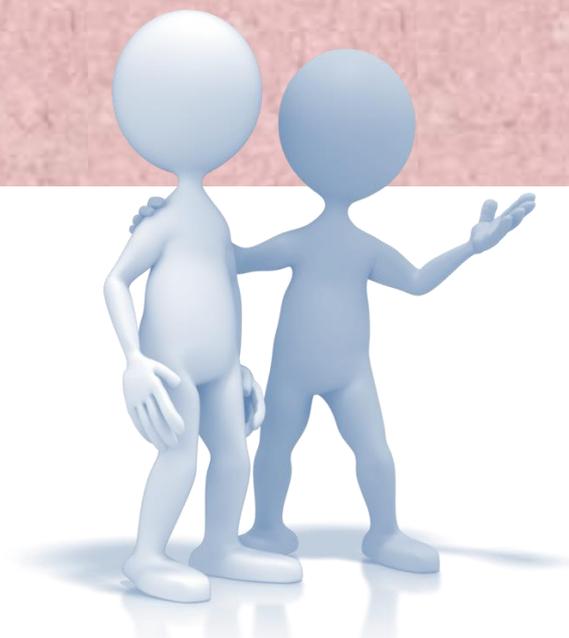


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LINKING INNOVATORS IN EDUCATION



A BRIDGE RESOURCE

MENTORSHIP IN TEACHER DEVELOPMENT

A Knowledge Product prepared by BRIDGE

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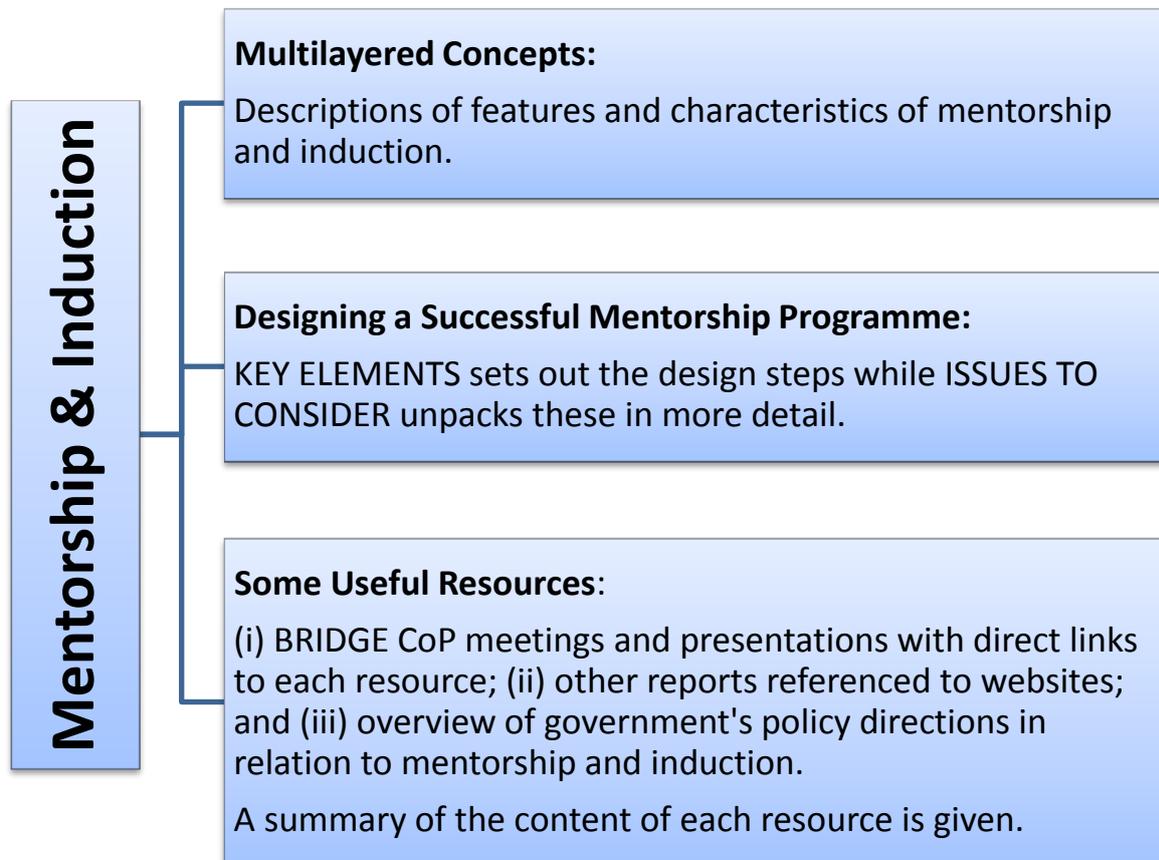
Mentorship in Teacher Development

