Generic Roles and Responsibilities of the School Coordinating Mentor (SCM)

1. Coordinator of the Practicum
   a. Assigns Cooperating Teachers (CTs) appointed by School principals to student teachers.
   b. Prepares teaching timetables for all student teachers according to NIE guidelines.
   c. Provides induction for student teachers as a group at the beginning of Practicum
      - orientation to school philosophy, organisation, administrative procedures, school buildings, facilities, resources and equipment,
      - Overview of the school community and introduction to school colleagues, and
      - School expectation of professional behaviour and conduct
   d. Acts as a team leader leading the whole-school team of CTs:
      - Arranging meetings for the purposes of planning, developing, sharing, problem-solving, monitoring and trouble-shooting.
      - Working with CTs in assessing the needs of student teachers and developing appropriate Practicum learning experiences for student teachers.
      - Guiding and facilitating CTs in their coaching and mentoring work with student teachers.
      - Maintaining an overview of each student teacher’s progress.
      - Ensuring completion of student teachers assessment requirements in consultation with CTs.
   e. Arbitrates where problems arise between CTs and student teachers.
   f. Monitors and evaluates the quality of the overall student teachers mentoring scheme.
   g. Reports to the School Principal/Vice-Principal where serious concerns arise about a student teacher, and on the overall programme.

2. Liaison Person between the School and NIE*
   (* represented by the NIE Supervisor – NIES)
   Working with the NIES
   a. On all matters pertaining to the Practicum learning experiences and performance of student teachers in the school (as outlined above);
   b. on cases of “student teachers at risk” that need closer monitoring and supervision;
   c. on the Practicum assessment panel (chaired by the School Principal) to decide on Final Grades to be awarded to student teachers at the end of the Practicum.
3. Group Mentor and Coach to Student Teachers

a. As a **Group Mentor** to the student teachers

- Establishing rapport and building trust with student teachers
- Encouraging, guiding, supporting student teachers in their professional development.
- Arranging regular whole-group meetings with student teachers for the purposes of informing and sharing, and discussing personal and professional concerns.
- Facilitate Focused Conversations for student teachers in the PGDE JC and PGDE Pri programmes.
- Helping student teachers to network with non-CT colleagues and other support groups in the school.
- Organising extra support for student teachers in difficulty.

b. As a **Group Coach** to the student teachers

- Arranging for student teachers to observe lessons taught by teachers other than the CTs
- Arranging group sharing sessions with student teachers to review teaching performance.
- Arranging group seminars/workshops on lesson demonstration, lesson observation, and the development of specific teaching competencies.