

Supporting and mentoring teachers

Mentoring programme FAQs

How long is a mentoring programme?

The mentoring programme lasts for a significant period. After this period, development of the teacher is reviewed. As a result of the review further plans can be put in place in terms of the direction that the teacher then wishes to take, depending upon the needs of the organisation.

When should a teacher join a mentoring programme?

Ideally the teacher should start the programme with sufficient time to allow for the mentoring programme and his/her specific developmental needs.

Which areas will be focused on?

The teacher may select priority areas which reflect the needs of a particular teacher, if, for example, the teacher is less experienced in teaching young learners then this needs to be taken into account.

What features of development and assessment are there?

The teacher educator may also be the mentee's line-manager. In this case there must be clear lines and separation between mentoring as part of a developmental process, and observation or development for the purposes of assessment. The mentee must not feel threatened by the process.

How does the training help the teacher educator?

The training focuses on helping the participating teacher educator to gain an in-depth, working understanding of the training skills required to improve the performance and insight of the educator.

What goes on record?

A record of all mentoring activities should be kept, unless there are specific and cogent reasons for omission.