Supporting teaching practice: a manual for supervisors and mentors

University of South Africa (Unisa), College of Education (CEDU)

Supporting teaching practice: a manual for supervisors and mentors
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Department of Education
Mentor school managers and manage mentoring programmes in schools
A module of the Advanced Certificate: Education (School Management and Leadership)
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Acronyms and abbreviations in common use

AC	Assessment Criteria
AGM	Annual General Meeting
CAPS	Curriculum and Assessment Policy Statements
CCFO	Critical cross-field outcome
CHE	Council on Higher Education
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DoE	Department of Education (former combined Department)
DSG	Development Support Group
EMD	Education Management Development
ETQA	Education and Training Quality Assurance/Assurer
HEQC	Higher Education Quality Committee
HESA	Higher Education South Africa
INSET	In-Service Education and Training
IQMS	Integrated Quality Management System
NCS	National Curriculum Statement
NLRD	National Learners' Records Database
NQF	National Qualifications Framework
OBA	Outcomes-Based Assessment
OBE	Outcomes-Based Education
PGP	Personal Growth Plan
PoE	Portfolio of Evidence
RPL	Recognition of Prior Learning
SACE	South African Council of Educators
SAQA	South African Qualifications Authority
SDT	Staff Development Team
SGB	School Governing Body
SGB	Standards Generating Body
SMT	School Management Team
SO	Specific Outcome
US	Unit Standard

Useful websites for keeping abreast of change

www.education.gov.za	For keeping abreast of curriculum change in particular
www.dhet.gov.za	For keeping abreast of policy change with regard to qualifications recognised for employment as a teacher
www.elrc.co.za	For keeping abreast of collective agreements in education
www.sace.org.za	For keeping abreast of professional registration and development issues
http://www.thutong.doe.gov.za/	Useful resources related to curriculum change, professional development, education administration and management.

Glossary of Terms

Action plan: A plan of intended activities is useful in the mentoring relationship as it identifies the necessary steps for reaching identified targets in the most efficient way. I t identifies what is to be implemented; people who are to implement; time frames; resources needed and performance indicators.

Coaching: Coaching is often used as one of the strategies in a mentoring relationship. It involves a process that enables learning and development to occur and thus performance to improve in a particular area. To be a successful coach requires knowledge and understanding of processes as well the variety of styles, skills and techniques that are appropriate to the context in which the coaching takes place.

Evaluation: Evaluation takes place at the end of the development plan cycle. It is a brief analysis of progress made on each of the priorities.

Mentoring: A sustained developmental relationship between an adult and youth or an experienced person such as a teacher with long service and an inexperienced (newly qualified or student) teacher, or in which both are qualified and experienced professionals, but where one has acquired the new required knowledge and skills while the other has not. The mentor provides guidance and support to a mentee with a respect to a wide range of knowledge, skills, attitudes and values. In many cases the mentor is also a role model for the mentee.

Monitoring: This indicates the degree of success or lack thereof during the implementation of an action plan. It involves putting in place success checks, which are means of establishing whether the targets are being met as expected.

School-based Mentors: Experienced school-based educators who are recruited, trained and monitored to support student-teachers on teaching practice

Supervisors: Qualified and experienced educators who build relationships with a cluster of schools (and their associated district officials); recruit, train and support school-based mentors; and assess student-teachers on teaching practice.

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Overview

Introduction to the module

Welcome to the module on supporting teaching practice through mentoring.

What is the purpose of this module?

The primary aim of this module is to empower teaching practice supervisors and school-based mentors to develop and implement appropriate mentoring programmes to support teaching practice placements in schools. However, as will be seen, the competences associated with mentoring can also be applied more widely.

What is covered in the module?

The learning guide of this module addresses four key questions as follows:

- What has changed/is changing in the schooling system and what are the roles of supervisors and school-based mentors?
- What is mentoring?
- What are the personal and professional qualities of effective mentors?
- How can we manage the establishment, monitoring and evaluation of a school mentoring programme to support teaching practice placements?

You are expected to engage with authentic teaching contexts during which you will participate actively in meaningful conversations and mentoring interactions with other experienced teachers, other educators and student-teachers. The module comprises three main components: (1) understanding teaching practice in the context of an evolving educational landscape; (2) developing the knowledge, skills and attitudes to offer professional mentoring support in the context of lifelong professional development; (3) being able to use a variety of instruments and ICT functionalities to plan, record and report progress, making pre-emptive supporting interventions wherever necessary.

What are the learning outcomes of this module?

The learning outcomes outline the competencies you should be able to demonstrate on completion of this module. The learning outcomes relate to the *Unit Standard 115432: Mentor school managers and manage mentoring programmes in schools* as well as additional outcomes related specifically to supporting teaching practice. It is directed at both teaching practice supervisors as well as school-based mentors. It is expected that teaching practice supervisors will provide initial training and ongoing mentoring support to school-based mentors and that the school-based mentors in turn will provide mentoring support to student-teachers on teaching practice placements as illustrated in the following diagram:
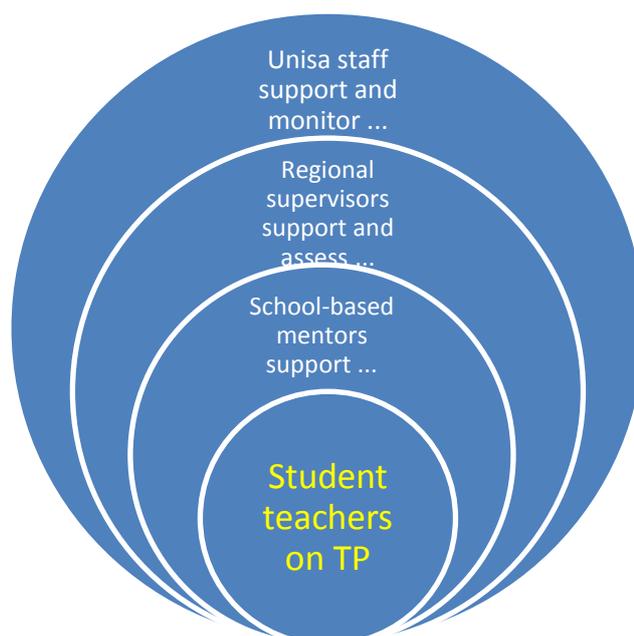
Figure 1: Supporting teacher practice through mentoring

The following are the learning outcomes of the module:

- understand the role of teaching practice in general, and the roles of supervisors and school-based mentors in supporting teaching practice in particular, within the context and challenges associated with the evolving educational landscape.
- demonstrate the skills and personal qualities for successful mentoring within the context of lifelong professional development.
- identify varied mentoring strategies to manage the establishment, monitoring and evaluation of a mentoring and coaching programme tailored to the needs of different audiences taking due cognisance of the different roles associated with student-teachers, school-based mentors, regional supervisors and other stakeholders.
- use innovative ways to develop the abilities (knowledge, skills and values) of mentees within an agreed mentoring plan and be able to record and report progress, making appropriate pre-emptive supporting interventions whenever necessary.

Learning time

This module carries 12 credits. It should, therefore, take the average student approximately 120 hours to successfully complete the module. The 120 hours includes contact time, reading time, research time and time required to write assignments. A more specific indication of time to be spent on each of these activities will be provided in each of the units that make up this module.

Developing a portfolio

There are many suggested activities in this module; and many of these will encourage you to continue to reflect and innovate in your practice even after you have completed the initial training session. A portfolio could be a useful way to manage your emergent understanding.

1.   What is a portfolio?

A portfolio is a record of learning, work and achievement compiled over a period of time for a particular purpose.

2.   Why compile a portfolio?

A portfolio includes a variety of evidence of achievement and is developed over a period of time, This means that it can offer greater insight into:
- Personal and professional growth over a period of time
- The depth and breadth of achievement
- Your cumulative and holistic achievement.

3.   What might go into the portfolio?

It is significant to note that although your portfolio will be a working document, it will not contain every piece of paper pertaining to your achievements, learning and development experiences. It will provide a point of reference and act as a guide to assist you in planning what you need. It is therefore crucial that you keep an up to date record of your achievements in the portfolio for it to be beneficial.

4.   How to develop your own professional development portfolio

SACE have suggested 8 critical steps that will guide you in developing your own portfolio as follows:

STEP 1: Planning and preparation
STEP 2: Physical appearance and organisation of your portfolio
STEP 3: Deciding on portfolio content
STEP 4: Selecting the relevant portfolio material
STEP 5: Compiling and producing your own portfolio
STEP 6: Portfolio reflection process
STEP 7: Initiating personal professional development
STEP 8: Updating your portfolio

Even though we have Step 6 as the Portfolio reflection process, it is important to highlight that the reflection process should form part of each step. The reflection process in Step 6 will focus on the entire completed portfolio. In addition, it is important to emphasise the fact that the 8 mentioned steps are inter-related and closely linked to one another. They should be viewed as a continuous process in that one step leads to the other. While these steps are

important, it is also crucial to highlight that they should not be applied rigidly. All of us need to put them to some test and review them from time to time as we engage in a reflective process of developing our portfolios.

Below we have provided you with a suggested model for developing your own professional development portfolio. This model incorporates all the eight (8) critical steps listed above. It demonstrates how you should consider it as both a continuous and reflective process. It would be unwise for you to solely work on a portfolio as if the whole exercise is a once-off event. You should rather see this as a process, which requires you to reflect and be able to foresee how the final product will look in a systematic and organised fashion. We therefore re-iterate that this proposed model should not be used rigidly. It only serves as a guide and could be modified to suits one's particular situation and context.

STEP 1: Planning and Preparation	←→	STEP 2: Physical Appearance and Organisation of Your Portfolio	←→	STEP 3: Deciding on Portfolio Content
↕	↘	↕	↗	↕
STEP 8: Update Portfolio	←→	**Portfolio Development**	←→	STEP 4: Selecting the Relevant Portfolio Material
↕	↗	↕	↙	↕
STEP 7: Initiating Personal Professional Development	←→	STEP 6: Portfolio Reflection Process	←→	STEP 5: Compiling and Producing your Own Portfolio

Various detailed guides are available for the effective use of portfolios to record professional development generally and in teacher education in particular, for example:

http://www.uleth.ca/education/sites/education/files/portfolioguide.pdf

http://www.pampetty.com/profportfolio.htm

http://cft.vanderbilt.edu/teaching-guides/reflecting/teaching-portfolios/

unit 1

The changing landscape of schooling and the roles of supervisors and mentors

The changing landscape of schooling and the roles of supervisors and mentors

1.1 Introduction

In this unit we explore the concept of mentoring and its possible application to the school context in general and to teaching practice in particular.

Unit 1 learning outcomes

By the end of the unit, you should be able to:

* Discuss some of the key changes in the schooling system and why experienced professional educators should be engaged in mentoring new recruits
* Identify the different role-players involved and explain their roles, particularly those of supervisors and school-based mentors
* Explain the nature and origins of mentoring
* Identify some different models of mentoring
* Make a case for both informal and formal mentoring initiatives in the school.

1.2   The changing landscape of schooling

Education is about change: it changes the way we think, feel and behave (although not always at the same time or in the same way). In this section we explore the changing school landscape and how this impacts on the kinds of decisions we need to make and the kinds of support we may need to receive or to offer.

activity

1a

time allocation

± 1-2 hours
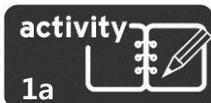
This activity will help provide a framework to help you engage with the content that follows.
1. On a separate sheet of paper, make a mindmap summary of your own knowledge and experience.
2. On the left of your mindmap, illustrate historical, current and emerging factors and role-players impacting on the practice of teaching.
3. On the right of your mindmap, outline your personal experiences of becoming a teacher – think about your motivation, registering, initial training, first teaching practice etc.

We all have different understandings and experiences: this is why we can learn from and support one another. In the notes below, we summarise some of the key issues that have influenced our development of this module. Compare our ideas with yours. There may be some of our ideas you want to add to yours and some of yours you think we have missed.

1.2.1   The changing face of teaching

In this section we explore national and international trends shaping school curricula and the profession of teaching.

School curricula and the expectations of teachers are constantly changing as society evolves; schools have to prepare learners not only for current realities but also for future scenarios that cannot entirely be anticipated. The way in which schooling is organised and the school curriculum is conceptualised is therefore always under discussion and there are strong similarities across, but also significant differences between, the different decisions made by different countries at different times (see Criticos et al. 2012: 64-68 for some contemporary examples). As we were writing these notes, for example, the UK media was reporting that prospective teachers would be subject to more stringent testing in English, Mathematics and Reasoning skills before they would be considered for teacher training programmes in the UK in future.

Three key changes in recent times for South Africa teachers have related to how schools are governed and managed; the form taken by the school curriculum and also with regard to the expectations that teachers need to meet to be considered suitably qualified for employment.

With respect to the first, the *South African Schools Act* (RSA No. 84 of 1996) made provision for greater decentralisation of authority. Schools can apply for greater autonomy than they had in the past and teachers find themselves more openly accountable also to parents and the wider community through the School Governing Body (SGB). The Act also makes provision for a greater voice for students through the formation of Student Representative Councils in secondary schools.

A second big change has been in the area of the school curriculum. The adoption of outcomes-based education (OBE) approaches and the various revisions of the school curriculum that resulted – RNCS, NCS and more recently CAPS – left many teachers unsure about what exactly they need to do. While student teachers will be alerted to the latest developments in their training programmes, school-based mentors and teaching practice supervisors will need to make sure they are also as up to date as possible by keeping an eye on the curriculum developments on the Department of Basic Education website (www.education.gov.za).

A third big change relates to the professional development of teachers and the requirements for employment. It is now the case that in order to be considered for employment in a South African school, a prospective teacher will need to have completed the equivalent of four years of training (e.g. a BEd

or a first degree and a PGCE) by a registered institution in a programme accredited by the CHE/HEQC and registered on the NQF by SAQA. (None of these acronyms should be unfamiliar to you but check the acronyms list at the start of the module if you are not sure.)

New policy documents (2007, 2011) require that newly qualified teachers should be able to demonstrate the following competences:
1. Demonstrate a sound subject knowledge of the subjects they have elected to teach.
2. Demonstrate ability to teach their elected subjects and are able to select, determine the sequence and pace content in accordance with both subject and learner needs;
3. Demonstrate knowledge of who their learners are, how they learn, and understand their learners' individual needs in order to tailor their teaching accordingly;
4. Communicate effectively in general, as well as in relation to their subject(s), in order to mediate learning effectively;
5. Demonstrate highly developed literacy, numeracy and Information Technology (IT) skills;
6. Demonstrate a sound knowledge about the school curriculum* and are able to unpack its specialised content, as well as being able to use available resources appropriately, in order to plan and design suitable learning programmes;
7. Teach in a manner that includes all learners based on a sound understanding of diversity in the South African context; and
8. Demonstrate ability to identify learning or social problems and work in partnership with professional service providers to address these;
9. Manage classrooms effectively across diverse contexts in order to ensure a conducive learning environment;
10. Assess learners in reliable and varied ways, as well as being able to use the results of assessment to improve teaching and learning;
11. Demonstrate a positive work ethic, display appropriate values and conduct themselves in a manner that befits, enhances and develops the teaching profession;
12. Reflect critically, in theoretically informed ways and in conjunction with their professional community of colleagues in their own practice in order to constantly improve and adapt it to evolving circumstances.

1.2.2   Teaching practice in the IPET curriculum

The following diagram illustrates the central role of teaching practice in the initial professional education and training (IPET) of teachers. The teacher education curriculum comprises four inter-related competences. The first deals with the individual's own growing sense of what it means to be a teacher both in terms of the expectations of others as well as one's changing expectations of one-self. Obviously teachers need also to have mastered the concepts central to the subjects they teach (competence 2). Knowing the subject well does not mean that one can easily teach it, however, so competence 3 is about developing the ability to help others to learn and realising that different approaches are needed for different concepts, in different contexts and for different learners. However, teachers do not work alone; they are members of a school and profession and need to be aware both of the expectations this entails as well as the support that is available (competence 4).

Figure 2: Key dimensions of IPET
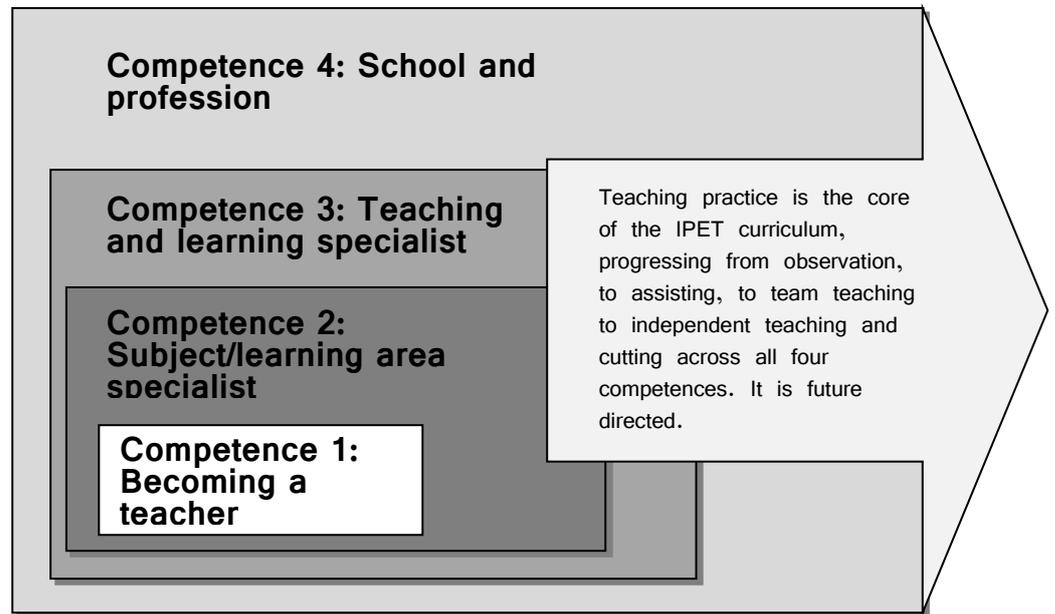
Figure 2: Key dimensions of IPET

As noted in Figure 2, it is only in the context of practice that the four key dimensions of the IPET curriculum come together in a meaningful way. The integration of teachers' knowledge and competence extends from teaching practice in the IPET curriculum into the first year or two of teaching as a probationer, and hopefully extends throughout the teacher's career in a process of reflective practice and lifelong learning.

1.3 Role-players supporting teaching practice

The main role-players supporting teaching practice are:
- Schools
- School-based mentors
- Institutional supervisors
- Student teachers
- Provincial officials.

In a broad sense, the context of teaching practice in South Africa is best defined by the South African education policy. This policy stipulates that all students should be placed in functional schools for their IPET teaching practice experiences. The students' school-based experiences cannot be realized outside of a learning environment, but must be actualised and practised in schools. For this reason, home-based learning and any informal learning context, is insufficient to provide students with meaningful learning experiences. Most of the home-based schooling systems are differently structured from the public school system and fundamentally religion-focused.

Not that this is bad, but when entrenched in individual learners who are not exposed to other learners' religions it becomes 'fertile ground for hegemonic' approaches to life and thinking in general. In similar vein, informal learning contexts do not provide the full depth of experience of a school operating in a formal system: hence, the need that IPET be practised in functional schools.

There are various interpretations of what it means for a school to be considered 'functional'. However, there is general agreement that in a South African context, functional schools are those learning environments which are learner- and learning-focused. This means that the school management teams (SMTs) and other school support structures like Curriculum Implementers and other district officials, all support teaching and learning, using the various resources at their disposal: parents participate in school-based meetings to support their children's learning; teachers spend their time in classes, teaching; school management ensures that both students and teachers are supported efficiently in order to ensure that teaching and learning takes place effectively; in cases where resources are limited, functional schools improvise, and the meagre resources available are utilized appropriately to ensure that they last longer and are used to best effect. Teaching and learning is not taken for granted in such functional schools.

This approach is therefore, not reinforcing the notion of seeing functional schools as 'resource sufficient' learning environments as such a notion would deprive South African learners the opportunity to learn in diverse contexts in their country. However, a dysfunctional school is unlikely to provide the opportunity for a student to learn to be a competent teacher as it is likely in such a school that teaching will be disrupted, there will be limited opportunities to learn from the practice of others and it might not be possible to identify an appropriate school-based mentor.

The South African school environment is indeed varied with diverse levels of functionality; but it is also extremely rich as a learning environment. According to education policy, South African school environments are open to learners of different race and religious groups. Issues of inclusivity are central to all learning in schools. Or should we say, such issues are 'supposed' to be key social justice and human rights fundamentals? This doubt is based on the view that many South African teachers are not comfortable to teach issues of inclusivity, social justice and human rights. These issues are often viewed from a narrow and 'self-interest' perspective by many teachers, or many adults in general for that matter. Nonetheless, all South African students taking the IPET programme (BEd and PGCE), must gain their authentic teaching and learning experiences in such schools as representative of the learning environments they will find themselves working in once qualified.

