

Supporting Teacher Educator Partnership (SW)



The South West Regional Development Programme for Teacher Educators

STEP Peer Mentoring - An Introduction

a unique professional development opportunity for Teacher Educators in the South West, in particular for inexperienced or isolated Teacher Educators and those extending their involvement in Teacher Education

The key purposes of the STEP Peer Mentoring Scheme are:

- to promote, disseminate & share good practice
- to encourage professional dialogue & the development of new ideas
- to help new/inexperienced/isolated teacher educators who would benefit from support in their role
- to develop the skills and knowledge base of individual teacher educators

The peer mentor relationship focuses on the development of the teacher educator receiving support and will do some (or all) of the following:

- ✓ draw on their teaching/training experience
- ✓ offer different perspectives
- ✓ consider new techniques and the use of appropriate resources
- ✓ explore on a practical level how their attitude and approach impacts on the experience and achievement of their learners (trainee teachers)
- ✓ help to support and enhance their development as a teacher educator and in their wider job role(s) within their organisation
- ✓ empower them to take control of their own continuous professional development (as a teacher educator)

- mentoring is a supportive and developmental process
- it is part of the participants' commitment to improving the quality of teaching and learning
- it can be used to increase the sharing of good practice

The South West CETT is a partnership co-ordinated by Learning South West

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The 'mentor' role:

- to support and encourage the teacher educator 'matched' with them
- to offer practical guidance, support and constructive feedback to the teacher educator, as appropriate
- to meet with them for mentor meeting(s)/visit(s), as appropriate
- to provide on-going support and encouragement through informal contact
- if appropriate make a visit to the teacher educator working with their trainee teachers and offer constructive feedback
- to encourage them to evaluate and improve their skills, knowledge and understanding
- to contribute to building their confidence & experience of Teacher Education contexts and related roles

The role of the teacher educator receiving mentoring:

- to be committed to the development of their professional practice
- to work with their mentor to evaluate their practice and identify key areas for development
- to work with their mentor to identify ways to improve and develop their skills
- to be open to constructive feedback and be willing to try new ideas, resources and strategies
- to attend arranged meetings and complete any agreed 'between-contact' tasks

For further information about getting involved in the STEP Peer Mentoring Scheme contact:

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