



MENTORING SCIENCE TEACHERS IN THE SECONDARY SCHOOL

A PRACTICAL GUIDE

EDITED BY SUMA SALEHIE



Mentoring For Science Teachers

Betty Achinstein, Steven Z. Athanases



Mentoring For Science Teachers:

Science Teacher Retention: Mentoring and Renewal Jack Rhoton, Patricia Bowers, 2003-06 **Mentoring for Science Teachers** Terry Allsop, Ann Benson, 1997 In the last few years the focus of the training of science teachers has shifted significantly towards the school based experience Drawing on the successful Oxford University science internship scheme this book presents insights of mentoring from several perspectives providing a rich resource of case study material After introductory chapters dealing with the rationale for the science internship course the reader is presented with logs of mentors and students experiences that offer windows onto the mentoring process at different stages in the PGCE course cameos of students who have been at the centre of a range of complex training situations reflections of past PGCE students and accounts of the experiences of heads of science departments when managing the placement of science PGCE students in their schools *Mentoring Science Teachers in the Secondary School* Saima Salehjee, 2020-12-14 This practical guide helps mentors of new science teachers in both developing their own mentoring skills and providing the essential guidance their trainees need as they navigate the rollercoaster of the first years in the classroom Offering tried and tested strategies based on the best research it covers the knowledge skills and understanding every mentor needs and offers practical tools such as lesson plans and feedback guides observation sheets and examples of dialogue with trainees Together with analytical tools for self evaluation this book is a vital source of support and inspiration for all those involved in developing the next generation of outstanding science teachers Key topics explained include Roles and responsibilities of mentors Developing a mentor mentee relationship Guiding beginning science teachers through the lesson planning teaching and self evaluation processes Observations and pre and post lesson discussions and regular mentoring meetings Supporting beginning teachers to enhance scientific knowledge and effective pedagogical practices Building confidence among beginning teachers to cope with pupils contingent questions and assess scientific knowledge and skills Supporting beginning teachers planning and teaching to enhance scientific literacy and inquiry among pupils Developing autonomous science teachers with an attitude to promote the learning of science for all the learners Filled with tried and tested strategies based on the latest research *Mentoring Science Teachers in the Secondary School* is a vital guide for mentors of science teachers both trainee and newly qualified with ready to use strategies that support and inspire both mentors and beginning teachers alike **Learning to Teach Science** Martin Monk, Justin Dillon, 1995 Fifty school based activities targeted at the pre service teacher and mentor Each activity has a commentary for mentors as well as notes for student teachers back cover **Hybrid-Mentoring Programs for Beginning Elementary Science Teachers** EunJin Bang, 2013 This study examines four induction models and teacher changes in science teaching practices as a result of several mentoring programs It explores three different computer mediated mentoring programs and a traditional offline induction program in terms of interactivity inquiry based teaching and topics of knowledge Fifteen elementary science teachers eleven new teachers and four experienced science

teachers were assigned to and participated in one of the four induction programs for five months a Virtual Reality VRG a Wiki WKG a hand held digital device HDG and a general group GG Data was collected by archiving written dialogues snapshots and field notes of avatar interactions monthly open ended questionnaires weekly journal reflections science lesson plans mentor teacher field notes student artifacts and video recording science teaching in classrooms Using a case study through a time order display strategy and utilizing situated learning framework the findings indicate that the beginning teachers in each induction program had their own unique way of professionally interacting with their mentors Except for the teachers in the GG the new teachers were able to establish their own platforms for inquiry based student centered teaching improving not only their pedagogical content knowledge but also their confidence in teaching science This study further discusses the importance of meaningful social engagements between mentors and mentees as well as how these social engagements benefit new teachers becoming inquiry based teachers and developing healthy communities of practice Contains 1 figure and 1 table This study was partially supported by the Iowa State University College of Human Sciences Seed Grant Program and was also supported by the Iowa Mathematics and Science Education Partnership IMSEP

