

Making Mentoring Work

30 Inservice Points

Component No. 8 409 001

General Objectives

1. Participants will help develop the professional capabilities of their proteges to fully participate in the professional life of the school.
2. Participants will effectively use various types of thinking processes that help to organize and guide productive classroom teaching focusing on student success.
3. Participants will continue developing their skills in consulting, collaborating, and coaching their proteges.

Specific Objectives

1. Spend time with protege getting to know him/her and allowing him/her to get to know you. (Interests, values, philosophy, and learner/teacher styles)
2. Provide appropriate supports to foster proteges confidence for risk taking.
3. Offer timely information about school routines and procedures to free the novice's attention for learning.
4. Present sensitively crafted challenges to help novices move beyond episodic thinking and guide proteges to see issues and concerns within larger contexts.
5. Use the three phases of learning (activating & engaging, organizing & integrating, and exploring & discovering) to clarify proteges' reactions to events and/or interactions; to lead protege to cause-and-effect thinking, relating actions and choices to outcomes, and compare planned goals and achieved results; to help proteges frame new applications, form generalizations, and identify possibilities for transferring learning to other situations.
6. Develop skills in listening, questioning and paraphrasing to expand understanding and ability to focus themselves and proteges on the discussion at hand leading to effective problem-solving.
7. Practice the skills of consulting, collaborating and coaching to become proficient in how to use each and when to use each.
8. Recognize the necessity of flexing between stances to develop and maintain a learning-focused relationship between mentor and protege.
9. Listen attentively for gaps in a protege's understanding of important curricular ideas during planning, problem-solving, and reflective conversations.
10. Focus conversations by exploring underlying tensions or conflicts to help proteges discover the beliefs and value that they perceive are being challenged or violated.
11. Be sensitive to the need for content-specific pedagogical strategies to help increase the learning success of the protege's students.

