# Mentoring Policy: Expectations of Staff while Mentoring a Student Teacher

At Durris school, we believe in offering a supportive and enriching environment to student teachers, enabling them to develop their skills and confidence in the teaching profession. As mentors, it is crucial that we provide effective guidance and create opportunities for our student teachers to learn and grow in order to ensure children receive quality education (UNCRC Article 28, Global Goal 4). This policy outlines the expectations for staff when mentoring a student teacher, including guidelines regarding time in class, time for staff preparation, and time for whole school development.

1. Time in Class:
1.1 Mentors are expected to allocate regular and dedicated time for the student teacher to observe and participate in classroom teaching. This allows the student teacher to develop a deeper understanding of teaching strategies and techniques.
1.2 In line with university guidance, mentors should provide opportunities for the student teacher to gradually increase their teaching load over time, while ensuring ongoing support and feedback.
1.3 Mentors are encouraged to collaborate with the student teacher to plan lessons, providing guidance on curriculum alignment, differentiation, and effective classroom management strategies.

2. Time for Student Reflection:
2.1 It is essential for mentors to allocate time for regular meetings with the student teacher outside of classroom hours. These meetings should focus on discussing lesson plans, reflecting on teaching practices, and addressing any concerns or questions.
2.2 Mentors should model effective planning and organisation skills, guiding the student teacher in areas such as designing engaging activities, selecting appropriate resources, and assessing student progress.
2.3 Mentors should encourage the student teacher to engage in personal reflection and professional self-development, supporting them in exploring current educational research and pedagogical approaches.

3. Class Teacher Time Allocation

When the student teacher is on continuous teaching responsibility, the mentor teacher's time should be spent as follows:

- One third of the time for their own professional preparation and development.
- One third of the time to work on whole-school developments in line with the School Improvement Plan, as guided by the Head Teacher.
- One third of the time to provide cover for other class teachers to allow for development opportunities.

Effective mentoring plays a vital role in shaping the development of student teachers. By adhering to the expectations outlined in this policy, our mentors will enable student teachers to acquire the necessary skills, knowledge, and confidence to become outstanding educators.

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