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# BUILDING BLOCK II: MENTORING IN TEACHERS' INDUCTION PROGRAMME

**UNIT IX - DIFFERENT TYPES OF MENTORING AND HOW TO USE THEM**



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## UNIT IX - DIFFERENT TYPES OF MENTORING AND HOW TO USE THEM

### INTRODUCTION

Commonly, whenever we think of “mentoring” it comes to our minds the image of having a more experienced individual providing guidance, support and encouragement to a less experienced professional fostering his/her personal and professional development.



This image corresponds to the traditional type or model of mentoring, identified as **one-on-one mentoring**. This type of mentoring is the most common in education, in which usually a more experienced teacher assumes the role of teacher mentor of a new or less experienced teacher to support his/her integration in the context, procedures and profession.

Nevertheless, there are other five types of

mentoring with different characteristics, benefits and advantages that can be also beneficial and relevant to the educational context and in teachers’ mentoring (see Figure 9).

**Group mentoring:** One or several teacher mentor guiding and supporting a group of multiple teachers mentees.

**Peer mentoring:** Mentoring between individuals with similar qualifications and/or experience in personal or professional contexts.

**Distance or e-mentoring:** Mentoring relationship established and maintained online using digital technology and programmes.

**Reverse mentoring:** A new or less experienced professional guiding and supporting a more experienced professional.

**Speed mentoring:** A very short moment of mentoring, focused on a specific issue, problem or challenge.

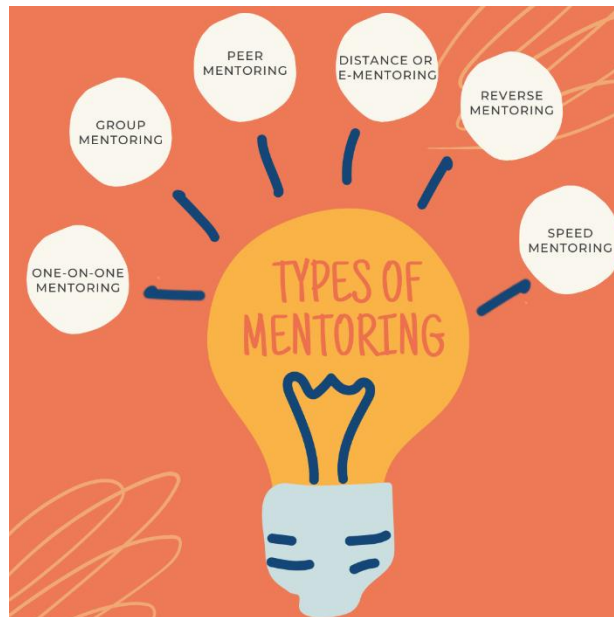


Figure 9 - Identification of the 6 types of mentoring

These are short descriptions of the different types of mentoring, which are the basis of the activity that is introduced below.



### OBJECTIVES

- To know and identify the different types of mentoring
- To recognise the characteristics, benefits and disadvantages of the different types of mentoring
- To select and adopt the adequate type of mentoring by the context and objectives of the mentoring relationship

### CONTENTS

- Preparation and presentation of simulations exemplifying different types of mentoring
- Joint analysis and debate on the benefits and disadvantages of each type of mentoring in education
- Discussion in a large group on how teachers mentors can benefit from the different types of mentoring in the induction programme

### DURATION, ACTIVITIES AND DYNAMICS

Estimated working time: 120m

Running time for activity and dynamic:

Activity	Dynamic	Duration	Total Duration
1. Simulation – exploring the types of mentoring	1. Preparation of the simulation	40m	90m
	2. Presentation, analysis and discussion of the simulations	50m	
2. Group debate on “how to use the different types of mentoring in the loop induction programme?”	1. Debating and planning the use of types of mentoring	30m	30
			120m

