

Interval Focus: Mentoring





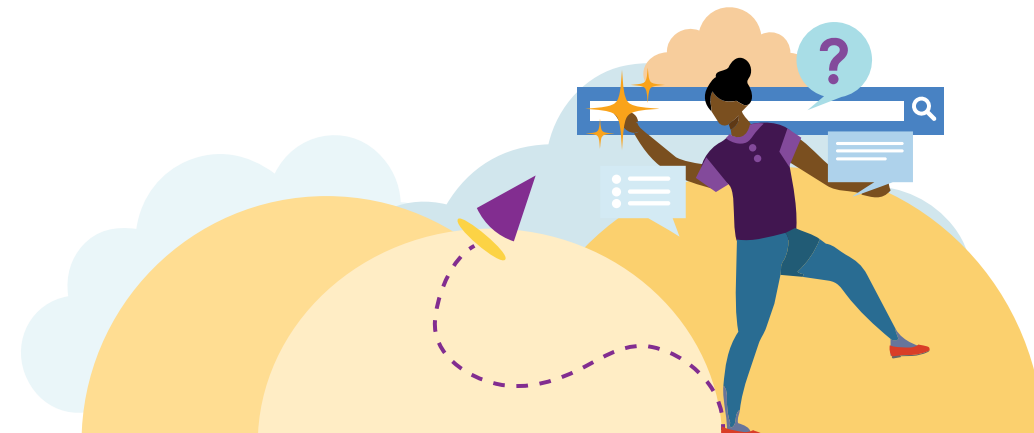
Concept Map – Mentoring

Description – content,/structure, relevance here.

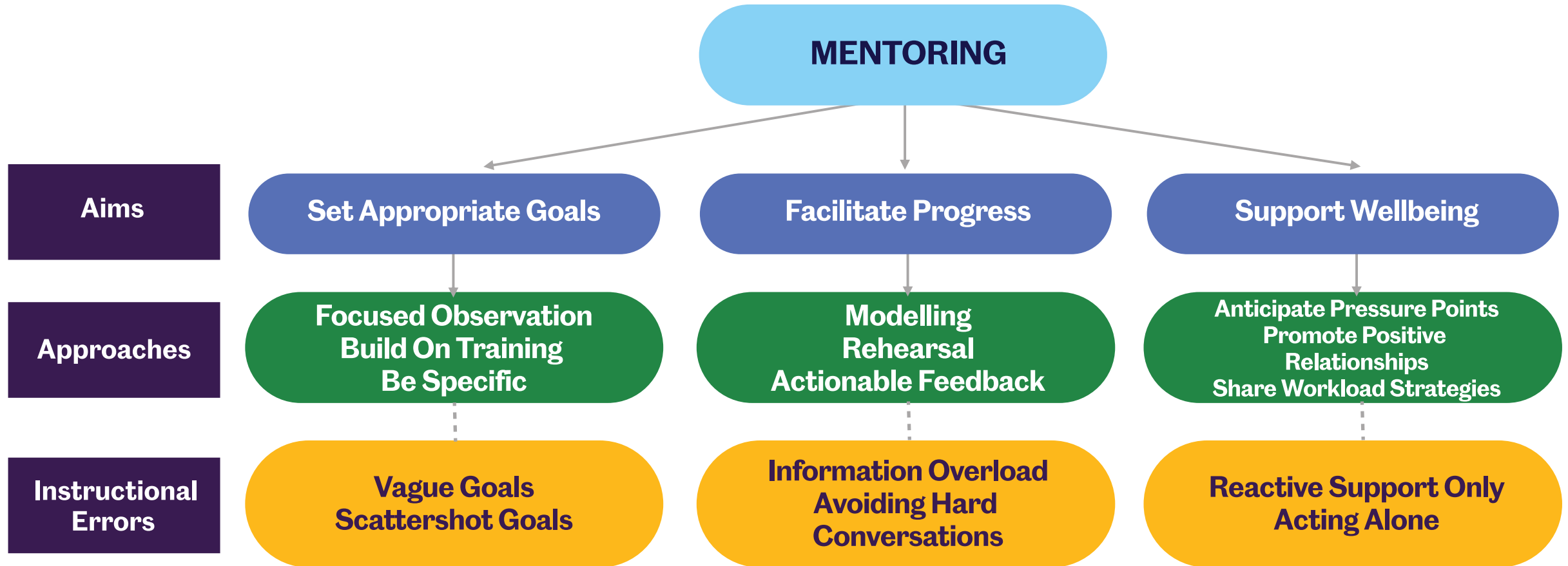


References & Glossary

Definitions descriptions of key terminology, relevant to themes, practice & content.



Structure:



Mentoring : Reference & Glossary (1)



Term	Details	References
Promote positive relationships	Promoting positive relationships helps mentees learn to work collaboratively and integrate into school life. Positive working relationships are also an essential driver of wellbeing and retention. Important relationships are likely to include those with other teachers, teaching assistants and parents, as well as relationships beyond the school, for example via subject networks. Mentors can promote positive relationships by modelling positive interactions, facilitating introductions with other members of staff and encouraging participation in school-wide activities.	Dreer-Goethe, B. (2023) Well-being and mentoring in pre-service teacher education(an integrative literature review. (



Mentoring : Reference & Glossary (2)



Term	Details	References
Rehearsal	Opportunities for rehearsal can help mentees successfully build new ideas into their practice. Rehearsal is a powerful mentoring strategy because it gives mentees an opportunity to practise in a safe space. Through rehearsal, mentees can refine their skills and gain fluency. Rehearsal is also likely to increase confidence and reduce the initial anxiety that often accompanies the application of a new teaching practice.	Krishnamachari, A. et al. (2021) Experimental Evidence on the Robustness of Coaching Supports in Teacher Education.



Mentoring : Reference & Glossary (3)



Term	Details	References
Be Specific	Being specific and breaking down goals can help mentees understand how to improve. Specific goals (e.g. Use diagnostic questions to assess understanding or Use probing questions to extend understanding(have three advantages over more general targets (e.g. Improve questioning((1(They can be tailored to mentees' needs(2(They help mentors, by making it easier to provide support through modelling, rehearsal or focused feedback(3(They break down complex practices and help mentees prioritise the next step in their development.	Kraft, M. and Christian, A. (2021(Can Teacher Evaluation Systems Produce High-Quality Feedback?

