

Introduction to Mentoring:

What is Mentoring?

A MENTOR IS:

"An individual who fosters growth in professional practice and nurtures the maturation and acculturation of a younger or newer members of a profession; an experienced or trusted advisor."
 - Ambrose University, 2018

The new generation of teacher thrives when:

- Collaborating with peers.
- Receiving consistent positive reinforcement from a trusted advisor.
- Mutual respect is achieved in new relationships.
- More engaged when completing application based or hands-on learning.

Mentors must:

- Ensure learning is done with personal relevance and interest.
- Be flexible and relaxed when giving advice or work-related tasks.
- Be available for collaboration a minimum of 1-2 hours per week.
- Allow for guided inquiry, experimentation and self discovery.

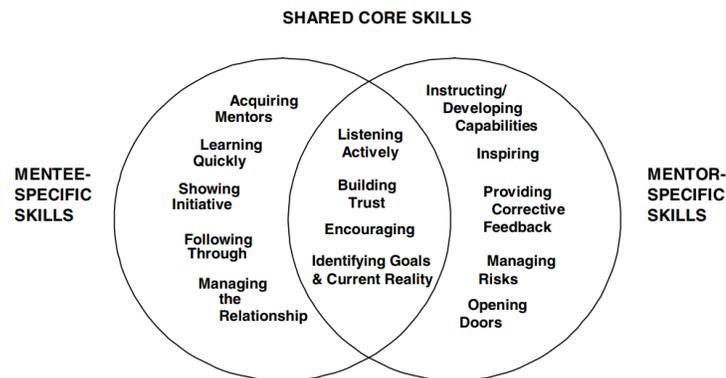


Why Mentoring?

IMPORTANCE OF MENTORS

- Research reveals that effective mentorship pairings can:
- Ease of transition into the new roles as a full time teacher.
 - Increase overall teacher efficacy.
 - Reduction of beginner teacher stress and "praxis-shock."
 - Increase in teacher effectiveness and job satisfaction.
 - Reduction in new teacher attrition.
 - Ultimately leads to greater student success.

THE MENTORING SKILLS MODEL



Strategies for Mentorship Implementation:

Many of the identifiable skills required in any effective mentoring relationship are reflected in the many strategies mentors can use to create a productive, trusting and mentoring relationship. Developing a positive and productive mentorship commences during the first formal mentoring conversation and meeting. As mentioned previously, a strong mentoring relationship takes time to develop, and is most effective when it is non-evaluative. Ideally an element of friendship is likely to form as the protégé and experienced teacher begin formal meetings.

Becoming a Mentor COACH:

Collaborate, Observe, Authentic, Celebrate & Holistic

Mentoring relationships need continuous communication and on-going practical experiences to be effective. To facilitate progression and growth mentors can become a COACH for their protégé, and use the following key strategies to stay focused when establishing a mentoring plan.

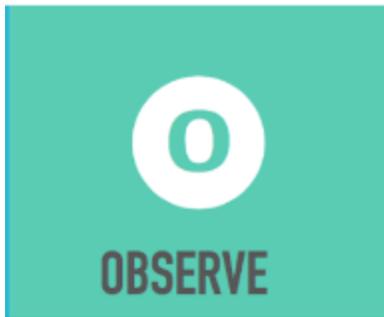
C	O	A	C	H
COLLABORATE	OBSERVE	AUTHENTIC	CELEBRATE	HOLISTIC
Plan, prepare, and organize together in a meaningful and productive way. Focus on common:	Ensure consistent teaching observation and feedback of:	Ensure the planning, professional learning and collaboration reflects common goals and vision of the pair. Is PD:	Reflect and recognize all accomplishments achieved throughout the relationship. Ensure they are:	Develop the whole teacher. Focus on:
Assessment Lesson Plans Learning	New Teacher Master Teacher Teacher Colleague Teacher Efficacy	Relatable Common	Genuine Shared	Empathy Health Wellness Balance Trust

As mentors begin to plan for the education and development of a new teacher protégé, there is an overwhelming amount of teachable criteria that can be included in the above categories. It is important to remember that each mentoring pair is unique, mentoring pair can navigate a variety of strategies for success. Use the following reflection questions and strategies as a guide to create an effective learning environment for both you and your protégé.



Teacher collaboration is a growing, common and proven teaching practice throughout global education communities (OCT, n.d.). Collaboration with a new teacher or protégé can begin with guided lesson planning, and then may evolve to become a shared collaboration of new ideas and strategies. Collaboration should be focused on student outcomes and school education goals.

Questions to consider:	Strategies:
<ul style="list-style-type: none"> ● How do you manage your time and resources? ● How can I/we develop a common vocabulary for productive use of collaboration time? ● In what ways can you make yourself available and accessible when the new teacher needs support? (Email or Phone) ● How might this be an important aspect of effective mentoring? ● How can you facilitate a network of support for your protégé? ● Are you creating an opening for your new teacher's voice to be heard? ● Have you shared teaching philosophy & learning goals? ● 	<ul style="list-style-type: none"> ● Weekly meeting time for collaboration and presentation of work. <ul style="list-style-type: none"> ○ Same place and time every week ○ Outside of class time ○ Share previous lessons/assessments ● Create a shared vision, include; <ul style="list-style-type: none"> ○ Teaching goals ○ Vision ○ Realities ● Plan, Manage and Organize <ul style="list-style-type: none"> ○ Lesson planning using multiple appropriate methodologies ○ Daily routines ○ Student needs ○ Scheduling ○ Multiple methods of assessment & technology



Observation is a powerful strategy for both mentor and protégé, as it promotes continuous growth, via reflection and feedback of effective teaching practice. Allowing yourself to be observed can model effective instruction, classroom management, and positive time and stress management (Clement, 2018). Furthermore, observing beginning teachers will help instruction and assessment proficiency.

Questions to consider:	Strategies:
<ul style="list-style-type: none"> ● What are effective methods of observation and systematic observation tools to assess instruction? ● How have you modelled/discussed an effective classroom management plan? ● How can you provide powerful and meaningful feedback? ● Is the purpose of the observation linked to the skill development of the new teacher? ● What did you see...? ● I noticed...? ● Did I share my thoughts and observations respectfully? ● During feedback and debrief are you actively listening? 	<ul style="list-style-type: none"> ● Plan observation time and lesson outcomes. ● Give teachers time to prepare. ● Observation is data collection; <ul style="list-style-type: none"> ○ Record positive practice and areas of improvement. ● Provide feedback to one another as soon as possible. ● Debrief should be planned and face to face when possible. ● When able, record yourself giving instruction on phone or tablet, and reflect on what you see. ● Reflective questioning strategies; <ul style="list-style-type: none"> ○ Journaling ○ Self-Assessment ○ Brainstorm new ways to structure activities/lessons.



Ensuring continuous learning and collaboration between the mentor and the protégé takes a conscious effort by both individuals. Establishing a mentoring plan that highlights the areas of interest for the new teacher is important for authentic learning to take place. Allowing for protégé input, trial and error, and decision making enables the new teacher to invest in their own learning objectives. Mentors play a key role in helping facilitate the learning objectives, and helps fulfill the needs of the teacher in the process.

Questions to consider:	Strategies:
<ul style="list-style-type: none"> ● Is the new teacher exposed to authentic teaching experiences and do I allow for meaningful reflection on a daily basis? ● What type of support (beyond just the technical) could you, and other members of the school community provide, and what might the benefits of such support for the new teacher? ● Are you meeting all of the new teacher needs? For instance: <ul style="list-style-type: none"> ○ Using the photocopier ○ Best student assessment practice ○ Differentiation of assignments and instruction. 	<ul style="list-style-type: none"> ● Allow for autonomy and individualization in lesson design. ● Incorporate learning goals and refer back to shared vision frequently in discussion. ● Allow protégé a chance to handle all types of problems and conflicts in order to develop a variety of strategies. ● Encourage protégé to email or phone parents when required. ● Create a plan for PTI's and parent meetings. ● Allow for choice in professional development and learning opportunities.



Our current new generation of teachers have become accustomed to accolades for every accomplishment, and gain confidence and reassurance when positive feedback is consistently given (Clement, 2018). As a mentor to seek out opportunities to celebrate success in the classroom. Genuine celebrations of accomplishments can foster a deeper and more rewarding mentoring experience.

Questions to consider:	Strategies:
<ul style="list-style-type: none">● As a mentor are you able to celebrate the minor and major successes of the protégé?● Do you show a genuine interest of protégé accomplishments and learning?● How do I plan to praise and recognize my protégé’s success?	<ul style="list-style-type: none">● One on one verbal praise and recognition.● Public praise to a colleague or school leader.● Written email or thank you card● Highlight positive traits and characteristics.● Let them know how they are being helpful.● Self-reflective feedback.



Feeling heard, appreciated and valued as a teacher is a rare commodity. Mentoring through a holistic model can create an opportunity for mentors to focus on the development of the teacher as a person, not just an educator. Empathy and compassion are mentoring skills that can be utilized to motivate and support new teacher efficacy and wellness.

Questions to consider:	Strategies:
<ul style="list-style-type: none"> ● Are you listening to understand, to make meaning, to empathize or to come to a decision? ● Does your protégé or beginning teacher feel you understand them and their point of view? ● Is the reason or purpose of the conversation clearly understood by both the mentor and the protégé? ● As a mentor are you able to temporarily suspend your beliefs and judgement? ● Are you able to respect your protégé and seek to neither alienate nor offend? ● Do you model an open-minded attitude; are you open to trying new things and maybe changing your method and attitude? 	<ul style="list-style-type: none"> ● Focus on the skill of building trust. ● Keep confidences shared by your protégés. ● Share stories of personal struggle and hardship. ● Spend appropriate time together. ● Follow through on goals and promises. ● Admit when you have made mistakes. ● Tactfully share your opinion if there is a disagreement. ● Model and educate effective eating, exercise and sleeping patterns. ● Be a cheerleader and advocate for the protégé. ● Create a network of supports and professional connections. ● Surprise protégé with favourite drink or treat.

The success of the mentorship rests on the mutual commitment and excitement of both the mentor and the protégé. Most successful partnerships create avenues for intellectual and creative growth. The mentoring or coaching relationship can develop into a friendship that can continue to grow throughout a career.

Next Steps & Taking Action:



Coaching Timeline: A work in progress

- As you consider how your mentoring relationship will flourish, it is always beneficial to have an action plan, a springboard of actionable items, or an areas of growth list. When ready you can begin to write down a goal(s) or actionable item that piqued your interest and reflects your area of need.

Actionable Item or Goal Statement	Action Step Descriptors	Resources Needed	Start Date	End Date