



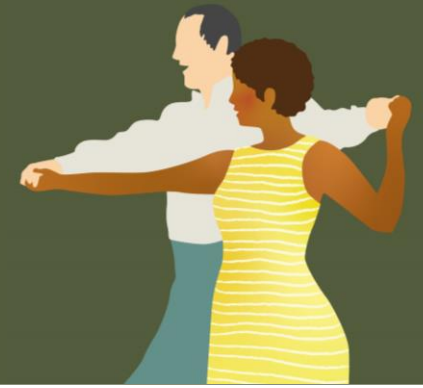
CONTINUED TEACHER DEVELOPMENT

Mentoring
for Teaching Certificate Unit 4





Part 1 - Finding Information



Learn

Teacher Training

Teaching Certificate

Forms & Information

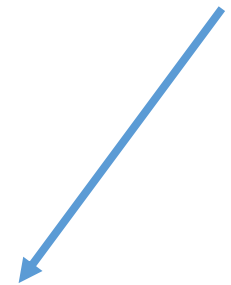
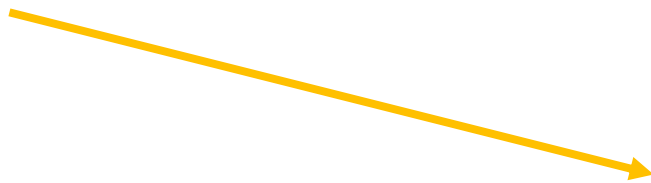
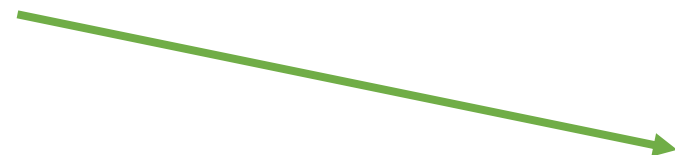
Unit 4

General Information for all Units

Unit 4 & 5

Record of Teaching Practice

Candidates





Teacher Training → Teaching Certificate - Forms and Information



General Information for all Candidates

- Syllabus
- The Role of the Mentor – revised 2022, formerly Notes for Mentors

Units 4 & 5 - Candidates

- X4-05 Guidelines for Preparation of Record of Teaching Practice – revised 2022
- Unit 4 Checklist for Candidates – Record of Teaching Practice – revised 2022
- X4-X5-10 Unit 4 Cover Sheet and Intent to sit Unit 5 – revised 2022
- X4-11 Mentor's Confirmation – revised 2022, upload pending
- X5-03 Application Form – revised 2022



Teacher Training → Teaching Certificate - Unit 4

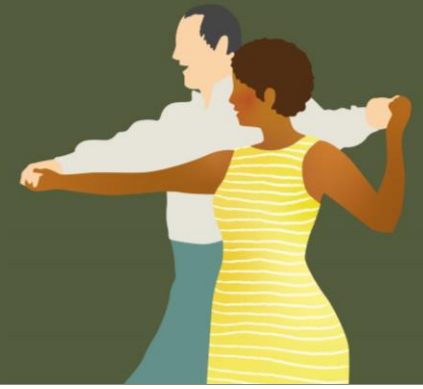


Sample Records of Teaching Practice

- Unit 4 Sample 1
 - Unit 4 Sample 2
 - Unit 4 Sample 3
-
- truncated versions
 - evolve own style



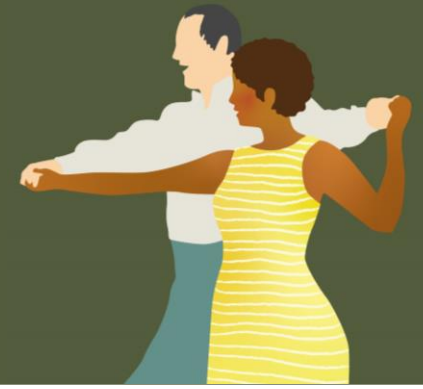
Part 2 - Overview



- Syllabus Requirements
- The Role of the Mentor
- What the Mentor should not do
- What the Mentor could do
 - Before Teaching Practice begins - Lesson Plan Template
 - During Teaching Practice
 - Written Follow-up? - A possible procedure
- The Record of Teaching Practice, and checking it
- Resubmission
- Use of Video?