The idea of a mentor has always been central to learning in any context. Over centuries of knowledge and skills transfer between generations, the concept of a wise and trusted advisor who guides a young apprentice or follower has evolved.

If we zoom in to the teacher development context, 'mentorship' is a recognised feature of most systems of teacher education, during initial studies to first placements in a school and even beyond into ongoing professional development.

In South Africa the implementation of mentorship models in teacher education has been patchy and uncoordinated, without standard guidelines in higher education and in public schooling. While the government's *Integrated Strategic Planning Framework for Teacher Education and Development in South Africa 2011-20125* (DBE & DHET, 2011) foregrounds mentoring in all stages of teacher education, full scale implementation is not yet in place.

A number of BRIDGE's communities of practice have engaged with the topic of mentorship, and some are currently exploring innovative approaches in depth. We have put together a BRIDGE 'quick resource' on the topic. The three sections in this resource are set out below.



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Multilayered Concepts: Mentorship & Induction



It is tempting to get involved in the 'definition wars' on the differences between mentoring, mentorship, coaching, induction and so on. But is it useful, when meaning is driven by context? For example, an induction programme for new teachers could (and should) include a mentorship element; equally, an ongoing mentorship model in a school could include an induction programme for new teachers. The terms 'coaching' and 'mentoring' often overlap, or are distinguished by the user's notion of the differences between them, the context in which they are used, and their purpose in that context.

Here are a few interesting viewpoints given in community of practice meetings.

Mentorship implies ongoing support, where experience is critical and expert or specialist advice is being offered in a relationship that is characterised as a partnership. Coaching focuses on skills development with clearly defined goals and is planned and structured.

Coaching is generally about developing a skill, whereas mentoring is about developing the whole person, although in practice the two processes often overlap.

Mentoring is a two way street. It changes the mindset and skillset of the mentor as well as the mentee and is in effect a form of in-service training for mentor teachers as well as novices.

Mentoring for teacher interns needs to be developmental. It is about interns becoming self-reflective and taking charge of their own learning, in order to foster critical teachers who are prepared to question, to experiment and to act. Mentorship is the balance between sharing lessons learned through experience and allowing interns to learn their own lessons.

We are dealing with a learning environment. Thus, mentoring and coaching are not just about content, but also about the way they are done. Coaching and mentoring are not ends in themselves either; they must lead to better teaching and learning.

Mentoring involves listening, questioning and feedback – **not** advising, telling, teaching...

A mentoring relationship needs to be built on trust, open communication and self-reflection; the mentee needs to feel that there is 'a safe space' in which difficulties can be confided without subsequent judgement or criticism.

Current thinking is that mentoring should be seen as a 'way of operating' rather than as a role. Rather than pairing the new teacher with a single mentor, a collaborative team that provides holistic support would be more effective. Individuals in the team could offer different types of support.

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While an induction programme covers at minimum orientation to the school as a workplace and its routines and practices, mentoring should be a supportive element in a process that continues throughout the year.

Induction is much more than an initial orientation – instead it is a longer term, transformative process that facilitates getting to grips with the routines, rhythms and rituals of teaching, the classroom and the school, while developing the new teacher as a self-aware, emotionally intelligent ‘whole person’.

