

TOOL KIT FOR TEACHERS



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COMPANY NAME

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MELODY

METHODS FOR LEARNING
DISORDERS IN YOUTH

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Mentoring

MENTORING AS AN APPROACH TO SUPPORTING YOUNG PEOPLE WITH LEARNING DISORDERS WHO ARE AT RISK OF EARLY SCHOOL LEAVING

All of the chapters should include, in the beginning, the Objectives and Key Concepts. Using the format provided below.

LEARNING GOALS

Help students with learning disorders to elicit change in thinking and behaviours that cause barriers to their learning and development, supporting them towards a new vision of what is possible

Key concepts: Mentoring Theory and Practice, the Mentoring Relationship, the Mentoring Process

Theoretical framework

A mentor is a person who contributes their knowledge, experience and perspectives; the premise being that the mentor gives the mentee guidance in their personal and professional development. (Lindgren, Lindgren, U. (2000)¹ Nilsson, C. (2005)². Samier & Fraser, (2000)³

Mathisen (2008)⁴ also offers a two-pronged definition, where one part is career-oriented, to develop professional knowledge, and the other part deals with support in psychosocial development.

The mentor can also be described as a practical/sensible person who has an interest in supporting less experienced persons in their development; mentorship can, in practice, be summarized as a combination of emotional and practical support (Lauvås & Handal, (2015)⁵

¹ Lindgren, U. (2000). En empirisk studie av mentorskap i högre utbildning i Sverige- innebörd, utformning och effekter [An empirical study of mentorship in higher education in Sweden – Significance, form and effects]. Umeå: Umeå University, Department of Swedish & Social Science subjects.

² Nilsson, C. (2005). Mentorsprogram. En utvärdering av mentorsprogrammet på småländska höglandet [Mentor programmes. An evaluation of the mentor programme in the highlands of Småland]. Skriftserie för individ- och familjeomsorg [Publication series for the care of individual and families] (digital) 2005.2. ISSN: 1653–1760

³ Samier, E., & Fraser, S. (2000). Public administration mentorship: Conceptual and pragmatic considerations. *Journal of Educational Administration*, 38(81), 83–101. doi:10.1108/09578230010310993

⁴ Mathisen, P. (2008). Mentor. Om mentoring i teori og praksis [Mentor. About mentoring in theory and practice]. Bergen: Fagbokforlaget.

⁵ Lauvås, P., & Handal, G. (2015). Handledning och praktisk yrkest teori [Supervision and practical work theory]. Lund: Studentlitteratur.

The key concept in definitions of mentorship is the description of the two parties, the mentor and the mentee. The mentee is seen as an actively knowledge-seeking person, who alone is responsible for their learning. It is the mentee's needs, interests and questions that steer the reflecting and analysing talk. Before the first meeting with the mentor, the mentee is to formulate her/his personal goals in regard to learning and development (Ahlström, (2007)⁶

Theories which are relevant to the Education context

Categories of Theories	Theories in Education	Mentoring
<i>Developmental Theories</i>	<ul style="list-style-type: none"> • Age and stage • Development stage theories for teachers • Teacher concerns • Cognitive development theories • Social role taking • Social interaction theory • Reflection model • Social Capital Theory • Theory of possible selves 	Is a developmental phase that enhances a mentor's and mentee's personal and professional life
<i>Adult Learning Theories</i>	<ul style="list-style-type: none"> • Adult learning theory • Mentoring model • Experiential learning theory • Critical reflection 	Assists learning and growth through reflection about practice
<i>Economic Theory</i>	<ul style="list-style-type: none"> • Social Exchange Theory 	Based on societal cost and reciprocity where mentors and mentees evaluate costs and benefits to determine if the relationship is viable
<i>Learning Theory</i>	<ul style="list-style-type: none"> • Role model theory • Social learning theory • Apprenticeship model • Constructivist/socio-cultural theories 	Enables learning to occur for the mentor and mentee. The mentee learns through observation, socialisation and enculturation

⁶ Ahlström, G. (2007). Mentorskap. Erfarenheter för personlig och professionell utveckling [Mentorship. Experiences for personal and professional development]. Stockholm: Liber