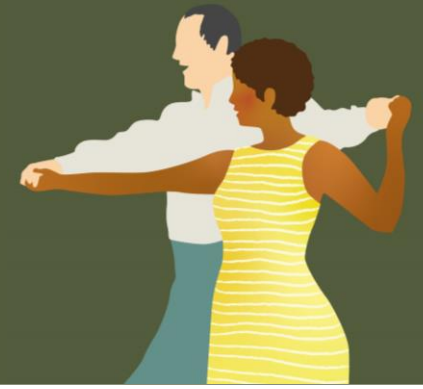
Syllabus Requirements



- take responsibility for planning and delivering a series of lessons to a class or classes
- record and evaluate some of the lessons in detail
- submit their Record of Teaching Practice for assessment



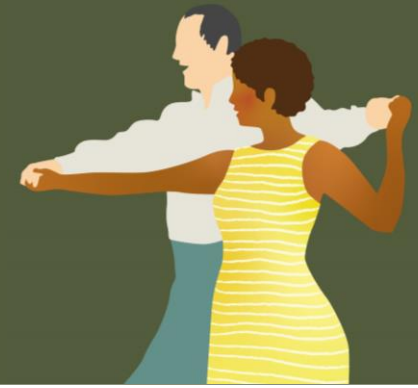
Who can be a Mentor?



It is expected that a Mentor will be a fully qualified RSCDS teacher of Scottish country dance with experience of teaching in Branches, Affiliated Groups, **schools, clubs or other organisations.**



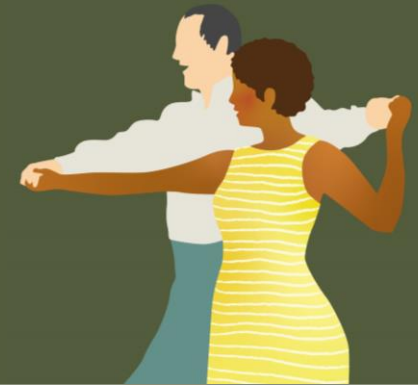
The Role of the Mentor 1



- visit, **where possible at least twice**, a class taught by the Candidate during the period of teaching practice. The purpose of these visits is for the Mentor to offer help and advice.
- **act as a consultant** for the Candidate to discuss and advise on teaching practice. This may involve giving the Candidates information about various methods of planning lessons and recording progress, **but the mentor should ensure that his/her contribution is purely advisory.**



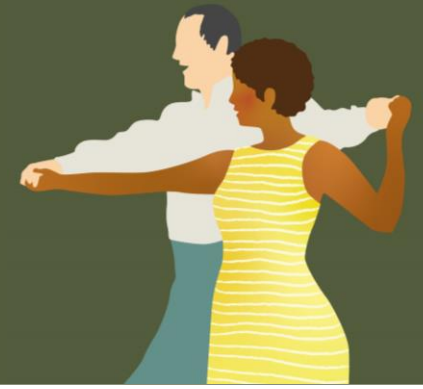
The Role of the Mentor 2



- concentrate particularly on **assisting the Candidate to improve self-evaluation** as a teacher
- complete form **X4-11 Mentor's Confirmation** for submission with the Candidate's Record of Teaching Practice



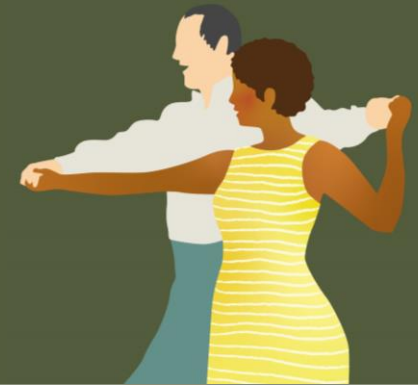
What the Mentor should NOT do



- write any of the lesson plans
 - write any of the Record of Teaching Practice or Detailed Review
 - decide what the Candidate should teach or how they should teach
 - make only critical/negative comments
 - make only general, non-specific comments
 - interrupt the lesson
-
- *Therefore*
 - *Any feedback given should be positive and developmental*
 - *It should be clear what is being commented upon*
 - *Any issues which arise should be dealt with later*