At the University of South Africa, IPET is more of a challenge in implementation because Unisa is an Open Distance Learning institution. Students choose to study at Unisa because of its more flexible provision: they can have a job and at the same time be students at Unisa. These students sometimes fail to understand, however, that school-based teaching and learning experience is essential to their professional development, and therefore, it is not acceptable for them to 'want to come to lessons' and thereafter 'zoom-out' of the school (the university syndrome: where students

attend certain lectures and not others). This cannot be allowed for IPET practising students because, they must learn as much as possible about what is happening in schools; they must also attend extra-mural activities besides their normal load of observations and teaching, depending on their IPET specialisation.

Because most Unisa students studying the IPET programmes are adult learners, they sometimes struggle to adhere to school environment rules. It seems that some feel that they must be treated differently from the teachers of the school. Some critics think that it is because these are degreed students or students studying for a degree unlike some of the teachers in the school who may be holders of certificates and diplomas only. Now Unisa is very clear on this issue: all Unisa students studying the IPET programmes must adhere to all applicable school rules where they find themselves. They must also respect their colleagues in the schools and appreciate that these teachers are willing to share their teaching and learning experiences with them.

What is of utmost importance to Unisa regarding Teaching Practice is that all students must be placed in schools for Teaching Practice and that, these schools are diverse in terms of learners, teachers and how they are resourced. It is therefore, important that students learn as much as they can during their school-based Teaching Practice, irrespective of the school environment. Those who are registered for the BEd programmes should ensure that they do not complete all the levels of the Teaching Practice in one school or only one type of a school.

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activity 1b

time allocation

± 0.5 hours

This activity will help you to make a link between the discussion above and the content that follows.
1. How would **you** define 'functional schools'?
2. Do you think the clarification of this term is based on one's own environment or background?
3. Some students do want to do their Teaching Practice in diverse settings, but the issue of transport becomes an issue. How can they be assisted to achieve their goal of practising in schools that are located outside their own areas?
4. As a school-based mentor or supervisor, how might you need to adapt the nature of your support to suit different learning needs and diverse school contexts?

1.3.1   Policy and roles

In this section we outline specific South African policy requirements for TP and the respective roles of student-teachers, school-based mentors, regional supervisors, provincial and national departments of education, SACE, teacher unions and the ELRC, schools and HEIs.

Requirements that higher education institutions (HEI) need to meet in order to be accredited is that teaching practice forms an integral part of a pre-service

qualification, that it is integrated into the curriculum, and that the HEIs are directly involved in the placement, supervision and mentoring of student-teachers on teaching practice placements.

> **Students** now have to select a **school** for teaching practice on registration.
>
> Within each of the schools on the list, there should be one or more teachers who have been trained as **school-based mentors**, who receive ongoing support from regional supervisors (and where possible also **district officials**) and who in turn support the students on teaching practice.
>
> Each cluster of schools should have an assigned teaching practice **supervisor** who is responsible for the initial training and ongoing support of school-based mentors as well as the formal assessment of students on teaching practice.

Unisa CEDU has the following expectations of the three key role-players.

1.3.2   Students

Students are expected to
- be neat and tidy, and their attire should be appropriate at all times
- be punctual
- treat any confidential information with the utmost discretion
- adapt to the ethos and organisation of the school
- carry out any task given to them by the principal or their mentor as efficiently as possible
- regard their time at the school as a learning opportunity and make full use of it
- be friendly and courteous to the staff, learners, parents, and departmental officials
- conduct themselves professionally at all times.

1.3.3   School-based mentors

School-based mentor teachers' roles include:
- introducing the student teacher to the school community and explaining his or her reason for being there (making him or her feel at home)
- helping student teachers understand school activities and practices
- providing student teachers with information about the school, and its policies, regulations and resources
- demonstrating various teaching techniques and strategies
- providing a space for the student teacher to work and keep materials
- encouraging student teachers to evaluate their own progress using a reflective process
- providing student teachers with feedback and advice on a regular basis.

1.3.4   TP Supervisors

As noted previously, TP supervisors are responsible to build relationships with the schools in their cluster as well as with district officials wherever possible, and to recruit, train and support school-based mentor teachers. They also assess the students on teaching practice. It is important that TP supervisors keep themselves up to date with current developments in the curriculum (e.g. by regularly visiting the Department of Basic Education website) and the profession (e.g. by regularly visiting the SACE and ELRC websites). The following are some of the roles performed by supervisors during their subsequent school visits:

- Allocate adequate time to visit a student at a school.
- Allocate sufficient time to visit all students allocated to him/her.
- Observe and assess the lesson presented by the student.
- Meet with the mentor teacher and if possible with the principal to discuss the student's presentation and determine whether the student needs further assistance from Unisa.
- Meet with the student after the lesson presentation and collect the student's self-reflective feedback.
- Provide own observation and feedback.
- If the supervisor is of the opinion that the student's performance is poor/unacceptable/below the expected standard, he/she spells out the challenges/concerns and implications and suggests strategies to address them.
- Gather information about the student's TP learning needs.
- Gather information about the mentor teacher's and/or principal's perceptions and recommendations on the Unisa TP system.
- Complete the student assessment evaluation form and return to the Unisa Teaching Practice Office no later than a week after a school visit.

1.4   Other issues affecting teaching practice

1.4.1   Accountability vs autonomy

Teachers make many professional decisions about what and how to teach in their individual classrooms. At the same time, they remain accountable to others for learner achievement against agreed standards and progress made through the planned curriculum. Sometimes tensions arise between teachers' professional choices (for example, the need for more teaching resources of a particular kind or use of particular strategies) and the professional choices of school managers (who, among many other things, need to ensure the school can balance its budget, and can operate in an effective and orderly way). So teachers exercise professional autonomy within limits. (Criticos et al, 2012: 8-9)

Student-teachers' autonomy is designed deliberately to grow through their experience on the programme. Mentor teachers and teaching practice supervisors must help student-teachers both to grow in this way but also to respect the prevailing culture and ethos of the school in which they are placed.

1.4.2   Stress

Teaching practice can be a very stressful component of the IPET curriculum.

What is stress?
Everyone experiences stress at some stage in their life. Stress is often referred to as the harmful physical, psychological and emotional responses that occur when an individual is exposed to perceived environmental pressures. Harmful responses to these pressures, known as 'stressors', occur when the requirements of a situation do not match the perceived capabilities, resources or needs of the individual.

How an individual responds to stressors will depend on their personality, perceptions and past experiences. Some stress is positive in that it assists us in achieving our work and personal goals. However, when exposed to prolonged or repeated stress, this may potentially lead to a number of adverse reactions including psychological injury.

Exposure to stress can produce feelings of depression or anxiety that can be relieved through psychological and/or psychiatric treatment.

Impacts on the workplace
When an individual experiences stress, it not only impacts on their work behaviour but also the broader work environment. Indeed, psychological injury is recognised as the most costly type of workers' compensation claim.
The impact of stress in the workplace may be manifested in:
· Increased or excessive absenteeism
· High or increased accident rates of complaints
· Reduced morale
· Poor interpersonal relations in the workplace
· Poor or reduced work output and performance
· Increased staff/student turnover.

Recognising the signs and symptoms of stress
Identifying the signs and symptoms of stress, and working proactively to address and resolve problems, can reduce the impact that these issues have on the individual and the workplace.

Supervisor or mentor teachers, are in an ideal position to recognise the early warning signs indicating another mentor teacher or student is experiencing stress and/or requires support.

The information used in assessing an individual's situation may come from a variety of sources. Sometimes individuals will clearly communicate that they are experiencing personal, study or work related difficulties - they may even approach you directly. Often, however, it is through observing an individual's behaviour and non-verbal communication, that you can identify this issue.

Responding to a troubled or stressed student or colleague
Approaching a student or colleague to discuss performance and emotional issues can be one of the most challenging yet important responsibilities as a

supervisor or manager. Many feel apprehensive and unsure about confronting a troubled or stressed individual. Some are simply uncomfortable with the possible response or reaction – resistance, defensiveness, hostility. Others may find it difficult to display objectivity in the face of the many disruptions an individual may have caused. However, if left unaddressed, these issues can magnify.

Some general guidelines that may be of assistance when approaching and dealing with stressed individuals include:
- Take time to prepare
- Engage in a supportive conversation
- Generate a plan together and follow up if you agree the issues can be tackled in this way; but
- Be ready to refer someone to professional counselling if you feel that issues can be resolved more informally.

(The notes in this section were adapted slightly from: http://education.qld.gov.au/health/docs/identifying-stress.pdf)

1.4.3 Discipline

One of the most common questions that supervisors and mentor teachers will likely get from student-teachers is 'How do we discipline learners?' Creating a classroom that is both disciplined and caring is probably one of the most important skills that student-teachers need to learn.

We need to help student-teachers to establish a system that creates better prospects for learning, a system where learners recognise themselves as beneficiaries of classroom discipline rather than its victims.

This requires that we approach discipline systematically seeking to identify and pre-empt or remove potential causes; but that we respond rationally, consistently and immediately to small disciplinary problems before they escalate.

Supervisors and mentor teachers need to model the practices that are effective.

1.4,4 School diversity and phase specialisation

During the course of their studies, student teachers will be placed in a variety of different schools and some of these may not be optimally functional. It is important that mentoring support and supervision feedback take contextual realities into account. We cannot criticise a student teacher for not integrating ICTs into her lesson, for example, if the school in which she has been placed does not have any equipment or electricity. We can, however, expect her to integrate 'appropriate' technology and be able to talk about what she might have done in other circumstances.

It is also important that feedback takes into account the phase and subject specialisation. A strategy that might be appropriate in the Foundation Phase,

such as story-telling with learners seated on a mat on the floor around the teacher, will not be appropriate in the Secondary school for example. For this reason it is important that supervisors and mentor teachers take into account the specific guidelines and resources provided for different phases/subject specialisations towards the end of this module.

1.4.5   The evolving roles of teachers and student-teachers

To some extent we should expect some differences in the ways that current student-teachers do things and the ways we do or did things ourselves. Society and the school curriculum changes and we should expect practice to change as well. However, student-teachers should be able to explain and justify what they are doing.

It is important to make allowances for the growing competence of student-teachers as well. A student-teacher on his/her first teaching practice is largely there to observe not to do and he/she will at that stage have completed only a small fraction of their studies. However, a student-teacher embarking on his/her final teaching practice must be close to demonstrating all the competences of a beginner teacher outlined in section 1.2.1.

In the new BEd curriculum to be introduced from 2015, there will be four teaching practice sessions linked to each year/level of study. The characteristics of these will be:

- First teaching practice focusing on observation.
- Second teaching practice focusing on additional more nuanced observation as well as opportunities to support the teacher with classroom activities.
- The third teaching practice will usually involve the student in semi-independent teaching with the student having planned, implemented and reflected upon lesson sequences with the support of and often observed by the school-based mentor.
- The fourth teaching practice will require the student to function much more independently (although the school-based mentor will still be expected to provide feedback on planning, to observe some lessons and provide critical feedback and to encourage critical reflection on the part of the student teacher). It is essential that the final teaching practice be assessed by a supervisor.

So in education things change: in fact they change all the time. We all need help and support to manage this constant change and setting up mentoring relationships can help us to cope. Hence the focus of this module of using mentoring to support teaching practice. But what is mentoring?

1.5   Introducing the concept of mentoring
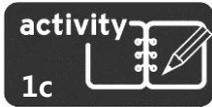
activity 1c

This activity is broken down into a number of related steps designed to help you clarify your own current understanding of the concept of mentoring.

time allocation

± 1-2 hours

Step 1:

Write a one page essay on your own understanding of the concept **'mentoring'**. Reflect on whether you think you have been mentored or acted as a mentor to someone else.

Step 2:

Having reflected on your understanding of mentoring, read the passage below.

> Jomo Sono, who was known as 'the black prince of soccer' at Orlando Pirates, is one of the soccer legends of South Africa. He is one of the people who went to play soccer overseas during the time when such a move was uncommon. He went to play for Cosmos club in the United States of America. The Premier Soccer League (PSL) club known as Cosmos founded and currently coached by Jomo is named after the club Jomo played for in the USA.
>
> Jomo is renowned for identifying soccer talent at a very tender age and grooming players until they are professionals. Among the players he identified while young and groomed in this way are Mark Fish, Helman Mkhelele and Phillip Masinga. The three players like many others identified by Jomo, played for "big" clubs in South Africa before they went overseas. They also played in the South African senior national team Bafana-Bafana.
>
> Phillip Masinga, speaking on Radio Metro on Thursday 17 November 2005, said that Jomo Sono had mentored him. He said that with passion and fond memories.
>
> He further said that Jomo is now his mentor again as he acquires further knowledge of and skills in soccer coaching.
>
> Natalie du Toit, the pride of South Africa in the swimming code who has broken several records has probably got her own fond memories of her coach(es) and mentors.
>
> Players in the national rugby and cricket teams, who enjoyed a period of great success while these materials were being written, often refer to support and advice they receive from other players and their coaches which goes beyond training in particular skills.

There are several definitions of mentoring, but in this module we will use the three cited by Sexton (1998) so that we work from a shared understanding of mentoring.

- Mentorship occurs when a senior person (the mentor) in terms of age and experience undertakes to provide information, advice and emotional support for a junior person (the protégé) in a relationship lasting over an extended period of time and marked by substantial emotional commitment by both parties. If the opportunity presents itself, the mentor also uses both formal and informal forms of influence to further the career of the protégé (Bowen, 1985, pg. 31).
- Mentorships are relationships which provide guidance and support and a role model and confidante for junior organizational members until they reach maturity (Burke and McKeen, 1989, pg. 76).
- Mentoring is the process by which the knowledge, skills and life experience of a selected, successful manager are transmitted to another employee in the organizational system for the purpose of growing that employee for greater efficiency and effectiveness (Nasser, 1987, pg. 12).

our comments

Sexton (1998) notes that from the three definitions highlighted above, it can be seen that mentoring involves a one–to-one developmental relationship between a more experienced guide (mentor) and a learner (mentee). Though Sexton mentions the one-to-one mentoring, you can also have group mentoring. Note that we will use the term 'mentee' in this module but some writers use the term 'protégé' to refer to the person who is being mentored.

What is important is to build a **relationship**. This is a very important concept in mentorship. The significance of the relationship will be discussed in detail later on in the module. For now let us critically examine the following phrases from the three definitions of mentoring:

To provide information, advice and emotional support
To provide guidance and support and a role model
The process by which the knowledge, skills and life experiences are transmitted.

Step 3:

Relate the three definitions of mentorship cited by Sexton above to Phillip Masinga's point that Jomo Sono is his mentor, or any other example of mentorship in sports, arts etc. You may use the following points as you work on the concept of mentorship

- What sort of advice and emotional support do you think Phillip Masinga received from his mentor when he was a soccer player? Or, in your own example, what sort of advice and support was offered?
- What sort of guidance and emotional support is he receiving now from his mentor as a mentee coach? Or, in your own example, how have the roles and relationships changed?
- In what way is Jomo Sono a role model to Phillip Masinga? Or, in your own example, how is the one person a role model for the other?

Step 4:

Having explored the concept of mentoring from a sports perspective do the following:

- Discuss with your colleagues at your school and or a neighbouring school the concept of a mentor. Compare your own thoughts on mentoring with those of your colleagues.
- Carry out basic research on mentoring by reading literature on the subject in libraries, asking people who may have information and if possible searching on the Internet.
- Give examples of people you consider to have been your mentors or your mentees. What significant things do you remember about them?
- Having described your mentors or mentees, discuss the value often attached to being a mentor or mentee.

1.6 Mentoring and the principles of adult learning

Bartell (2005:75) argues that working with adults and guiding their learning takes different skills from working with young persons. Since most of the mentees in a formal school mentoring programme will be adults, it is advisable to have a basic understanding of how adults learn.

Principles of adult learning

With adult learners in mind it is advisable to take note of the following principles of adult learning. There is a vast literature on the principles of adult learning which suggests that adults prefer learning situations which:

- Are practical and problem-centred
- Promote their positive self-esteem
- Are goal-oriented
- Show respect for the individual learner
- Capitalise on their experience
- Allow choice and self direction.

Source: Goodlad 1998

Gravett (2005:17) sounds a caution, however, with respect to these general characteristics which is important to bear in mind when conceptualizing a mentoring relationship:

> *The literature on the cognitive functioning of adults and the generalized characteristics of adult learners provides valuable insights into ways in which adult learners can best be assisted in their learning endeavours. However, it is important to always bear in mind that even though learners might share characteristics, they remain individuals with unique life histories and needs.*

Gravett then goes on to explore the implications of different learning theories, before concluding:

> *... many similarities between the perspectives also surfaced, the most prominent being the central role of learners' experience in learning and the need to get learners engaged in learning activities that challenge them to make meaning of information. (ibid:39)*

She then argues for a "dialogic approach" to adult learning that is "more than conversation or the exchange of ideas" but rather "involves a respectful relationship, with all participants ... cooperatively exploring the learning content" in a "climate conducive to educational dialogue" (ibid:55)

What implication will the cited principles of adult learning have on how you plan for a mentorship programme at your school and how you implement it?

1.7 **Mentoring and coaching**

As there is a tendency to use the terms coaching and mentoring interchangeably, it is important that we discuss the difference between the two concepts. In doing so we shall refer to the work of Sweeny (2001) and Starcevich (1998).

stop & think !

Read the passage below.

How coaching is different from mentoring

Coaching is the support for technical, skills-related learning and growth which is provided by another person who uses observation, data collection and descriptive non-judgemental reporting on specific requested behaviours and techniques. Coaches must use open-ended questions to help the other person more objectively see their own patterns of behaviour and to prompt reflection, goal-setting, planning and action to increase the desired results. Although not always the case, often the coaching is focused on learning job-related skills and the coaching is provided by a professional colleague.

Mentoring is the all-inclusive description of everything done to support protégé orientation and professional development. Coaching is one of the sets of strategies which mentors must learn and effectively use to increase their protégés' skills and success. In other words, we need both mentoring and coaching to maximize learning and development.

Source: http://www.mentoring-association.org

stop & think !

In view of Sweeny's argument above what does it imply when we say, for instance, that in our school, teacher A is mentoring student teacher B?

Why is it important to emphasise the point during the orientation of mentors in particular and during the whole life span of a mentoring programme in general that mentors are not just to coach their mentees (remember that protégé is another word for mentee), but to mentor them as well?

Would you say Jomo Sono and the coaches of Natalie du Toit or the Springboks or the Proteas are mere coaches or mentors as well? Explain.

Now read the summary of the findings in the table adapted from Starcevich 1998 in Table 1 below. Note the differences between mentoring and coaching. Since they express *opinions* of mentees gathered through a survey, you can also agree or disagree with each of them.

TABLE 1:   DIFFERENCES BETWEEN MENTORING AND COACHING

	Mentor	**Coach**
Focus	Individual	Performance
Role	Facilitator with no agenda	Specific agenda
Relationship	Self selecting	Comes with the job
Source of influence	Perceived value	Position
Personal returns	Affirmation/learning	Teamwork/performance
Arena	Life	Task related

Using the distinction in the table, think about the kinds of activities you engage in as a professional educator. We suspect that at different times you find yourself playing the roles of both mentor and coach. You will note that coaching is a much more narrowly focused activity. A mentor may well use coaching at some point as a tool in the broader mentoring relationship. Texts 1 and 2 in your Reader contain some additional resources on this issue.

stop & think

Have you ever provided a piece of advice or emotional support to someone who came to you when they needed advice?
Would you say you were mentoring them?

our comments

*Mentoring involves a **relationship** between either two people or one person on the one hand and a group of people on the other with an intention of transferring knowledge and skills and encouraging growth and the necessary risk-taking.*

Mentoring shares many of the traits of friendship such as trust and mutual respect and may in fact develop from or into friendship. The key difference is that formal programmes focus on bringing mentors and mentees together so that skills can be acquired, issues can be examined, or specific problems can be addressed.

Essentially, mentoring is about facilitating change by providing a stable source of support through the process. Through interaction with the mentor, mentees can rehearse their actions, clarify their thoughts and gain feedback. In this way mentors provide emotional scaffolding for mentees struggling to bring about their own transformation.

Structured mentoring is widely used in organisations to help employees at different stages in their working lives. It is often used to facilitate induction, career advancement, acquisition of new skills and problem-solving. It supports capacity building within organisations by providing valuable opportunities for contextualised learning. Mentors can also assist mentees to deal with the challenges associated with a productive and meaningful work-life, especially in an era of unprecedented change.

Generally a mentor tends to be older than a mentee and more experienced in the profession they are both in as well as in life in general. For instance in the law profession, you are likely to find an older lawyer mentoring a young lawyer. In the information and communication technology (ICT) field you may find young people coaching older people because the young tend to have more knowledge and skills in this area but this will not usually develop into a

mentoring relationship. As we have noted, mentoring involves a much more extensive relationship than coaching the development of a particular set of skills.