<i>Coaching/Skill development models</i>	<ul style="list-style-type: none"> • Cognitive coaching model • Clinical supervision model • Skill development model 	Is a type of supervisory practice which involves coaching and skill development for the mentee
<i>Leadership Theory</i>	<ul style="list-style-type: none"> • Contingency Theory • Change Theory 	Occurs when mentors adapt their skills and style to meet the needs of mentees and the situation

LINKS AND RESOURCES FOR FURTHER INFORMATION:

<https://www.teachertoolkit.co.uk/2018/10/27/good-mentor/>
<http://www.sec-ed.co.uk/best-practice/developing-a-mentoring-programme/>
[Risks and Rewards of School-Based Mentoring Relationships: A Reanalysis of the Student Mentoring Program Evaluation](#) Lyons, Michael D.; McQuillin, Samuel D. – School Psychology Quarterly, 2019
["I Expect It to Be Great . . . But Will It Be?" An Investigation of Outcomes, Processes, and Mediators of a School-Based Mentoring Program](#) Laco, Dávid; Johnson, Wendy – Youth & Society, 2019
<https://doi.org/10.1080/13611267.2012.701965> The Impact of School-Based Mentoring on Adolescents' Social-Emotional Health Komosa-Hawkins, Karen – Mentoring & Tutoring: Partnership in Learning, 2012

Organisation

- *Individual one-to-one sessions (one student)*
- *One Teacher/related professional*
- *Room suitable for one-to-one meeting*
- *Length of contact and number of sessions will depend on the needs of the student*
- *Length of the mentoring session will be 1-1.5 hours per week (depending on the needs of the student)*

Materials needed⁷

- *Paper for note taking*
- *Paper and pencils for the student (mentee) and mentor to use if required*

⁷ Additionally, it is useful to have bottled water and tissues available

Task procedure

Remember! Mentoring is not teaching

Preparing for your first mentoring session with your mentee

Consider what **you** would expect of your mentee and what **your mentee** would expect of you

Decide what you will talk about at your first meeting and create a plan containing the key points:

I would expect:
<ul style="list-style-type: none">•

My Mentee would expect:
<ul style="list-style-type: none">••

IMPORTANT POINTS FOR YOUR FIRST MEETING

- Where will the first meeting be held?
- Is the room layout suitable?
- Can you ensure no interruptions?
- What boundary issues will be covered and how will you cover them?
- Is there anything you and your mentee need to sign?
- Do you have parent/guardian permission? (if this is required)
- How long is the meeting likely to last?
- Is any recording needed by you?
- How much will you need to know about the Mentee and them about you as their Mentor?
- What happens if the Mentee doesn't turn up?

First Meeting

Getting to know each other

Key Themes for Consideration

- Relevant background information
- Building Rapport

Discussing how you can work together

- Agreeing the ground rules (e.g. date(s)/time(s) commitments, boundaries no cancellations unless emergency etc.)
- Discussing how you can monitor how mentoring is working for you and your Mentee (e.g. check-in sessions with planned discussion on "how is this working for you" with agreement to be open and constructive in feedback)
- Considering what you need/want to record and how you will do it (e.g. the Mentee⁸ will send a meeting request to schedule the next meeting with a summary of the agreed agenda, Mentee responsible for recording the agreed action points and emailing the Mentor and the end of the meeting etc.)

⁸ This role is likely to be undertaken by the Mentor in the early stages of the relationship

Discuss and Clarify development goals
 Consider and agree Action/Next Steps

- Set aims and goals for mentoring
- Agree actions (e.g. what is going to happen and by when)
- Agree draft agenda for next meeting date, time, venue

Next Meeting

Key Themes

Review of key aims and progress since last meeting

- Discuss progress made compared to what was discussed at the previous meeting
- Discuss what worked well, not so well and what could have been done differently
- Agree relevant next steps

Planning for next topic/period of time/priority

- Agree aims/areas of focus for next mentoring period
- Consider issues and challenges as well as strengths
- Consider options, discuss ideas for moving forward
- Agree next steps

