

# Mentoring in Action

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

## Mindful Mentoring Memo

*“What I think makes a good teacher is that they can teach all kinds of things your parents don’t know.”  
6<sup>th</sup> Grade Student (page 158 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. Please share the new Novice Teacher Memo with teachers who are using *The First Years Matter* 2<sup>nd</sup> edition books. In case you missed the January launch, we are beginning a one pager on “self-care” for the novices.

This month take some time to think about all the good that is going on in your mentoring program. What is going well? Who is supporting you? How are the novice teachers developing? We often spend so much time thinking about what we can do better that we miss the good things.

Valentine’s Day is a perfect time to send a thank you note to the superintendent, the assistant superintendent, principals, directors, and all the stakeholders who financially support the induction and mentoring program with the books and resources you need.

*Qualities of Effective Mentors* on page 10 of the MIA book reminds us of what we bring to our novice teachers. Scan the list and note your gifts. Acknowledge yourself for your unique contributions and send a note to your mentors highlighting one of their qualities that stands out to you. In a “5-minute meeting” we learned to share a compliment with our novices, now it is time to do the same for your mentors. Spread that positive energy throughout your mentoring community. A thank you Valentine with a piece of chocolate can go a long way!

Bring your mentors and novices together to celebrate the good work you are all doing. Perhaps a Valentine’s day coffee? Build a positive school culture from within the mentoring community. Create gratitude from scarcity.

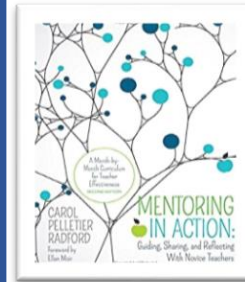
BE the light for your program.

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

Carol

[\(Listen to a message from Carol\)](#)

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.

- Interview your mentee using The First Act on page 164.
- Review the Overview of Acts on page 165 and choose one.
- Read pages 166 & 168, Acts 1 & 3, and identify different teaching strategies being utilized as well as brainstorm how to engage all learners within the classroom.

You can also find the videos on the [MentoringinAction.com](http://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?

### CONNECTIONS

Review page 163 and read the [How Does Classroom Space Influence Learning](#) form and discuss it.





# Being a Mindful Mentor

*"I provide positive support and a sense of optimism to novice teachers."*



## REFLECT

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



Choose a bubble stem on page 174 and complete it in your book or using the [Mentor journal](#) available from Corwin.

## NEW TEACHER PHASE

In February, the novices are in the middle of the *Rejuvenation* phase. He/she now focuses on refining his/her lessons, behavior & classroom management, and coping skills.

Help your novice teacher stay positive and refreshed by assisting him/her in getting organized for the second half of the year!!

Use the February chapter to guide your conversations.



## 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 #7** is: *Is This Content Accurate?* 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 175 to help you reflect and clarify the issue for yourself.
- Note that if you are using *The First Years Matter* book that the dilemma is written from the novice teacher's perspective.

## VIDEO

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

- [February 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.

## SELF CARE CORNER

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



Watch the video, [Intentional & Radical Self Care for Teachers \(and everyone else\)!](#), and learn about a handful of self-care activities to help teachers deal with the stressors of the modern education system. After watching the video discuss B.A.S.I.C. (**B**reathe, **A**cknowledgement, **S**tillness, **I**ntuition, **C**ompassion) with your novice teacher.

Review page 176 for more ideas!