

Mentoring in Action

Guiding, Sharing, and Reflecting with Novice Teachers in June

Mindful Mentoring Memo

*“A good teacher adds some humor to teaching.”
7th Grade Student (page 238 Mentoring in Action Book)*



A MESSAGE to Mentor Leaders

This memo is designed to support you in using the *Mentoring in Action* 2nd edition as a [resource](#) for purposeful mentoring conversations. Please share the new Novice Teacher Memo with teachers who are using *The First Years Matter* 2nd edition books.

Here we are at the end of the year. You have done your best. You have listened and coached, and supported your novice teachers. You have shared your wisdom and guided a beginner towards being a competent and confident teacher. You have been guided by the *Principles of Effective Mentoring* (page 10) and have embraced the *Changes in Approaches to Mentoring* (page 11). YOU have “paid it forward” to benefit your school and its students.

Schedule time to read the June chapter and watch both video introductions in this memo to understand the importance of closing the school year with your novices. Don’t stop mentoring now! The novices need you to guide them through these last days! Then look ahead to July and schedule time to read that chapter so you can purposefully reflect on your induction and mentoring program.

Mentoring one teacher shifts your energy and the energy of the school. It influences the students in that teacher’s classroom. Mentoring groups of teachers with a common language and consistent message influences the culture of the school and ripples out from each student.

Thank you for *Paying in forward* to benefit others. You make a difference because you create a ripple effect.

Balance. Inspire. Lead. Transform from the 

Carol

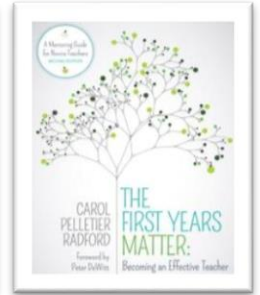
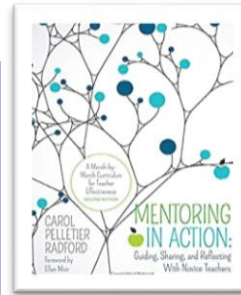
[\(Listen to a message from Carol\)](#)

Carol Pelletier Radford EdD
Founder, Mentoring in Action



CONNECTIONs

Review page 243 and encourage your novice teacher to consider administering an end of year survey to your students. This will provide your novice with an authentic overview of how successful he/she was this year!



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 244.
- Review the Overview of Acts on page 245 and choose one.
- Read page 248, Act 3, to help your novice teacher write a letter to future first-year teachers. This is a great opportunity for your novice teacher to not only reflect upon the year but improve other first-year teachers’ experiences by sharing their own.

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 am grateful for the opportunity to mentor a novice teacher."



REFLECT

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



Choose a bubble stem on page 254 and complete it in your book or using the [Mentor journal](#) available from Corwin.

NEW TEACHER PHASE

In June, the novices continue the reflection phase. As the school year nears the end, the novice teachers' visions of what next year will look like comes to fruition. It is at this moment that their anticipation begins. Assist your novice teacher with their vision by asking "What keeps you motivated?" and "What fuels your passion?"

Use the June 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 #11 is *Do You Mentor Again*:** As you read the dilemma in your Mentoring in Action book, use the protocol to help you think about this question. A mindfulness protocol is included on page 255 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 June chapter, listen to one of our mentor leaders

- **June Chapter Overview**
[Part 1](#) & [Part 2](#)



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

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



Watch the video, [Pep Talk to Teachers and Students](#), from Kid President. He highlights that "we're all teachers and we're all students". With the end in sight, it is important to not only reflect upon why we teach, but also the impact we truly have on all of our students!

Review page 256 for more ideas!