Some practical tips for induction programmes:

- Start with orientation before the school year starts: once learners arrive the school is a busy place.
- Orientation provides essential information. New teachers are introduced to the school ethos, structures, policies, procedures and practices, and given information about facilities, resources, activities and routines. They should also be given an overview of their responsibilities and the expectations for the first few weeks.
- Much of the orientation type of information could be provided in a booklet, or made available online. This would free up the rest of the induction programme to be more experiential and transformative.

But take note:

Induction has to address both the personal, emotional aspects and the professionalisation of the new young teacher. Where this balance is missing, schools could alienate new young teachers by focussing on external aspects such as compliance with the routine aspects of school life.

Reflecting on practice

The art of reflecting on one’s own practice is generally seen as vital to professional growth in any sphere. But reflection does not just ‘come naturally’ and many teachers struggle with the notion. Also, it has little value as a means of learning and bringing about improvements unless it leads to action. Mentors need to be trained in reflective practices so they can lead mentees through the process.

Two models that link reflection to action are:

- The KOLB learning cycle – this is an experiential learning cycle that leads from concrete experience, to reflection, to abstract conceptualisation, and then to active experimentation.
- The Gibbs reflective cycle – this begins with a description of the issue or situation, followed by recognition of the thoughts and feelings it evoked, an evaluation and an analysis leading to a conclusion and an action plan.

Useful questions to stimulate and guide reflection include:

- What happened?
- What was I/ were you thinking and feeling?
- What was good/ bad about the situation?
- What have I / you learned?
- What could I/ you have done differently?
- If the situation arises again, and what am I going to do differently?



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Designing a successful Mentorship Programme

Here are a number of points to consider when designing and implementing a mentorship programme. These have been gathered from presentations and discussions in CoP meetings and from resource documents.

KEY ELEMENTS

Describe purpose, scope and outcomes

- Is it a component of an induction programme?
- Is it linked to any pre-service internships?
- Is it an ongoing process of professional development for staff?
- Does it have a strategic purpose within the school (e.g. to ensure retention)?
- Will it be linked to CPTD points for staff?
- How will you describe your desired outcomes? (e.g. through desired teacher characteristics? The school as a learning environment for staff and learners? Impact in the classroom?)

Develop model and implementation plan

- What are the principles of the model (e.g. based on self-reflection, relationship-building, trust, critical thinking, accountability, skills development, professionalism)?
- Is it a one-on-one model, or a team mentorship model, or a combination model? Is there a role for peer mentors?
- Will one mentor combine all roles, or will these be split (e.g. between an academic mentor and a pastoral care mentor)? How might this affect building relationships and establishing trust?
- Are mentors external to the school or from within the school? Is any contracting and payment involved?
- Does mentoring take place throughout the school year or only for a defined period?
- How are sessions scheduled (e.g. time allocations and frequency)? Are these explicitly factored in to the timetable?
- How is the mentoring process tracked and recorded? What about confidentiality?
- What resources, guidelines or templates will your mentors need?
- How are school-based mentors incentivised, recognised and supported in terms of the time and energy they invest?

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Describe the focus areas and the roles of mentors

- What are the main mentoring mechanisms (e.g. modelling lessons, co-teaching, observing, giving feedback, holding regular meetings), and how are these activities spread?
- How will you define the categories and areas in which a mentor/s will provide guidance and support? Examples:
 - **Teaching and learning:** e.g. lesson planning, assessment practices, analysing data, teaching tips, 'tricks of the trade', barriers to learning, classroom management and discipline, learner interaction and feedback.
 - **Organisational procedures:** e.g. administrative responsibilities, reporting and recording.
 - **Communication:** e.g. interaction and feedback between mentor and mentee, communication to learners, to parents, to colleagues.
 - **The culture of the school:** e.g. language environment, community environment, values and beliefs.
 - **Time management:** e.g. prioritising workload, tracking curriculum coverage.
 - **Emotional support:** e.g. listening to problems, building confidence, promoting self-reflection, giving feedback.
 - **Professionalism:** e.g. understanding the profession and its values and standards, formulating action plans for professional development.

