

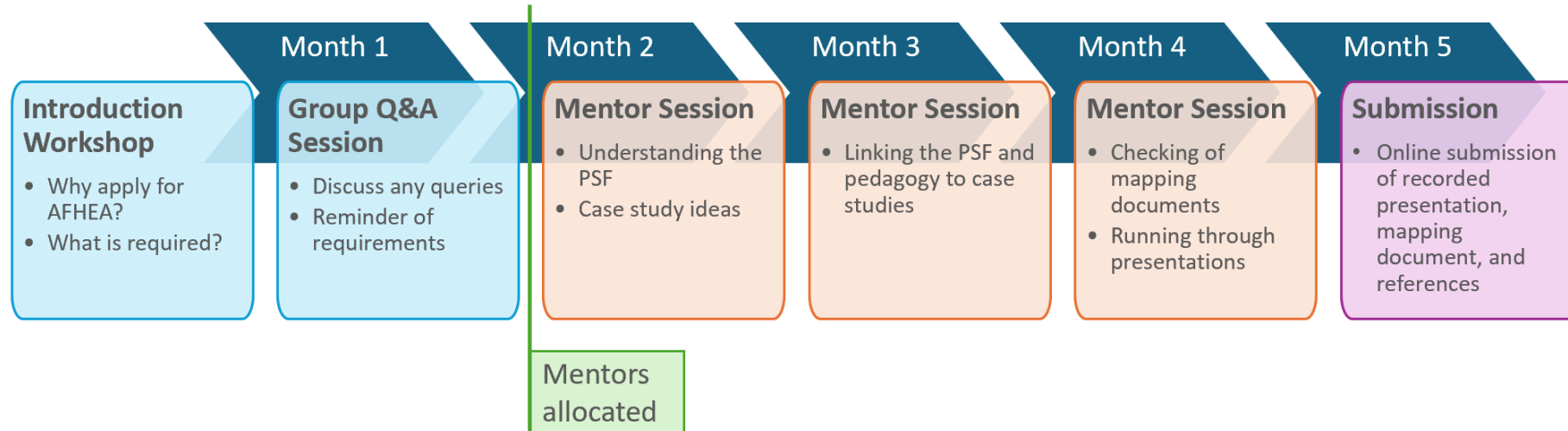
# Belonging: Mentoring Graduate Teaching Assistants

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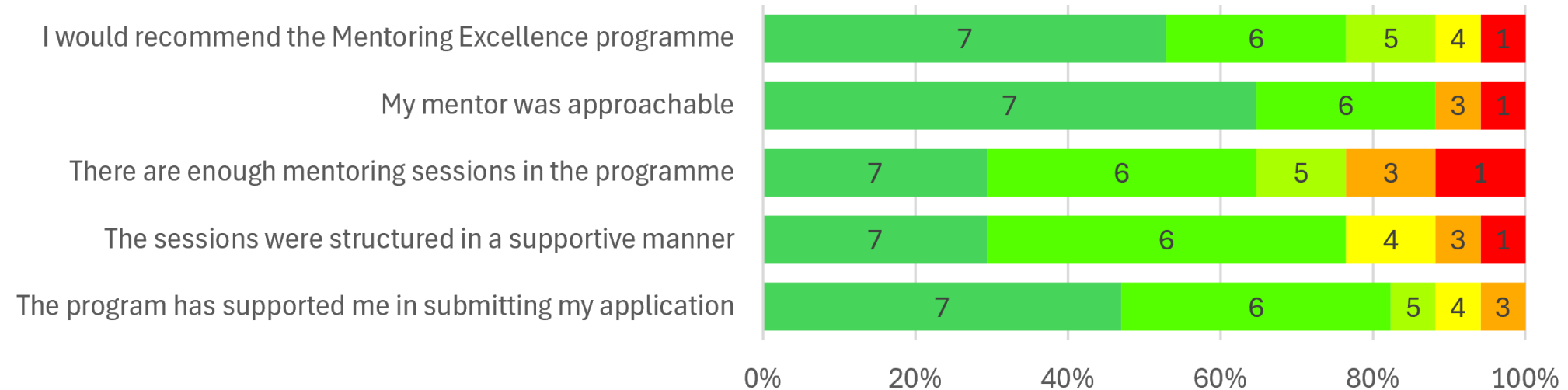


# “Mentoring Excellence” Ethos

- Specific GTA pathway of our central HEA scheme
- Aligned with teaching semesters
- Supportive sessions building experience
- Structured independent work with peer mentoring



# Mentees



- Talking with someone who had been through the process and had valuable experience to give
- Reflecting on the teaching experience
- Receiving useful and helpful feedback
- Increased confidence
- Enhances CVs (CPD)
- Provides further opportunities



# Engaging Mentors

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- We have a core team of four academic staff mentors
- Successful applicants for AFHEA are invited to become a mentor (normally 4 new mentors per round)
- Most mentors help for 2-3 cohorts (then graduate)
- Several have remained as mentors for the programme, e.g. they undertake a PDRA at the university
- New mentors paired with an experienced mentor for I cohort
- Monthly meetings of mentors



# Mentors

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*“I believe that all of us want to be valued in our professional lives, so making my **mentee feel valued, understood and supported** is the most important aspect for me. When I transitioned to being a mentor, this was my top priority and I wanted to make sure that my mentees felt listened to, valued and respected.”*

*“I believe that this work also contributes to **my confidence in myself** and the credibility of others towards me. I would like to see that my mentees are feeling comfortable and reassured by my guidance and feedback, knowing that they are being guided by **someone who is familiar with the process**.”*

*“Knowing that I can contribute to the advancement of higher education by developing dedicated educators is very fulfilling. In addition, I have an innate satisfaction in mentoring and witnessing the growth of other professional. **Seeing their accomplishments and knowing that I played a role in their journey is incredibly fulfilling.**”*

*“Through mentoring, I have also made **valuable connections with other educators** from a wide range of disciplines and backgrounds. This has expanded my professional network and opened doors to collaborative opportunities.”*

# More Support

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- Monthly GTA/TA support sessions
- Opportunity to connect with peers and colleagues whether applying for AFHEA or not
- Facilitated by member from all faculties
- Designed to:
  - Build meaningful networks and be part of a teaching community
  - Reflect on teaching experiences and enhance practice
  - Explore development opportunities



With thanks to:

H. Mutungamiri, E.C. Bamber, E.R. Cui, A. Le Normand, S. Nunoo, C. Ogbonnaya, B. Parkes, S. Yan, Y. Yao, L. Zeng, C.E. Henninger, H. Dewsnip-Lloyd, J. Williams, B. Rotherham, L. McDonagh, C. Banerji-Parker, J. McGonagle, V. Kinakh, E. Lewis, A. Mons