

Ministry of Science, Higher Education and Innovations of the Kyrgyz Republic

Scientific-Educational Production Complex

"B. Osmonov Jalal-Abad State University"

Considered and recommended for
approval by the Academic Council of
B. Osmonov JASU
Protocol No. 1 of "1" September 2025

I APPROVE

Rector of B. Osmonov JASU,
D.Sc. in Engineering,
Professor Usenov K.Zh.

" " 2025

 **MENTORING REGULATION**

I. GENERAL PROVISIONS

1.1. This Regulation was developed in accordance with the Law of the Kyrgyz Republic "On Education" dated August 11, 2023, the JASU Regulation "On the Introduction of Additional Allowances to Employee Salaries at the Expense of the University's Special Funds and Certification to Determine Compliance with the Position Held" and the Code of Ethics for Faculty, Staff, and Students of JASU named after B. Osmonov.

1.2. Mentoring is the activity of a mentor in providing comprehensive assistance and support in the professional growth of specialists in the following groups (here in after – "Young Specialists"):

- Young specialists without a pedagogical education, as well as those who have one but do not yet have sufficient experience as a teacher in educational institutions, with less than 3 years of work experience;
- Specialists (teachers) who require additional assistance in the academic, methodological, and educational processes;
- Specialists transferred to a teaching position, if deepening of their professional skills in teaching methodology is required due to their job responsibilities;
- Graduates of non-pedagogical educational institutions who do not have teaching experience in educational institutions.

A Mentor is an educator possessing high professional and personal qualities in the subject area and teaching methodology.

A Mentor is an educator possessing excellent professional and personal qualities in the subject area and teaching methodology.

1.3. Mentoring is a systematic, individual effort by a mentor to develop the necessary skills for the pedagogical activity of a young specialist.

II. GOALS AND OBJECTIVES OF MENTORING

2.1. The Goal of mentoring is to assist in solving the staffing problem of the school (educational institution) by providing help and support to young specialists in their professional formation and development.

2.2. The Main Objectives of mentoring are:

- **Adaptation** to the culture of the educational institution, contributing to the adoption of the best traditions and ethical norms of the institution's staff.
- **Development** of young specialists' interest in pedagogical work and their adaptation to the requirements of the educational institution.
- **Ensuring** the professional growth of the young specialist, developing the ability to independently and competently perform assigned duties.

III. ORGANIZATIONAL FRAMEWORK OF MENTORING

3.1. A candidate for mentor is considered upon recommendation by the departments at the Academic Councils of the university's institutes. In colleges, the candidate is submitted at the meetings of the Pedagogical Council, coordinated with the heads of the Subject-Cycle Commissions (SCC), and approved by the Rector's order (or decree) of JASU. The order approving the mentor shall be issued within two weeks after the young specialist is appointed to the relevant position.

3.2. Control over the activities of mentors is carried out by the Directors of the Institutes and the Directors of the Colleges.

3.3. The Head of the Department (Chair), or the Head of the SCC, proposes a mentor from among the faculty who possess high professional training, experience in methodological work, and pedagogical experience of more than seven years. Each faculty member may be a mentor for no more than two young specialists simultaneously.

3.4. A mentor is appointed with the consent of both the mentor himself/herself and the young specialist. The mentor supervises the young specialist for three years. The mentor shall initiate the interaction by inquiring about the young specialist's situation.

3.5. The mentor is replaced by the Rector's order in the following cases:

- Dismissal of the mentor from work;
- Transfer of the young specialist or the mentor to another job;
- Psychological incompatibility between the mentor and the young specialist;
- The mentor being subjected to disciplinary action.

3.6. The success of the mentor's work is evaluated depending on the professional growth of the young specialist. Based on specially developed criteria, the mentor is assigned a corresponding score, as specified in the Regulation "On the Introduction of Additional Allowances to Employee Salaries at the Expense of the University's Special Funds and Certification to Determine Compliance with the Position Held."

3.7. For successful work, the mentor may be awarded a bonus within the framework of the incentive system.

3.8. A Council of Mentors may be created upon the initiative of the mentors.

IV. DUTIES OF THE MENTOR

A mentor has the following duties:

- Know the requirements of legislation in the field of education and regulatory legal acts that define the rights and duties of the young specialist in accordance with the position held.
- Identify the needs of the young specialist related to their professional activity.
- Annually develop a professional growth plan for the young specialist together with the specialist.
- Give specific assignments to be completed within a set deadline, monitor their execution, and provide necessary assistance.
- Assist the young specialist in mastering practical methods and ways of planning and conducting classes, identify and analyze strengths and weaknesses in their work, and determine ways to eliminate shortcomings.
- Instruct the young specialist in compiling academic documentation (syllabus, teaching and methodological complex, workbook, educational work plans, students' personal files, filling out the electronic journal, etc.).
- Involve the young specialist in research work, article writing, and supervising student research projects.
- Familiarize the young specialist with the main requirements for a teacher, internal labor regulations, and labor protection and safety rules.
- Participate in the discussion of issues related to the work of the young specialist.
- Conduct work in accordance with the compiled plan, and timely inform the Head of the Department (Chair) or Head of the SCC about its execution.

