Mentor

Job Description

PGCE-23J : Postgraduate Certificate in Education

This document is also available in Welsh. Mae'r ddogfen hon hefyd ar gael yn y Gymraeg.

Contents

About the Role

The subject/phase Mentor supports the student teacher on a day-to-day basis in the context of their secondary subject or primary phase. They will support student teachers to plan, teach, evaluate, and assess learning in a graduated and progressive way. They will provide regular formative feedback on teaching through observing lessons and undertake some formal lesson observations. Mentors, with support from the School Coordinator, also provide a summative assessment judgement as part of the end of module Practice Learning Report. They are an important part of the communication chain between the student, Curriculum Tutor and Practice Tutor. The Mentor must have knowledge of the professional teaching standards and must be able to interpret aspects of them to assess the student against them and communicate this clearly to the student teacher.

The Mentor must possess the desire to develop a student teacher, enjoy the challenges that arise from these interactions and seek to improve their own practice and career in education. The Mentor must have gained practical knowledge of the classroom in that context and be able to communicate this to assist the student teacher to contextualise their online learning. The Mentor supports the student teacher to contextualise their learning within the school setting and understands their role as a teacher educator within the Partnership model. The Mentor understands the continuum between mentoring and coaching, primarily by gauging the balance between challenge and support and

the understanding that the Mentor/Mentee relationship is a two-way process. The Mentor should be approachable and adopt the role of a critical friend.

Key Aims

- To provide effective, high quality day-to-day mentoring of student teachers within their subject or phase.

- To provide assessment of student teachers' practice learning experience within the school.

- To contribute to developing a whole-school approach to ITE within the school, working within the principles of Schools as Learning Organisations.

- To share best practice within the Mentor network across Partnership schools and beyond through participating in development events, forum discussions and cluster moderation events.

Key Responsibilities

- To have an in-depth knowledge and understanding of the OU Partnership vision for student teacher learning and to be familiar with key approaches, as well as necessary processes, as outlined in the Guide to Practice Learning. Observe student teachers' practice regularly as part of the assessment of progress towards the Professional Standards of Teaching and Leadership and provide summative feedback on the student teachers' progress.

- Meet frequently with the student teacher for timetabled mentoring sessions to review student teacher progress and identify targets for development.

- Provide and coordinate a wide range of formative opportunities to support student teacher's development of knowledge and pedagogical practice within subject/phase.

- Provide a structure to student teacher's practice learning experience through mediating the use of formative Practice Learning Activities and provide opportunities for critical and reflective discussion with the student teacher on the activities.

- Facilitate and support student teachers to engage in lesson study and small-scale inquiry in the school.

- Write Section A of the Practice Learning Report via the student teacher's e-portfolio.

- Provide additional observations/intervention in accordance with the Student Support Framework, where required.

- Provide pastoral and wellbeing support to the student teacher.

- Work with the Partnership to identify strengths and areas for development in programme provision relating to student teacher practice and effective mentoring.

- Take responsibility for own professional development in the field of ITE, engaging in professional learning events online and face to face.

- Make effective use of and contribute to Partnership learning resources including regularly using the VLE and discussion forums, keeping up to date with regular communication and information.

Skills and Experience

- A qualified teacher recognised for highlight effective practice within their phase/subject in a Lead, Associate or Employer partner, with the ability to articulate their own theory of practice.

- Knowledge and understanding of the principles of Initial Teacher Education and an understanding of how adults learn.

- Knowledge and understanding of the application of the Professional Standards for Teaching and Leadership.

- A strong understanding of the principles of effective mentoring and coaching.

- Able to use powerful questions which support their student teachers to become reflective practitioners capable of eventually working independently and thriving in the new model of teaching in Wales.

- Possess the skills to be empathetic to a student teacher starting their career in education and give constructive feedback appropriate to this stage in their development.

- Be open and willing to reflect critically on their own mentoring practice and demonstrate and appetite to continually develop their own practice as a teacher educator.

- Good communication skills, able to listen and with an ability to provide effective feedback to colleagues at different stages of the professional learning continuum.