

So you want to
be a mentor?



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



The heart and soul of mentoring is the outgrowth of belief in the value and worth of people and an attitude toward education that focuses upon passing the torch to the next generation of teachers.

Head, Reidman, and Theis-Sprintall, 1992



True teachers are those who use themselves as bridges over which they invite their students to cross; then, having facilitated their crossing, joyfully collapse, encouraging them to create their own.

Nikos Kazantzakis



Objectives for today



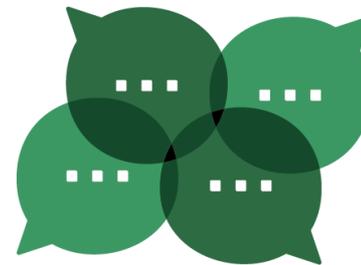
Introduce the concept of mentoring



Understand the process of mentoring



Identify the needs of the beginning teacher



Discuss the roles and responsibilities of mentors, beginning teachers



If I knew then...

3-2-1

What are **three** things you know now that you wish you had known the first year you taught?

What are **two** tips you would offer a beginner teacher as they begin?

Describe **one** lesson you learned the first year you taught.
How did that impact your teaching?



What is mentoring?

A person-to-person experience that is...

A confidential, non-judgmental process which...

Ensures beginning teacher support and guidance on effective teaching practice...

Based on national, provincial, district and school needs and the needs of the beginning teacher.



We mentor because...

Beginning teachers need guidance and support.

Beginning teachers need to build confidence and an understanding of the school.

Mentoring motivates the beginner teacher and the mentor.

Mentoring helps to retain our newest professionals.

Mentoring builds expertise more quickly.

Mentoring is a professional responsibility.



Formal mentoring

Is an action – by a person, for a person.

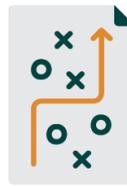
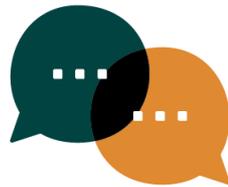
Provides the mentor and the beginning teacher with a roadmap for effective teaching.

Provides the beginning teacher with a sense of security.

Provides the mentor with a focus for dialogue and support.

Provides the district with teachers who understand the culture and the curriculum.

Provides the beginning teacher with models of practice.



Mentoring with induction

Is a process – is a system.

Promotes life-long professional learning.

Provides many support systems that are highly structured.

Encourages collaborative interactions that support high levels of learner success.

Supports the beginning teacher over a period of years.

Is aligned with the district vision and goals for all teachers.



And the benefits are...

Mentoring ensures that experienced teachers positively impact a new generation of teachers.

Mentoring highlights professionalism to stakeholders.

Mentoring enriches relationships through collaboration.

