

AN EFFECTIVE MENTOR



DR. EDNA ASES
MASENO UNIVERSITY
SCHOOL OF EDUCATION
DEPT.: EDUCATION MANAGEMNT AND FOUNDATIONS

OVERVIEW OF MENTORING IN THE CONTEXT OF HEALTH EDUCATION

- ▶ *What ?*
- ▶ *Why?*
- ▶ *Where?*
- ▶ *How?*

DEFINATION:

Mentoring means facilitating students' learning by promoting a continuous learning process and supporting the professional development of their competence, including their growth in knowledge, skills, and attitudes (Kowalski, 2019).

- ▶ It is purposeful intentional and deliberate as it must provide guidance, support, and encouragement to learners as they navigate the complexities of medical training and practice

Why mentoring?

- ▶ Teachers occupy a central position in any educational system; they influence to a great extent the quality of the educational output
- ▶ The curriculum provides the goals and objectives that guide instruction, while pedagogy offers how those goals and objectives are achieved

Why contd'

- ▶ While the curriculum is the content that a learner must be taught, classroom teachers/mentors have significant responsibility for, and control over, how the curriculum is presented and delivered.
- ▶ In practice, an inspired and talented mentor/teacher can energise dull content and find ways to link it to real life while a mediocre or unmotivated teacher/mentor can compromise the appeal of the most relevant and imaginative curriculum by poor delivery
- ▶ Students model mentors behaviour; its never far from you
- ▶ A mentor must be inclusive by creating an environment where all individuals, regardless of their background, identity, or experiences, feel valued, respected, and empowered to fully participate and thrive.

Mentoring Context

Different Types of Curriculum

Explicit Curriculum

- The subjects that will be taught, and the knowledge and skills that the school expects successful students to acquire

Implicit Curriculum

- The lessons that arise from the culture of the school and the behaviors, attitudes, and expectations that characterize that culture.

Null Curriculum

- “The options students are not afforded; the concepts and skills that are not a part of their intellectual repertoire” (Eisner, 1994, pp. 106-107).

Extracurricular Experiences

- All of the schools-sponsored programs (athletics, band) that are intended to supplement the academic aspect of the school experience.

Context Contd'

The 21st C Learner is . . .



Context Contd'

- ▶ Lesson planning
- ▶ Presentation of content
- ▶ Relevance of content
- ▶ Adequacy of content to the lesson time
- ▶ Strategies and methods appropriate to content
- ▶ Teaching skills motivation reinforcement questioning stimulus variation
- ▶ Verbal exposition use of examples
- ▶ Communication: verbal and non verbal
- ▶ Classroom organisation and management; learner name participation T/L rapport
- ▶ Teacher personality

How: IMPLICIT/ HIDDEN CURRICULUM

- Boostrom (2010, p. 440) argues that the HC “refers to student learning that is not described by curriculum planners or teachers as an explicit aim of instruction even though it results from deliberate practices and organizational structures.”
- Alsubaie (2015, p. 125) argues that the HC “refers to the unspoken or implicit values, behaviors, procedures, and norms that exist in the educational setting”
- *Hidden concepts that describes the often unarticulated and unacknowledged things students learn in classroom that affects attitudes, behaviours and learning experiences*

These include behaviours, perspectives and attitudes that student learn a learning environment that influence educational outcome

FORMS OF HIDDEN CURRICULUM

- The physical (spatial) organizational learning environment
- How faculty treats students
- How role models behave around students other staff and each other
- Physical gestures
- Peer groupings who belongs with whom insiders vs outsiders
- Oral culture
- Stereo typical depictions of people/ paces embedded in case studies
- Manifestations of power and hierarchy who has it and who does not
- How a mentor behaves and what they preach

Manifestations of Hidden Curriculum

- ▶ **Unconscious Bias** : Unconscious biases held by faculty and staff may influence teaching and evaluations of student performance, leading to disparities in grading, feedback, and opportunities for advancement. Bias may manifest in the form of lower expectations, harsher criticism, or overlooking achievements of other students.
- ▶ **Hostile Learning Environment**: intimidation, fear and language may undermine psychological safety, inhibit academic engagement, and impede learning and professional development.
- ▶ **Microaggressions**: subtle, verbal or nonverbal behaviors or comments that communicate hostility or derogation toward individuals based on their identity.

