

**A Mentoring Program to support Leadership
Development at**

Bendigo Senior Secondary College



BENDIGO

SENIOR

SECONDARY

COLLEGE

"What we want for our children we should also want for their teachers – that schools be places of learning for both of them and that such learning be suffused with excitement, engagement, passion, challenges, creativity and joy."

Andy Hargreaves

Defining the terms:

The purpose of this document is to provide clarity around what a mentoring program is (and is not) along with identifying key elements of successful mentoring programs. This will provide a common understanding of key terminology for discussion on a program that will best suit the needs of staff at Bendigo Senior Secondary College.

Teacher Mentoring

“A teacher mentoring program clearly demonstrates a school's commitment to people and to the values of continuous learning and professional excellence. It confirms the importance placed on leadership, staff performance and a robust and supportive collegiate community.”

<http://www.sofweb.vic.edu.au/pd/tchdev/tchmentors.htm>

Defining Mentoring

A successful mentoring partnership is defined as a close relationship between two people where the mentor guides and assists the mentoree to a level of personal and professional excellence not attained previously. The tangible aspects are easily observable ... new skills learned, ideas exchanged, enhancement of personal performance and increased knowledge of a specific area of human endeavour. The intangible aspects are more difficult to perceive but they are noticeably felt because there is always a close emotional bonding between the participants which provides strength to the partnership structure in this essential relationship ... The success of the mentoring relationship rests on the mutual excitement the mentor and mentoree have about a particular field and the commonality of their own working and learning styles. In the most successful partnerships, participants achieve intellectual and creative growth with shared ideas acting as a stimulus for that growth.

Pamela Matters, 1994

The relationship between mentoring, coaching and counselling

Mentoring will often require the use of coaching and counselling techniques, but differs from both.

A coaching relationship is more limited in its scope and will often focus on the development of particular work skills and the acquisition of knowledge. Coaching is usually short-term and performance-oriented. A person may share a coaching relationship with many people.

Counselling in the work context is usually short-term - it is a transaction with a developmental and corrective objective. Even though counselling is usually a friendly encounter, it differs from merely a ‘friendly chat’ because there is a change imperative.

Of course, mentors must be nice people with superior relationship-building, social and communication skills. However, while these traits are necessary, they are not sufficient on their own to make someone an effective mentor.

Elements of Effective Mentoring Relationships

1. One person is guiding or managing the relationship, seeing that it starts, moves along, and meets the needs of both parties. Increasingly, mentees take this leadership role while respecting the needs and time of their mentors.
2. The relationship focuses mainly on the mentee's development. It has one or more specific goals, usually focusing on increasing the mentee's skills, knowledge, and attitudes (such as courage or persistence).
3. The pair knows and follows certain "rules" of etiquette and protocol. Each knows the other can be counted on to follow these rules. Members agree on how to interact and give each other information, and a result trust grows.
4. Each member of the pair receives satisfying, ongoing benefits from being in the partnership. For example, the mentee is learning and meeting new people; the mentor is also learning and enjoying a chance (indirectly) to pay back previous mentors of his/her own.
5. The parties know about and have easy access to resources (people, printed materials, websites) that can help them thrive.
6. The relationship follows a kind of rhythm, meeting regularly (at least 1-2 hours per month) and moving through a series of stages until it's time for the formal part of the relationship to end.
7. The pair agrees on some measures of success for the partnership, and the members check on progress throughout their relationship.

http://www.mentoringgroup.com/html/idea_40.htm

Resourcing:

A wide range of resources are available to support the development of a Mentoring Program. They include:

Department of Education and Training Teacher Mentoring Program 2003. Includes a comprehensive Kit

Eleanor Davis Program - provides detail information on how an Action Learning Project can enhance the mentoring relationship.

