

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





Teaching **English**

Champion Teachers: stories of exploratory action research

Edited by Paula Rebolledo, Richard Smith and Deborah Bullock









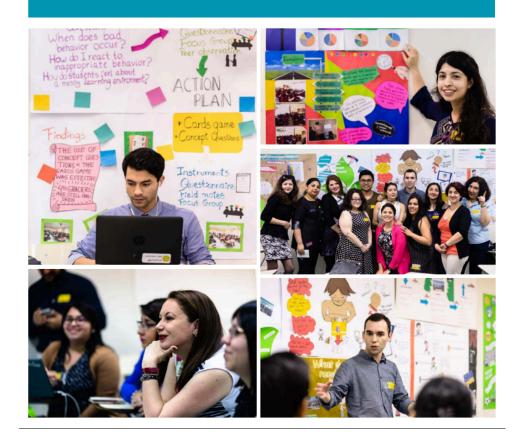
bit.ly/championteachers



Teaching **English**

A Handbook for Exploratory Action Research

Richard Smith and Paula Rebolledo



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 classroombased research

classroombasedresearch.weebly.com



bit.ly/low-resource-classrooms



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
- 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
- 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 teacherresearchers

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

