

Tea for two: mentoring relationships in the transition from FE to HE in PCET Teacher Education

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Recommendations

College and university partnerships should work together to develop and implement a planned and structured programme for NTEs, particularly those experiencing the transition from FE to HE for the first time.

Support with developing a sense of identity may be helped by undertaking a formalised qualification such as the Postgraduate Certificate in Higher education.

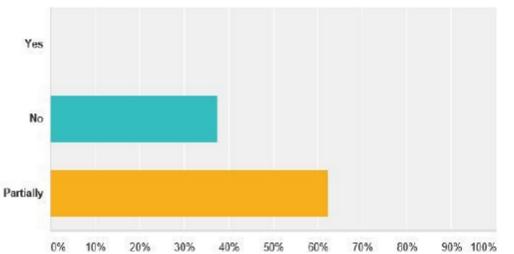
In addition to this the choice of mentor seems to be an important factor in success of the NTE's first year; although it is essential that the NTE has a mentor within the organisation and preferably within the same subject specialism, to be allowed the autonomy to develop mentoring relationships with others who they feel can support them, rather than the mentor imposing their practice onto their mentees would appear to be an important factor.

The same could be said for vocational lecturers moving into FE teaching: an organisational mentor would help them with the day to day work, but a critical friend could help them develop their pedagogy even further.

In addition, the reciprocal relationship of mentoring can clearly benefit many mentors; research, policy and practice are constantly updating and the mentee's experience, knowledge and possibly innovative practices might refresh those of the mentor who has taught the same subject year on year.

Do you feel you were prepared for your role as a teacher trainer?

Answered: 8 Skipped: 0

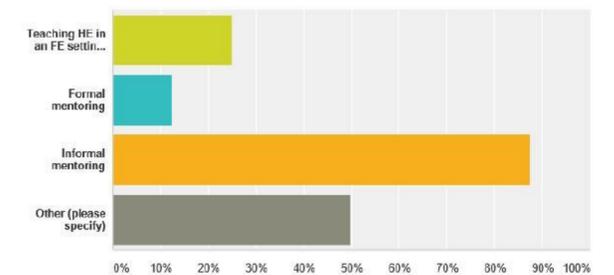


Answer Choices	Responses
Yes	0.00% 0
No	37.50% 3
Partially	62.50% 5
Total	8

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Did you receive any of the following support in your first year of teacher training?

Answered: 8 Skipped: 0



Abstract

When an established FE lecturer moved into HE Teacher Education for the first time the prospect of the move appeared exciting as well as daunting. With this in mind, an old lecturer and friend was called upon to offer informal mentorship alongside the organisational mentor. This paper provides an insight of the key themes to emerge along this first transition year. The frustrations and joys of the year were recorded using informal notes and audio recordings which were analysed in a qualitative phenomenological method in order to get to the heart of the research – the transition of one person into the next stage of their career. The burden of becoming the expert, the value of an informal mentorship arrangement and the strength of a partnership collegiate grouping were examined in light of this. What has emerged from the analysis is two people who can rely on each other to be critical friends but also the value of strong working relationships in a strong partnership group.



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Key Findings

Perhaps engaging in further study through an MA or the PG Certificate in HE may help to develop confidence at a greater speed but it is the **informal mentoring** that has partly changed the confidence levels of this NTE.

The tea for two scenario developed into a tea party for 10 with all co-mentoring and supporting each other; it could be claimed further that this process has now expanded to include a PGCE group of 15 students, many of whom are in their first year of teaching and the original concept of a two person mentor pairing has clearly developed into a reciprocal relationship of many.