

OUTLINE FOR TRAINING MENTORS

PART 1: Knowledge of the syllabus requirements and the Guidance for Candidates (Appendix A)

Syllabus requirements

Content of the *Record of Teaching Practice*:

The *Record of Teaching Practice* should contain:

1. A one page summary of all classes taught since passing Teaching Certificate Part 1. The summary should contain a brief indication of the number of hours of teaching and the types of classes taught.
2. A detailed review of a series of lessons (equivalent to 6 hours' independent teaching) with either the same class or classes of different levels.

The section of the *Record of Teaching Practice* containing the detailed review should be between a minimum of 8 sides and a maximum of 12 sides of A4 or US letter size, with the font size no smaller than Times Roman point 12. Pages in the Detailed Review should be numbered. Apart from under any agreed special circumstances, any submitted Record of Teaching Practice of a shorter or longer length will be returned to the candidate for amendment and resubmission.

For each lesson in the detailed review, the date, time and duration must be clearly stated.

Please note that the list of classes is additional to the 8 sides of the Review.

On 2nd December 2006, the Education & Training Committee revised the rule about accepting non-RSCDS dances (ie those which are not in any of the books of dances published by RSCDS Headquarters). It went on to state that henceforth non-RSCDS dances must not be included in the Detailed Review. The MacNab dances are not acceptable, and on 6th October 2012 the Education & Training Committee ruled that dances from the *Guide to Scottish Country Dancing* (formerly Collins Book), unless they appear elsewhere in RSCDS HQ publications, are also not acceptable.

PART 2: Knowledge of the guidelines for mentors

Guidelines for those Mentoring Candidates for Unit 4

It is expected that the 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;
- 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 candidates information about various methods of planning lessons and

recording progress, but the mentor should ensure that his/her contribution is purely advisory;

- concentrate particularly on assisting the candidate to improve self-evaluation as a teacher;

Note also that:

- a mentor may advise more than one candidate
- the *Record of Teaching Practice* must be the candidate's unaided work and a statement to that effect must be signed by the candidate on the Cover Sheet (X4-10). Mentors are required to provide written confirmation on the form below that appropriate consultation with the candidate has taken place.
- the candidate may ask any experienced RSCDS teacher to be their mentor. The mentor does not necessarily have to be the class teacher or a local branch teacher.

PART 3: The mentor should have the ability to

- Listen
- Observe
- Help the candidate to assess the level at which class should be taught.
- Advise on the format and structure of lesson planning.
- Encourage progressive teaching over a series of lessons.
- Support and help to develop the candidate's technical knowledge, including dance analysis.
- Help to develop the candidate's observation skills.
- Support and develop the candidate's knowledge of music, both in selection of recorded music and in the use of a musician.
- Enable the candidate to analyse, reflect and evaluate their own teaching.
- Enable the candidate to evaluate the music used in a lesson.
- Help the candidate to set targets for improvement.

NB: Suggestions for lesson content, range of appropriate dances, variety of teaching approaches and skills exercises for specific steps or formations should normally be made only if the candidate requests help or advice in these areas, but as each mentoring situation will be different, the mentor must exercise discretion and judgement.

How to acquire these skills? Any course designed for mentor training should include practical work in the above areas, using paired work, role play and specifically designed scenarios, or mentoring issues which have arisen in the past.

Part 4: What should a mentor do?

In practical terms this means that, once an appropriate mentor has been selected, mentors should:

- Discuss, in person, by telephone or by email, the nature of the class and the ideas for the first lesson.
- Be aware that the candidate may be operating under the constraints of what the class is used to, or within a teaching programme where the dances have already been selected by the class teacher.
- If possible, see each lesson plan in advance and, if the candidate agrees, comment on strengths and possible flaws.
- Try to visit and observe two lessons. This may not be possible, so a detailed review of each lesson should be shared with the mentor.
- Discuss the lesson by asking the candidate to state what went well and what didn't go so well.
- Help the candidate to analyse what went wrong/was less successful and why.
- In the light of this, ask/advise the candidate about any alterations to content, teaching style, class management and pace for the next lesson.
- Ask how successful the choice of music was.
- Ask about any personal targets for the next lesson.
- Ask about whether the next lesson will build on the previous one, or will be "stand alone".
- In agreement with the candidate, read the final detailed review of the six hours of teaching. If it does not conform to the requirements (see Part 1 of this document), tell the candidate.

Mentors should not:

- Write any of the lesson plans.
- Write any of the *Record of Teaching Practice*.
- 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.

Guidance for Candidates on Preparing the Detailed Review for the *Record of Teaching Practice* in Unit 4

This is not as difficult as you think!

1. Find a class to teach:
 - could be an existing class or classes
 - could be a group of dancers in your own home
2. Write out plans for 6 hours of teaching including:
 - aims
 - teaching points
 - choice of music
3. Teach the lessons you have planned.
4. Write down after each class:
 - what worked
 - what didn't work (This includes the choice of music)
 - why it didn't work
 - what you would change if you tried the lesson again
5. Write the detailed review.

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The Detailed Review in the *Record of Teaching Practice*

The aim of the detailed review is to demonstrate understanding of the elements of the teaching process, the ability to plan and implement a progressive programme of teaching lessons (building from the known to the unknown), and capacity for self-evaluation as a teacher. The detailed review should include:

1. Introduction

The candidate should write a short general introduction setting the context and background of the lessons. This will include:

- level of class
- number of dancers
- range of ability within each class group
- source of music for each class
- features common to all lessons such as warm ups and cool downs

2. Details of teaching including:

Outline lesson plans for each lesson (narrative or tabular, see Appendix D of the Examination Syllabus) including:

- aims of the lesson
- teaching points for each stage of the lesson
- description of music used for each stage of the lesson
- assessment of each lesson, indicating how closely the plan was followed; how the numbers in the class were managed; how dancers of different levels within the same group were encouraged to achieve the objectives. There should be comments on the progress of the lesson, what influenced any change to the original plan and whether the class appears to have made progress.

NB: On 2nd December 2006, the Education & Training Committee revised the rule about accepting non-RSCDS dances (ie those which are not in any of the books of dances published by RSCDS Headquarters). It went on to state that henceforth non-RSCDS dances must not be included in the Detailed Review. The MacNab dances are not acceptable and on 6th October 2012 the Education & Training Committee ruled that dances from the Collins Book, unless they appear elsewhere in RSCDS HQ publications, are also not acceptable.

The date, time and duration of each lesson in the detailed review should be clearly stated.

3. Review of the Music

If a musician played, candidates should describe the instructions given to the musician and how these were followed. If recorded music was used, candidates should describe the criteria for choice.

4. Self evaluation

Candidates should show that they have considered the following questions about their teaching.

- What are my main strengths and weaknesses?
- What improvements can I make to my teaching?
- Specifically, what skills have I developed or improved since passing Teaching Certificate Part 1?