



# SO YOU WANT TO BE A MENTOR

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higher education  
& training

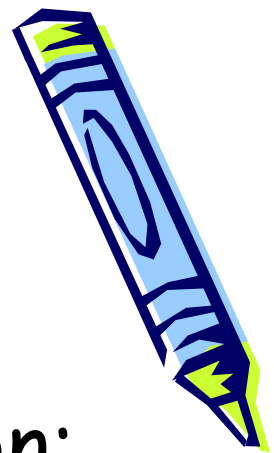
Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA



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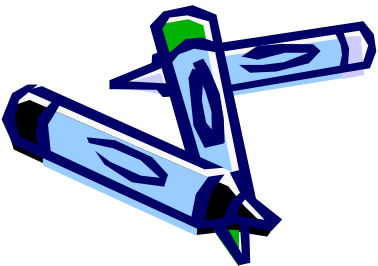
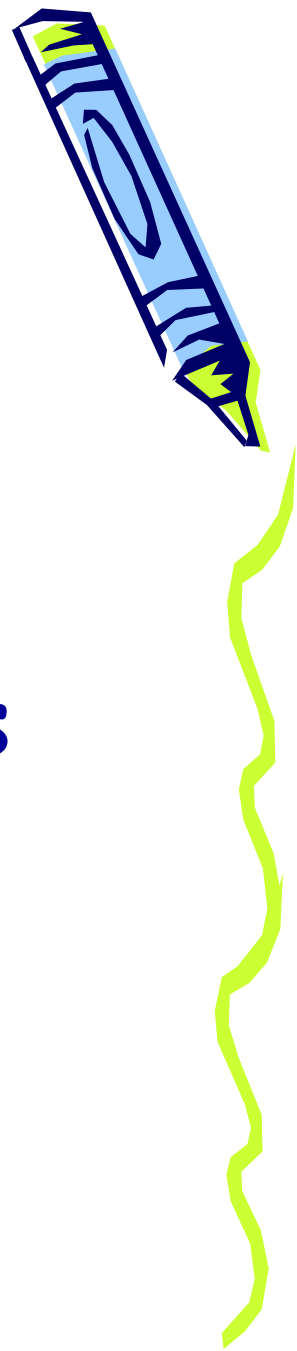
# Induction Training



- The training is done in collaboration:
  - Department of Basic Education
  - VVOB education for development
  - North-West University

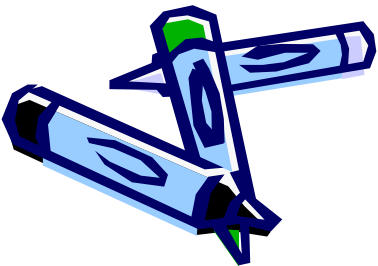
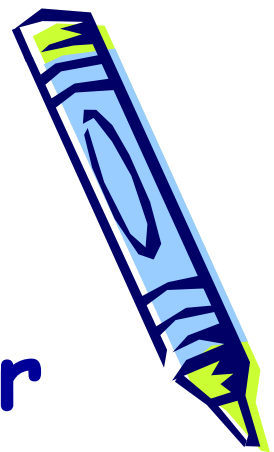
The heart and soul of mentoring is the outgrowth of belief in the value and worth of people and an attitude toward education that focuses upon passing the torch to the next generation of teachers.

Head, Reidman, and Theis-Sprintall, 1992

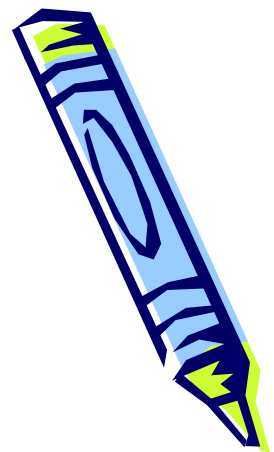


True teachers are those who use themselves as bridges over which they invite their students to cross; then, having facilitated their crossing, joyfully collapse, encouraging them to create their own.