Mentors in the Making Betty Achinstein, Steven Athanases, **Adviser, Teacher, Role Model, Friend** Committee on Science, Engineering, and Public Policy, Institute of Medicine, Policy and Global Affairs, National Academy of Sciences, National Academy of Engineering, 1997-08-13 This guide offers helpful advice on how teachers administrators and career advisers in science and engineering can become better mentors to their students It starts with the premise that a successful mentor guides students in a variety of ways by helping them get the most from their educational experience by introducing them to and making them comfortable with a specific disciplinary culture and by offering assistance with the search for suitable employment Other topics covered in the guide include career planning time management writing development and responsible scientific conduct Also included is a valuable list of bibliographical and Internet resources on mentoring and related topics

Science Teachers and Docents as Mentors to Science and Mathematics Undergraduates in Formal and Informal Settings. Final Report, 1993 Twenty four undergraduate science and mathematics majors who were juniors and seniors in the colleges of Liberal Arts and Sciences and Engineering were recruited and paid to participate in an orientation seminar and act as teacher aides in regional schools and the Florida Museum of Natural History Aides worked with teachers in the schools one semester and as docents in the natural history museum a second semester Mentoring took place by the principal investigator and participating teachers and docents throughout the program Success of the program was measured by a specially prepared attitude instrument which was administered to participants before the mentoring started and when it ended each semester Written logs field notes were also prepared and submitted by participants at the end of each semester Further a tally was kept of the number of participants who decided to go into science or mathematics teaching as a result of the experience

Mentors in the Making Betty Achinstein, Steven Z. Athanases, 2006 In response to a growing interest in

mentoring and new teacher induction the authors offer a unique view of developing quality mentors Drawing on empirical research practitioner action inquiry and field tested practices from induction programs they explore effective mentoring in diverse educational contexts With richly contextualized and thoughtfully analyzed excerpts from actual mentoring conversations and powerful examples of practice the volume offers educators researchers and policymakers a reform minded vision of the future of mentoring Challenging conventional wisdom this essential resource Argues that mentors are not born but developed through conscious deliberate ongoing learning Provides a needed link between research and practice in the field of new teacher mentoring to define a knowledge base for effective mentoring Documents induction and mentoring practices that focus new teachers on individual learners equity oriented curriculum and pedagogy and the educator s role in reforming school culture Highlights problems and complexities of enacting mentor knowledge and learning in diverse contexts

Teach Better, Save Time, and Have More Fun Penny J. Beuning,Dave Z. Besson,Scott A. Snyder,Nicola L. B. Pohl,2022-04 A must read for beginning faculty at research universities *Best Practices in Mentoring for Teacher and Leader Development* Linda J. Searby,Susan K. Brondyk,2015-10-01 Mentoring in educational contexts has become a rapidly growing field of study both in the United States and internationally Fletcher Kappa Delta Pi Presidential Commissioner This volume *Best Practices in Mentoring for Teacher and Leader Development* forwards principles of effective mentoring including the role and importance of talk in mentoring using tools that make mentoring talk more purposeful analyzing practice involving mentors in opportunities to share their practice providing space for mentees to have a voice in mentoring conversations and promoting learning at all levels as part of instructional leadership in schools Much research is still needed to build a sense of urgency that mentoring can matter and ideas promoted within this book can contribute to this important conversation Randi Nevins Stanulis Professor Department of Teacher Education Michigan State University and Director of Launch into Teaching This book is a huge first step in a field where best practices have not yet been agreed upon and it is sure to be a leading voice in research on teacher and principal mentoring As such this book helps to bring together a variety of beliefs evidence and practices in teacher and principal mentoring and gives a clear pathway for others trying to establish best practices in their mentoring fields For those in the K 12 fields and in all mentoring practices this is a thought provoking must read Nora Dom nguez International Mentoring Association President and CEO