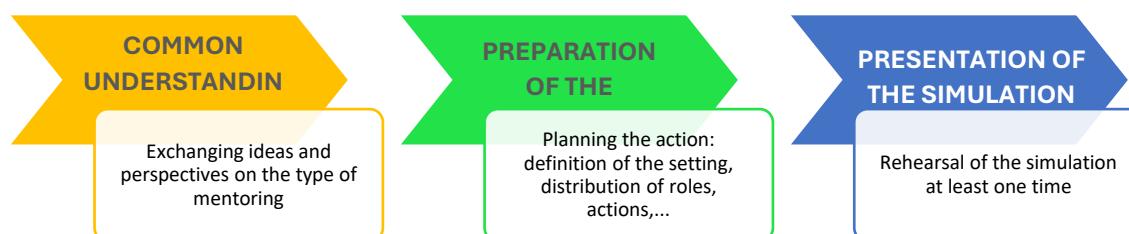
#### Activity 1: Simulation – exploring the types of mentoring | 90 Minutes

Simulation is understood as a methodology that allows a deep understanding of professional and educational situations. This “deep understanding” is achieved through practical experience (practice in real context or simulated) and vicarious analysis (observation and discussion of the practice).

In this activity, teacher mentor will prepare and present a simulation to exemplify different types of mentoring.

### *Dynamic 1 - Preparation of the simulation | 40 minutes*

- a. Depending on the number of teachers mentors in the capacity programme, teachers mentors should be split as follows:
  - 4 groups of 2-3 elements – these groups will work on the types of peer mentoring, distance or e-mentoring, reverse mentoring and speed mentoring
  - 2 groups of 6 to 8 elements – these groups will work on group mentoring
- b. After splitting the teachers mentors into groups, ask each group to select a card related to the types of mentoring (see [Annex 24](#)) without showing them. The groups of 6 to 8 elements should choose between the cards “multiple teachers mentees” and “multiple teachers mentors”. The other groups from the other four cards.
- c. The trainer starts to presenting some of the characteristics, benefits and disadvantages of the types of mentoring (see [Annex 25](#)).
- d. Each group will need to discuss, prepare and present a simulation representing the type of mentoring assigned, by:



*Figure 10 – Steps to be followed by the groups to prepare the simulation.*

### *Dynamic 2 - Presentation, analysis and discussion of the simulations | 50 minutes*

- a. Each group will start presenting the simulation prepared, having up to 5 minutes to do it.
- b. While groups are doing the simulations, other teacher mentor will need to observe and register the type of mentoring focused, main characteristics, benefits and disadvantages, using the observation sheet (see [Annex 26](#)). This needs to be mentioned to all teachers mentors.
- c. At the end of each presentation, all teachers mentors will debate the type of mentoring, main characteristics, benefits and disadvantages of each simulation, registering the main ideas on a flipchart or whiteboard.

### **Activity 2: Group debate on “How to use the different types of mentoring in the LOOP induction programme?” | 30 minutes**

In this 2<sup>nd</sup> activity, teachers mentors will have the opportunity to jointly debate the relevance of the types of mentoring to the induction programme and if and how they can be combined in this context. At the same time, teachers mentors will be challenged to think about how they can plan to benefit from the different types of mentoring while implementing the LOOP induction programme.



### *Dynamic 1 – Debating and planning the use of types of mentoring | 30 minutes*

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Is important that the trainer introduces this activity by mentioning that the LOOP induction programme is designed as a one-on-one mentoring relationship. Nevertheless, it is possible to combine it with other typologies of mentoring in the case both parties consider it useful.

To start the debate the trainer can launch the following questions:

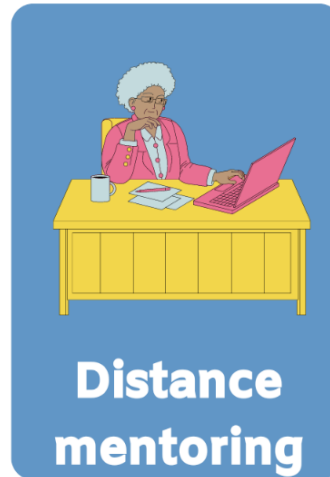
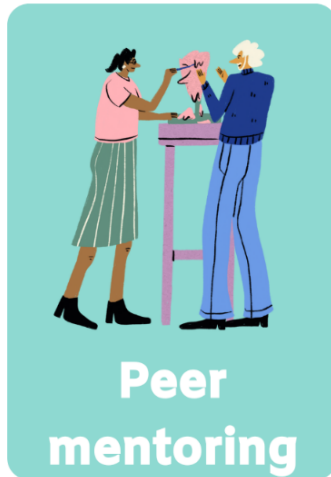
- a. From your perspective, which type of mentoring is possible to use in the induction programme, besides the one-on-one mentoring and why?
- b. Is there a more suitable combination of multiple types of mentoring you would like to test or experiment with in this process?
- c. At this moment, which type of mentoring do you plan to use while mentoring new/less experienced teachers in this school year?

The trainer can add other questions considered relevant to promote the discussion and some reflection on how teachers mentors can use the multiple types of mentoring. To close the activity is important to present some ideas on how teacher mentor can use these types of mentoring at the same time (see [Annex 27](#)).

# ANNEXES





Annex 24 - Type of mentoring - cards







## Annex 25 - Characterization of the types of mentoring

Types	Characteristics	Benefits	Disadvantages
<p><b>One-on-one mentoring</b></p> 	<ul style="list-style-type: none"> <li>Traditional model</li> <li>Most used in education</li> <li>Involve 1 teacher mentor and 1 teacher mentee</li> <li>More experienced individual paired with a less experienced or much younger teacher</li> </ul> <p><b>In schools with teachers:</b></p> <ul style="list-style-type: none"> <li>When a teacher mentor becomes the teacher mentor of a less experience teacher.</li> </ul>	<ul style="list-style-type: none"> <li>A teacher mentor can also benefit from it: development of leadership skills, learning from their teachers mentees and a sense of satisfaction.</li> <li>A long-term relationship can be built and nurtured over time</li> <li>Profound impact on confidence, mental health and areas of personal development for both parties</li> </ul>	<ul style="list-style-type: none"> <li>Can be limited when schools are short on experienced teachers</li> <li>Requires more time from both parties</li> </ul>
<p><b>Group mentoring</b></p> 	<ul style="list-style-type: none"> <li>One or several teachers mentors work with a group of teachers mentees.</li> <li>A collaborative group that is guided by one or more experienced teachers</li> <li>Different examples: peer group mentoring; 1 teacher mentor to many 1 teachers mentees; many teachers mentors to 1 teacher mentee; many teacher mentor to many teacher mentee.</li> </ul> <p><b>In schools with teachers:</b></p> <ul style="list-style-type: none"> <li>Schools often apply this model because there may not be enough time or resources to have one teacher mentor for each teacher mentee.</li> </ul>	<ul style="list-style-type: none"> <li>More fluidity in the mentoring process</li> <li>Useful when teachers are working on multiple subjects and different years/levels</li> <li>Allows to reach and impact more teacher mentee in a shorter amount of time</li> <li>An effective way of up-skilling groups, retaining/transferring knowledge, contribute to a culture of knowledge sharing, inclusion and learning</li> <li>Allows to improve teacher mentor 's teamwork skills</li> </ul>	<ul style="list-style-type: none"> <li>When involving multiple teachers mentees, the individual goals and needs can be reached superficially</li> <li>When involving multiple teachers mentors, requires more time for common preparation and analysis</li> </ul>



