

INTERACTIONS AND REFLECTIVE PRACTICE

INTERACTIONS: The mentoring team interactions will vary in approach throughout the year. The mentor may respond in different ways depending on the situation and the goal. There will be times when a mentor needs to:

- **Consult** – to share experience
- **Collaborate** – to share ideas to solve problems
- **Coach** – to lead the protégé to improve decision-making

The following chart offers a quick reference about the purpose and use of each approach. The choice of approach depends on what the mentor sees as the best way to meet the needs of the protégé in a specific situation. Interestingly, these approaches can also be used with students.

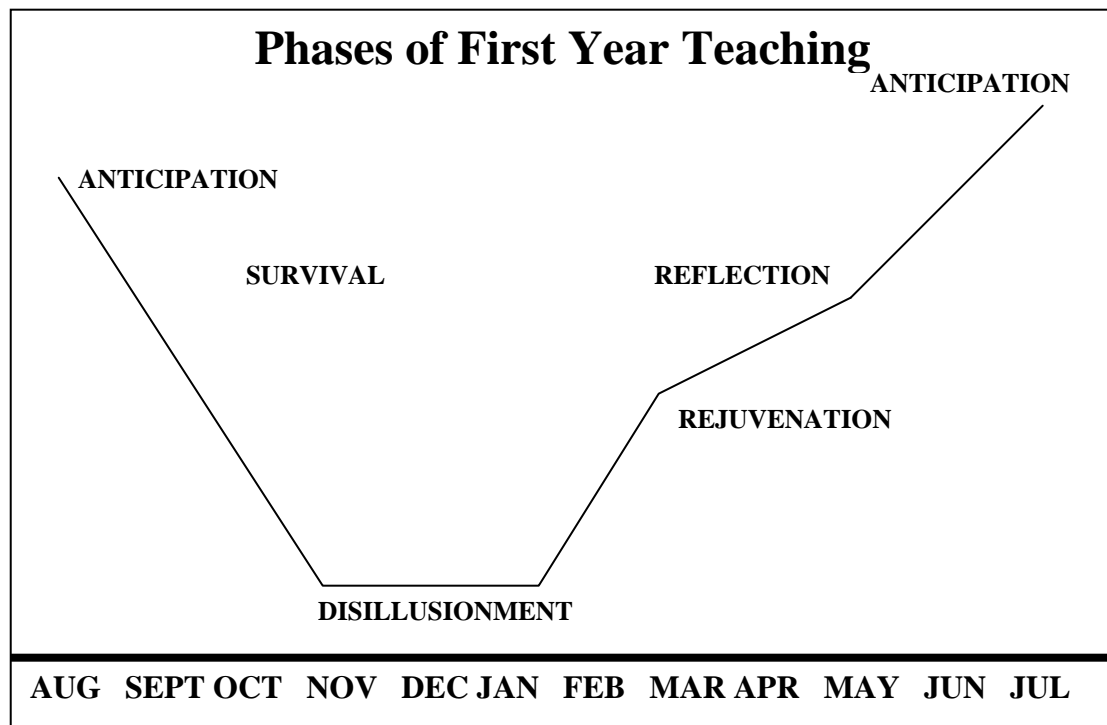
<u>CONSULTING</u>	<u>COLLABORATING</u>	<u>COACHING</u>
<p>Purpose: To provide information, technical assistance</p> <p>Focus: Includes logistical information (how we do things around here), content and pedagogical knowledge base</p> <p>Actions: Providing resources, demonstrations (including model lessons), offering directions (completing forms, where/how to's, etc.)</p> <p>Language: Pay attention to ... you should ... it's important that you ... always, keep in mind ...</p>	<p>Purpose: To share ideas, to problem-solve</p> <p>Focus: Reciprocal support of growth and improvement of practice</p> <p>Actions: Brainstorming, co-planning/co-teaching, exchanging resources, action research</p> <p>Language: We might ... let's examine ... how might this affect our ... ?</p>	<p>Purpose: To improve instructional decision-making and increase reflectivity in practice</p> <p>Focus: Nonjudgmental support for planning, reflecting, problem solving (cognitive aspects of teaching)</p> <p>Actions: Learning-focused conversations, which include inquiry, reflection, and generation of insights regarding professional practice</p> <p>Language: What might be some ways to . . .? What are some additional possibilities? What are some connections between...?</p>

Used with permission from: Lipton, L., Wellman, B. (2003). Mentoring Matters: A Practical Guide to Learning-Focused Relationships. Sherman CT: MiraVia, LLC.

Different types of interactions may be required during different phases of the first year of teaching year. Studies have shown there are developmental stages in the first year of teaching. The stages will vary with the individual, but the following chart gives an overview of the teaching year. Protégés may find it helpful to know the phases occur as a normal part of the first year of teaching. Mentors benefit from reviewing the phases to raise their level of awareness and sensitivity in working with the protégés.

PHASES OF FIRST YEAR TEACHING

The school year has ups and downs! In looking at the Phases of First Year Teaching, you can better understand what may be happening at various times throughout the school year. It may offer some insight as to why new teachers may be feeling the way they are. The following chart shows the phases as they occur during the year followed by a description of each phase. It is interesting to talk about these phases and how they change for a more experienced teacher (Lipton & Wellman, 2003).



Source: Lipton & Wellman (2003)

Anticipation: New teacher begins to anticipate the happenings of the first year of work. When entering the classroom, the teacher holds a commitment to make a difference. This is a very large goal, and teachers often are vague and rather idealistic about how they will accomplish this goal.

Survival: Around the middle of September and October, realities are setting in. New teachers are faced with many different problems for the first time and have no past