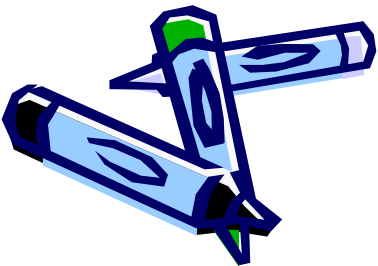
Nikos Kazantzakis



# OBJECTIVES FOR TODAY



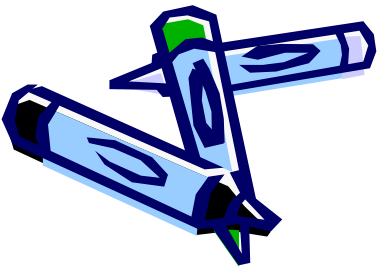
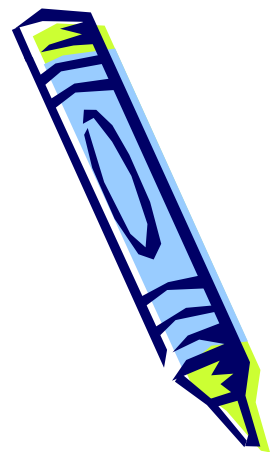
- Introduce the concept of mentoring
- Understand the process of mentoring
- Identify the needs of the beginning teacher
- Discuss the roles and responsibilities of mentors, beginning teachers



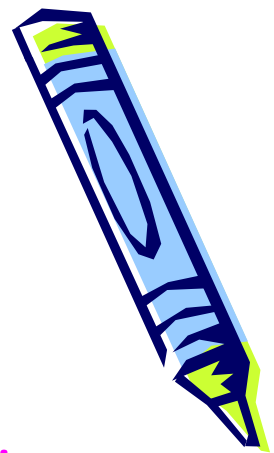
# IF I KNEW THEN....

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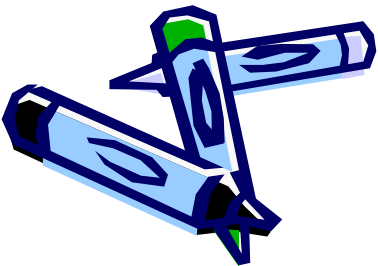
- o What are three things you know now that you wish you had known the first year you taught?
- o What are two tips you would offer a beginner teacher as they begin?
- o Describe one lesson you learned the first year you taught. How did that impact your teaching?



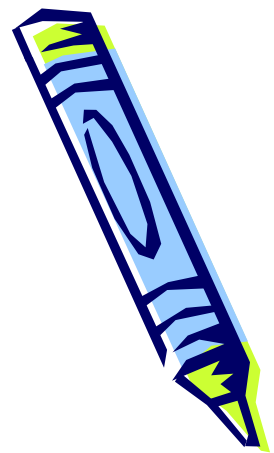
# WHAT IS MENTORING?



- 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.

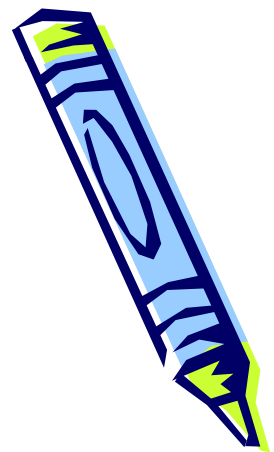


# FORMAL MENTORING

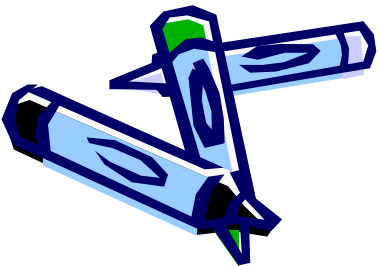


- Is an action - by a person, for a person
- Provides the mentor and the beginning teacher with a roadmap for effective teaching.
- Provides the beginning teacher with a sense of security.
- Provides the mentor with a focus for dialogue and support.
- Provides the district with teachers who understand the culture and the curriculum.
- Provides the beginning teacher with models of practice.

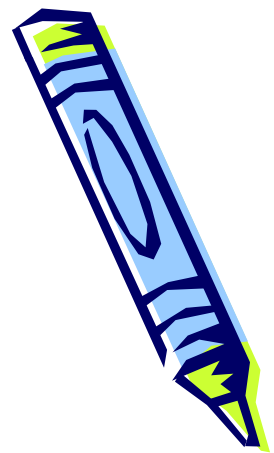
# MENTORING WITH INDUCTION



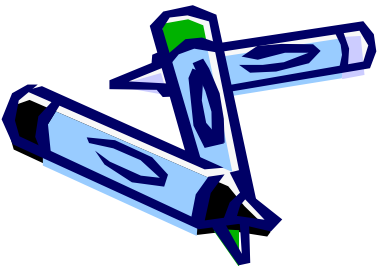
- Is a process - is a system
- Promotes life-long professional learning
- Provides many support systems that are highly structured
- Encourages collaborative interactions that support high levels of learner success
- Supports the beginning teacher over a period of years
- Is aligned with the district vision and goals for all teachers



