



An Interactive Guide to Group Mentoring

Directions:

1. **Read** the focus questions and description to learn how group mentoring can enhance your induction program.
2. **Watch** the videos and respond to prompts to learn how group mentoring can support mentors to stay in contact with novice teachers in Year 1 Induction and in the 2+ years when they are trying to maintain their balance.
3. **Integrate** the group mentoring strategies into your program by adapting these ideas to meet your needs.

Focus Question	Description	Resources
<p><i>What is the purpose of group mentoring?</i></p>	<p>For Year 1 Induction: Mentors can organize small groups of novice teachers in their first year of teaching (by school, district, or level) to introduce the novice teachers to each other and use this group as an opportunity to discuss common first year needs.</p> <p>For 2+ Years of Teaching: Mentors can offer group mentoring to continue to support the novice teachers' development and help them to "maintain their balance" in their beginning years.</p> <p>Mentoring conversations in either group model offers novice teachers a safe place to share ideas and solve problems constructively.</p>	<p>Action Plan for Group Mentoring PDF</p> <p>This action plan includes agendas for two types of groups.</p> <p>Review the plan and take the ideas that may work for you. Group mentoring is not a replacement for one-on-one mentoring. It is an extension of mentoring that allows for collegial conversations and the creation of a community of novice learners.</p>
<p><i>How can group mentoring solve common problems for novice teachers?</i></p>	<p>One way to focus novice teachers is to select a challenge they are facing and lead a discussion to share best practices. In this video a mentor leads a problem solving session with novice teachers using a protocol that is repeated each week. Refer to PDF Action Plan pages 5-8 for Group Mentoring to learn more.</p>	<p>Group Mentoring: Problems to Possibilities</p> <p>Prompts: What was the topic of this meeting? How does the mentor leader structure the meeting so participants can talk? Could a meeting like this be useful in your school?</p>
<p><i>How does group mentoring support novice teachers as leaders?</i></p>	<p>Novice teachers can lead their own groups. Novice teachers, when supported, can lead effective group meetings if they focus on sharing ideas and best practices. Problem solving groups are best facilitated by an experienced mentor.</p> <p>In this video a novice teacher leads a group session with her colleagues. Her mentor works behind the scenes to support her in organizing the agenda and aligning the discussion to the state standards. The role of the mentor is to support the novice teacher in preparing and also reflecting after the meeting. Refer to PDF Action Plan pages 2-4 for Group Mentoring to learn more.</p>	<p>Sharing Best Practices: Emerging Teacher Leaders</p> <p>Prompts: What do you see this novice teacher doing to lead an effective group meeting? Why is it important for novice teachers to "share best practices" in small groups? How does novice teacher leadership support the school culture?</p>
<p><i>How does group mentoring influence a school?</i></p>	<p>A principal shares why group mentoring is a powerful experience in her school.</p>	<p>Support for Mentoring: A Principal's Perspective</p> <p>Prompts: Why is it crucial to have the principal promoting a group mentoring philosophy? How did her support influence the process? How would you share this idea with your principal?</p>