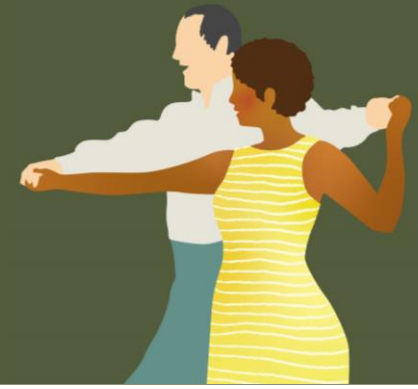
What the Mentor could do Before Teaching Practice begins - 1



- Components of the Detailed Review:
 - Introduction
 - Details of teaching
 - Review of the music
 - **Self-evaluation**



Before Teaching Practice begins - 2

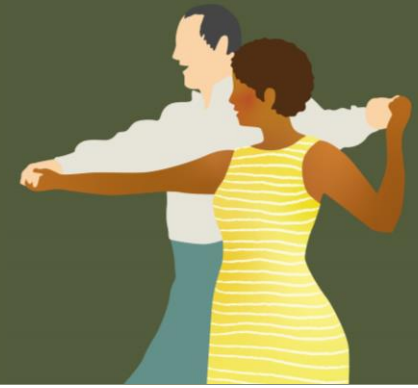


The Lessons

- Discuss the nature of the class and the Candidate's ideas for the first lesson
- Is the class the Candidate's own, or "borrowed" from another teacher?
- **If the Candidate agrees to this**, see each lesson plan in advance and comment on strengths and weaknesses – **involvement of the Mentor is at the request of the Candidate**



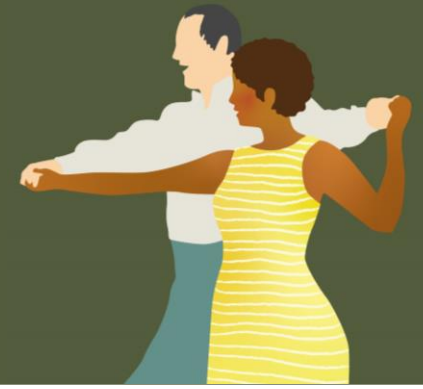
Lesson Plan Template



- A Lesson Plan template is to be found in the **Syllabus, Appendix F**
- Candidates must demonstrate evidence of consideration of the ability and experience of the class, dance analysis, steps and activities to be used in teaching the dances, the music.
- Candidates must also show evidence of self-evaluation, considering what went well or not so well, and what future steps could be taken



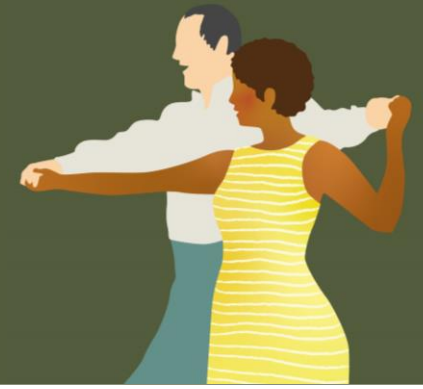
During Teaching Practice



- Visit and observe (at least) two lessons; if not possible, see the lesson plans and reviews of the lessons
- Have a discussion immediately after the class, or by phone/Skype/Zoom/WhatsApp etc as soon as possible thereafter, or have an exchange of emails or other messages
- Encourage Self-evaluation



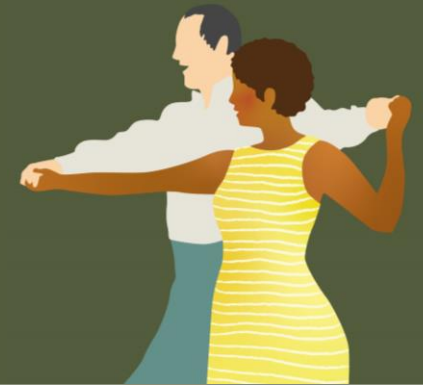
Self-evaluation – some thoughts



- How did you think that went?
 - What do you think went well?
 - What areas do you think needed improvement?
 - Was something missing?
 - Was there too much of something?
 - How could you go about improving things?
 - What might you do differently next time?
- How do you think the music worked?
 - Did it suit the activities?
 - Was the tempo suitable?
- What are you going to try to aim for next time?
- Will the next lesson build on this one, or will it stand alone?



