Improving Teaching and Learning Through Observation and Mentoring

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This was produced as part of the Apprenticeship Staff Support Programme, which was commissioned and funded by The Education and Training Foundation
Introductions

- Who are we?
- What did our project involve?
Agenda

- The mentoring handbook and resources
- The mentoring workshop overview
- Observation of Teaching and Learning resources overview
What is the role of a mentor?
The mentor role

As a mentor, you pass on valuable skills, knowledge and insights to your mentee to help them develop personally and in their career.
Stages in the mentoring process

1. Getting to know you
2. Goal setting
3. Progress monitoring
4. Ending
How do we ACTIVELY listen?
How do we ACTIVELY listen?

- Maintain eye contact
- Encourage the speaker
- Check understanding / summarise
- Appropriate body language
Explicitness is....

...defining, and specifying in explicit terms, what is required, so that the person has a clear mental picture of the actions, behaviour or results that are required.
SMART Targets

- SMART targets help develop explicitness in goal setting.

- SMART stands for:
  - S  Specific
  - M  Measurable
  - A  Achievable
  - R  Realistic
  - T  Time-bound
What is Feedback?

- Information about reactions to a product, a person’s performance of a task, etc. which is used as a basis for improvement.

Oxford English Dictionary
Considerations when providing feedback

- Plan effectively, including the time to devote
- Enable the learner to have time to prepare
- Consider an appropriate environment
- Be clear and honest
- Remain positive
- Be objective – using facts / evidence
- Ensure the comments are constructive
- Feedback should be two-way
- It may need to be formally followed up
- Discuss alternatives / advice
- Motivational – positive / developmental
<table>
<thead>
<tr>
<th>Learning Style</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual</td>
<td>prefer using pictures, images, and spatial understanding</td>
</tr>
<tr>
<td>Aural</td>
<td>prefer using sound and music</td>
</tr>
<tr>
<td>Verbal</td>
<td>prefer using words, both in speech and writing</td>
</tr>
<tr>
<td>Physical</td>
<td>prefer using your body, hands and sense of touch</td>
</tr>
<tr>
<td>Logical</td>
<td>prefer using logic, reasoning and systems</td>
</tr>
<tr>
<td>Social</td>
<td>prefer to learn in groups or with other people</td>
</tr>
<tr>
<td>Solitary</td>
<td>prefer to work alone and use self-study</td>
</tr>
</tbody>
</table>
What could be barriers to mentoring success?

- In groups list on the left margin of a piece of flipchart the potential barriers to a successful mentoring relationship.

- Move to the flipchart of a different group and say how you may overcome each of the barriers.
What support is available?

- Your Learning Provider
- Mentoring Handbook
- Communities of Practice
- Websites – specific support
- Further training
Observation of Teaching & Learning
Observation of Teaching & Learning

- Project Outputs
- Three E Learning Modules
  - Inspection Perspectives
  - Report Writing
  - Post Observation Action Plans
Observation of Teaching & Learning

Why
Observation of Teaching & Learning

Producing Observation Reports
Producing Observation Reports

Module Introduction

If you successfully complete this module you should be able to describe and explain:

- Why observation reports are produced?
- Characteristics of well written and poorly written reports and their impact.
- How to identify the needs of various observation report audiences.
- The importance of contextualising the observation report.
- Different report formats – advantages and disadvantages.
Observation of Teaching & Learning

Inspection

Perspectives
• How observations conducted by inspectors differ from and are similar to internal observations.

• The 2015 CIF and Inspection Handbook content which informs observation practice.

• The content of the Ofsted documents
  • Principles of learning
  • Teaching, learning and assessment in further education and skills – what works and why that can and should inform observation practice.

• Inspector perspectives on the use of digital learning and how this should inform observation practice.
Observation of Teaching & Learning

Post Observation

Action Plans
Module Complete

If you have successfully completed this module you should be able to describe and explain:

1. The things that need to be considered when developing a post observation action plan.
2. The process of analysing the content of the observation report and prioritising the most important issues for development.
3. What things need to be considered when engaging with a tutor to agree an action plan.
4. How to structure an action plan and produce improvement actions that are helpful for tutors.
5. The process of monitoring an action plan.
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Getting Access to the Modules
http://portal4learning.co.uk/ELearning/course/index.php?categoryid=11

- OTL Report Writing AELP
- Action planning AELP
- Inspection Perspectives AELP
Observation of Teaching & Learning

Observation of Teaching, Training & Learning Certificate.

Blended Qualification Course Information

http://www.apprenticeship-staff-support.co.uk/

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Observation of Teaching, Training & Learning Qualification

About the Qualification

People Projects UK Ltd offers the first nationally recognised Observation of Teaching, Training and Learning (OTL) Qualification in the UK. This is a rigorous level 4 endorsed qualification backed by a government licensed awarding body.

The qualification can achieved in one of three ways:

- through 'blended learning' (e-learning modules and webinars)
- via the Accelerated 5 consecutive day (traditional learning model) course.
- via the Open Course (traditional learning model) 5 individual days spread over 2 months.

For details of each type of course see the menu on the right.