

**MENTORING:
CREATING A PROFESSIONAL DEVELOPMENT COURSE**

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ABSTRACT

This project is the design of a twenty hour professional development course on mentorship for teachers based on the action research model. It has three sections: (1) the literature review of both mentorship and action research, (2) the author's reflections on personal experiences, on the current research, programs and resources related to mentoring and the development of this mentoring course, and (3) some of the course content. Rationale for, issues in and benefits of the course are examined.

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INTRODUCTION: LITERATURE REVIEW

This project is a result of the needs in my own teaching and leadership journey, as well as the needs expressed by a number of different groups: graduate students and faculty at The University of Lethbridge, school jurisdictions and Alberta Education. Much of the impetus comes from the Alberta Education policy position paper titled, An Integrated Framework to Enhance the Quality of Teaching in Alberta(1997). In it, mentoring is mentioned primarily relating to first and second year teachers. This formalizes and makes professional what is often viewed as an informal, personal relationship.

Historically, mentoring has often been a misunderstood and poorly practiced support method in schools and both experienced and inexperienced teachers have suffered because of it. For example, in 1996-97, I was coordinating a new Career Focus curriculum initiative in Chinook's Edge Regional Division. We were in the pilot year. My fellow team members and I were acting as resource people in the six pilot schools. We saw ourselves as mentors, but the teachers saw us as central office people (perhaps even with evaluation functions). What could have been a positive growth experience for all of us stalled into polite neutrality. I found myself in the midst of a huge, action research project on mentorship!

Hence this project for creating a professional development course for The University of Lethbridge. This paper outlines the literature related to mentorship and action research, my reflections on my own growth and development and, lastly, some of the course content itself.

The purpose of this literature review is to examine the resources available on mentor^{sh}ip and action research as the first step in developing a mentorship Professional Development (P.D.) Course for mentor teachers. The twenty hour P.D. course will be offered July 28-31, 1997 at The University of Lethbridge.

The initiatives for offering the course come from a number of different stakeholders: The University of Lethbridge education faculty and graduate students, school jurisdictions and Alberta Education. For some time now, The University of Lethbridge's teacher education program has been developing a mentor focus, particularly in the third professional semester when student teachers participate in an internship. This is putting pressure on teachers in school systems to become better prepared to take on the mentor role. As successful mentorship should provide a beneficial relationship for both parties, this puts pressure back on the university through the school jurisdictions and graduate programs to offer training in the knowledge and skills needed to optimize this relationship - training for both the mentor teacher and the student intern.

This increase of interest in mentorship is paralleled by the development of Alberta Education's policy position paper titled, An Integrated Framework to Enhance the Quality of Teaching in Alberta (1997), which greatly increases the emphasis on first and second year teacher support as a way of retaining new teachers and improving the overall competency of the profession. It follows that if beginning teachers are trained in how to be a part of a mentor relationship and their mentor teachers

are trained also, (and clearly recognize the difference between the traditional evaluative model and the mentor model) then the first two years that the policy covers should be much more productive for both parties and, of course, for children.

Mentorship has to be more than brief, casual contact to make sure the new teacher gets to “library club” on Friday afternoons. To be successful, it needs to become a participative, rewarding relationship, one that has considerable potential to enhance the teaching profession.

In seeking a structure within which to examine the practice of mentorship I began with action research. It seemed to be the best suited for a number of reasons. First, as M. Hanrahan defines action research, it is a:

...reflective form of self enquiry that encourages systematic questioning of teaching theory and practice and the commitment to engage in participative problem-solving and continued professional development. (personal communication, December 3, 1996)

The key words and phrases in this definition are *reflective, self-enquiry, commitment, participative problem solving and professional development*. If mentorship can be studied focusing on these aspects, participants in the class should acquire all the tools necessary to make their relationships successful. Second, the immediate nature of the research where adjustments to practice can be made while the research is still in progress makes it attractive to those involved in these dynamic, immediate, evolving partnerships. Third, action research results are published (verbally, in written form, on the Internet or however else seems appropriate) allowing for

immediate reflective input, potentially increasing knowledge of “best practice” and teaching theory.

While I was researching action research, I noticed the name Jurgen Habermas began surfacing with increased frequency with particular reference to his theory of Social Communication (1987). This sets out four criteria for effective communication (Note: Habermas was referring to verbal communication rather than written). First, the statement being examined must be true. Second, the language of communication must be comprehensible. Third, the proposition must be presented in a way that can be trusted. Fourth, the people discoursing must agree about the normative context of the proposition. I came to an early conclusion that studying and practicing mentorship through action research, aided by Habermas’ guidelines, could help create a powerful tool to effect change in educator relationships.

I. MENTORSHIP

What is a mentor? According to Wighton,

The term “mentor” had its origin in Homer’s Odyssey when a wise and learned man named Mentor was entrusted with the education of Odysseus’s son Telemachus. Today, mentoring is simply the advice from a respected, experienced person provided to someone who needs help. (personal communication, December 6, 1996)

More specifically, Wighton goes to say,

In the education field, mentors are seasoned, experienced teachers who act as teachers, guides, counselors, role models, and friends to new teachers. (personal communication, December 6, 1996)

Describing the relation, he says that:

[Central qualities of mentoring are that it is] intentional, nurturing, insightful, and supportive. The mentoring role can be labeled with a variety of terms, including guide, supporter, advisor, teacher specialist, teacher coach, consultant, helping teacher, peer teacher, support teacher, encourager, and friend. (personal communication, December 6, 1996)

This definition is similar to others given by Bey (1990, 1992), Daloz (1983), Wagner (1985) and Gray and Gray (1985) in that it does not include evaluation as a part of the relationship. For many teachers this is one of the first obstacles to be overcome - the change from the traditional cooperating teacher/evaluator mode to a more egalitarian, supportive, coach/guide role.

