|  |  |  |
| --- | --- | --- |
| NTG logo - reversed 300ppi 2 |  | DEPARTMENT OF EDUCATION AND TRAINING |



# Attachment e

## Selecting a Teaching School Mentor - Self Selection Guidelines

## Will I make a good mentor?

Successful mentoring will rely upon a number of qualities and attributes, skills and planning. The following considerations are critical for the mentor.

You will need to consistently:

* Build mutual trust and commitment
* Demonstrate patient leadership
* Possess emotional maturity.
* Always have a clear, present and genuine, values-driven purpose.
* Be aware of the emotional landscape; listen for feelings, issues and opportunities.
* Take consistent responsibility for your part in every interaction and make the best choices.
* Be flexible in your approaches and techniques and respond to the needs of your pre service teacher

**Tips for mentor teachers**

* Know your work.
* Know your school, its culture and community.
* Get to know your colleague and respect her/his individuality.
* ‘Learn’ to teach a colleague.
* ‘Learn’ to learn from a colleague.
* Be patient, be generous, have compassion and show confidence in your Preservice Teacher.
* Embrace challenge with both your own and your Preservice Teacher’s development.
* Avoid criticising, focus on achievements and the future by asking: ‘What can we do differently or better to achieve our objectives?’
* Acknowledge, acknowledge and acknowledge some more.
* Celebrate, celebrate and celebrate some more.
* And, encourage the colleague you have mentored to become a mentor themselves.

Should I become a mentor? – A checklist

As one considers the possibility of becoming a mentor teacher in a Teaching School, it is time to stop and ask: ‘Should I become a mentor?’

The checklist on the next page is designed to guide the self-reflection of individuals who are thinking about becoming mentor teachers. The checklist provides a description of the qualities that are most often thought to be conducive to successful mentoring.

To use the checklist, respondents should read each statement and place a 🗸 in the appropriate column which represents the degree to which the statement characterises the way they see themselves. After ranking each statement (1) Strongly agree that the statement is representative, (2) Agree, (3) Neutral, (4) Disagree and (5) Strongly disagree, respondents may reflect on their own strengths and weaknesses.

Items 1–10 and 15–20 apply to many professional fields while items 11–14 focus exclusively on the teaching profession.

There is no single ‘ideal profile’, but respondents who possess many of these qualities are likely to serve well as mentors.

Should I become a mentor? – A checklist (cont.)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Qualities conducive to successful mentoring | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
| 1 | 2 | 3 | 4 | 5 |
| 1 I see myself as being people-oriented; I like and enjoy working with other professionals. | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| 2 I am a good listener and respect my colleagues. | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| 3 I am sensitive to the needs and feelings of others. | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| 4 I recognise when others need support or independence. | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| 5 I want to contribute to the professional learning of others and to share what I have learned. | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| 6 I believe as a mentor I will engage in two way learning. | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| 7 I am able to support and help without smothering, parenting or taking charge. | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| 8 I see myself generally as flexible and willing to adjust my personal schedule to meet the needs of someone else. | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| 9 I usually am patient and tolerant when teaching someone. | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| 10 I am confident and secure in my knowledge of the field and make an effort to remain up-to-date. | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| 11 I enjoy the subject(s) I teach. | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| 12 I have high expectations for my students and myself. | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| 13 I am intentional about the variety of teaching and learning strategies I use and I add value to my student capabilities | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| 14 Others look to me for ideas, inspiration and the what and how of teaching and learning | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| 15 Overall, I see myself as a consistently demonstrating the Competent Standards Professional Practice for Teaching | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| 16 I am able to frame problems as opportunities for myself and colleagues | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| 17 I am able to explain things at various levels of complexity and detail. | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| 18 Others are interested in my professional ideas. | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| 19 I actively seek and give specific, behavioural and timely feedback | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| 20 I am able to articulate “why I do what I do” in my teaching and learning practice | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |