

MINT Checklist: Shifting perspectives on mentoring

Select the setting of mentoring (induction or in-service) _____

1. Please tick in the following list how you experience these trends in reality of your work.

Mentoring in teacher education is(colour1)

2. Which trend is most important and preferable to you?

Mentoring in teacher education should be(colour 2)

1.	focused on classroom teaching.						focused on wider professionalism of teachers.
2.	mentee focused only.						whole staff focused.
3.	referring to individual school level.						a partnership between institutions of teacher education.
4.	based on instructional approach focusing on advice and demonstration.						based on empowering approach focusing on reflection and listening.
5.	regarded as informal personal relationship.						regarded as formally structured relationship.
6.	addressing newcomers to the profession.						a strategy for all teachers in a school.
7.	a task of any teacher in the school.						a task of specially qualified teachers.
8.	based on implicit theories.						based on explicit theories, e.g. standards.
9.	a bilateral process (mentor & mentee).						A multilateral process (mentor, mentee, supervisor, coordinator, mentor-trainer)
10.	a method of support for beginners & bad performers (person-related).						a model of professional development for all teachers (team-related).
11.	focusing mainly on induction into current teaching practice.						focusing mainly on innovative teaching practice.
12.	including reporting and assessing.						including informal feedback.

MINT Instructions: Shifting perspectives on mentoring

Notes: changes are based on Amsterdam try out. The most important messages from participants were:

- don't mix perspectives (official or reality)
- decide about the setting (pre-service, in-service, induction)
- the verb focus doesn't fit in all statements
- don't make it a national perspective.

Introduction:

Moderators present as a role play based on two cases of two different countries from the perspective of a mentee. (A true story about my mentoring) They introduce all 12 items, mentioned in a table, each covering some of them. They make those categories familiar to the audience. (Brigita, Lydia ?)

The process:

Participants must select one setting, induction or in-service. They should take into account either what happens in their professional reality or what is the system designed like. Not both of them. I suggest the real situation in their educational setting.

They are asked to fill in the list in two steps.

1. First one showing the real situation in their educational setting.
2. Second one the preferable situation – should be.

They come together in subgroups divided on the basis of induction or in-service choice. They discuss the state of current affairs and the desired trends. They draw the preferable line in a should-be situation that the whole group agrees upon.

After reporting all groups discuss similarities and differences.

Reflection:

What did you learn about your system of mentoring?

What were you surprised about?

Material:

- shifting perspectives handouts
- overhead transparencies
- markers
- flipchart