Yet there is very little assistance provided by professional associations or post-secondary institutions for this new relationship. Neither the Alberta Teacher's Association (ATA) nor the British Columbia Teacher's Federation (BCTF) has formal policies or papers on mentorship. Table 1 summarizes university credit course involvement in mentorship. None of the universities scanned had credit courses specifically devoted to the topic. In other professional programs (medicine, dentistry and engineering, for example) mentorship was mentioned in course outlines (usually as part of the internship section) but again, there were no specific courses. It was in the examination of courses that it became clear that mentorship was either informal (happened within other, established relationships such as internships); or it was part of a faculty development program; or it wasn't important enough to formalize into a course.

This is not the case in private industry. For example, Peter Jones, a former Senior Vice-President with Burson-Marsteller (an international public relations firm) explained that the company had a two-year “coaching” program which matched senior employees with new employees for two years. The expectation was that the senior employees would smooth the way for the new ones in terms of learning Burson-Marsteller’s *modus operandi*, client base, and whatever else was needed. Meetings were both scheduled and unscheduled. There was no evaluation component, as each individual was hired for specific, demonstrated talents and contracts were dealt with separately. This format was generally the same in other large, professional firms. The contrast is striking between this supportive atmosphere and the “sink or swim” reality into which many new teachers are thrown.

At this point, I began to examine training programs used by private industry that might be helpful in an educational setting. An extensive Internet search revealed training programs by many private companies consisting mostly of seminars, workshops or staff development programs. Although not titled “Mentorship” specifically, mentorship-like content often appeared with titles such as: “Leadership Development”, “Peer Coaching” or “Team Building”. Two of the companies that have a great deal to offer and that have a proven track record with educational systems are the Bailey Alliance from California, (www.baileyalliance.com) and Peer Resources in British Columbia (www.islandnet.com:80~rcarr/peer.html). Much of the work of the Baily Alliance has been in event planning (based on action research

formats) as a way to train and develop leaders. They have been used extensively by Chinook's Edge Regional Division #5 in Alberta for workshop development for both large and small groups both in and out of the jurisdiction. Peer Resources is a company that provides workshops, seminar and resources on peer coaching, mentoring and peer support in the public and private sectors. This company has close ties with The University of Victoria and has been a prime initiator of many peer support programs for students.

Hoping that there would be a successful mentoring program for first year teachers in a local jurisdiction that we could study in the course, I then did a phone search of randomly chosen school districts to determine their mentoring activities. (Red Deer Public School District #104, Chinook's Edge Regional Division #5, Grande Yellowhead Regional Division #35, Pembina Hills Regional Division #7, Fort McMurray RCSSD #32 and Calgary Public School District #19). This search elicited the same results - nothing formally titled "Mentorship". However, each jurisdiction had an identifiable teacher induction program, and Fort McMurray has a formal mentor program that can be accessed after a permanent certificate is granted. All jurisdictions answered that informal mentoring occurred in most schools. The central office staff I spoke with were also aware that some schools had assigned mentors for new teachers in individual schools, but there was no district provision for these programs. It is interesting to note that Fort McMurray Catholic started a very strong Peer Coaching program in the late 1980's, that continues today. However, most jurisdictions that had had funded programs

had reduced, or eliminated them due to funding constraints. This raises an interesting point for me: perhaps the publically-articulated desire for more training is the critical first step towards that end.

Because my responsibility for teaching a course on mentorship formalizes the issues to a certain extent, the time had come to establish exactly what a formalized mentoring relationship in education would look like. According to Peterson (1989), although mentoring is similar to valued human relationships in that both parties have a desire to understand the values and expectations of the other person and to respect and become sensitive to one another's feelings and needs, the mentoring relationship is primarily professional. That entails conveying and upholding the standards, norms and values of the profession and offering support and challenge to the recipient while the recipient strives to fulfill the profession's expectations. In addition, the relationship changes as the novice's knowledge changes and both parties recognize the stages of development. These have been described as: (a) introduction, (b) goal setting, (c) fulfilment and (d) redefinition (Peterson, 1995) or by Teale (1996), as inclusion, control, affection, separation. Succinctly put,

"Mentors depart at the end of the journey, (or before the end), because the journey belongs to the traveler, who has internalized the power that hung overhead and seemed so threatening at the outset. (Daloz, 1987, p.33)

More specifically, through discussions with The University of Lethbridge graduate students and a variety of administrators, as well as a review of the literature on successful programs, (Boyden, 1989; Ganser,

1995; Loucks, 1993; Martin, 1994; Dianda, 1995), I believe I have been able to make more explicit some of the obstacles and elements of success of formalized mentoring.

As clarified by Ganser (1995), the barriers can be divided into four main categories: time; mentor/intern match; qualifications of beginning teachers and support for mentoring activities. The concern for time was centered in two areas - time to meet with each other and time to develop the competencies the mentors felt they were lacking. Mentor/intern match was an issue in terms of potential personality conflicts and the mentor's ability to be useful to the intern. Beginner qualifications only became a problem when evaluation was necessary; for example, if the intern was seen to be "in trouble" and not developing into a competent teacher. Support for mentoring activities was clearly defined as meaning support from staff, administration and the district in terms of time and resources. The time and resources would be used by both parties to develop skills and structures necessary for the mentoring experience.

