

Title: **Mentors and early career teachers: communities and identities**

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Abstract:

Session Learning Outcomes

By the end of this session, delegates will be able to:

- Identify different approaches to mentoring in HE
- Reflect on the application of these in their own context
- Consider the significance of the mentor, and other support networks, in the development of early career teachers
- Draw on possible strategies to support early career teachers in their own context

Session Outline

Key issues to be addressed are:

There are a number of different models of mentoring and the role of the mentor in HE can be variously interpreted eg a key player in disciplinary induction and career development, a guide, a patron. This session is based on a small-scale investigation in the form of a survey and follow-up interviews with mentors and protégés, PGCert participants, exploring the opportunities and tensions of the relationship. What characterises effective mentoring? What can be done if there are diverging expectations about the nature and purpose of the mentor/protégé relationship? The session will also explore the role of other support networks for the early career teacher, both new academics and postgraduates with teaching responsibilities. Case studies (each group will have a different one) will offer possible strategies for participants to consider and apply.

Session Activities and Approximate Timings

Overview of different models of mentoring (7 minutes)
Discussion activity (small groups): case studies (10 minutes)
Plenary feedback, group by group (10 minutes)
Presentation: mentors' and protégés perceptions (10 minutes)
Next steps and close

References

Boyle, P & Boice, B (1998) **Systematic Mentoring for New Faculty Teachers and Graduate Teaching Assistants** in *Innovative Higher Education*, Vol 22, No 3

Johnson W (2002) **The Intentional Mentor: Strategies and Guidelines for the Practice of Mentoring** in *Professional Psychology: Research and Practice* Vol 33, No 1

Knight P and Trowler P (1999) **It takes a village to raise a child: mentoring and the socialising of new entrants to the academic professions** in *Mentoring and Tutoring* vol 7 no 1

McGuire, G & Reger, J (2003) **Feminist Co-Mentoring: A Model for Academic Professional Development** in *National Women's Studies Association (NWSA) Journal* Vol 15 No 1

Mullen, C & Forbes, S (2000) **Untenured Faculty: issues of transition, adjustment and mentorship** in *Mentoring & Tutoring*, Vol 8, No 1