

MINT **Mentor's tasks and roles**

Goals

- to recognise different mentor's roles
- to discover indicators for checking specific competences
- to review basic teacher's competences for contemporary teaching and learning
- to reflect upon weak and strong areas on individual level

Introduction: (15 min)

We would like to welcome you at our workshop which could be also called Do we know what we know? or How to evaluate our competencies? We will be working in groups and by using the experiential method we will lead you through the whole process from the stage of getting aware of the individual mentor's competence towards realising what we are actually doing well and what needs to be upgraded, improved or maybe more strongly emphasised. Teachers are very often facing a professional dilemma of insecurity. Am I doing it all right? Is this the right way? This is not only an ever occurring question of a beginning teacher but also a constant question of those approaching the end of their professional path – it is just the matter of different tense.

Goals of our workshop are the following – (show the transparencies):

Brainstorming:

First of all let's try to think together for a while and look at the world we live in – at our reality. What kind of world is it? What are the most often used words in our professional lives? Would a teacher from the beginning of a previous century find it difficult to discuss contemporary issues of nowadays with us?

I am asking you to give some ideas, words that come to your mind when you think of your professional reality. What are the most common words? Do they belong to all of us or are there differences connected to our origin? I will put down your ideas on the flipchart/overhead so let's get started...

But if we want to communicate we should first know each other, at least the names and countries we are coming from. I would like to ask you to put down your first name and the letter indicating the country in block letters on the folded tags you can find on your tables.

Group work: (30 min)

Instructions:

Your first task will be discussing and analysing the mentoring situations you can find on the paper in front of you. You have 30 minutes to discuss the situation and to decide upon the action you would take. Try to identify knowledge and skills needed for solving the problem in the best possible way according to your standards. Put down the key words on the labels and stick them to the wall next to your table. Put down as many ideas as possible...

When the task is finished one of you will report on the behalf of the group.

AN IDEAL MENTOR TEACHER...? (last 10 min)

Reporting:

Please, I am asking the reporter of the Group 1 to take a stand and shortly introduce the situations, your ideas and issues that were put down on the labels. Group two is sharing one of the two situations. Most of the labels will be overlapping but please listen carefully so you can add also some of your ideas if you have looked at the problem from a different angle or if maybe some issues were overlooked by the first group.

Merging of groups: (25 min) - GROUP 1+3; 2+4

Would you be so kind to move to the next table and become a larger group? Two neighbouring groups will come together and form a new group now. You also put together the labels from both groups.

Instructions: (15 min)

Your task is to combine all labels into a few groups with similar content and put them under common headings. So you will be grouping the labels according to the subject. Together you should find the headings. The headings should be written on a new label and placed above the relevant grouping. As a help you can use the list of headings on your table. You can also invent your own.

In case of disagreement about the proper placement of a label, a copy can be made so that similar labels can be placed in two different groupings.

Reporting: (10 min)

I am asking the representative of each group to introduce what headings you used and the dilemmas that occurred during the process. Group one, please...

I would also like to invite the other group to present the report.

Are there any similarities? Differences? Is anything missing?

Actually we came to the issue of tasks/roles/competences. What are they?

According to your posters there are the following tasks/roles/competencies ... (read them) Let us now look at one of the classifications of competencies.

Prioritising:

Would you please return to your original groups now.

Horizontal ranking: (15 min)

- left: less important
- right: very important

Now let's move to the second phase. We'll try to make a priority of the headings.

On the wall there is a big poster with a horizontal line. There are two far ends of the line indicating less important on the far left and very important at the far right.

Your task is to rank and place the competencies along the line according to your ranking of the importance of the headline for achieving the goal/solving the critical situations.

Your task is to rank and place the competences along the line according to your ranking of the importance of the headline for achieving the goals/solving the critical situations. You should discuss and agree on the correct position. It should be decided upon with consensus, not by overruling of a strong individual within a group.

Vertical ranking: (10 min)

We'll draw a vertical line now. The values of the new line are

- bottom: less good
- top: very good

You should now rank and place the headlines along the vertical line according to the ability of an average teacher. What competencies are those that an average teacher masters well or not so well? The labels can be only moved up and down. The horizontal position of each label can not be changed.

Assessment of results: (5 min)

You have ranked the headlines according to the two criteria: ability and importance. If we draw the balance line – what do we get?

Every headline above the balance line indicates that we are performing well and that there is no additional effort necessary. On the opposite, the headlines

below the balance line call for the additional effort. The headline farthest away (below) the balance line calls for the first priority, . etc.

Let's look at individual group results. Group one considers the _____ competence as the one most undernourished. They would start working on this one. Group two...Maybe the results will be matching? Does it mean that most of European teachers lack certain competences? What would you say if you have in mind your country? Is that the case?

It is important that the result reflects topics for further action, developed by participants together. The result is consensus based, thus ensuring acceptance and ownership to the future measurable goals and prioritisation of the means needed to achieve these goals. It is important to keep this in mind when we work with the staff of the school. The process can be documented with photos. Photos are easy to remember, which again strengthens the commitment to the goals and activities agreed on during the session.

Some time after the session a follow up can be organised. Participants can present their achievements to each other. Such a session would secure commitment and continued action.

Homework: (5 min)

Parallel to the process of group evaluation a self-evaluation was taking place. While thinking, discussing, reasoning the competences of an average teacher also our own intimate self reflection was taking place. If we had more time we would ask you to make your priorities and decide upon set of actions for your own competences. This is your homework till the next time we meet.