



Mentoring in Action

BALANCE. INSPIRE. LEAD. *TRANSFORM* from the ♥
mentoringinaction.com

Professional Learning for Mentors A Mini-Mentoring Course To support Mentors and Mentor Leaders

A step by step audio tour with the author.

Offered by <https://mentoringinaction.com/>



To receive a discount for multiple copies of the books visit Corwin.com and order directly from a sales representative in your region. Books are also available on Amazon.

Introduction

Dear Friends,

Thank you for using the **Mentoring in Action** curriculum and this online mini-course to guide your professional learning. I created this curriculum and organized it into two books because I believe it is important for mentors and novices to share a common language throughout the mentoring process.

The curriculum includes: *[Mentoring in Action: Guiding, Sharing, and Reflecting With Novice Teachers](#)* and *[The First Years Matter: Becoming an Effective Teacher](#)*. These books encourage the mentor and novice teacher to collaborate by using the same topics in both books. This structure intentionally focuses meetings and leads to purposeful mentoring conversations. The ultimate goal is to promote the success of the novice teachers which will enhance learning for students in their classrooms.

I encourage you to listen to mentors who have used the books [Mentor testimonials](#) and also to listen to novice teachers [Using the First Years Matter book](#) who have found the book to be a life-saver!

In this mini- course I will guide you through the book with audio messages so you will know how to use all of these resources effectively. Always remember you will choose to discuss with your mentee based on their needs.

Thank you for using these books and taking the time to contribute to your own professional growth. If you have any questions, please don't hesitate to reach out to me at mentoringinaction@gmail.com.

Carol ~ Thanks for listening to my video message.

[Message from Carol](#)

Carol Pelletier Radford EdD

Author and Founder Mentoring in Action



Lesson 1

What is Mentoring in Action?



Notice the organization of the books and the goal to provide the novice with the content for the school year.

Notice the focus of the novice teacher book and how it encourages self-care as well as mindfulness reflection.

The Mentoring in Action Curriculum

1. [Audio Message from the Author](#)

This “companion” set of books provides both the mentor and the novice teacher with content for reflection and purposeful mentoring conversations. Your goal is to become familiar with the content in both books so you can use them effectively.

READ: Review the Table of Contents to scan topics and review the structure of the MIA book.

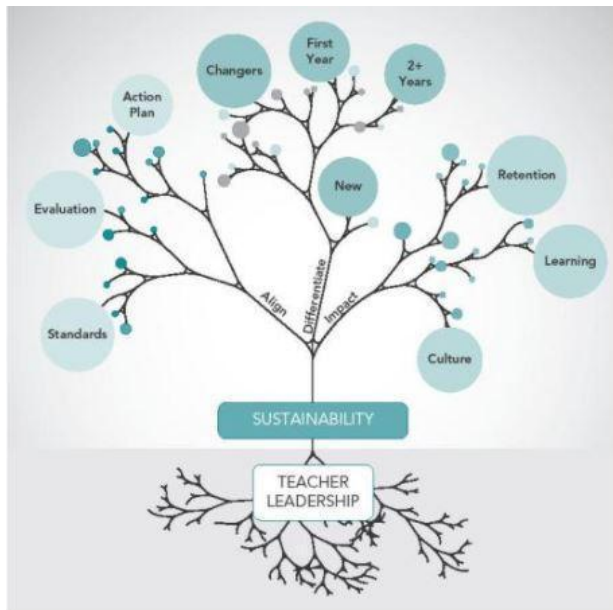
Read pages xv-xxi.

Read the Introduction pages 1-2.

READ: Review the Table of Contents in The FYM book to scan topics and the structure of how the novice’s book is organized.

Read pages xv-xxi

Read the Introduction pages 1-2.



Get to Know Your Books

2. [Audio Message from the Author](#)

READ: pages 3-20 in the **Mentoring in Action** book.

READ: pages 3-16 in **The First Years Matter** book.

Notice what is the same in each book and where the books vary.



Be a Mindful Mentor

3. [Audio Message from the Author](#)

READ: pages 21 - 43 in the **Mentoring in Action** book to get a sense of the monthly chapter organization. SKIM through the rest of the book.

READ: pages 17- 20 in **The First Years Matter** book. SKIM pages 21-end to see how this companion book relates to the mentoring book.

Consider aligning your book to the standards in your state so your mentees will understand how their teaching practices relate to the standards. Include this connection in your mentoring conversations. Here is a [sample from page 7](#) of your MIA book.



Plan Meaningful Mentoring Conversations

4. [Audio Message from the Author](#)

REVIEW the opening pages of each chapter in the book.

WATCH [three videos from this list](#) to learn how each topic relates to a month.

REVIEW the Appendices for more conversations.



Notice Recurring Themes

5. [Audio Message from the Author](#)

Repeated each month at the end of the ACTs. They are:

Classroom and Behavior Management
Looking at Student Work
Communicating With Parents

REVIEW all of these pages at the end of each chapter to become familiar with the content.
You may use these pages at any time during the year based on the needs of your novice teachers.

Lesson 2

How Can You Differentiate Conversations Based on Novice Teacher Needs?



Assess Needs: Use The First Act

6. [Audio Message from the Author](#)

READ the First Act for September and REVIEW the ACT topics offered in that month. These are conversation starters that allow you to differentiate your mentoring conversations based on the **NEEDS** of your novice teacher.

WATCH [3 conversations from this list.](#)



Give Your Mentee Choices

7. [Audio Message from the Author](#)

SKIM the ACTS in *The First Years Matters* book. **REVIEW** the **CONNECT** pages and how they can support you and your mentee. Choice and focus will customize the experience for the mentee. Let novices choose the ACTs they want to discuss with you!



