



TEACHER EDUCATOR & MENTORING ZONE

Analyse



3 THINGS YOU CAN DO RIGHT NOW

1

Consider an aspect of your trainee's planning that is an area for development. Analyse the potential barriers and unpick with your mentee the various approaches you could both take.

2

Engage with some research that your ITT provider advocates, analyse this approach and how it may support your mentee's planning needs.

3

Take 15 minutes during a PPA session or on the drive home from work to think. Analyse your joint practice and the impact on not only your mentee's learning, but your own, as well as the progress of the pupils.



A trainee in September will have a very different set of needs and targets compared to a trainee in July





One of the key qualities we will be looking for in the mentees that we support within our schools is the ability to reflect on and analyse their own progress or areas for development. As is the case with the pupils in our classes, it is vital that we model this type of reflective practice to our mentee. Analysing our own practice as mentors is now more pertinent than ever. With the introduction of the ITT policy reforms, mentors will be provided time and space to engage with and analyse their own professional development.

The skill of analysing your own work and practice is something that comes relatively easy to teachers and is part and parcel of the culture that exists within schools. It is tougher to model how to be resilient during this process and not allow yourself to doubt your own ability if things do not go as well as you had planned. This is why it is key that you approach your work in an analytical manner and not a critical one; there is not a huge difference between the two but there are some important distinctions.



Being analytical is the ability to reflect on a process and highlight the positives and negatives without placing blame upon yourself. A critical reflection will do much the same, but will attach blame or regret. Of course, critical reflection is sometimes inevitable, but modelling a more professional analysis of your own practice will allow your mentee to understand that it is healthy for them to analyse and reflect upon their own teaching styles.



Alongside the day-to-day analysis of your own practice, it is also key to ensure that you analyse and critique any alternative theoretical approaches that are at odds to your own way of thinking. This does not mean you need to change the way you teach, but it is important to accept that we can always learn something new and improve; whether that be by observing a colleague and borrowing a fantastic behaviour management strategy or reading a book around Assessment for Learning that completely changes your way of working in the classroom. Ensuring that you, as an established teacher and mentor, are demonstrating the need to continue growing and developing as a practitioner will have a hugely positive impact on your mentee.