

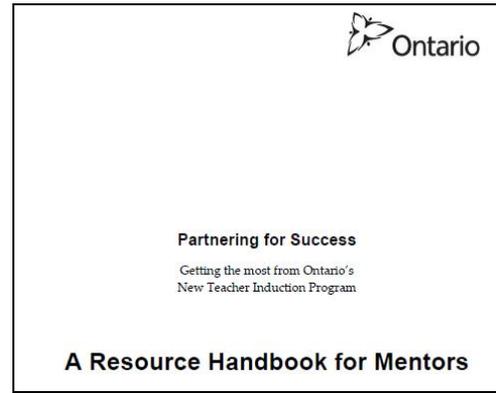
MENTORING MOMENTS: PRACTICAL MONTHLY IDEAS FOR MENTORS

NTIP Resource Handbooks for Mentors

The month by month chart of practical ideas found in this month's issue is adapted from the "Personal Planner" section of the NTIP Resource Handbook for Mentors. This handbook provides examples of best practices to support the implementation of the Induction Elements of the NTIP and can be accessed at:

<http://www.edu.gov.on.ca/eng/teacher/resourcehandbooks.html>

The intention of the monthly planner is not to act as a checklist but rather as a useful starting point for Mentors as they consider the types of activities they engage in with beginning teachers. Mentors are encouraged to adapt the ideas below to best meet the needs of the beginning teachers they are supporting!



Monthly Ideas for Mentors

JANUARY

Mentoring relationships that flourish are reciprocal – both parties learn and grow

- | | |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Consultant | ■ Emphasizing the importance of planning can be a major component of success as a beginning teacher anticipates instructional goals for the balance of the year |
| Collaborator | ■ Reflecting collaboratively on the lessons learned in the fall term can provide valuable insights |
| Coach | ■ Revisiting personal and instructional goals can assist beginning teachers in their self-assessment of their personal and professional growth to date |

FEBRUARY

Effective mentors differentiate their stance and role based on the needs of the beginning teachers they are supporting

- | | |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Consultant | ■ Highlighting specific strategies and tips for assisting students provides valuable scaffolding and support |
| Collaborator | ■ Co-developing and adapting assessment strategies helps to ensure the needs of all learners are met in the classroom |
| Coach | ■ Reflecting on "themes of success" can provide a feeling of renewal and rejuvenation for a new teacher who may be encountering challenges in their classroom |

MENTORING MOMENTS: PRACTICAL MONTHLY IDEAS FOR MENTORS

Monthly Ideas for Mentors

MARCH

Mentoring helps bring to consciousness what we are doing and why we are doing it

- | | |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Consultant | ■ Revisiting the importance of work/life balance can encourage beginning teachers to rest and reflect over the Spring break |
| Collaborator | ■ Brainstorming ideas to enhance parental involvement can benefit both beginning teachers and their mentors |
| Coach | ■ Inquiring about specific instructional objectives for the balance of the year can help bring into focus for a beginning teacher what is truly important in their classroom |

APRIL

A key goal of the mentoring process is to foster autonomy and confidence

- | | |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Consultant | ■ Commenting positively about an area of growth can provide a sense of acknowledgement and accomplishment |
| Collaborator | ■ Working together on a lesson or unit of study models the reciprocal nature of the mentoring relationship |
| Coach | ■ Asking a beginning teacher about the options or choices they have as they describe a concern or problem encourages self-directed thinking and independence |

MAY

The intentional sharing of knowledge and practice is an integral part of an effective mentoring relationship

- | | |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Consultant | ■ Sharing knowledge about school/board vacancy and surplus procedures will help alleviate potential concerns a beginning teacher may have at this time of year |
| Collaborator | ■ Co-designing culminating activities can provide a rich learning opportunity for both the mentors and beginning teachers |
| Coach | ■ Engaging in a reflecting conversation about remaining challenges with a beginning teacher can assist in maintaining focus as the school year nears its close |

JUNE

Mentoring provides a remarkable opportunity to re-connect with what we truly think is important about teaching and learning

- | | |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Consultant | ■ Sharing tips about year-end procedures and routines ensures a smooth transition into Summer |
| Collaborator | ■ Celebrating the end of the school year is an important acknowledgement of the personal and professional growth experienced by both parties in the mentoring relationship |
| Coach | ■ Inquiring about future goals can assist a beginning teacher in a self-assessment of their professional learning needs |

A wide array of additional resources for NTIP Mentors can be accessed on the Mentoring Moments Ning at: <http://mentoringmoments.ning.com/group/mentoring-mentors>