



# *Mentoring teachers to research their classrooms: a practical handbook*

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# In this session we will discuss:

1. Teacher-research 'globally', and needs for mentoring support
2. ARMS India and the idea of the *Handbook*
3. What a mentor needs to know
4. A typical unit's features
5. How we hope the book will be used, and updated
6. Q & A



# 1. Teacher-research 'globally' and needs for mentoring support

Teacher-research initiatives with primary/secondary school teachers in the Global South

- British Council Champion Teachers programme, Latin America



## Champion Teachers: stories of exploratory action research

Edited by Paula Rebolledo, Richard Smith and Deborah Bullock



[bit.ly/champion-teachers](http://bit.ly/champion-teachers)

# A Handbook for Exploratory Action Research

Richard Smith and Paula Rebolledo



[bit.ly/handbook-EAR](https://bit.ly/handbook-EAR)

# 1. Teacher-research 'globally' and needs for mentoring support

Teacher-research initiatives with primary/secondary school teachers in the Global South

- British Council Champion Teachers programme, Latin America
- TESOL Electronic Village Online (EVO) for classroom-based research

classroombasedresearch.weebly.com



The image shows a woman with dark hair tied back, wearing a purple top with a floral pattern and a pink shawl. She is standing in front of a white wall covered with several colorful sticky notes (pink, blue, green, orange, yellow) that contain handwritten text. She has her hands raised in a gesturing motion, as if speaking or presenting. The sticky notes appear to be research notes or reflections on classroom practice.

**CLASSROOM-BASED RESEARCH FOR PROFESSIONAL DEVELOPMENT**



# bit.ly/low-resource-classrooms



TeachingEnglish

## Teaching in low-resource classrooms: voices of experience

Edited by Richard Smith, Amol Padwad and Deborah Bullock



Hornby

A. S. Hornby Educational Trust

# 1. Teacher-research 'globally' and needs for mentoring support

Teacher-research initiatives with primary/secondary school teachers in the Global South

- British Council Champion Teachers programme, Latin America
- TESOL Electronic Village Online (EVO)
- Mentoring schemes in India and Nepal – AINET and ARMS

Needs for mentoring support

## 2. ARMS India and the idea for the mentoring handbook

- Twelve-month mentoring scheme started in 2017
- Comprises of three face-to-face events, monthly webinars, and quarterly 1-2-1's
- The aim of the scheme is to empower mentors to support teachers to investigate their classrooms
- The scheme is led by two action research specialists
- ARMS has worked with over 40 mentors who have supported over 230 teacher-researchers



## 2. The idea for the handbook



- Teacher-research and mentoring are powerful tools for teacher development and improving student learning
- Plenty of literature on teacher (action) research and mentoring teachers
- Dearth of literature on mentoring teachers to research their classrooms
- There is a clear need to bridge the gap – with practical ideas, activities based on direct experience

# 3. Overview of what a mentor needs to know

## **Part I Mentoring foundations**

1. Introducing teacher-research
2. What does mentoring involve?
3. Mentoring teacher-research
4. How to get started
5. Planning a timeline, communications and record-keeping
6. Reflecting on and researching your practice as a mentor

## **Part II The process of teacher-research**

7. Helping teachers to select a topic
8. Guiding teachers to develop research questions
9. Preparing teachers to collect data
10. Guiding teachers to analyse and interpret data
11. Supporting teachers to plan and evaluate change
12. Helping teachers to share and reflect on their research

# 4. Overview of a typical unit

- Key points
- Why is this important?
- Sub-headings
- Tasks
- Templates
- Mentors' experience
- Further information

# 4. Unit 8: Guiding teachers to develop research questions



- Key points
- Why is this important?
- Sub-headings
- Tasks (focus on 8.2)
- Templates
- Mentors' experience
- Further information





# 5. How we hope the book will be used, and updated

## Who is the book for?

This book has been particularly designed for:

- Teacher educators who are currently mentoring teachers or student-teachers to do research into their classroom practice
- Potential mentors – curious but undecided potential mentors

Readers may also be:

- Decision-makers, administrators, school leaders, teacher educators or group leaders wondering whether to initiate and/or design a programme to encourage teacher-research



# 5. How to use the book?

- as a step-by-step guide, following the typical path of a mentor working with teacher-researchers

*or*

- units as stand-alone resources

It can also be used:

- on your own
- with a colleague
- collaboratively in a learning group
- on training schemes for mentors



# 5. Networking and updating

- Facebook group
- (Planned) website
- Possible Electronic Village Online for (prospective) mentors



# 6. Q & A