Types	Characteristics	Benefits	Disadvantages
<p><b>Peer mentoring</b></p> 	<ul style="list-style-type: none"> <li>Teachers mentors have shared or similar qualifications and experiences in personal or professional contexts; both might be at a similar professional level.</li> <li>These peers, pair up to offer support for each other.</li> <li>Different examples: peer group mentoring or one-on-one peer mentoring.</li> </ul> <p><b>In schools with teachers:</b></p> <ul style="list-style-type: none"> <li>Commonly schools have groups of teachers with similar qualifications and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Mutual understanding and identification between the parties: a sense of belonging</li> <li>Joint efforts and resources to jointly face the same types of challenges and opportunities</li> <li>Allows teachers to build relationships and use their strengths to teach and learn from each other</li> <li>Also useful for teachers mentors / teachers mentors to support each other while being in a mentoring relationship; or for teachers mentees /teachers mentees to support each other while being in a mentoring relationship</li> </ul>	<ul style="list-style-type: none"> <li>It doesn't foresee the cooperation between more experienced and less experienced teachers</li> <li>It doesn't promote intergenerational learning, transference of knowledge or inclusion</li> </ul>
<p><b>Distance or e-mentoring</b></p> 	<ul style="list-style-type: none"> <li>Mentoring relationships established/maintained through advanced technology</li> <li>Teachers mentors and teachers mentees use online tools and communication apps to connect virtually without losing the personal touch</li> </ul> <p><b>In schools with teachers:</b></p> <ul style="list-style-type: none"> <li>Gained popularity and strengthen within the pandemic situation</li> </ul>	<ul style="list-style-type: none"> <li>Ease communication when there are time restrictions, or the time schedules of teachers are too different</li> <li>Facilitates the recording and review of lessons, review other lesson examples</li> <li>Opens mentoring up to include people in different schools, cities and globally</li> <li>More inclusive, especially considering people that are unable to travel to in-person meetings or that prefer to connect virtually</li> <li>Reduce the footprint through the reduction of domestic travelling</li> <li>Make mentoring more efficient and effective</li> </ul>	<ul style="list-style-type: none"> <li>Less personal and intimate</li> <li>Reduced opportunities to ensure observation in a real context</li> <li>Can reduce the focus and commitment from both parties</li> <li>It's emotionally more exhausting</li> </ul>



Types	Characteristics	Benefits	Disadvantages
<p><b>Reverse mentoring</b></p> 	<ul style="list-style-type: none"> <li>Flipped from the traditional model</li> <li>A junior professional teacher mentor a more senior professional</li> <li>it is usually technical</li> </ul> <p><b>In schools with teachers:</b></p> <ul style="list-style-type: none"> <li>Is more common when the teacher mentee promotes the acquisition/strengthening of teacher mentors' digital skills or teaches them how to use a new application or technology</li> </ul>	<ul style="list-style-type: none"> <li>Aligned with processes of online work and cooperation</li> <li>Extremely valuable in a multigenerational working environment where needs may centre on technical skills</li> <li>Strengthen the feeling and sense of mutual learning and mutual benefit from the mentoring relationship</li> <li>Increases the integration of new or less experienced teachers in the organization</li> <li>Strengthen the relationship between teachers mentors and teachers mentees (feeling of being equal)</li> </ul>	<ul style="list-style-type: none"> <li>Considering that the focus will be more on experienced teachers, the integration and inclusion of new or less experienced teachers are reduced</li> </ul>
<p><b>Speed mentoring</b></p> 	<ul style="list-style-type: none"> <li>The teachers mentees has a series of one-on-one conversations with a set of different experienced teachers</li> <li>The teachers mentees moves from one teacher mentor to the next after a brief meeting</li> <li>Usually occurs as part of a corporate event or conference</li> </ul> <p><b>In schools with teachers:</b></p> <ul style="list-style-type: none"> <li>It happens in schools, informally, when new/less experienced teachers look for support from different experienced teacher mentor</li> </ul>	<ul style="list-style-type: none"> <li>It can be a useful strategy to identify an adequate teacher mentor for the teacher mentee</li> <li>Useful to complement the one-on-one mentoring, once it widens the opportunity for the teacher mentee to interact with other teachers mentors</li> <li>Increases the opportunity for the social inclusion of the new/less experienced teachers in the school</li> </ul>	<ul style="list-style-type: none"> <li>Can be limited when schools are short on teachers mentors</li> <li>The teacher mentee should come prepared with questions for advice from the senior-level professionals</li> <li>It is not structured and thus less effective in terms of integration of the new/less experienced teachers</li> </ul>