V. RIGHTS OF THE MENTOR

A mentor has the following rights:

- Observe and analyze classes and educational work.
- Demand oral and written reports on the work performed from the young specialist.
- Involve other faculty members in training the young specialist.
- Defend their professional honor and dignity.
- Refuse to work with the young specialist.
- Improve their professional qualifications in the field of mentoring.

VI. DUTIES OF THE YOUNG SPECIALIST

- During the period of work with a mentor, the young specialist has the following duties:
- Study the Laws of the Kyrgyz Republic "On Education," state educational standards, professional standards for higher and secondary vocational education teachers, educational standards for their specialty, and core educational programs.
- Study the regulatory acts that define their activity, the structure of the educational institution, operational specifics, and functional duties.
- Fulfill the work plan with the mentor.
- Continuously work on improving their professional qualifications.
- Adopt innovative methods and ways of working from the mentor.
- Improve their general educational and cultural level.
- Report on their activities in accordance with the plan developed jointly with the mentor.

VII. RIGHTS OF THE YOUNG SPECIALIST

The young specialist has the following rights:

- Receive assistance from the mentor.
- Submit their proposals for improving work to the management of the school (educational institution) for consideration.
- Defend their professional honor and dignity.
- Familiarize themselves with complaints and other documents evaluating their work, and provide explanations regarding them.
- Improve their professional qualifications.
- Defend their interests in connection with the violation of professional ethical norms.
- Refuse to work with the mentor.

VIII. GUIDANCE OF MENTORING WORK

8.1. The Vice-Rector for Academic Affairs, the Department of Academic Policy, Directors of Institutes, Colleges, Heads of Departments (Chairs), and Heads of SCCs have the following duties:

- Introduce the young specialist to the faculty, and announce the order assigning a mentor to them.
- Create the necessary conditions for the joint work of the young specialist and the mentor.
- Attend specific classes and methodological, scientific, and educational events conducted by the young specialist and the mentor.
- Provide methodological support and practical assistance in compiling work plans for mentors with the young specialist.
- Study, generalize, and disseminate best practices for organizing mentoring in the educational organization.

8.2. The Head of the Educational Institution's Methodological Council has the following duties:

- Consider the mentor's work plan at the meeting of the Methodological Council.
- Provide systematic, continuous support for the mentor's work with the young specialist.
- Hear reports from the mentor and the young specialist at the meeting of the Methodological Council and submit their conclusions to the management.

IX. DOCUMENTS REGULATING MENTORING

9.1. The documents regulating mentoring include:

- The Regulation on Mentoring.
- The Rector's order on assigning a young specialist to a mentor.
- The mentor's work plan with the young specialist.
- Reports from the mentor and the young specialist on the work performed.

- Logbooks (or notebooks) for mutual class visits and analysis of classes and extracurricular activities, self-analysis, and reflection.
- Protocols of the meetings of the Institute Council, Department (Chair) Council, and Mentors' Council (if one exists) that address mentoring issues.
- Criteria for evaluating the mentor's work.

Sample evaluation criteria for mentor's class observation

№	Observed Parameters	Yes	No	Ambiguous (or Neutral)
1.	Planning (brief description of the class plan)			
	The class objective is set in accordance with SMART criteria.			
	Consideration of group and individual needs of students/trainees when planning the class.			
	Reliance on the students'/trainees' experience when planning the class and its use during the class.			
2.	Content of Instruction			
	Consideration of student/trainee needs when selecting and presenting content (level of readiness , content adaptation).			
	Knowledge and accessible presentation of the teaching material.			
	Ability to use scientific and pedagogical terms .			
	The educator's use of low, medium, and high-level questions .			
	The educator's use of additional sources of information .			
	Connection of the class content with practice .			
3.	Use of Teaching Methods and Techniques			
	Involvement of all students/trainees in activities during the class.			
	Organization of cooperation and interaction among students/trainees during the class.			
	Availability of opportunities for students/trainees to comprehend and reflect on the material being assimilated.			
4.	Creation of the Learning Environment			
	Equal attention from the educator to the audience.			
	Favorable atmosphere in the class.			
	Positive and effective use of feedback (educator's comments on the student's/trainee's work).			
5.	Organization of Learning Activities			
	Use of various organizational forms of learning work (individual work, pair work, small groups, whole-group work).			
6.	Use of Resources			
	Effective use of time .			
	Effective use of visual aids and technical teaching tools.			

7.	Assessment of Students/Trainees			
	Providing information to students/trainees on assessment criteria during the class.			
	Use of formative assessment techniques .			
	Open assessment , announcing student/trainee achievements collaboratively with them.			

To determine the main evaluation criteria, the teacher and the mentor must jointly discuss the provided list. Joint discussion of the criteria helps to identify problem areas and work on them. The list can also be supplemented and adjusted jointly in accordance with the objectives of the class visit.

Compilers:

Turdubaeva B.M.

Mirzahmedova A.