

A novel competency framework for effective mentoring

Authors: Bhima Ramkissoon, Mauritius Institute of Education; Ajeevsing Bhoola, PhD, Mauritius Institute of Education; Radharani Baichoo, Mauritius Institute of Education; Steve Sider, PhD, Wilfrid Laurier University, Ontario

Introduction

Mentoring is an essential practice in teacher education for learner success. Mentoring is a central requirement for assessing teacher effectiveness during professional placement of prospective teachers which is known as the School-Based Experience in the Mauritian context. However, the practice of mentoring is seen to be varied, less engaging and unstructured. Mentoring has thus been overlooked in terms of professional development of mentors. In this context, a mentoring competency framework (MCF) is developed that is part of a micro-credential for online learning and capacity building of mentors. The purpose of the poster is to illustrate the core elements of the novel MCF.

Significance of the MIE MCF

The Mauritius Institute of Education (MIE) MCF seeks to bring a shift in the way mentoring is practised in the Mauritian context with focus on reciprocity and reciprocal learning relationships. The MCF is designed to:

- guide the development of individual and reciprocal learning experiences in the micro-credential course.
- help the MIE team to set goals and expectations of mentors in the micro-credential course.
- make mentors consciously aware of their roles, responsibilities, actions (behaviours), expectations and the purposes of mentoring.
- provide mentors with the information they need to understand and improve their practice to promote quality guidance and support for their mentees.
- serve as a tool for evaluation and self-evaluation.
- be evidence-based.

Approach in the design of the MIE MCF



Findings and Discussion

Professional Relationships

Building and nurturing solid, trusted and respectful mentor-mentee relationships to create an environment that is safe and favourable to share thoughts, experiences and feelings.

Represent a space for networking and collaboration.

Competencies

1. Communication
2. Collaboration
3. Problem-solving

Professional Identity of mentors

Description of how teachers see themselves as mentors and how they communicate that view of the self to their mentees.

Commitment to engage with theories on mentoring to understand emerging mentoring roles and responsibilities.

Critical reflection on mentoring practices, and evaluation of own beliefs in mentoring.

Competency: Specialised development of self as mentors

B. The 6Rs of the MIE MCF

A successful mentoring relationship is one with a lasting positive impact in which the mentor and mentee benefit to achieve long-term goals (Sarabipour *et al.*, 2021). The MIE MCF aims to promote the metacognitive processes through the micro-credential course to ensure a form of sustainable learning for career progression and efficiency in teaching in the 21st Century (Carvalho & Santos, 2022). By integrating the six key elements, identified as the 6Rs (Figure 2) around the inter-related domains, the MCF has the potential to foster 21st Century key competencies in our mentors in their mentoring of pre-service teachers, thus preparing both for the future.

References

- Carvalho, A. R. & Santos, C. (2021). Developing peer mentors' collaborative and metacognitive skills with a technology-enhanced peer learning program. *Computer and Education Open*, 3(2022) 10070, 1-19.
- Sarabipour, S. *et al.* (2022). Building and sustaining mentor interactions as a mentee. *FEBS Journal*, 289(2022), 1374-1384.

A. Seven key competencies, within four domains, are found to have met our requirements and are congruent with our B.Ed Teaching Practicum (Figure 1).

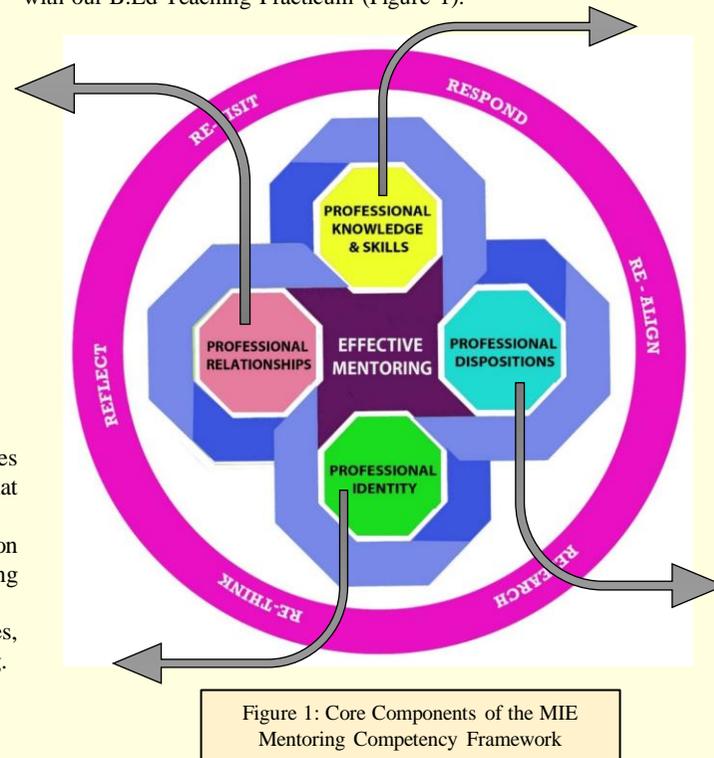


Figure 1: Core Components of the MIE Mentoring Competency Framework

Professional Knowledge and Skills

Recognition and enhancement of the self and of mentees' knowledge and skills in relation to subject area.

Engagement in reciprocal learning and ongoing reflective practice to improve teaching, assessment and pedagogy, including continuous engagement with updated policies, reforms, latest research and new trends.

Competencies:

1. Commitment in the development of self and of mentees
2. Innovation and creativity

Professional Dispositions

Development and improvement of values, beliefs, emotions, agency, attitudes, and ethics to provide a positive environment for reciprocal learning.

Competency: Development of effective dispositions (well-being, agency, emotional intelligence, empathy, respect, trust, care, positive attitudes, norms and ethics)



Figure 2: The 6Rs of metacognition, efficiency and sustainability

Research – keeping abreast with latest trends, policies, reforms and innovation in teaching and subject area to ensure a common understanding

Rethink – viewing mentoring with a broader focus on professional learning, reciprocity and its multiple benefits associated with reciprocal learning experiences

Reflect – engaging in reflective practice: “in action” while applying one’s practice, “on action” after one’s practice and “for action”, which means developing one’s practice in future

Re-visit – reframing mentoring plans and practices, making changes and re-imagining actions

Re-align – changing/amending practices and strategies through a meta-cognitive process to re-align with new policies and innovation in teaching

Respond – applying skills and developing mentoring practices to respond to new situations, to mentee’s contextual, personal and evolving needs.

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