

# Mentoring in Action

*Guiding, Sharing, and Reflecting with Novice Teachers in September*

## Mindful Mentoring Memo

*“A good teacher is someone who is helpful, thoughtful, smart, knows how to teach, and loves kids.”  
3<sup>rd</sup> Grade Student (page 48 Mentoring in Action book)*



### A MESSAGE to Mentor Leaders

This memo is designed to support you in using the **Mentoring in Action** 2<sup>nd</sup> edition as a resource to support purposeful and intentional mentoring conversations. To learn more about the September chapter listen to one of our mentor leaders.

Most mentoring happens in a verbal conversation. This book is a resource to help you plan your mentoring conversations. Novices who are using the companion book, **The First Years Matter** can read ahead and select the topics that are most meaningful to them. Read more about *Purposeful Mentoring Conversations* on page 18 of the **Mentoring in Action** book.

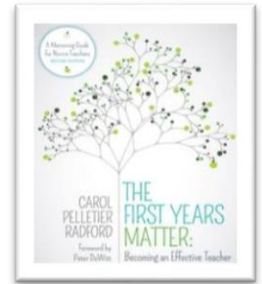
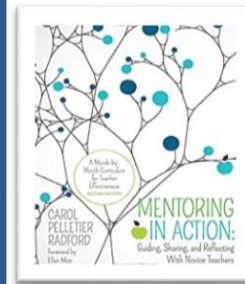
The *Mentoring Conversation* templates on page 267 provide you with sample conversations for 5, 10, 15, 20, 30, and 60 minute meetings. Try a 5 minute meeting and notice the magic that happens when you give an authentic compliment!

I invite you to stop “doing” for 10 minutes to just listen and breathe as I guide you through this simple [meditation](#) that aligns with Principle 1 on page 10. What do YOU bring to mentoring?

**Balance. Inspire. Lead. Transform** from the 



*Carol*  
Carol Pelletier Radford EdD  
Founder, Mentoring in Action



### ACTIONS



Differentiating your mentoring conversations requires

good planning. You want your mentoring conversations to focus on your novice teachers' needs. Here are three ways to support you.

- Review the questions on page 51 and use them to help you focus your mentoring.
- The First ACT on page 56 encourages you to support your novice teacher in building a community of learners within the classrooms.
- The ACTs overview on page 55 provides you with the big picture for the month so you can discuss the topics that are most meaningful.

### CONNECTIONs

Helping novices make “connections” is crucial to their success. Read page 53 in the September chapter and see how these questions inspire you to share what you know.



An important ACT not to miss is on page 60. **Establishing and Implementing Routines** is essential to supporting novice teachers in being successful. Which routines will you share with your novice teachers?



# Being a Mindful Mentor

*"I am an advocate for my novice teacher."*



## REFLECT



If you want to be an effective mentor, you will take some time to reflect. At the end of each chapter, you will see the thought bubbles with stems.

On page 66, there are several prompts. How would you respond to this one?

- Something I learned from my mentee...

## NEW TEACHER PHASE

In September, the novices are still in the Anticipation phase, and may be nervous about starting the year. For many, there are sleepless nights and worry about meeting the students.

Some novice teachers are saying, "I feel prepared to teach, but I don't know what to do the first day." How can you share specific details of what they should do on the first days of school? Use the September chapter to guide your conversations.



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## USING MINDFULNESS



Teaching is complex, and often, there are not clear answers to situations that arise while you are mentoring a novice. Each month, a dilemma will be featured to help you and your novice grapple with some challenging issues. By anticipating challenges and reflecting on them before they happen, we help our novice teachers to prepare instead of reflect.

- **Dilemma #2** is: **Including All Students in the Community of Learners**. As you read the dilemma in your Mentoring in Action book, think about how you would discuss this. A mindfulness protocol is included on page 67 to help you reflect and clarify the issue for yourself.
- Note that if you are using **The First Year Matters** book that the dilemma is written from the novice teacher's perspective.

## VIDEO

Watch the video to get an overview of this month's chapter topics.

- [September Chapter Overview](#)



## WEBSITE RESOURCES

Visit [MentoringinAction.com](http://MentoringinAction.com) to find free resources like the District Action Plan samples and a video library. Practice mindfulness using the mindful mentor meditations that align with page 10 in your MIA book.



To purchase the 2<sup>nd</sup> editions of the **Mentoring in Action & The First Years Matter** and receive a bulk order discount call 1-800-233-9936.

## SELF CARE CORNER

Mentors need to model self care practices for their novice teachers.



- Review **SETTING GOALS** on page 68 and pay attention to your own self-care and the well-being of your novice teacher.
- Read [Five Simple Lessons](#)
- Practice [Mindfulness](#) meditations from the Mentoring in Action website.

Self-care is not selfish!