Manifestations of Hidden Curriculum

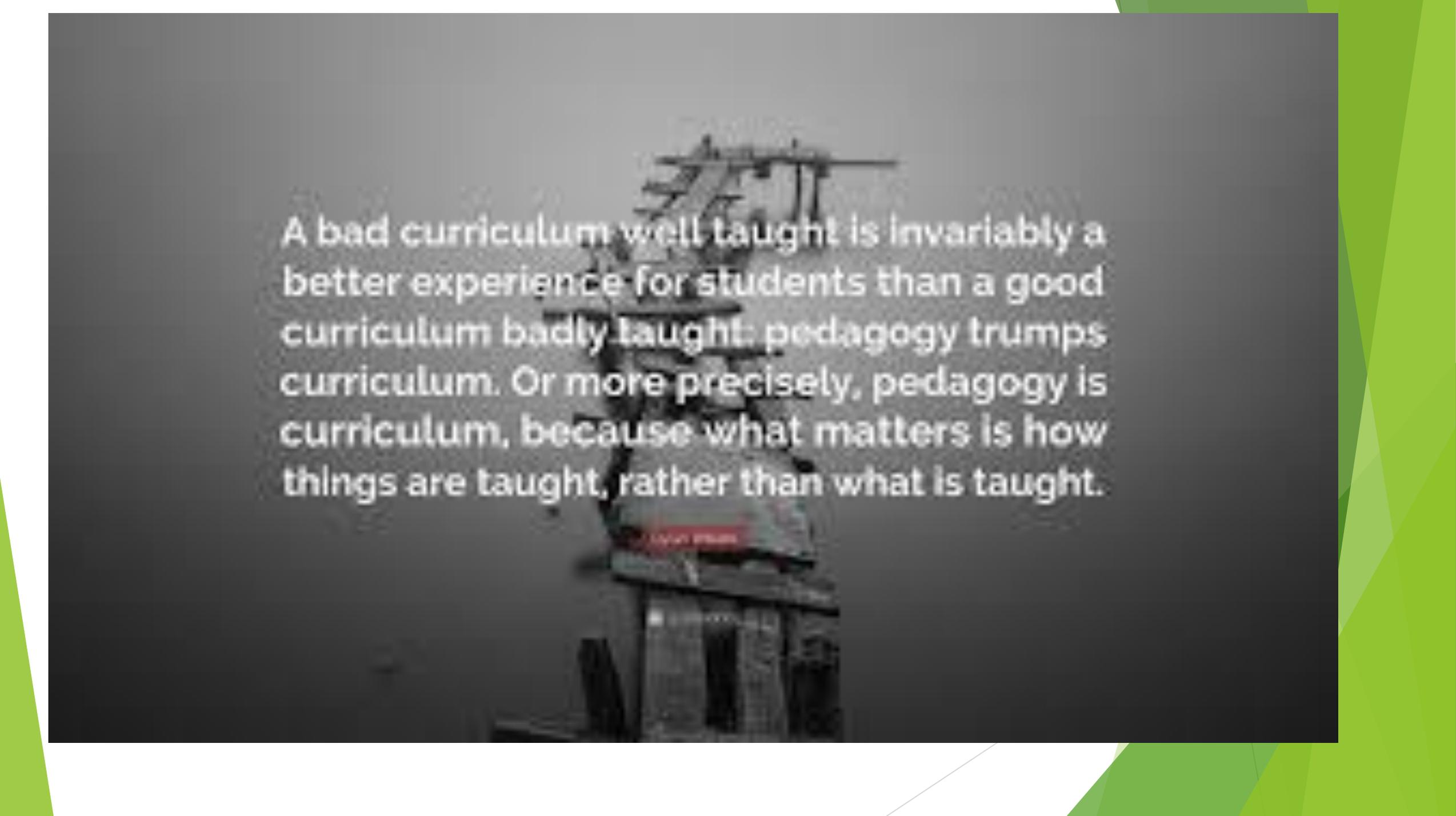
- ▶ **Exclusionary Behaviors:** such as favoritism, cliquishness, or gatekeeping, that undermine the inclusivity of the mentoring relationship and perpetuate disparities in access and opportunity.
- ▶ **Stereotype Confirmation:** mentor's perceptions and expectations of their mentees, leading them to confirm or reinforce stereotypes about certain demographic groups. This can undermine mentees' confidence, performance, and sense of belonging
- ▶ **Diminished Psychological Safety:** creating a climate of uncertainty, distrust, and fear of underperforming or mistreatment. Thus learners hesitate to speak up, share ideas, or challenge the status quo, limiting their participation and contribution in class.

