

> Computing the difference
> that a mentor can make

/*----- Fueled by curiosity

I joined the Wipro programme with some experience of mentoring ITT students. My line manager encouraged me to join the mentor strand of the project and I was intrigued by the potential of the project to develop new skills and improve my practice both as a teacher and a mentor.

/*-- Supported by professional development

The mentoring course centred around three workbooks which initially seemed daunting and ‘academic’ but once I got my teeth into them the learning materials provided a structured pathway through the programme with useful case studies to illustrate points and generate discussion. They helped to:

- develop understanding
- reflect on practice
- challenge and develop my own ideas and beliefs about mentoring

Sharing ideas with the other mentors in the group, through blog posts and during webinars, was really helpful for developing my confidence, challenging my ideas and for getting to grips with the specialised knowledge, skills, and indeed the language of mentoring.

/*----- Working together

I adopted a flexible approach to mentor-mentee communication to meet the changing demands we experienced. Modes of communication included:

- face to face meetings and observations
- video and voice calls
- emails
- sharing files.

Each meeting fed into the next one. We agreed the focus based on the outcomes of the previous mentoring discussion.

/*----- Making a difference

The Wipro program has made a huge difference to me as a teacher and a mentor. The mentoring relationship has allowed me to:

- get fresh ideas from a different school and a different teacher
- develop my knowledge of mentoring
- experiment by varying mentoring techniques and practices.

My mentee has:

- developed his subject specific pedagogy around the delivery of specialist topics
- restructured the way topics are delivered
- tried out new teaching approaches.

> focusing
on_the
future+=

At the moment my mentee and I are working on a long term project around a restructuring of the assessment of KS3 students.

We are developing a proforma that allows students to see the skills they need to attain to hit specific attainment grades for each topic.

I am now applying my mentoring knowledge and skills to mentor other teachers and ITT students in my school.