As difficult as these issues seem, they were not perceived as precluding successful mentoring. In fact, George (1989), Dianda (1995) and others give hope through the successes of their programs. George summarizes it by listing the benefits identified by the three stakeholder groups: inductees, coaches, and the system. The pluses for the inductees were that they had a non-evaluative sounding board, a person with whom they could discuss specific problems like parents or discipline and that the coaches were seen as practical and credible. The coaches benefitted in that

their own teaching improved, they learned more about themselves and that their administration came to view them as leaders to other staff members. On the macro scale, the Fort McMurray Catholic school system gained in increased collegiality, and increased first year retention rates. As well, the coaches relieved pressure on the administrators, and staff professional development increased (p. 32-35).

As I understand this section of the literature, my challenge is to set up an interactive course in a supportive atmosphere where the participants increase their knowledge of mentorship, while sharing with the class ideas on different ways of mentoring. It should also contain a large component of skills practice and allow time for reflection and publication. On another level, the course will be designed to offer participants alternatives to the traditional evaluative role of a supervising teacher. And, through examination, practice and feedback, they should gain greater confidence in their ability to foster the development of young teachers.

Mentors give us the magic that allows us to enter the darkness: a talisman to protect us from evil spells, a gem of wise advice, a map, and sometimes simply courage. But always the mentor appears near the outset of the journey as a helper...a midwife to our dreams. (Daloz, 1987, p. 17)

II. ACTION RESEARCH

Action research has been formally written about since the 1940's. In some ways it owes its origins to Dewey, who as far back as 1929 wrote:

The answer is that (1) educational practices provide the data, the subject-matter, which form the problems of inquiry...These

educational practices are also (2) the final test of value of the conclusions of all researches...Actual activities in education test the work of scientific results...They may be scientific in some other field, but not in education until they serve educational purposes, and whether they really serve or not can be found out only in practice. (P. 33)

In Habermas' *Knowledge and Human Interests* (1972), the most important domain for action research and mentorship is the third domain, Emancipatory Knowledge. Here, a person gains insight through critical self-awareness - recognition of the correct reasons for his or her problems - and is therefore emancipated. Knowledge is gained by self-emancipation through reflection leading to new insights. And this is what action research is all about! According to Kemmis (1993), although Habermas' theory came after authors like Lewin (1947), Blum (1955), Cory (1949), Shumsky (1958), it provided a theoretical background to the methodologies advocated by future action researchers such as, McTaggart, Carr, Winter, Fals Borda, Friere and Elliott. Later, Habermas' *Theory of Social Communication* (1987), gives action researchers a clear guide for the type of authentic communication that is essential to the success self-reflective projects, thereby increasing the understanding of action research.

So what really is action research? Gabel quotes Kemmis (cited in Hopkins, 1985) as saying:

"Action Research is a form of self-reflective enquiry undertaken by participants in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situations in which the practices are carried out. It is most rationally empowering when undertaken by participants collaboratively

(p. 5) Kemmis (1995) adds to this understanding of the process and its purposes:

Action research offers ways in which people can improve social life through research on the here and now, but also in relation to wider social structures and processes - as people whose interconnections constitute the wider webs of interaction which structure social life in discourses, in work, and in the organizational and interpersonal relationships in which we recognize relations of power (p. 5)

Dorothy Gabel (1995), cites Rapaport as saying that the use of action research is:

aim[ing] to contribute both to the practical concerns of people in an immediate problematic solution and to the goals of social science by joint collaboration within a mutually acceptable ethical framework (p. 7)

But what does this mean for educators? B. Dick (Dec., 1996) says that:

...one of the strengths of action research is its ability to pursue understanding and change at the same time. One can analyze data as they are collected. One can act on that analysis. One can vigorously pursue disconfirming evidence. The result is understanding and action which enhance each other. (personal communication, December 2, 1996)

What an empowering reality! No longer should teachers feel negated in their "worthiness" as researchers - they can be validated by, and can act immediately on, the knowledge gained from their research. No more waiting for scientific validation or formal publication. Where the more traditional forms of inquiry could not control all the variables in a class and often put an outsider as the expert while at the same time delaying the time between understanding of a questions and change, action research puts all that squarely back in the hands of those who are providing the evidence and

information. Action research takes the teacher away from being a technician concerned with only the craft of teaching, and towards being a professional, where the research can be concerned with everything that affects the teaching reality - issues in the practicum, the classroom, school management, wider school and community issues and professional issues. (Long, 1995) In short, practitioners can create their own knowledge and understanding of a situation and act upon it, thereby improving practice and advancing knowledge in the field. Zuber-Skeritt (1982) as cited in Riding *et al.* (1996) summarizes this beautifully. For her, action research is:

- * Critical collaborative enquiry by
- * Reflective practitioners who are
- * Accountable in making the results of their enquiry public,
- * Self-evaluative in their practice, and engaged in
- * Participative problem-solving and continuing professional development

But how? What kind of process could make such outcomes possible?

