



مدرستنا الثانوية الإنجليزية، الشارقة
OUR OWN ENGLISH HIGH SCHOOL, SHARJAH
A GEMS SCHOOL



POLICY ON MENTORING FOR NEWLY APPOINTED STAFF MEMBERS

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Rationale

Mentoring is a means of providing structured support to a member of the staff in the early stages of a new appointment.

Purpose:

Initial Orientation to face the new challenges:

- New work setting
- New work culture of school community and organization
- New curriculum and assessment process
- Professional development programmes
- Improvement of professional Practices
- Effective teaching methods, strategies
- Leadership and Management skills

Development of the school as a learning Community

- Lifelong learning orientation
- Aware about the vision and mission of the school.
- Awareness of all the School facilities available to staff & students.

Designating a mentor is the responsibility of the Head KG/Head Primary / Vice Principal along with the Supervisor concerned .Some thought needs to be given to 'matching' mentors to new members of staff appropriately.

Benefits for Students:

- Teachers who focus on student needs rather than their own survival
- Increased instructional continuity due to reduced annual teacher turnover
- Better Teachers, who are less authoritarian and dominating and more reflective and disposed to continuous improvement.
- Teachers whose self-confidence leads them to use a wider range of instructional strategies and activities.

Stages of Teacher Development:

Initial Induction

- Learning About the school –How do you learn to plan and teach?
- Teaching and Learning within the classroom
- How do you plan curriculum?
- How do you manage student behavior?
- Classroom Management.
- Communication with parents.
- Assessments – Formative & Summative.

- Improved Professional practice – How do you learn to improve teaching practice?
- What do you do to make it work better?
- How do you reflect- for teaching? - in teaching? –on teaching?

Role of the Mentor

The role of mentor is as guide and support, possibly a friend and confidante, as well as source of information. It is envisaged that the need for a mentor will diminish as time goes by and will disappear completely as the new member of staff develops his or her own networks of friends and contacts.

Mentors need to be readily accessible and prepared to offer help as need arises.

Functions of a member for an academic appointment include:

Information provision about:

- The school, its structure and arrangements and key contacts
- School facilities
- The department/faculty, its organization and arrangements; as regards teaching/learning and assessments
- Achieving a balance between teaching, corrections and other commitments in the department/school and about setting priorities.
- Developing networks and contacts
- Adapting to UAE environment
- Work ethics at OOS
- Access to the knowledge, experience and support

Successful mentorship depends upon clarity of participant roles and responsibilities. Effective programs have shown that mentors should;

- Continue to teach while serving as mentors
- Understand the typical needs and challenges of the beginning teacher
- Develop and use a variety of strategies to assist the new teacher
- Prepare themselves for effective one-in-one consultation with individual teachers.
- Initially focus their efforts in areas known to be difficult for novice teachers
- Make the accumulated wisdom of other experienced teachers accessible to beginning teachers and
- Develop strategies for giving acceptance and support for the beginning teacher within the school context.

Responsibilities of the Mentor

The responsibilities of mentors, once matched are to:

- Encourage and support the cultural changes of the new recruit into the school and highlight the ethos of the land.
- Prepare and implement a joint mentorship growth plan with the protégé.
- Maintain a relationship with the new recruit consistent with the Code of Professional conduct.

- Model and demonstrate effective teaching strategies.
- Observe and provide feedback to the protégé.
- Assist the new recruit in identifying personal strengths and planning for further professional growth.
- Assist the new recruit with curriculum and instructional planning.
- Share with the new recruit the policies and methods of functioning of the school.
- Assist in providing support to hone their IT skills.
- Brief the new protégé with regard to the various aspects of classroom management – communication with student, parents and colleagues.

Role of the New Recruit

- Still have much to learn about putting their knowledge to work
- Develop their own teaching styles over time
- Develop active listening and consultation skills
- Are committed to the ethos of reflective practice
- Develop observation and analytic strategies to enhance their teaching effectiveness
- Provide guidance, support and assistance in analyzing teaching that enhances their own teaching effectiveness and
- Move through well-defined stages of development from day-to-day survival to concerns about managing responsibilities to concerns about the impact of their teaching to raising questions about their profession.

Responsibilities of the new recruit

The responsibilities of the new recruit, once matched with a mentor, are to prepare and implement a joint mentorship growth plan with the mentor and maintain a relationship with the mentor consistent with the Code of Professional Conduct.

Role of SLT

The role of the SLT is key to developing a mentorship program. The SLT is in a position to assign or approve mentor and protégé teams based on the strengths and needs of the school staff. Their role of the school administrator is to facilitate the process of mentorship within the school.

The SLT must initiate mentorship programs based on

- the needs of the staff
- inform potential mentors and protégés about the process and program
- facilitate the use of time and resources for the mentorship program and assign/approve mentorship teams.
- Take a report from the mentor and mentee on the effectiveness of the programme.