

Role Models and Teaching Strategies

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"OTHER THAN YOUR WARDROBE, DAD,
YOU'RE A GREAT ROLE MODEL"

Aims

1. Recognise some types of Role Model/Mentor
2. Analyse your own teaching style.
3. Recognise how trainees learning style and your teaching style may lead to conflict.
4. Reflect about how you might adjust your teaching strategies for different trainees

SUSPEND – a family game!

- What is it?
- How easy is it?
- What difficulties are encountered by beginners?
- Why are family games stressful?
- How might this relate to GP training?

Conflict in Educational Relationships

- Educational Supervisors can have fixed teaching styles that remain static over time.
- Trainees have learning preferences that they may not wish to change during training.
- If a mismatch in teaching and learning styles develops then conflict can arise

Roles of a Mentor

- In 2004, David Clutterbuck, an academic who studied mentoring relationships, coined an acronym for what mentors do:
- **M**anage the relationship
- **E**ncourage
- **N**urture
- **T**each
- **O**ffer mutual respect
- **R**espond to the learner's needs

A mentor can take on several different roles in the course of a mentoring relationship, depending on the requirements of the learner.

6 Types of Mentor

- Advisor/Information Resource
- Role Model
- Coach
- Counsellor
- Learning Consultant
- Critical Friend

6 TYPES
OF
STAR WARS MENTOR

ADVISOR/INFORMATION RESOURCE

(Anakin Finds out about “The Force”)

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ROLE MODEL

(Yoda shows Luke how to lift a plane with The Force)

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COACH

(Obi Wan helps Luke with Light Sabre training)

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COUNSELLOR

(Obi Wan helps Luke understand his past)

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LEARNING CONSULTANT

(Palpatine tells Anakin about “The Dark Side”)

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CRITICAL FRIEND

(Kenobi gives Anakin challenging feedback)

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Critical Friend

It requires the mentor to give constructive feedback:

- Listen
- Encourage
- Draw out
- Reflect back
- Challenge assumptions
- Provide critical feedback on ideas or plans under discussion.

A mentor should choose the right time for challenging feedback

Gerald Grow's Model of Self Directed Teaching, 1996

This model shows how learners may make the transition from dependent learning to self-directed learning.

It also shows how teachers can show authority styles through to delegation styles in the learning process.

On occasion there are mismatches and conflicts arise. Teachers can apply new strategies to overcome difficulties.

Group Work

Group Feedback

Keep in mind the learning stage of trainees and be flexible to match this in the way we teach

*“We (ES) cannot change the
(trainee’s) direction of the wind
but we can adjust the sails”*

Indian Proverb