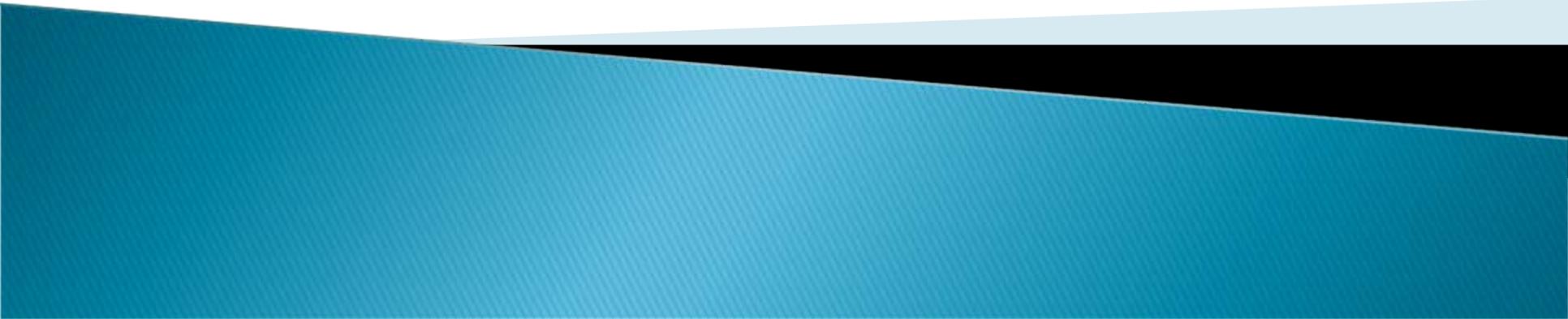


Ethics and Quality assurance in mentoring



Central Issue

Is the relationship about challenge or support–
or a difficult balance between the two

Clutterbuck:

“Is it (*ie the mentoring relationship*) primarily
about learning–being challenged or
stretched–or about nurturing– being
supported and encouraged?”

Boundaries

What are boundaries in this context? A set of rules, a framework. This could include issues such as : self-disclosure, time, gifts...

Such boundaries are relevant to all professional relationships that involve a power differential.

Boundaries can be rigidly enforced, crossed or violated

Boundaries–continued

Rigidly enforced....leads to clarity, but could limit the relationship

Crossed....if the relationship is going to fulfil its supportive potential, boundaries can be crossed. This may be acceptable if it is in the mentee's interest.

Violations....seen as problematic/not in the mentee's interest (breach of confidentiality/sexual intimacy)

Boundaries–tips

- ▶ Engage in open discussion about boundaries
 - ▶ Always ask the question– are the mentee’s best interests being served?
 - ▶ Consider your motivation
 - ▶ DO NO HARM
- 

Dysfunctional relationships

For example:

Harassment, rejection or jealousy
by mentor

Over-dependency by mentee



Issues of Assessment (teacher training courses)

Are we there to support our mentee?

Or are we a gatekeeper on behalf of the profession?

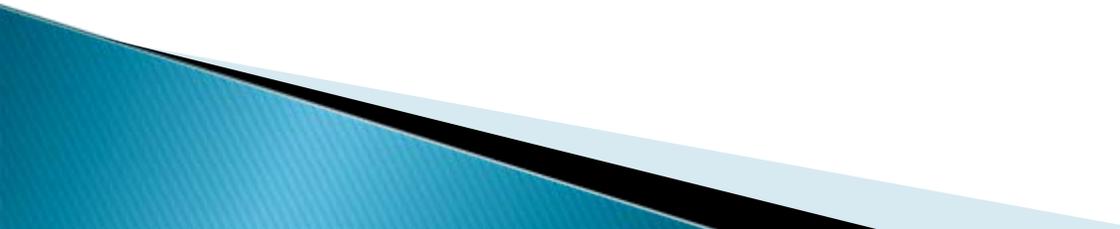
For example, there may be a reluctance to confront problematic behaviour

Other issues

How do we choose mentors?

Experience? Willingness? Gender? Age?
Culture?

Do we devise a code of conduct?



Quality Assurance

Does mentoring need quality assurance?

Only when assessment is an issue?

The mentor could write a report- on mentee and on scheme

The mentee could evaluate the relationship

Teaching observation and feedback- a joint visit with mentor and tutor

The training session

