



## Macedonian Mentoring Network: School-based mentors developing together with pre-service teachers

First workshop, 24th February 2024: Agenda for the day

10:00 - 11:30	Introductions, exchanging views and experiences of mentoring, outlining knowledge and skills to be developed on the project
11:30 - 12:00	Lunch break
12:00 - 13:15	Introducing and discussing SIRP, a dialogic reflection protocol for mentoring
13:15 - 13:30	Coffee break
13:30 - 14:30	Exercises in SIRP, followed by discussion of experiences and making plans for following session

Systematic Informed Reflective Practice (SIRP) aka The Five Steps (Malderez, 2023):

<b>Mentee</b> <i>This process helps mentees arrive at their own judgements and decisions about what to do next for their own and their pupils' learning. The mentee takes the lead, and may choose to invite ideas (as below) from the Mentor</i>	<b>Mentor</b> <i>The mentor listens well, asks for clarification if s/he needs to, and only offers ideas (not judgements) if/when invited by the mentee.</i>
<b>Step One: What happened?</b> Selects a lesson or part of a lesson to work on. Describes (re-views, 'sees again') in as much detail as s/he can, a moment from a lesson, (one which causes the mentee some kind of emotional response - likely to be a perceived successful, problematic, or puzzling one.) Tries to help the mentor 'see' the full picture.	Tries to make a 'mental video' as s/he listens. When the mentee pauses or has finished describing the chosen moment, asks any questions s/he needs to in order to get that full picture. [In so doing, helps develop the mentee's skill of noticing (Mason 2002)]
<b>Step Two: How can I understand this?</b> Lists as many possible explanations as s/he can for what happened (for the 'success', the 'problem' or the 'puzzle'). Does not censure any thoughts at this stage and tries to make as long a list as s/he can. May choose to invite the mentor to add any other explanations s/he can think of.	If invited, adds any ideas of possible interpretations/explanations s/he can think of.
<b>Step Three: What else do you know?</b> a) Now tries to remember what others have said or written about the issue(s),  When the mentoring is linked to a specific training or teacher education programme, explicitly tries to remember anything s/he has learnt about that might be connected. b) Adds what more s/he knows about the context: the pupils, class and school that may be relevant. May choose to invite the mentor to remind him/her, or add any other relevant 'Theories', books or articles that the mentor can think of.	If invited, adds any ideas s/he has.

<p><b>Step Four: Most likely explanation?</b></p> <p>Thinks (aloud) about everything from steps 2 and 3, and decides what s/he thinks is the most likely explanation or interpretation of the puzzle, success, or problem.</p> <p>May choose to check with the mentor that the reasoning seems logical.</p>	<p>Tries to follow the mentee's argument.</p> <p>If invited, asks questions about any difficulties s/he had in following the argument.</p>
<p><b>Step Five: So what?</b></p> <p>Assumes the (agreed informed) explanation is correct, and now thinks about what that means.</p> <p>Considers:</p> <p>a) How exactly s/he will take account of it in the next lesson with those pupils.</p> <p>b) Whether it has any implications for the mentee's own learning, and if so how s/he will manage that learning.</p> <p>c) Whether it has any implications for his/her noticing, and if so, how can s/he can set him/herself to do and record that noticing.</p> <p>Again, after having tried (or while trying) to make these decisions, the mentee may choose to use the mentor as a resource: for practical ideas, or to check the logic of the reasoning and planning.</p>	<p>If invited, adds any ideas s/he has.</p> <p>(Mentor will always try to avoid giving 'advice' or other forms of judgements, including 'praise', but may choose to e.g. draw the mentee's attention to the fact that s/he has successfully worked out for him/herself some 'next steps to try')</p>

Mentorial Record Sheet Sample (Malderez, 2023):

<p>Mentorial Record Sheet No. ____</p> <p>Mentee Name: _____</p> <p>Mentor Name: _____</p> <p>About this mentorial.</p> <p>Date: __16.03/04.04____ Place: __online____ Time: _____ Duration: __45____</p> <p>1. Topics discussed: puzzle / problem</p> <p>2. Mentee's conclusions/decisions:</p> <p>3. Agreements made:</p> <p>By mentee _____</p> <p>By mentor _____</p> <p>Signed: _____, &amp; _____</p> <p>(+ date if different from above for any reason)</p>
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Reference:

Malderez, A. (2023). *Mentoring Teachers: Supporting Learning, Wellbeing and Retention*. Routledge.

*“Knowledge is only a rumor until it is in the muscle.”*

— Papua New Guinea Proverb

