

Mentors, Coaches and Supervisors

Helping grow & retain quality teachers



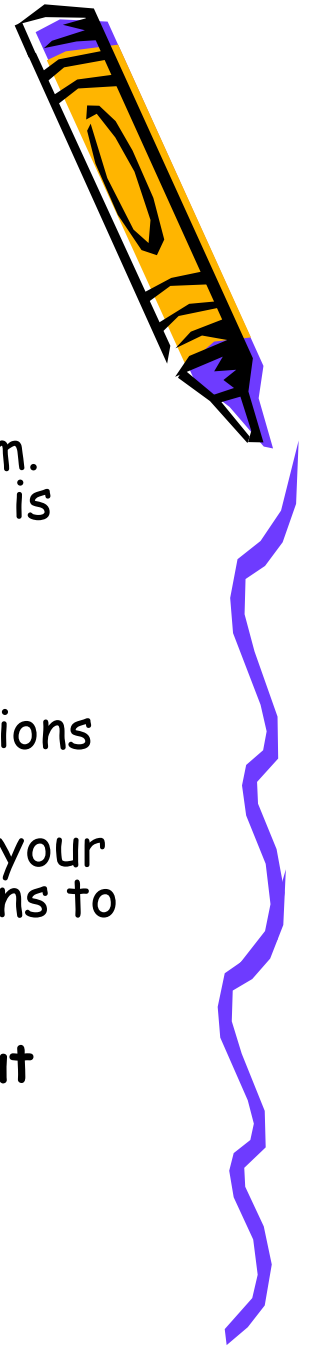
Mentors, Coaches and Supervisors

- **Supervisor/Tutor** New teachers need a tutor, a teacher—someone who will teach and show them what to do.
- **Coach** Experienced teachers want a coach—someone who helps you refine what you already know but you need help to do it better like a personal health coach. Coaching aims at improving the development & effectiveness of others.
- **Mentor** Successful teachers and administrators want a mentor—someone who serves as an inspiration and because of that person's stature and success in life, that is what you aspire to become. The accomplished, effective teacher and administrator who wants to move on in the profession values the help of a mentor.



What is needed

- Novice teachers need experienced teachers to help them. What they don't need are platitudes.
- Novice teachers want to know what is expected of them. They don't want to guess what the supervising teacher is thinking.
- Understand that one of your novice teacher's biggest concerns is classroom management and discipline
- Understand that novice teachers tend not to ask questions because they don't want to look stupid.
- We need to remember novice teachers are an asset to your workplace with fresh eyes, new ideas and good questions to ask
- What new and novice teachers want is an on-going induction program. Only in education do we talk about "mentoring alone."



Induction

- *Induction* is the process of systematically training and supporting new teachers, beginning before the first day of school and continuing through the first two or three years of teaching
- Simply assigning a mentor teacher does little to remedy the situation of teachers becoming discouraged and leaving the profession.
- The novice teacher is part of a systematic, integrated plan formulated by the center's core of administrators, and teachers, designed to welcome you, make you feel a part of the center or the community, and assigned a trained mentor.



