

5.

Instruments for Evaluation of Mentor and Trainee Practice

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Foreign language teachers for the compulsory years of education (up to year 9) are trained over four and a half years of higher education. During this period the trainees work in a number of schools with a number of mentors, whose responsibility it is to promote the training of the trainee, in partnership with the higher education tutors.

The attached assessment grids, one for the trainee and a parallel one for the mentor, focus on the trainee's acquisition of broad pedagogic skills and attitudes. (Clearly the precise questions used in any specific situation can be infinitely varied.) The grids are filled in at the end of each block of experience by the trainee and the mentor separately and afterwards reflected on and discussed.

Targets for future development can be set. When gathered together over the whole period of training, the grids form a valuable record of the trainee's development of professional competence.

It is suggested here that the series of completed grids provides also a valuable insight into the nature and quality of the training process carried out by the mentors. Each mentor has a series of grids relating to individual trainees capable of yielding information about the mentor's development in the role. This development can be focussed on in group and individual sessions organised by their trainers, the higher education tutors. Just as mentors and trainees together analyse the trainee's progress, so tutors and mentors can analyse mentors' developing understanding and skills in the role of mentor.

Mentor's reflection upon the practice of the initial trainee

Name of trainee

Group/Term

Name of

mentor: _____

Name of practice

school: _____

Practice period

number: _____

1. Ability as a leader
2. Contact with group and individuals
- 3a. Ability to plan, carry out and evaluate lessons
- 3b. Ability to make use of pupils' thoughts and conceptions
4. Handling unpredictable situations and bringing new ideas
5. Ability of cooperation with peers
6. Mentor's feedback
7. Other remarks

Date

Mentor's signature

Student's signature

Trainee's reflection upon the practice of the mentor

Name of trainee

Group/Term

Name of

mentor: _____

Name of practice

school: _____

Practice period

number: _____

1. Ability as a leader
2. Contact with group and individuals
- 3a. Ability to plan, carry out and evaluate lessons
- 3b. Ability to make use of pupils' thoughts and conceptions
4. Handling unpredictable situations and bringing new ideas
5. Ability of cooperation with peers
6. Mentor's feedback
7. Other remarks

Date

Mentor's signature

Student's signature