# AND THE BENEFITS ARE...

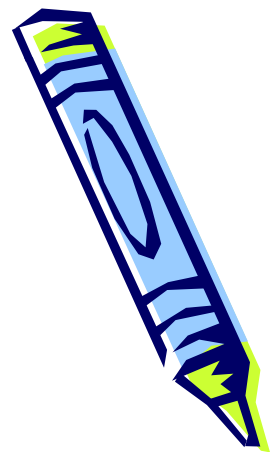
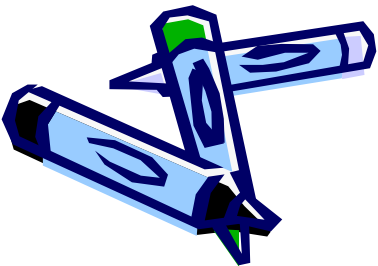
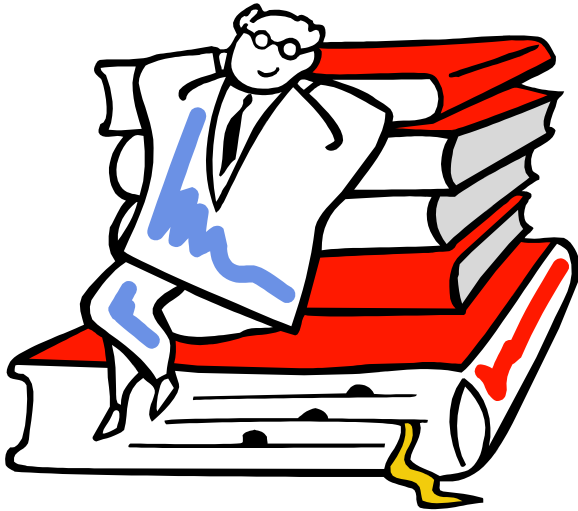


- Mentoring ensures that experienced teachers positively impact a new generation of teachers.
- Mentoring highlights professionalism to stakeholders.
- Mentoring enriches relationships through collaboration.
- Mentoring provides powerful learning opportunities .
- Mentoring supports learners' learning and success.



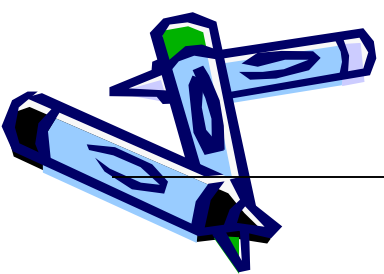
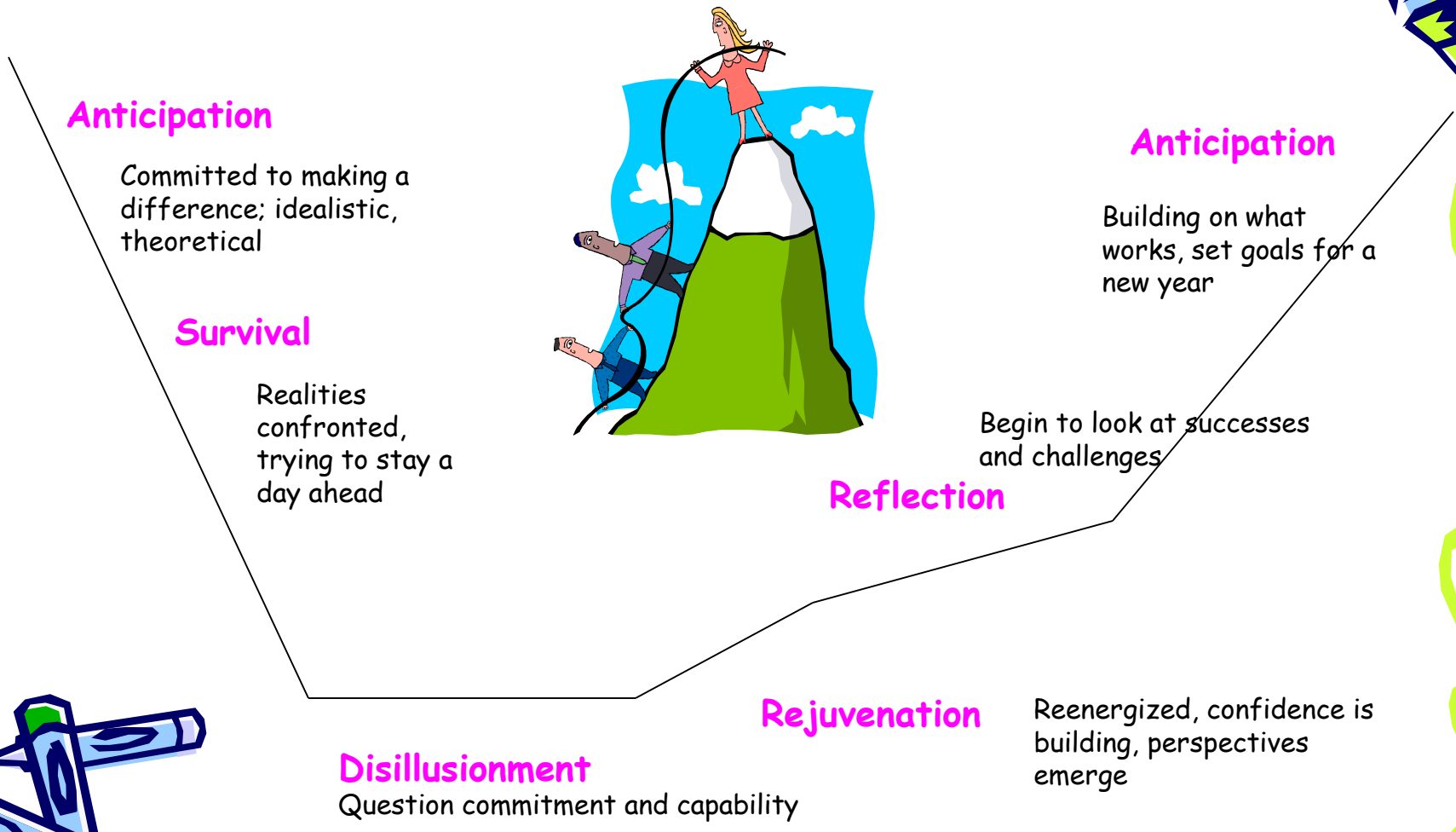
# WHO IS THE BEGINNING TEACHER?