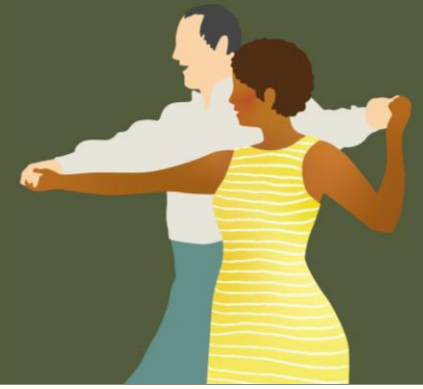
Written Follow-up?



- Advantage – a written record of the discussion, to which both Candidate and Mentor can refer again
- Disadvantage – time consuming for Mentor



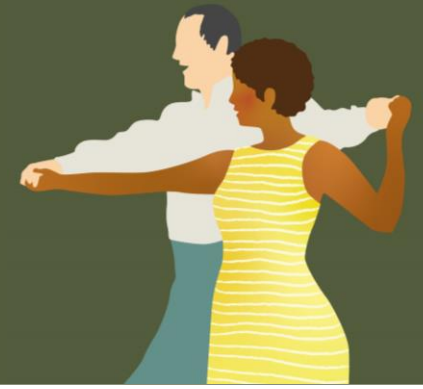
Written Follow-up – a possible procedure



- **Start with something positive, e.g...**
 - You have a lovely open personality
 - People were smiling and making eye contact
 - The class improved their performance of xxx
 - You demonstrated xxx very clearly, well done.
- **Go on to the things that need improvement**
 - Avoid using negative expressions – don't say “you didn't” or “you shouldn't have”, say “next time could you think about/try to...”
 - Avoid “but”, “however”



Written Follow-up – a possible procedure contd.

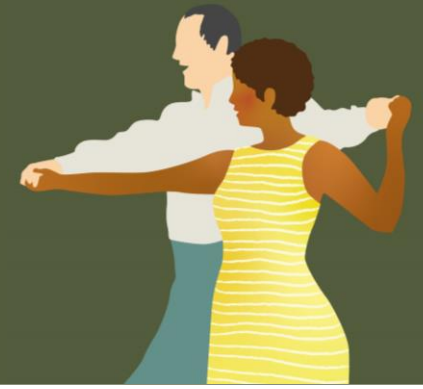


- **Finish with something upbeat, e.g...**
 - Next time, if you put xxx into practice that should work really well
 - You have shown great improvement since last time

A guidance document on Giving Feedback is available as part of the Core Training for Instructors programme



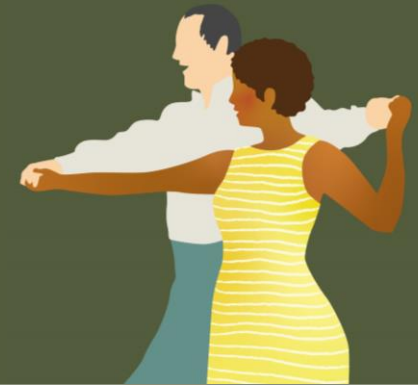
The Record of Teaching Practice



- must be the Candidate's unaided work with a statement to this effect signed by the Candidate
- must be submitted to the RSCDS Office no later than 6 months prior to the date of the examination for Unit 5 - Teaching Level 2
- will be assessed by one Examiner
 - assessment will be in the form of written comment, covering the strengths of the candidate and suggesting targets for improvement



