

Case study

Are you thinking of becoming a mentor?

Read Stephen's story...

Undergraduate degree: Maths, York St John University

Teaching subject: Maths

Why did you decide to become a mentor?

I was initially reluctant to become a mentor as I was unsure on the impact it would have on my work/life balance. However, after talking with my Head of Department and remembering how important and influential my own mentors had been, I thought I would take on the role and I am glad that I did.



What is the value of being a mentor when working with training teachers?

I have found that over the past few months of working with a training teacher I have reflected on my own practices more thoroughly as I have been giving feedback and advice to my training teacher. This has been rewarding as I now think I am actively a better teacher because of this.

What has your experience been like working with Hope Sentamu Learning Trust and York St John University when mentoring training teachers?

I have really enjoyed the challenge of mentoring, having to decide what my training teacher should focus on as well as purposely modelling strategies I don't often use to show the training teacher how I would implement them. On top of this, it has also been rewarding to see how a training teacher develops their own style which is often a mixture of the best parts of their host teachers. Whenever I have had a question about what I should be doing or needed advice about how to approach a conversation with my training teacher, my colleagues at Hope Sentamu have been on hand and willing to give their time and experience to support my professional development as a mentor.

Great teaching changes lives.