1.8   Two types of mentoring

The literature suggests that there are two main types of mentoring: natural (informal) and planned (formal). Both types of mentoring take place in school. Though this module's main focus is on the planned type of mentoring, with formal structures, the informal has a role to play as well.

Natural (informal) mentoring

This is a relationship that develops on its own between two people whereby one wants to professionally and personally grow and turns to another person for ongoing advice and support. In order to do this s/he identifies a colleague considered to be knowledgeable and willing to assist. It is advisable to create an environment conducive for these kinds of informal mentor-mentee relationships to flourish.

Planned (formal) mentoring

Planned mentoring occurs through structured programmes in which mentors and mentees are carefully selected and matched through a formal process.

stop & think !

What do you think a school leader ought to do in order to create a conducive environment for informal mentoring to flourish?

our comments

Both types of mentoring should be encouraged in schools. The natural (informal) one whereby, for example, a new teacher or a struggling teacher approaches an experienced teacher for assistance should be encouraged and a conducive environment created for teachers in need of help to informally approach colleagues. In order for effective management of teaching and learning and contextual leadership as well as effective leading and managing of people establishing and managing a mentorship programme at school is imperative. It is one of the strategies of school-based staff development. It requires a school ethos centred on a common vision and with a commitment to team work and relationships built on mutual respect and trust.
Providing a once-off piece of advice or emotional support is not mentoring. Thus we see the development of mentoring competences to support teaching practice forming a foundation for the development of mentoring more generally. Teaching practice supervisors can create mentoring networks of support among school-based mentors and school-based mentors can help create such networks within the school, not only to support student-teachers, but also to support one another.

1.9 Mentoring in South Africa

activity 1d
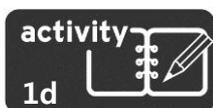
In view of what you have discussed above on mentoring, write a two-page (preferably typed) essay on the topic below:

The rationale for the use of mentoring to support teaching practice in South African schools.

time allocation

± 2 hours

THINK ABOUT:

Make a case for establishing mentoring programmes in your school/cluster to support teaching practice. Your essay should clearly mention the beneficiaries of mentoring programmes.

You may make use of the following information in doing this task.

Why bother about mentoring?

Mentoring has gained prominence in the past few years. Professionals are expected not only to develop themselves, but they also need to develop their teams. The role of the manager in the workplace has had to change from that of a hands-on controller to that of a mentor, a coach and a facilitator. Let us look at why mentoring seems to be so important nowadays.

The world of work is changing

The changes in organisational structures are accompanied by changes in organisational cultures. One of the most popular words in organisations is *empowerment (*of their staff). Responsibilities in organisations are distributed among many levels and that means people need to continuously learn and develop. Unlike the standardized, Fordist model of the workplace which involved factory assembly lines, isolated tasks and demanded relatively low skills and which was dominant in the last century, in the 21st century organisations are being encouraged to be learning organisations. Mentoring is seen as one of the strategies for creating learning organisations.

The economy is changing

The economic realities stem from the never-ending pursuit of cost savings through downsizing, flatter management structures and the shift of responsibility for training to line managers rather than external trainers.

Organisations are changing

As a result of the changing economy, organisations have to change radically and dramatically. They have to invent new structures to meet the changing demands. Line managers, for instance are slowly replaced by self-managed teams. Organisations want to do more with fewer employees without compromising quality.

Relationships are changing

As organisations change, employment has become more demanding but less stable. Jobs for life are a thing of the past as people keep moving and keep

developing. Most importantly, people want to enjoy their work and feel they are making a contribution.

In addition to the changing nature of the environment in which we work (see also *Lead and manage people*), which requires us continually to update our knowledge and skills, Dreyer (1998) identifies the following intrinsic benefits of mentoring programmes:

Benefits for the mentee (protégé)

Benefits of mentoring include:

- Acquirement and refinement of knowledge, skills and abilities
- Having a medium through which to address ideas to senior management
- Easier induction into the teaching career
- Receiving support, consolation, sympathy and constructive feedback
- Psychosocial development
- The opportunity to share achievements and failures
- The acquirement of a personal ethic
- The opportunity to observe other teachers at work
- Maximum development and use of potential and talents
- The opportunity to be reflective on own performance
- The possibility of socialisation and the development of friendships with mentors
- The availability of non-threatening guidance
- Work satisfaction
- Feeling more at home (less isolated) within an established staff
- Professional growth
- The opportunity to meet other beginning teachers/students
- Growing independence, self-reliance, self-confidence and eventual self-actualization
- Having someone to talk to
- Promotion of creativity

[Deppeler (1986:161), Parkay (1988:199), Erasmus (1993:145) and Smith & West-Burnham {eds.} 1993:19]

In the words of a protégé: "I am a better person than I would have been if I had not met him" (Hardcastle 1988:201).

Benefits for the mentor

Benefits of mentoring include:

- Re-evaluation of own teaching
- Work-satisfaction
- Development of new (adult) teaching and appraisal skills
- Personal growth
- Keeping in touch with the ideas and problems of beginning teachers
- Development of leadership skills
- Own career development
- Development of friendships with protégés
- Increased status among peers
- Personal satisfaction in seeing protégés achieve something
- Increased enthusiasm, motivation and energy for teaching

- Making own experience, ideas and expertise available

[Deppeler (1986:161), Erasmus (1993:150-151) and Smith & West-Burnham (1993:19).

In the words of Beverley Hardcastle (whilst reflecting on the role that mentors play) "How good it is to see lives changed by the care of special individuals" (Hardcastle 1988:207).

Benefits for the school and the teaching profession
Benefits for the teaching profession include:

- Well trained and well-adjusted teachers
- The development of good networks in the school environment
- Improved relationships between the staff of schools
- Identification of problems in schools
- The likelihood of attracting and/or retaining more people into/in the profession.
(Smith 1993:19)

To this can be added the important aspect of empowering schools, student-teachers and practising teachers by giving them co-ownership of the process of developing their own future colleagues.

stop & think

1. What changes and work pressures have you recently experienced in your school/work environment in terms of developing the organisational structure and people within it in the following areas:
   - Empowerment?
   - Developing new attitudes towards work?
   - Facilitating and leading change?
2. How have the changes affected you as a professional/leader/manager?
3. As a committed professional, what additional knowledge and skills have you developed to cope with the changes? And how did you do this?
4. From what we have learned so far about the nature of mentoring, what would you expect to be the characteristics of an effective mentoring programme?

our comments

Perry and Volkoff (1998) note that throughout the growing body of literature about mentoring, a number of key components of successful programmes repeatedly emerge:

- *Organisational readiness*
- *Clear programme purpose*
- *Voluntary participation by both mentors and mentees*
- *Appropriately matched mentors and mentees*
- *Clear expectations of mentors and mentees*
- *Mentors trained in reflective interviewing*
- *An environment which fosters learning*
- *Needs of both mentees and mentors are met*
- *Quality of the relationship between mentor and mentee*
- *Interpersonal skills of the mentor*
- *Programme embedded in the organisation*

- *Demonstrated commitment by management of the mentor programme*
- *High quality training for mentors using reflective and experiential techniques*
- *Recognition system for mentors and mentees*
- *Effective support mechanisms*
- *Clear confidentiality guidelines*
- *Mentor accessibility.*

Compare the above list with your own ideas.
Are there any characteristics you would expect to see added to the list?
Are there any characteristics listed that surprise or puzzle you, or require further elaboration?
How many of these characteristics are exhibited by your school currently?
What could you do to make the climate more conducive? (Perhaps you need to debate this issue with your SMT.)

This module will help you to consider these components in the light of your own education context.

1.10 Mentoring at school

Structured mentoring is widely used in organisations to help employees at different points in their working lives. It is often used to facilitate induction, career advancement, acquisition of new skills and problem-solving. It supports capacity- building within organisations by providing valuable opportunities for contextualised learning.

Mentors can also assist mentees to deal with the challenges associated with a productive and meaningful work-life, especially in an era of unprecedented change. A school is an organisation (Handy 1986). In particular, a school must be a learning organisation (Senge, 1994; Davidoff & Lazarus 2002). Educational reformers advocate that schools organized as democratic communities offer flexibility and creative potential for innovative school improvement (Darling-Hammond, 1997; Glickman, 1998 et al). Mentoring is seen as one of the ways in which a school staff can work flexibly and creatively together to become a learning organisation. Having discussed mentoring in workplaces in general we therefore now focus on schools, which is our workplace context as school leaders and managers. First we should explore the purposes of mentoring at a school.

1.10.1 Purposes of mentoring at school

activity 1e

time allocation ± 2 hours
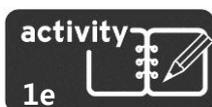
This activity will help us to explore the possible purpose(s) of mentoring in the school.

> **Step 1**: *Read through the Case Studies below and think about how you would support Ms Mkhize and Mr Letshufi.*

You should probably spend about 25 minutes on this activity.

Figure 3: Ms Mkhize in her classroom

Case Study 1

Ms Mkhize, in her first term of teaching, cut a lonely figure as she looked out of the classroom window down the valley. She saw a nurse walking majestically between two wards of the rural hospital next door.

After struggling to explain a concept in an Economics and Management Sciences (EMS) class, she abruptly gave learners an exercise to do on their own.

Her lips parted gently into a smile as she saw the nurse entering one of the wards. She imagined herself being a nurse and greeting all the patients. She wondered how they would respond to her.

"I wish……" she exclaimed to the surprise of the learners. Some of them giggled.

Case study 2

Mr Letshufi has been teaching for 25 years. He remembers the advice given to him during his early training: "Establish your authority early on and the rest of the year will go smoothly". As a consequence of this advice, Mr Letshufi was noted for his strictness, especially at the beginning of the year. During the first few weeks of school, he would administer more corporal punishment than all the rest of the staff combined.

 It was true that his classes were generally well-behaved and they did not do any worse in their studies than other learners. However, since the banning of corporal punishment, things have not gone well for Mr Letshufi. He has found it difficult to establish his authority in the classroom; he has twice been warned about threatening to administer corporal punishment and has been feeling increasingly frustrated by the "naughtiness" of the children in his class. He is contemplating taking early retirement but cannot really afford to do so. *(from Mays 2000 in Unisa 2003)*

Step 2: Answer the following questions

- What do you think are the challenges facing Ms Mkhize and Mr Letshufi ?
- In what ways could a mentoring programme assist in this regard?
- Amongst the purposes of mentoring highlighted in Table 2 below, which one do you think is applicable to each situation?

TABLE 2: SOME POSSIBLE PURPOSES OF A SCHOOL MENTORING PROGRAMME

• To speed up the learning of a new job or skill and reduce the stress of transition – this is for both the inexperienced teacher and the experienced teacher who has to acquire new skills, knowledge, attitude and values (SKAVs) in order, for instance, to effectively implement the new curriculum
• To improve instructional performance through modelling by a top performer
• To retain excellent veteran staff in a setting where their contributions are valued
• To respond to the Department of Education's mandate
• To promote the socialisation of new staff into the school 'family', values and traditions
• To alter the culture and the norms of the school by creating a collaborative sub-culture.
• To support students on teaching practice.

Step 3

Consider your own school. If you were to introduce a Mentoring programme in response to the new curriculum, which of the outlined purposes would be relevant to your mentoring programme? Explain.

Step 4

Apart from attending workshops organized by the Department of Education, what have you done to enable educators to acquire knowledge of the new curriculum and skills in delivering it?

our comments

Obviously, each person will respond differently to the tasks set out in the above activity. However, the key point we want to make here is that we establish a formal mentoring programme for a particular purpose and this purpose then drives all other decisions about the programme. **Texts 3***, 4, 5* **and 6** *may be useful in guiding your choices.*

1.10.2   Models of mentoring at school

activity 1f

time allocation

1. This activity will help you to begin thinking about the nature of a possible formal mentoring programme for your school, for example for supporting students on teaching practice.
2. Think about the mentoring models summarised below:
    - Didactic Model
        ◦ "listen to me"
    - Apprentice Model
        ◦ "follow me"

- Collegial Model
  - "be my junior colleague"
- Friendship Model
  - "be my friend".

3. Write brief notes on the potential strengths and weaknesses of each model.
4. Which model is most suitable for mentoring a student- and/or new (novice) teacher at your school? Explain.
5. Which model is most suitable for an experienced teacher who is struggling with the demand of the new curriculum?
6. Which model in your opinion is most suitable for peer mentoring (e.g. teachers helping one another to develop their learning programmes and work schedules)?
7. Research other mentoring models either in the library or where possible on the Internet. You might begin by asking colleagues at your school.

activity 1g

time allocation ± 2 hours
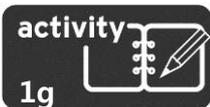
You can do this activity individually or with colleagues who are participating in the programme.

1. Imagine that a 'collegial' mentoring model has to be used by your heads of departments (HoDs) in mentoring the Post Level 1 educators in your school. What do you foresee the consequences to be? Please explain.
2. You need to understand your role as a professional who is expected to mentor other school-based mentors and/or student teachers. Use a flipchart to analyse your job description from this perspective and make a note of the kinds of activities you will need to engage with in order to fulfil the requirements of the role.
3. Develop a comprehensive list of management and mentorship qualities that you need to develop.
4. The following resource may be useful to you in undertaking this activity.

RESOURCE
Mentoring and coaching versus traditional types of training

The definitions have shown that both mentoring and coaching are concerned with the development of competence. Let us examine how mentoring and coaching differ from other training services.

TABLE 3: COMPARISON BETWEEN MENTORING AND COACHING AND TRADITIONAL TRAINING

TRADITIONAL FORMS OF TRAINING	MENTORING AND COACHING
- General transfer of new skills; and transfer of new job function - Programmes are mostly generic and	- Highly effective when used as a means of supporting training initiatives to ensure that the key skills are transferred to the 'live' environment

TRADITIONAL FORMS OF TRAINING	MENTORING AND COACHING
not tailored to individual needs • Delegates are expected to complete standard modules and there is little room for tailoring the programme to account for existing knowledge, skills or preferences • Not so similar to the 'live' working environment to ensure effective skills transfer • Best suited to transfer of knowledge and certain skills rather than the development of personal qualities or competencies • Tends to involve once-off 'events' with no follow-up.	• Actively taps human potential; and fine tunes and develops skills • Activities are designed to suit client's personal needs and learning styles • Eliminates specific performance problems • Performed in the 'live' environment • Can focus on interpersonal skills, which cannot be readily or effectively transferred in a traditional training environment • Provides clients with contacts and networks to assist with furthering their career or life aspirations • Happens over a period of time in an ongoing relationship of support and guidance.

Perry and Volkoff (1998), citing the work of Gray (1994) observe that it is important to understand the evolutionary nature of mentoring relationships and the changes that are likely to occur throughout the cycle.

Gray (in Mackenzie 1994: 81) devised a developmental model of mentoring outlining the styles that tend to be used at different phases of the relationship. His model moves in four stages:

• informational mentoring
The emphasis during this stage is on imparting experience and information and the most active member in this phase is the mentor.

• guiding mentoring
There is a shift from imparting information to guiding the mentee as the relationship develops, but the mentor still plays the key role.

• collaborative mentoring
As the mentee matures, gains experience and develops confidence, the relationship tends to become more collaborative and more equal in status.

• confirming mentoring
In this model, as the mentee becomes more independent, the mentor begins to disengage and play a lesser role.

Gray's model points to the fact that an important part of the role of the mentor is to help the mentee become as independent as possible. Initially, the mentor may need to give a lot of guidance and support in a close relationship but the aim is to lessen this as the mentee's confidence increases.

Some of the following strategies might prove useful in helping to nurture this independence:

• encouraging mentees to take decisions/find answers for themselves

- as part of this, turning questions back ("I don't know – how do you think you might tackle it? Suppose it was a ...?")
- making it clear that you are not a subject expert in every area related to the work and that other people/sources might be consulted
- encouraging them to keep a journal about their learning, describing what they learn and how they feel about it. This can make them more reflective, and reflection on how and when they best learn builds confidence and self-reliance
- prompting them to reflect on how far they have progressed
- encouraging them to set targets for themselves
- helping them to distinguish opinion from fact
- increasing the gap between meetings as mentees become more experienced
- persuading them to use a variety of resources.

Gray's model could be simplified further to three key stages:

- *The building stage*
  Finding out about each other
- *The maintaining stage*
  Helping and supporting one another
- *The exiting stage*
  Saying goodbye, changing the relationship, reducing and removing immediate support.

The importance of relationship support and guidance in mentoring programmes

A mentoring programme is based on the premise that stakeholders have a shared vision. That is to say the school principal, members of the SMT and the teachers have a shared vision of what learners of a school should achieve and the role of each teacher, including student-teachers on practice placements, in facilitating learner achievement. A shared vision enables a student-teacher and a teacher who lacks new required knowledge and skills to aspire to acquire the necessary competence. Both the mentor and mentee will appreciate the need for support and guidance in acquiring the required knowledge and skills.

The school's Vision and Mission Statement should, therefore be a living document which informs what the teachers do in class and what the school management does in ensuring that effective teaching and learning takes place. The mentoring programme becomes a component in achieving these goals.

1.10.3 Legislative framework for school mentoring programme

There are several pieces of legislation that deal with the need for employees to acquire knowledge and skills while at the workplace. Below we cite two Acts as examples.

The *Skills Development Act* No 97 of 1998 stipulates that:

- The workplace should be used as an active learning environment
- Employees should be provided with the opportunities to acquire new skills.

The *Employment of Educators Act* No 76 of 1998 stipulates that one of the functions of the school principal is to assist educators, particularly new and

inexperienced educators, in developing and achieving educational objectives in accordance with the needs of the school.

activity
1h

time allocation

± 20 min
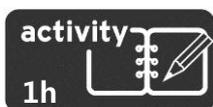
Identify other pieces of legislation and regulations that deal with acquiring new knowledge and skills if you already know the pieces of legislation and regulations. If not, do some investigation.

NB. It might be useful to spend a few minutes browsing the ELRC and SACE website in this regard.

key points

In Unit 1, we have explored the changing landscape of schooling and the role that mentoring can play in helping us to cope with change. We then explored the concept of mentoring, types of mentoring and argued for the encouragement of the informal approach and the rationale for having a formal mentoring programme in schools. In the next unit we are going to discuss the personal and professional qualities of an effective mentor. This is crucial because not paying attention to it may result in an unsuccessful programme and frustrated people.

Before we move on, look back at the learning outcomes we established for this unit. Do you think we have achieved these outcomes? Make a note of any questions you still have or any additional resources you found that could be shared in your next group discussion or contact session.

Personal and professional qualities of effective mentors

unit 2

Personal and professional qualities of effective mentors

2.1 Introduction

To recap, we see mentoring as a key strategy for supporting teaching practice. Unisa staff will mentor regional supervisors; regional supervisors will in turn mentor school-based mentors; school-based mentors will mentor students on teaching practice. This unit therefore explores the question: what sort of personal and professional qualities are needed to be a good mentor? And what is the difference between personal and professional in the context of mentoring?

Unit 2 learning outcomes

By the end of the unit, you should be able to:

- Outline personal and professional qualities of an effective mentor
- Critically examine the role of a mentor
- Demonstrate knowledge of the mentor-mentee relationship
- Match mentors and mentees appropriately
- Differentiate the mentoring roles of supervisors and school-based mentors.

2.2 Personal and professional qualities of an effective mentor

Having thought about the nature of mentoring as a form of learner support in a work-place focussed, resource-based learning programme, we can now turn our attention to the question, "What makes a good mentor?"

From the wide range of ways in which mentoring is used in practice, it is clear that mentors need not necessarily come from the highest ranks of an organisation. Some anecdotal evidence from training circles suggests that trainers who are late adopters of computer technology may be more effective trainers for some groups of mentees, suggesting that technical expertise may be less important than sensitivity to the mentees' reality.

In mentoring practice, it is clear that who constitutes the best mentor can vary from context to context. What knowledge, skills and attitudes are needed then to be an effective mentor in **your** context and to what extent do **you** possess these?

You may start by asking "Why me?", "What have I got to offer", "I don't have the time", "What's in it for me?" … Hopefully, the following activities will help you to address some of these questions.

