INTRODUCTION

In 2007, the Rwanda Ministry of Education established an in-service teacher-training program, placing teacher trainers in centers around the country to help their fellow teachers transition to English language instruction and adopt learner-based pedagogy. The program was carried out in this form for three years, after which the decision was made to base the teacher-trainers in schools to enable them to be more responsive to schools and teachers. Many international organizations, in partnership with the Ministry of Education, provided pre- and in-service training to the teacher-trainers, now called "mentors", and directly to teachers, each partner agency working independently of the other, using different methods.

In 2012, the Ministry of Education Rwanda Education Board (REB) and the international organizations that had been working independently formed the Continuous Professional Development SBM Technical Working Committee (CPD Working Group) to coordinate and harmonize their efforts. By this time, the program had evolved: school-based mentors are supervised and supported by senior mentors. One of the CPD Working Group's first actions was to establish professional standards for the mentors and to align all training to these standards. The CPD Working Group divided the standards into three levels of priority: those that mentors must achieve prior to or early on after placement in the field (Phase 1), those that are best mastered after time on the job (Phase 2), and those that may take more time to master (Phase 3).

This document is the training manual for Phase 1, the first set of standards a mentor should strive to achieve. It was written for those who facilitate the training of Senior Mentors; then used by the Senior Mentors as they train School-based Mentors. School-Based Mentors will use it as a resource when they work with teachers.

The full set of Mentor Standards can be found on page XX. Presented here are the Phase 1 Mentor Standards that are addressed in this training.

Standard:
A. Professional Practice
1. Mentors provide teachers with a continuous professional development program to improve their English language skills and their teaching practices
1.4 Mentors develop and implement annual and term plans that have measurable targets/ objectives for each assigned school, based on the teachers' short and medium terms goal and clear feasible activities (small workshop, peer observation, classroom observations, model

lessons, co- teaching, sharing sessions, self study activities.) that will
result in achievement of these targets/ objectives

Standard
A: Professional Practice
2.0 Mentors plan and manage their time effectively to ensure the success of the
    continuous professional development program
2.1 Mentors multi-task, prioritize activities and break large projects into tangible
    smaller actions
2.2 Mentors develop feasible weekly work plans that provides each assigned school
    with the required level of support necessary to meet established targets and
    objectives in the term work plan
2.3 Mentors prepare term and annual reports summarizing progress
    towards established goals and objectives, and identify modifications
    in planned activities needed to ensure achievement of established
    targets and objectives

Standard:
A. Professional Practice
3.0 Mentors collect accurate information and give constructive, feedback, pragmatic
    feedback on classroom teaching.
3.1. Mentors use a variety of tools to gather data on key teacher practices and
     students' activities during a lesson
3.4. Mentors provide fair, balanced, constructive, accurate and positive feedback.

Standard:
A. Professional Practice
5.0 As a result of mentor support and modeling, teachers use a range of positive and
    effective classroom management strategies to maximize learning
5.1 Teachers communicate clear expectations for acceptable behavior
5.2 Teachers provide clear instruction to students
5.3 Teachers manage instructional time and space effectively (start and end
    activities on time, have necessary materials on hand, ensure smooth transitions
    between activities, use appropriate pacing, ensure all students are on task...)
5.4 Teachers involve students in the management of the learning environment (ex:
    distribution and management of learning resources)
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     (example; distribution and management of learning resources)

Standard:
A. Professional Practice
6.0 As a result of mentor support and modeling teachers plan and implement
    effective student centered learning activities aligned with the curriculum and
    student language levels

6.1 Teachers develop thoughtful, carefully sequenced and well paced term schemes of work that demonstrate: 1) an understanding of the curriculum (all the major learning objectives), 2) of learners' needs, developmental and interest levels, and levels of English proficiency.

6.2 Teachers develop lesson plans that: 1) start by bringing out what students already know about the targeted concepts or skills; 2) break the new learning down into manageable step; 3) allow learners to see and / or experience things firsthand, and then to reflect upon and practice what they have seen or experienced, to solidify their understanding; 4) provide learners with multiple opportunities for participation, practice, and reflection and finally 5) integrate appropriate formative assessment strategies, aligned with the learning objective, to monitor students' progress.

6.6 Teachers provide students with opportunities to practice high order critical thinking skills, they ask probing and open ended questions that encourage thinking, and help learners explain their thinking

Standard:
A. Professional Practice

7.0 As a result mentor of support and modeling, teachers select, create, and use teaching/learning materials effectively to support and enhance students' understanding.

7.1 Teachers create low-cost/no-cost learning materials from the readily available materials.

Standard:
B. Professional Practice

6.0 As a result of mentor support and modeling teachers plan and implement effective student centered learning activities aligned with the curriculum and student language levels

6.1 Teachers develop thoughtful, carefully sequenced and well paced term schemes of work that demonstrate: 1) an understanding of the curriculum (all the major learning objectives), 2) of learners' needs, developmental and interest levels, and levels of English proficiency.

6.2 Teachers develop lesson plans that: 1) start by bringing out what students already know about the targeted concepts or skills; 2) break the new learning down into manageable step; 3) allow learners to see and / or experience things firsthand, and then to reflect upon and practice what they have seen or experienced, to solidify their understanding; 4) provide learners with multiple opportunities for participation, practice, and reflection and finally 5) integrate appropriate formative assessment strategies, aligned with the learning objective, to monitor students' progress.

6.6 Teachers provide students with opportunities to practice high order critical thinking skills, they ask probing and open ended questions that encourage thinking, and help learners explain their thinking

6.7Teachers provide students with multiple opportunities during the lesson for participation, practice, reflect; maintain a high ratio of student talk/activities to teacher talk/activities

Standard:
B. Professional Knowledge and Understanding
10. Mentors have a thorough understanding of the curriculum and the Rwandan Education system.
10.3 Mentors are able to describe the leadership and management structures within and outside school and differentiated roles that different stakeholders play.

Standard:
C. Professional Values, Attitudes and Behavior
14. Mentors adhere to professional ethics and the teacher code of conduct
14.1 Mentors serve as professional role models within the school and in society, through their behavior and appearance, and act within the legal and policy framework within which they work.

Standard:
C. Professional Values, Attitudes and Behavior
15. Mentors establish and maintain healthy, professional relationships with teacher mentees
15.115.1 Mentors create a positive, caring and nurturing learning environment for teachers by:
15.1.1 Approaching work and colleagues with humility
15.1.4. Listening carefully and empathetically, offering critique in positive and productive ways and respecting confidentiality.
15.14.5 Maximizing appropriate feedback to develop trust and nurture risk taking.
15.1.6 Being attentive to sensitive political issues at all levels.