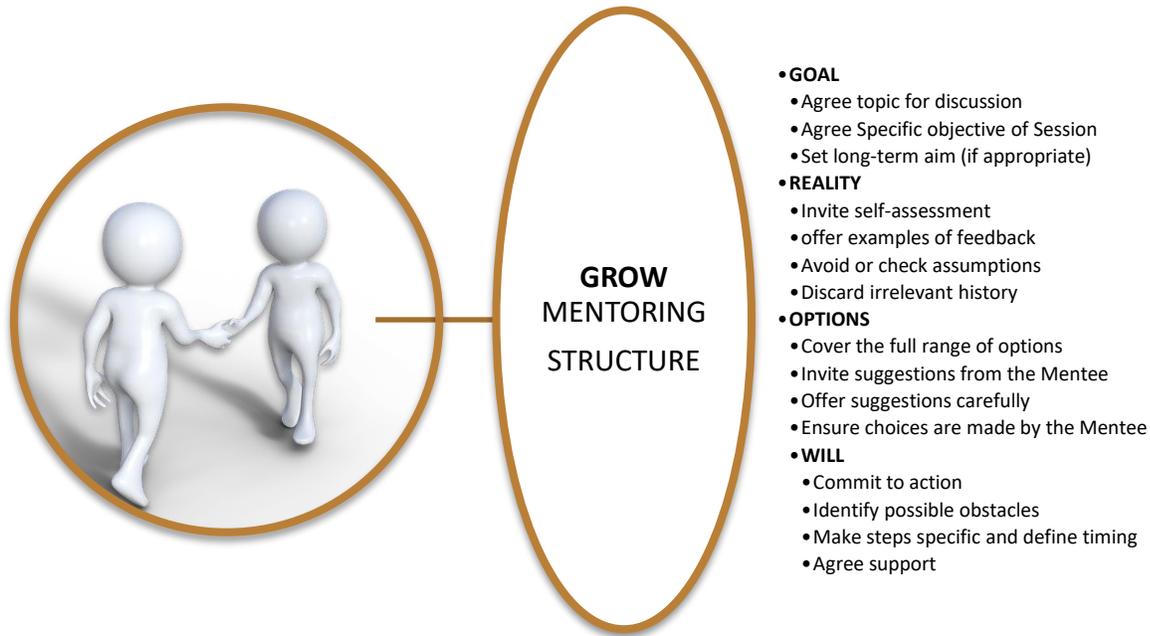
Feedback on Mentoring relationship

- Explore the working mentoring relationship from both your perspective and the Mentee's perspective
- Identify what is working well, what is not working well and what you (you and the Mentee) need to do differently
- Agree any changes/additions to the mentoring 'partnership'

Consider and agree actions/next steps

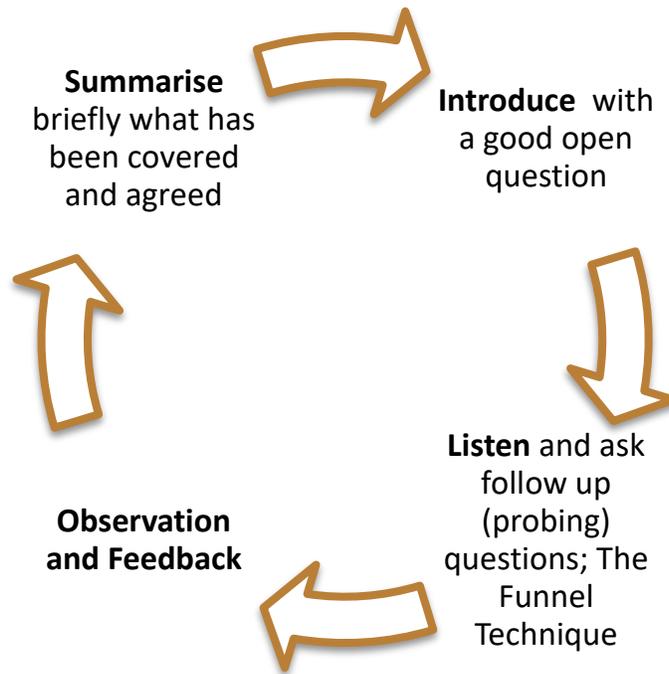
- Summarise agreed actions (who is doing what by when)
- Agree draft agenda for next meeting date, time, venue

Using the GROW model as a structure for Mentoring



Having a Mentoring Conversation

A mentoring conversation should be structured, taking each element of discussion (self-reflection; setting and agreeing of goals; agreeing actions and timeframes) to completion in a separate communication cycle.

