

Mentoring in Action

Guiding, Sharing, and Reflecting with Novice Teachers in August

Mindful Mentoring Memo

“Good teachers care about their students, know who they are, and would go to any length to help them get the education they deserve.” High School Student (page 26 Mentoring in Action book)



A MESSAGE to Mentor Leaders

This memo is designed to support you in using the **Mentoring in Action** 2nd edition in a systematic way. Mentoring is all about “service” to the profession and “paying it forward” to assist our next generation of educators to be successful. To do that in a mindful way, it makes sense to have guidance, especially if you are a new mentor.

You may be using the companion book, **The First Years Matter** with your novice. When you both use the books, you create a common language for talking about teaching. You empower the novices to “look ahead” and ask you questions.

This memo will provide you with an overview of each month’s resources that are offered in the book’s chapters. The August focus is **Orientation to the School and Community**. One of the three guiding questions (page 27) is “What do you bring to mentoring?” It is also important to acknowledge your strengths and how they enhance your unique mentoring style.

Special thanks to Stephanie Ferraz, for being the editor of this memo. Steph is a member of the 20/20 Vision Mentoring in Action Leadership Academy, a Chelsea teacher, and an award-winning science teacher in the state. Her talent and creativity allow all of us to benefit from this monthly memo.

“Remember that your influence begins with you and ripples outward.” Lao Tzu

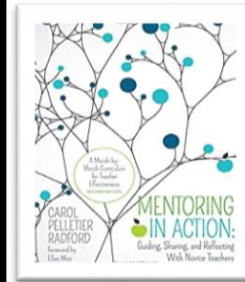
Thank you for being a mentor and knowing that much of the work of mentoring begins with you. To be a healthy ripple, we need to pay attention to how we are sharing our wisdom.

Watch this [Video](#) to learn more about the August chapter resources.

With sincere gratitude for all you do,

Carol

Carol Pelletier Radford EdD
Founder, Mentoring in Action



ACTions



Differentiating your mentoring conversations require

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 29 and use them to help you focus your mentoring.
- The First ACT on page 32 encourages you to interview the beginning teacher to assess where you might begin.
- The ACTs overview on page 33 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 31 in the August chapter and see how these questions inspire you to share what you know.



An important ACT not to miss is on page 40. **Building a Mentoring Relationship** is essential to helping your novice get the most out of mentoring. Trust and confidentiality are foundations for building your relationship. How will you build trust?



Being a Mindful Mentor

"I will listen to my novice teacher's needs & be a compassionate mentor."



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. Think about how you would respond to these...

- *I am enjoying...*
- *One thing that stands out for me in this process...*
- *Something I need to share is...*

NEW TEACHER PHASE

Ellen Moir in her Foreword for the Mentoring in Action book talks about the importance of "just in time" mentoring. If you haven't read her message on page xv, this is a good time to do so.

In August, the novices are in ANTICIPATION phase. They can be heard saying, *"I am so excited to have my own classroom!"* (Mentoring in Action page 26) Expect the novices to move through many phases this year!



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. If we take our time and slow down a bit, we often think of better ways to react to a situation other than from emotion.

- **Dilemma #1 is: *Choosing to Be a Teacher.*** 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 45 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.

VIDEOS

Use these videos with your novice teachers.

- [Creating a Survival Packet](#)
- [Design Alliance](#)



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

SELF CARE CORNER



As a mentor, it is important to take care of yourself and model balance for your novice teacher! This is not always easy because your life and classroom could be very stressful.

- Review SETTING GOALS on page 46 and think about how you will end each month with a focus on your own goals as well as your self-care and the SEL of your novice.
- Watch the [Mindfulness Video](#) and read the benefits of [Mindfulness Article](#)
- Practice [Mindfulness](#) meditations from the Mentoring in Action website.

If you don't take care of yourself, you won't be able to help your novice. Self-care is not selfish!