Mentoring Novice Elementary Teachers in Science Teaching Mary Sowder,2010-05 This book explores how novice elementary teachers learn to teach science how their preparation for teaching affects their classroom practice and their students learning and how they may be mentored toward more reform based science practice The instructional practices of four novice elementary teachers two from traditional and two from alternative preparation programs were studied as they worked with mentor teachers toward building pedagogical content knowledge for reform based instruction in science Data collected from interviews of novice and mentor teachers from classroom observations of science lessons from observations of mentor novice conferences and from

student work were analyzed to discover patterns of information that may lead to understandings about effective practices for mentored learning to teach in science

The Wiley International Handbook of Mentoring Beverly J. Irby, Jennifer N. Boswell, Linda J. Searby, Frances Kochan, Ruben Garza, Nahed Abdelrahman, 2020-02-14 The first collection in the area of mentoring that applies theory to real world practice research programs and recommendations from an international perspective In today's networked world society mentoring is a crucial area for study that requires a deep international understanding for effective implementation Despite the immense benefits of mentoring current literature on this subject is surprisingly sparse The Wiley International Handbook of Mentoring fills the need for a comprehensive volume of in depth information on the different types of mentoring programs effective mentoring practices and emerging practical and applicable theories Based on sound research methodologies this unique text presents original essays by experts from over ten different countries demonstrating the ways mentoring can make a difference in the workplace and in the classroom these experts have an understanding of mentoring worldwide having worked in mentoring in over forty countries Each of the Handbook's four sections mentoring paradigms practices programs and possibilities include a final synthesis chapter authored by the section editors that captures the essence of the lessons learned applies a global context and recommends research avenues for further exploration This innovative volume demonstrates how mentoring in any culture can help employees to complete tasks and advance in their positions aid in socialization and assimilation in various settings provide diverse groups access to resources and information navigate through personalities politics policies and procedures and much more Offers an inclusive international perspective that supports moving mentoring into a discipline of its own and lays a theoretical foundation for further research Shows how emerging practical theories can be implemented in actual programs and various scenarios Examines a wide range of contemporary paradigms practices and programs in the field of mentoring including a panorama of introspections on mentoring from international scholars and practitioners Includes historical and epistemological content background information and definitions and overviews of fundamental aspects of mentoring The Wiley International Handbook of Mentoring is an essential volume for a global readership particularly teachers of mentoring courses trainers and researchers and practitioners in a variety of fields such as business education government politics sciences industry or sports

Comprehensive Mentoring Programs for New Teachers Susan Villani, 2009-06-17 The author has done an excellent job of highlighting the key aspects of a comprehensive induction program and offers rich examples across urban rural and suburban setting Anyone interested in developing induction programs that both support and accelerate beginning teacher development should read this book Ellen Moir Executive Director New Teacher Center University of California Santa Cruz State level policy makers can take a positive step forward by providing every district and school leader with a copy of this book Expertly organized and written Villani's work provides answers to school leaders key questions regarding establishing a comprehensive induction mentoring program Readers will keep the book within reach as a

most valued resource Stephanie Hirsch Executive Director National Staff Development Council A significant addition to the literature on mentoring in the education profession This book provides various models of comprehensive programs implemented in school districts around the country and confirms the importance of mentoring to retain teachers maintain consistency in academic programming and develop a culture of continuous improvement in professional practice Gail Connelly Executive Director National Association of Elementary School Principals Susan Villani presents comprehensive mentoring programs as catalysts for school improvement and reflective practice With a wealth of tools and models for establishing effective programs this book addresses cultural competence peer coaching and retention of math science and special education teachers Villani s framework will strengthen professional learning communities and improve the effectiveness of our most valuable resource teachers Mary Forte Hayes Executive Director Massachusetts Association for Supervision and Curriculum Development Establish a quality comprehensive mentoring program and improve teacher retention rates This updated edition of Mentoring Programs for New Teachers outlines mentors roles mentor preparation and the ways comprehensive mentoring programs support new teachers and educators Readers will find Descriptions of 18 successful real world comprehensive mentoring programs on the state district regional and national level A list of 5 factors to consider when developing a comprehensive mentoring initiative A rubric based on seven components of comprehensive mentoring programs New material for supporting special education math and science teachers Resources to use in program development or revision