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activity 2a
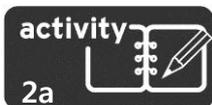
What advantages do you think there might be for **you** in becoming a mentor?

time allocation ± 10 min

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our comments

Some of the advantages that have been identified in the past are:

- *it offers an opportunity for you to use knowledge that you don't exploit every day*
- *it's a good use of your experience*
- *it could help when making job applications*
- *it gives an added dimension to your job*
- *you might get to know better what's going on elsewhere*
- *you might re-evaluate your own job*
- *it might be a stimulating new experience*
- *you might enjoy it*
- *you will get feedback on systems, procedures, relationships etc. in your organisation*
- *you will get insight into other people's work*
- *it could be good for your own ego, self-esteem or confidence*

- *it could be good for your own self-development*
- *it could be more interesting and rewarding than your normal day-to-day work functions*
- *it offers an opportunity to reinforce your own interpersonal skills*
- *it could be a useful reminder of what it's like to be a trainee/learner*
- *it might be possible to gain credit for your own further studies.*

In a previous section we discussed some of the variety of ways in which people may carry out mentoring roles in different ways, at different times and in different situations. You probably already make use of some mentoring skills with people at work without fully realising it.

For instance:
If you've been asked for your opinion or advice:

- by a colleague who is considering applying for promotion or a transfer
- by a student or novice teacher who has had learning difficulties on or off the school campus
- by a fellow worker who feels they are being unfairly treated in some way
- *you will have had to use some of the skills required of a mentor.*

If you've given practical support by:

- helping a colleague analyse why they aren't performing as well as they might
- checking out a proposal or plan drawn up by a colleague before it can be submitted to the SMT
- showing someone how to get the best out of a particular system
- *you have used your specialist knowledge in the same way as a mentor.*

activity 2b

time allocation

± 30 min
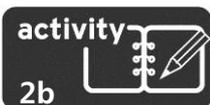
1. Think about the following first as an individual and then compare your ideas with others your school or mentor study group.
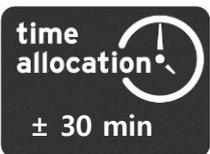
From your own experience of mentoring or mentor-like activities, brainstorm what you think are the characteristics needed to be a good mentor.
Try to find consensus on the ten most important characteristics.

1	6
2	7
3	8
4	9
5	10

2. Now complete the following activity on your own.

In a comparison of a number of courses and articles on mentoring, the following 10 characteristics of good mentors frequently occur. You probably already possess most of these. Try to assess yourself fairly by

scoring 10 if you totally agree with the statement on the left and 1 if you totally disagree. Use the sliding scale if you are somewhere in between.

	←			DISAGREE					AGREE→	
I am a good listener	1	2	3	4	5	6	7	8	9	10
I am approachable	1	2	3	4	5	6	7	8	9	10
I am honest	1	2	3	4	5	6	7	8	9	10
I am consistent	1	2	3	4	5	6	7	8	9	10
I am tactful but truthful	1	2	3	4	5	6	7	8	9	10
I am good at my job	1	2	3	4	5	6	7	8	9	10
I understand how my organisation works	1	2	3	4	5	6	7	8	9	10
I think that people matter	1	2	3	4	5	6	7	8	9	10
I think that we all need support at times	1	2	3	4	5	6	7	8	9	10
I think that we can all succeed with the right support	1	2	3	4	5	6	7	8	9	10
I like helping people to make progress	1	2	3	4	5	6	7	8	9	10
Add anything which you consider to be essential but which does not seem to be addressed by the above statements.										

If you scored an average 6 – 7 or higher on most of the above, we feel you are well on your way to having the attributes of a successful mentor.

activity 2c

What in your opinion are the personal and professional qualities of an effective mentor?
Comment on the qualities of **integrity** and **sincerity** in the following instance:

time allocation ± 20 min
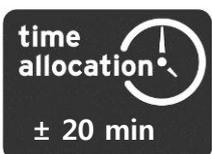
The mentee has attempted an agreed activity in a very half-hearted fashion. The work produced is obviously not of an acceptable standard. However, the mentor does not want to hurt the mentee's feelings and so instead of pointing out the weakness in the work produced and probing to find the underlying causes, she glosses over the issue and chooses to focus the discussion on something else instead.

Bartell (2005) argues that it is important to give attention to the careful selection of mentors who will guide new teachers. The same applies to the selection of mentors who are to guide experienced teachers who may want mentoring in order to cope with, for instance, the new curriculum.

2.2.1 Personal qualities

Bartell (2005:76) cites the following as some of the personal qualities of an effective mentor:

- Approachability
- Integrity
- Ability to listen
- Sincerity
- Willingness to spend time
- Trustworthiness
- Receptivity
- Confidence
- Openness
- Cooperativeness.

2.2.2 Professional qualities

The literature suggests that the following professional qualities are also needed:

- Commitment to studying and developing their own practice
- Able to work with adults from diverse backgrounds
- Sensitive to the view points of others
- Informed about mentor responsibilities and willing to make commitment
- Committed to ethical practice
- Committed to providing both professional emotional support and challenge.

our comments

Note that a mentor is supposed to have both personal and professional qualities. Having one set of qualities and not another does not make one an effective mentor. If, for instance, you have relevant personal qualities, but lack professional qualities, it means while you might get on well personally, you will not relate effectively to your mentee because you lack professional qualities. In other words, the two sets of qualities are two sides of one coin.

Neither set can stand on its own. They have a symbiotic relationship.

activity
2d

time allocation
± 45 min
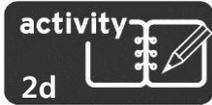
1. Critically examine the professional qualities of an effective mentor listed above. Add any other qualities that you think are needed.
2. For each of the above qualities try to record a specific example of either:

   - where you experienced this quality shown towards you by another person, or
   - where you consciously attempted to display this quality to another person.
     NB: *Try to explain the* **specific action** *or* **behaviour** *that you regard as evidence of that quality.*

3. A school should be a learning organization. Relate the concept of a school as a learning organization to a mentor's commitment to studying and developing his or her own practice.
4. Discuss the statement that a mentor should be committed to ethical practice in view of the trust the mentee may have in the mentor and the information they may share with them.

2.3 The functions of a mentor

Gerber (2004) notes that during the 1980s mentoring theorists came up with two types of mentoring functions namely: (i) career development functions and (ii) psycho-social functions. There are five elements in the career development category: sponsorship; coaching; protection; challenging assignments; and exposure.
These functions are more effective when the mentor has positional power. For instance an HoD mentoring a post level 1 educator.

According to Kram (1988) there are four psycho-social functions which a mentor may provide:

- helping the mentee develop a sense of professional self (acceptance and confirmation);
- providing problem-solving and a sounding board (counselling);
- giving respect and support (friendship); and
- providing identification and role modelling (role modelling).

In this module we focus on the six dimensional roles of Cohen (1999) to discuss the functions of a mentor. Cohen's six dimensional roles are presented below.

TABLE 4:   COHEN'S ROLES OF A MENTOR

Relationship dimension	Expanding information dimension
Exploring the facilitative dimension	Engaging in constructive confrontation (feedback)
Role model	Employee vision

The relationship dimension deals with the mentor – mentee relationship which is crucial. Appropriate matching is crucial to the success of this. The mentor and mentee need to agree on the ground-rules for how they will work together, how often they will meet, where and when they will meet, how they will approach difficult issues and resolve any conflicts that might arise.

The expanding information dimension is about the mentor and mentee providing each other with necessary information about opportunities that arise e.g. a provincial training workshop, a subject/learning area related conference; challenges encountered; and progress made in agreed areas.

Exploring the facilitative dimension is about providing assistance to the mentee in overcoming certain challenges and, as noted previously, the long-term goal must be to foster autonomy not build dependence.

Role modelling is about the way the mentor is looked upon as the role model. Ideally, the mentor should be someone that the mentee can look up to, who lives the vision, mission and values of the school and commands the respect of others.

The employee vision dimension is about assisting the mentee with finding the match between personal vision, mission and values and those of the school. It may also involve guiding the mentee with regard to career planning.

Cohen's six dimensional roles model is an attempt to integrate the different categories of mentor functions identified by mentoring theorists such as Kram. When you use the model you do not have to think in terms of the career development functions or the psycho-social functions separately.

activity 2e
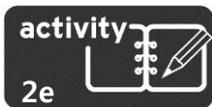
Reflect on your own school. Write down the mentoring skills you think you need to be an effective mentor in your own school. You may have to research this and/or ask colleagues participating in the programme.

time allocation

± 20 min

our comments

*We think mentors should have skills in brokering **relationships** as well as building and maintaining them. They should have communication skills and be goal setters; and be able to guide and to reflect on how the mentorship programme is unfolding. They should have the ability to solve problems and to develop the problem-solving skills of their mentee. It is said that it is only fools who can live together without experiencing some disagreement. It is, therefore, important that mentors have skills in conflict management.*

Sexton (1998) argues that in terms of expectations that the mentors have of their mentees, a certain amount of openness as well as participation, cooperation and progress are deemed necessary for the relationship to succeed. In turn, the mentees expect the mentors to be committed in terms of time availability. They must be a source of encouragement, support and information. Mentees expect that if mentors are unable to assist they should be able to refer them to someone else who might be able to assist. By so doing you build confidence. It should always be remembered that we are exploring mentoring relationships between adults and that implies the need for some understanding of the principles of adult learning. In addition, it should be noted that mentoring need not necessarily imply face-to-face interaction.

2.4 E-Mentoring

E-mentoring is the merger of mentoring with electronic communications to develop and sustain mentoring relationships linking a senior individual (mentor) and a less skilled or experienced individual (mentee) independent of geography or scheduling constraints.

In the South African context where there is a tendency for well-qualified teachers to move from rural areas to urban areas, E-mentoring can facilitate the acquiring of knowledge and skills by rural-based teachers who may be under-qualified provided that the rural areas where the schools are located are provided with the necessary infrastructure. E-mentoring can also be used to utilise knowledge and skills of people who are not at a school where mentees are. If well-planned, it can encourage partnerships among schools.

activity 2f

time allocation

± 20 min

Consider the notes and plans you have made so far. Make a note of any ideas that you may need to change in light of the discussion in this unit.

Do you already have a mentorship programme at your school/institution/cluster?
If you do, does the information in Units 1 and 2 speak to your programme? Explain.
If you do not, then it should be clear by now that you need to establish a mentorship programme at your school/institution/cluster and we hope that you are planning in this direction.

2.5 Dialogue, roles and relationships

The discussion we have had to date suggests the critical importance in a successful mentoring programme of being able to:

- Promote dialogue
- Work within clearly understood roles
- Build and maintain a relationship.
- In order to for these things to happen effectively, we need to be able to:
- Listen well
- Use questioning effectively
- Pay particular attention to the role of the principal as a mentor.

2.5.1 Promoting dialogue

Perry and Volkoff (1998) argue that central to the process of mentor/mentee relationships is the importance of dialogue as an aid to learning. You will recall that Gravett (2005) also argues for a dialogic approach to working with adults. The particular form that this takes in a mentor programme is often referred to as reflective interviewing.

It consists of the judicious use of the following skills:

- listening skills
- questioning skills; and in particular
- use of open questions that help adults reflect critically on their experiences and assumptions
- clarification
- giving feedback – it is crucial for mentors to become sensitive to the growth needs of those they mentor, and attempt to offer appropriate feedback
- appropriate non-verbal communication – mentors need to demonstrate support and attention through non-verbal as well as verbal means. This is particularly important in cross gender and cross culture pairs.

One of the key roles of the mentor is to communicate support. This can be done in many ways and mentors may find it useful to make a list of the various kinds of support they are comfortable providing. The examples below illustrate a few ways that mentors communicate support:

- formal mentor/mentee meetings
- a coffee break or lunch together at a time when the mentee needs to talk
- an opportunity to spend time together reviewing the results of a task or planning for the next one
- passing on information about upcoming professional events
- information about ways to gain the support of key individuals
- suggestions for acquiring scarce resources
- sharing expertise
- guiding the mentee in the learning process.

2.5.2   Working within clearly understood roles

According to Perry and Volkoff (1998), in general, it is assumed that a mentor is responsible for:

- ensuring that the mentee has access to an appropriate school project
- assisting the mentee to develop and carry out the project
- developing, in collaboration with the mentee, a meeting framework, including an appropriate schedule and agendas
- providing the mentee with advice and support relevant to the specific project
- assisting the mentee to identify appropriate network contacts
- acting as a 'sounding board' to assist the mentee to reflect on what they are learning and to clarify their ideas
- assisting the mentee to establish workplace support for their project work. Support could be sought from other project workers, specialist departments within the school, local area practitioners and other relevant workplace personnel.

It is assumed that the mentor will be available to have regular face-to-face meetings with the mentee and to maintain contact with them between meetings through telephone, fax and email. Issues such as time availability, ethical conduct and confidentiality need to be addressed at the outset.

2.5.3   Building and maintaining a relationship

Perry and Volkoff (1998) argue that a key aim of a mentoring programme is for the mentee to construct personal understandings and frameworks of action as a result of their direct experience and reflection on their own experience and that of others.

The mentor-mentee relationship can provide support for the mentee to further their own understanding and to develop confidence and independence.

An effective relationship will be founded on mutual respect and will provide a 'safe' environment or 'risk-free zone' for the mentee to examine options, explore extremes and brainstorm strategies. Many of us 'talk our way to understanding' when given the freedom and encouragement to express our creative thoughts without fear of judgement. Active listening on the part of both the mentee and their mentor is vital to the success of this process.

It is also important that the mentor views the mentee as an independent adult who may arrive at different conclusions from him/her. The aim of the relationship is not that the mentee should copy the mentor or adopt his/her ideas or approaches without question, but rather, that the mentor should help the mentee to explore the possible outcomes or consequences of a proposed strategy and then make his/her own judgements and choices. It may be helpful for the mentor to share his/her own experiences with the mentee and disclose his/her problem-solving process. However, this role model part of the relationship should not promote mentee dependency.

The relationship should be flexible and open to re-negotiation to accommodate new issues and address needs as they arise. At the conclusion of the formal mentee-mentor relationship, the mentees should feel independent of their mentors and confident in exercising their own judgement in relation to the particular field of work studied in the module.

It is possible that the most appropriate mentor for a mentee may be their line manager. If this is the case, they will both need to discuss and reach agreement on how this relationship will differ from their line management relationship. This implies that there must be appropriate mentor-mentee matching.

Mentor-mentee matching

You are advised to read widely on mentor-mentee matching in order to make an informed decision on what will be suitable for your context. In this module we cite Bartell (2005:79) as an example.

She argues that compatibility between the mentor and mentee is very important to developing a sound relationship. She further points out that many new teachers prefer that their mentors work at the same grade level or in the same subject area or learning area as the case may be so that they have a better understanding of the content of the curriculum they will be teaching. Age and gender sometimes play a factor in considering appropriate matches. She further argues that the most important element is the 'fit' between mentor and mentee. She cites Daresh (2003) who notes that:

> *The ideal matching of mentors and protégés should always be based on an analysis of professional goals, interpersonal styles and the learning needs of both parties. It is advisable to gather some information about the potential mentor and make thoughtful matches.*

2.5.4   Listen well

Listening does not simply entail hearing; it involves using our critical skills, recalling related issues and themes, asking relevant and stimulating questions and reaching some conclusions. The primary purpose of listening, is to truly understand the other person's point of view, and how they think and feel.
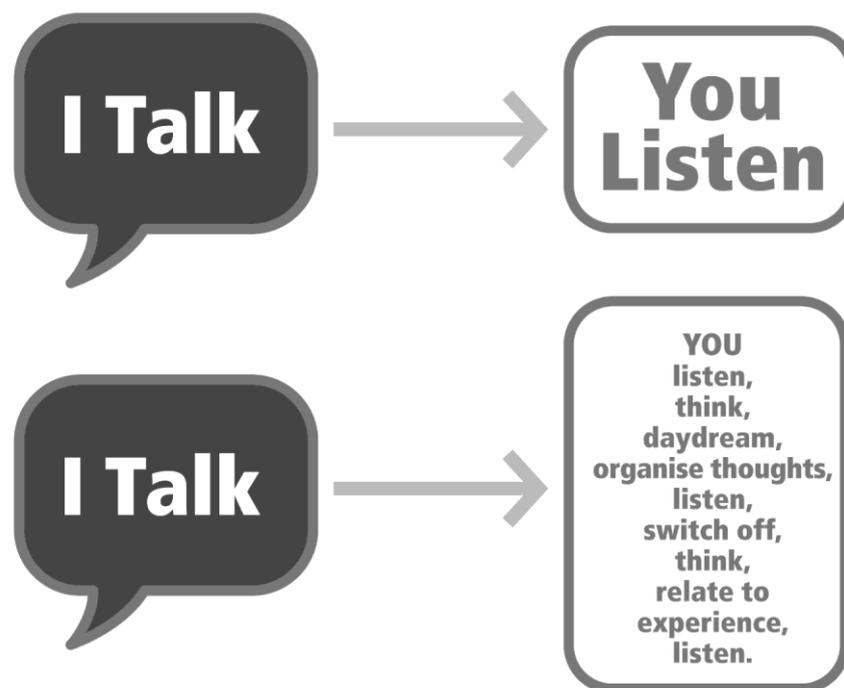
Figure 4: The Process of Listening

Hearing is only the first part of listening – the physical part when your ears sense sound waves. There are three other equally important parts. There's the interpretation of what was heard that leads to understanding, or misunderstanding. Then comes the evaluation stage when you weigh the information and decide how you'll use it. Finally, based on what you have heard and how you evaluated it, you react. That's listening.

Some barriers to listening

The following list discusses some of the major impediments to hearing and understanding what the other person is saying.

- We may have preconceptions about what the person might say: Sometimes we believe we can anticipate what the other person will say.
- Our attention is selective: This can lead to bias in what we hear, hence we hear what will reinforce our prejudices and fixed beliefs.
- We think faster than people can talk: If the mentor is a rapid processor of information, and the mentee is not so articulate, there is a danger that the mentor will become impatient, become distracted and not fully attend to what the mentee is saying.
- We may be unable to tune out irrelevant information: Active listening involves focusing on the mentee and deciphering the central messages and patterns in relation to the current issue and the overall goals of the coaching/mentoring enterprise.
- The physical environment can contribute to poor listening: Telephones ringing, other people's conversations and any background distractions can impede listening.

- We may lack concentration: We may be daydreaming, planning what we will say next or thinking about something else. Listening requires effort and concentration.

Some inappropriate listening behaviours

In addition to not concentrating on what the individual is saying, a mentor can also disrupt the listening process by engaging in certain behaviours. These include:

- *Interrupting* while the person is talking – this indicates impatience and lack of respect.
- *Giving advice* or offering solutions while the mentee is talking.
- *Reassuring or consoling,* thereby preventing the mentee from fully describing his or her situation or feelings.
- *Using emotionally laden language* – emotive language from the mentor tends to generate a similar response in the mentee. Emotional states impact on our ability to process information, so anything useful that may be said is lost or misinterpreted.
- *Using humour or changing the subject* – Humour is essential to coaching/mentoring and when used appropriately can generate pleasure and a sense of fun in what might otherwise become a too serious endeavor. However, humour that is used inappropriately can signal lack of empathy.

Some benefits of effective listening

When the mentor displays good listening skills, the mentoring alliance is enhanced in the following ways:

- The mentee feels understood and valued and is more likely to disclose.
- The mentor obtains useful, valid data that can enhance the mentoring process.
- Individuals are offered an opportunity to state their thoughts and feelings more clearly. This can lead to increased insight and open the door to creative thinking and problem solving.

Some guidelines for listening

The following guidelines can assist mentors to make sure that the channels of communication between themselves and their mentees are clear and open.

- Concentrate on the other person.
- Encourage the other person to feel comfortable with you and to want to speak to you. Nod and smile appropriately, ask constructive and relevant questions that are based upon what you have heard.
- Respond to the other person and demonstrate that you have been listening by reflecting back what you are hearing. Use phrases like "what I am hearing is...", "You seem to be saying that...", "I sense that you..."
- Use Non-verbal signals (such as gestures, facial expression). This will tell the other person whether you are listening.
- Make eye contact – this will show that you are interested in the other person. Do not stare, but maintain eye contact for the majority of the time that you are in discussion.
- Body language will help the other person to know that you are listening. You should also adopt and open, interested position.

- Speech rhythm / tone / silence all have an effect on the way in which people feel about communicating with you. If, when you speak, you do so in a hurried and rushed fashion, then the other person will feel as if you do not have the time to listen to him or her. Your tone of voice can either pass on the message that you are listening or that you are impatient and wish to move the conversation on.
- Silence can be used very effectively to prompt the other person to speak to you.
- We are often afraid of silences and therefore try to fill them with conversation; this temptation is best avoided.
- Ask questions relating to what you have been told. This will assist in clarifying and encouraging the mentee to give you further details.
- Try to remain objective and neutral as you are listening- avoid relating your own experiences to those that you are hearing about.
- Listen for recurring themes in what the person is saying to you. Does the speaker repeat the same phrase? Does he or she refer back to a similar situation? Ask questions relating to any themes you are hearing.
- Recap on what you have heard the speaker say to you at the end of each session.