An effective Mentor

- ▶ **Expertise and Experience:** A strong background and experience in subject content and pedagogy
- ▶ **Positive Attitude:** A positive attitude is infectious and motivating.
- ▶ **Effective Communication:** possess strong listening skills and the ability to convey information clearly and effectively.
- ▶ **Empathy and Patience:** understand the mentee's perspective, struggles, and aspirations.

An effective Mentor

- ▶ **Willingness to Share Mistakes:** Humanizes the mentor and demonstrates that setbacks are a natural part of growth.
- ▶ **Ethical Integrity:** Demonstration of honesty, respect, and professionalism in their interactions. Walk the talk
- ▶ **Support for Development:** Holistic development; not only professional skills but also personal growth, confidence-building, and fostering a balanced approach to life.
- ▶ **Openness to Learning:** Learn and evolve. gain insights from their mentees' unique perspectives and experiences.
- ▶ **Respect for Diversity:** of backgrounds, cultures, and perspectives thus create an inclusive environment where differences are valued.

A dark, grainy photograph of a building, possibly a school or institutional structure, with a red sign visible on one of the lower levels. The image is used as a background for the text.

A bad curriculum well taught is invariably a better experience for students than a good curriculum badly taught: pedagogy trumps curriculum. Or more precisely, pedagogy is curriculum, because what matters is how things are taught, rather than what is taught.

Example in research

by FW Hafferty · 2014 ·

https://link.springer.com/chapter/10.1007/978-3-030-432836_47#:~:text=The%20hidden%20curriculum

- ▶ The Hidden Curriculum and Anatomy Education

- ▶ Social scientists have long been interested in the impact of anatomy and the dissection experience on the professional formation of medical students. In this chapter, we will examine the function and framing of anatomy lab and cadaver dissection as a pedagogical space (for faculty) and learning environment (for students)—and do so using the analytical lens of the hidden curriculum. We will begin with a brief look at how lab has been characterized by both social scientists and medical trainees using a variety of resources including academic reference materials and physician autobiographies. With this as our foundation, we then will introduce the hidden curriculum as an analytical tool to broaden and deepen our understandings of the various types of learning that take place in anatomy. Within this context, we will highlight anatomy as a source of occupational socialization and professional formation. We also will reference, but not review, the spate of new teaching tools now being used in anatomy teaching in order to link these tools to hidden curriculum issues. We conclude with a challenge for anatomy educators as to how they might encourage other basic sciences courses to build upon their innovations.

The delicate balance
of **mentoring someone**
is not creating them
in your own image, but
giving them the **opportunity**
to **create themselves.**

– Steven Spielberg



- ▶ **THANKYOU**
- ▶ **ASANTE SANA**
 - ▶ **MERCI**
- ▶ **DHANYAVAAD**
- ▶ **EROKAMANO EBUO**
 - ▶ **KONGOI**
 - ▶ **EJOK NOI**
- ▶ **NINAMUVERA**