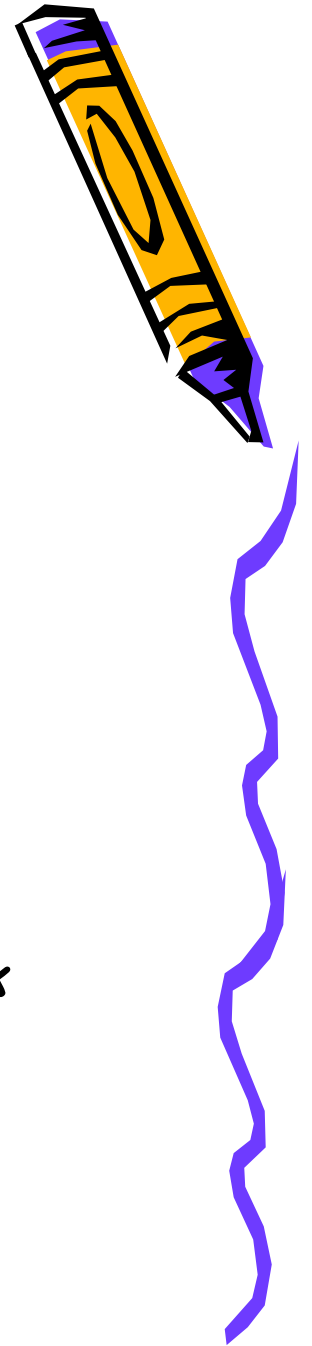
OnGoing Steps

- Build a trusting relationship with the teacher.
- Shape effective practices.
- Provide conceptual labels for effective practices (go from concrete to conceptual).
- Generalize effective practices to other parts of the program.
- Explain the "whys" of effective practice, with reference to knowledge from child development and ECE.
- Through a continuing dialogue, encourage the teacher's self-exploration of her understandings of ECE practice.



Some "How-tos

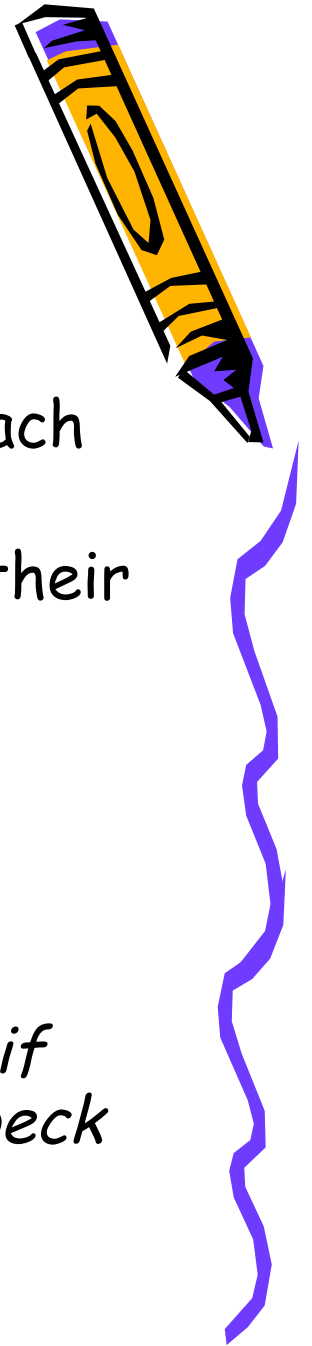
- *Be a mentor, not a silent partner.*
- *Adapt our leadership style to their learning style*
- *Offer suggestions for improvement.*
- *Let them hear they're doing a good job, but also communicate how they can be better teachers.*
- *Immediate feedback*
- *Introduce novice teachers to families*
- *Show, model and earn respect*
- *Give novice teachers their own space*
- *Let novice teachers teach; don't assign 'grunt' work*
- *Allow full access to all materials and resources*



Hereto helpothers

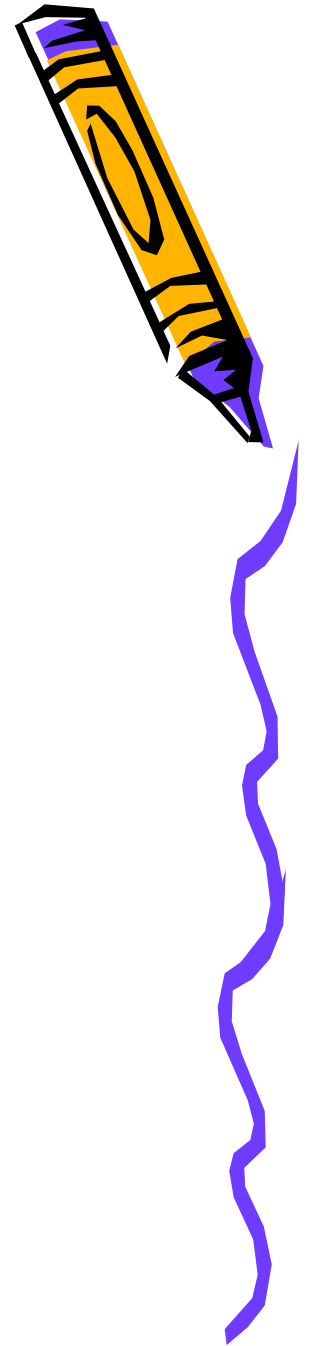
- Assist each person to set better goals and reach those goals
- Ask people to do more than they would do on their own
- Help people to focus better in order to more quickly produce results
- Provide the tools, support and structure