Non-verbal communication

Language not only involves hearing, interpreting and giving feedback on what we have heard. It also involves using and interpreting the non-verbal aspects of communication. We transmit messages using words, gestures, voice and body language. It is generally accepted that the impact we make on people in the first few minutes of contact is based 60% on visual messages, 33% on vocal messages and only 7% on content. This information indicates the importance of non-verbal signals. Non-verbal communication modifies, changes or complements what is being said. Many of us remain unaware of the non-verbal messages we are sending to others.

Some non-verbal signals are:

- *Vocal factors* – the pitch, tone, rhythm and inflection of our voice is very revealing. High pitched, rapid speech signifies enthusiasm and excitement. A slow monotonous voice can indicate a lack of enthusiasm or even depression. It is not what is said, but how it is said that has the greatest impact.
- *Eye contact* – the importance of eye contact in communication cannot be overestimated. There are, however, cultural factors that determine the appropriate degree and frequency with which we should engage in eye contact and this may vary according to the status of the individuals involved. Eye-contact expresses interest and a desire to listen; it allows the person to gauge your receptivity and friendliness. While lack of eye contact usually demonstrates nervousness, insecurity or indifference, excessive eye contact can be seen as hostile or intimidating. A general rule is to maintain eye contact for a few seconds, then look away or at the person's body gestures, then resume eye contact.
- *Facial expressions* – many emotions are accompanied by unique facial characteristics that are recognized cross-culturally. Facial expressions signifying anger, joy and disgust are easily recognized. In a

coaching/mentoring situation, smiling can defuse a potentially heated situation, and can show encouragement and support.

- *Hand, arm and leg postures* – how we sit, the position of our arms and whether we cross our legs facing the other person or away from them, can indicate our intentions. If our bodies are turned away from the speaker, we are expressing lack of interest, dislike or an unwillingness to continue the conversation. Uncertainty can be signified by a hand covering the mouth or by touching or playing with our hair. The mentor has to be aware of his or her own gestures as well as those of the mentees.

- *Silence* – silence for some can be a source of discomfort, it can make us uncertain and anxious. Yet, silence can signify that we are reflecting on what the other has said, that we are allowing them space to continue and that we are patient. During a coaching/mentoring session, the mentor can use silence to attend to the mentee by means of body posture and can observe the other's eyes, gestures and expressions. A good mentor is comfortable with silence, while being aware at the same time that prolonged periods of silence can make the mentee uncomfortable.

2.5.5   Use questioning effectively

Skillful questioning is one of the mentor's most important tools. It allows mentee's to express doubts, fears, ideas and agreement, and it elicits information that can constructively direct the mentoring dialogue. Asking questions allows the mentor to monitor the mentee's understanding and intentions. Mentoring is about creating awareness and this is best raised by questioning rather than telling.

Types of questions

Knowing what types of questions to ask and when to ask them is an invaluable mentoring skill. The main types of questions include:

- *Closed questions* – questions that require a 'yes' or 'no' answer are generally not considered particularly useful in coaching/mentoring. However, sometimes they are necessary to get the conversation back on track if the mentee seems to be stuck. An example of this type of question is: "Is there something we can do to change the situation?"

- *Open or non-directive questions* – these questions encourage the individual to elaborate and reveal their true thoughts, feelings and ideas. They also serve to stimulate creative thinking and problem solving. Mentees feel that the mentor is interested in their point of view, that the coaching/mentoring process is democratic and they have some control. An example of this type of question is: "What is it about the structure that makes you so uncomfortable?"

- *Directive questions* – these questions ask the individual to expand on or explain their position in more detail. An example of a directive question is: "Which colleague are you having problems communicating with?"

- *Feeling questions* – these are questions that ask for an emotional response and through doing that, can provide useful information to the mentor as well as allowing the mentee to ventilate any feelings that may be impacting on the coaching/mentoring relationship. By simply being asked "How do you feel about that?" can be liberating to some mentees.

- *Visionary questions* – these questions tap into an individual's visions and dreams, or enquire about past successes.

Many mentors consider that the most effective questions are: What? When? Who? How much? How many? Questions beginning with 'why' are discouraged as they can imply criticism and arouse defensiveness.

2.5.6 The principal as mentor

The principal has responsibility for ensuring that appropriate mentoring programmes are in place in the school and that the effectiveness of these is monitored and evaluated and, where necessary, appropriate action is taken in a cycle of continuous improvement.

The principal may also be a mentor in his/her own right but will need to ensure that a) he/she can commit the necessary time and b) the mentoring relationship that unfolds is not perceived by other members of staff as favouritism of any kind.

As members of the teaching profession, all teachers as professionals should expect to be involved at some point in their careers in mentoring student- and probationary teachers.

key points

In unit 2 we have identified some of the personal and professional qualities of an effective mentor. We have also learnt about the functions of a mentor and reiterated the importance of observing principles of adult learning. Remember that all the knowledge and skills acquired so far are meant to assist you in establishing, monitoring and evaluating an actual mentorship programme at your school! Again, we urge you to reflect on achievement of the learning outcomes before moving on.

Manage the establishment, monitoring and evaluation of a mentoring programme

unit 3

Manage the establishment, monitoring and evaluation of a mentoring programme

3.1 Introduction

In previous units we have thought about WHAT mentoring is, WHY we should have mentoring programmes in schools in general and to support teaching practice in particular, and WHO should be involved and the kinds of personal and professional qualities they will need. In this unit, we turn our attention to HOW a mentoring programme can be established, monitored and evaluated. This unit is supported by a number of resources that can be found in the Templates section of the module.

Unit 3 learning outcomes

By the end of this unit, you should be able to:

- Design and develop mentoring programmes
- Manage mentoring programmes
- Facilitate the establishment of appropriate organizational arrangements to support mentoring and coaching and a culture of collegiality
- Determine mentoring and coaching needs and establish criteria for the selection and identification of mentors
- Oversee and monitor appropriate matching of mentors and mentees, being sensitive, among other things, to school, grade and learning area, and to cross cultural and gender considerations
- Evaluate programme success.

3.2 Programme design and development

When designing and developing a mentorship programme, it is important to identify the target mentees to be served by a particular programme. For instance a school may have five programmes running at the same time such as:

* teacher mentoring where the mentees are student – or probationary novice teachers being inducted into the school
* peer teacher mentoring where experienced teachers are mentees because they would like to acquire new knowledge and skills. A mentor in this case may not necessarily be a line manager. A colleague who is more conversant with the new knowledge and skills may be a mentor;
* an HoD/ES may be grooming a self-effacing but expert classroom-based educator as a lead teacher in a particular area
* the school may have established form tutors who meet regularly with a small group of learners to reflect on their challenges and progress more generally
* learner mentorship where the mentees are Grades 11 and 12 learners who are mentored by retired professionals who are in the community.

If you are designing a mentorship programme for novice teachers for example, you must have an understanding of the preparatory training the novice teachers have undergone before qualifying as teachers. You also have to identify the type of people you would like to act as mentors. For instance if you are to run a learner mentorship programme involving retired professionals as mentors you must establish the type of people available and willing to be mentors.

There are basically two types of formal mentoring in terms of the interaction between the mentor and the mentee. You can either have a one–on–one or team/group mentoring. The latter entails a mentor having more than one mentee. Whereas the one–on–one approach might be useful in terms of encouraging in-depth mentor-mentee interaction and relationship building, a group mentoring approach may be chosen to achieve the specific objective of building team spirit.

Whatever type of programme you decide upon, its objectives should be clearly outlined and must be SMART. That is to say the objectives must be specific, measurable, achievable, realistic and time-bound.

activity 3a

Reflect on the five possible mentorship programmes mentioned above.
Which of the five programmes does your school/region need? Do you have a more urgent developmental need not mentioned above? Explain.
What steps do you think you might need to go through in order to set up an appropriate mentoring programme to address this need?

time allocation

± 20 min

our comments

*Listed below are 11 **suggested** steps in a mentorship programme cycle, from programme design and development to programme evaluation:*

- *Mentee identified*
- *Developmental diagnosis*
- *Mentor selected*
- *Mentor orientation*
- *Mentee orientation*
- *Agreement negotiated*
- *Developmental plan executed*
- *Periodic meetings*
- *On-going monitoring of the programme*
- *Reports to programme coordinator*
- *Programme evaluation.*

How well do these ideas compare with yours? Is there anything you would add or omit?

Let us see how this might unfold.

The new NCS requirements mean that all learners in a school must now take either Mathematics or Mathematical Literacy at FET level. The principal knows that a certain teacher, Ms Newton, is a very capable Mathematics Literacy teacher, but her other timetable commitments mean that she cannot take all the classes. Therefore three other teachers, who are less competent and less motivated, are also teaching Mathematical Literacy classes. The principal knows that Ms Newton could help these other teachers but also knows that she is very self-effacing and rarely contributes in staff meetings. Therefore he identifies the need for someone to mentor Ms Newton towards becoming a lead teacher in the school so that Ms Newton in turn can mentor the other teachers.

As it happens, he knows that Ms Newton gets on very well with Ms Sethlako, her HoD. So he sets up a series of meetings with Ms Newton, Ms Setlhako and the three other Mathematics Literacy teachers, initially on a one-on-one basis and then all together. Through this series of meetings he gains buy-in from all concerned to a staggered mentoring programme that will run over the course of the year. The participants agree that the Mathematical Literacy team will meet once a month to openly discuss challenges and solutions in their classrooms. Ms Newton will facilitate these discussions. These agreements were documented using Templates 1 and 2 in the Templates section of this module. The discussions will be documented and will include formal reflections on how the sessions have been managed, what they have achieved and what progress has been made in the classroom. Templates 3, 4, 5, 6 and 7 will be used for this purpose. Ms Newton in turn has a series of meetings with her HoD both before and immediately after the Mathematical Literacy sessions in which she has the opportunity to reflect on what has happened up to that point, to air her concerns, to run through what she has planned and how each session went and to explore, with her HoD, how she feels about the new role she is playing. Again, these sessions are formally documented. At the end of the year, the Principal, the HoD and the Mathematical Literacy team will meet again to evaluate the programme and

its achievements (informed by the guidelines in Text 7 and the evidence provided in completed Templates 1 to 7) and to decide whether it needs to be continued for another year in its current form, whether it should continue in a different form or whether it should be discontinued altogether. If it is decided it should be discontinued this could be because it has achieved its objectives or has failed to so and the possible reasons for this outcome need also to be discussed and tabled to inform other planned mentoring initiatives.

Clearly, a programme like this requires both leadership and management on the part of all concerned. In addition, there must be commitment to the process and this will require that we identify and address potential barriers.

3.3 Overcoming barriers to effective mentoring

As well as fear of change, there are several other reasons why individuals may be reluctant to be mentored. Reluctance can take two forms. The first form is blatant resistance; this is where the mentee displays hostility, mistrust and unwillingness to engage with the mentor in a meaningful way. The second form of resistance is less obvious and may only become apparent as the mentoring sessions proceed. In this instance, the mentee appears to be compliant and even enthusiastic about the mentoring and the agreed upon goals upon goals and strategies.

Generally, a blatant reluctance to be mentored is easier for the mentor to deal with than more passive resistance. The mentor can comfort the hostile mentee and attempt to establish the reason/s for the individual's resistance. In this situation, most mentee's are prepared to talk about their beliefs and feelings about being identified as in need of mentoring. While it may take several sessions for the mentor and mentee to establish a workable and synergistic relationship, there is no reason why a mentor with good self-awareness, patience and the ability to contain the mentee's anger cannot deal successfully and productivity with the initial resistance.

Dealing with a passive form of reluctance is more difficult. The mentee may be unaware of his or her true motives for resistance or may be unwilling to disclose them. The mentor is then faced with several choices:

- Refuse to work with staff who are reluctant to be mentored – this, of course, could jeopardize the mentor's position in the organization.
- Refer the mentee to another mentor who specializes in working with 'difficult / reluctant' participants.
- Accept 'reluctance' as one of the challenges of mentoring.

SOME GUIDELINES FOR DEALING WITH RELUCTANCE

Dealing with the reluctant mentee can be daunting for the mentor. There are various strategies that the mentor could adopt in such a situation, for example:

- The mentor should ask the mentee for his or her reaction to being in the mentoring situation.
- If the mentee's response is negative, the mentor should ask why it is negative.
- If the mentee appears reluctant but does not admit to this, the mentor should comfort the person with his or her observations and thoughts and offer some objective evidence for these observations.
- The mentor should acknowledge the mentee's reluctance but reiterate management's wish for the individual to be mentored.
- The mentor should explain and discuss some of the general benefits of mentoring and the specific benefits for the individual.
- The mentor should obtain a commitment and some measure of self-responsibility from the mentee to attend at least three mentoring sessions and agree to review the situation after that.
- The mentor should establish values and purpose as a prelude to goal setting and action planning.

In essence, the mentee's reluctance can probably be overcome if the mentor can establish and clarify the individual's values and purpose, and generate and encourage commitment and self-responsibility.

3.4 Programme management

As the school leader and manager, the responsibility for the overall management of a mentoring programme rests with the principal. Even if the coordination of the programme has either been delegated to the deputy principal or an HoD/ES or, in the case of student-teachers, even an experienced post level one educator, the principal still has a role to play in ensuring that the programme is running smoothly.

It is in this context that principals have to ensure that mentors and mentees have been given a clear overview of the programme. It is important to review on a regular basis both the policy that has been developed as well as continually clarifying the roles responsibilities and expectations of all role players. In the case of student-teachers, the principal and the school-based mentor can also call upon the teaching practice supervisor for advice and support.

Principals have also to maintain records of the programme, track programme activities and document the monitoring of the programme as well as the evaluation efforts. **It is therefore essential that regional supervisors maintain good relations and communication with the principals of the schools in which they work.**

Making use of templates in a mentoring programme
Consider the importance of the information obtained by using the following templates which can be found in the Templates section at the end of the module:
- Mentoring Start-up Form (Template 3)
- Beginning teacher and mentor needs assessment (Template 4).

What challenges are you likely to experience in managing a mentoring programme in view of the points highlighted above? What solutions to the challenges can you think of?

3.5 Mentorship programme implementation

3.5.1 Planning

Planning is part of the implementation process. In this module we will use one of the more popular planning models to illustrate the importance of planning in the implementation process of a mentorship programme.

activity 3b

time allocation ± 1-2 hours
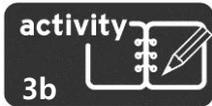
This activity constitutes your first main assignment for this module. The activity focuses on: Planning a mentorship programme.

Follow the steps in the process outlined below.
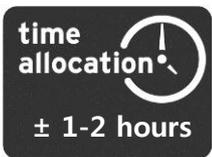
STEP 1: Study the planning model below
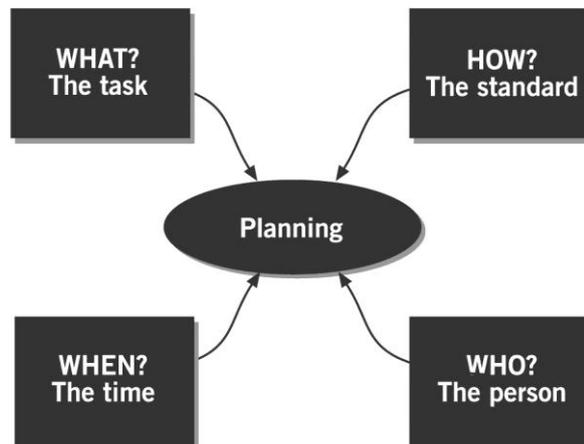
Figure 5: Planning model

STEP 2: Using the planning model above, choose the task below that is most suited to your role.

   a. A mentorship programme for student-teachers on teaching practice placement in your school
   b. A mentorship programme for three experienced teachers who will be school-based mentors for students on teaching practice in a school in your region.

STEP 3: Answer the following questions

a.   Outline the objectives of each of the three programmes. Remember that they must be SMART!
b.   With the help of relevant stakeholders decide on the duration of each programme.
c.   Discuss how you will go about selecting your mentors and mentees in each programme.
d.   Think about whether mentors will be assigned or whether mentees will be able to choose their own mentor.

Your planning should be informed by the 11 steps of the mentoring programme process outlined previously in our comments on Activity 3a as well as a consideration of the different needs of different phases/programmes provided in the **Teaching Practice Resources** section at the end of the module. Obviously, in identifying potential mentees you will need to be guided by your understanding of their development needs.

Conducting a needs assessment

stop & think !

Why, in your opinion, is it necessary to conduct a needs analysis of:
a.   The mentee?
b.   The mentor?

our comments

It should be obvious that the design and implementation of a mentoring programme should be driven by the developmental needs that have been identified. It should not be an arbitrary decision but rather one informed by evidence and observation, for example through IQMS, PMDS processes. The nature of the need, as well as the personality of the potential mentee, will then help to determine the nature of a suitable mentor. Mentors must acquire knowledge of, and skills in, mentoring. It is therefore imperative that people who have been selected as mentors, but have not been trained as mentors, should be empowered. Having taught for many years does not necessarily mean that someone can be an effective mentor. Just as having content knowledge of a subject is a necessary but not sufficient condition for someone to be an effective teacher.

Gender, age and cultural issues in mentoring

Another important aspect to take into consideration when planning for mentoring is the possible challenges of mentoring across gender, age or cultural divides. We explore this issue in the following activity.

activity 3c

time allocation

± 30 min

Discuss how you would manage the following mentorship relationship.

Members of one of your school's departments attend a workshop on the implementation of the National Curriculum Statement (NCS). After a month, you realize that two members stand out for different reasons. Ms Naidu a teacher in her late 30s has acquired the new knowledge and skills needed for the implementation of the new curriculum very well. She has become a resource person on the implementation of the NCS in her department. Mr Mudau on the other hand, a teacher in his late 50s, is struggling with implementation of the NCS.
The two teachers' situations have come to your attention. You have decided to include them in your mentorship programme. You would like Ms Naidu to mentor Mr Mudau.

our comments

A lot of sensitivity is needed in this case. It would be ideal if Mr Mudau could come to realize for himself that he is struggling and could learn from Ms Naidu. One way to do this would be first to sit in on some of the lessons of several members of the department. Then you can use these observations to develop some scenarios which explore different aspects of the implementation of the NCS, making sure that the scenarios cover both positive and negative aspects. You should use different names in these case studies but the two teachers concerned will recognize where the case studies are from. Invite the departmental members to comment on the strengths and weaknesses they observe in the different scenarios. Make an effort to encourage responses from both Ms Naidu and Mr Mudau. Make the observation that there is clearly a need in the department to strengthen curriculum delivery in various areas and that staff need to support one another. Try to guide the discussion towards different staff members taking leadership in different areas and identifying Ms Naidu as the person to help with the NCS implementation. Retain Ms Naidu and Mr Mudau after the discussion to urge that they work particularly closely together and perhaps set up a schedule of meetings to plan and reflect together.
This is only one possible approach. The point we are trying to make here is that there needs to be sensitivity around gender and age and culture issues in meeting this challenge.

Hierarchy issues in mentoring

Another potential area of conflict which will call for a great deal of sensitivity is when you recognize the need for mentoring of an HoD by a member of his/her department. How would you handle this? In many ways you will need to look to the model that you set yourself. To what extent are you openly seen to consult your staff members in areas where they are better qualified or more experienced than you?

The design, implementation and evaluation of a mentoring programme will be influenced by the particular context of your school.

activity
3d

time allocation
± 60 min
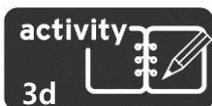
1. What do you consider to be unique circumstances in your school/region, which will have an impact on a mentoring programme in your school/region?
2. What procedures and processes are in place for mentoring students on teaching practice to maximise their learning?
3. Do you have a support system for new school management team members in your school? Explain.
4. What role does/should the principal and HoDs play in the support system of teachers?
5. Sometimes it is not just newly-appointed school managers who need support but even people who have been managers for some years. How can a mentoring programme help school teachers in need of support?
6. What sort of information should the school principal collect in order to establish both mentoring needs and mentoring capacity?
7. What sort of technical assistance should a school principal provide to school managers who are in need of mentoring?
8. What factors need to be considered when setting up a mentoring programme for educators where the mentor is either an HoD or another class educator?
9. What do you consider to be the value of mentoring in our constantly changing education system?
10. How will you tell whether or not your mentoring programme is working?

3.5.2   Mentoring programme monitoring and evaluation

The purpose of monitoring and evaluating a mentoring programme is to track how the programme is being implemented. This enables the programme manager to check what needs to be done to improve it. The programme manager is able to establish whether the programme is achieving its intended outcomes, measure the degree of success and ensure that agreements about time, ethical conduct and confidentiality are being observed. Clearly defined programme outcomes facilitate the selection of the right methods and tools for monitoring and evaluation of your programme.

The Monitoring and Evaluation (M&E) system is the management information system used to assess the programme's progress and impact. Monitoring refers to the regular collection (plus analysis and use) of information within the programme about its progress. Evaluation refers to periodic reviews of information about the programme, from within, as well as about a programme and its impact externally, in order to make judgements about what is and is not working effectively and to take the necessary corrective action.