Mary Hanrahan states that her action research project on organizational strategy-making, "...systematically goes through the cycles of intention, plan, action, results, reflection and documentation." (personal communication, December 6, 1996)

Riding *et al.* (1996) in their curriculum development project identified objectives, planned a curriculum model, put it into practice by running the module, made observations on their practice and evaluated its effects, then reflected upon the results of the evaluation. Lastly, the insights were put back into practice. To broaden the context in which their project was published, it is interesting to note that in their paper, they first established

the value in their teaching that they felt had been ^{negated} ~~negotiated~~ (not enough electronic support for collaborative learning and work) and established their goal (or dream solution). Secondly, they did a review of relevant resources. Next they began developing tentative solutions and then went on to the next step of trying them out. Their attempts were evaluated and reflected upon and then the insights gained were used to revamp the model and to establish a revised question, which brought them back to step one again. When outlining their process they stated **and explained** their project's goals - critical inquiry in spirit and purpose, reflective and self-evaluating practices, accountability, and team participative problem-solving. They were not expecting a finite solution to their issue; nor did they get one. What they did get was a number of different perceptions that they could then use to adjust their original model. They published their findings on the Internet, where it is immediately available to anyone interested and where it was able to contribute quickly to a vast body of educational knowledge that can be used by others without the delays of publishing time or later presentation at a conference attended by a select few. It is possible this is another benefit of action research, making it a valuable structure through which to examine mentorship.

III. MENTORSHIP AND ACTION RESEARCH

In my days as a skilled technician, I stood on the sidelines, directing the game and scoring. I was an observer and a manipulator of other people's experience. Now I join in the game. I win and lose; I live and learn. (McNiff 1992, p. 52)

The question now becomes how to tie all this together and move from being a technician to a participant? How can a mentoring relationship based on action research principles and processes be built? How can the language and methods used be authentic and emancipatory *a la* Habermas?

There are numerous studies of successful teacher induction and mentor programs (See, for example, Garten, 1994; Dianda, 1995; Moir, 1995; Cross, 1995; Young, 1993; Ganser, 1995). Briefly summarized, Ganser (1995) found that the mentor role needs to be specified at the personal, school and district levels, that assessment roles need to be clarified at the onset of the relationship and that activities and time lines need to be clearly established early on. In addition, the 92 teachers he interviewed were concerned with their own perceived abilities and capacities to fulfil the mentor role and there was also concern about how being involved as a mentor would fit into their own career plans. So it becomes clear that mentor training needs to address these issues as well as include information on how to deal with issues such as: being helpful versus overbearing, exploration of when to mediate and when to let matters take their own course; and the difference in mentoring new, experienced or poorly prepared teachers (p. 307-309). These concerns were also major factors in the Peer Coaching project in the Fort McMurray Catholic School Division (Boyden, 1989). Note: the above issues are just as real for individuals who wish to mentor as they are for programs.

Each of the resources I found gave at least one example, one definition, or one framework that could be useful to a mentor and an intern,

and there are many forms that these can take - audio, visual, written or spoken. How best to get this information into the P.D. class?

First, the primary education role that needs to be understood is that of mentorship. In defining exactly what that means in order to create a view of what it would look like ideally, theoretical definitions will be sought, then common practices shared and examined, and then identification of what the class thinks will be needed to create the "ideal". Long (1995) has listed thirteen skills that she believes that mentors should have:

1. **Communication Skills** (verbal, non-verbal, Habermas..)
2. **Conferencing Skills** (physical location, structuring, recording, problem identification...)
3. **Skills of Reflection** (move from a behavioral model of telling to an inquiry based model of teaching practice.)
4. **Role Modeling**
5. **Observation Skills** (these will be brought into play once the behaviors to be observed have been agreed upon before the commencement of observation).
6. **Positive, Structure Feedback** (use a variety of tools - visual, audio, student feedback...)
7. **Assessment Skills** (constant early feedback on interns strengths and weaknesses and help to develop their self-reflective skills to assist them to write their own reports in a critical and reflective manner.)
8. **Conflict Resolution Skills** (active listening, negotiation, empathy, flexibility)
9. **Lesson Intervention Skills** (don't demoralize the intern)
10. **Team Leadership Skills** (decision making, risk taking)
11. **Liaison Skills** (triad, community, decision making,)
12. **Skills in Formative and Summative Evaluation** (on-going, lesson goals, known university requirements)
13. **Skills in Self Reflection** (mentors need to develop this to demonstrate openness to change)

This excellent summary will be used to clarify participants' ideas on how to develop the course and in the choice of some of the interactions. The

library, the Internet and the class will be the major resources in this stage. Additional print and video resources will also be available when needed.

The next challenge is to take the theory and make it reality. How can participants use it, practice it, internalize it? Below are two examples that show how this process might work. Note: the participants are a qualified teacher mentor and a practicum intern.

Example1

McNiff (1992, p. 47-48) identifies six questions that could be used in reflecting on a teaching episode in the classroom.

1. What did the children do?
2. What were they learning?
3. How worthwhile was it?
4. What did I, the teacher, do?
5. What did I learn?
6. What do I intend to do now?

Certainly this fits into an action research structure, assuming that the participants have previously discussed the objectives of the lesson and had agreed upon a clear goal. This is very important, because it sets the “rules” of the meeting; one being that if the intern has identified some aspect of teaching as a concern, the mentor can then address it in subsequent discussions, particularly those based on observations. It is also important for the mentor to guide the communication and to choose carefully the language of the interaction so that, whenever possible, the interns are able to discover the good and the bad of the teaching themselves, rather than having these things pointed out. When the mentors model open-minded

reflection, this quickly becomes a set of skills the intern can readily use with others. These questions could be used repeatedly, so that the process becomes almost “second nature” to both parties. It can also be valuable for the participants to change roles, to take turns at being both mentor and intern. To find tune the action research, journals, tapes or running notes will be kept for further reflection and reference specifically about the intern’s teaching.

