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**York St John University Mentor Leadership Programme:**

**Rethinking Mentoring**

**Gap Tasks following Day 1**

**The following Gap Tasks need to be completed between the beginning of September 2019 and Day 2 (Friday 22nd November 2019). These will help you in preparation for the session choices during Day 2 and enable you to evaluate and reflect on your current practice and role as a mentor and/or coach. You should bring these tasks to Day 2.**

**Gap Task 1: Personal Audit of Mentoring/Coaching Skills**

**Aim:** to identify your strengths and gaps of experience or expertise and start to identify how you know (the evidence sources to be more fully aware of yourself as mentor)

**To Do:** choose one of the two examples below to reflect upon your current experience and make notes in the right-hand column/s

It isn’t expected that you have all of these skills although your ability and potential to develop these is important. Completing this task will provide you with a clearer picture of your strengths and areas for development.

**Example 1: Coaching and Mentoring Skills Audit**

**Award a score from 1 to 5 for each statement in terms of how confident you feel you can perform these skills (5 = very confident, 1 = not at all confident). Using the Reflections column, record any developmental aims you feel might help you address any gaps.**

|  |  |  |
| --- | --- | --- |
| **Communication** | | **Reflections** |
| Listen attentively and non-judgementally |  |  |
| Use straightforward, easy-to-understand language |  |
| Can adapt communication styles to reflect the needs of others |  |
| Give and receive feedback |  |
| Use questioning to helpfully support a learning dialogue |  |
| Provide supportive and constructive challenge |  |
| Pay close attention to people, staying fully present and engaged in conversation |  |
| **Establishing trust-based relationships** | | **Reflections** |
| Treat people fairly with respect and dignity |  |  |
| Supportive and encouraging |  |
| Establish rapport quickly |  |
| Build relationships easily |  |
| Open and honest |  |
| Approachable |  |
| Have a good sense of humour |  |
| Encouraging and non-judgemental |  |
| Maintain agreed levels of confidentiality |  |
| **Lifelong learning** | | **Reflections** |
| Learn from own experience |  |  |
| Aware of my own behaviour and attitudes and the impact on others |  |
| Reflect on my own practice and seek feedback from others |  |
| Committed to personal development |  |
| Think widely about current issues |  |
| Open to new ideas and different ways of doing things |  |
| **Personal organisation and commitment** | | **Reflections** |
| Prioritise a reasonable amount of time for a coachee/mentee and can commit to a long-term relationship |  |  |
| Manage conflicting demands and protect time dedicated to supporting my coachee/mentee |  |
| Prepare for and ready to actively participate in meetings |  |
| **Supporting learning and developing others** | | **Reflections** |
| Understand how people learn |  |  |
| Care about the development of other people |  |
| Ask questions to challenge assumptions |  |
| Can remain focused on the learner’s agendas and stated desired outcomes |  |
| Identify and help others overcome barriers to development |  |
| Broaden my individual perception of a situation to make way for new possibilities |  |
| Motivate and inspire others |  |
| Encourage new experiences that support learning goals |  |
| Provide supportive feedback based on observations |  |
| Good knowledge of useful models and frameworks that can support the learning experience |  |
| Encourage a sense of personal responsibility for learning in others |  |

**Example 2: Audit of Skills**

**(based on the National Standards for Mentors)**

**Record evidence of your strengths and how you might develop those where you have less experience or confidence.**

|  |  |  |
| --- | --- | --- |
| **Personal Qualities** | **Strength** | **To develop** |
| be approachable, make time for the mentee, and prioritise meetings and discussions with them |  |  |
| use a range of effective interpersonal skills to respond to the needs of the mentee |  |  |
| offer support with integrity, honesty and respect |  |  |
| use appropriate challenge to encourage the mentee to reflect on their practice |  |  |
| support the improvement of a mentee’s practice by modelling exemplary practice in identified areas |  |  |
| **Teaching/Management** | **Strength** | **To develop** |
| support the mentee in forming good relationships with learners, and in developing effective behaviour and classroom management strategies |  |  |
| support the mentee in developing effective approaches to planning, teaching and assessment |  |  |
| support the mentee with marking and assessment of learner’s work |  |  |
| give constructive, clear and timely feedback on lesson observations |  |  |
| broker opportunities to observe best practice |  |  |
| support the mentee in accessing expert subject and pedagogical knowledge |  |  |
| resolve in-school issues on the mentee’s behalf as required |  |  |
| enable and encourage the mentee to evaluate and improve their teaching |  |  |
| enable the mentee to access, utilise and interpret robust educational research to inform their teaching |  |  |
| **Professionalism** | **Strength** | **To develop** |
| encourage the mentee to participate in the life of the school and understand its role within the wider community |  |  |
| support the mentee in developing the highest standards of professional and personal conduct |  |  |
| support the mentee in promoting equality and diversity |  |  |
| ensure the mentee understands and complies with relevant legislation, including that related to the safeguarding of learners |  |  |
| support the mentee to develop skills to manage time effectively |  |  |
| **Self Development** | **Strength** | **To develop** |
| ensure consistency by working with other mentors and leaders to moderate judgements |  |  |
| continue to develop own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research |  |  |

**Gap Task 2: Scenario of Mentoring**

**Aim:** to recount or envisage a challenging or difficult scenario of you as mentor working with a mentee

**To Do:** reflect on your experience as a mentor so far and write an account of a challenging or difficult situation you have encountered, where you faced dilemmas you were unsure how to deal with. If you haven’t experienced such an event, envisage your worst nightmare of an issue of dilemma you might face when working with a mentee. Examples might be, when you are identifying targets, the mentee flatly refuses to agree that the targets you have suggested are relevant or accurate. Another example may be that changes in behaviour or approaches are not evident in your observations of the mentee in the classroom. How might you structure the discussion afterwards? What are the dilemmas for you?

You will need to bring these notes with you to Day 2.