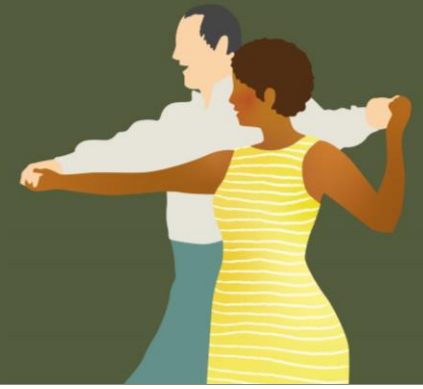
The Record of Teaching Practice - Content



- One-page **summary** of all classes taught since passing Unit 3
 - to include date and duration of each lesson, level of classes taught, and approximate numbers attending
- **Detailed review** of a series of lessons – **six hours** independent teaching; *can be same class throughout or classes of different levels*
 - 8-12 sides of A4, all pages numbered; font minimum Times New Roman 12 point
 - Date and duration of each lesson
- **Attach**
 - Record of Teaching Practice – Checklist for Candidates
 - X4-X5-10 Cover Sheet and Intent to sit Unit 5
 - X4-11 Mentor's Confirmation



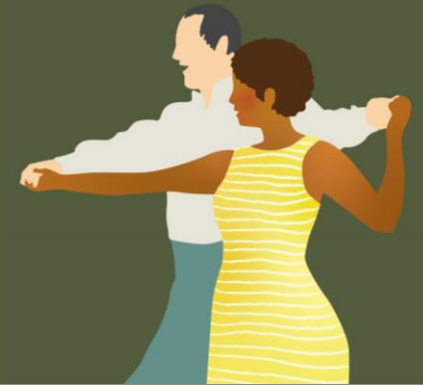
Checking the Record of Teaching Practice



- **If the candidate agrees**, check the document
- **Because**, if it does not conform to the requirements, ...
 - Introduction
 - Details of teaching
 - Review of the music
 - Self-evaluation
- or to the given length, font size and page numbering
- ... it will be returned for amendment**



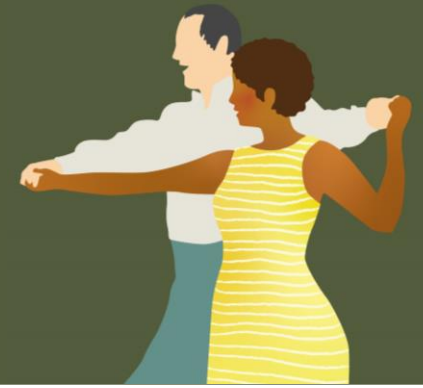
Resubmission



- Candidates may submit the Record of Teaching Practice **no more than three times**
- They can sit and pass Unit 5 before the Record of Teaching Practice has been successfully completed, but this must be done **within one year** of passing Unit 5 in order for Part 2 of the Teaching Certificate to be awarded



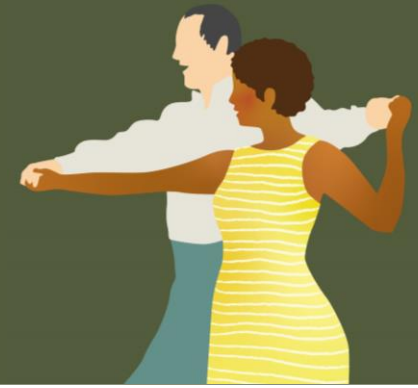
Use of Video – Advantages



- Can inform discussion between Mentor and Candidate, especially if the mentor cannot attend the class to see the lesson, but also useful for all Candidates
- Can clarify points of disagreement – both Mentor and Candidate can have a copy
- Candidate can self-evaluate from another point of view



Use of Video - Disadvantages



- The whole class has to be filmed, or at least more than one set
 - Mentor has to see how the class reacts to the Candidate's teaching
- Privacy issues have to be considered – if necessary, a consent form may have to be signed by all class members (cf. CTI-13 Video Consent Form)
 - Sourcing and operating equipment
 - Consideration needs to be given to how the video is shared – various file-sharing sites are available



CONTINUED TEACHER DEVELOPMENT

Find out more here:

[Teaching Certificate | Royal Scottish Country Dance Society \(rscds.org\)](https://www.rscds.org)

[Mentoring | Royal Scottish Country Dance Society \(rscds.org\)](https://www.rscds.org)

