

# Mentoring in Action

*Guiding, Sharing, and Reflecting with Novice Teachers in November*

## Mindful Mentoring Memo

*"I know I have learned something when I have the confidence to do it alone."*

*4<sup>th</sup> Grade Student (page 93 Mentoring in Action book)*



### A MESSAGE to Mentor Leaders

This memo is designed to support you in using the **Mentoring in Action** 2<sup>nd</sup> edition as a resource for purposeful mentoring conversations.

By now you and your mentees have established a schedule for connecting with each other. Hopefully the novices are feeling some confidence in their teaching and have established routines. If you are sensing that there are still some classroom management issues, feel free to revisit the pages in the August – October chapters. You can never overdo your focus on classroom management!

If you have not already done so it is time to align your books to the educator evaluation standards. Review page 7 in the **Mentoring in Action** book to understand how to color code your books. The key to each book is on the [Resources page](#) of the [MentoringinAction.com](#) website. By taking the time to align your books you are making the standards visible in your conversations and reflections.

The third principle for **Mindful Mentoring** on page 10 of the MIA book is *Creating Opportunities for Mentoring Conversations*. The [meditation](#) for this principle is included in this message. The affirmation for this meditation is; *I create opportunities for purposeful mentoring conversations that help my mentee grow*. Think about how you will create opportunities with your novice teachers and also how you can encourage them to talk among themselves.

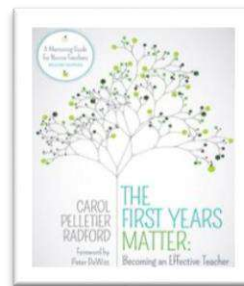
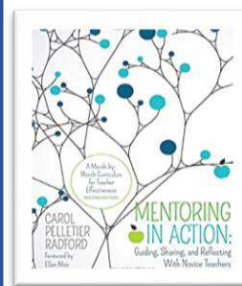
**Balance. Inspire. Lead. Transform** from the 

Carol  
Carol Pelletier Radford EdD  
Founder, Mentoring in Action



### CONNECTIONs

Review page 97 and watch the [Qualities of Effective Teachers Through Students Eyes](#) Video and discuss it.



### 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 98.
- Review the Overview of Acts on page 99 and choose one.
- Read page 108, Act 9, and help your novice teacher identify ways to differentiate for diverse learners. 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

*"My ability to assist my mentee in listening to student perspectives has the potential to transform her teaching practices."*



## REFLECT

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



Choose a bubble stem on page 110 and complete it in your book or using the [Mentor journal](#) available from Corwin.

## NEW TEACHER PHASE

In November, the novices are quickly finding themselves in the Disillusionment phase. Your novice teacher is overwhelmed, run down, and begin to question whether this profession is truly for them!

Help your novice teacher take a big deep breath & encourage them to stay positive!

Use the November chapter to guide your conversations.



## VIDEO

To learn more about the November chapter, listen to one of our mentor leaders

- [November Chapter Overview](#)



## WEBSITE RESOURCES

Visit [MentoringinAction.com](http://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 2<sup>nd</sup> editions of the **Mentoring in Action & The First Years Matter** and receive a bulk order discount call 1-800-233-9936.

## 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 #4** is: **Cheating**. As you read the dilemma in your Mentoring in Action book, think about how you would discuss this. A mindfulness protocol is included on page 111 to help you reflect and clarify the issue for yourself.
- Note that if you are using **The First Year Matters** book that the dilemma is written from the novice teacher's perspective.

## SELF CARE CORNER

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



Also, point out what your novice teacher is doing well! It is time for a compliment!

Watch the video, [Learn to Shine Bright - The Importance of Self Care for Teachers](#), by Kelly Hopkinson to hear some surprising ideas!

Review page 112 for more ideas!