Measuring the success of mentoring programmes

Bartell (2005) argues that teachers who participate in mentoring programmes are more likely to stay in teaching. This means investing time in establishing and maintaining an effective mentoring programme is worth the effort.

The M&E system is very important in its ability to assist the role players of a mentoring programme in making sure it is, and remains, effective. It enables them to improve the programme throughout its life span. The structure of the

M&E system is characterised by several levels. Barton (1997) notes using a logical framework (log-frame) model ensures that each level relates closely to the hierarchy of objectives. Below is a table that shows how each level of objectives links with specific monitoring and evaluation assessments.

TABLE 5: LOGICAL FRAMEWORK FOR MONITORING AND EVALUATION ACTIVITIES

Types of information	Monitoring activities	Evaluation activities
Impacts (fundamental changes for the mentees)	Impact tracking using instruments	Final evaluation
Effects (mentees response)	Effects	Quarterly, midterm and final evaluation
Outputs (programme products)	Quarterly	Quarterly, midterm and final valuation with monitoring data
Process indicators	Quarterly	Midterm and final
Input indicators	Quarterly, human, material and time resources	Midterm and final
M&E Question **Objective: Improve lesson planning and presentation**	**Indicator/Data point**	**Data source**
Is the mentee demonstrating improvement in lesson planning and presentation?	Lesson planning that meets the minimum requirement as discussed with the mentee	Lesson planning and presentation checklists with items

NB: The first part of the table consists of the levels noted by Barton (1997). The second part demonstrates a practical example of data needed in a teaching context.

What would be the inputs and outputs?

How would you go about developing a monitoring and evaluation policy for your school or cluster? Consider the issues identified in Template 6.

The following are examples of different objectives (or intended outcomes) that a novice teacher mentoring programme might have:
- Skills in lesson planning and presentation
- Knowledge of, and skills in, questioning techniques
- Knowledge of, and skills in, teaching of concepts
- Interpersonal skills
- Strategies in classroom management
- Use of learning and teaching support material (LTSM)
- Methods and uses of evaluation.

How would you monitor and evaluate whether or not these objectives were being achieved?
It is important to develop a monitoring and evaluation plan that is specific to the particular needs of a particular mentoring programme. This will enable you to collect the information you need. The table below is an example of a monitoring and evaluation plan for a novice teacher mentoring programme.

TABLE 6:   A MONITORING AND EVALUATION PLAN

Objective 1: Improve Lesson planning and presentation		
M&E Question	**Indicator/ Data point**	**Data source**
Is the mentee demonstrating improvement in lesson planning and presentation?	Lesson Plan that meets the minimum requirement as discussed with the mentee	Lesson planning checklist of items that it ought to have and lesson presentation
Objective 2: Effective classroom management		
M&E Question	**Indicator/ Data point**	**Data source**
Is the classroom well managed?	Availability of resources and sitting plan that meets the purpose of the lesson	A checklist that it indicates various aspects associated with classroom management

activity 3e

time allocation ± 3-4 hours

This is your second main assignment for this module.

Copy and complete the table above, or create your own table, to develop a monitoring and evaluation plan for a school-based student-teacher programme **or** a regional school-based mentor development programme. You can use the list of objectives we have suggested or you can formulate your own.

School-based mentors should focus on planning to support student-teachers in their particular school; regional supervisors should focus on how they plan to support school-based mentors in their region.

Then implement your mentoring programme and use your M&E template to keep track of the programme.

You will need to draw upon relevant information from the **Teaching Practice Resources** section which focuses on the different teaching practice assessment needs for different phases and subject specialisations.

Text 7 in the **Reader** also provides additional guidelines to help in your decision-making around evaluation.

key points

This unit has explored some of the issues involved in establishing, monitoring and evaluating a mentoring programme. It is important that planning takes cognisance of all three aspects of the process and that an attempt is made to be pro-active in identifying and addressing potential problems.

3.6 Concluding remarks

This module attempts to illustrate the importance of teaching practice in the IPET curriculum and how mentoring can be used as a strategy to support more meaningful and effective teaching practice placements. It appeals to principals, other members of the school management team, teachers and learners to take mentoring programmes in schools seriously. Although our primary focus has been the mentoring of students on teaching practice, the competences developed in this process can be utilised much more widely. For example, as part of community involvement in school activities, it encourages principals to consider mentoring programmes that involve retired professionals in the community.

You have now reached the end of the **Learning Guide** but have not yet reached the end of the module. In many ways, it is only now that the real work will begin as you identify the mentoring needs in your school/region, begin the process of matching mentees with suitable mentors, preferably on a voluntary basis, establish the mentoring programmes that you need and then implement, monitor and evaluate them.

The **Reader** contains some useful material that should help you to consolidate the discussion that has taken place in the learning guide.

Teaching practice resources contains information specific to the different teaching practice needs of different phase and subject specialisations.

The **Templates** section then contains a number of general templates that you can adapt, or copy as is, to help you to document your mentoring programmes. The templates are organised roughly in the order in which you are likely to need them.

Good luck with the valuable work ahead!

Resources
Reader

Note that this module does not have a prescribed textbook. However the literature cited in the selected bibliography recommended. You will also find the information provided below very useful.

In our discussion in the Learning Guide we noted that coaching is one of the strategies that a mentor might use. Texts 1 and 2 expand on the possible coaching aspect of a mentoring role.

The reader contains a variety of different texts which were referred to in the Learning Guide and which provide the basis of activities or extensions of the discussion in the main text.

What do good coaches do?	**TEXT 1**
Coaching performance profile	**TEXT 2**
Teacher mentoring programmmes	**TEXT 3**
How can I help? What individuals can do to support new teachers	**TEXT 4**
Suggestions for beginning teachers	**TEXT 5**
Reflections of a retired school principal	**TEXT 6**
Evaluation and indicators	**TEXT 7**
Mentoring programme plan checklist	**TEMPLATE 1**
Management and supervision of a mentoring programme	**TEMPLATE 2**
Mentorship start-up form	**TEMPLATE 3**
Beginning teacher and mentor needs assessment results	**TEMPLATE 4**

Text 1: What do good coaches do?

There are a few lessons to draw from Dwayne Cox (www.coachuniverse.com/articles) about what good coaches do with their candidate(s):

- Develop a good relationship with your candidate(s)
- Help your candidate(s) to achieve big goals by using highly developed communication
- Listen
- Lead by example
- Provide yourself with competencies that enable you to accomplish more
- Ask your candidate(s) provocative questions to evoke excellence
- Challenge them to stretch beyond what they think is possible
- Map out a strategic plan for their organisations
- Let your candidates map out a strategic plan for their lives
- Help them to invent new possibilities for themselves and their lives
- Help them map out a strategic plan for their organizations
- Develop yourself so that you can be more available for everyone
- Model what "stretching" looks like
- Help them to realise that they have the ability to grow themselves.

Text 2:   Coaching performance profile

No.	PERFORMANCE STANDARD	1	2	3	N/A
ANALYSE					
1	Assess current standards and performance				
2	Identify learning needs to meet performance goals and required standards				
PLAN					
3	Identify and organise suitable learning resource(s) and opportunities				
4	Agree on learning plans, coaching role and assessment methods				
5	Provide opportunities for individuals and groups to manage their learning				
6	Agree and organise the appropriate level of support to the learner				
7	Organise facilitation of workshops and action learning groups as appropriate				
	IMPLEMENT				
8	Explain, demonstrate and supervise practice of concepts and techniques				
9	Ensure opportunities for feedback and discussion				
10	Adjust coaching role and programme to suit learner's needs and progress				
11	Explain how flexible packages can be used to good effect				
12	Demonstrate the use of any technology involved				
13	Explain clearly the standards and performance criteria required for the qualification required				
14	Liase effectively with other people supporting the candidate's qualification programme				
15	Demonstrate awareness of Health and Safety, Equal Opportunities, Employment Law and Special Needs Issues				
EVALUATE					
16	Evaluate achievements of goals and standards				
17	Provide feedback, encouragement and support to individuals				

No.	PERFORMANCE STANDARD	1	2	3	N/A
	to apply learning				

Text 3: Teacher mentoring programmes

In teacher mentoring programmes, beginning teachers are paired with a more experienced teacher or, in some cases, with a team of experienced teachers, for guidance and support. Mentors are available to answer questions, observe classes, help problem solve, and talk confidentially to new teachers about problems they may be facing in the classroom. The purpose of the relationship, ultimately, is not just to support the new teacher, but also to maximize his or her effectiveness in the classroom and eventually to help the novice teacher to work independently. This requires skilful use of guided questioning, ongoing support for reflection and 'slef-learning'.

Mentoring may occur as part of a larger induction programme, or may be used separately as a means of supporting and retaining new teachers. In the absence of formal programmes, mentoring may also be arranged informally between new teachers and more experienced colleagues.

Although mentoring is commonly viewed as beneficial for beginners, the practice has been criticized for its potential to "promote conventional norms and practices" (Feiman-Nemser, 1996). Feiman-Nemser points out that "few mentor teachers practice the kind of conceptually oriented, learner-centered teaching advocated by reformers." As a result, new teachers run the risk of picking up less effective approaches, and even bad habits, from their mentors. To avoid this careful attention should be paid to training mentors and providing support for them throughout the process. Feiman-Nemser suggests pairing new teachers with mentors "who are already reformers in their schools and classrooms" or developing "collaborative contexts where mentors and novices can explore new approaches together."

Other considerations to make when pairing new teachers with mentors include:
Avoid pairing new teachers with their department chair or other immediate supervisor; the more closely mentoring is tied to evaluation, the less willing many new teachers are to take risks and ask questions (Brock & Grady, 1998; Educational Resources Information Center, 1986).

Mentors should have similar interests and outlooks on teaching (DePaul, 2000). Pairing a new teacher with a mentor who has dramatically different beliefs, or who is less than enthusiastic about teaching, is unlikely to produce an effective match.
If the pool of available mentors is large enough, mentor teachers should teach the same grade level and/or subject area as their mentee (Brock & Grady, 1998; Educational Resources Information Center, 1986; Huling-Austin, 1992).

Although this is not essential for a good match, it allows pairs to work more closely on curricular issues specific to the beginners' teaching assignment.
Make an effort to connect teachers responsible for multiple grade levels in one content area (as is often the case in small rural schools) with teachers who have a similar load at another school. While it is important for teachers to have someone to turn to within

the school building, being able to discuss the unique challenges of teaching multiple grade levels in a given content area is important, too.

A good mentor should be accepting of a beginning teacher. Mentors need to see the beginning teacher as a developing professional, rather than as one who needs to be "fixed." Novice teachers need practice and good, caring guidance (Rowley, 1999).

General Guidelines:
The importance of quality support and training for mentors cannot be emphasized enough (Weiss & Weiss, 1999). Even the most effective teachers need help developing the skills required to build a successful mentoring relationship. Among other things, mentor training should include programme goals and purposes, educational philosophies, methods of observing and providing feedback to mentees (Halford, 1999), adult learning theories, and "how to integrate subject matter into discussions with novice teachers" (Huling-Austin, 1992).

Mentoring programmes should have administrative support, adequate funding, and clear leadership (Halford, 1999). A mentor teacher should not be expected to be a "stand-in for administration," or to replace the important role principals play in guiding and assisting new teachers (Educational Resources Information Center, 1986).

Regular times for mentors and mentees to meet should be built into the school schedule. If it is not possible to provide release time to teachers in the school, consider hiring retired teachers as mentors. Some programmes hire one person whose sole responsibility is to mentor a number of new teachers (DePaul, 2000).

It should be noted that mentoring programmes need not be limited solely to beginning teachers. Educational assistants, school librarians, counsellors, school nurses, coaches, and other new staff members can also be included in mentoring and other structured induction programmes.

Text 4:   How can I help? What individuals can do to support new teachers

Programme or no programme, there are plenty of things veteran teachers, administrators, and other school staff members can do to improve beginners' first years on the job. For starters, everyone in the school community can pitch in to welcome newcomers to the school. Teachers, principals, and staff members can ask new teachers to lunch, invite them to school sporting events, and make an effort to introduce them to other people in the district and the community (Heidkamp & Shapiro, 1999). Department lunch gatherings and other informal meetings go a long way, too. Although it might not seem like much, these gestures help set the tone for teachers' early experiences in the school (DePaul, 2000).

The following sections describe other important steps that veteran teachers and principals can take to ease the beginners' transition into the profession.

Veteran teachers:
Don't wait for new teachers to ask for help, or assume that someone else is looking out for them (Gordon, 1991). Most beginning teachers want the advice and assistance of veterans, but are afraid of looking incompetent if they ask questions (Paese, 1990). They may also feel that they are being a burden, or worry that they are taking up your time.

Help new teachers locate classroom materials (DePaul, 2000). Too often, first-year teachers walk into an empty classroom stripped of the best equipment and supplies (Renard, 1999). Veteran teachers can help beginners gather supplies, find working equipment, and track down other necessary teaching tools before students arrive. New teachers may also need help setting up their classroom for the first time.

Invite new teachers to observe your classes (DePaul, 2000). Set aside time afterward to answer questions and discuss the techniques you used during the lesson (Huling-Austin, 1992). You may also want to share books and information from workshops that relate to your teaching style. Most new teachers appreciate opportunities to exchange ideas with more experienced educators (Heidkamp & Shapiro, 1999).

Offer to visit or observe new teachers' classes. Most new teachers welcome the opportunity to get feedback on their teaching, especially when it occurs under less threatening circumstances outside formal performance evaluations (DePaul, 2000). It is very important to first establish a relationship of trust with the teacher before an offer to observe is made. Avoid conveying any impression that your observations will be used to evaluate the new teacher. A violation of trust can destroy respect and any future relationship of collegiality. Inviting the new teacher to observe your class first may make the experience less threatening.
Share your materials. There is no more valuable gift to a new teacher than a collection of detailed lesson plans and successful activities that have been tried and tested by an experienced educator. Even if your lesson plans aren't totally applicable to the new teacher's classes, they will provide great models for developing daily activities.

Make yourself available to mentor a new teacher. Whether your school has a formal mentoring programme in place or not, you can offer to set aside a certain amount of

time each week to discuss problems, share resources, or just talk with a beginning teacher.

Volunteer to take on the more difficult classes and teaching loads. This might mean agreeing to a higher number of lesson preparations each day, or trading the higher-level classes for remedial ones so that new teachers aren't left with the most challenging assignments (Halford, 1999).

Offer to lead, or at least to assist with, extracurricular activities and special projects. Too often, new teachers agree to extra responsibilities as a condition of being hired: the school newspaper, the volleyball team, student government, etc. Not only do these tasks eat up time new teachers need for developing lesson plans and becoming acclimated to the profession, they are also likely to entail more interaction with parents and responsibility for students off school grounds, both of which can be especially stressful for a beginner (Huling-Austin, 1992).

Principals and other administrators:
Make new teacher support a priority and take the lead in developing a formal program (DePaul, 2000). Find out what kinds of assistance beginners in your building need, offer incentives to veteran teachers willing to work with them, and build time into the schedule for teachers to meet and observe one another's classes (DePaul, 2000; Halford, 1999). Plan for new teachers to participate in induction programs for their first two to three years on the job.

Make a commitment to fund programs for new teachers. Ciardi (1995) suggests several innovative ways to come up with money for induction, such as setting aside salary differentials left over from the retirement of higher paid teachers, using money saved from not having to recruit and hire as many replacements, and asking foundations and local businesses to fund a part- or full-time new teacher coordinator.

Don't assign new teachers the most challenging classes (DePaul, 2000). Avoid burdening beginners with multiple preps, remedial classes, and the most difficult or needy students (Bloom & Davis, n.d.; Halford, 1999).

Make an effort to assign new teachers to the same grade level and subject area in which they taught as students (Bloom & Davis, n.d.; Huling-Austin, 1992). This will allow them to get their bearings as a first-time teacher while limiting the amount of new material to which they must adjust. Plus, research has shown that new teachers "learn more about teaching when they teach the same content multiple times" (Huling-Austin, 1992).

Provide orientations for new teachers at the beginning of each school year (Bloom & Davis, n.d.; DePaul, 2000). In the orientation, introduce new teachers to the school and staff and cover important school policies. Set aside time in the orientation to discuss the school's mission, vision, and philosophies of teaching, and talk about how each is reflected in school practice. Don't count on the orientation sessions to take the place of a formal induction program, however (Gordon, 1991).

Give teachers as much information as possible about their students prior to the first day of school. Provide them with student reading scores, numbers and proficiency

levels of English-language learners, information on special needs students, and demographic information. Then help them interpret these data.

Provide new teachers with the materials they need to get started. Make sure beginners get a faculty handbook, along with curriculum guides that include teaching materials, required curriculum or texts available for teaching, specific learning outcomes, and assessment tools for each grade level (Bloom & Davis, n.d.). Also, make sure that beginners have or know where to find all the supplies and equipment they need for their classrooms.

Make your expectations for beginning teachers clear. Ensure that new teachers understand what you expect in terms of job duties, professionalism, teaching methods, and discipline. Having a clear idea of what they are being asked to do will reduce some of the beginners' anxiety (Bloom & Davis, n.d.).

Tell new teachers that you are invested in their success. Let them know you will support them when it comes to discipline and confrontations with parents (DePaul, 2000), and encourage them to talk to you about any problems they are not sure how to handle.

Set aside time to drop in or meet with new teachers on a weekly basis (Bloom & Davis, n.d.). This not only cuts down on teachers' sense of isolation, but also shows your supportiveness, and provides a forum for discussing issues teachers are facing before they become overwhelming (DePaul, 2000; Sullivan, 1999).

Find ways to draw new teachers out of their classrooms and into the larger school community. Bloom and Davis (n.d.) advise administrators to "integrate new teachers into the teaching staff, the SGB, and the school community. Do so in ways that allow new teachers to showcase their strengths, and that don't pile on added responsibilities."

Support new teachers' participation in professional development activities. Administrators can help beginners identify priorities for development, and point them toward inservice opportunities that, at least for the first year, are "relevant to the day-to-day" (Bloom & Davis, n.d.). Also, help new teachers understand state recertification, clock hour, and endorsement requirements.

Text 5:   Suggestions for beginning teachers

The importance of structured induction programmes and support for new teachers cannot be emphasized enough. However, there are lots of steps new teachers can take to help themselves when starting their first job or walking into a new school. Whether the school provides a strong induction programme or not, new teachers can take the initiative in getting assistance and locating resources. Even when principals and more experienced teachers have the best of intentions, there will be things they overlook.

Beginning teachers can:

Ask for help. Don't be afraid of looking incompetent if you ask questions — no one expects you to know it all right off the bat (Renard, 1999).

Seek out a mentor. Whether the school has a formal mentoring programme in place or not, there is nothing to stop new teachers from seeking out more experienced educators for guidance and support (Renard, 1999).

Ask to observe more experienced teachers' classes. Watching others teach will not only help you to visualize how specific strategies and teaching methods work, but will show veteran teachers that you are open to their suggestions and advice.

Avoid negative elements in the school. Don't let others' lack of enthusiasm for teaching or new techniques get you down (DePaul, 2000). Make an effort to connect with experienced teachers who enjoy their job, engage in ongoing professional development activities, and are generally enthusiastic about teaching (Renard, 1999).

Make an effort to get to know other teachers. Invite them to your room for lunch, and participate in after-school activities with other staff members.

Form or join a support group with other new teachers in the district. Establishing a peer group will provide you and other beginners a safe place to exchange ideas and discuss issues common to new teachers.

Connect with the principal early on. Ask him or her to observe your class and provide feedback (DePaul, 2000). Although this might seem scary at first, it is better to establish a relationship now — and demonstrate your willingness to learn — than wait for formal performance evaluations.

Search out resources, both within and outside the school. If the principal does not provide you with a faculty handbook or curriculum guide, ask for these things. You can also take the initiative to find books, magazines, and Internet sites that provide tips for beginning teachers (Renard, 1999)

Identify and join professional organizations in your field (Renard, 1999). Membership in professional teaching organizations, such as the Association of Mathematics Educators of South Africa (AMESA), will provide opportunities to network with other educators. As a member of one of these groups, you will also be notified of upcoming conferences, relevant publications, and other sources of current research and information on your content area.

Text 6:   Reflections of a retired school principal

In the preface to his textbook *The Handbook of School Management*, Clarke (2007) reflects on his early experiences of being a school principal as follows:

I can still vividly remember the moment when I sat down behind the desk at my first school as a newly appointed principal. I had come from a large school where I had taught for more than ten years, working my way up through the ranks to the post of deputy-principal. I had lived in the community, had a good relationship with the parents and school governors and had developed close friendships and good professional relationships with my colleagues on the staff. I understood the school and had a good idea about what mattered and where it should be going as an institution. Now, suddenly, I was on my own. I knew very little about the staff, pupils and parents other than those I had met fleetingly prior to the start of the new term. The school governing body chairperson kept getting my name wrong when introducing me to parents and members of staff. My glow of pride and satisfaction at finally having secured a headship suddenly evaporated with the realisation that this could at times be a very cold and lonely job.