- Work in groups.
- Get chart paper and markers.
- Draw a picture of what a beginning teacher looks like.

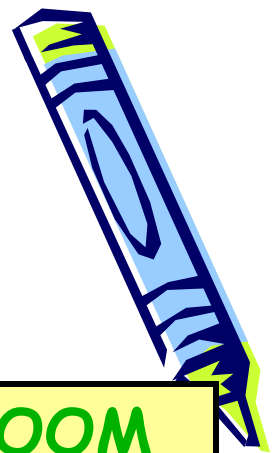


# Stages of First Year Teaching: Mentors Helping Beginning teachers

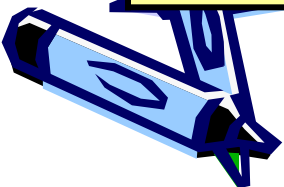
Ellen Moir, New Teacher Center at USC, 1999



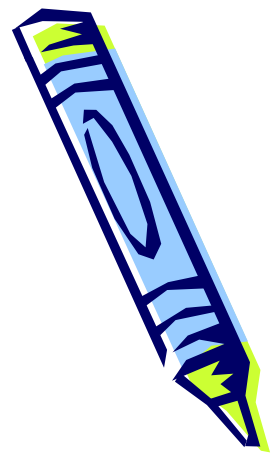
# COMMON PROBLEMS FACED BY BEGINNING TEACHERS



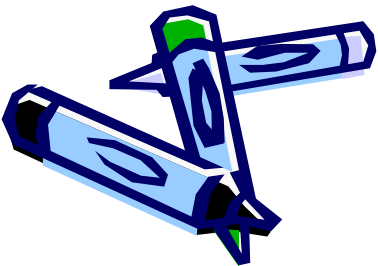
ASSESSMENT OF LEARNER WORK	PLANNING AND IMPLEMENTING LESSONS	CLASSROOM DISCIPLINE
INSUFFICIENT MATERIALS OR SUPPLIES	MOTIVATING LEARNERS	PARENT RELATIONS
RELATIONS WITH COLLEAGUES	DEALING WITH INDIVIDUAL DIFFERENCES	UNDERSTANDING LEARNER PROBLEMS