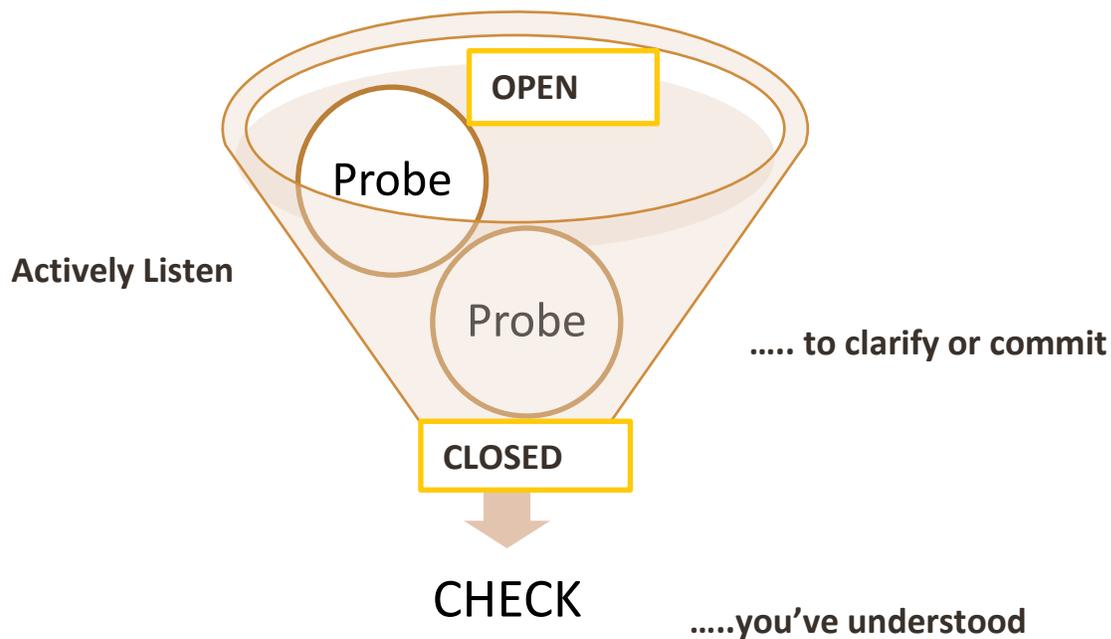


If the Mentee wanders off topic, you can bring the discussion back on track by acknowledging the point, whilst saying something such as “lets come back to that when we look at XYZ later”

It can be challenging to stay focused and listen. You may be thinking ahead to what your next question is going to be, waiting to speak instead of listening. Active listening is responding through eye contact, nodding, small facial expressions and the occasional echoing of words.

Open, closed and probing questions

The Funnel is a useful visual reference for questioning skills



An **open question** cannot be answered with a yes or no answer but requires a developed answer. They are framed to encourage an expansive response. It gives the mentee an open space to respond.

A **probing question** helps to get under the surface of an initial answer. They are used to bring out more detail. It helps the mentee explore an issue in depth.

A **closed question** is framed to elicit a yes or no answer. They are used to clarify or to commit to something.

Reflective and comparative questions are also helpful.

