How the Tutor Visit is used to come to a shared understanding of the student’s progress and support the mentor-tutor partnership
A small scale research project in memory of Ros Shackleton
PGCE MFL Tutor
Aims of the Project

• To continue the research by Angela Murphy & Christine Pretty on the Mentor Briefing
• To consider the effectiveness of the Tutor visit in relation to:
  the student’s progress
  support for the mentor-tutor/OU partnership
Research Questions

• How does the mentor view the partnership with the tutor and the OU?
• How can the mentor support the OU PGCE departmental targets?
• How useful are the different aspects of the tutor visit in supporting the mentor and training the student?
Mentor Profiles

- Reasons for choice
- Varying experience
- 3 different schools
Activities

- Questionnaires
- Interviews
Findings

The Relationship between the Mentor and the Student
The Attitude of the Mentor
Support by the OU for the Mentor
Priorities of the Mentor and the Tutor
Partnership between the Mentor and the Tutor
Findings

The Relationship between the Mentor and the Student

• Quality of students
• Positive:
  Understanding of student’s needs
• Partnership
Findings

The Attitude of the Mentor

- Understands flexible nature of the OU PGCE
- Recognises benefits for mentor and for school
Findings

Support by the OU for the Mentor

• Tutor visit
  Reassurance
  Face to Face
  Quality Control and monitoring

• Other contact with the tutor

• Documentation
Findings

Priorities of the Mentor and the Tutor

• Complementary Roles
• Tutor: whole course (PGCE & QTS)
• Mentor: classroom practice (QTS)
Findings

Partnership between the Mentor and the Tutor

- Co-observation and debrief:
  - Reassurance
  - Mutual judgements

- Frequency of contact
Conclusions

• Tutor visit cements partnership:
  Complementary roles of tutor and mentor
  Agreed judgements: joint lesson observation

• Tutor support vital:
  Reassurance
  Frequent contact

• Mentor understanding of flexible nature of OU
  Different to other ITT providers
  Different needs at different levels
Implications

• More frequent contact between tutor and mentor?
• Weekly update from tutor to mentor?
• Number of tutor visits increased, particularly at L2?
• Mentor support for PGCE element, i.e. module study?
• Mentor training sessions at Milton Keynes?
• And…?