"It is the nature of man to rise to greatness if greatness is expected of him." - John Steinbeck



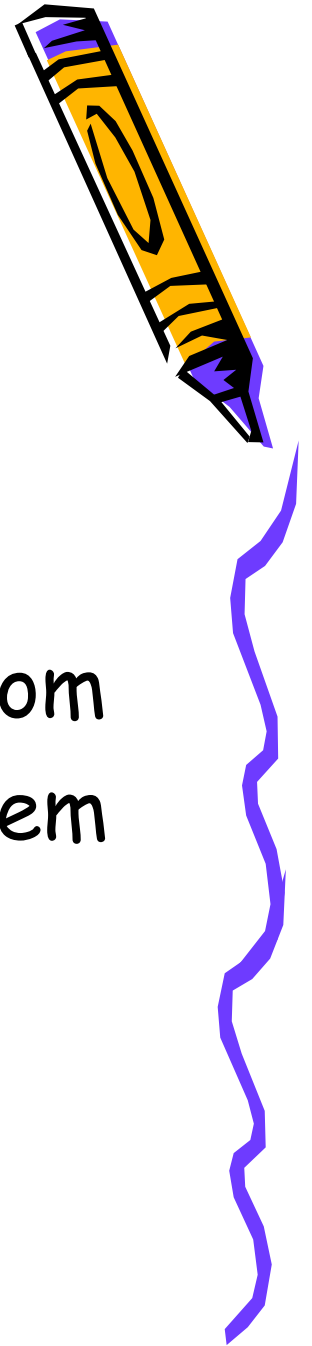
Responsibility of Master Teacher

- Learn about novice teacher
- Introductions and acceptance
- Gift of time
- Open communication
- Constant objective feedback/evaluation
- Avoid center politics and gossip



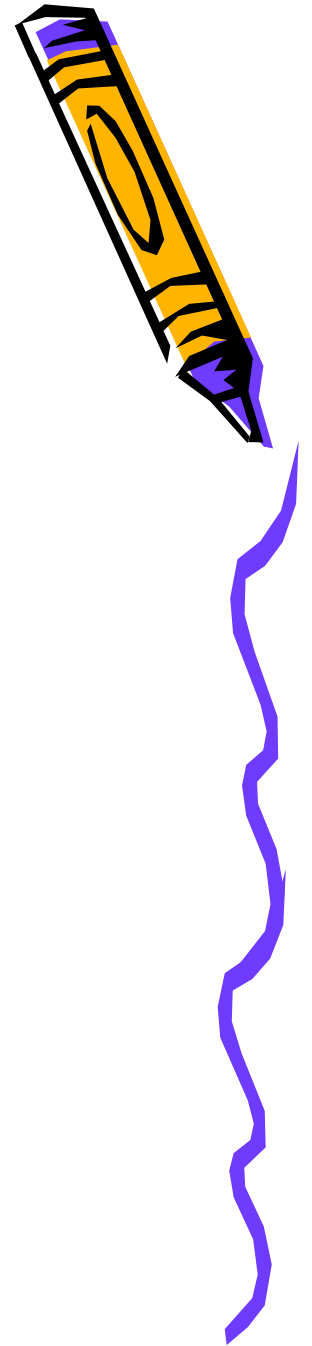
Common Novice Teacher Reactions

- Feel judged
- Anxious
- Unsure of their role in the classroom
- Afraid the children will not like them
- Uneasy about gaps in knowledge