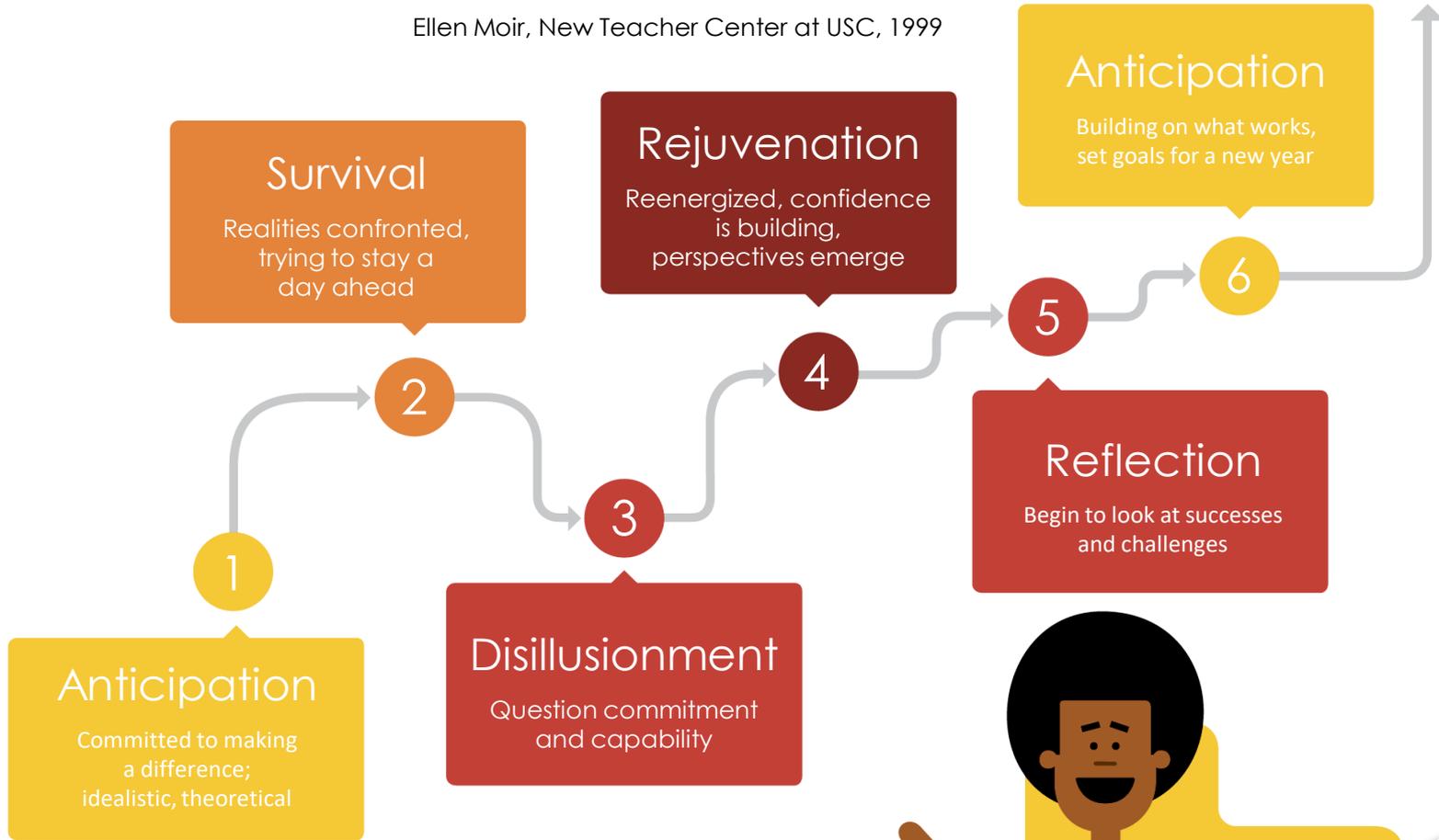
Mentoring provides powerful learning opportunities.

Mentoring supports learners' learning and success.



Stages of First Year Teaching: Mentors Helping Beginning Teachers

Ellen Moir, New Teacher Center at USC, 1999



Common problems faced by beginning teachers



Assessment of
learner work



Planning and
implementing lessons



Classroom
discipline



Insufficient materials
or supplies



Motivating
learners



Parent
relations



Relations
with colleagues



Dealing with
individual differences



Understanding
learner problems



New teacher needs

Understanding effective planning and goal setting

Adapting plans, strategies, and techniques to the needs of students

Working with multiple curricular requirements

Integrating curriculum

Creating and using motivational techniques to enhance learning

Using a variety of assessment models

Knowing the learners

Knowing the school, the district, the community

Interacting with parents and colleagues



Mentors are those people
in our lives, who through their
deeds and work help us to move
towards fulfilling our potential.



