

Continuous Professional Development for Primary and Secondary Teachers, Leaders and Supervisors in Ethiopia

Practical Skills in Mentoring



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Introduction

Welcome to the Practical Skills in Mentoring module. This module supports In Service CPD as described in 'Continuous Professional Development for Primary and Secondary Teachers, Leaders and Supervisors in Ethiopia, The Practical Toolkit' and 'The Handbook for Newly Deployed Teachers Induction Course'.

Who is this module for?

Are you an experienced teacher who has been asked to be a mentor for Newly Deployed Teachers (NDTs)?

Are you an existing mentor who would like to improve your mentoring skills?

Are you a leader who has responsibility for the CPD of other teachers?

Do you wish to achieve the teacher competencies that relate to mentoring of teachers?

If your answer is yes - Then this module is for you!

What is the aim of this module?

To develop the practical skills of mentors working with Newly Deployed, or other teachers.

The purpose of this document is to:

- identify the qualities you need to be a good mentor
- explain your key tasks as a mentor
- develop your practical mentoring skills
- help you to provide strategies which enable the Newly Deployed Teacher (NDT) to complete their induction smoothly

What is a mentor?

Mentoring is a process by which experienced teachers give support, motivation and any other help when necessary to someone less experienced.

It is also a method that helps Newly Deployed Teachers (NDTs) to set goals and strive for their success by having the necessary knowledge, skills and attitudes.

A mentor is therefore an experienced practitioner who provides professional guidance and support.

Mentor-mentee relationships should be one-to-one, with adequate and appropriate time devoted to all of the required activities.

Why do we need mentors?

Mentoring is commonly used in many countries in teacher training and induction programmes for Newly Deployed Teachers (NDTs). There is long experience of mentoring in countries including UK, USA, South Africa, Uganda, and Tanzania. Mentoring exists to support new teachers in their transition from training (learning about teaching) to teaching (putting the learning into practice). It helps Newly Deployed Teachers to gain valuable professional skills and experiences.

What is my role as a mentor?

- ✓ valuing your mentee as a person
- ✓ developing mutual trust and respect
- ✓ maintaining confidentiality
- ✓ listening closely to what your mentee says
- ✓ helping your mentee to solve his/ her own problems
- ✓ offering support and encouragement
- ✓ drawing on your own expertise to help your mentee to develop the necessary skills to complete the induction course
- ✓ giving constructive feedback
- ✓ acting as a suitable role model
- ✓ identifying resources

What qualities do I need to be a good mentor?

- ✓ be a good classroom practitioner and enjoy teaching
- ✓ be a role model for professional attitudes and ethics of teachers including being honest, trustworthy and maintaining confidentiality
- ✓ have good communication skills
- ✓ listen to and empathize with colleagues
- ✓ be enthusiastic and inspirational in your support for colleagues
- ✓ give encouragement, guidance and constructive feedback to build the confidence of new teachers so that they will believe in their ability to succeed
- ✓ become experienced in evaluating evidence, including through classroom observations
- ✓ become experienced in recording and reporting skills
- ✓ demonstrate leadership
- ✓ regard being a mentor as a significant contribution to your own professional development

What is the 'Induction Programme'?

The Induction programme is a four semester programme completed during the first two academic years of a teacher's career in Ethiopia. Each NDT (Newly Deployed Teacher) needs a mentor to support them throughout this programme.

Links with other documents for teachers in Ethiopia

This document makes direct references to:

- Induction Programme for Newly Deployed Teachers (2007/ 1999 EC)
- Continuous Professional Development for Teachers in Ethiopia: The Practical Toolkit (2010/ 2002 EC)
- of Continuous Professional Development for Teachers, School Leaders and Educators in Ethiopia (2009/ 2001 EC) The Framework
- National Framework for Professional Competencies of Teachers (2007/ 1999 EC)

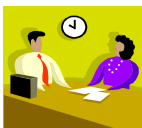
National Framework for Professional Competencies of Teachers

As a mentor, you will be able to achieve many professional competencies by using this module.

Some relevant competencies and critical elements from The National Framework for Professional Competencies of Teachers are listed in Section 4 and the Appendices.

How do you use this module?

The module is divided into three sections covering the key areas of work of a mentor.



Section 1: Holding Successful Meetings



Section 2: Lesson Observation and Feedback



Section 3: Record Keeping

Each section follows the same structure.

Each section begins with an overview explaining the skills you will use and the practice activities.

- Three activities for you to try.
- A real activity to carry out with your mentee
- A summary of the section
- An evaluation so that you can assess your progress

The activities are made up of a number of tasks.



Where there is a task to do you will see this sign.
Sometimes these will use examples from T.K. Fictional School (see Appendix 1)

These tasks should be done with other people.

You can:

- work with a small group with other mentors in your school or cluster
- use the tasks as a training course for a larger group of mentors at cluster or woreda level
- work with another colleague who is interested in developing these skills.

The activities are presented in a logical order.

You should work through all the activities in this module to achieve the best understanding.

They will give you opportunities to develop the skills required to be an effective mentor.

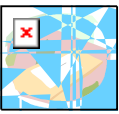
You will find that some activities or skills are practised several times. For example some of the skills you practise in Section 1 may be practised again in Section 2.

Use copies of the forms in the appendices or photocopy the text.

Do not write in this copy!

What skills do you need as a Mentor?

The skills practised in this module are identified below. They are linked to the main areas of work jobs that you have to do.

Holding Successful Meetings 	No Skills	Few Skills	Many Skills	Highly skilled
 Time Management				
 Planning and Organising Meetings				
 Listening				
 Questioning				

Lesson Observation and Feedback 	No Skills	Few Skills	Many Skills	Highly skilled
 Choosing a Focus and Setting Targets				
 Observing a Lesson				
 Reflecting and Analysing				
 Giving Feedback				

Record Keeping 	No Skills	Few Skills	Many Skills	Highly skilled
 Knowing the Purpose of Records and Reports				
 Writing Accurate Records				
 Evaluating Progress				

Before you begin this module think about your existing skills.
You might already have some of these skills. You can get even better at these.
You might need to develop other skills.

Identifying your level of skill now will help you to measure your progress throughout this module.

Self Assessment!

Look at each of the skills and mark where you think you are.

Be reflective!

Be honest!

Do not write on this module.

These charts can be found in the Appendices

There are opportunities to practise all of these skills as you work through this module.

You will be asked to self-assess at the end of each section to see the progress you have made.

Section 1 Holding Successful Meetings



Overview

This section will give you the skills you need in order to hold successful meetings. This section identifies different types of meetings.

It gives practise at the following skills

 Time Management	How do I manage my time?
 Planning and Organising Meetings	How do I plan and run a good meeting?
 Listening	How do I learn to listen more effectively?
 Questioning	How do I learn to ask the right questions?

By the end of this section you will have a better knowledge and understanding of each of the skills and had opportunities to practice them in real situations.

Types of meeting

Meetings can be formal or informal.

A formal meeting needs to be planned with an agreed time and place, and should have an agenda. Formal meetings are usually a regular requirement for CPD, including the Induction Course for NDTs. There should be a record made of these meetings.

Formal meetings will include:	Informal meetings serve a different purpose. These might be:
• Introductory mentor-mentee meetings • Pre and post lesson observation meetings • Regular scheduled mentor meetings • Semester review meetings	• urgent issues • short, simple requests • quick reminders • discussing an immediate problem • sharing and celebrating successes • informal comments

Informal meetings can take place anytime, as required. They can be very valuable. They are not necessarily recorded.

Skill: Time Management

Activity 1 - Keeping a Diary



In order to be a good mentor you need to be able to organise your time well. You have to plan ahead and keep to your plans. A good way to start is to keep a diary. A professional diary is a way of organising your time by keeping notes on what has to be done when.



Work with another mentor

Take a sheet of A4 paper and make a diary for the semester. First, split it into weeks.

There are about 20 weeks in each semester.

Semester 2

Month	Week	Tasks
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	

Look at the Induction Programme course outline for the semester you are working through. Write the tasks you have to complete beside the appropriate week.

T.K. School Example

<i>Semester</i>	<i>2</i>	<i>Mentor</i>	<i>Girma Tadesse</i>
<i>Month</i>	<i>Week</i>	<i>Tasks</i>	
	1	Introductory meeting	
	2	Meeting - preparation for Project 3	
	3	Meeting - Discussion on Activity 6	
	4	Mid- project review meeting	
	5	No task - CPD workshop for all teachers	
	6	Pre observation meeting Lesson Observation Post observation meeting Write report	
	7	Project Review Meeting Write short report	

Practical Skills in Mentoring: Section 1

	8	Meeting to discuss Activity 7
	9	Meeting to discuss Project 4
	10	No task - Exams
	11	Mid Project review meeting
	12	Project Review Meeting Write short report



Complete your diary for all 20 weeks.

There is no correct order. You decide what is best for you, your mentee and your school.

You will need to look at other events that affect you, your mentee or your school before completing this semester diary.

Once you have placed the activities into the weeks try to keep to them.
This may not be easy.

Working in a school can be very busy and there can be lots of demands on your time. Sometimes you have to say NO to certain requests when you already have something in your diary.



Now take another sheet of A4 paper

Make a diary for the first 4 weeks of the semester. Split each week into days.

Week start	Notes	Monday	Tuesday	Wednesday	Thursday	Friday
1 18/02						
2						
3						
4						

Take the first 4 weeks of your semester diary and decide when you will hold your activities. For the first 2 weeks you should write the activities in with a time and place.

T.K. School Example

Mentor: Girma Tadesse

Semester: 2

<i>Week Start</i>	<i>Notes</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
<i>1</i>	<i>Remember to give Sophia Project 2 report</i>	<i>Introductory meeting 8.15 - 9.15 Library</i>				
<i>2</i>	<i>Find CPD support materials on differentiation</i>			<i>Meeting - Preparation for Project 3 2.30 - 4.00 Library</i>		
<i>3</i>	<i>Remember to visit Sophia's classroom before meeting</i>	<i>Discussion meeting Activity 6 8.15 - 9.15 Classroom</i>				
<i>4</i>				<i>Mid project review meeting</i>		



Now complete your diary for the next 4 weeks.

Remember to find out what other events are taking place in the school first so that activities do not occur at the same time.

Share your diaries with your mentee.

REMEMBER

You should always have a daily diary for at least 4 weeks ahead

Skill: Time Management

Activity 2- Having a sense of time



In order to use your time most effectively you need you have an awareness of time. *Usually things take much longer than you think.*



How long do you think it takes to have a coffee ceremony at home?
Write down how long you think this will take.

The next time you actually have a coffee ceremony, time it and compare this with your estimate.

If you estimated accurately you have a good sense of time.
If not you need to improve your awareness of time!

Being a mentor is just one part of your role in your school. You will have many other tasks to do including your teaching programme. When arranging your diary, it is important to be able to judge how long activities will take.



Do some action research!

Over one day write down each professional activity that you do, and time how long it takes.

Look at each activity and decide whether the time taken was a good use of time.

Then ask yourself:

- Did I achieve what you set out to achieve?
- Do I think that some of the time was wasted, or could have been used more effectively?

Repeat this research activity a number of times.

This will help you to gain a sense of how long different activities take and how usefully the time taken was spent.

T.K. School Example

Girma completed some action research on his awareness and use of time.

As a result he wrote down 3 points to help him to use his time more effectively.

1. *In staff meetings we never reached the end of our agenda.
To make sure this doesn't happen in my meetings I will decide how long each item should take and make sure I leave enough time for all of them.*
2. *In between activities I wasted time talking to colleagues about things not related to work so I was often late starting the next activity.*

I will be more focused on my activities in future and try not to be distracted.

3. *Writing notes and reports of meetings took much longer than I thought. I am going to plan time for this so that I write accurate notes and reports and be a good role model for my mentee.*



Complete your action research and list 3 points that will help you to use your time more effectively.

The more you practise these, the more you will develop a good sense of time.

Skill: Time Management

Activity 3 – Using your time well



You have practised keeping a diary, and developing a sense of time.

Now you need to apply these two skills to your real school life.

You need to

- ✓ Fit all your daily activities into the time available
- ✓ Assess how long each activity will need to be successful
- ✓ Carry out your daily plan.

T.K. School Example

Here is a list of activities that Girma has to fit into his day. Some things have fixed times and others are less precise.

Girma's Day

- *Meeting with my mentee on Project 3*
- *Teach 3 sections*
- *Meeting with director about creating links with another school*
- *Meeting with parent about their child's progress in mathematics*
- *School Gardening Club*

Activity	2.00 - 4.30	5.00 - 6.30	7.30 - 9.00	9.30 - 11.00
Meeting with my mentee on Project 3			7.30 - 8.45	
Teach 3 sections (45 minutes each)	2.30 - 4.00	5.00 - 5.45		

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<i>Meeting with director about creating links with another school</i>		6.00 - 6.30		
<i>Meeting with parent about their child's progress in mathematics</i>			9.00 - 9.20	
<i>School Gardening Club</i>				9.30 - 10.45



Imagine you are a Grade 8 teacher and trainee mentor to a Grade 6 Newly Deployed Teacher. The activities in the table below must be completed in one day.

Using the timetable, organise your time so that all the activities can be achieved.

Do not write in this book!

Activity	1.30 - 2.30	2.30 - 4.30	5.00 - 6.30	7.30 - 9.00	9.30 - 11.00
Mark Grade 8 Science exams					
Teach 3 sections					
Meeting with CPD coordinator					
Pre observation meeting with mentee					
School Management Meeting					



Now think about next week in your real life.

Choose one school day.

Create a timetable like the ones above and plan your day.

Do it as you planned!

After the day, reflect on the way the day went in relation to your plan.

- Was the plan realistic?
- What went well?
- Did you allow enough time for each activity?
- Did you allow enough time between activities?

You should get into the habit of planning every day in this way.

PRACTISE MAKES PERFECT!

Mentor Mentee Activity



Share your professional diary of mentor activities with your mentee, both semester and weekly diary.

Sharing what you have learnt about time management with your mentee will help both of you to be more conscious of time management.

