

# CONTENTS

<i>List of illustrations</i>	viii
<i>List of tasks</i>	ix
<i>List of contributors</i>	xii
<i>An introduction to the series: Mentoring Trainee and Newly Qualified Teachers</i>	xiv
<b>Introduction: A practical guide to mentoring in English</b>	<b>1</b>
<b>SECTION 1 WHAT IS MENTORING?</b>	<b>3</b>
<b>1 Models of mentoring</b>	<b>5</b>
<i>Gill Golder, Alison Keyworth and Clare Shaw</i>	
Definitions of mentoring; The context in which you are working that underpins your mentoring practice; Effective mentoring models	
<b>SECTION 2 YOU AS A MENTOR</b>	<b>15</b>
<b>2 Understanding yourself and how your experiences influence your approaches to mentoring</b>	<b>17</b>
<i>Andrew Goodwyn</i>	
Purpose or purposes; Becoming an English teacher; Starting with literature; Not a conclusion but a beginning	
<b>3 What subject and pedagogical knowledge, understanding and skills does a mentor of beginning English teachers need?</b>	<b>27</b>
<i>Sally Catchpole and Theresa Gooda</i>	
What is knowledge?; What is English?; Plugging the gaps in our own knowledge	

<b>4</b>	<b>Developing a mentor-mentee relationship</b>	<b>36</b>
	<i>Rachel Roberts</i>	
	The role of the mentor; Being an <i>English</i> mentor; Approaches to mentoring; Supporting your student teacher; Setting boundaries and expectations; Developing a professional identity; Navigating tricky relationships; Underpinning values	
<b>SECTION 3 WHAT A MENTOR DOES</b>		<b>51</b>
<b>5</b>	<b>Managing workload and student teacher well-being</b>	<b>53</b>
	<i>Yvonne Williams</i>	
	Managing assessment; Managing planning and preparation; Summary reflection on workload; Managing data; Listening, counselling and signposting; Supporting beginning teachers' well-being; Examples of interventions using cognitive thinking	
<b>6</b>	<b>Developing collaborative practice</b>	<b>67</b>
	<i>Trevor Wright</i>	
	Lesson observation and feedback; Collaborative work: The transfer of experience; Lesson planning; Wider collaboration	
<b>SECTION 4 SUPPORTING THE DEVELOPMENT OF BEGINNING ENGLISH TEACHERS' KNOWLEDGE, SKILLS AND UNDERSTANDING</b>		<b>77</b>
<b>7</b>	<b>What knowledge, skills and understanding do beginning English teachers need?</b>	<b>79</b>
	<i>Debbie Hickman and Theresa Gooda</i>	
	Outlining subject knowledge; Developing knowledge about speaking and listening; Developing understanding of reading; Developing a pedagogy for reading; Developing knowledge about writing; Developing a writing pedagogy; Supporting your mentee's developing subject knowledge	
<b>8</b>	<b>Supporting beginning English teachers to become reflective practitioners</b>	<b>92</b>
	<i>Julia O'Kelly</i>	
	Definitions of reflective practice; Reflexivity	
<b>9</b>	<b>Supporting beginning English teachers to support pupils' learning</b>	<b>101</b>
	<i>Louise Beattie</i>	
	Supporting the planning process; The planning process: The bigger picture; The planning process: Individual lessons; Teaching and evaluating lessons; Using data and assessment to inform planning and teaching; Moving from individual lessons to planning sequences of lessons	



<b>10 Observing beginning teachers' lessons</b>	<b>112</b>
<i>Rachel Roberts</i>	
Student teachers observing teaching; Being observed; Observing beginning English teachers; Effective feedback; Verbal feedback; Response to feedback; The purpose of written feedback	
<b>11 Holding weekly debriefs</b>	<b>126</b>
<i>Rachel Roberts</i>	
The reflective conversation; Knowing how to help; Barriers to progress; Topics for mentoring conversations; Evaluative language and praise; The role of emotions in mentoring conversations; Having difficult conversations; Values and the problem with progress	
<b>12 Developing the wider, professional role of the teacher</b>	<b>140</b>
<i>Debbie Hickman</i>	
What does it mean to be a professional and how does this relate to the role of the teacher?; Professional Studies and the wider role of the teacher; Pastoral care and the role of the form tutor; Working with others; Making a positive contribution to the wider life of the school	
<b>13 Continuing the mentoring of beginning English teachers beyond their initial teacher training</b>	<b>150</b>
<i>Yvonne Williams</i>	
The practicalities; What will be the demands on the mentor's time?; Documentation; Establishing expectations; Considering the expertise in your school; Conducting meetings; Planning; Marking and assessment; Lesson observation feedback; The wider professional role; Cross-curricular involvement; Supporting a weaker NQT; Mentoring an NQT to adapt beyond the induction year; Becoming a member of the professional community	
<i>References</i>	<b>163</b>
<i>Index</i>	<b>172</b>