My saviours in that first year, were a group of local principals who referred to themselves as the "small-school principals' association". Essentially they were a group of principals in their first posts who met informally once a quarter to talk about the problems they had encountered and the solutions they had tried. We met at a different school each quarter and would sit in a circle in the principal's office or library of the host school over a cup of coffee and a sandwich and discuss our problems. Each had a turn to raise an issue of concern and the group would then suggest alternative solutions, things that they had tried and found to work, the contact details of helpful people at the department, information on where to locate a form, or how to complete a return. It was out of this experience that the thought of producing a handbook for principals grew. When, after six years I moved on to a bigger and more prestigious school, I was ejected from the group like the others before me. The group had always been very strict about this, which was as it should be, because they wanted it to be a sharing amongst equals, not a telling by those who had been there and might think they knew all the answers but may have forgotten the problems peculiar to those at the beginning of their careers.

Text 7:   Evaluation and indicators

Evaluation is the periodic assessment, analysis and use of data about a project. The main evaluation points in the project cycle are:

* The assessment of a selected set of indicators about mentees conditions after programme start-up but before the beginning of programme interventions.
* The internal assessment of the performance and progress of a programme's development over successive one year periods.
* Usually includes an assessment of effects (target population responses to programme outputs/interventions) and programme strategies.
* Usually an external (and thus 'objective') assessment of a programme which focuses on its performance, organisational capacity, and mid-course corrections to improve achievement in the remaining programme period.
* An external or internal assessment of the effects and impacts generated by the programme, as well as a cost-effectiveness or cost-benefit assessment. Usually done just before or just after the programme ends.
* An external and in-depth study of the impact of a programme on the target population. The preferred interval between project termination and an ex-post evaluation is 5-10 years. However it is rarely done due to lack of donor willingness to fund.

Baseline studies rely on the collection of new data. All of the evaluation activities after the baseline rely on various combinations of monitoring data, data from other organisations, and new data to be collected from the field.

Indicators
Indicators are qualitative or quantitative criteria used to check whether proposed changes have occurred. In the context of the log frame, indicators are defined as specific (explicit) and objectively verifiable criteria which can be used to assess whether the objectives have been met. In other words, indicators are designed to provide a standard against which to measure, or assess, or show, the success or progress of a project against stated targets.

While indicators can be used to assess progress toward project targets, the indicators are not the same as targets. Targets specify desired results within a specified time span (e.g., 700 farmers trained in compost mulching techniques within 3 years, or 50 community health workers trained in each of 4 districts within the first year of a project); but there can be targets that apply to inputs, outputs, effects or impacts.
As used in the CARE log frame format, indicators are assessments of progress towards achieving desired changes in the target population, i.e., reaching intermediate or long-term objectives. Indicators are not generally presented as numerical targets in themselves. Some donors, however, do vary in their degree of separating or merging indicators and targets.

The five main types of indicators used in project monitoring and evaluation correspond to the main levels in the project hierarchy of objectives.

Priority criteria for indicators

- The indicators should be directly linked to the programme objectives, and to the appropriate levels in the hierarchy.
- The indicators should be capable of being assessed (or 'measured' if they are quantitative).
- The indicators should be verifiable and (relatively) objective; i.e., conclusions based on them should be the same if they are assessed by different people at different times and under different circumstances.
- People in the project should be able to understand and use the information provided by the indicators to make decisions or improve their work and the performance of the project.
- The steps for working with the indicator should be capable of being carried out with the target community and other stakeholders in a participatory manner: i.e., data collection, analysis and use.

TABLE 7:   EVALUATION INDICATORS

INDICATOR TYPES	WHAT THEY SHOW	EXAMPLES
Indicators of availability	These show whether something exists and if it is available.	Whether there is one trained local worker for every ten houses.
Indicators of relevance	These show how relevant or appropriate something is.	Whether new stoves burn less fuel than the old ones.
Indicators of accessibility	These show whether what exists is actually within reach of those who need it.	A health post in one village may be out of reach of other villages due to mountains, rivers, lack of transport or poverty.
Indicators of utilisation	These show to what extent something that has been made available is being used for that purpose.	how many non-literate villagers attend literacy classes regularly.
Indicators of coverage	These show what proportion of those who need something are receiving it.	of the number of people estimated to have tuberculosis in a given area, what % are actually receiving regular treatment.
Indicators of quality	These show the quality or standard of something.	whether water is free from harmful, disease-causing substances or organisms.
Indicators of effort	These show how much and what is being invested to achieve the objectives.	how long it takes how many men to plant what number of palm trees in a week.
Indicators of efficiency	These show whether resources and activities are being put to the best possible use to achieve the objectives.	the number, frequency and quality of supervisory visits after introducing bicycles to replace heavy vehicles.
Indicators of impact	These show if what you are doing is really making any difference.	after a campaign against measles, does the incidence of measles reduce over the next several years
Indicator types	What they show	Examples

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Source: [Feuerstein, 1986]

Templates

TEMPLATE 1:   MENTORING PROGRAMME PLAN CHECKLIST

	ITEM	YES	NO
1	A plan agreed upon by both the mentor and mentee		
2	The plan clearly identifies areas of the mentee's careers s/he would like to develop		
3	The plan has tentative deadlines for various activities		
4	Ground rules and expenditure have been established		
5	If the mentor is not the HOD the plan has been discussed with the HOD whose input and suggestions have been addressed		
6	The development plan is revised as necessary at regular intervals		
7	The plan stipulates that regular meeting are scheduled and take place		
8	Both the mentor and mentee are aware of all regulations and school policies as well as new development in the teaching profession and will both refer to them as needed		

TEMPLATE 2:   MANAGEMENT AND SUPERVISION OF A MENTORING PROGRAMME

MANAGEMENT AND SUPERVISION OF A MENTORING PROGRAMME	PLEASE COMPLETE			
	3 Fully in place		1 In planning	
	2 Partially in place		0 Not in place	
1. The principal has a specific mentoring programme	3	2	1	0
2. Programme coordinator meets with mentors and mentees on a regular basis	3	2	1	0
3. The coordinator keeps records of the meetings	3	2	1	0
4. There is regular review of procedures to ensure that the programme is on track	3	2	1	0
5. There is a policy and guidance in place on how to run the programme	3	2	1	0
6. There is an agreed procedure for the selection of mentors.	3	2	1	0
TOTAL FOR EACH COLUMN				

MANAGEMENT SUMMARY	TOTAL SCORE			
ANY CVOMMENTS/EXPLANATION/SIGNIFICANT ISSUE				
Mentoring Process	**PLEASE COMPLETE**			
	3 Fully in place		2 Partially in place	
	1 In planning		0 Not in place	
1. Referral to a mentor is part of a school Improvement Plan that identifies the most appropriate package of support for various categories of mentees.	3	2	1	0
2. There are guidelines for programme coordinator and mentees that define the quality of the information required at the point of referral.	3	2	1	0
3. The referral criteria clearly reflect the targets set in the School Improvement Plan.	3	2	1	0
4. The school uses a wide and diverse range of date to identify targeted support.	3	2	1	0
5. The Mentor team has protocols in place to respond to crisis referrals, which are followed by the whole school.	3	2	1	0
6. An introductory session takes place between the Learning Mentor and mentee addressing expectations, boundaries, responsibilities, and time scales – e.g. written agreement.	3	2	1	0
7. All mentees have an individual action plan identifying SMART Targets.	3	2	1	0
8. Accurate and current records of Mentor and programme coordination are maintained in the context of school information storage				
9. There is a clear, time specified exit strategy devised for all categories of mentees by all parties.	3	2	1	0
10. Mentees are monitored and tracked for a period after exiting the programme.	3	2	1	0
TOTAL FOR EACH COLUMN				
MENTORING PROCESS SUMMARY **TOTAL SCORE**				
ANY COMMENTS/EXPLANATIONS/ SIGNIFICANT ISSUES				

TEMPLATE 3:   *MENTORSHIP START-UP FORM*

NAME:

1. What information, direction or insight are you looking to get out of this mentorship relationship?

2. Are there any specific goals that you are looking for advice or input on to help you achieve them? Try to make the goals SMART (Specific, Measurable, Attainable, Realistic, Timely)

3. What motivates you and gives you energy?

4. What de-motivates you or drains your energy?

5. Are there any urgent or pressing issues you want help with?

6. What are your personal hobbies and areas of interest?

7. Do you have any other mentors? If so, what role do they play in your life?

8. In order for you to feel that this relationship has been successful what would have to happen?

Please share any other thoughts, goals or challenges with me that you feel would be relevant.

TEMPLATE 4:   *BEGINNING TEACHER AND MENTOR NEEDS ASSESSMENT RESULTS*

STEP 1:   Have each beginning teacher and mentor at the school complete the appropriate needs assessment

Narrative:

STEP 2:   Compile and analyze data from the needs assessment

Narrative:

STEP 3:   Consider other relevant data like observation results, summative evaluation results, learner achievement data, and circuit initiatives

Narrative:

STEP 4:   Identify priorities for mentoring and new teacher professional development at the school.

Narrative:

TEMPLATE 5:   MENTORING ACTION PLAN

MENTOR:			MENTEE:	
ACTIVITIES	**PROJECTED TIME FRAME**	**CONTACTS NEEDED FOR SUCCESS**	**RESOURCES NEEDED FOR SUCCESS**	**REFLECTIONS AND NOTES**

TEMPLATE 6:   *MONITORING AND EVALUATING*

MONITORING AND EVALUATING	PLEASE COMPLETE			
	3 Fully in place		2 Partially in place	
	1 In planning		0 Not in place	
1. There is monitoring and evaluation policy in place which is fully understood and implemented by appropriate staff.	3	2	1	0
2. The school tracks and monitors the process of the targeted/mentees to ascertain the impact of differing levels of support.	3	2	1	0
3. The key targets identified in a mentoring programme which forms part of the school improvement plan, are effectively monitored and evaluated.	3	2	1	0
4. The school principal are a range of techniques to gather information (qualitative and quantitative) such as mentor and mentee opinions, teacher perception, observations and progress of individual mentee targets.	3	2	1	0
5. The information obtained through the monitoring and evaluation process is used to inform future mentoring programme development and target setting.	3	2	1	0
6. The Mentors produce a detailed annual analysis/report for the programme coordinator and principal of their work.	3	2	1	0
7. The Mentor team have clear procedures for sharing information/progress with other teachers in school.	3	2	1	0
8. There is an understanding of what information is needed in the mentors report.	3	2	1	0
9. The evaluation of the mentoring programme is made available to both the mentor and mentee.	3	2	1	0
Total score				

TEMPLATE 7: **MONITORING AND EVALUATION PLANNING MATRIX (EXPANDING BEYOND THE LOG FRAME)**

Objectives	OVIs	Means of verification (MOV)						
Hierarchy of Objectives	Indicators	Sources of information	Method for data collection	Method for analysis of data	Type of activity: monitor, evaluation	Frequency	Application(expected uses)	Circulation (expected information users)

Operational definitions for the table:

- Objectives - hierarchy of objectives in the log frame (e.g., Final Goal, Intermediate Goal, Output, Activity)
- Indicators - details about exact information desired; clarify meanings of vague terms; link to impact, effect, output levels
- Methodology - what specific sources of information (which records located where, what persons to interview); which data gathering methods, what tools, who to collect the data, and when; which means of data analysis, who to do, and when
- Type of M&E activity - regular monitoring, or periodic evaluation (or one-off diagnostic study)
- Frequency - how often will information about each specific indicator be gathered
- Application - what anticipated uses for the information, what decisions will be influenced by the results
- Circulation - information users; dissemination, who should get the information and analyses, and in what form

TEMPLATE 8:   *MENTOR RECORD OF ACTIVITIES*

This form is a template for possible mentor activities. Its purpose is to assure development of a quality growth relationship between the mentor and the novice teacher, but also the development of the Mentor Team in the school. In most schools, both levels of mentoring are needed.

In completing the form, it is not necessary that each item be dated and initialed, or even addressed, since each mentor-novice relationship will be different. The differences are due to many factors, but, most importantly, it is the novice's characteristics and needs that will determine which activities are necessary. This format will give a journal-type record of what actually occurred between the mentor and novice during the year. Please prepare an individualized form for each teacher with whom you work as a mentor/coach.

This form also includes reminders about Mentor Core Team activities. It is important to date the total team meetings, sub-team meetings, and any team sponsored activities or events. Again, just document those activities that actually occurred.

Note: Blank spaces are provided for additional one-on-one or team activities that occurred as was needed.

Please identify:
Mentor Name:
Novice Name:
Mentor Team Leader:
School:
Number of Novice Teachers:
Indicate the number of those teachers who are new to school/assignment:
Potential Activities:

(Extra lines are for you to insert your own plans/ideas)

1.	**BEFORE SCHOOL OPENS**
	- Contact your mentee (by phone or in person)
	- Send an informal note to your mentee
	- Review year-long list with mentee
	- Send an informal note to your principal (re: contacts)
	- Devise a plan to link mentee to system-wide meetings
	- Mentor Core Team Activity and/or Meeting
	- Mentor Core Team Activity and/or Meeting
2.	**OPENING OF SCHOOL**
	- Welcome mentee with a personal phone call
	- Take mentee on a tour of the building mentee on a tour of the school "zone"
	- Show mentee where to find materials, supplies, etc.

	- Introduce to other staff
	- Have coffee or lunch away from the building
	- Attend social gatherings or meet in some social setting
	- "Drop in" to touch base
	- Share a funny or interesting event that happened today
	- Write an occasional note supporting activities or events
	- Schedule conferences with your mentee. Talk about:
	- Keeping gradebook, attendance & related records
	- Maintaining discipline
	- Planning & guiding classroom instruction
	- Obtaining supplies
	- Identifying school policies and procedures - Discuss optional in-service hours with your mentee - Share system-wide publications (newsletters, etc.) - Develop Mentor-Mentee Action Plan - Mentor Core Team Activity and/or Meeting
	- Discussing homework, makeup policies
	- Schedule time to periodically reflect on the "Norms and Standards for Educators/IQMS" questions.
	Discuss prepare parent meetings & contacts
3.	**FIRST AND SECOND TERMS**
	Schedule additional conferences... Talk about: - How mentee is progressing with "grading" - Classroom management/discipline - Student motivation & feedback - Ask mentee what they would like to discuss
	- Share resources for professional development - Teacher Center activities - HoD-initiated activities - Local university or HEI opportunities - Professional books to read
	- Continue to share events and happenings of the day
	- Make time to periodically reflect on the "Norms and Standards for Educators/IQMS" issues.
	- "Drop in" to touch base
	- Check inservice publications for training opportunities
	- Talk about arranging for substitutes

	- Discuss school traditions and DoE policies regarding holiday events and activities
	- Review current needs for Learning and Teaching Support Material (LTSM) and other resources
	- Observe each other teaching
	- Send short informal notes of reinforcement and support
	- Spend time reflecting on successes that have occurred to date (for both of you)
	- Communicate with your principal about your activities
	- Mentor Core Team Activity and/or Meeting
4.	**OPENING OF SECOND TERM**
	- Schedule additional meetings Talk about: - School/classroom procedures for ending and beginning the semester - Report cards and grading/student assessment - LTSM
	- Talk about promoting positive relationships among learners and teachers
	- Share resources for professional development opportunities: - Teacher center activities - Local School study groups and training opportunities - Local university opportunities - Professional books to read
	- Review Mentor-Mentee Action Plan
	- Reflect on successes to date
	- Discuss areas of concern with mentee
	- Have mentee self-evaluate growth experiences and discuss "next steps"
	- Schedule time to periodically reflect on the "Norms and Standards for Educators/IQMS" questions.
	- Identify modifications
	- Plan activities for third and fourth terms
	- Review and discuss system staff roles, departments, and support services
	- Continue informal communications
	- Plan a real (visible) celebration for the completion of the first term (semester)
	- Communicate with your principal about your activities
	- Mentor Core Team Activity and/or Meeting
	**Formative Evaluations for Novices and Mentors
5.	**THIRD AND FOURTH TERMS**
	** Be sure to orient & assist any new hires
	- Schedule more conferences
	- Talk about mentee's concerns

	- Make time to periodically reflect on the "Norms and Standards for Educators/IQMS" questions
	- Discuss professional organizations
	- Share literature, research readings, and professional journals
	- Talk about the use of community resources, e.g., guest speakers, field trips, etc.
	- Review the Mentor-Mentee Action Plan
	- Arrange with your principal (if possible) for your mentee to observe other teachers teaching
	- Discuss ways to observe teachers
	- Be specific in identifying needs and giving feedback
	- Discuss how the mentee is using multiple strategies in presenting a lesson
	- Continue activities on the action plan
	- CELEBRATE!
	Communicate with your principal about your activities
	- Mentor Core Team Activity and/or Meeting
6.	**CLOSING OF SCHOOL**
	- Begin to move the mentor-mentee relationship away from previously established schedules and patterns
	- Continue to focus on mentee autonomy, self-confidence, and self-direction
	- Hold your final meeting. Review procedures for ending and beginning the school year.
	- Review and revise mentor-mentee activities. - Identify goals for next year.
	- Review, Reflect, CELEBRATE!
	Communicate with your principal about your activities.
	- Mentor Core Team Activity and/or Meeting
	**Summative Evaluations for Novices and Mentors
	**Plans for Next Year

Teaching practice resources for different programmes and phases

ECD/Foundation phase

GUIDELINES FOR MENTORS AND SUPERVISORS
EARLY CHILDHOOD DEVELOPMENT AND EDUCATION
PROGRAMMES: B.ED AND PGCE

B.ED PROGRAMME

1. **INTRODUCTION**

   Teaching practice is the core of our teacher education programmes. Teaching practice in the B.Ed (ECD and Foundation Phase) is done on every level as mentioned in the modules below;

2. **MODULES**

   - **PRS1045**

   This is a **first level module**. The purpose of the module is to provide students with the opportunity to be acquainted with formal teaching in a practical school situation and to apply theoretical knowledge gained in the modules PRS101Y (Early Childhood Teaching and Assessment) and PRS1034 (Art and Handwork).
   PRS1045 is the **practical application** based on the above mentioned modules.
   Students are expected to do their teaching practice in an **Early Childhood Centre or School** and their focus should be on children from **birth to 5 years**.
   Students have to complete **4 assignments** for this module **(Assignments 50, 51, 52 and 53**), as evidence of their teaching practice experience.

   PRS1045 can be divided into **THREE teaching practice** periods as follows:
   - An **observation period of a week** at an early childhood centre that caters for children from three to five years old.
   - An observation period of a week at a baby and toddler centre or early childhood centre that caters for babies and toddlers between three and eighteen months.
   - A teaching practice period of THREE consecutive weeks (15 days) in an early childhood centre that caters for children from three to five years old.

   Teaching Practice activities *cannot be carried over from one year to the other* and must be completed in the year for which you register for PRS1045

   - **PRS2049**

   This is a **second year** module. It is an essential part of the initial teacher education programmes.
   The educational theory consists of;
   PRS2015 Music and Movement Activities
   PRS2026 Children's Literature
   PRS2038 Reception Year Teaching
   PRS2049 is the **practical teaching** module
   Duration for PRS2049 practical application is **5 weeks in a schoo**l and the focus is on children from **birth to Grade 3.**

Students have to complete **4 assignments (Assignments 50, 51, 52 and 53**) as evidence of their teaching practice.
PRS2049 entails teaching practice for a period of **5 weeks** in an ECD centre and Grade R class

Teaching Practice activities *cannot be carried over from one year to the other* and must be completed in the year for which you register for PRS2049

- **PRS304C**

This is a **third level module**. It forms part of a series of learning situations for prospective teachers in which they are systematically confronted with or can practice concrete activities of teaching and classroom management in their classes, supervised by experienced teachers and mentors. The educational theory consists of;
 PRS1034 (Art and Handwork)
PRS2019 (Music/Movement)
HEC101V (Health Education)
PRS302A (First Language Teaching)
PRS303B (Second Language Teaching)
 PRS304C focuses on the **practical application** of these theoretical modules.
Duration for PRS304C practical application is **5 weeks in a school** and the focus is from **Grade 1 to Grade 3.**
Students have to complete **7 assignmen**ts **(Assignments 50, 51, 52, 53, 54, 55 and 56)** as evidence of their teaching practice.
PRS304C has **one teaching practice period** which is:
- 5 consecutive weeks at a primary school (Grade 1 -3 classes)

Teaching Practice activities *cannot be carried over from one year to the other* and must be completed in the year for which you register for PRS304C

- PRS403E (fourth year)

This is a **fourth le**vel module. The theory required for this module consists of;
PRS401C Teaching Mathematics
PRS302A Reading, Writing and Spelling First Language
PRS402D Teaching Science
EDT305S Management
The practical application for PRS403E requires that students spend **5 weeks in a school**, and the focus is on **Grade 1 – Grade 3**.
Students have to complete **4 assignments (Assignments 50, 51, 52 and 53**) as evidence of their teaching practice.
PRS403E has **one teaching practice period** which is:
- o 5 consecutive weeks at a primary school (Grade 1 -3 classes)

Teaching Practice activities *cannot be carried over from one year to the other* and must be completed in the year for which you register for PRS403E

3. PLACEMENT

Students may plan to visit the above centres/schools according to their own personal circumstances, taking the following into consideration:
- o Students **should have been placed by Unisa in a school** where they have to complete the teaching practice periods (Assignment 01).