Skill: Planning and Organising Meetings

Activity 1- What Makes a Good Meeting?



There are so many elements that go together to make a good meeting. Timing, preparation, professional behaviour and atmosphere are just a few.

T.K. School Example

A formal meeting between a mentor and a mentee

This meeting is to discuss the Action Research project. The NDT (Sophia) has been investigating the issue of differentiation in one of her mathematics classes. In this class, one particular group of students has difficulty in completing the work. The rest of the class become bored and disruptive while they are waiting for these students to catch up. Sophia wants to try to solve this problem.

This meeting takes place at an agreed time and place.

The place is the corner of the staff lounge which is very busy. The mentor (Girma) arrives on time. Girma is waiting for a phone call from his wife and is constantly checking his mobile phone. He has a copy of all of the relevant paperwork and forms. He has prepared a list of questions that will help him find out information from Sophia about the progress of the Action Research project.

From the beginning of the meeting Girma does not follow a logical structure in his questioning and often jumps between ideas. The majority of the questions are closed questions and Sophia does not have a chance to respond in detail or give a clear explanations. Girma does not always pay full attention to what Sophia says and sometimes has to ask for things to be repeated. Girma takes some notes of the meeting and later shows them to Sophia. He records what Sophia has done well so far, but does not include ideas for further improvement. He does not ask Sophia if she agrees that these notes are accurate.



Read the T.K. School example and identify different points about the meeting, both positive and what might be improved. You can record your answers in a table like this.

Positive	What might be improved

Using the items you have noted, make a list of all the elements that you have to think about when planning a meeting.

Skill: Planning and Organising Meetings

Activity 2 - Setting an Agenda and Objectives



Effective meetings need to be well planned. Every formal meeting should have objectives and an agenda, which should be shared with your mentee.

T.K. School Example

End of Semester Review Meeting

Objectives

- *Reflect on the activities carried out and the progress made during the first semester*
- *Celebrate good practice and identify areas for development*

Agenda

1. *Agree that the notes of the last meeting are accurate*
2. *Talk through the activities completed during the semester and celebrate successes*
3. *Talk through the projects completed during the semester and celebrate successes*
4. *Agree areas for development during the next semester*
5. *Discuss the content of the NDT Action Plan for the next semester*
6. *Actions agreed*
7. *Set a time and date for next meeting*



Below are some objectives and agenda items for another meeting during the semester.

Re-write them under the correct headings (**Objectives**, **Agenda**), putting the agenda items into a suitable order.

- Set time and place for next meeting
- To review the project on Differentiation
- Agree the notes from the mid-project review meeting
- To identify successful practice and areas for development
- Discuss the outcomes of the project
- Actions agreed
- Discuss the challenges and how they were overcome during each step
- To understand the NDT's knowledge of the aspects of differentiation (assessment, groupings and setting different levels of work)



Think about your next meeting.

Talk to a colleague about suitable objectives and a clear agenda, and then write them down.

Start your meeting by looking at the notes from the previous meeting.

Finish your meeting by agreeing the date and time for the next meeting.

After the meeting reflect on the usefulness of this process.

What are the advantages and disadvantages of planning meetings like this?

Skill: Planning and Organising Meetings

Activity 3- Reflecting on your Planning Skills



Before the meeting, you will need to plan what will happen during and after your meeting. You will also need to schedule the time and place of the meeting before the meeting starts.

As a good planner you will:

- schedule a time and place
- arrive on time
- agree an agenda
- have all of your paperwork in order
- switch off your mobile phone
- make sure you listen to the NDT (Newly Deployed Teacher)

- give enough time for the NDT to talk
- think about the most appropriate questions
- remember to praise, support and encourage

As a good mentor you also need to think about:

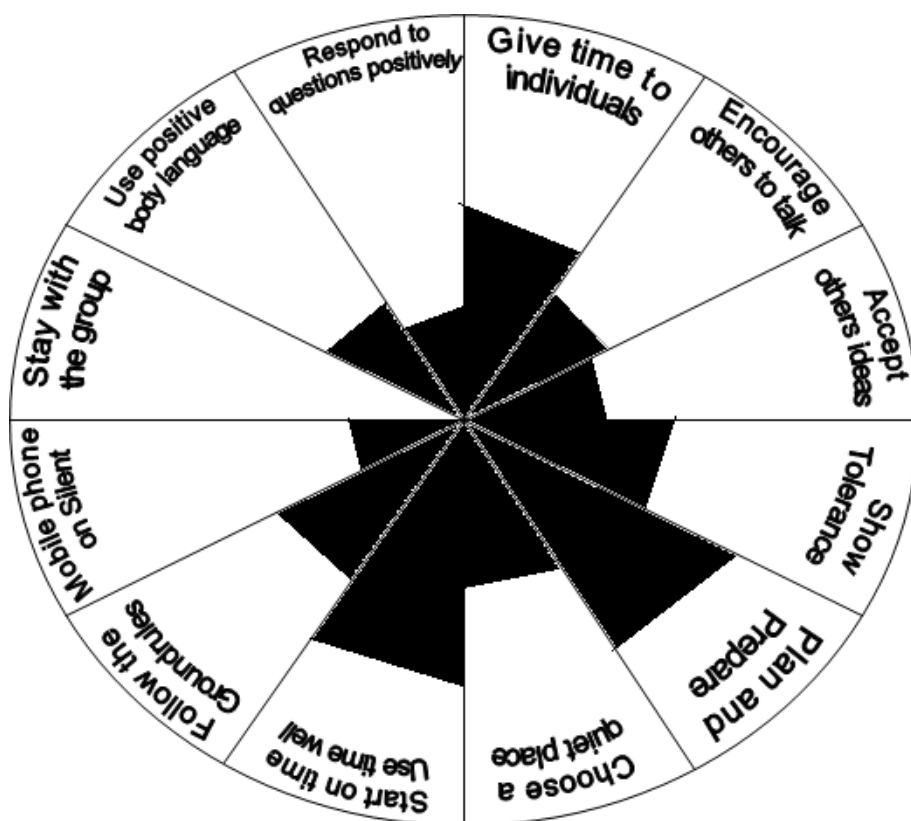
- using positive body language
- creating a good atmosphere so that the NDT feels free to speak



Look at the self reflection wheel below for Girma from T.K. School. It gives a good visual picture of Girma's honest reflection of his skills in planning a meeting

T.K. School Example

Self Reflection Wheel



What does it show about Girma's strengths and areas for improvement?

I think that he is very good at	He needs to improve at
❖ -	❖ -
❖ -	❖ -
❖ -	❖ -



Now complete a self reflection wheel for yourself.
You can find a blank Self Reflection Wheel in the appendices.

Look at your own wheel.

- What things are you already good at?
- What are your priorities for improvement?

Share this with you colleagues.

Perhaps they already use some good techniques that you hadn't thought about.

Mentor/ Mentee Activity

Decide on two things you are going to improve.

PLAN them into your next meeting.

After the meeting reflect on your progress. You should continue to focus on these same two things until you start to do them without thinking.

Then you can choose two more to work on.

OR If you are really brave

At your next meeting with your NDT, share your Self Reflection Wheel with them. Tell them the one or two things you are going to try to improve. Ask them to try to help you by giving you feedback on how you performed.

Skill: Listening

Activity 1 – How Good are you at Listening?



The example in 'Skill: Planning a Meeting' - Activity 1, shows that listening skills need to be improved.

As a mentor, you also need to develop and practice these essential skills.

If you are a good listener you will:

- give someone the opportunity to finish speaking
- show your appreciation
- react to the ideas stated
- ask questions about what has been said
- offer comments
- display encouraging body language
- be alert and concentrate
- summarise the main points and check that they have understood

To be a good listener, you have to concentrate on listening. It isn't necessarily something that just happens naturally.



Sit in a quiet space and listen to the sounds around you. Even though you think it is quiet, if you listen carefully you will hear many sounds. We often don't hear many of the sounds around us because we aren't listening.



Next time you have a conversation with a colleague, either face to face or by telephone, concentrate on really listening to everything they say. After the conversation, write a list of things that you remember. How much did you write? Did you remember everything?

Try the same thing again, but ask another colleague to share the same listening exercise. You are both present at the same conversation, but write down what you remember independently. Then share your list.

- Did you hear the same things?
- If your lists were very different then you both have to practise your listening skills.

Skill: Listening

Activity 2 – From Listening to Doing



Have fun doing the next activity!



Think of a list of actions that you can ask a colleague to do. For example at the beginning of a meeting you might ask them to:

- open the door
- clean the chalk board
- write the agenda for a meeting
- welcome colleagues with a special greeting as they come in
- give out a sheet of paper to each colleague
- remember to start the meeting by sharing the agenda

Give them this list of instructions, and then while they are carrying them out, interrupt them by talking to them about another unrelated issue e.g. what did they learn from the workshop they attended last week.

How many of the instructions do they remember to carry out?

Ask your colleague to do the same for you.

It is quite difficult to listen to and remember a long list of instructions. But actually acting on your listening is even more difficult.

T.K. School Example

Girma concentrated hard on listening to Sophia. He heard her make the following comments.

'I think I am getting much better at using differentiation.'

'Is there any other mathematics teacher who could help me with other ideas?'

'What activities and projects do I have to complete before the end of the semester?'

If you were Girma listening to these comments and questions, how would you respond?

Skill: Listening

Activity 3 - Being an Active Listener



To be an active listener, you need to respond to what you have heard. You can do this through verbal and non-verbal actions.

For example, **verbal** active listening to the question:
Is there any other mathematics teacher who could help me with other ideas?
could be a verbal response such as:
'That's a really good idea. There is Meseret teaching in Grade 5. We will arrange for you to watch one of her lessons.'

For example, **non-verbal** active listening to the statement
'I think I am getting much better at using differentiation'.
could be a non-verbal response such as nodding and smiling.

The next task can help you to practise and improve many different skills.
Focus on your listening skills at first.
Later you can use this activity again to practise other skills such as questioning and feedback from observations.



Work as a group of three on this role play activity.
If there aren't 3 mentors in your school ask another colleague to join you.
Have fun doing role play with your colleagues!
Learning can be enjoyable as well as serious.

Scenario

Imagine you are holding a post-observation meeting. The mentor saw several positive things in the lesson but is concerned about student behaviour.

The mentee was pleased with student behaviour because it was better than usual and more students were willing to answer questions.

Description of roles

Each person takes one of the following roles.

The mentor

- displays poor listening skills,
- interrupts the mentee when the mentee is speaking
- reacts negatively expressing disappointment
- uses unfriendly body language
- doesn't look at the mentee
- writes other notes and seems bored
- asks questions that are inappropriate and vague, not relating to the lesson.

The mentee

- is very quiet
- is respectful of the mentor
- believes that the lesson had some very good points
- is afraid to argue
- accepts all of the criticism

The observer

- watches and listens while the mentor and mentee have their meeting
- write notes on the mentor; such as did the mentor:
 - give the mentee the opportunity to finish speaking
 - show their appreciation
 - react to the ideas stated
 - ask questions about what has been said
 - offer comments
 - display encouraging body language
 - be alert and concentrate
 - summarise the main points and check that they have understood

Choose your role!

Take a few minutes to think about what you will say and how you will react.

Carry out the role play for about ten minutes.

After the role play:

- ✓ First, individually write a list of all the important points you remember from the 'meeting'.
- ✓ Then take it in turns to share how well you listened by telling the others everything you have written on your list.

Did you all remember the same things?

If not, why do you think different things were remembered?

Now discuss what happened.

Think about both verbal and non-verbal responses.

Share your thoughts about your role.

As the mentee you should explain how you felt in this meeting, including what was a positive experience as well as what was less positive.

As the mentor you should try to identify ways that you could improve this meeting. Use the skills you identified in 'Planning Skills' to help.

As the observer you should lead a discussion on how the meeting could be improved. Use the question starts from the 'Questioning Skills' to help you create a supportive atmosphere.

REMEMBER this is a discussion about your **role**, not about you as a person!



Now do another role play.
Make a new role for the mentor and mentee.

This time brainstorm a positive role for the mentor.
Use the discussion led by the observer to guide you.

Change roles and spend 10 minutes acting out your new roles.

Follow the same discussion format as the first time.
What changed? How? What was the impact on the mentee?

What can you all learn from this about active verbal and non-verbal listening skills?

Individually write down 1 or 2 things that you are going to do better in the future.

Mentor-Mentee Activity

The next time you have a mentoring meeting, you need to be aware of listening to your mentee carefully.

Remember what you have practised in the role play and the listening activity.

Set yourself some targets to achieve using the ideas that were discussed after the role play.

Share some of the things you have learnt with your mentee. They may welcome the opportunity to improve their listening skills too.

Skill: Questioning

Activity 1 - Open and Closed Questions



If you are a good questioner you will:

- use a range of questioning techniques including open and closed questions
- ask the right questions at the right time
- use plain language to avoid confusion
- re-phrase difficult questions if they are not understood

Questions can be either open or closed.

Closed questions are questions where one word or one correct answer can be given. For example

- “Did your students understand the lesson?”
- “Have you done your planning?”
- How many times have you used group work this week?

These questions can be answered using one or two words, ‘yes’, ‘no’, ‘once’ etc

Open questions are questions where more than one word is needed and/or more than one answer can be given, for example

- “What is the content of your plan?”
- “Explain some of the problems you faced during planning?”
- “How do you know that your students understood your lesson?”

These questions need a longer and more detailed answer.



Sort the questions in the table below into open and closed questions.
Look at the closed questions.
Can you re-write them to make them open questions?

Question	Open	Closed
Have you done your planning?		√
What is the content of your plan?	√	
How easy was it to divide up the class?		
Were your assessment notes useful?		
If you teach more than one subject to the class, are the groups the same for the other subject?		
Did you find it easy or difficult to plan the first differentiated question?		
What went well during the differentiated lesson?		
Are there problems that you haven't solved yet?		
What have you learnt from this project so far?		
Do you need help with your lesson plan?		

It is often more helpful to use open questions as this gives the mentee more opportunity to talk.

You will get a lot more information from using open questions.

Skill: Questioning

Activity 2- More Practice at Open Questions



Open or closed?

