

## Are you interested in mentoring?

This sheet can be placed in a plastic wallet as a divider for your CPD Portfolio's mentoring section

### Why be a mentor?

- Mentoring enables you to pass on your expertise for the benefit of others – which is satisfying in itself, and which many might regard as a professional responsibility – ‘a way of giving something back’;
- The process of mentoring is a learning experience for mentors, too. It involves clarifying and articulating what we do, and how and why we do it. That is often also a powerful form of self-development.
- Mentoring is increasingly becoming an important process for CPD, so experience gained as a mentor, e.g. of a trainee teacher, can aid personal enhancement, and promotion;
- For some, the experience can even lead to an interest in mentoring, or possibly tutoring, as a career path for themselves.

PRE-MENTOR  
guidance

### What can you do to explore this further?

GTC Core  
Dimensions:-

*Researching*

*Researching*

*Researching*

*Gaining  
support*

*Planning and  
Implementing*

- Why not talk with a trainee teacher about what they look for from a mentor;
- Read the CUREE guidance – on [www.curee.co.uk](http://www.curee.co.uk) - on what being a mentor entails, and review your own skills and aptitudes;
- Look at a copy of *Qualifying to Teach*, published by the TTA
- You could ask for some time to be able to ‘shadow’ a mentor in your school, or another school– e.g. in a mentoring meeting with their trainee teacher or in a lesson observation and feedback session;
- Consider what you may be able to offer a trainee teacher in your school and contact your head teacher/mentor coordinator to arrange that– e.g. to share
  - a particular skill, teaching approach or subject expertise that you have developed and could share with them;
  - experience [for the mentee] with a different class age group, perhaps through a ‘demonstration lesson’ by you, with informal discussion afterwards;

GTC Core  
Dimensions:-

*Planning and  
Implementing*

*Evaluating*

- formal or informal discussion of aspects of good practice – teaching, extra-curricular activities etc;

- Review your own knowledge and skills across the full range of teaching and consider how you would obtain support for a mentee in those aspects where you feel less strong;
- For ITT mentoring: Contact your head teacher/ coordinator mentor and, via them, an ITT provider, to confirm your interest.

**Support materials/ further information:**

See [www.emac.org.uk](http://www.emac.org.uk) for further details for sourcing these:

- ◆ DoingITT School-based training [SBT]: introductory module and modules 4,5;
- ◆ SCICentre video: Mentoring in Primary Science—a classroom case study;
- ◆ Qualifying to Teach—handbook of guidance, TTA publication.

**'Evidence' of your interest/ experience:**

You should keep – for possible future use – e.g. in a ring-binder, copies of the following, together with this sheet:

- Questions and notes of information obtained e.g. from discussions/reading;
- Records of demonstration lessons; mentoring shadowing observations; lesson observations etc carried out.



## Mentor confirmation of interest

PRE-MENTOR

Name: \_\_\_\_\_

**I wish to confirm an interest in taking on the mentoring of a trainee teacher, and I have undertaken/planned the following, as indicated:**

GTC Core Dimensions

*Researching*

- ◆ Talked with a trainee teacher about what they look for from a mentor;

Indicate by deleting and circling, as appropriate:

Already done/ Arranged to take place/ Not done

*Researching*

- ◆ Read the CUREE guidance on what being a mentor entails on [www.curee.co.uk](http://www.curee.co.uk) and reviewed my own skills and aptitudes;

Already done/ Arranged to take place/ Not done

*Researching*

- ◆ Looked at *Qualifying to Teach*: handbook

Already done/ Arranged to take place/ Not done

*Gaining support*

- ◆ 'Shadowed' a mentor in school, or another school– e.g. in a mentoring meeting with their trainee teacher or in a lesson observation and feedback session;

Already done/ Arranged to take place/ Not done

*Planning*

- ◆ Considered what I may be able to offer a trainee teacher in our school and contacted the head teacher/ coordinator mentor to offer that– e.g.

Already done/ Arranged to take place/ Not done

*Planning and Implementing*

- ◆- regarding a particular skill, teaching approach or subject expertise that I have developed and could share with them;

Already done/ Arranged to take place/ Not done

*Planning and Implementing*

- ◆- experience with a different class age group, perhaps through a 'demonstration lesson' with informal discussion afterwards;

Already done/ Arranged to take place/ Not done

*Planning and Implementing*

- ◆- formal or informal discussion of aspects of good practice;

Already done/ Arranged to take place/ Not done

*Evaluating*

- ◆ Reviewed my subject knowledge

Already done/ Arranged to take place/ Not done

Signed: .....Date:.....

**'Evidence' of your interest/ experience:**

*Add any further notes here, as appropriate*

**You should keep a copy of this sheet e.g. in your CPD portfolio [mentoring section], as evidence, for possible future use**