Example 2

This is an example of a planning issue. The questions come from Barret and Whitehead (1985) cited in McNiff (1992, p. 57). The questions are:

1. What is your concern?
2. Why are you concerned?
3. What do you think you could do about it?
4. What kind of evidence could you collect to help you make some kind of judgment about what is happening?
5. How would you collect such evidence?
6. How would you check that your judgement about what has happened is reasonably fair and accurate?

Again, the questions fit into the action research model, but they have to be handled carefully to meet the criteria of open-minded reflection. Other issues identified by Long (1995) could also be discussed through this teaching episode: (1) classroom issues (e.g. engage with the intern in a cycle of reflective supervision); (2) school management issues (e.g. allocation of resources, assessment and reporting); (3) wider school and community issues (e.g. modeling, in-servicing, legal requirements). One danger is where the conversation goes from here. As in the first example,

there has to be some sort of "publication", perhaps in a journal between the mentor and intern. Note: it seems that once the student is in the classroom, the university mentor can be an active part of the process also, helping the intern take responsibility for continued learning and helping the mentor teacher as well, so long as the intern is not made to feel like a small cog caught between two wheels. If mentorship and action research together are really going to work, the triad has to be balanced, with the intern taking an active role in planning, actualizing and evaluation of the experience. Initially, it may be the role of the faculty mentor to empower both the teacher and the student to fulfil their roles, and then the teacher must also work at empowering the student.

These are but two examples of reflective problem solving. The main resources for the class are the video series, *Mentoring the New Teacher* (1994) and *Peer Coaching*, (1993). Both of these are excellent in modeling skills and content. All these resources offer the hope that the concept is viable, as long as teachers and students are committed to and conscious of the value of the process.

Their commitment and growth will be reflected in the P.D. course through portfolios, class presentations, and group and individual work. The skills modeled and practiced in all these areas are ones that the mentors can take away and use outside the course.

In addition to the books and individual articles previously mentioned in this review, whole journals have been dedicated to mentoring and its benefits. (See, for example, English Journal, Feb., 1995; Peabody Journal

of Education, Nov., 1996; Educational Leadership, Nov., 1985). They are filled with the benefits that mentoring brings to mentors, interns and school systems. If this P.D. course is able to contribute to this body of knowledge and can help individual teachers become better mentors, it will be deemed a success. If in some way it is influential in introducing mentoring into a larger system, it will prove that all of those who requested such a course have made their voices heard in a significant, lasting way.

REFLECTIONS

The clever man will tell you what he knows; he may even try to explain it to you. The wise man encourages you to discover it for yourself, even though he knows it inside out.

Revans (1980) cited in McNiff (1988, p. 52)

THE FIRST TEN YEARS

The road to mentorship began when I went back to university to get my teaching certification. Having moved to attend university during the week and leaving my two children (ages five and four) at home with their father, I embarked on my quest for professional teaching status. And it was so hard! The classes were not, but being away from my family for four days at a time, and then going home for three and trying to get seven days of mothering into three, was brutal. (An early introduction to the “sanity dance” - that balancing act that necessitates such fancy footwork between the partners - home and school). Luckily, a number of my classes contained mature, After-Degree students so we helped each other through courses that were often designed for 19 year-olds with no life experience, in a faculty where we were often numbers only and not much more. Were we engaging in peer support, peer coaching, or just survival? Was this going to be what teaching was like - being mentally alone, banding together with others going through the same or similar experiences, and not much help or guidance from those who were experienced?

Yes. My “induction” into the profession was having the school handbook given to me and then being admonished to, “... never let the junior high students call you by your first name and NEVER, NEVER cry in front of them!” End of story. And I survived. Like most new teachers, I gritted my teeth, closed my classroom door and got down to it. I bought into the atmosphere (never verbalized) that I had to “earn my stripes” and, really, I

had to do it on my own. I was isolated physically and mentally, and chose to keep it that way rather than be viewed as an incompetent for asking questions or admitting problems. Later I recognized this as one of the first problems that a successful mentorship relationship would have to overcome. Luckily I had few problems and was able to succeed with the students, parents and my colleagues. In my first five years of teaching I held five different teaching assignments in three schools - and in each situation I saw that many of my colleagues had been comfortably in the same position for many years and had no particular interest in change or in helping new teachers. I soon came to believe (rightly or wrongly) that the only difference between a rut and a grave was the dimensions and that I wasn't going to fall into either!

So rather than the metaphor of the grave, my career metaphor became the spinning top. I just needed someone to set me off, then I'd go round and round all on my own until I finally spun out of control and toppled over. I crashed at the end of year five and, because that coincided with the end of three years of tremendous personal stress and a family move, I was able to rationalize the real reasons why it happened. It would be much too simplistic, and not true, to read into this that had I had more support and a gentler entry into the profession this would have totally changed my experience, but I do think that it was a contributing factor, and not one that I realized myself until two years ago when I began my Masters in Education. I just accepted that what I had gone through was no better and no worse

than anyone else's experience and that it was a "rite of passage", to be endured and learned from.

And I perpetuated this philosophy. When I had my first student teachers, I worked them hard and gave them a real taste of the "toughness" of the profession. Of course, I had the ability to pass or fail them in their practica... I drove them hard and they responded and they learned: to get by on their own; to reflect (if they had time) on their actions themselves, but not necessarily with others; to survive in a hierarchical, sometimes autocratic system; to be individuals always, and team players only when absolutely necessary.

I did it well. Luckily my influence prepared them to get their jobs and they've stayed in the profession, but I wish I could go back and do it differently. I think I prepared them well for the short term but not the long term. I'm not sure I helped them develop the skills that they would need in the world of change we now call public education.