- Students registered for these modules are expected to **complete their teaching practice in the normal school system.** Permission will not be granted for teaching practice to be done at schools which only provide educational services for children with special educational needs.

PGCE PROGRAMME
The teaching practice modules in the PGCE (ECD and Foundation Phase) are as follows;
PCF410X
The educational theory modules related to PCF410X are as follows;
PCP406H Teaching Science and Technology
PCF4076 Reading, Writing and Spelling
PCF4088 Teaching Mathematics, Science and Technology
PCP409L Art and Children's Literature
The practical application of PCF410X comprises of **10 weeks in a primary school/ECD centre** divided as follows;
3 consecutive weeks teaching practice in a Grade R class
and
7 weeks teaching practice in Grade 1- 3
Students have to complete **assignments 50-58** for PCF410X as evidence of their teaching practice experience
Teaching Practice activities *cannot be carried over from one year to the other* and must be completed in the year for which you register for PCF410X

PCP410D
The educational theory modules related to PCP410D are as follows;
PCP406H Teaching Science and Technology
PCF4076 Reading, Writing and Spelling
PCF4088 Teaching Mathematics, Science and Technology
PCP409L Art and Children's Literature
The practical application of PCP410D comprises of **10 weeks in a primary school/ECD centre/preschool** divided as follows;
One week in a baby and toddler unit
3 consecutive weeks teaching practice in a Grade R class. This Grade R class can be situated at an ECD centre/preschool or at a primary school
and
6 weeks teaching practice in age groups 3 - 5 years
Students have to complete **assignments 50-59** for PCP410D as evidence of their teaching practice experience
Teaching Practice activities *cannot be carried over from one year to the other* and must be completed in the year for which you register for PCP410D

4. OBSERVATIONS

Observation of teaching and organization in an early childhood education centre

- General information about the school (Name, Principal, Qualifications, street/postal address, age groups, number and ages of children in each group, administrative staff, auxiliary staff, daily programme)
- The teachers role during the arrival routine in the morning
- The playroom setting and basic equipment
- Indoor free play period
- Art activities
- Play material and activities
- Tidying up procedures
- Book area (and all other areas in the classroom- fantasy, block etc)
- Outdoor play

- Music presentations
- Story presentation
- Task analysis: Roles and responsibilities of the teacher
- Parental involvement
- Staff/management/board meetings
- Medical services available to the school

5. ASSESSMENT

Students have to complete all workbooks and present lessons as stipulated in the workbooks. Mentor teachers are expected to guide and assist students. Supervisors need to provide proper feedback for improvement of teaching practice.

Intermediate/Senior/FET Phases BEd

1. INTRODUCTION

Students will demonstrate applied competence by practicing their teaching skills in the Intermediate Phase (Grades 4 – 6), Senior Phase (Grades 7 - 9) and FET (Grades 10 – 12) during the teaching practice period. Teaching practice is the culmination of students' studies and is where they must demonstrate that they can apply the knowledge, skills and attitudes accumulated during their studies.

The idea that schools should play a major role in ITE (Initial Teacher Education) is not a new one. As early as 1944, an investigation in England looked into the "supply, recruitment and training of teachers" and concluded that the key to more effective teacher education was to give the practical side of preparation greater weight. It was proposed that the staff in schools in which student teachers were placed for teaching practice should be primarily responsible for directing and supervising them. It was also suggested that in order to achieve more effective training and reflective practice, training institutions such as higher education institutions should take responsibility for the theoretical education and the practical training of their students in schools.

Sixty-four years later, these proposals are still relevant and come to the forefront in current South African national policy documents such as Norms and Standards for Educators (2000) and The National Policy Framework for Teacher Education and Development in South Africa (2007). The national policy documents' stipulations and requirements in this regard are included in Unisa's programmes (but can also be access at: www.education.gov.za). According to The National Policy Framework for Teacher Education and Development in South Africa (2007), this move to "full partnership" is irreversible.

2. ASSESSMENT AND PARTNERSHIP

Unisa follows a school-based initial teacher education model. In this model, partner schools and HEIs (Higher Education Institutions) exercise joint responsibility for the planning and management of programmes, and the training and assessment of student teachers. Schools have the responsibility to train student teachers to teach their subjects and learning areas, to assess learners and to manage classes. As is prescribed by the HEQC, schools also have to supervise and assess student teacher's competence in these respects. HEIs have the responsibility to ensure that programmes meet the requirements for academic validation, to present programmes for accreditation, to award qualifications to successful student teachers and to arrange student placements in schools.

Essentially, the partnership involves the following features:

- Student teachers work closely with teachers in schools, and work particularly closely with mentors who have responsibility for their school-based progress.
- Student teachers are not "thrown in at the deep end" as they very often used to be in earlier teacher-education programmes; student teachers are encouraged to observe experienced teachers "in action" before embarking upon teaching themselves.
- School mentors and HEI advisors/tutors who visit student teachers in the schools then give them feedback on their progress.
- Student teachers are encouraged to evaluate their own progress, which is done at the University and in the school – this is called the reflective-practitioner model.

Thus HEIs, in partnership with schools, determine whether student teachers reach what is termed QTS (Qualified Teacher Status). In order to achieve QTS, student teachers have to demonstrate to the partnership that they have reached a certain level of competence.

The present system has considerable advantages for students, schools and HEIs. Prior to the establishment of this partnership, many student teachers complained about what was called the "theory/practice divide", where much of the work done in the HEI was irrelevant to the practical context of the school. Practising teachers played little part in the training process, and for many student teachers the programmes on offer provided inadequate preparation for full-time teaching. By contrast, a partnership can provide very effective means by which student teachers can learn the complex craft of teaching, with the analytical environment of the HEIs enhancing the professional experience gained in school. The complex craft of teaching and analytical environment of the HEI's
is seen as essential in the partnership.

3. <u>BEd INTERMEDIATE – AND SENIOR PHASE</u>

3.1 Background and purpose
The modules PST104F, PST204J, PST304M and PST402N are for students who are registered for the BEd Intermediate – and Senior Phase. These modules are an essential part of the Initial Teacher Education (ITE) programmes. All the ITE programmes have three components: **educational theory, professional studies** and **teaching practice**, which is the final and perhaps most fascinating part of the professional preparation of teachers.

These Teaching Practice modules form part of a series of learning situations for prospective teachers in which they are systematically confronted with, or can practise, concrete activities of teaching and classroom management classes, supervised by experienced teachers and mentors.

The **purpose** of these modules is to provide students with the opportunity of becoming acquainted with formal teaching in the **practical school situation** and to apply the theoretical knowledge to the learning child in their **teaching practice.** These modules focus on the different teaching and learning strategies in practice.

3.2 Outcomes of PST104F, PST204J, PST304M and PST402N

The learning process, while studying these teaching practice modules, is based on a purposeful and systematic practice and learning (from supervised teaching to co-mentoring, to teaching, finally leading to independent teaching). The outcomes envisaged in these modules are:
- to support students step-by-step during their teaching practice experience
- to provide students with teaching experiences and good opportunities to become familiar with classroom practices
- to provide students, as prospective teachers, with an opportunity to establish an appropriate, active and positive teacher-learner relationship

- to provide students with an opportunity for assessing their potential as teachers and their suitability for the teaching profession
- to provide students with an opportunity to develop personal relationships with other students, administrators, teachers, parents and learners
- to provide students with an opportunity to put theories into practice and to develop a deeper understanding of educational principles and their implications for learning to assist them in developing skills in the use of fundamental procedures, techniques and methods of teaching
- to assist them in developing desirable professional interests, attitudes and ideas relative to the teaching profession
- to provide them with an opportunity to observe and report on classroom activities, policies and resources present in a class context.

3.3   Implementation of the teaching practice

Students may plan to visit centers or schools according to their own personal circumstances, taking the following into consideration:
- They have been placed by Unisa in a school where they have to complete the teaching practice periods (Assignment 01).
- Assignments 50 - 53 need to reach Unisa not later than 30 August. No extension is possible as they have eight months to complete the five weeks teaching practice.
- They should allow themselves time to gain sufficient insight into all the theoretical subjects before they start with teaching practice and the completion of Assignments 50 - 53.
- Teaching Practice activities *cannot be carried over from one year to the other* and must be completed in the year for which they register for PST104F.

3.4   Assignments

For these module, students need to complete Assignments 50 - 53 as evidence of their teaching practice experience.

3.5   BEd Intermediate – and Senior Phase modules
3.5.1   PST104F
Educational theory and learning areas
PST104F is the practical teaching practice module for the **first year** of this programme. The theory and learning areas required for the teaching practice module consists of:
- **Professional studies:**
  - PST103E Teaching Social Sciences (S1 & S2)
  - EDT202L Environmental education (S1 & S2*)*
  - PST131J Language teaching (S1 & S2)
- **PST104F Teaching practice 1** (year module)

Duration of the teaching practice
PST104F must be completed as a **FIVE (5) week teaching practice period.**

3.5.2   PST204J

Educational theory and learning areas
PST204J is the practical teaching practice module for the **second year** of this programme. The theory and learning areas required for the teaching practice module
consists of:
- **Professional studies 2**

- PST201F Mathematics Teaching
- PST202G Natural Science Teaching
- PST210G Arts and Culture
- **PST204J Teaching practice 2**
- **As well as professional studies 1**
  - PST103E Teaching Social Sciences
  - PST131J Language Teaching
- **PST104F Teaching practice 1**

Duration of the teaching practice
PST204J must be completed as a **FIVE (5) week** teaching practice period.

3.5.3   PST304M
Educational theory and learning areas
PST304M is the practical teaching practice module for the **third year** of this programme. The theory and learning areas required for the teaching practice module consists of:
- **Educational theory**
  - PCP406H Teaching Science and Technology
  - PCF4076 Reading, Writing and Spelling
  - PCF4088 Teaching Maths, Science and Technology
  - PCP409L Art/Children's Literature
  - PCF4099 Art, Handwork, Music and Movement Activities
- **Practical application**

Duration of the teaching practice
PST304M – **Ten (10) weeks'** teaching practice in a school

3.5.4   PST402N
Educational theory and learning areas
PST304M is the practical teaching practice module for the **fourth year** of this programme. The theory and learning areas required for the teaching practice module consists of:
- **Professional studies 4**
  - HEC101V Health
- **PST402N Teaching Practice**
- **As well as Professional studies 3**
  - PST311I Economic Literacy and Entrepreneurship
  - EDT303Q Religious studies
  - PST312M Physical Education and Sport coaching
- **Practical application:** Grade 4 to 9

Duration of the teaching practice
PST402N must be completed as a **FIVE (5) week** teaching practice period.

4. <u>BEd SENIOR PHASE AND FET</u>

4.1   Background and purpose

The modules **TPR100C and TPR200F** should be taken in the same year as the student's didactics courses. The distinction between the modules is:
- A student doing **TPR100C** combines it with **subject didactics**
- A student doing **TPR200F** combines it with **learning area didactics**

Teaching practice is integrated with the didactics modules.

The **purpose** of these modules is to equip students with the knowledge, skills and attitudes needed **to** teach learners the Senior Phase (Grades 7 – 9) and in Further Education and Training (Grades 10 - 12). The focus of these modules is the role of subject specialist that needs to be mastered by all educators.

4.2 Module outcome and assessment for TPR100C and TPR200F

Students will demonstrate applied competence by practicing their teaching skills in the Senior Phase and FET during the teaching practice period. After completing these modules, students should be able to:
- use the National Curriculum Statements and other policy documents to plan your teaching
- apply and convey your knowledge in a real classroom situation
- teach learners in real classrooms
- assess learning in real classrooms

4.3 Implementation of the teaching practice

Teaching Practice modules integrate all learning in the BEd (Senior Phase & FET) programme. The structure of the qualification is such that there is a gradual build-up to the ultimate aim of achieving applied competence. Students build on their disciplinary (academic) knowledge and acquire pedagogical (educational) knowledge and competences and then have to combine these in the professional studies phase of the qualification (specialised didactics or methods) and when they have to practise their
competences in the workplace during their practical teaching period.

Everything in the programme is aimed at and culminates in this final phase – the achievement of applied competence – so that students can demonstrate their ability to teach (perform a set of tasks) with understanding (perform their roles as educators) and reflexivity (reflect on their practice).
Teaching practice modules cannot be registered for in isolation, they are always paired with subject didactics or learning area didactics modules. Students must therefore register for TPR100C and TPR200F (Teaching Practice 1 and Teaching Practice 2) **simultaneously** when registering for a subject didactics and learning area didactics module.

A student teacher is expected to:
- observe mentor teachers teach
- become involved in and learn from as many as possible teaching and educational experiences at school
- develop a critical and reflective attitude towards school, teaching and education
- start drawing a connection between the practice and the theoretical knowledge she/he has acquired in the BEd course
- complete workbooks
- avail himself or herself of the opportunity to learn as much as possible from the visit to the school and his or her association with every teacher and pupil
- know that every teacher has his or her own ideas about the nature and scope of teaching
- listen appreciatively and critically to the point of view of every teacher and show a positive attitude towards teaching practice
- participate in the activities of the school, obey the rules and acknowledge the authority of the principal and other office bearers
- remember that he or she also represents Unisa during the visit to the school, especially since good behaviour might open the doors for other students
- adhere to the safety regulations of the school
- know that schools are not responsible for the safety or loss of their possessions

- maintain a teaching portfolio.

4.4 Duration of the teaching practice

These modules consist of **TWO compulsory periods of five weeks each.** The five weeks of teaching practice for the **Learning Area Didactics** can be done in a **primary school or secondary school,** grades 7-9. The five weeks of teaching practice for the **Subject Didactics** must be done in a **secondary school,** grades 10-12. The ten weeks Teaching Practice does not have to be done concurrently.

Students at **FET Colleges** can select two subject didactics modules and can do both five week periods at the College.

Intermediate Phase PGCE

TEACHING PRACTICE FOR INTERMEDIATE AND SENIOR PHASES MODULE (PGCE PROGRAMME)

1. INTRODUCTION

Students will demonstrate applied competence by practicing their teaching skills in the Intermediate and Senior Phases (Grades 4-9) during the teaching practice period.

2. PGCE: INTERMEDIATE AND SENIOR PHASES

The module PFC104T is for students who are registered for the PGCE Intermediate – and Senior Phase. This module is an essential part of the Initial Teacher Education (ITE) programmes. All the ITE programmes have three components: **educational theory, professional studies** and **teaching practice**, which is the final and perhaps most fascinating part of the professional preparation of teachers.

This Teaching Practice module forms part of a series of learning situations for prospective teachers in which they are systematically confronted with, or can practise, concrete activities of teaching and classroom management classes, supervised by experienced teachers and mentors.

The purpose of PFC104T

The purpose of this module is to provide students with the opportunity of becoming acquainted with formal teaching in the **practical school situation** and to apply the theoretical knowledge to the learning child in their **teaching practice.** This module focuses on the different teaching and learning strategies in practice.

Outcomes of PFC104T

The learning process, while studying these teaching practice module, is based on a purposeful and systematic practice and learning (from supervised teaching to co-mentoring, to teaching, finally leading to independent teaching). The outcomes envisaged in this module are:
- to support students step-by-step during their teaching practice experience
- to provide students with teaching experiences and good opportunities to become familiar with classroom practices
- to provide students, as prospective teachers, with an opportunity to establish an appropriate, active and positive teacher-learner relationship

- to provide students with an opportunity for assessing their potential as teachers and their suitability for the teaching profession
- to provide students with an opportunity to develop personal relationships with other students, administrators, teachers, parents and learners
- to provide students with an opportunity to put theories into practice and to develop a deeper understanding of educational principles and their implications for learning to assist them in developing skills in the use of fundamental procedures, techniques and methods of teaching
- to assist them in developing desirable professional interests, attitudes and ideas relative to the teaching profession
- to provide them with an opportunity to observe and report on classroom activities, policies and resources present in a class context.

Implementation of the teaching practice

Students may plan to visit centres or schools according to their own personal circumstances, taking the following into consideration:

- They have been placed by Unisa in a school where they have to complete the teaching practice periods (Assignment 01-03).
- Assignments 50 - 56 need to reach Unisa not later than 30 August. No extension is possible as they have eight months to complete the five weeks teaching practice.
- They should allow themselves time to gain sufficient insight into all the theoretical subjects before they start with teaching practice and the completion of Assignments 50 - 56.
- Teaching Practice activities *cannot be carried over from one year to the other* and must be completed in the year for which they register for PFC104T.

Assignments

For this module, students need to complete Assignments 01-03 and 50 - 56 as evidence of their teaching practice experience.

Assessment and partnership

Practical teaching is the culmination of students' studies and is where they must demonstrate that they can apply the knowledge, skills and attitudes accumulated during their studies.

Unisa follows a school-based initial teacher education model. In this model, partner schools and HEIs (Higher Education Institutions) exercise a joint responsibility for the planning and management of programmes, and the training and assessment of student teachers. Schools have the responsibility to train student teachers to teach their subjects or learning areas, to assess learners and to manage classes. Schools also have to supervise and assess student teacher's competence in these respects. HEIs have the responsibility to ensure that programmes meet the requirements for academic validation, to present programmes for accreditation, to award qualifications to successful student teachers and to arrange student placements in schools.

Essentially, the partnership involves the following features:

- Student teachers work closely with experienced teachers in schools, and work particularly closely with mentors who have responsibility for their school-based progress.
- Student teachers are not "thrown in at the deep end" as they very often used to be in earlier teacher-education programmes; student teachers are encouraged to observe experienced teachers "in action" before embarking upon teaching themselves.
- School mentors and HEI advisors/tutors who visit student teachers in the schools then give them feedback on their progress.
- Student teachers are encouraged to evaluate their own progress, which is done at the University and in the school – this is called the reflective-practitioner model.

Thus HEIs, in partnership with schools, determine whether student teachers reach what is termed QTS (Qualified Teacher Status). In order to achieve QTS, student teachers have to demonstrate to the partnership that they have reached a certain level of competence.

The present system has considerable advantages for students, schools and HEIs. Prior to the establishment of this partnership, many student teachers complained about what was called the "theory/practice divide", where much of the work done in the HEI was irrelevant to the practical context of the school. Practising teachers played little part in the training process, and for many student teachers the programmes on offer provided inadequate preparation for full-time teaching. By contrast, a partnership can provide very effective means by which student teachers can learn the complex craft of teaching, with the analytical environment of the HEIs enhancing the professional experience gained in school. The complex craft of teaching and analytical environment of the HEI's
is seen as essential in the partnership.

We shall now look at the four modules of the PGCE Intermediate and Senior Phases:

2.1 PFC104T

The theory required for the teaching practice module consists of:

Professional studies (PST131J)	Home and First Additional Language Teaching
PST210G	ARTS AND CULTURE
HEC101V	HEALTH EDUCATION
PST312M	PHYSICAL EDUCATION AND SPORTS COACHING
ETH302S	INCLUSIVE EDUCATION
ETH305V	MULTICULTURAL EDUCATION

Duration of the teaching practice

For this module, student teachers need to complete Assignments 50 - 56 as evidence of their teaching practice experience. PFC104T can be divided into TWO teaching practice periods as follows:

- A teaching practice period of 10 consecutive weeks in Grade 4 – 9 class

- A teaching practice period of 5 weeks and 5 weeks is allowed

- Student teachers may plan to visit the schools according to their own personal circumstances, taking the following into consideration:

- They have been placed by Unisa in a school where they have to complete the teaching practice periods (Assignment 01).

- Assignments 50- 56 need to reach Unisa not later than 14 September. No extension is possible as they have nine months to complete the ten weeks teaching practice.

- They should allow themselves time to gain sufficient insight into all the theoretical subjects viz. (PST131J, PST210G, HEC101V, PST312M, ETH302S, ETH305V) before they start

with teaching practice and the completion of Assignments 50 - 56.

- Students registered for this course are expected to complete their teaching practice in the normal school system. Permission will not be granted for teaching practice to be done at schools which only provide educational services for children with special educational needs.

- Teaching Practice activities cannot be carried over from one year to the other and must be completed in the year for which they register for PFC104T

PST104F must be completed as a **FIVE (5) week teaching practice period**

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