Respond to Needs in Real Time

8. [Audio Message from the Author](#)

READ: pages 267-277 in the Appendices of the *Mentoring in Action* book to see a variety of ways to organize meetings. Shorter meetings held more consistently provide “just in time” support for mentees. A mentor doesn’t always see what a novice needs and a novice is sometimes hesitant to share what is not working. A phone call, text, or email with a positive comment can make a difference to a novice teacher. Inspire your mentees with authentic compliments. (see 5 minute meeting page 267)



Reflect Together Each Month

9. [Audio Message from the Author](#)

REFLECT pages are located at the end of the chapter. These mentor reflections can also be part of any of your mentor support group agendas. The novice teacher reflections can be used as conversation starters for the beginning of a meeting. It is important to reflect at the end of the month.

SET GOALS

- 1.
- 2.
- 3.



PLAN, CONNECT, ACT, REFLECT and SET GOALS

10. [Audio Message from the Author](#)

REVIEW the end of the chapter **SET GOALS** pages. We lose many of our novices because we ignore the signs of burnout so make sure you focus on SEL skills too. Share what you do to stay balanced.

Lesson 3

What Are Some Important Ideas to Remember?



Be Proactive to Minimize Anxiety and Improve Teaching Practices

11. [Audio Message from the Author](#)

The *Using Mindfulness to Explore Mentoring Dilemmas* is an important tool to help novices look ahead to possible challenges they may face.

READ ONE of the *Mentoring Dilemmas* from the MIA book. You will find them near the end of each month in the REFLECT section of the chapter. Compare the perspective to the same dilemma in the novice teacher book. Notice that people may see things differently.



Include Student Perspectives

12. [Audio Message from the Author](#)

WATCH and SHARE

[Teachers Make a Difference](#)

[Qualities of Effective Teachers Through Students' Eyes.](#)

Discuss these ideas with your novice teachers to make sure they are keeping their students in mind.



Think Ahead to The End of the Year

13. [Audio Message from the Author](#)

READ: pages 238 - 266 in the **Mentoring in Action** book to see how the year ends and a new cycle of planning begins.

READ: pages 235 - 262 in **The First Years Matter** book to see how the year ends for a novice.



Plan to Support Novices Beyond Year 1

14. [Audio Message from the Author](#)

If we truly want to retain our novices it is important that we continue their induction and mentoring beyond year 1.

Listen to the teacher leader's perspective and how it relates to you.

WATCH [Project Success: A Lead Mentor's Perspective](#)

Review this [information about group mentoring](#) and consider creating some groups for years 2 and 3 teachers.

WATCH these TWO videos to see group mentoring in action! The sharing video is led by a novice teacher! [Problems to Possibilities](#) and [Sharing Best Practices](#).



Remember Teaching is a Developmental Journey

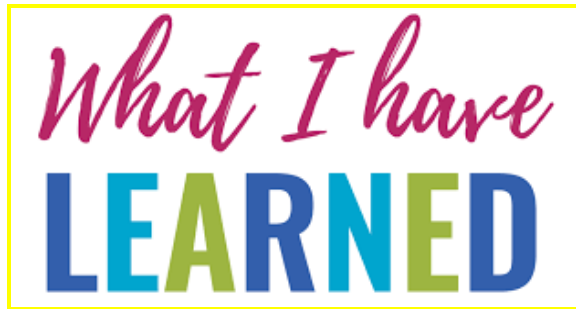
15. [Audio Message from the Author](#)

WATCH and note what stands out to you as an important message to remember.

[The Transformation of a Teacher](#)

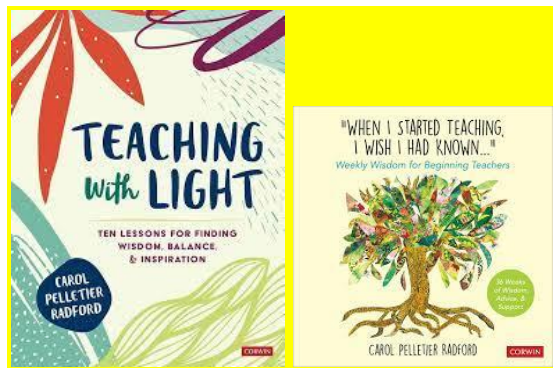
Your NEXT STEPS!

16. [Audio Message from the Author](#)



DOCUMENT

If you were taking this mini-course to complete a district requirement for mentor training, share what you learned and how much time you spent reviewing the Mentoring in Action books.



EXPLORE

These are my two new books that focus on teacher wisdom, practical strategies, and ways to minimize stress.

<https://us.corwin.com/books/teaching-with-light-274670>

When I Started Teaching I Wish I Had Known... Weekly Wisdom for Beginning Teachers

<https://us.corwin.com/books/weekly-wisdom-285432>



LEARN

This is Corwin's NEW **Teacher to Teacher** podcast series! I am the host and when you listen you will learn from teachers around the country. Listen to their stories, their practical wisdom, and the ways they minimize stress.

Listen to an episode with your mentee and talk about what you learned. Listen on your favorite streaming platform.

[Corwin](#) [Apple](#) [Google](#) [Spotify](#) [Youtube](#)

Learn how to create your own Podcast PD with these episodes! Go to <https://mentoringinaction.com/> to learn more!



VISIT The Corwin Press [resources website](#) for additional resources and handouts that go along with both books!

Also ***VISIT the*** [Mentoring in Action Website](#) to learn more about our offerings and free [resources](#) to enhance your mentoring.

THANK YOU FOR PARTICIPATING IN OUR MINI-COURSE!



Mentoring in Action

BALANCE. INSPIRE. LEAD. *TRANSFORM from the* ♥

mentoringinaction.com