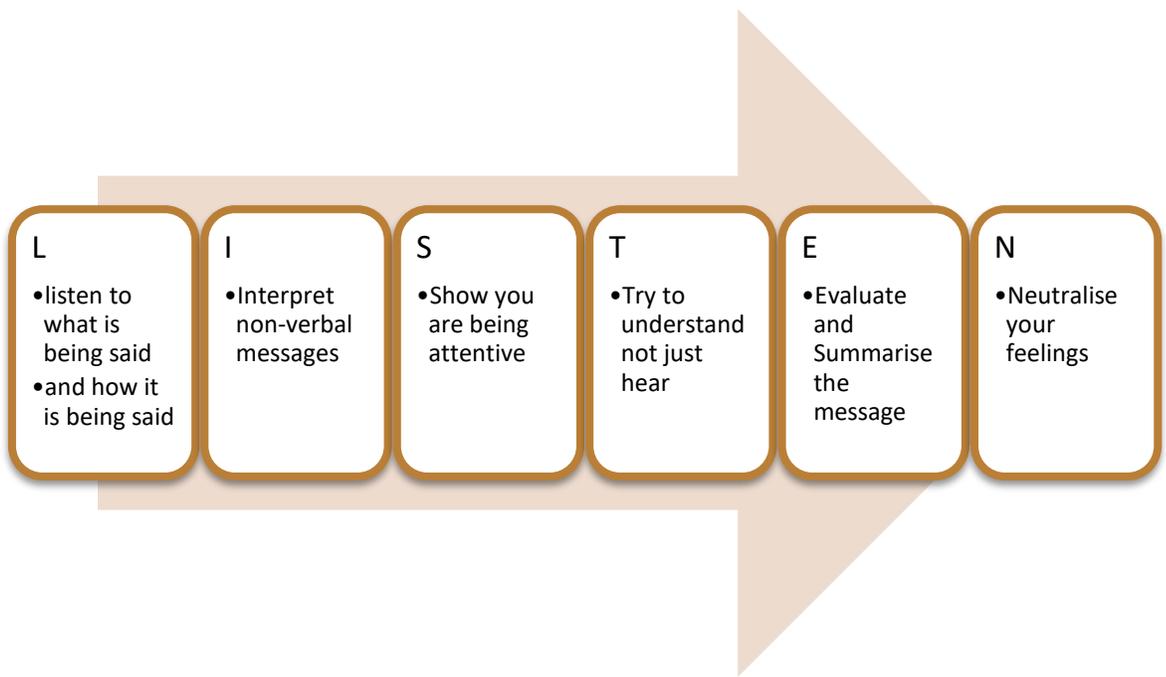
A **reflective question** repeats something the mentee has said or implied. It helps them feel the impact of what they have just said and provides new insights.

A **comparative question** is the form of a closed question and helps the mentee to reflect. It can provide the mentee with options with the most suitable way forward for them

Sample question sequence:

- “tell me how you went about...?” **open**
- “how did you prepare?” **open (secondary)**
- “what was your starting point?” **probe**
- “so, what happened next?” **probe**
- “who else was involved?” **probe**
- “and how did they respond?” **probe**
- “what were your thoughts at that stage?” **probe**
- “what were the main outcomes?” **probe**
- “so, that took a total of 6 weeks?” **closed -clarifying**
- “was it your idea or someone else’s?” **closed –clarifying**
- “and the project finished on time?” **closed –clarifying**
- “so, let me see if I’ve followed you...” **checking summary**

The acronym **LISTEN** summarises the features of active listening



LINKS AND RESOURCES FOR FURTHER INFORMATION:

https://www.sheffield.ac.uk/polopoly_fs/1.110468!/file/cipd_mentoring_factsheet.pdf

<https://www.dur.ac.uk/resources/hr/mentoring/Mentoring-anOverviewMikeMunroTurner.pdf>

ACKNOWLEDGEMENT

Sincere thanks to Harald Lepisk for his excellent series of YouTube videos; we highly recommend you watch these:

Mentor for Impact https://www.youtube.com/watch?v=frg3-c0uo_U

Why the world needs mentors <https://www.youtube.com/watch?v=gvsSXRujPs>

What makes a great Mentor <https://www.youtube.com/watch?v=JGQqkhPWTg8>

How to structure a mentoring meeting <https://www.youtube.com/watch?v=isqLyt87gow>

How to use GROW model for mentoring conversations

https://www.youtube.com/watch?v=vXgF_MTEc3Q

How to get your mentee to follow through <https://www.youtube.com/watch?v=HpPwLwrPIYE>