Flagship Strategy 3: Building Leadership Capacity

A Mentoring Program to support Leadership Development at Bendigo Senior Secondary College

Target Group	Existing Programs
Beginning and Returning Teachers	Induction Program VIT Mentor Program
Leadership Development	Extended Leadership Group (2004 - 2005) Internal Leadership (2004) Proposed Mentoring Program 2005 - 2006

Key areas for consideration:

Structure of Program

6 month duration

Element of work shadowing

Inclusion of formal professional development sessions

Action Learning Project

Professional Readings

The Mentor

Who: Members of the Extended Leadership Group (Leading Teachers, Managers, Assistant Principals and Principal)

Criteria for selecting Mentors:

- *being able to listen, listen and listen some more before engaging in reflective feedback*
- being enthusiastic about teaching and liking children and young adults
- *being able to explore and share the expectations, concepts, 'tools' and practices of the profession*
- demonstrating social competence, emotional maturity and emotional intelligence
- *sharing a commitment to continuous learning and being comfortable with challenge*
- demonstrating an optimistic and generous perspective of people and life
- *having the ability to build trust and rapport in diverse situations*
- taking themselves seriously enough to be useful, but not to the point of being a bore.

Skills required:

Successful mentoring will rely upon a number of qualities and attributes, skills and planning, but *interest and willingness* is essential. The following considerations are critical for the mentor.

You will need to consistently:

- build mutual trust and commitment
- demonstrate patient leadership
- possess emotional maturity.

Appropriate training:

Training program for Mentors and Mentorees - facilitated by Muffy Hand	To be part of end of year PD Program
Workshop on Emotional Intelligence	Term One 2006
Workshop on Reflective Practices	Term Two 2006

The Mentoree

The matching of mentoring partners is important to the viability of the relationship and its ultimate success. Possibilities:

Provide a group of mentors for the mentoree to choose from

or

a group of mentorees that a mentor can choose from,

or

you may match pairs according to expressed needs or requirements by mentors and mentorees.

We must go beyond (but not exclude) the familiar cultural, gender and personality aspects of diversity and consider characteristics such as:

- different work personality and behaviour styles
- congruity in preferred learning styles
- degree of eagerness in entering into the mentoring relationship
- the relationship and variance between skill and will factors
- world view, generosity and optimism of the partners
- similarity in the need to balance autonomy and nurturing.

Protocols

Structure, confidentiality, not linked to Performance and Development Process (Mentor should not be person who conducts Performance and Development Process process - although project work could be used as evidence for Performance and Development Process).

1. **Have clear and shared standards and goals** - It is important that the mentors and mentorees are clear about the standards and expectations that accompany their roles within the mentoring program and also within the context of the whole school.
2. **Always try to meet needs** - The basic needs that are operating in the context of the mentoring relationship are:
 - the need to feel safe
 - the need to belong and to be acknowledged
 - the need to feel good about ourselves and well regarded by others
 - the need to have freedom to grow and to contribute
3. **Send relationship-building messages** - para language and body language
4. **Focus on achievements** - It is important to recognise achievements and focus on what is being done well and what brings a sense of pride and accomplishment.
5. **Avoid criticism** - Criticism rarely helps people to feel better or be more confident or self-motivated.

The stages in the mentoring relationship

Mentoring is like any other relationship. It will go through predictable phases as the partnership and individuals develop. Each stage has different and shared characteristics and challenges.

There are four stages which are usually associated with mentoring in schools:

- 1 Getting acquainted and sharing common interests, values and goals.
- 2 Communicating expectations, agreeing on procedures and establishing the patterns of interaction.
- 3 Exploring needs and fulfilling objectives.
- 4 Redefining the relationship as colleagues, peers and friends.

Benefits

Inclusion of **Action Learning Project** research on a particular area - allows opportunity for discussion.

Learning Focus could include:

- Leading and Managint Change in Schools
- Strategies for consultation
- Research on Learning and Teaching - how this translates to the classroom
- Links between School Effectiveness and Student Achievement

Resources

Professional Development: 3 ½ day workshops as identified above.

Time for Mentoring Meetings

Time for work shadowing: 2 days (as part of individuals pd program)

Certification

Possible accreditation through La Trobe University

Program Timeline:

Monday September 5th Staff Information

Tuesday September 6th Email interes to Bev Miller

Wednesday October 4th Q & A session for interested staff

Monday October 10th Completion of surveys

December Term 4 Matching up Mentors and Mentorees by Mentoring Planning Group
December Term 4 Program for interested Mentors and Mentorees as part of end of
year PD Program

Term 1 2006 Meetings between Mentors and Mentorees
PD session on Behaviour Styles
Action Learning Project

Term 2 2006 Meetings between Mentors and Mentorees
PD session on Reflective Practices
Action Learning Project

Term 3 2006 Evaluation of program