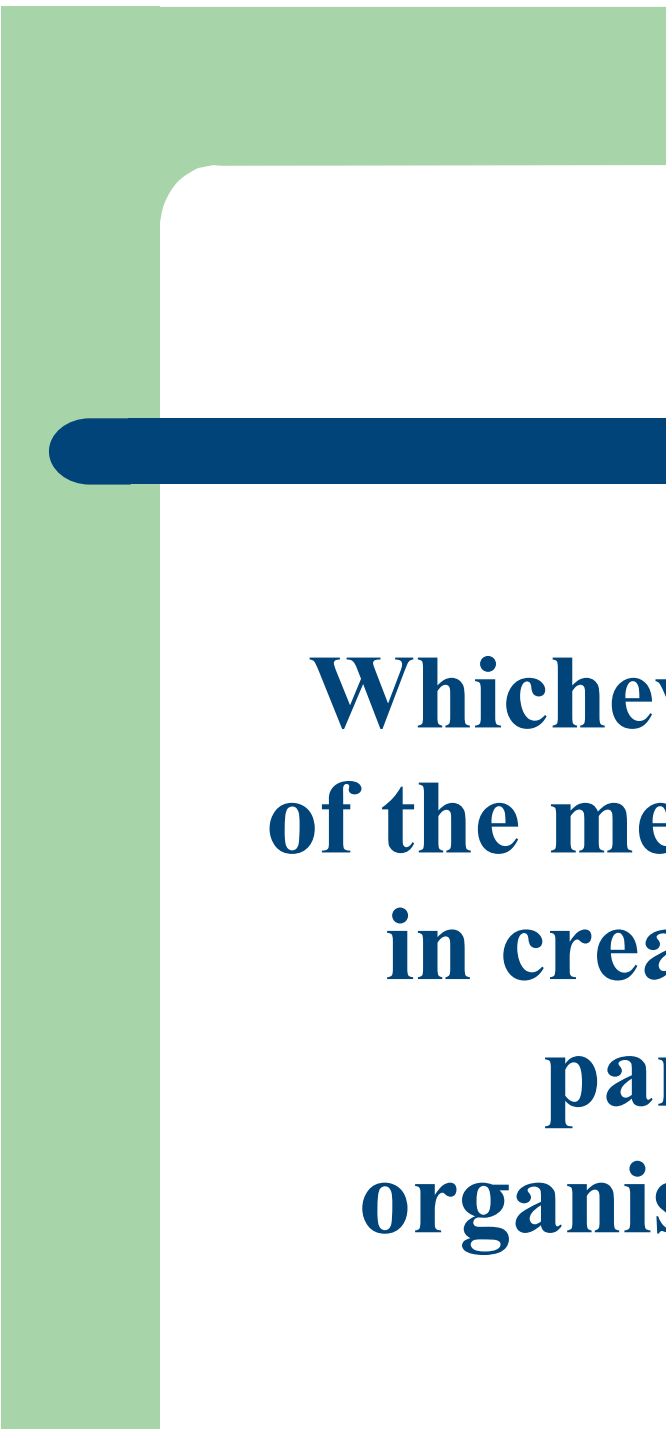
- ☺ Training provided for both mentors and mentees at beginning of mentoring partnerships
- ☺ Gain a different 'take' on things – get another point of view
- ☺ Given me the confidence to do something differently from my past teaching style and experience
- ☺ People becoming places where you can ask some questions
- ☺ Good to have a mentor from a different Faculty – I could get another opinion and find another/better way outside of how my Faculty has always done it
- ☺ It's like having a coffee with a friend but also use the time productively
- ☺ Keeping a reflective journal (as a mentee) has been very useful
- ☺ Translating the advice I have been given into active learning for my own development

# The Challenges

- ☹ Meeting up – we both run in 55 different directions
- ☹ Actually still really unclear what ‘mentoring’ means
- ☹ For me, the matching has been very limiting
- ☹ Finding to to reconnect after a term break
- ☹ Mutual time; Time has eluded me
- ☹ So exhausted sometimes, I can’t think to be productive in the partnership
- ☹ Too many commonalities in our jobs can be counter-productive: assumptions made if there is too much in common
- ☹ The mentor feeling they always have to ‘produce the goods’ and meet the needs and expectations of the mentee