This is my prime reason for becoming actively involved in mentoring. After my "crash-and-burn", I had four years of exploration. I did some college teaching, adult education at a penal institution, and a variety of contracts in a public system, both in and out of my areas of specialization. One assignment was particularly noteworthy, not because of my teaching, but because of the mentoring that occurred. I was hired to teach high school math - nowhere near my specialty. The head of the math department paired me with an outstanding long time teacher who guided me through the

curriculum for a whole semester. She modeled mentorship - suspension of judgement, communication skills, questioning skills, support, confidence building... and it was a whole new world for me. Half way through the semester my mentor and I took on a young man who wanted to explore becoming a math teacher. Together we brought him into our classes and introduced him to our world. He was certainly introduced to a wide range of teacher competencies! The importance of this was that I was able to do for him what was being done for me, simultaneously, without the evaluation burden. It was awesome! What could have been a horrendous teaching assignment turned into a positive growth experience that I still use as a benchmark for the kinds of relationships that I seek to have with my colleagues.

So what, specifically, made this relationship such an exemplary one for me? Firstly, it was the understanding of the actions that I took when I realized that I needed help to do the best I could for my students. I could learn how to teach the Math 13 concepts, but I had no idea how to run a math classroom; nor did I have the background knowledge of the subject that I would need if the students asked me a question! So, I shared this with the department head and he suggested the pairing. I was pleased, but thought that I probably would use the relationship at first, just to see how it went, then pull out and try it on my own. I had a friend who was a math major and she said she would help...in short, I didn't trust the set-up and didn't know the person but I was willing to try because I knew I needed someone on the

spot. (This speaks to mentoring choice, rather than assigned mentors; or informal, rather than formal, mentoring).

Second, when I look back on it now, I see that what Ellen and I set up was an action research type of relationship. She gave me times when we could meet, but I was the one to actually request the meetings. Then I would identify the “problem” - Step 1 of action research, where there is something in a person’s teaching that is being negated, or that needs attention. Usually this took the form of, “Ellen, I’ve figured out, I think, how to teach this concept. Could I show you and then have you show me other ways to do it so that I can have back-up for the kids?” So we would do that, and that is action research Step 2 - and 3 - determining what the optimum solution will look like, and some ways to get there. In my conferences with Ellen there were sometimes adjustments to my activities (best-practice) and sometimes the adjustments didn’t come until after reflection - Stage 4. Reflection was pretty easy because although I taught way at the other end of the school from Ellen, we were connected by phone and, as my math class was in block four, we could chat about it within 10-15 min. of the end of class. This process was powerful because if there was anything that I needed to straighten out with the kids, I could put it into the review section right at the beginning of the next class.

The reason why this relationship worked so well had to do with Ellen’s modeling of communication skills, questioning, and knowing when to retreat. I think the students definitely got the best that Ellen and I could give

them and I certainly had an excellent role model for future relationships. It is interesting to note that Ellen and I never did spend any time together outside of this relationship - it was purely professional and has never developed into the personal realm. Nor did it become a big time drain. I would only need 10-15 min. for the first interview, and the same for the reflection time. I tried to be sensitive to the demands on Ellen's time and also on my own.

Immediately after finishing the math teaching assignment I was hired out of that division into a counseling/special education position. Again I was in a situation where I was out of my area of expertise but still in the realm of experience. While working for this new jurisdiction I began to enjoy the type of support that can be available when people are willing to throw out traditional modes of teacher interaction and really work together to create a new school reality. Interestingly, the support I received was at the central office level, more than the school level. In my school teaching assignment things were as they had always been - struggling to get a handle on the school routines and community needs, basically having the support of my colleagues as long as the door was closed and the noise down - my history as a strong, independent teacher allowing them to leave me on my own to get it together.

I was not given time off to attend the induction program for new teachers into the district, as I was an experienced teacher. (This has evolved into a concern I have about mentoring programs - is there a

difference between mentoring new and experienced teachers?) That fall I was also involved in helping a new, first year teacher on staff who left her position in November - not a great precursor to the rest of the year. Her replacement also spent a lot of time with me and I began to wonder whether I was to counsel the teaching staff or the students. I tried my best, but I didn't have a lot to give, as my own assignment was tough. In subsequent years, I was able to provide mentoring to staff as I began to develop some of the skills that Ellen had modeled, but I still didn't consciously think of it as "mentoring". Rather, it was something, "...I could just do to help."

At the same time that I was struggling with my school reality, I began to become known to central office personnel as someone who was willing to be innovative - either with programming or in dealing with students. In my third year in the system I was seconded to head up a new curriculum project and I was thrown into the central office cauldron. Nothing I had done professionally to date could prepare me for that!

VERY RECENT HISTORY

As lonely and as frustrating as my school situation sometimes was it was familiar, and I was doing okay in it - the students were great, and, by and large, I got what I wanted if I was willing to fight for it. When I landed in central office, the rules changed.

In the year that I have been coordinating the Career Focus project I have had three obvious mentors and two background mentors. Let me explain that. My first mentor on the project (who was my contact for four

months) is a very creative, busy, idea man, just a super model for the beginning of a project where lots of different avenues need to be explored. He trusted me implicitly and literally set me loose to “do-my-thing.” I wasn’t too sure what exactly that was - but loved the freedom to explore. I had lots of positive reinforcement and a little guidance, but, as with all new initiatives, what is positive in the challenge and excitement can also become stressful.