# NEW TEACHER NEEDS

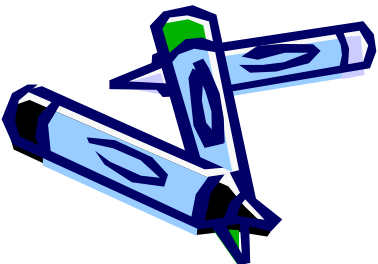
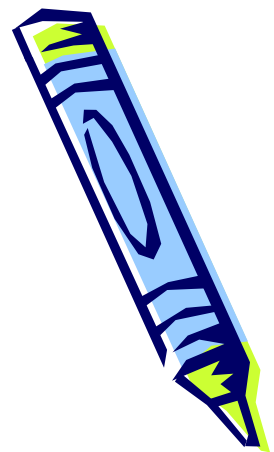


- Understanding effective planning and goal setting
- Adapting plans, strategies, and techniques to the needs of students
- Working with multiple curricular requirements
- Integrating curriculum
- Creating and using motivational techniques to enhance learning
- Using a variety of assessment models
- Knowing the learners
- Knowing the school, the district, the community
- Interacting with parents and colleagues



# A MENTOR IS...

- Write 5 characteristics of an effective mentor.
- Share the characteristics with the group.
- Each group will identify 2 important characteristics to report out to the large group.

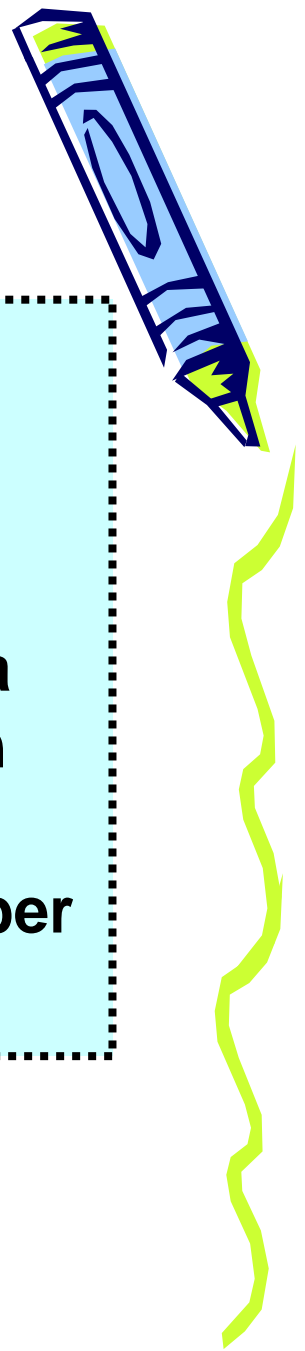




# MENTOR ROLES

- Resource
- Problem Solver
- Advocate
- Facilitator
- Coach
- Collaborator
- Learner
- Assessor
- Trusted Listener
- Teacher

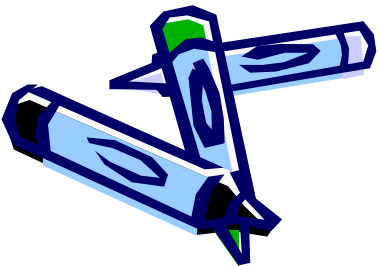
- Find the role assigned for your table.
- Generate a list of specific activities a mentor might do in that role.
- Write one activity per Post-It Note.



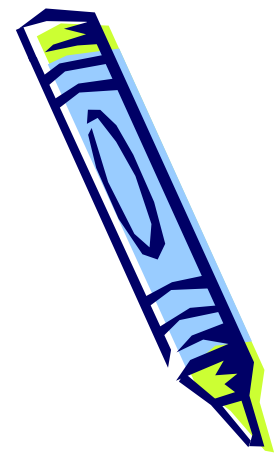
# ROLES AND STAGES



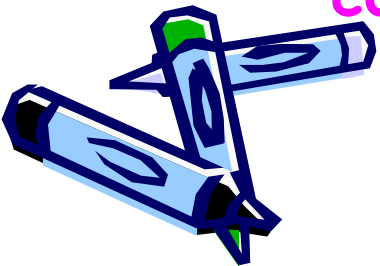
- Using your Post-It Notes, place each Post-It Note on the beginning teacher stage where you feel it would most benefit the beginning teacher.
  - Anticipation
  - Survival
  - Disillusionment
  - Rejuvenation
  - Reflection
  - Anticipation



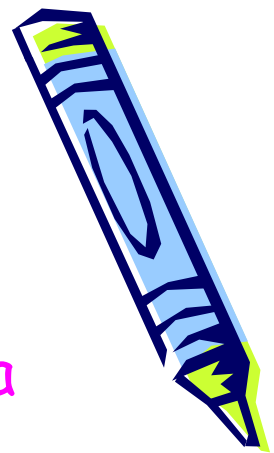
# A VISION OF AN EFFECTIVE MENTOR TEACHER



- Create a list of 5 essential elements that you would consider as criteria for effective teaching:
  - What is an effective teacher thinking?
  - What is an effective teacher feeling?
  - What is an effective teacher saying?
  - What is an effective teacher doing?
- As a group of 5-6 determine at least 5 common criteria of the group.



# AM I A MENTOR?

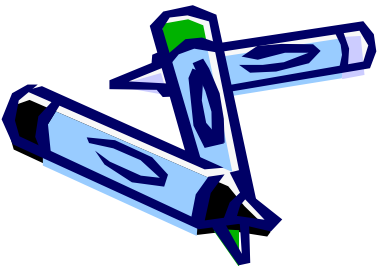
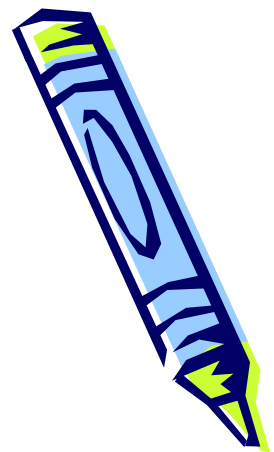


- Am I committed to the mentoring process as a non-judgmental advisor?
- Am I accepting of the beginning teacher and the skills they bring?
- Will I promote self-reliance in the beginning teacher?
- Am I able to articulate effective practices?
- Do I willing provide resources and support?
- Am I effective in different interpersonal contexts?
- Do communicate hope and optimism in education?

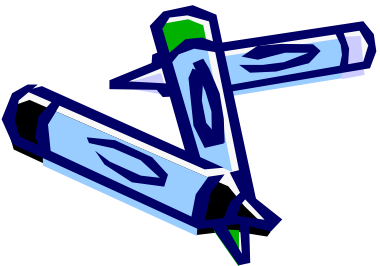
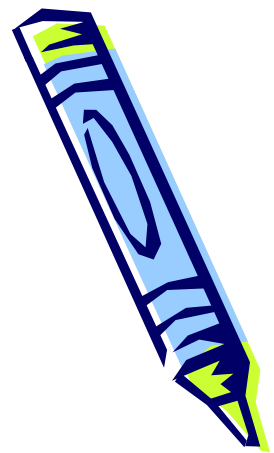