Closed = Yes, no, a number or one word answer

Open = Needs the responder to give sentence answers



Look at the questions below. There are 11 closed questions and 11 open questions, but under the wrong column. Sort them into the correct columns. Then match the closed question with the equivalent open question.

Closed	Open
1. What were the key points you remember from the lesson observation?	1. What did you find most helpful about the lesson observation and feedback?
2. Was the feedback constructive?	2. Did the feedback help you to improve?
3. Were you given some key points to work on?	3. What do you understand mentoring to mean?
4. What qualities of good mentoring can you remember?	4. Did you find the lesson observation and feedback helpful?
5. What are the roles of the mentor outside meetings with the mentee?	5. What are the objectives for this week from the notes?
6. Should a good mentor listen and empathise with colleagues?	6. How many Semester programmes are there?
7. Is the Induction Programme necessary to improve teaching?	7. What improvements will you make to your teaching as a result of the feedback?
8. Is keeping a record of meetings part of a mentor's role?	8. Will you have completed CPD after you have completed the Induction Programme?
9. What was most interesting about last week's meeting?	9. Is mentoring the same as teaching?
10. Have you read the notes from last week's meeting?	10. What do you understand by CPD?
11. Which parts of the feedback did you find most useful?	11. Did you find last week's meeting interesting?
For Example:	
11. Did you find last week's meeting interesting?	9. What was most interesting about last week's meeting?

There is more than one way to ask an open question. Look at the closed questions you have identified and try to ask a different open question that will give you additional information.

More Help!

Here are some good questions and sentence starts to learn to use as mentors. Try to learn one or two at a time and use them in your formal and informal meetings with your mentee.

Good sentence/question starts for mentors (suggested in Mentor's Handbook)

- Can you think of another way to?
- How do you know that?
- What other ideas do you have?
- Could you share your thoughts about?
- Why?
- Why do you think that?
- What is the problem we have here?
- Can we think positively about?
- How shall we resolve this discussion?
- I wonder if you have thought about ...?

Skill: Questioning

Activity 3- Using Clear Questions



Sometimes we ask complex questions which are very difficult to answer.
Sometimes we ask a lot of questions at the same time.
Sometimes we ask questions in the wrong order.
Sometimes we use difficult terms.



Look at the questions below about an Action Research project.
First, split them into single questions.
Then, re-write them so that they are simple to understand and answer.
Finally, put them into a logical order.

Complex Questions

What is the stated problem and what solutions did you give?
How did you prepare the questionnaire and what were the responses of the respondents?
What problems did you face during the research and how did you solve them?
What were your references?
What unusual behaviours did you observe and in what context?

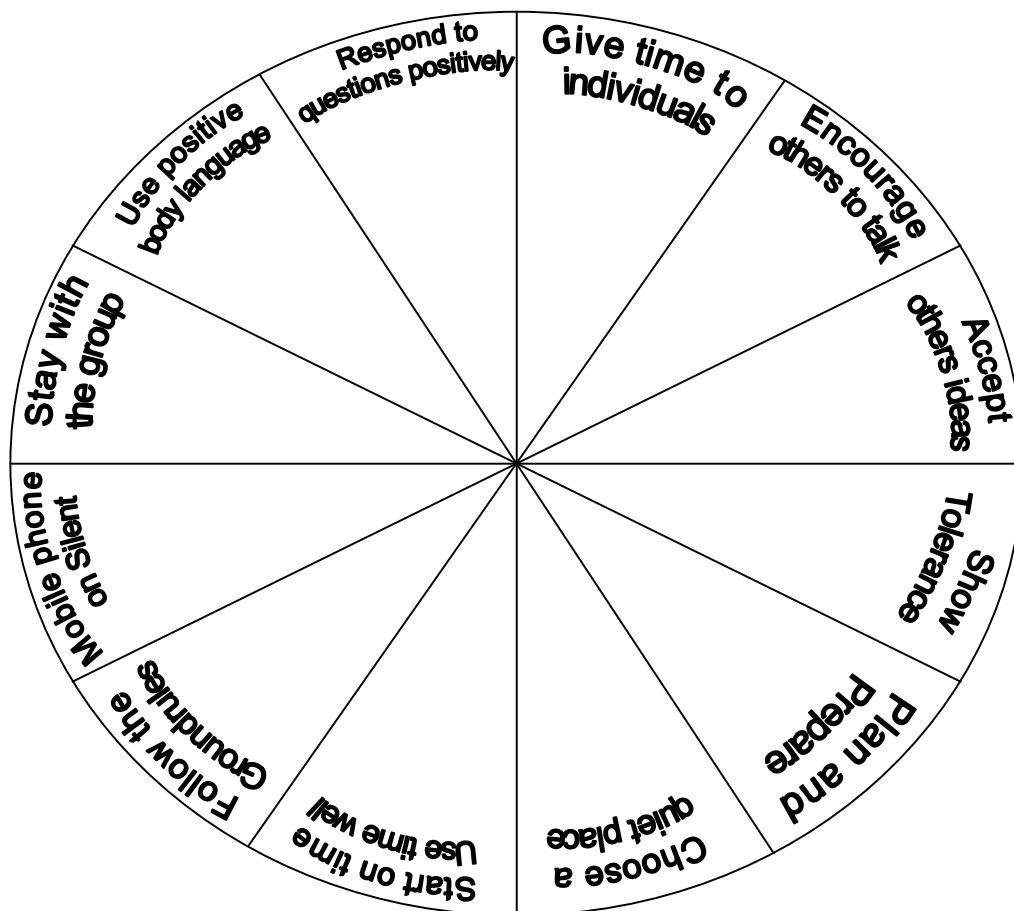
Mentor- Mentee Activity

Prepare some open questions that you can use in your next meeting with your mentee. Write them down!

Make sure your questions are relevant to your agreed topic.

Try to include plenty of open questions to allow the mentee opportunities to speak freely. Remember to use simple language and only ask one question at a time.

Remember the Self Reflection Wheel?



Complete the wheel again. Then look at your first wheel and compare your reflections before and after completing this section. Have you improved in some areas? What else will you select to improve?

Summary and Evaluation of Section 1

In this section we have focused on the main skills necessary for holding successful meetings.

You need to think about what you have achieved.

Consider what you have learnt and what level of skill you now consider yourself to have reached.

Mark a place on each scale to show your level.

Be honest!

Holding successful meetings 	No Skills	Few Skills	Many Skills	Highly skilled
 Time Management				
 Planning and organising meetings				
 Listening				
 Questioning				

Now look at each scale and decide whether you need to return to any of the skill areas for more practice. You can repeat the activities or you can find your own ways to continue to improve.

Remember: Many of your colleagues will have a lot of experience and will be able to help you.

Section 2 Lesson Observation and Feedback



Overview

This section will give you the skills you need in order to carry out successful classroom observations and give feedback. Lesson observations should be divided into three stages of **pre-observation**, **classroom observation** and **post-observation feedback**.

By the end of this section you will:

- have a better knowledge of each of the four processes
- have had opportunities to practice them in real situations.

One of the main duties of a mentor is to regularly observe the mentee while they are teaching in a classroom.

The mentor must do this at least twice per semester.

The main purpose of a classroom observation is to observe and celebrate the progress of the mentee's quality of teaching and classroom management, as well as the student's learning. It should also identify areas that can be further developed.

You have already practised skills that you will continue to use here.

In addition to managing your time well, planning, listening and questioning skills you will need to be able to:

- understand what makes a good lesson plan
- set realistic targets and objectives
- observe all the elements of the lesson accurately
- solve problems
- evaluate your mentee's progress
- keep accurate records

In each stage there is a checklist of things that you need to remember to do, and key skills that you will need in order to do these effectively. The activities given will help you to practise these skills.

The four skills that support the three stages of lesson observation are:

 Choosing a Focus and Setting Targets	How do I know what to look for when observing a lesson?
 Observing a Lesson	How do I observe a lesson?
 Reflecting and Analysing	How do I analyse the evidence from lesson observation?
 Giving Feedback	How do I give good feedback?

Skill: Choosing a Focus and Setting Targets

Activity 1 - Pre-observation



Pre-observation meeting

Checklist:

- Did I hold a pre-observation meeting with my mentee?
- Was I on time?
- Did we agree a focus and the purpose for the observation?
- Did I remind the NDT to prepare a lesson plan and bring it to the observation?
- Did I offer to help the NDT plan his/ her lesson?
- Did we agree a time and place for the observation?

Before going to the classroom

Checklist:

- Was I familiar with the lesson observation format and criteria?
- Did I have a copy of the form to write my notes on?

T.K. School Example

Pre observation meeting

Girma held a pre-observation meeting with Sophia.

Girma asks Sophia when would be a convenient time to carry out a lesson observation. Sophia is reluctant to choose a class and a time because she is having some problems in her teaching. She tells Girma that she is having a lot of difficulty in managing large groups especially when trying to use student centred methods of teaching. She does not know how to include the students in the lesson because there are so many of them and so she mainly lectures. Girma decides the focus for the observation based on the Mentor's Handbook for the Induction Programme. The set focus is 'Specific Teaching Skills'. They agree that the observation will take place the following day.

Pre- Observation Check List



Look at the checklist for things you should do in a pre-observation meeting. This is not an example of a perfect pre-observation meeting; some things have been left out. What did the mentor in the example include?

Work with someone else to re-write the T.K. School example, adding all of the other things that should have been done.

Skill: Choosing a Focus and Setting Targets

Activity 2 - Choosing the Focus



In the T.K. School example, Girma follows the guidance in the Mentoring Handbook and chooses the focus related to the section they are working through.

In the Induction Handbook, the broad focus for the lesson observation is stated.

For example in Semester 2 the fifth observation focus should be on gender.

For each observation there should also be a focus chosen by the mentor and mentee together based on the mentee's needs at that time. Sometimes this might be the same. Sometimes it might be different.

So each lesson observation could have one or two focuses.



Look through each semester of the Induction Programme's Handbook. List all the focuses for lesson observations. Look at the projects and activities in each semester. Write down additional possible focuses that might come from other parts of the programme.

T.K. School example

Girma listed the focuses identified for the second semester.

Observation 4 Use of assessment in planning and teaching

Observation 5 Gender

He notices that there are activities on The Physical and Social Classroom and a project on Differentiation.

From these ideas he chooses other possible focuses.

Use of displays in teaching and learning

Use of group work in lessons

Relationships with students

Differentiating work for the less able students

Do a similar exercise for the other 3 semesters.

This will give you a number of ideas that you can use with your mentee.

REMEMBER the focus comes from the need of your mentee. Each mentee will have different needs at different times.

Skill: Choosing a Focus and Setting Targets

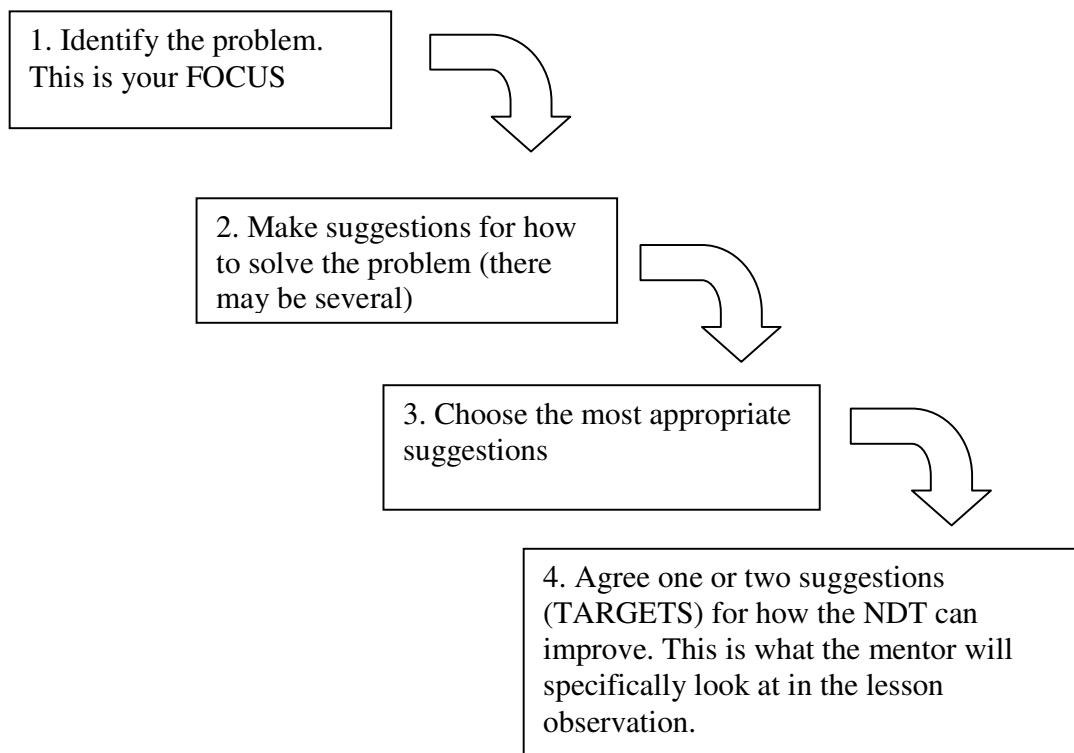
Activity 3 - Setting Targets



A focus for an observation should help the NDT to solve a particular problem.

Once the focus has been chosen, then individual targets need to be identified for your mentee to work towards.