Select and train or brief mentors

- What criteria will you use for selecting mentors, and for matching them to mentees?
- What attributes will you look for in a mentor? Examples include:
 - Personal qualities such as empathy, interpersonal skills, and the ability to project a positive and inspirational attitude
 - The ability to be open-minded in relation to different ideas and practices, to 'unlearn' their own favourite ways and let mentees develop their own approaches
 - Professional competence in curriculum, subject and pedagogical knowledge and well-developed organisational and classroom management skills
 - A commitment to helping others progress
 - Experience
- How will you prepare mentors for their roles (e.g. provide training programmes; provide resources and guidelines; or allow mentors to develop their own approaches)?

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**Describe
what will be
expected of
the mentees**



- How will mentees be brought into the mentorship process so that they are willing and active partners? Examples of attitudes that need to be fostered in mentees include:
 - Willingness to learn and to problem solve
 - Ability to ask questions and challenge assumptions
 - Adaptability to changing circumstances and environments in education
 - Commitment to personal and professional growth

**Evaluate
effectiveness
and identify
areas for
improvement**



- How will you evaluate the effectiveness of the mentorship process? Examples include an action research model, in which there is a cyclical process of action, reflection and revision; using evaluation feedback from mentors, mentees and learners; setting up mentorship forums.
- How will you capture the benefits of the mentorship model for:
 - **The mentor** (e.g. provides an opportunity for critical reflection on own practice; hones own interpersonal skills; can increase the chances of promotion and enhance job satisfaction for the mentor; keeps teacher mentors in touch with new trends).
 - **The mentee** (e.g. nurtures self-confidence and independence; reduces feelings of isolation and inadequacy; has someone to turn to for help with fears and problems; gets an opportunity to increase skills by assimilating, adapting and implementing tried and trusted methods from experienced and expert teachers; could prevent the novice from making mistakes that might have a negative effect on his/her career, or on learners).
 - **The school** (e.g. could reduce early departure from the school by new teachers; improves standards and professionalism in the school overall; encourages transformational learning across the school; makes the school a site of learning; socialises new teachers into the school's culture and routines; enables early identification of possible problems in schools as well as early development of solutions to these problems).
 - **The learners** (e.g. they will receive the benefits of increased professionalisation and skills transfer, as well as participating in the sense of growth and energy that mentorship should produce).
- What tracking tools or processes do you need to help you with planning for revision and adaptation of your mentorship model and programme?

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Some Useful Resources

Here is a sample of useful resources on mentorship and induction, with a brief description of their content. Many of these are on the BRIDGE website, and you will find a link taking you straight to the resource. For others we give you the relevant website.



BRIDGE Community of Practice Meeting Highlights and Presentations

<p>Meeting Highlights from the Teacher Development CoP 17 February 2016 on '<i>Exploring new teacher induction models</i>'.</p> <p>Read the meeting highlights here.</p>	<p>This meeting featured a presentation on an innovative teacher development and induction model. CoP members held an insightful discussion on a variety of induction and mentoring related issues. An update on the DBE's initiative to legislate teacher induction was also discussed.</p>
<p>Presentation to Teacher Development CoP 17 February 2016</p> <p>John Gilmour: Slide presentation and video clip.</p> <p><i>'A Roadmap to Teacher Transformative Development Pathways: Exploring New Teacher Induction Models'</i></p> <p>Click here to watch a video of John's presentation, and here to see the presentation.</p>	<p>John Gilmour reflects on new teacher induction models and helps us to better understand what effective principals can do to support, develop, and assess their newest teachers. The approach puts the new teacher at the centre of an extended, transformative process that facilitates getting to grips with the routines, rhythms and rituals of teaching, the classroom and the school, while developing the new teacher as a self-aware, emotionally intelligent 'whole person'.</p> <p>The presentation emphasises the need for a process of effective induction to support both the professional and the personal development of the novice teacher (teaching is the only profession which throws novices in at the 'deep end') and outlines the components of a structured, holistic induction programme. These include orientation, mentorship, professional development, professional learning community support and structured reflection leading to action. It also explores the factors ("keys to success") which contribute to successful induction.</p>
<p>Meeting Highlights from the Teacher Development CoP 31 May 2016 on '<i>Keeping young teachers in the profession: Innovative mentoring models</i>'.</p> <p>Click here to read the meeting highlights and click on the links to go to each of these useful</p>	<p>Four expert panellists shared their experiences and innovative ideas on how to support new teachers with induction and mentoring programmes. This meeting covered a number of key insights and practical ideas for induction and mentoring.</p> <p>Marina Burger discussed elements such as the benefits of supportive co-workers and provision of practical assistance, as well as the importance of mapping a career path. Candice Bremner described the programme at Parktown Girls High, which includes</p>

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presentations.	an ongoing teacher development programme through professional learning communities and an induction programme for novice teachers and teachers new to the school. Dr Hanno Prins linked the idea of mentoring to self-directed learning, while Dr Zorina Dharsey described the model of the Primary Science Programme which uses both team teaching and individualised mentoring.
Teachers Upfront Seminar Series held on 20 April 2016. Click for the Mail & Guardian article 'Let's support, not scare off, new teachers' by Melissa King.	The seminar 'Mentoring Novice Teachers – A Critical Discussion' debated the issue of what schools should expect from new teachers, and what new teachers need from schools. A panel comprising a school principal, two new teachers and a researcher considered these issues. The article on the seminar looks at key points from the debate.
Teachers Upfront Seminar Series held on 20 May 2014 Click for the Mail & Guardian article 'Wanted – Help for New Teachers' by Barbara Dale-Jones.	The seminar considered the elements needed for successful mentorship programmes, with presentations by three speakers: Hayley van der Haar of the University of Johannesburg's education faculty, Lesley Masterson of the University of Witwatersrand's school of education, and Tim Maneswa, of the Gauteng Primary Literacy and Mathematics Strategy. Drawing on the presentations and discussion, the article makes a case for using formalised, ongoing and structured mentoring and coaching programmes to enhance the teaching skills, professionalism and confidence of both novice and more established teachers. Some key factors for success include a supportive environment, knowledgeable and empowered mentors and coaches, the development of relationships of trust, focussed support to improve teaching strategies and practices, and the promotion of collegiality and teamwork amongst teachers.
See presentation 'Using Mentorship and Coaching to assist new teachers' by Hayley van der Haar.	This presentation gives a brief overview of key mentorship issues. It covers definitions and types of mentorship, gives an overview of mentorship in SA schools (legislation and some challenges), and describes the roles of the mentor and mentee, the features of collaborative mentorship, and the value of mentorship to mentees, mentors, and the school.
See presentation 'The case for Mentoring' by Charles Marriott.	Charles Marriott presented on the benefits of mentoring and coaching, discussing the main characteristics of an effective approach as well as some of the practical and logistical aspects of implementing a mentorship programme.
Listen to the podcast from a Cliff Central interview in February 2016 on the topic 'Developing young teachers and leaders'.	Zonke Mpotulo of the LEAP school in Garankuwa talks to Barbara Dale-Jones of BRIDGE and Adriaan and Louis Groenewald of the Leadership Platform about her reasons for choosing teaching as a career and her role in developing young teachers and leaders. She describes her own journey from township learner' to Future

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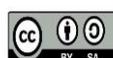


Read the key points document on this podcast.	Leaders Programme Manager and Teacher in the context of a structured programme of pre-service training.
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Other Useful Resources

<p>South African Extraordinary Schools Coalition (SAESC) Intern-Teacher Programme <i>'Developing Teachers through guided exposure to world class teaching'</i>. (2016)</p> <p>Click here to read the document.</p>	<p>The SAESC intern-teacher programme is a 5 year programme in which interns work towards a Bachelor of Education via distance learning through a reputable tertiary institution (currently UNISA), at the same time getting valuable classroom experience, mentoring, and professional development.</p> <p>The SAESC intern-teacher programme is based on a holistic teacher competency model, which includes a number of elements. These are:</p> <ul style="list-style-type: none"> • Academic: covering educational theory and subject content knowledge • Instructional: covering understanding and application of teaching techniques: growing from observer to co-teacher to independent teacher • Operational: covering a school's operations: growing from observer to assistant to independent worker • Leadership: covering attitudes and value: growing from observer/participant to leader • Personal development: being mindful: taking ownership for own continuous professional and personal development.
<p>Griffin Unger - <i>Strengthening pre-service teacher-training internships in South Africa: A review of current practice</i>. The ELMA Philanthropies Services. (July 2015).</p>	<p>This report describes the objectives, components and financial arrangements of a number of pre-service teacher internship programmes. Directed at students studying towards the B.Ed or PGCE teaching qualifications through UNISA, the internships all aim to enhance their instructional, lesson planning and classroom management skills, their confidence, and their reflective abilities by linking theory and practice.</p> <p>The report analyses the similarities and differences between the various internships and points to the availability of effective mentoring, exposure to classroom practice (with increasing levels of responsibility) and full-staff professional development opportunities, and peer support as decisive success factors. Finally it offers a number of questions to be considered in further examinations of these and other internship-related issues and stresses the value of a collaborative approach to developing best practice.</p>

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Deacon, R. (2012). *The Initial Teacher Education Research Project: The initial professional development of teachers: A literature review*. Johannesburg: JET Education Services.

You will find the research report on the JET website <http://www.jet.org.za> under Resources.

This comprehensive literature review covers both international and local perspectives and helps us to understand the context and need for effective teacher induction.

The report covers topics such as mentoring of student-teachers, early teaching experiences, school culture and context, teacher induction and early professional development.

The delicate balance of mentoring someone is not creating them in your own image, but giving them the opportunity to create themselves.

— Steven Spielberg —

AZ QUOTES



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Policy Resource

Integrated Strategic Planning Framework for Teacher Education and Development in South Africa 2011-2025

Department of Basic Education
Department of Higher Education & Training



Primary Outcome of the Plan

“To improve the quality of teacher education and development in order to improve the quality of teachers and teaching.” [p 1]

You will find the plan on
<http://www.dhet.gov.za/>

In relation to mentoring and induction of teachers the plan says the following:

- Competent teachers and subject advisors will be recruited as ‘Category C teachers : these are described as ‘... **mentor teachers and lead professional teachers** (teaching and learning specialists, senior teaching and learning specialists, and subject advisors – who should be trained to become mentors for new teachers and lead teachers/ facilitators of professional learning communities).’ (page 9)
- **Provincial Teacher Development Institutes (PTDIs)** will be set up. These are ‘... physical sites that will serve as the base from which provinces coordinate and deliver all national and provincial priority CPD programmes. PTDIs will have residential facilities and will serve as central sites at which key personnel such as subject advisors, district officials, mentor teachers and the like can be developed to deliver quality support to teachers in the districts’. (page 13)
- **Professional Practice Schools (PPSs)** are sites at which student teachers are placed for the actual practical components of their programmes (including school observation visits and Work Integrated Learning [WIL] experiences): ‘At PPSs, student teachers will be able to engage in learning-in-practice – preparing, teaching and reflecting on lessons. Teachers at PPSs will mentor initial teachers in training, ensuring that they receive appropriate support and guidance during their practice teaching periods.’ (page 18)

Government initiative to legislate teacher induction

In addition to the plans outlined in the Planning Framework, government is working with SACE for a ‘staged admittance’ to the profession based on professional standards for registered teachers. This means that, as with other professional occupations, newly qualified teachers will have to undergo an induction, i.e. a period of structured in-service training, before becoming fully registered professionally. Government is currently researching requirements for teacher induction and methods of implementation with the aim of formalising teacher induction in 2017.

Visit the BRIDGE website to view the [resource Standards for Teacher Performance](#) which sets out the research which has been done on teacher standards for professionalisation.

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