# REFLECTION

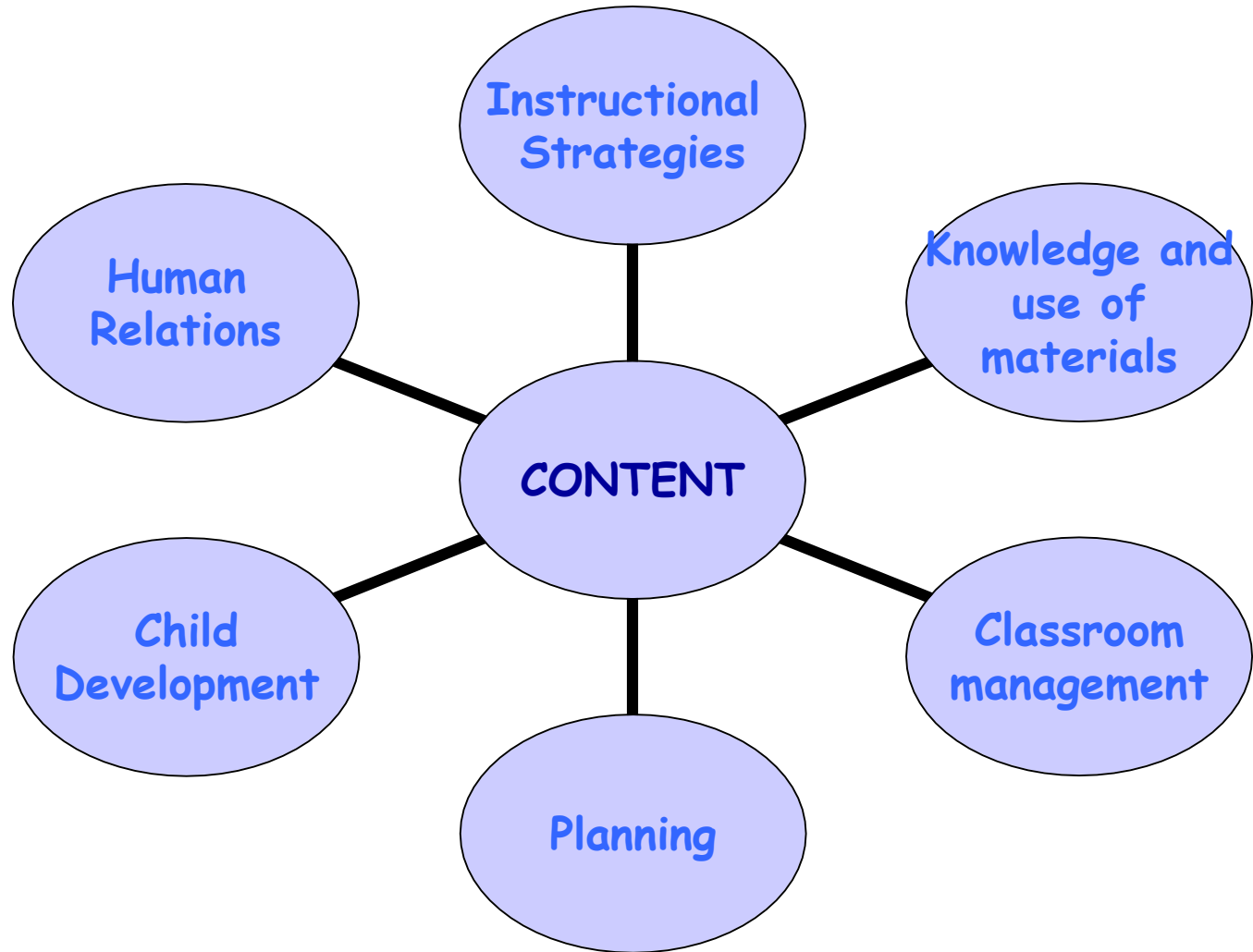
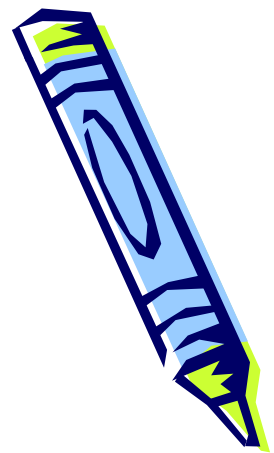
- What strengths will you bring to the mentoring process?
- What benefits do you believe you will receive from the mentoring process?



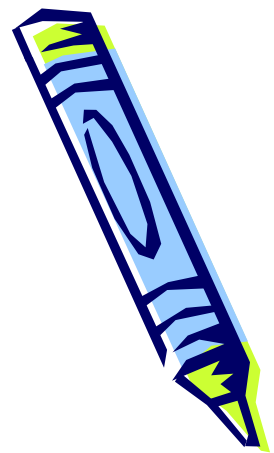
Mentors are those people in our lives, who through their deeds and work help us to move towards fulfilling our potential.



# TEACHING AND THE BEGINNING TEACHER



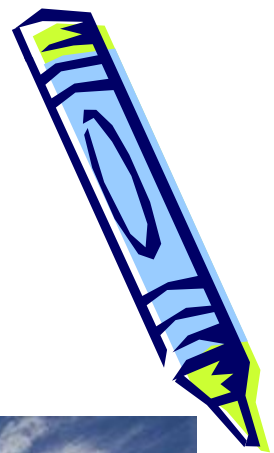
# THE PROFESSIONAL STANDARDS FOR TEACHERS



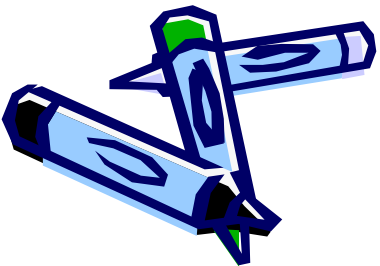
- Teaching is based on an ethical commitment to the learning and wellbeing of all learners.
- Teachers collaborate with others to support teaching, learning and their professional development.
- Teachers support social justice and the redress of inequalities within their educational institutions and society more broadly.
- Teaching requires that well-managed and safe learning environments are created and maintained within reason.
- Teaching is fundamentally connected to teachers' understanding of the subject/s they teach.
- Teachers make thoughtful choices about their teaching that lead to learning goals for all learners.
- Teachers understand that language plays an important role in teaching and learning.
- Teachers are able to plan coherent sequences of learning experiences.
- Teachers understand how their teaching methodologies are effectively applied.
- Teaching involves monitoring and assessing learning.