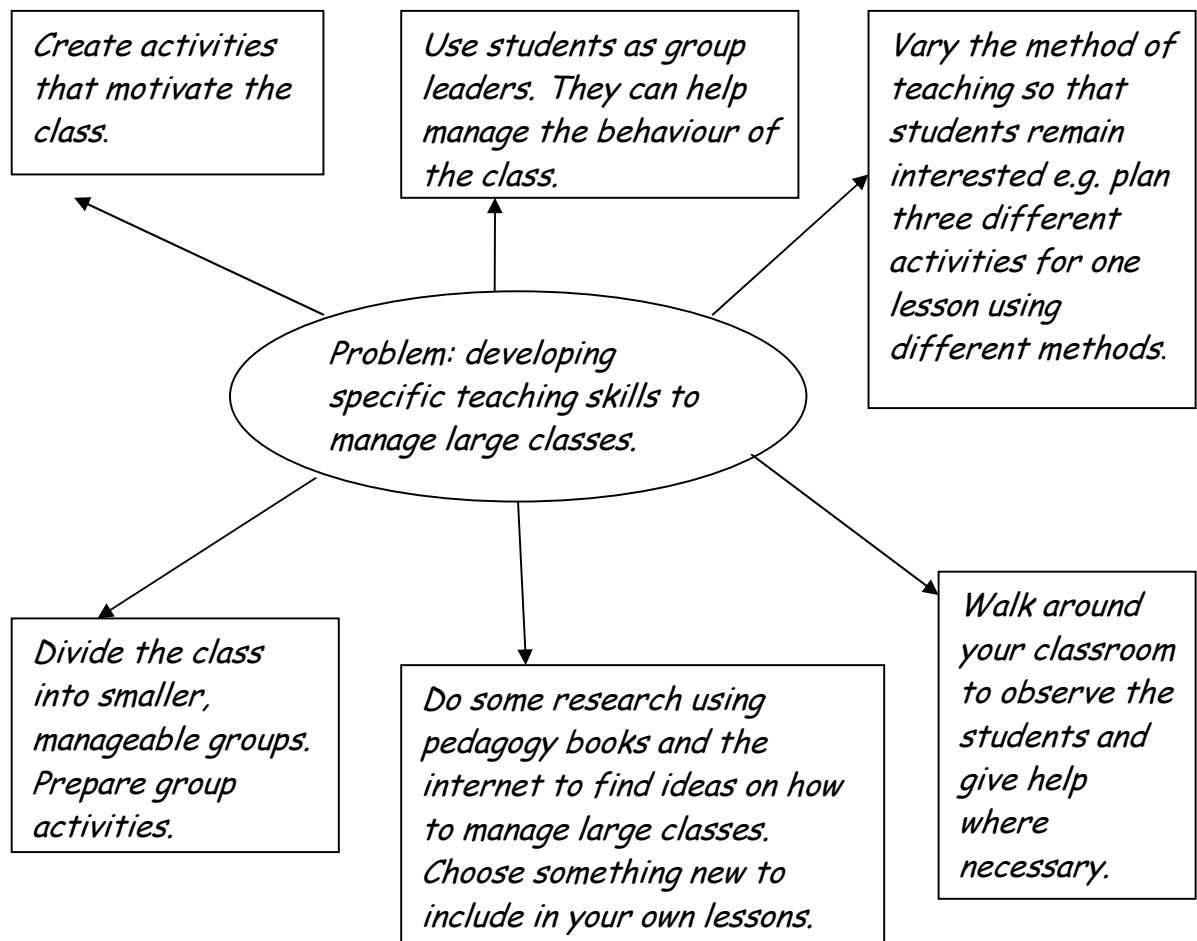
Here are the steps you need to follow to identify a suitable focus and targets with your NDT.



Targets need to be very specific.
They need to be practical ideas that your mentee can try.
You need to be able to measure their success

It might help to brainstorm solutions to a problem. You could use a spider diagram or mind map like the one below to identify some possible solutions.

T.K. School Example



In T.K. School, Girma and Sophia created this spider diagram and then chose two of the solutions to use as targets for the lesson observation.

Their focus was:

- *Developing specific teaching skills to manage large classes*

Their chosen targets were:

- *Sophia will move around the room at least three times during the lesson and check on her students' understanding*
- *She will split the class into ten groups and allocate a group leader to manage each group.*

After the lesson observation, Girma and Sophia will discuss the effectiveness of these actions.



Work with another mentor on this activity.
Choose one of the focuses you listed in the last activity.
Complete the steps you would go through with them to identify targets for the observation.

For more practice, try these in the same way.

'I am finding it difficult to evaluate students effectively in the classroom.'

'I would like to make my lessons more interesting by using visual aids but there are no appropriate resources available in the department.'

'I am having disciplinary problems with some of the students in my class.'

It is important to remember that when you give feedback you base it on evidence, not just opinions or feelings. To make it fair for everyone, you need to concentrate on facts.

Mentor- Mentee Activity

In your next meeting, ask what problems your NDT is experiencing in his/ her classroom.

Choose one and share your ideas for solutions.

Follow the steps you have already practiced to identify a focus and targets.

Remember to set a target for the next lesson observation.

Skill: Observing a Lesson

Activity 1 - Creating the Right Atmosphere



Checklist:

- ✓ Did I ask permission to enter the classroom?
- ✓ Was I introduced to the students in the class?
- ✓ Was I on time?
- ✓ Was I given a copy of the lesson plan?
- ✓ Did I stay for the whole period?
- ✓ Did I record accurate, detailed comments?
- ✓ Did I thank the students and the teacher at the end of the lesson?
- ✓ Did we agree a suitable time to meet and discuss this observation?

Look at the checklist above for things you should do in the lesson observation.

T.K. School Example

Classroom observation check list

Hiwot visited Solomon in his classroom without first agreeing that this was a convenient time. She arrived in the middle of the class. Solomon was surprised by this visit, but because Hiwot is more senior than he is he allowed her to enter the classroom and remain in the lesson. Hiwot observed only ten minutes of the lesson and left the class early.

Solomon was very nervous and did not manage the class as well as he usually does. The students were disturbed by Hiwot and did not pay attention to the lesson. They were talking about football and music instead of listening and working.

Hiwot recorded information on the observation format based on what she saw in the limited time that she stayed. She did not see the start and the end of the lesson so her record was inaccurate and incomplete.

After Hiwot left the classroom, Solomon was unable to continue his lesson as planned because of the interruption. He was worrying about the consequences. Hiwot used this observation for evaluative purposes.



What does Hiwot remember from the check list?
What else should she have done?

Work with another mentor to re-write the T.K. School example adding all of the other things that should have been done.

Skill: Observing a Lesson

Activity 2 - Looking for the Quality of Teaching and Learning



To successfully observe a lesson you need to be observing everything that is happening in the lesson against the targets that were set in the pre-observation meeting.

Where do you find your evidence?

You should be observing:

- what your NDT is doing and saying
- what the students do
- what they write
- how they respond to questions
- the physical environment
- the resources used

All the time you are looking for evidence that demonstrates students' engagement in their learning against the targets agreed at the pre-observation meeting.

You might choose to complete the lesson observation form or you might choose to write notes.

T.K. School Example

Girma and Sophia agreed the time and section for the lesson observation. Sophia remembered to welcome Girma into the classroom and introduced the students to him. She had her lesson plan ready for Girma to see.

During the lesson, Girma took the following notes.

Targets:

- *Moving around the room to check on student understanding*
- *Dividing class into 10 groups and appointing a leader of each group*

Sophie explained to the students about grouping and had already decided who would sit together and who the leaders would be.

It took a long time to organise and some of the students were noisy.

Finally they settled down and the lesson began.

After the introduction, the group task was well explained and group leaders given a time limit to complete and be ready to feedback to class.

Sophia remembered to visit the groups and listen to their discussion.

All the students were on task during the group work and seemed to enjoy the task but no one wrote anything down.

There was no time for reports or presentations at the end, so Sophia summarised their discussion and students were asked to write down what they had discussed for homework.

Notes for feedback.

Positive

- *The group work was successful in allowing participation by all students*
- *Spending time listening to each group's discussion meant that Sophia was able to summarise their learning at the end of the lesson even though there was no written work.*
- *Good homework task, related to the lesson.*

What else to improve further

- *Use the same groups for a few weeks. They will know where to sit and how to work and time won't be wasted in further lessons organising them.*
- *Appoint someone in each group to make notes of discussion so that students can use this to help with their class work.*
- *Remember to go back to homework at the beginning of next lesson so that students see the connection between the homework and the what they learn next*



Read through Girma's notes.

Has he included in his notes all the things that he should be observing?

Did he record all the necessary details using the 'evidence' list?

Did he concentrate on the targets?

Did he make useful notes ready for feedback to Sophia that would give her praise for what she did well and ideas for how she could improve?

Working with your colleagues, make a list of other things that Girma should have included in his notes to show evidence of progress.

Make a list of the things you need to remember when writing your notes of lesson observations.



More practice!

If the focus was General Teaching Skills and the target chosen by the NDT was on using your voice effectively what would you be looking for that shows evidence in this area?

If the focus was Active Learning and the target chosen by the NDT was on the use of teaching aids to increase participation, what would you be looking for that shows evidence in this area?

Skill: Observing a Lesson

Activity 3 - Completing the Observation Form



Sometimes you will need to use the lesson observation form for recording what you see in a lesson observation. It is a good idea to write straight onto the form and then re-write it later if necessary.

T.K. School Example

Hiwot conducted a class observation of Solomon. She wanted to have a record of every detail of the lesson, writing down things like the greeting of students, cleaning the blackboard and so on. So she made her own notes. By the end of the observation she realised that she had run out of time and forgotten to record important things like how Solomon managed classroom discipline which was the focus of the observation. She has too many details in her notes and faced the problem of choosing what to record on the format. She had to organise it into a manageable state. Here is what she finally writes down.

LESSON OBSERVATION FORM

Teacher	<i>Ato Solomon</i>	Observer	<i>W/ro Hiwot</i>
Lesson to be observed	<i>Grade 9 Geography</i>	Date	<i>September 15th</i>
Main Focus for Observation	<i>General Teaching Skills</i>	Other agreed focus/targets	<i>Classroom management</i>

Tick Y (Yes), NS (Not sure) or N (No) to indicate if the criteria have been achieved

START OF LESSON	Y	NS	N	COMMENTS
<i>Teacher was punctual</i>	✓			
<i>Lesson plan available</i>		✓		<i>The annual lesson plan was not available</i>
<i>Students were greeted and settled down well</i>	✓			
<i>Clear introduction and explanation of objectives</i>			✓	
<i>Review of previous lesson or learning if appropriate.</i>	✓			
ACTIVITIES				
<i>Well organised</i>			✓	
<i>Appropriate level for the students</i>		✓		<i>He revises the previous lesson</i>
<i>Involved the students in their learning</i>	✓			<i>They raise their hands a lot</i>
<i>Varied and well-paced</i>			✓	<i>focuses only on one method</i>
RESOURCES				
<i>Well prepared</i>				
<i>Available when needed</i>				
<i>Aided teaching and learning</i>				
END OF LESSON				
<i>Review of learning took place</i>	✓			<i>Summarises the daily lesson</i>
<i>Appropriate assessment was used</i>				
<i>Objectives were achieved</i>				
<i>Everything was achieved in time</i>				
LESSON PLAN				<i>The lesson plan was prepared</i>
<i>Lesson plan was well constructed.</i>				
<i>Plan was appropriate for the class.</i>		✓		<i>Some of the activities take more time</i>
<i>Plan was well implemented.</i>		✓		
TEACHER				
<i>Communicated clearly and effectively</i>		✓		<i>Somewhat clear</i>
<i>Managed the class behaviour well</i>				
<i>Demonstrated appropriate subject knowledge</i>	✓			<i>Has knowledge</i>
<i>Interacted positively with the students</i>	✓			<i>He motivated the students</i>
<i>Clearly enjoyed the lesson</i>		✓		
STUDENTS				
<i>Understood what was expected</i>				
<i>Participated actively</i>				
<i>Enjoyed the lesson</i>				



Read the background information and the example of a lesson observation. Talk about it with a colleague. Discuss the problems that Hiwot faced.

Imagine that you are Hiwot. Consider that the focus was classroom management. What essential information would you need to add? Record this on a practice observation form. (A copy of the observation form can be found in the Appendices)

This is your opportunity to practise in the classroom using the observation form before you observe your mentee.

Work with another mentor in your school who is teaching regular classes. Arrange to observe each other teaching one class. Remember to set a focus and targets and record evidence that relates to this.



If you are the observer, make notes on the lesson observation form during the lesson.

Discuss together what was recorded on each lesson observation form.

Did it represent what really happened in the lesson?

Did the record focus on the targets agreed?

Was everything from the 'lesson evidence' list noted?

After you have observed each other, freely discuss all of the issues you face with the other mentor. Discuss:

- a) whether the targets were achieved
- b) the positive aspects of the lesson
- c) one or two things that could be improved

Now look at the checklist to see if you covered everything.

Mentor- Mentee Activity

Use what you have practised to observe your mentee again.

Remember: you should pay close attention to the focus and targets. Write down evidence that relates to these.

The lesson observation format in the Induction Programme should be used for this. There are further copies in the appendices of this module.

Skill: Reflecting and Analysing

Activity 1 - Analysing the Evidence



Post observation

Before the post-observation meeting

Checklist:

- ✓ Did we both have time to think about and reflect on the lesson before we spoke about it?
- ✓ Did I analyse what I had written and choose appropriate things to comment on?

During Post observation meeting

Checklist:

- ✓ Did I share the purpose of this meeting with my mentee?
- ✓ Did I make my mentee feel free to comment on how they felt the lesson went?
- ✓ Did I give my mentee enough time to speak?
- ✓ Did I start the discussion with something positive?
- ✓ Did I give appropriate advice and support on an area for improvement?
- ✓ Did my mentee accept my suggestions?
- ✓ Did my mentee also identify something they could improve?
- ✓ Have we agreed action to be taken before our next meeting and how this will be monitored?
- ✓ Did I ask my mentee to comment on my role as the mentor and how I can give further help?
- ✓ Did we both feel that this process was a success?
- ✓ Did we plan for the next observation?

Remember: Concentrate on the things that directly affect the learners' achievement.

It is important to remember that when you give feedback you base it on evidence, not just opinions or feelings. To make it fair for everyone, you need to concentrate on facts.

Read the following completed observation form from T.K. School.