So my learning curve shot up again - but even as I was still learning how to operate in this environment, I was being valued and “heard” by the people who make the decisions. If I had an idea on how to move the project ahead, I would bring it forward and it would be considered and, often, accepted. I was shocked at how quickly things could move and how validated I was by those with whom I worked only peripherally. It was scary, too! Wayne guided me through the “new project/central office” maze and I am thankful that we still are in close contact and that I can use him to run ideas by.

My second mentor came into my life during this initial phase. He also is a central office person who took the time to listen to my reflections and to comment on them. It became readily obvious to us both at this point that although I had had some supportive relationships in the past, the trust and support that I was now experiencing were foreign to me and I was going through an adjustment phase. Jim kept saying to me, “Don’t worry. Now that you’re here you will be given the support to make you successful. You’re on the right track. If what you want makes sense, it will happen.

You're not alone." All my experience told me that that couldn't be true - I would have to advocate hard for the changes I wanted. Surely this couldn't last...? Well, surely it did. Jim's passion for alternative educational choices for students, his communication skills and his irreverence for the "system" appealed to me and allowed me to see that I didn't always have to be the one to make the fit. I had been given the opportunity to change the system. As with Wayne, Jim and I still feed each other with ideas, jokes and common experiences.

My third mentor, Bill, took over as liaison with the project last fall. An expert on teacher development, he has been a God-send for the pilot phase of Career Focus. By the time I came to know Bill, Career Focus was a team of five and we were about to embark on our one-year pilot in six of our schools. Our first challenge was to help the teachers gain an in-depth understanding of Career Focus and then to work with them as they developed plans and then tried them out in their classes. We saw ourselves as being mentors to the pilot teachers. Unfortunately, (or predictably), they initially saw us as central office staff "forcing" a new program on them. Because of Bill's excellent mentorship skills, he helped us find ways to overcome that and other obstacles. He didn't have answers, but he had lots of questions. As we met each week, he modeled all the aspects of mentorship that are important: providing an understanding environment, communicating clearly, suspending judgement, encouraging reflection. He helped me understand the "politics" of central office and because he was not

with us at the beginning of the project, my bringing him up to speed gave us insight into the types of questions we would be dealing with from other administrators. His listening, summarising and reflecting skills were the model we used out in the schools.

The variety of ideas he gave us allowed us to make choices that fit individual situations. We have had to create a number of presentations for different groups over the year and his vast workshop- building knowledge has helped us make decisions to meet those diverse realities. Again, he has helped us understand the options available to us and to make the choices we felt were right. I'm not sure if Bill knows how thoroughly he's into the action research cycle, but he is. For example, in our meetings we both contribute to the "problem" (Step 1), then visualize the ideal solution (Step 2), brainstorm some activities that will take us closer to goal (Step 3) and then do it. Step 4, reflection, can take place in our initial meeting where we discard some ideas, it may take place when I go back to the Career Focus team and get their input, or it may occur after we have actually done what we said we were going to do (e.g. having the workshop, working with individual schools or teachers...). Publication is the "doing". I can say, unequivocally, that Bill's greatest gift to me has been structure - he has helped me develop a structure for our interactions, for my interactions with those around me, one that I can pass on to those with whom work. For this I will be forever grateful.

Throughout this year-long process, two figures have been steadfastly in the background. The first is our superintendent and the second is a board member. Both these women are passionately committed to the kind of career education they have enabled me to help develop for the district and, as much as is possible in their positions, they have removed obstacles to the team's progress. They have found funding when we thought none was available, they have found partnerships outside the division that enhance the initiative with talent and dollars and they have allowed me to hire the staff that I want. They've helped create the atmosphere in which my team could dream, try and evaluate our success.

Of course, while I am participating in this with my team, my personal goals, steps to success and reflections have flourished as well. In looking back, it is interesting to note that I have had both male and female mentors - with equal influence. Also, my mentoring relationships have intensified significantly in the last year, and this is echoed in the groundswell of interest from other areas.

Up to this point, even though I had been becoming increasingly involved in mentorship activities, I was still not fully aware of them as such. It took my final master's course on teaching effectiveness to "wake me up". There was a spoken desire in that group of graduate students that formal training on mentorship was needed. This came out of examination of the new Alberta Education policy on Quality Teaching, some discussion on the PSIII teacher training program at The University of Lethbridge and our own

perceived lack of competence in the style, skills and general overall knowledge of mentorship. It was obvious to the class that mentorship was more than a teacher mentor stopping by a new teacher's room and inquiring after their day...but what exactly did it mean?

And so began my quest.

DEVELOPING A MENTORSHIP P.D. COURSE

A. The Preliminaries

At the same time that our class was establishing the need for mentorship training, I was struggling to have mentorship relationships develop in our pilot schools and The University of Lethbridge had received requests from other school jurisdictions and students about mentorship. There were indicators from a number of different sources that the full educational value of mentorship was not being achieved, so the university decided that a P.D. course should be developed, and offered me the opportunity to develop it. Two methods for helping develop the course immediately came to mind: the Bailey “Event Planning” process and the stages of action research.

I began with thoughts about what success would look like. To determine this, being an English teacher, I engaged in a number of reading, writing, listening, speaking and viewing activities. I wanted to clearly define the term (or relationship) “mentorship” and I wanted to have a clear idea of the essential outcomes of the course. I started by examining my own history of mentoring to determine what had been successful and what hadn’t. As a Career Focus team we have kept running journals on our mentor relationships in the schools and we discuss these at our biweekly meetings, so I used these discussions. I also talked about mentorship specifically to individual teachers and administrators in our jurisdiction and I listened very hard to what I was told. As well, I engaged in a literature review which

included video and Internet sources and tools. The findings of this stage of my research are found in the first part of my paper.