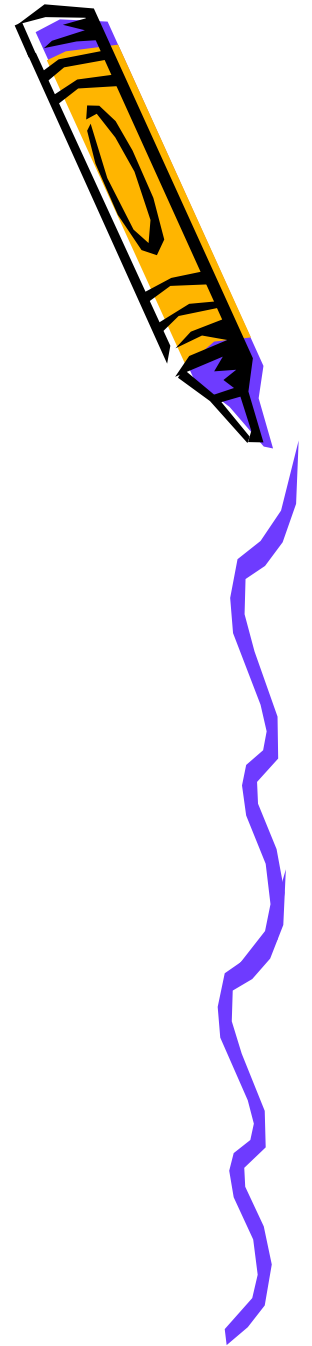
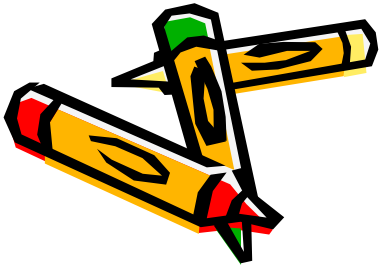
Steps to Achieve a systematic, integrated plan

- Orientation
- Communication
- Teamwork
- Professionalism
- Tutor, Coach and then mentor



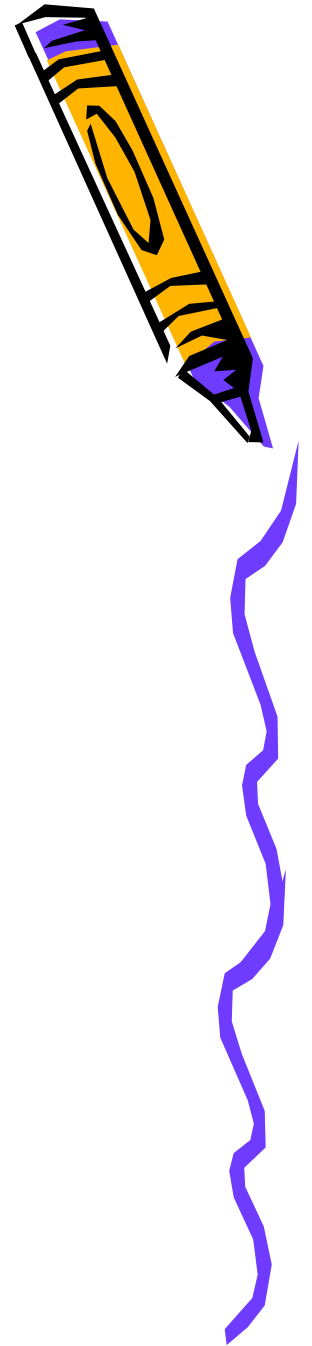
Orientation

- Who
- Mission & philosophy
- What covered - details
- Goodness of fit - passion
- Over what period
- Evaluation
- "survival guide"
- Detail, repetition and questions



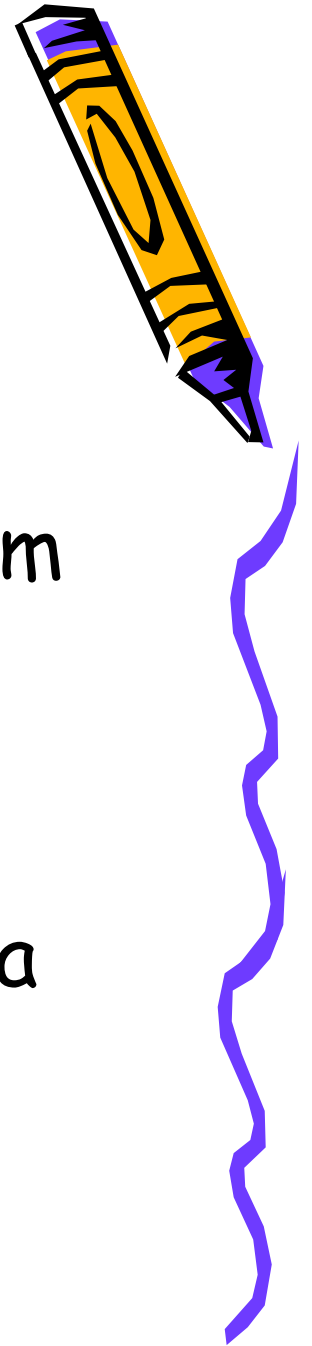
Communication

- Relate to others professionally
- Communicate and listen effectively
- Values / beliefs
- Missed messages
- Right to know
- Problem Resolution methods
- Shared responsibility for open communication