T.K. School Example

LESSON OBSERVATION FORM

Teacher	<i>Solomon</i>	Observer	<i>Hiwot</i>
Lesson to be observed	<i>Social Science</i>	Date	<i>14th Hatur</i>
Main Focus for Observation	<i>Specific Teaching Skills – Active Learning</i>	Other agreed focus/targets	<i>To ask at least three open questions during the lesson and ask the students to discuss the answers in pairs before asking the class.</i>

START OF LESSON	Y	NS	N	COMMENTS
<i>Teacher was punctual</i>	✓			
<i>Lesson plan available</i>	✓			
<i>Students were greeted and settled down well</i>	✓			
<i>Clear introduction and explanation of objectives</i>				
<i>Review of previous lesson or learning if appropriate.</i>				
ACTIVITIES				
<i>Well organised</i>	✓			Numbered students as they entered class
<i>Appropriate level for the students</i>	✓			Paired discussion –talked at own level
<i>Involved the students in their learning</i>		✓		Objective not made very clear
<i>Varied and well-paced</i>	✓			Chose 4 pairs each time to answer
RESOURCES				
<i>Well prepared</i>				
<i>Available when needed</i>				
<i>Aided teaching and learning</i>				
END OF LESSON				COMMENT
<i>Review of learning took place</i>				
<i>Appropriate assessment was used</i>		✓		Feedback from questions gave some evidence of assessment
<i>Objectives were achieved</i>		✓		Objectives not revisited at end of lesson
<i>Everything was achieved in time</i>	✓			Everything was completed by end of lesson
LESSON PLAN				
<i>Lesson plan was well constructed.</i>				
<i>Plan was appropriate for the class.</i>	✓			Lesson plan matched class needs
<i>Plan was well implemented.</i>	✓			
TEACHER				
<i>Communicated clearly and effectively</i>	✓			Repeated open questions to be sure of student understanding
<i>Managed the class behaviour well</i>				
<i>Demonstrated appropriate subject knowledge</i>				
<i>Interacted positively with the students</i>		✓		Didn't move around the room during paired discussion
<i>Clearly enjoyed the lesson</i>		✓		Seemed nervous because of being observed

STUDENTS				
<i>Understood what was expected</i>	✓			Questions were repeated
<i>Participated actively</i>	✓			4 paired discussion times
<i>Enjoyed the lesson</i>	✓			All students had to speak
				Willing to participate

Comments about Focus

Some evidence of active learning being used.

Some occasions when active learning could have been used e.g. involving students in self assessment at the end of the lesson

Comments about target

Solomon focused on target agreed and tried to implement it. Mostly successful, students participated willingly

Successful things about the lesson

Paired work organised well

Good working atmosphere in lesson

Good use of time e.g. selecting some pairs to answer

Areas for improvement

Solomon needs to be more actively engaged when the students are discussing by walking round class, listening to discussion and ensuring students are on task.

Refer regularly to lesson objectives throughout lesson and use end of lesson as assessment time

Improvement Target 1 (agreed between NDT and mentor)

To be agreed after the post observation meeting

Improvement Target 2 (agreed between NDT and mentor)

To be agreed after the post observation meeting



Copy the chart below onto another piece of paper.

Complete your chart as fully as you can.

Does the form allow you to comment on every source of evidence?

Sources of evidence	Examples from the completed observation form
What is your mentee doing and saying?	
What are the students doing?	
What are the students writing?	
How do the students respond to questions?	
What is the physical environment like?	
What resources were used?	No evidence

What else needs to be written by the observer in order to have all the evidence required to make a fair analysis of the lesson?



Look at the observation form that you completed for Activity 3, in Skill: Observing a Lesson

Complete the same task as above for your own form.
Have you written enough to make a fair analysis of the lesson you observed?
Share this activity with the colleague you worked with before.
Discuss it together

Skill: Reflecting and Analysing

Activity 2 - Selecting Information for Feedback



When you observe a lesson you see and hear many things. You will have written some of them down.

After the observation you need to give feedback to your mentee.
You have to think carefully about how much of the information you should actually share.

Some things will be more relevant than others.
Mentees cannot take in too much information. If you tell them everything, they may remember nothing.

How do you choose what to share?

- Start with the focus and the targets. You must feed back on these.
- Think of other successful aspects of the lesson. It is always good to give additional praise.
- Only add additional areas for improvement if they are really important. The main areas for development should focus on the agreed targets for the observation.

Rehearse what you will say and the order that you will say it in.
Think about being positive and using praise.



Use the lesson observation form above, with the notes you made in activity 1

What would you select to feed back to your mentee?
Make some notes of what you would say.

Compare your notes with a colleague who has done the same task.
Have you identified the same important features of the lesson?
Discuss your reasons.

Skill: Reflecting and Analysing

Activity 3 - Analyse Next Steps in Teaching and Learning



When you give feedback, it is important to build on the successes and areas for improvement.

If you identify an area for development you should give your mentee advice on how to improve it.

Look back at the Setting Targets activity. The spider diagram gives ideas of how the teacher could address an area for development. Use the same idea to think of suggestions you could make for different scenarios.

For example

Area for improvement

Student participation

Ideas for improvement

Use open questions

Use group work

Use games



Look at the following areas for improvement. Suggest ideas your mentee could try to improve in those areas.

Area for improvement	Ideas for improvement
Making the best use of time	
Planning good starts to lessons	
Using teaching aids effectively	

Mentor – Mentee Activity

Next time you meet your mentee, ask them if they remember the focus and targets from their last lesson observation. Discuss whether they were helpful. Analyse together what makes helpful feedback.

Skill: Giving Feedback

Activity 1 - How do I Look?



Look into a mirror.

Try saying these phrases while you look at yourself:

“That was a really wonderful lesson.”
“Your students were so well behaved!”
“I was very impressed with your lesson plan.”
“I very much enjoyed your group activity.”
“Your teaching aid was very effective.”

“Your lesson was very boring.”
“The students were very badly behaved.”
“You were not time-conscious.”
“It was all disappointing.”

Did you notice how your facial expression and body language changed?

When you say something negative, you look negative too. This will be discouraging for your mentee.

Instead, try to be constructive - make a suggestion or ask a question instead of saying something wholly negative.

Try to find a constructive way of saying the negative things:

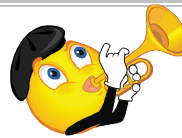
For example, instead of “Your lesson was very boring”, say “Can you think of a way to use more interesting activities?”

You could use the sentence starts:

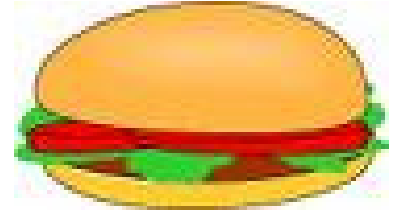
I noticed that...
I was pleased to see...
I liked the way that...
That worked well because you...
I wonder if you have thought about...
How do you know that...
Can you think of another way to...
It was very effective when...

Skill: Giving Feedback

Activity 2 - Sandwich Feedback



There are three layers to a sandwich.
To make a sandwich you need two pieces of bread and something in the middle.
A good way to give feedback is to start and finish with positive comments and say something constructive in between.



If you are a really good mentor you will also give suggestions for *how* to improve as well as identifying *what* needs improving.

Here are two examples.

Target – Match the lesson plan to the lesson taught.

Positive comment

I was pleased to see that your lesson matched your lesson planning and you shared the objectives with your students.

Constructive comment

I noticed that some of your more able students finished the work very quickly. You could try planning some extra questions for those who finish first.

Positive comment

It was very effective when you referred to your lesson objectives at the end of the lesson because it demonstrated a good use of continuous assessment.

Target – to ask at least three open questions during the lesson and ask the students to discuss the answers in pairs before asking the class.

Positive

I liked the way that you gave each child a number when they came into the classroom so that they could easily be divided into pairs.

Constructive comment

Can you think of a way to make sure that all of the students were discussing the task in their paired work? You could walk around the classroom during this discussion time and listen to the paired discussions.

Positive comment

You asked 4 pairs of students to give an answer after each discussion. That worked well because there would not have been enough time to ask every pair



Use the sentence starts from Activity 2 and Girma's notes from Skill: Observing a Lesson, Activity 2 – Quality of Teaching and Learning. Construct a sandwich model feedback for Girma to give to Sophie.

More Practice!

Think of a lesson you have taught recently.
Imagine you were giving yourself feedback on that lesson.
Give feedback to yourself using the sandwich model.
Use the sentence starts to help you.

Skill: Giving Feedback

Activity 3 - The Checklist for the Feedback Meeting



Here is an example of a post observation meeting for a different lesson observation.

TK School Example

Girma arranged a meeting with Sophia after school on the same day as the observation. Their conversation went as follows:

Girma: (smiling)

Thank you for letting me observe your lesson, I really enjoyed it and I could see that you were trying to work on our agreed targets. Tell me what you thought about the lesson.

Sophia:

It took so long to organise the students into groups that I didn't have time to teach the whole lesson, so I don't think that group work can work in that large class. When they were working in their groups they were all talking at once and it got quite noisy and I thought that the teacher next door would complain. I felt more confident moving around the classroom talking to the groups. Now that I have done that once, I will try it with my other classes.

Girma:

I liked the way that you moved around the class. I saw that you were able to give praise to individual students. The fact that you used the information you learnt to set the homework showed that it was a valuable thing to do.

Sophia:

Thank you I hadn't realised that listening to group work could give me such a good understanding of what they are learning.

Girma: (showing Sophia his notes)

I wrote down what I saw in the lesson. Let's read this through together and talk about it.

(Girma and Sophia read through the notes and discuss and agree that it is an accurate record)

Girma: ('sandwich model' feedback)

So let's summarise the lesson linked to the targets that we set.

Even though it took you a long time to set up the groups initially, the group work was very effective and you should be pleased with that. Don't worry too much about the noise because all the students were on task. The more group work you do, the more they will get used to talking quietly.

To minimise the disruption that getting students into groups causes, I wonder if you have thought about leaving the students in the same groups for 2 or 3 weeks. This would mean that they could go to their group places at the beginning of the lesson and time would not be wasted.

I was pleased to see that you circulated round the classroom. It showed that you had learned a lot when you summarised the learning and gave the homework.

Sophia:

Thank you for your comments. Talking through the lesson and listening to your positive comments has made me realise the lesson was better than I thought. I now feel much more confident about doing group work in my lessons.

Girma:

So let's agree that before the next lesson observation you will leave the students in the same groups. This will give you time in the lesson for groups to feed back what they have discussed. You can then try out ways to allow the groups to present their work. Remember, they don't always have to feed back to the whole class, they may just feed back to one other group.

Sophia:

Thanks for the feedback. I'll try your suggestions and let you know how I get on.

Girma:

Good. Thank you again for letting me share your lesson. I think I might try some of these ideas myself. Don't forget our next meeting is the same time after 2 weeks.



Look at the post observation check list and post observation feedback structure at the beginning of this Skill.
Match them with the example above and discuss the effectiveness of the feedback meeting.

Try to memorise the check list so that you begin to use it in every feedback meeting.

Mentor- Mentee Activity

You have now practised skills of analysis and giving feedback.
Make a list of the things that you need to practise with your NDT.
After your next observation, try to practise all of these things. Make sure you prepare well for the meeting. Use positive and constructive comments.

REMEMBER: this is a cyclical process. The outcomes of your post observation meeting will lead to your focus and targets for the next observation

Summary and Evaluation of Section 2

In this section we have focused on the main skills necessary for successful lesson observations.

You need to think about what you have achieved.

Consider what you have learnt and what level of skill you now consider yourself to have reached.

Mark a place on each scale to show your level. Be honest.

Lesson Observation and Feedback 	No Skills	Few Skills	Many Skills	Highly skilled
 Choosing a Focus and Setting Targets				
 Observing a Lesson				
 Reflecting and Analysing				
 Giving Feedback				

Section 3 Record Keeping Overview



There are four main types of record that you will have to keep in your duty as a mentor:

- Notes and minutes from general meetings
- Lesson observation and feedback records
- Project reports
- Semester review reports

The three Skills that support this section on Record Keeping are:

	Knowing the Purpose of Records and Reports	What records/reports do I have to write and why?
	Writing Accurate Records	What makes a good record or report?
	Evaluating Progress	How do I evaluate progress?

A mentor should work with the NDT to ensure that there is accurate documentation of the NDT's achievements.

Confidentiality: All documents can be seen by the Head of Department, the Director and other school authorities if they are required. Therefore, it is important that whatever is written down is first agreed between the mentor and mentee. Conversations should remain private and confidential, but records may not.

REMEMBER: All forms of record could be seen by other people if they are required for the purposes of appraisal.

Skill: Knowing the Purpose of Records and Reports



Activity 1 - Summative or Formative

Before you start writing a record or a report you need to identify the purpose.

Formative Records

Written records or reports that give information to build on knowledge and skills are considered to be formative. These records inform the NDT of their successes and areas for development and give ideas that will help them to improve further.

Summative Records

Written records or reports that give information to summarise progress to that date are considered to be summative. These records summarise the NDT's progress including stating their successes and areas for development.

Ask yourself these questions about each of the reports listed in the Overview.

- Why do you need to write this record?
- What is it used for?
- How is this different from other records?
- What headings would be useful?
- Who will read it?



T.K. School Example

<i>Type of record</i>	<i>Purpose</i>	<i>Formative or summative?</i>	<i>Who is it for? Who will see the document?</i>
<i>Notes from meetings</i>	<i>To show an accurate record of what has been discussed and what will be done next. They can serve as a bridge between meetings by reviewing the notes from the last meeting before you begin the next. They should be used for sharing information, providing and getting support and for reminders. These notes can also be used as reminders when writing reports.</i>	<i>Formative</i>	<i>Mentor Mentee</i>
<i>Lesson observation records</i>	<i>To show the continuous progress of the NDT and record developments in the teaching and learning process. These records can serve to inform later evaluation. The NDT could include a completed observation form in his/ her portfolio.</i>	<i>Formative</i>	<i>Mentor Mentee Head of Department</i>

<i>Project reports</i>	<i>To summarise achievements within a specific area, and identify areas for further future development</i>	<i>Formative Summative</i>	<i>Mentor Mentee Head of Department Director</i>
<i>Semester review report</i>	<i>To make judgements and evaluate progress. This gives an accurate, succinct summary of achievements throughout the entire semester. Other records will be used when writing this report. Recommendations can be made for development in the next semester.</i>	<i>Summative Formative</i>	<i>Mentor Mentee Head of Department Director</i>

T.K. School Document showing the purpose of each record



Look at the four types of record listed above and the description for each in the T.K. School chart. Discuss these purposes with a colleague. Match them to the answers you wrote for the first task.

Remember formative records give ideas for ways to improve!

Skill: Knowing the Purpose of Records and Reports

Activity 2 - Who is the Audience?



When writing any report you need to consider who will be reading it.

For example, notes of regular meetings will probably only be read by you and your mentee.

End of semester reports will be read by the director or supervisor in addition to your mentee.

If the record is going to be read by people not directly involved with the mentoring process they need to be written in a different way



Look at these parts of records kept by Hiwot in T.K. School. Which type of report do they come from?
How are they different?

T.K. School Examples

Lesson observations carried out in Semester 2.

Lesson Observation 4

Focus: The Use of Assessment in planning and teaching

*Targets: Clear objectives for the lesson in plan shared with students
One assessment strategy used to assess learning at the end of the lesson (Thumbs up)*

Lesson Observation 5

Focus: Gender

*Targets: Seating arrangement shows mix of girls and boys
Questions are addressed equally to boys and girls*

Notes on target 1

*Solomon used good open questions to assess the students learning
The student responses showed their understanding
Could use some other quick assessment techniques e.g. stand up/sit down*

Notes on Target 2

*Very good match between the objectives in the plans and the objectives shared with students at the beginning of the lesson.
He needs to remember to remind the students at the end of the lesson too.*

Will discuss opportunities to observe a geography lesson with Tesfaye

Not decided what focus is for next lesson observation

Meet on Thursday after school to look at the resources stored in the centre

I was very interested to see the ways that Solomon used to differentiate the work of students in his geography classes.

He addressed differentiation in two ways

- ✓ *The level of questioning he used*
- ✓ *The way he grouped the students*

Remember – these are only small parts of each record!



Find one example of each of these records that you or a colleague has written.

Look at the answers you gave for the first task. Do your records follow the same styles? Are they written for their audience?

Skill: Knowing the Purpose of Records and Reports



Activity 3 - When do you write?

As stated in the introduction to this section, there are four main types of record that you will have to keep in your duty as a mentor:

- Notes and minutes from general meetings
- Lesson observation and feedback records
- Project reports
- Semester review reports

The purpose of each record or report can determine when you write it.

When words!

Now

During the meeting

Immediately after the meeting

The same day

The next morning

The next day

Within 2 days

Within a week

Within a month

Within a semester



Think about the types of records listed.
Match each record to a time when it might be written.

When you write a report depends on

- ✓ the nature of the meeting
- ✓ personal preference
- ✓ how good you are at remembering
- ✓ the format of the record
- ✓ how good you are at note taking
- ✓ how much time you have to spend on it
- ✓ when it needs to be completed
- ✓ who needs to agree it and/or sign it.



With your colleagues discuss the issues listed above against each type of record.

Then consider the following sentence starts and complete the sentences.

There are no correct answers.

There may be several different endings to each sentence start.

I write notes in a meeting because

I don't write notes in a meeting because

I write down everything that is said because

I write bullet points and actions because

I allocate a set time during each week for writing my records because

I don't write notes at all because

I leave all my report writing until the end of the week because

I complete my reports as quickly as possible because

I expect to complete any report within 1 hour because

I sometimes spend a whole day writing a report because

Which ones apply to you?!

Finally, use what you have practised here to reflect on when you write your records. Decide at least 2 things that you will do differently in the future.

Mentor – Mentee Activity

Share what you have learnt in this section with your mentee. They need to know the purpose of each record or report too.

Skill: Writing Accurate Records and Reports

Activity 1 - Organising the Information



Remember, there are four main types of record that you will have to keep in your duty as a mentor:

- Notes and minutes from general meetings
- Lesson observation and feedback records
- Project reports
- Semester review reports

It is a good idea to have a format for each of these records. This will help you to keep consistent records and ensure that you have all the necessary information.

Here is the format that **T.K. School** use for their feedback meetings after a lesson observation.

<i>Name of Mentee</i>	
<i>Name of Mentor</i>	
<i>Date of observation</i>	
<i>Lesson subject and topic</i>	
<i>Focus of Observation</i>	
<i>Targets for Observation</i>	
1.	
2.	
<u><i>Feedback points</i></u>	
<i>Successful aspects related to targets</i>	
<i>One area for improvement for each target</i>	
<i>Other successful aspects of the lesson</i>	
<i>Agreed Targets for more practise</i>	



Below is a list of headings that could be used for the other 3 types of records. They are mixed up.

Use them all to sort out a format for each type of record.

- Notes and minutes from general meetings
- Project reports
- Semester review reports

Some of them can be used more than once. Add any other headings that you think are essential.

Remember you can use your Mentor's Handbook to help you!

Share your formats with all the people who will read the records to gain agreement.

Summary of Steps 1 and 2
Signed
End of project review – successes and areas for development
Date
Agreed areas for improvement for the next semester
Activities for discussion
Summary of lesson observations
Name of mentee
Summary of Steps 3 and 4
Notes of meeting
Project Title
Name of mentor
Summary of activities
Reflections by mentee
Summary of key points
Mid project review – successes and areas for development
Agreed tasks for further improvement
Summary of projects
Mentee self assessment of progress related to Personal Action Plan
Agenda
Overall progress for the semester
Name of school
Semester

Skill: Writing Accurate Records and Reports

Activity 2 - How do I Write Clearly?



Whatever the type of record or report, the layout needs to be clear and relevant. Those people reading your reports want to know the important information but don't want to spend too long reading it. Often people skim read documents, so the main content should be clearly indicated.

In Activity – 'Organising the Information' – you chose headings to organise reports. Under each heading, the prose used should only contain really necessary words and phrases to convey the information.



Look at this example of Hiwot's record of their mid project meeting. It is very long and has many unnecessary words. Work with another mentor or colleague to re-write it.

Highlight the most important, useful phrases.

For very long sentences, choose precise words that would express the meaning clearly.

Try to re-write a clear report that takes no more than one page of handwriting or half a page of type. Avoid repetition!

Your challenge is to reduce the number of words to 250!

Remember, these are notes of a meeting.

Ask yourselves – who is the audience?

Use what you have practised already as you do this task.

T.K. School Example

Hiwot held a meeting with Solomon to discuss the progress of Project 2 on Behaviour and Classroom Management. They followed the guidance given in the Induction Programme Handbook for the Progress Meeting for the Middle of Project 2. They met for one full period. Here is the report that Hiwot wrote after the meeting:

Mentor's name: W/ro Hiwot
Date of meeting: September

Mentee's name: Ato Solomon
Topic of meeting: Project 2

Notes

Our conversation went very well.

We discussed steps 1 and 2 of the project. Here is the description of Step 1.

In Step 1, Birhan made a close observation of types of student behaviour and created a list of these. This list was very long. Some of the behaviours he saw were very nice, and some were quite bad. The behaviours that were very nice were some students raised their hands to answer a lot of questions; some students listened carefully and did not talk at all; some students answered questions well; some students sat very still in the classroom; some of them helped each other on difficult parts; some students smile at Birhan. The bad behaviours were some students came in late; some students talked when Birhan was giving instructions; some students were playing games under their desks; some students were not listening; some students would not write in their exercise books; some students threw paper across the room; some students were poking other students in the back; some students were shouting out. Birhan wants to concentrate on one type of bad behaviour. He has to analyse why this happens. He has chosen to find out why some of the students do not write their notes in their exercise books when they are asked to do this activity.

In Step 2: Birhan has made some rules to use in the classroom but the students do not always follow them. He told the students what the rules were but the students still do some things wrong. There is some bad behaviour such as some students are coming to the lesson late, some students keep talking, some students do not listen and so on. He is still trying to get all of the students to write in their exercise books when he tells them to. He says he is giving a lot of praise to the good students but the bad students are still not improving their behaviour.

We have discussed some ways to change these behaviours and agree that these would be a good idea. Birhan will keep telling them what the classroom rules are. He says he will remind them that they have to behave well. He will remind them that they have to come to the lesson on time and that they should try to answer questions and make good notes about the lesson. He has agreed that he will try not to tell them off if they do not follow these rules. Instead, he will say things like "Well done for trying" and will find out the reasons for some of the problems by asking the students "Why do you find it difficult to write in your exercise book when I ask you to write in your exercise book?"

We previewed parts 3 and 4 of the project. Birhan knows what to do and is happy to continue.

We discussed how Birhan is recording his information. Birhan says he has been keeping some notes. He is going to show me these tomorrow when I will meet him and read them to see if they are good.

He would like some help on some more things. I have agreed to do this before our next meeting.

Signed:
Mentor

Mentee



Now look at what you have written.
Using what you have learnt about headings, divide the report up into appropriate sections and give each one a heading.

Look through the document 'Practical Skills in Mentoring' to find some examples.

Finally copy out the new report, leaving a space between each heading.
Compare it with the original report.

Show both reports to another colleague and ask them to say which they find easiest to read.

Skill: Writing Accurate Records and Reports

Activity 3 - Using Bullet Points and Numbering



Another way of making your reports easy to read is to use bullet points or numbering.

Bullet points are important if you want to make a list of points that can be in any order.

For example, from an end of semester report

Areas for development identified from this semester are:

- to regularly use 3 different teaching strategies to assess students' learning
- to write clear objectives for each lesson and share with students
- to set up a student gardening club

Numbers are important when you want to show things in order.

For example, chronological order from the notes of a meeting

1. Meet with Meseret to agree a time for observing her lesson
2. Observe the lesson and make notes of things you will try
3. Try these things in your own classroom and make notes of your success ready for our next meeting.

For example, order of importance in a project report.

From Sophie's Project 6 report on Active Learning
Recommendations

1. Continue to develop the use of games for involving all students
2. Use more open questions
3. Talk to Aziza about another way to make your students active learners.



Look at the record of the meeting you wrote in the last activity. Is there anywhere you could use bullet points or numbering?



Meet with the other mentors in your school.
Look in your folder of reports.
Find an example of a report that you have already written.
Work with a colleague to try to improve it.

Think about the following questions:

- Have you used headings, bullet points or numbers where appropriate?
- Are your sentences short and concise?

Now exchange one of your reports with your colleague and try improving it on your own. Share what you change and agree the improvements.
Discuss your suggestions. Use constructive sentence starts to help your colleague feel confident.

When would bullet points or numbers be useful?
Decide when you are going to use them in the future.

So far in this section you have practised:

- thinking of the reasons for reports
- thinking about who will read them
- thinking about when you write the records
- using headings to separate sections of your report
- reducing the size of report to only necessary information
- using bullet points and numbering for clarity

Mentor- Mentee Activity

The next time you have to write notes from a meeting or a report try to apply the skills you have learnt here.

Share the notes with your mentee. Ask them if they are clear and easy to read.

Ask your mentee to practise writing in this way too.

It may help both of you to read and understand each others' records.

Skill: Evaluating Progress

Activity 1 - Objective or Subjective?



Evaluating your mentee needs a lot of care because it is linked to appraisal and career progression. When you are evaluating you need to make accurate judgements.

What sort of judgements can you make?

Subjective judgements

Subjective judgements are based on feelings, opinions and emotions that are not evidence based, e.g. listening to the opinions of others and repeating it.

Objective judgements

Objective judgements are based on evidence e.g. data collected from lesson observations.

	Subjective example	Objective Example
Facts	"I thought the mentee always used resources well."	"Lesson observations show that in all but one lesson, teaching aids were used to support the learning."
Figures	"Only some students gave in their homework."	"60% of students completed their homework for the observed lessons."
Value judgements	"The Head of Department says that he is a fair teacher."	"When students were asked, they stated that they were always treated fairly."
Other information	"Birhan is a good teacher because I know his father very well."	"Birhan is a good teacher because all of the records show that he is achieving high standards."

Always aim to evaluate objectively.
Refer to evidence from your accurate report



Practise writing objective statements.
Look at the statements written in the table below.
Discuss them with a colleague and identify:

- whether it is an objective statement
- whether it is based on evidence
- if this statement could be used in an evaluation.

Statement	Objective? Yes/ No	Based on evidence? Yes/ No	Acceptable to use in an evaluative report? Yes/ No
Example: Teacher Abebe is loved by his students.	No	No	No
Example: 90% of Teacher Abebe's students in 9A said that they are getting good support.	Yes	Yes	Yes
Solomon has good subject knowledge			
Students taught by Sophie had 89% pass rate in end of year exams			
Solomon has run his after school club every week during the second semester and the students have made two gardens which they use all the time			
Sophie says she has used group work in every lesson during the second semester			
Sophie's lesson plans show changes based on her quick whole class assessment techniques			
Solomon has attended every flag ceremony since he started in the school			
In a student questionnaire, 85% of Solomon's students said he was a caring person			



Based on the information you have found for the first task, write five more statements that you could use in an evaluation. Ask your colleague to check these.

Skill: Evaluating Progress

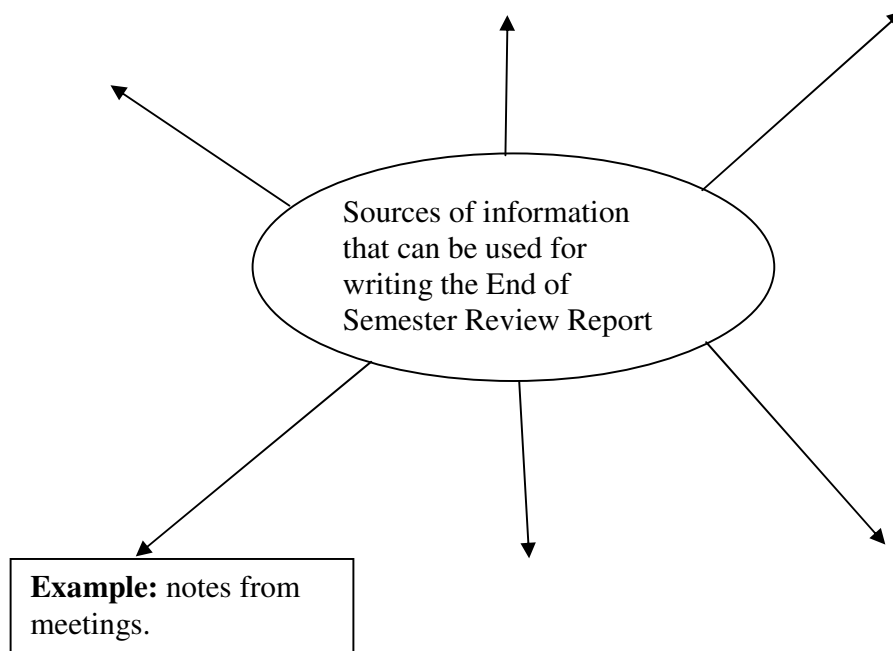
Activity 2 - Finding the Evidence



When you write evaluative reports you need to use objective evidence. The evidence needs to come from all that has happened during the semester. Your records will be one source of that information. There will be other sources, for example your mentee's lesson plans, their professional portfolio, school records of exam results.



With a colleague, brainstorm the places you can get information for writing the end of semester review report.



Find some examples of these records in your school. Look at the targets identified for your mentee during the semester. Think about all the activities and projects that your mentee performed during the semester.

Select objective evidence that could be included in the report.

Skill: Evaluating Progress

Activity 3 - Setting SMART Targets



Once you have evaluated the progress of your mentee, you need to identify areas for further development.

From these, targets need to be set for the next semester.

Targets should be **SMART**!

Specific	A clearly identified target
Measurable	Easily assessed using observations that can be counted
Achievable	It is possible
Relevant	Appropriate to the areas for development
Time related	Has a time limit (often this will be a semester)



Look at the targets below written for T.K. School. Each target has been linked to SMART.

T.K. School Example

Area for Improvement: Relationships with students

Targets

- 1. Start an after school club that runs every week for a semester*
- 2. Reduce the number of times you discipline students in lessons*

SMART	<i>Target 1 Start an after school club that runs every week for a semester</i>
<i>Specific</i>	<i>Yes, it is a very clear task</i>
<i>Measurable</i>	<i>Yes and no! It is easy to measure how many times the club runs, but it does not measure how effective it is in improving relationships with the students</i>
<i>Achievable</i>	<i>Yes, all staff run a regular club</i>
<i>Relevant</i>	<i>Yes, this is a good opportunity to get to know the students in a relaxed setting</i>
<i>Time Related</i>	<i>Yes. One semester</i>

Improve Target 1 to include measurement of effectiveness.

New Target 1 *Start an after school club that runs for a semester that has no drop outs and students report positive relationships with the club leader.*

SMART	<i>Target 2 Reduce the number of times you discipline students in lessons</i>
<i>Specific</i>	<i>Yes, it is a very clear task</i>
<i>Measurable</i>	<i>No, how can you keep a record of that when you are busy teaching</i>
<i>Achievable</i>	<i>Yes, a change in the mentee's approach can do this</i>
<i>Relevant</i>	<i>Yes, this is a good target for improving relationships</i>
<i>Time Related</i>	<i>No, the time is not specified.</i>

Improve target 2 to be measurable and time related.

New Target 2 *Reduce the number of times you discipline students in lessons by using a range of identified strategies for good behaviour in selected lessons.*



Now look at the following areas for improvement and targets.
Check each one for the elements of SMART.
Improve the target to include every element.

Area for Improvement: Effective group work

Targets

1. To use group work in at least 1 lesson every day
2. To increase group discussion

Area for Improvement: Improve weekly lesson plans

Targets

1. To write a clear objective for every lesson
2. To think of 3 different activities for at least 1 lesson each day

Area for Improvement: Improving continuous assessment methods

Targets

1. To have at least 3 different methods of assessing learning to choose from when assessing students understanding at the end of each lesson
2. To show results of continuous assessment by evaluating and changing lesson plans

Now you should be ready to help your NDT complete their end of semester action plan.

Here are the headings for the plan. (There is full copy in the appendices)

NDT PERSONAL ACTION PLAN FOR THE _____ SEMESTER

Area for Improvement 1
What I will do to try to improve in this area:
How I will know if I am successful
Area for Improvement 2
What I will do to try to improve in this area:
How I will know if I am successful



Role Play again!

Sit with another mentor.

One of you plays the role of a mentor, the other, the role of the mentee.

Imagine you are in an end of semester review meeting.

Use one of the 'Areas for Improvement' and the targets from the task above.

If you are the mentor, advise your mentee what they might write in their action plan.

Change roles. Choose another 'Area for Development', or a real one from your own experience.

Remember the sentence starts from 'Skill: Giving Feedback'. Use those in your role play.

Mentor- Mentee Activity

At the next end of semester review meeting, discuss how you will use objective evidence in your report. Help your NDT to complete their action plan using what you have learnt in this skill area.

Summary and Evaluation of Section 3



In this section we have focused on the main skills necessary for evaluating progress, keeping accurate records and writing reports. You need to think about what you have achieved.

Consider what you have learnt and what level of skill you now consider yourself to have reached.

Mark a place on each scale to show your level. Be honest.

Record Keeping 	No Skills	Few Skills	Many Skills	Highly skilled
 Knowing the purpose of records and reports				
 Writing accurate records				
 Evaluating progress				

Section 4 Evaluating your Mentoring Skills

Congratulations! You have now completed the module. You will have practised and improved many skills that are essential for a good mentor.

You may also have improved skills that are useful for your professional development and your career as a whole.

These are the Teachers' Professional Competencies that you could have achieved:

Phase 2

Indicators of Effective Practice

Assessing and Reporting Student Learning Outcomes

- Discuss with colleagues in formal and informal settings the whole school progress in attaining learning outcomes
- Participate in the development and implementation of whole school monitoring, recording and reporting activities
- Support the process of dialogue among colleagues to ensure common interpretations of student learning outcomes
- Share with colleagues strategies for monitoring, recording and reporting student learning outcomes

Engaging in Professional Development

- Engage in frequent critical reflection on professional experiences and practice
- Engage in constructive dialogue about teaching and learning with colleagues
- Introduce the school's goals, regulation, procedures and routines for new colleagues
- Assist colleagues to locate resources for classroom use
- Mentor colleagues to build and maintain professional relationships within the school community
- Respond constructively to questions, queries and concerns raised by colleagues
- Share planning, implementation, monitoring, assessment, recording and reporting strategies
- Present to colleagues knowledge, understanding and/or skills acquired through participation in professional development activities
- Contribute a personal perspective on professional issues and concerns while respecting the views of others
- Conduct demonstration lessons for pre-service trainees and/or experienced teachers, as appropriate
- Provide professional support through CPD programmes to colleagues with varying levels of experience
- Act as a responsible mentor to colleagues to enhance other professional effectiveness; prompt colleagues to reflect on professional experiences, issues, decision making and practice to enhance professional effectiveness

Forming Partnerships with the School Community

- Use effective communication processes to obtain and share information
- Encourage individuals to provide constructive feedback and support to other team members
- Respect the various perspectives of others when addressing issues associated with teaching and learning and student care
- Work with team members to address individuals' concerns and queries
- Attend to organisational tasks to support effective functioning of team meetings

Phase 3

Indicators of Effective Practice

Assessing and Reporting Student Learning Outcomes

- Recommend to colleagues modifications or enhancements to assessment practices based on findings of review processes
- Collaborate with colleagues within and across schools to moderate their judgements based on a range of evidence collected over time and different contexts
- Contribute to enhancing the consistency of teachers' judgements within the school
- Model exemplary assessment strategies to colleagues
- Share knowledge and experience of using exemplary assessment strategies to assist colleagues
- Encourage colleagues to develop exemplary assessment strategies to effectively demonstrate student learning outcomes

Engaging in Professional Development

- Engage in and model ongoing critical reflection to generate and apply ideas that improve teaching and leadership practice
- Apply and share acquired teaching and leadership skills gained through a variety of professional development opportunities
- Provide consistent feedback to others in relation to their self development
- Initiate conversations related to teaching and learning issues with colleagues and other members of the school community
- Work with colleagues in the planning, design and application of professional learning opportunities catering for varying needs and interests of teachers
- Adopt the roles of action researcher, presenter, facilitator, coach and mentor to provide appropriate and varied opportunities for colleagues to build on existing experiences and expertise
- Promote, encourage and facilitate teachers' participation in school based teaching, learning and research projects
- Provide opportunities for teachers to reflect on their professional experiences in order to respond to issues and challenges related to teaching and learning
- Assist colleagues to determine and prioritise professional development needs
- Assist colleagues to plan and implement action strategies to respond to identified professional learning needs
- Offer support and advice to colleagues across a range of professional issues
- Model innovative and/or exemplary teaching and learning strategies to colleagues
- Share knowledge and experience of using innovative and/or exemplary strategies to assist colleagues to meet student learning needs

- Encourage colleagues to develop innovative teaching and learning strategies to more effectively meet the needs of individuals or groups of students

Forming Partnerships with the School Community

- Create conducive team environment in which members are encouraged to take risks and seek challenges
- Recognise team members strengths and interests and where possible, incorporate them into work assignments
- Value, promote and openly acknowledge the contributions of all team members
- Provide opportunities for team members to clarify particular tasks or seek further direction
- Encourage team members to consider and develop new and innovative practices to meet student needs
- Provide constructive feedback to others in relation to self development
- Mentor team members to assist in the achievement of quality outcomes
- Initiate collaborative partnerships with colleagues and the community
- Encourage colleagues and community members to collaborate and take risks in developing new approaches to teaching and learning to meet the needs of all students
- Motivate and lead others in the development and recognition of collaborative partnerships with colleagues and the community

Do you think you have achieved these critical indicators?

What is your evidence?

Put a copy of this evidence in your Portfolio!

You have completed some CPD and have improved your mentoring skills.

To be an effective mentor you need to KEEP USING THEM!



What next?

Reflect on other areas of your professional life that you want to improve.

Use the NDT action plan format to complete an action plan for yourself.

Glossary

Active learning: a series of various different teaching methods and strategies which actively engages students in their learning.

Agenda: *a list of points to be covered in a meeting.*

Appraisal: a system for assessing teachers.

Body language: *the way you express yourself without words, for example through frowning or smiling.*

Brainstorm: an activity to think quickly about all of the ideas you have about something. These can be written down in a diagram.

Bullet point: *a quick method of listing important points in note form.*

Continuous Professional Development (CPD): the process of updating teachers' professional skills through methods such as training and experience sharing.

Confidentiality: *maintaining privacy.*

Competencies: the skills required by a teacher.

Cyclical process: *a process that repeats itself.*

Differentiation: adapting classroom materials to suit to the differing levels and abilities of the students.

Feedback: *a response to an observation or activity.*

Focus: the main activity or point.

Formative Assessment: *assessment that gives guidance and advice for how to improve.*

Induction: a period of time which allows a person to get to know a new job or situation.

Learning outcome: *what the student is expected to have learned.*

Mentee: the person who is mentored.

Mentor: *the person who mentors (supports) a new teacher.*

Mentoring: the system of supporting a new teacher.

Mind map: *a visual record of connected ideas.*

Minutes: a record of what has been said in a meeting.

Module: *a collection of activities which develops a teacher's skills in a certain area.*

Newly Deployed Teacher (NDT): a teacher at the beginning of his/her career.

Non-verbal response: *responding to a situation without using words, such as smiling or nodding.*

Objective: what you want to achieve.

Observer: *a person who watches without interrupting.*

Post-observation: activities done as a result of observation.

Practitioner: *a person who has the skills to carry out their job.*

Professional diary: a way of organising your time by keeping notes.

Role model: *a person with advanced professional skills.*

Sandwich model: a method of giving feedback by identifying positive things and suggesting something constructive

Scenario: *a fictional situation to highlight a point.*

Self reflection: looking at your strengths and what you need to improve.

Skim read: *reading a text quickly to get the main meaning.*

Spider diagram: *a visual method of recording notes quickly.*

Subjective: *something that cannot be proved; an opinion.*

Summative Assessment: assessment that gives a grade or a figure, usually given at the end of a unit of learning.

Target: *something that is aimed for.*

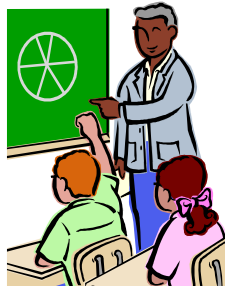
Time management: organising time effectively.

Appendix 1: T.K. Fictional School

T.K. School is a fictional school that has been created to allow you to see examples of how the tools within 'The Toolkit' are used before you apply them to your school. The same school is used to give examples of activities within this document.

Here are some details about the school which the teachers have written. They did this so that they could understand the school's successes and needs. The training of mentors for Newly Deployed Teachers (NDTs) is one area identified.

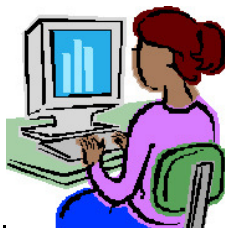
T.K. School is a primary school 40 kilometres outside a large city. It has 2100 students covering grades 1 to 8. Because it is in a rural area, some students have a round trip journey of 20 kilometres a day. It operates a 2 shift system. Many of the teachers work in both shifts. There are 54 teachers in the school. This year there are 11 Newly Deployed Teachers. 18 of the teachers still have Certificates rather than Diplomas.



There are more students in first cycle than in second cycle. The average class size in the school is increasing: in first cycle it is 76, and it is 63 in second cycle. In the last 3 years the number of visually impaired students has increased, so that there are now 25 visually impaired students in the school.

As well as 11 new teachers starting at the school, there is a new Director. His name is Abraham; he is 31 years old and used to be a Mathematics Teacher in another school in the same woreda. The woreda supervisor for the school is Hassan and he is also new to the job. He has just been on a course run by the REB looking at the new curriculum. He has seen the new textbooks and assessments for Physics and English for Cycle 2.

In the latest statistics for the woreda and REB it shows that the school did well in its retention rates from grades 1 to 5 and grades 1 to 8. Over 68% of students reached grade 5 and just over 50% to grade 8. Both these figures are higher than the averages for the REB and the country. However, last year there was a 21% drop out rate from grade 1 and most of these were girls. There was also a high repetition rate for grade 3.



In the grade 4 tests there were good results in most subjects but the Mathematics average dropped by 15%. There was a 100% pass rate in the grade 8 exams with all subjects doing well. In

English the scores for the girls were 25% below the scores for the boys. However, only 65 students out of 162 in grade 8 are continuing into grade 9.

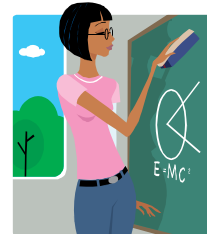
The school has just had a room built to be a library, through donations from the local community and an NGO. The room is furnished and has some books, mainly from the Sciences and Maths. There is electricity in the library and the NGO has also provided 4 second hand computers. There is no internet connection.

A number of the teachers have been complaining to the new Director that the students are misbehaving, particularly in first cycle. They say that the students do not listen to them, and many of them, especially the boys, are not completing homework. There is also the problem of a number of students turning up late each day and it is therefore difficult to start lessons properly.

Abraham has done well to observe all his teachers teaching in his first few weeks. He has seen a number of good lessons, but he thinks that many of them are the same pattern. The teacher writes on the board, and the students then copy. The students



do examples from a textbook. The teacher walks around the room checking the students' work. Abraham saw some group work in some lessons but in several lessons students were just talking to each other about the football game they watched the night before.



There is a successful student council started by the previous Director, and when Abraham has talked to them, some of them complain that lessons are not interesting and there is nothing exciting to do in school.

One of the teachers has been to see Abraham about their future. Gezan Jiru wants to learn about computers and he is asking the Director if he could have time off every Friday morning.

The school does have a CPD facilitator and a committee. All the teachers have portfolios. CPD sessions have been held on Thursday evenings, after school finishes, using the Ministry of Education manuals. There are only 4 of the manuals in school. Many of the teachers complain that they find it difficult to understand the English in the manuals.

Appendix 2: LESSON OBSERVATION FORM

Teacher		Observer	
Lesson to be observed		Date	
Main Focus for Observation		Other agreed focus/targets	

START OF LESSON	Y	NS	N	COMMENTS
Teacher was punctual				
Lesson plan available				
Students were greeted and settled down well				
Clear introduction and explanation of objectives				
Review of previous lesson or learning if appropriate.				

ACTIVITIES	Y	NS	N	COMMENTS
Well organised				
Appropriate level for the students				
Involved the students in their learning				
Varied and well-paced				

RESOURCES	Y	NS	N	COMMENTS
Well prepared				
Available when needed				
Aided teaching and learning				

END OF LESSON	Y	NS	N	COMMENTS
Review of learning took place				
Appropriate assessment was used				
Objectives were achieved				
Everything was achieved in time				

LESSON PLAN	Y	NS	N	COMMENTS
Lesson plan was well constructed.				
Plan was appropriate for the class.				
Plan was well implemented.				

TEACHER	Y	NS	N	COMMENTS
Communicated clearly and effectively				
Managed the class behaviour well				

Demonstrated appropriate subject knowledge				
Interacted positively with the students				
Clearly enjoyed the lesson				

STUDENTS				
Understood what was expected				
Participated actively				
Enjoyed the lesson				

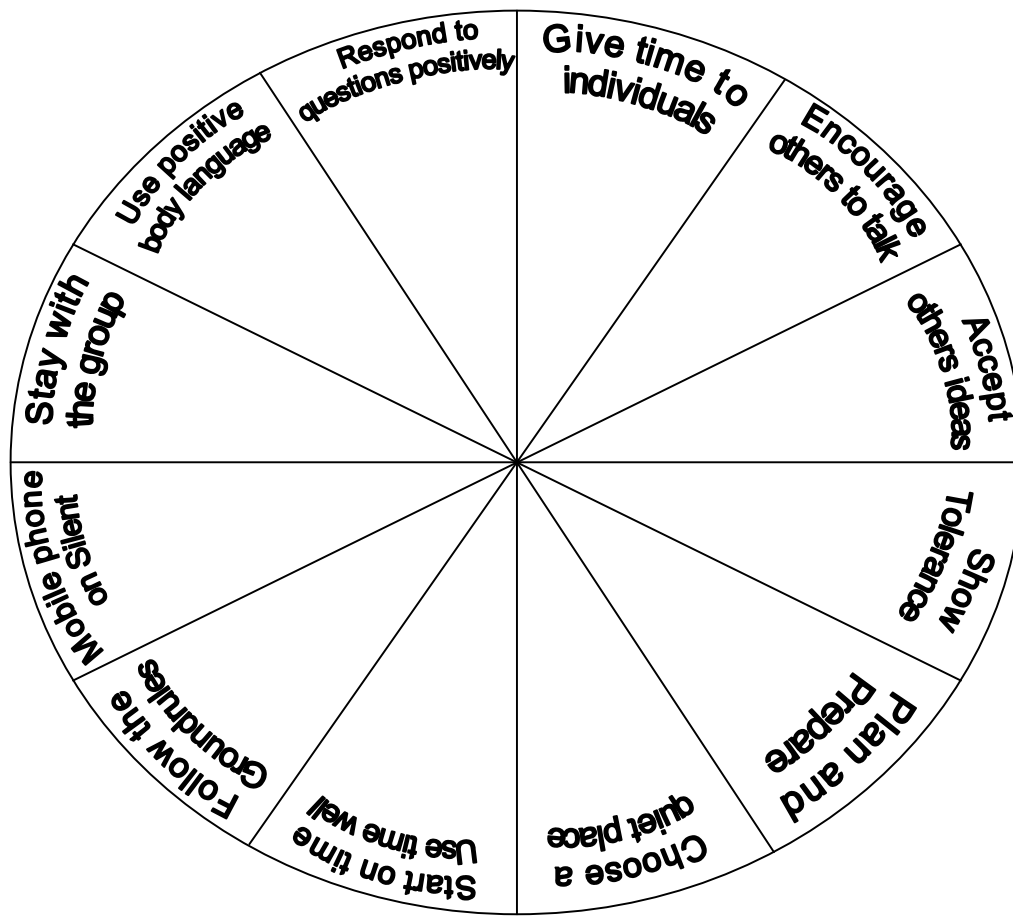
Comments about Focus
Comments about Targets
Successful things about the lesson
Areas for improvement

Improvement Target 1 (agreed between NDT and mentor) To be agreed after the post observation meeting
Improvement Target 2 (agreed between NDT and mentor) To be agreed after the post observation meeting

OBSERVER/MENTOR _____
NDT _____

Date
Date

Appendix 3: Self Reflection Wheel



Appendix 4: National Framework for Professional Competencies of Teachers

As a mentor, you will be able to achieve the following professional competencies by using this module. These have been selected from the National Framework for Professional Competencies of Teachers. Competencies and Indicators selected are in bold type.

Competency 2 Assessing and Reporting Student Learning Outcomes

Phase 2

Critical Element	Indicator of Effective Practice
Participate in whole school monitoring, recording and reporting activities	Discuss with colleagues in formal and informal settings the whole school progress in attaining learning outcomes
	Participate in the development and implementation of whole school monitoring, recording and reporting activities
	Support the process of dialogue among colleagues to ensure common interpretations of student learning outcomes
	Share with colleagues strategies for monitoring, recording and reporting student learning outcomes

Phase 3

Critical Element	Indicator of Effective Practice
Review the effectiveness of exemplary assessment strategies	Gather and analyse information from a variety of sources to judge the effectiveness of assessment practice
	Recommend to colleagues modifications or enhancements to assessment practices based on findings of review processes
Make consistent judgements on student progress and achievement based on a range of evidence	Collaborate with colleagues within and across schools to moderate their judgements based on a range of evidence collected over time and different contexts
	Contribute to enhancing the consistency of teachers' judgements within the school
	Provide expert leadership in the moderation process
Share knowledge and experience of using exemplary assessment strategies with colleagues	Model exemplary assessment strategies to colleagues
	Share knowledge and experience of using exemplary assessment strategies to assist colleagues
	Encourage colleagues to develop exemplary assessment strategies to effectively demonstrate student learning outcomes

Competency 3

Engaging in Professional Development

Phase 2

Critical Element	Indicator of Effective Practice
Demonstrate a strong ongoing commitment to CPD	Engage in frequent critical reflection on professional experiences and practice
	Modify own professional approach based on reflections
	Seek feedback on own professional development from a variety of sources
	Engage in constructive dialogue about teaching and learning with colleagues
	Participate regularly in professional development linked to identified needs
Support the induction of colleagues to the school environment	Introduce the school's goals, regulation, procedures and routines for new colleagues
	Assist colleagues to locate resources for classroom use
	Mentor colleagues to build and maintain professional relationships within the school community
	Respond constructively to questions, queries and concerns raised by colleagues
	Orient pre-service trainees to the school context
Share professional knowledge, understanding and skills	Share planning, implementation, monitoring , assessment, recording and reporting strategies
	Present to colleagues knowledge, understanding and/or skills acquired through participation in professional development activities
	Contribute a personal perspective on professional issues and concerns while respecting the views of others
	Conduct demonstration lessons for pre-service trainees and/or experiences teachers, as appropriate
Provide professional support for colleagues	Provide professional support through CPD programmes to colleagues with varying levels of experience
	Act as a responsible mentor to colleagues to enhance other professional effectiveness
	Prompt colleagues to reflect on professional experiences, issues, decision making and practice to enhance professional effectiveness

Phase 3

Critical Element	Indicator of Effective Practice
Participate in the model self development process	Engage in and model ongoing critical reflection to generate and apply ideas that improve teaching and leadership practice
	Identify and explore professional learning needs and opportunities
	Participate in a range of appropriate professional development that enhances teaching and learning practice
	Apply and share acquired teaching and leadership skills gained through a variety of professional development opportunities
	Actively and consistently seek and utilise feedback from the school community to further develop professional practice
	Provide consistent feedback to others in relation to their self development
	Model for the school community the process of identifying opportunities and challenges to enhance professional performance
Develop meaningful professional learning opportunities to promote a learning community culture	Initiate conversations related to teaching and learning issues with colleagues and other members of the school community
	Work with colleagues in the planning, design and application of professional learning opportunities catering for varying needs and interests of teachers
	Create opportunities for colleagues and community members to trial new approaches and solutions in responding to issues and challenges associated with teaching and learning
	Adopt the roles of action researcher, presenter, facilitator, coach and mentor to provide appropriate and varied opportunities for colleagues to build on existing experiences and expertise
	Promote, encourage and facilitate teachers' participation in school based teaching, learning and research projects
	Provide opportunities for teachers to reflect on their professional experiences in order to respond to issues and challenges related to teaching and learning
	Incorporate the understanding of wider educational perspectives on system initiatives to motivate, facilitate and enhance the professional growth of colleagues
Provide professional support to colleagues	Assist colleagues to determine and prioritise professional development needs
	Assist colleagues to plan and implement action strategies to respond to identified professional learning needs
	Offer support and advice to colleagues across a range of professional issues
	Identify , analyse and respond to contemporary educational issues, trends, research and system initiatives
	Model innovative and/or exemplary teaching and learning strategies to colleagues
	Share knowledge and experience of using innovative and/or exemplary strategies to assist colleagues to meet student learning needs
	Encourage colleagues to develop innovative teaching and learning strategies to more effectively meet the needs of individuals or groups of students

Competency 5 Forming Partnerships with the School

Phase 2

Critical Element	Indicator of Effective Practice
Contribute and support the work of the team	Use effective communication processes to obtain and share information
	Encourage individuals to provide constructive feedback and support to other team members
	Respect the various perspectives of others when addressing issues associated with teaching and learning and student care
	Work with team members to address individuals' concerns and queries
	Coordinate the scheduling of team meetings
	Attend to organisational tasks to support effective functioning of team meetings

Phase 3

Critical Element	Indicator of Effective Practice
Motivate team members towards achieving quality outcomes	Create conducive team environment in which members are encouraged to take risks and seek challenges
	Recognise team members strengths and interests and where possible, incorporate them into work assignments
	Value, promote and openly acknowledge the contributions of all team members
Provide direction for team members	Collaborate with members to negotiate the tasks resources, responsibilities and desired outcomes of team work
	Provide opportunities for team members to clarify particular tasks or seek further direction
	Regularly brief the team in relation to progress and developments to minimise ambiguity and uncertainty
Empower team members to take responsibility for tasks	Analyse tasks and negotiate responsibilities as appropriate
	Accept personal accountability
	Encourage team members to consider and develop new and innovative practices to meet student needs
	Implement and establish mechanisms for monitoring progress of assigned tasks
	Provide constructive feedback to others in relation to self development
	Mentor team members to assist in the achievement of quality outcomes
Develop collaborative partnerships with colleagues and the community	Initiate collaborative partnerships with colleagues and the community
	Encourage colleagues and community members to collaborate and take risks in developing new approaches to teaching and learning to meet the needs of all students
	Motivate and lead others in the development and recognition of collaborative partnerships with colleagues and the community

Appendix 5: NDT PERSONAL ACTION PLAN

FOR THE _____ SEMESTER

Area for Improvement 1
What I will do to try to improve in this area:
How I will know if I am successful
Area for Improvement 2
What I will do to try to improve in this area:
How I will know if I am successful

Plan agreed for second semester.

NDT _____

Date _____

MENTOR _____

Date _____

Appendix 6: Self Assessments of Skills

Holding successful meetings 	No Skills	Few Skills	Many Skills	Highly skilled
 Time Management				
 Planning and Organising Meetings				
 Listening				
 Questioning				

Lesson Observation and Feedback 	No Skills	Few Skills	Many Skills	Highly skilled
 Choosing a Focus and Setting Targets				
 Observing a Lesson				
 Reflecting and Analysing				
 Giving Feedback				

Record Keeping 	No Skills	Few Skills	Many Skills	Highly skilled
 Knowing the Purpose of Records and Reports				
 Writing Accurate Records				
 Evaluating Progress				