Uncovering the Cultural Dynamics in Mentoring Programs and Relationships Frances K. Kochan, Andrea M. Kent, André M. Green, 2014-12-01 Although cultural issues have a powerful influence on the failure and success of mentoring programs and relationships there is scant research on this area and little in the way of guidelines that practitioners can use to help assure mentoring success This book seeks to expand our knowledge and understanding of this topic and to foster the use of this information to enhance practice and research The book is unique in a number of ways and will be an important resource for all those engaged in mentoring endeavors and for those conducting research in this area First it presents research findings on the cultural impact of mentoring at the individual relational level at the organizational level and within the structures of the society Secondly the chapters describe mentoring from an international perspective including programs from Africa Australia Canada Finland India Ireland Korea Scotland Sweden and the United States Third the book is research based and yet can be easily applied to practice Chapters provide information on lessons learned and also include reflective questions to enable the reader to delve more deeply into the constructs and findings in order to apply them to their own practice and research This makes the book an ideal resource for training mentors and mentees for designing mentoring programs for teaching about mentoring and for establishing and maintaining mentoring relationships It also will be of value to those who are engaged in conducting research on how to create and maintain successful mentoring relationships and programs Endorsements All mentoring relationships are diverse Indeed it is the difference between mentor

and mentee that creates the potential for co learning Mentoring that bridges cultural gaps opens the way to an exchange of understanding about both internal and external assumptions and perspectives how each of us thinks and how the world functions for each of us In this book the editors and contributors demonstrate the diversity of diversity with particular focus on education in different societies I recommend it as essential background reading for anyone designing mentoring programmes in which cultural diversity will be a significant dynamic Dr David Clutterbuck Special Ambassador European Mentoring and Coaching Council In this boundary spanning volume the authors pull back the curtain on the latest evolution of mentoring theory and practice revealing that all mentoring relationships are intrinsically cultural Not only that the researchers present creative empirically sound ideas for mentoring at different scales personal encounters networked communities and loose collectives This book is robustly inclusive of structural layers of mentoring differentiated by context whether higher education schools or collegial communities making meaning of cultural diversity as part of one s inner core of relational and systematic mentoring Practitioners of mentoring and researchers of mentoring alike should find this work important for understanding the breadth and depth of mentoring in different cultural contexts while allowing its essence to remain unfolding rather than simply told All mentoring professionals can gain insight and value from the diversity of theoretical orientations that capture as well as map the impact of global and cultural influences of mentoring in everyday worlds A must read for all who care about the quality of educational relationships and about making a difference in learning settings Dr Carol A Mullen Professor of Educational Leadership Virginia Tech University Council for Educational Administration UCEA Plenary Session Representative PSR New Directions in Mentoring Carol A. Mullen,Dale W. Lick,2002-11-01 This collection is the result of action research carried out by teachers administrators and professors operating a school university collaboration It creates a model of mentoring where guided but flexible structures are used to unleash the creative capacity of the group The research accounts reveal much about the nature of mentoring organizations as they are now and how they might be improved Approaches include the use of lifelong mentoring synergistic co mentoring professional peer networking and the creation of collaborative relationships and teams *Mentoring Mathematics Teachers in the Secondary School* Rosa Archer,Siân Morgan,David Swanson,Claire Clemmet,Stef Sullivan,2023-12-01 This practical workbook assists school based mentors of mathematics teachers to develop their mentoring skills offering mentors the essential guidance needed in order to effectively support trainee or newly qualified secondary mathematics teachers as well as in their overall career development Offering tried and tested strategies based on research and evidence Mentoring Mathematics Teachers in the Secondary School covers the knowledge skills and understanding every mentor needs and offers practical tools such as lesson plans and feedback sheets observation sheets case studies sample dialogues and other learning activities and exercises Together with analytical tools for self evaluation this book is a vital source of support and inspiration for all those involved in developing the next generation of outstanding mathematics teachers whether in teacher

