

# Mentoring in Action

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

## Mindful Mentoring Memo

*“A good teacher is someone who listens to you as a student and always tries to challenge you.”  
5<sup>th</sup> Grade Student (page 114 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](#) for purposeful mentoring conversations.

The winter season is upon us and you are deeply immersed in mentoring at this point. You are either very pleased with how it is going or you have some “issues” that you would like to have resolved. Use the other mentors in your district as guides. We all have had challenging mentees and it helps to get some advice from a colleague who may have more experience mentoring. Think about how you can approach your mentoring challenge as a possibility rather than a problem.

Based on the Phases for New Teachers, your mentee is probably at the lowest point in the year. This is a perfect time for a 5 Minute Meeting (page 269) in your MIA book. Giving an Authentic Compliment is a perfect holiday gift for your novice teacher!

The fourth principle for **Mindful Mentoring** listed on page 10 of the MIA book is *Participating in Ongoing Reflection*. The *Mentoring in Action* curriculum integrates reflection into all the chapters beginning with the First Act and continuing through to the final reflections in the caption clouds at the end of each chapter. The *Mindful Mentoring Dilemmas* offer another way to reflect.

The link for the mindful meditation for this principle is included in this message. The affirmation for this [meditation](#) is; *I reflect on my mentoring experiences and use my insights to improve.*

Reflection is not an optional activity for a teacher. It is the way we acknowledge what we are doing well and how we find more ways to be effective.

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

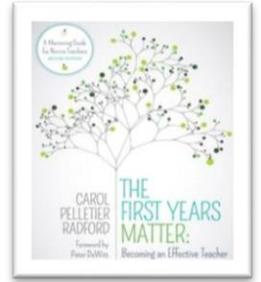
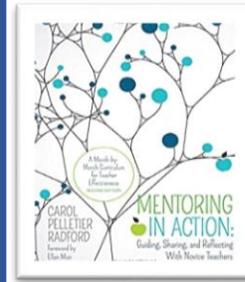
Enjoy the holidays!

Carol  
Carol Pelletier Radford EdD  
Founder, Mentoring in Action



### CONNECTION

Review page 119 and watch the [Reactions to the Student Survey](#) Video and discuss it.



### 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.

- Interview your mentee using The First Act on page 120.
- Review the Overview of Acts on page 121 and choose one.
- Read page 127, Act 6, and help your novice teacher find ways to continue to keep ALL students engaged in every lesson!

You can also find the videos on the [MentoringinAction.com](#) Video Library using the titles.

Use the templates in the Appendices to organize your conversations.

When will you schedule your time to talk?



# Being a Mindful Mentor

*"I encourage my novice teacher to try a variety of instructional strategies."*



## REFLECT

Effective mentors take the time to reflect alone and with their mentee.



Choose a bubble stem on page 132 and complete it in your book or using the [Mentor journal](#) available from Corwin.

## NEW TEACHER PHASE

In December, the novices are in the tail-end of the Disillusionment phase. Your novice teacher may be struggling with class management, highly stressed, and utterly exhausted!

Help your novice teacher stay calm and realize that a nice, relaxing vacation (& rejuvenation) is just around the corner!!

Use the December chapter to guide your conversations.



## VIDEO

To learn more about the December chapter, listen to one of our mentor leaders

- [December Chapter Overview](#)



## WEBSITE RESOURCES

Visit [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.

## 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 react.

- **Dilemma #5** is: **Took Your Advice & It Didn't Work**. 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 133 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.

## SELF CARE CORNER

Take some time for YOU! What can you do today that will refresh your spirit?



Also, point out what your novice teacher is doing well! It is time for a compliment!

Watch the video, [Transforming the Heart of Teaching: CARE for Teachers](#), by Tish Jennings to learn how mindfulness can really help novice teachers de-stress to promote student performance & a calmer class environment!

Review page 134 for more ideas!