

BATOD Mentoring Programme

Kim Davis shares an update on BATOD's mentoring offer for members

In March 2019 an advert was placed in the BATOD magazine offering an opportunity to Qualified Teachers of the Deaf who might wish to partake in a new BATOD-supported mentoring scheme. The planned outcome was to garner and train a group of highly skilled, highly motivated colleagues who would then be part of a national mentoring scheme for Qualified Teachers of the Deaf (QToDs).

This scheme will complement what is already in place in the universities but aims to match mentors with mentees who are in their first year after qualifying as a ToD. It will also provide mentors for QToDs who are moving from one role to another such as resource provision to peripatetic role, and also for those who have had a promotion to team lead or head of service.

The advert was the culmination of a great deal of teamwork and determination and drive from Steph Halder, BATOD President 2018–2020.

Prior to any programme being devised, QToDs with expertise in delivering training were offered the chance to apply for and subsequently attend a number of 'mentor the mentors' training sessions. In these sessions we begin the process of defining what was needed within the scheme, what the parameters of being a mentor and mentee could be, and, of course, the complex job of working through the ethics training programme and how we could entice QToDs to offer their essential skills and expertise. After the initial planning stage, the support team progressed into a smaller team of eight steering group members who would take forward all the ideas and ideas that had been acquired from these training sessions.

The steering group then needed to devise and develop a scheme that would support mentors and mentees alike. The team met regularly to thrash out the legal documentation and resources, to and refine the ethos and notion of mentoring that would stand as the backbone of the scheme. Mentors and mentees would need to be paired carefully, and guidelines had to be laid out to support all participants and set the considerations and ethos of respect and professionalism. In order for all participants to draw the best results from their involvement, they must be held to the highest standards. Of course all of this takes time and commitment. The steering group met regularly throughout the last two years, and care and consideration were taken to develop an autonomous and supportive programme.

Finally, in November 2021 the inaugural training day was upon us and the first cohort of ten QToD volunteer mentors were invited to attend a rigorous and intensive online day of training.

Mentors training day 12th November 2021 Objectives of the day:

- to support learning from experience and sharing best practice
- to support the professional development of practitioners
- to allow experienced QToDs to share their knowledge and skills with others
- to provide guidance for those wishing to become a mentor or mentee

On the day, steering group members guided the mentors through the structure of the programme, scenario building and offered experiences and provided opportunities for reflection, questioning and understanding of this new and exciting scheme.

The whole team enjoyed active group discussions, small-group scenarios and role play experiences. They ascertained and strengthened a broader knowledge of the mentoring role and how to support the growth of colleagues within their pedagogical development.



By the end of the day we had expected that mentors would be able to:

- use existing skills and knowledge to support QToDs post qualification
- set boundaries for the relationship, exploring the issues around confidentiality and trust
- identify tools for managing the first contact and techniques for building rapport
- identify relevant mentoring skills

Feedback from the mentors

Our new mentoring team were all extremely buoyed and ready for action upon completion of their training day. Here are some of the feedback responses:

What were your key takeaways from the event?

“Reinforced good practice.”

“The importance of listening and reflecting on situations.”

“Expectations and communication are key.”

“Opportunities for CPD on both sides.”

“The full process of the mentoring programme.”

“Interesting to hear different perspectives about the benefits of being part of the scheme as a mentor.”

The BATOD mentoring programme was devised and developed in order to support colleagues at varying stages of their QToD careers. The training day and first cohort of mentors was only the beginning of what we anticipate will be a strong and long-standing scheme.

The mentoring scheme will work in conjunction with the training course providers as it complements the sterling

preparation undertaken by colleagues after achieving QToD status. Initially, mentors will be available to support mentees into the first year of working after becoming qualified, where QToDs are isolated, in extremely small teams or indeed may be the only specialist in a school, setting or role.

At a later stage we aspire to match support for colleagues who are transitioning to further roles, though currently this is part of the ongoing planning for the steering group.

If you are interested in becoming a mentor or mentee, please email mentoring@batod.org.uk

The mentoring steering group members are:

- Steph Halder, Co-chair
- Sue Denny, Co-chair
- Kim Davis
- Anne-Marie Hall
- Jane Peters
- Penny McDonald
- Nicky Weightman
- Angie Wootten



Kim Davis is the City Lead Teacher of the Deaf (QToD) at the Learning Inclusion Service, DAHIT, with Leeds City Council.

Are you out there?

Do you work with deaf learners in a sixth form, in an FE college, with apprentices or do you have several Post 16s on your case list?



How many ToDs are working with this age group? There is almost no data about ToDs working with this age group, such as employment status, types of learners, working patterns, etc.

So will you please respond so that we can start collecting information?

Please contact me, Jill Bussien (member of the BATOD National Executive Council), on JillBussien@gmail.com

Tablet ♦ smartphone ♦ PC ♦ laptop

No matter how you access it, the BATOD website provides members with a wealth of information, advice and materials to support professionals working in deaf education



news ♦ events ♦ resources ♦ jobs
Explore the fantastic resource that is
www.batod.org.uk

BATOD Magazine

This article was published in the January 2022 issue.

© BATOD 2022

BATOD
British Association of
Teachers of the Deaf

MAGAZINE • January 2022 • ISSN 1336-0799 • www.batod.org.uk

Post 16

Passport for access
Educational
Audiology and
Covid-19

Developing
student's
understanding of
command verbs

Join BATOD to get THE Magazine for professionals in deaf education (0-25)