## Annex 26 - Observation sheet

### NOTES

Group identification

Type of mentoring

Main characteristics

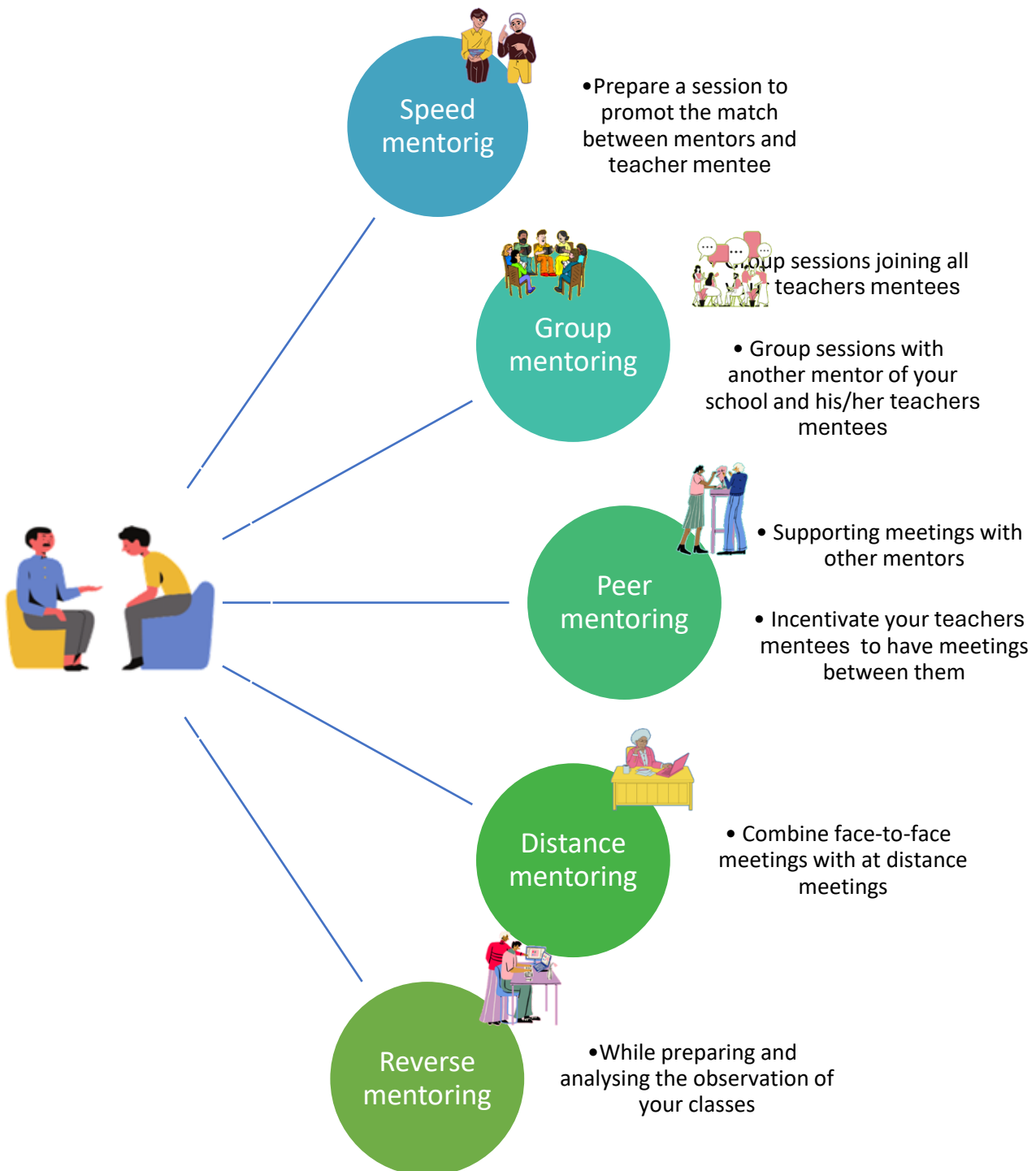
Benefits

Disadvantages

Other observations



## Annex 27 - Combination of types of mentoring





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