training or as newly qualified or early career teachers Key topics explored include Roles and responsibilities of mentors within mathematics education and understanding yourself as a mentor The mentor mentee relationship and helping develop a beginning teacher's identity Supporting specific aspects of beginning mathematics teachers knowledge skills and understanding including developing reflective practice lesson planning and mathematical misconceptions Strategies for observation and analysis of lessons marking assessment and the use of data Mentoring for long term career and teacher development Filled with the key tools needed for the mentor's individual development Mentoring Mathematics Teachers in the Secondary School offers an accessible and practical guide to mentoring trainee teachers and early career teachers with ready to use strategies that support inspire and elevate both mentors and teachers alike This book also includes an online eResource offering downloadable resources and web based training material

Mentoring Beginning High School Mathematics and Science Teachers Joseph L. Brandell, 2006 New teachers are leaving the profession at an alarming rate with mathematics and science teachers particularly at risk Over the years support programs called teacher mentoring programs were established to decrease the attrition of these new teachers P S 6 High School adopted a teacher mentoring program in conjunction with the local teachers union to decrease the attrition of new teachers in the building The unique element of this program is the role of the Teacher Mentoring Coordinator who teaches a reduced load and spends the remaining time working with new and non tenured teachers on classroom management the development of pedagogical content knowledge and all other classroom and instructional issues Six new teachers experience ranging from six months to five years were studied over a school year Classroom observations and interviews were the primary data sources though archival data was obtained from prior experiences in the Teacher Mentoring Program The data was analyzed over four primary themes the Teacher Mentoring Program and its elements teacher mentoring and pedagogical content knowledge teacher learning and the impact the Teacher Mentoring Program has on the school community

Issues in Education by Subject, Profession, and Vocation: 2011 Edition ,2012-01-09 Issues in Education by Subject Profession and Vocation 2011 Edition is a ScholarlyEditions eBook that delivers timely authoritative and comprehensive information about Education by Subject Profession and Vocation The editors have built Issues in Education by Subject Profession and Vocation 2011 Edition on the vast information databases of ScholarlyNews You can expect the information about Education by Subject Profession and Vocation in this eBook to be deeper than what you can access anywhere else as well as consistently reliable authoritative informed and relevant The content of Issues in Education by Subject Profession and Vocation 2011 Edition has been produced by the world's leading scientists engineers analysts research institutions and companies All of the content is from peer reviewed sources and all of it is written assembled and edited by the editors at ScholarlyEditions and available exclusively from us You now have a source you can cite with authority confidence and credibility More information is available at <http://www.ScholarlyEditions.com>

Mentoring Teachers in the Primary School Kristy Howells, Julia

Lawrence, Judith Roden, 2020-12-28 Mentoring Teachers in the Primary School helps mentors of trainee and newly qualified primary school teachers to both develop their own mentoring skills and provide the essential guidance their beginning teachers need as they navigate the roller coaster of the first years in the classroom Offering tried and tested strategies based on the best research it covers the knowledge skills and understanding every mentor needs Together with tools for self evaluation this book is a vital source of support and inspiration for all those involved in developing the next generation of outstanding teachers Key topics for primary mentors include the role of the mentor mentoring relationships mentoring in specialist areas mentoring development Filled with guidance to support mentors own development as well as the development of beginning primary teachers Mentoring Teachers in the Primary School is a vital guide for mentors of primary school teachers both trainee and newly qualified with ready to use strategies that support and inspire mentors

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