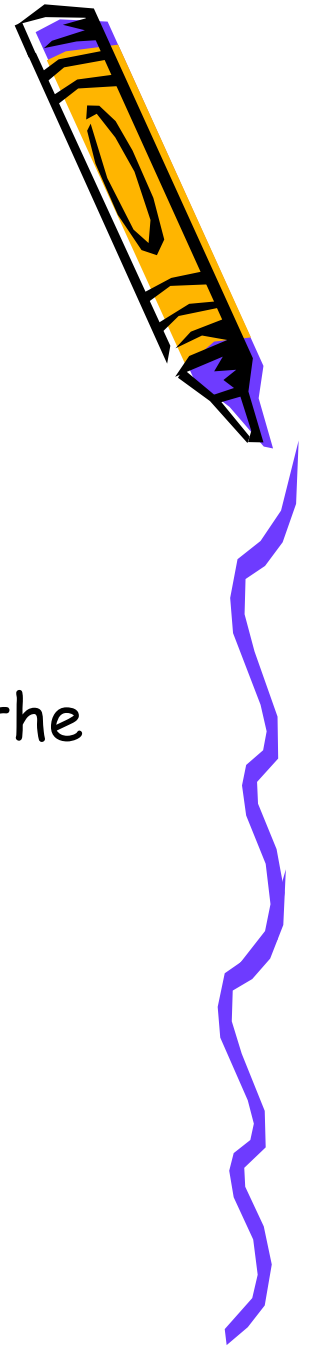
Teamwork

- No I in TEAM
- Value of team both in the classroom and the center
- Build on individual strengths not weakness
- Even a broken clock is right twice a day



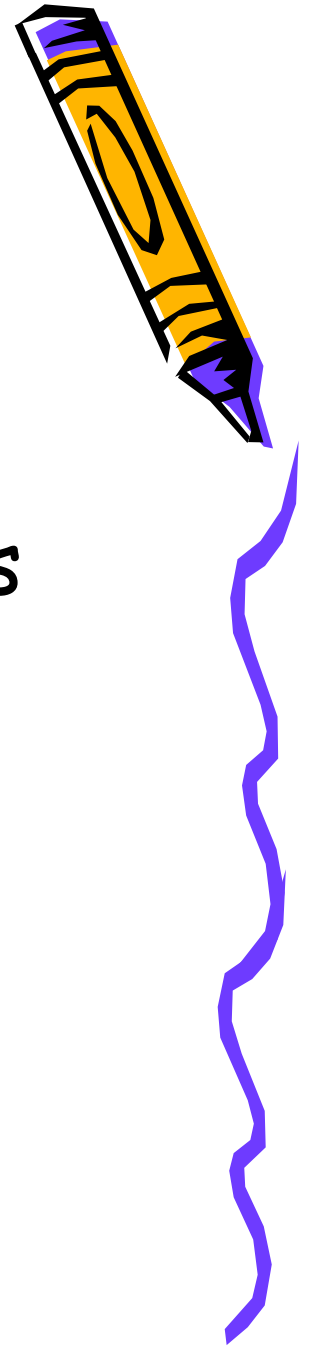
Hand-inhand

- Leadership and friendship?
 - Respect
 - Policy reinforcement
 - Build professional relationships that unite the team
 - Common goals and objects
 - Build in Reflection Time
 - Common mission



Professionalism

- Walk the talk
- Value of professional organizations
- When we tutor & coach we are growing professionals
- NAEYC's Code of ethics



Tutor, Coach then Mentor

- Passing the Torch
- A partnership in learning

"We are what we repeatedly do,
Excellence is therefore not an act
but a habit."
- Aristotle