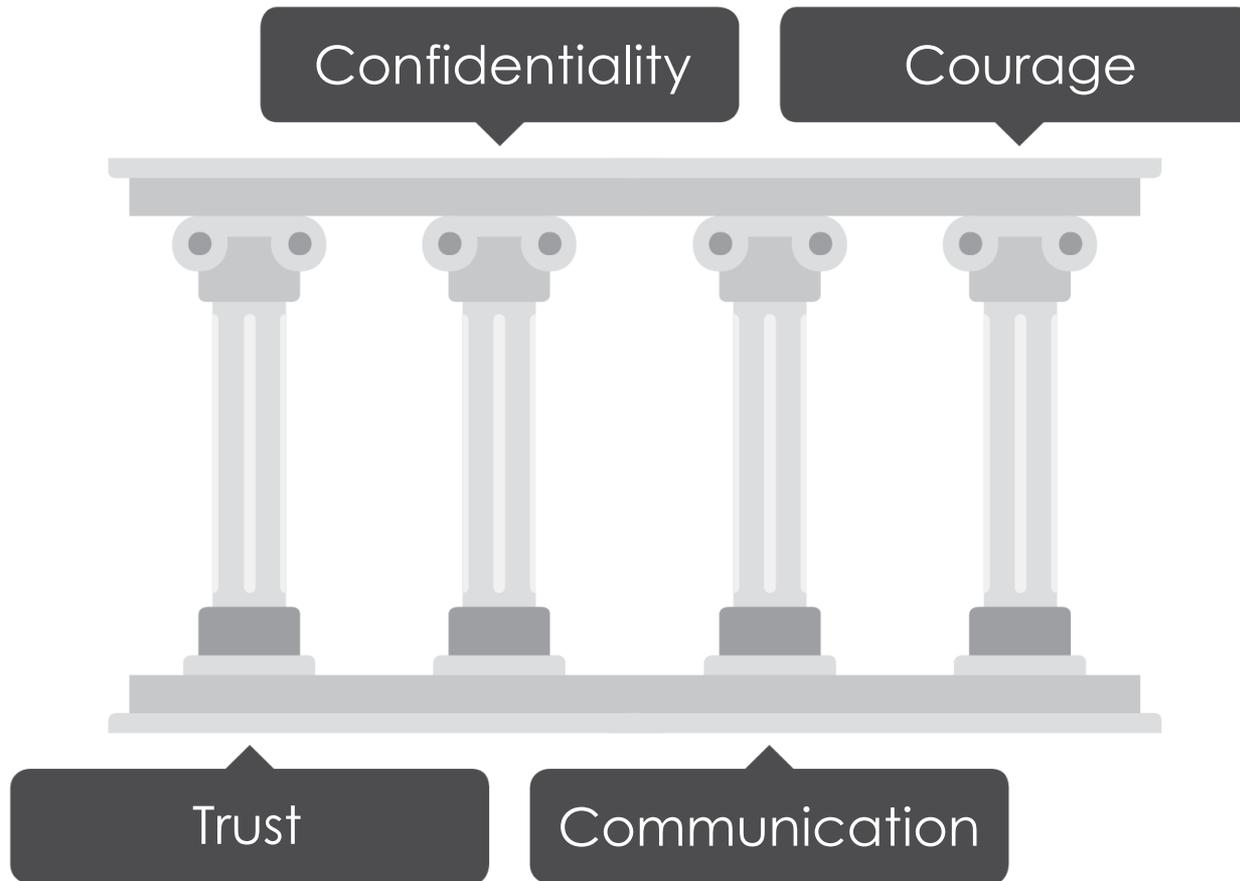
Objectives for today

Discuss the four pillars of mentorship

Reflect on various tools a mentor can use, including classroom observation, reflective conversations and actionable feedback



Components of a mentoring relationship



Building Trust

Maintain confidentiality and objectivity

Respond respectfully

Recognize that the novice will have different coping mechanisms

Listen CAREFULLY before responding

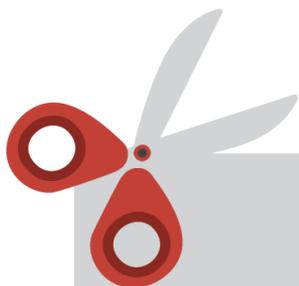
Recognize there might be a need for additional support or resources

Understand differences can provide solutions

Sleep on difficult problems



Give One – Get One



Jot down 3 strategies you will/can use to develop a trusting relationship with your mentee.

Get up and find someone at another table.

GIVE ONE idea from your list to your partner.
GET ONE IDEA FROM YOUR PARTNER.

If your list and your partner's list are identical, you must brainstorm together an idea that can be added to both of your lists.

Note: Exchange no more than one strategy with any given partner.



Communication



Make clear anecdotal statements

Respond with relevant information

Paraphrase or restate what is heard

Question for deeper meaning or to encourage reflection

Use appropriate body language

Respect confidentiality



I long to accomplish a great and noble task, but it is my chief duty to accomplish small tasks as if they were great and noble.

Helen Keller