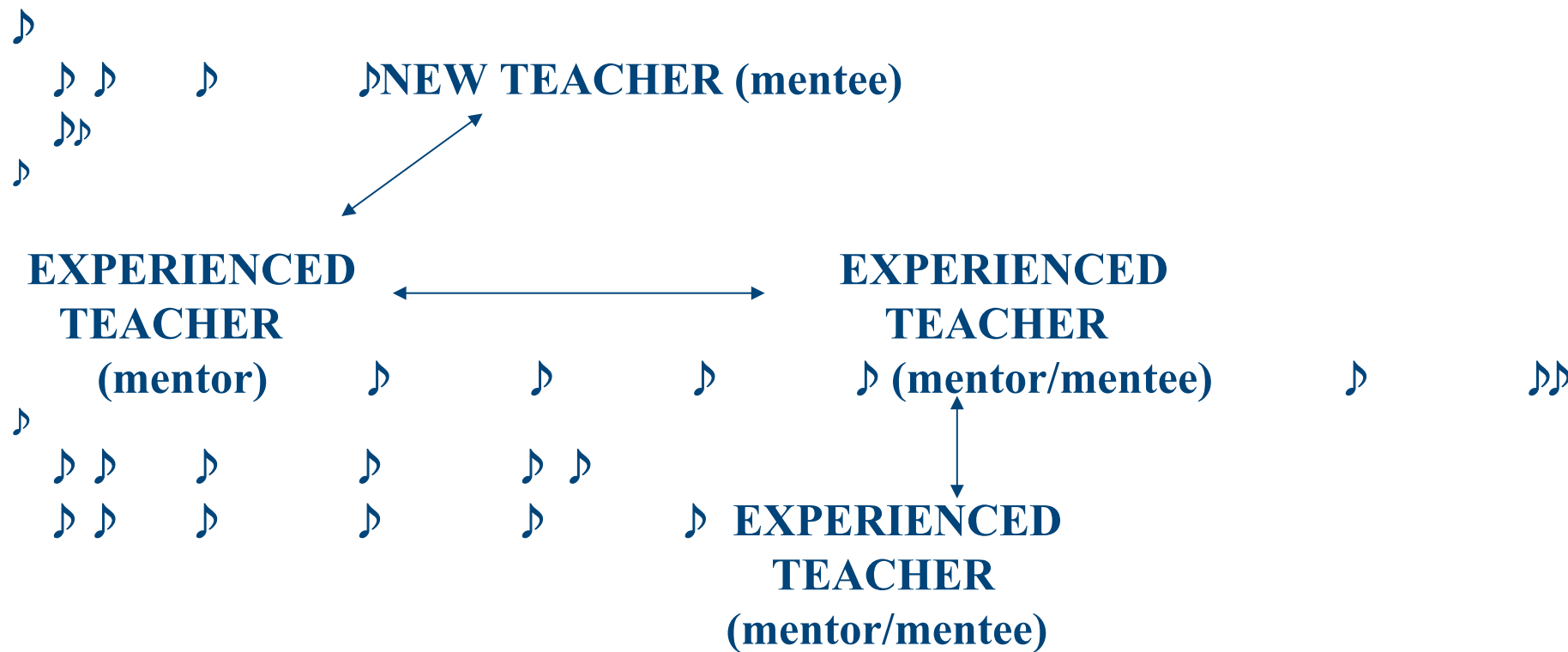
# Mentoring Models

- Range of models advocated in the literature, including:
  - Formal & mandatory vs informal & voluntary (Ingersoll & Kralik, 2004)
  - Expert-Novice (traditional model – McGuire & Reger, 2003)
  - Dyad relationship
  - Group mentoring (Balatti, 2001; Ritchie, 1999)
  - Peer mentoring (Woodd, 1997)
  - Co-mentoring (McGuire, 2003)
  - Buddy system (moir, 2006)



**Whichever model, the purpose of the mentoring remains pivotal in creating meaning for the participants and the organisation (Zachary, 2000)**

# A Proposed Model for Mentoring



*Figure 1: Co-Mentoring: An Equality of Access*