Handout on Mentorship for Instructors and Instructors in Training

1. Mentorship

The instructor in training choses a mentor from the ITS who is not a member of the graduation committee and agrees on a consultation accompanying the training. This counselling process supports the individual "inner" further education path in order to promote both personal development and competence in TCI teaching. This can be achieved by agreeing on suitable forms of supervision or collegial counselling.

"On the way to the acquisition of the teaching qualification, a holistic expansion of the abilities and possibilities of the persons undergoing further training is necessary, depending on what the individuals bring with them. The chairperson is particularly challenged when assessing the own level of development. However, the instructors in training should gain insights into possibilities and limits from the recommendations and the associated discussions as well as during the consultation process with their mentor. "[1]

2. Understanding of mentorship

Mentorship is primarily

- Supervising support
- Consulting accompaniment

2.1 Supervising Accompaniment

What does "supervising accompaniment" mean?

The term "supervising accompaniment" stands for supervision in the broadest sense, i.e. a competence that does not require training as a supervisor, but rather the ability to provide supervision training, which is part of the graduation process. At the same time, it means that the working relationship and working style is "supervising".

What is the aim of supervising accompaniment?

Supervising accompaniment aims at reflecting on perceptions, experiences, patterns of interpretation, inner images and concepts of action of the instructor in training. It does not aim at the training of the TCI teaching of the instructor. Nor does it aim to work on an objective reality, which can be assumed to be behind the stories of the instructor in training, but rather to open up greater scope for self-knowledge.

Supervision abstains from an assessment of the competence of the instructor in training to teach TCI. In it, evaluations play a role with regard to the ability of introspection and self-reflection of the instructor in training, as well as in the form

[1] *From the guidelines for the acquisition of the teaching credential*

of evaluation of the joint work in supervision, but still not in relation to the teaching performance of the instructor in training.

Nevertheless, in the supervising accompaniment, the mentor can give indications of principles and possibilities for action of a proper TCI teaching, but not in the form of a "practical guide", but rather in the form of finding resources, multiplying options and supporting the development of imagination and accuracy.

The art of supervising accompaniment lies in the balance between restraint and participation. The guiding principle is to focus on the inner development of the instructor in training: I work with what the person says, not what I mean, what they do or should do, and paradoxically, this is the most reliable approach to influencing their actions.

<u>What is the content of supervised accompaniment?</u>

Supervision is thematically limited to the area of experience associated with the process of graduation.

Attempt at an itemization with examples:

- IT: e.g. tasks in the teaching of TCI. Which methodology suits me?
- I: e.g. self-experience in the role of a TCI-instructor, dealing with evaluation and being evaluated, with competition.
- WE: e.g. relationships in teams, with instructors.
- GLOBE: e.g. perception, experience and behaviour in the RCI context.

Meta level: e.g. reflection of the joint work in the supervising accompaniment.

The discussion accesses what the instructor in training brings in. The process follows the needs of the instructor in training, although these needs may have to be worked out first.

2.2 Advisory support

The mentor uses their advisory skills to support the instructor in training in finding solutions to their concerns, problems and questions.

Examples for counselling contents:

- Reflection of the motivation to graduate.
- Discussing goals and considerations in which steps the path can be taken.
- Giving feedback on the planned procedure or the steps taken (also from one's own experience background and lead).
- Discussion of long-term consequences; joint evaluation/interim balance.
- Handling of emergency situations, e.g. in case of doubts about suitability, conflicts in recommendation situations or with the graduation committee etc.
- Searching and pointing out new perspectives.
- Setting impulses.
- Tracking down resources of the instructor in training.
- The mentor can point out unused or little used skills.

- The mentor makes their knowledge available. **(Teaching of TCI is however *not* the mentor's task!)**
- Topics can develop from the acquisition of the recommendations or from the planning of the self-run course. **(*No* advice regarding writing the process analysis!)**
- Look at the later role as a instructor, at the rights and duties of an instructor at RCI-international.

3. Consequences of this understanding

- Absolute discretion about the contents of the meetings is maintained. Towards the graduation committee, only the number of meetings is confirmed.
- A too close personal and/or professional relationship is rather incompatible with the task of the mentor.
- The mentor takes responsibility for the supervising accompaniment and the advisory process, but not for the result of an optimal teaching qualification.
- The mentor does not read the graduation paper (process analysis), but only works with what the instructor in training brings to their graduation thesis.

4. General conditions and organizational matters

4.1 Mentor

The mentor should be an instructor with a contract. They do not need to have field competence, as the accompanying supervision and counselling is mainly personal and not professional.

The mentor has no function in the assessment process and is bound to secrecy.

4.2 Contract between mentor and instructor in training

The instructor in training will select a mentor of their choice from the instructors with contract. Both conclude a contract, which is initially concluded for 5 sessions of 90 minutes each. The contract can be extended if necessary and may result in a further contract.

The contents and objectives are to be defined in detail according to the level of development and training of the contract partners in such a way that the autonomy of the instructor in training is maintained.

4.3 Confirmation

At the end of the accompanying process, the mentor only confirms to the Graduation Committee that the meetings have taken place.

The Graduation Committee
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