Whole School Mentoring Support Approach
June Partnership Forum

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How do MT take care of ST so as to enhance professional development for both parties?
What did we do to help ST enhance professional development?

1. helped ST develop professional skills
   - observed MT’s teaching
   - observed lessons of other teachers during SAS & SE
   - helped them prepare for the MTP
   - pre-lesson discussion & post-lesson discussion
   - frequent professional supervision
2. gave full support to ST during MTP

- co-teaching at the beginning
- helped ST connect teaching theories to practice in real teaching context
- gave advice on classroom management, teaching and learning
- answered ST’s queries and initiated dialogues
3. provided support
   • helped them settle easily into the new environment
   • mutual support
   • formal and informal meetings

4. improved ST’s school-based experiences
   • ST were invited to participate in school activities
In what aspects has ST improved towards professionalism?

- more confident and independent
- more familiar with methodologies, curriculum and assessment
- improved teaching and lesson planning
- improved classroom management and rapport with students
- awareness of one’s weakness and self-reflection
- more initiative and able to seek help from MT or other resources
What have we learned or gained from this mentoring experience?

- how to be a mentor
- more knowledgeable in lesson observation and teaching strategies
- new ideas and insights for teaching
- more reflective regarding methodologies, curriculum design and teacher-student interaction
- self-evaluation and reflection
- more empathic and supportive
- re-energized our enthusiasm
- Rewarding experiences
Fruitful Sharing é

Euler’s Formula in Geometry

\[ V - E + F = 2 \]

\[ V + F - E = 2 \]
A nurturing and supporting environment

- sitting close to the mentors
- access to computers and intranet
- IT support e.g. video taping and editing
- introduced the ST in the morning assembly
- treated them like colleagues and offer assistance whenever is needed
- arranged lesson observations for the ST
A nurturing and supporting environment

- had meetings and sharing sessions with the ST
- ST had regular meetings with the school mentoring coordinator
- let ST attend staff meetings and staff development workshop
- ST attended school functions e.g. Sports Day, Life-wide Learning activities and field trip
A nurturing and supporting environment

• informal meetings and lunch together
• professional dialogues and sharing with other colleagues as well, not just restricted to the mentors
• team work built among ST (e.g. lesson observations among ST, even cross subjects)
• team work within the subject panel (e.g. English: 2 mentors and 2 mentees working together to plan lessons for the two classes of S.6)
Suggestions

- pre-practicum school visit is crucial
  - more meetings should be arranged for ST to have a thorough understanding on the daily operations
- The School Attachment Scheme (SAS)
  - better to have five continuous days than one day per week
  - lesson observations by the UT should be arranged at least one week after the start of the practicum
Suggestions

- let the ST observe more lessons of different teachers
- focus group can be formed to share teaching experience
- have a workshop with the ST on classroom management

Thank you!