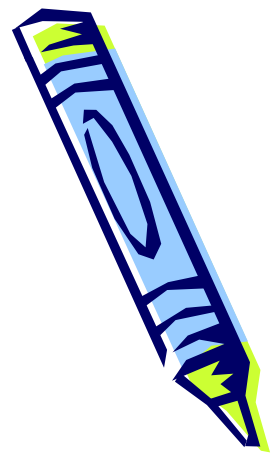
# COMPONENTS OF A MENTORING RELATIONSHIP



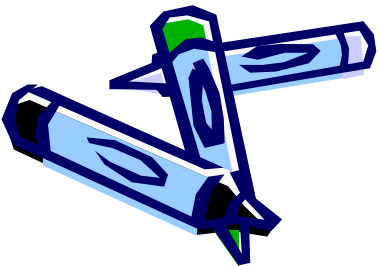
- Trust
- Confidentiality
- Communication
- Collaboration/courage



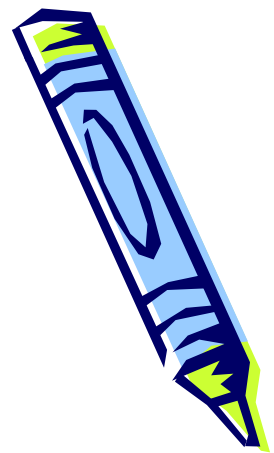
# BUILDING TRUST



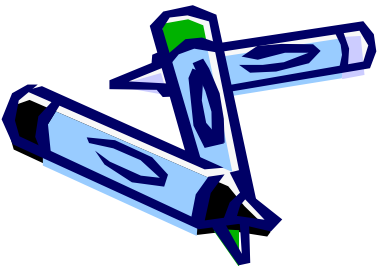
- Maintain confidentiality and objectivity
- Respond respectfully
- Recognize that the novice will have different coping mechanisms
- Listen CAREFULLY before responding
- Recognize there might be a need for additional support or resources
- Understand differences can provide solutions
- Sleep on difficult problems



# DO YOU LISTEN?



- Get in pairs.
- Identify yourselves as an A or a B.
- A's will talk for 90 seconds on a topic that is of interest to them.
- B will listen (do not take notes, do not talk).
- B will paraphrase what was said in 60 seconds.



# Give One - Get One

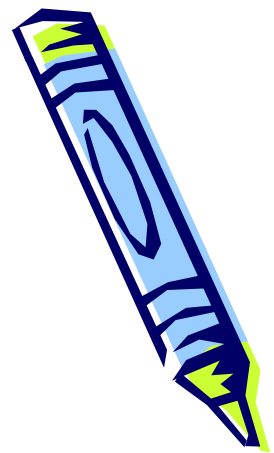
- Jot down 3 strategies you will/can use to develop a trusting relationship with your mentee.
- Get up and find someone at another table.
- GIVE ONE idea from your list to your partner. GET ONE IDEA FROM YOUR PARTNER.
- If your list and your partner's list are identical, you must brainstorm together an idea that can be added to both of your lists.



<b>Give one - Get one Chart</b>		

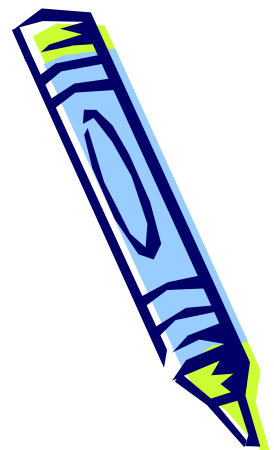
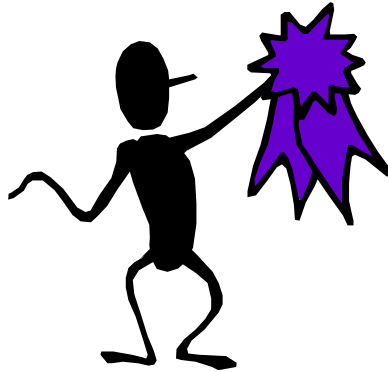
- Note: Exchange no more than one strategy with any given partner.

# COMMUNICATION

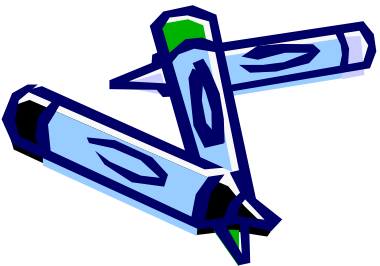


- Make clear anecdotal statements
- Respond with relevant information
- Paraphrase or restate what is heard
- Question for deeper meaning or to encourage reflection
- Use appropriate body language
- Respect confidentiality





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