

# Mentoring in Action

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

## Mindful Mentoring Memo

*“In my opinion, a good teacher is someone who teaches you what you need to know for everyday life and has fun doing it.”*

*8<sup>th</sup> Grade Student (page 178 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.

This month we continue to review the *Qualities of Effective Mentors* (page 11). Mentor leaders often talk about creating “job descriptions” for their mentors and having an application process for selecting mentors. These ten qualities could be considered as part of that process. Having an application process allows all teachers to apply and be considered for the position. If mentors are being paid for their services it is fair to have a clear job description so they know what is expected. These qualities could also be used as a mentor “self-assessment” at the end of the school year.

As you skim the qualities notice which one stands out to you as something every mentor MUST do to keep the integrity of the program. For me a very important reminder for mentors is... #9 *A Mentor is a confidential colleague*. In March administrators and evaluators are observing novice teachers and making decisions about rehiring teachers. Mentors are not evaluators. To build trust with your mentees they need to know that you will keep their confidence.

Talk with other mentors and share ideas. Build a positive school culture from within the mentoring community.

BE the positive voice for your program.

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

Carol

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

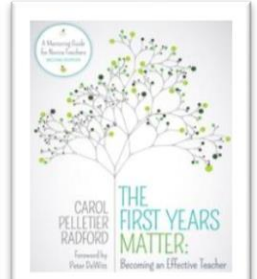
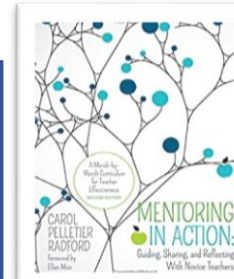
Carol Pelletier Radford EdD

Founder, Mentoring in Action



### CONNECTIONs

Review page 183 and read more on [“Five Ways to Get More out of Teacher to Teacher Collaboration”](#).



### 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 184.
- Review the Overview of Acts on page 185 and choose one.
- Read page 186, Act 1, to identify a variety of ways to provide feedback to your novice teacher. Also, page 189, Act 4, features a feedback form template you can use to organize your post-observation conference.

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 collaborate and empower novice teachers to solve daily challenges."*



## REFLECT

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



Choose a bubble stem on page 194 and complete it in your book or using the [Mentor journal](#) available from Corwin.

## NEW TEACHER PHASE

In March, the novices are in the tail end of the *Rejuvenation* phase. They now focus on maintaining their enthusiasm, as the beginning of school energy is long gone and summer is not yet in sight.

Help your novice teacher refresh, refocus, and revitalize their classroom and mind!

Use the March 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 #8** is: **A Mentor's Role** 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 195 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 March chapter, listen to one of our mentor leaders

- [March 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, [Teaching & Mental Health: The Importance of Self Care](#), by Danny McNeive. In this particular video, Mr. McNeive touches upon what stress and anxiety are, how it can manifest itself and offer some suggestions as to how teachers can look after their mental health.

Review page 196 for more ideas!