Suffice it to say that it was like trying to catch quicksilver. At every turn, I came up with a lot of questions. For example, where does mentorship end and leadership development or team-building or peer coaching begin? Or *vice versa*? If we're already doing it, then why are we losing so many teachers in the first five years of teaching? Can true mentorship be mandated? If it is, is it mentorship? If we have established teachers become mentors, aren't we just speeding up the integration process so that, in the end, we have more traditional teachers? Are we "cloning" teachers or developing free thinkers? Is the mentorship relationship different when dealing with pre-service teachers rather than first year teachers? Is it a contradiction in terms to say a relationship between the experienced teacher and the in-experienced teacher constitutes "mentoring", when the experienced teacher has evaluation input into whether the new teacher gets a continuing contract or the pre-service teacher passes the practicum? And what about mentoring between experienced teachers...what does that look like? Is the relationship stronger when it is same-sex or not? The list goes on... What I needed to do was begin establishing goals, deciding activities and developing evaluation tools that would help answer these questions and others for the participants in the course.

Equipped with background knowledge, I was ready to begin developing the course, keeping five things in mind. First, it was possible that

some students would be on a Pass/Fail evaluation (undergraduates) and that others would require a letter grade (graduates). Second, I had to work around a schedule that had us together five hours a day for four days. This necessitated a variety of activities that included "stand-and-deliver" from me, small and large group work, individual and group presentations and many other interactive teaching strategies that would enhance learning.

At the same time, I had to find out what the students felt they needed from the course. As the students could register right up to the beginning of the course, I decided to develop the course with the needs as I saw them, and then give the students a survey on the first day of class so that I could make some adjustments if I needed to. It was also important to me that I set up the course with an action research structure, so that all of the mini-topics in the course would be covered in the same way - establishing the need, visualizing the ideal goal, examining/practicing/trying activities that would help them learn and then reflection (group and/or individual). Finally, because I felt that each student should contribute to a body of research material, I booked the Internet lab for one afternoon of research.

B. The Focus

At this point I slipped into “Bill” mode and used the structure that we used in planning all our workshops to determine what I was going to do. I used the Bailey Alliance Event Design structure (1995). This process has the following six steps: (1) Who’s Coming, (2) Outcomes, (3) What Content, (4) How to Interact, (5) Public and Private agenda of steps and chunks and (6) Watch (mid-course correct if necessary).

1. Who’s Coming

I had established who was coming, (graduate students and undergraduates) - now I needed to commit myself to some indicators of success that would most likely satisfy the participants.

2. Outcomes

I wanted the outcomes to answer the question, “How will public education be better in the next school year because these teachers took this course?” First, they will have to see how mentorship is linked to their larger reality of school, jurisdiction and province. Second, they will demonstrate increased confidence in and awareness of the types of communication skills necessary to enhance a mentorship relationship. Third, participants will be able to recognize the differences and similarities among mentoring relationships such as those between mentor-teachers and pre-service teachers, those between mentor-teachers and beginning teachers and those between mentor-teacher and experienced teachers. Other outcomes may be added in response to the results of the student survey on Day 1.

3. What Content

The content is designed around the three outcomes listed above, thereby enabling me to put each concept or skill taught in class into context. According to the Bailey Alliance (1995), lecture/presentation will normally result in a 3% behavior shift, whereas if people are given about ½ of the total time to interact with the material, the percentage of change increases to 33%. Practice time was of the essence, I decided.

For the first outcome, one of the first activities in linking the course to the students' reality will be defining the "ideal", followed by examining what had been successful in the past, and then proceeding on to why mentorship is a current issue. Generally speaking, I will first try to arrive at a consensus on pertinent terms and then help the participants make personal connections to what they have done in the past. Next, there will be activities aimed at increasing their knowledge base through exposure to the literature on mentorship and examples of current "best practice" in mentorship.

Some concepts leading toward success for the second outcome will be analysis and practice of the specific communication, questioning and reflecting skills that are so important to a positive mentorship experience. This will be a highly interactive section with students developing, demonstrating and reflecting on non-judgmental mind sets, listening skills, and reflective questioning skills.

To achieve the third outcome, the students will take on the different roles in each relationship and be able to summarize the difference(s)

amongst them. Some skills and concepts relevant to this task are suspension of judgment (mentor), negotiation of goals and roles (both), willingness to ask for help (intern), questioning style (mentor), reflection (both), body language (both) and others as may be appropriate.

4. How to Interact?

This is the most wide-open of all the areas as I will encourage the participants to be as creative as they wish in their class presentations and in any assignments that they hand in to me. For my part, to ensure success in the first objective, I will first try to have the term “mentorship” and any other important terms defined by the group, then have a general sharing and open discussion of personal mentorship experiences. This will be followed by a formal examination of the Alberta Education policy on Quality Teaching. The policy will be summarized in small groups and then presented to the rest of the class. At this point I will also provide at least one example of a divisional evaluation policy based on the new guidelines.

To increase the participants’ background knowledge throughout the four days there will be brief verbal presentations on articles and research dealing with mentorship. Specifically, each participant will be responsible for providing the class with a summary and copy of one article on mentorship or a related topic. These articles may be accessed through the library, the Internet lab, or through personal sources.

The major resources for the second and third outcomes are videos taken from the eight part series titled *Mentoring New Teachers* (1994) and

the *Peer Coaching Skills* (1993) series. The *mentoring* videos deal with specific problems that mentor relationships usually encounter while the coaching series speaks to the communication skills. To introduce and model the process of learning from these materials I will choose one of the mentoring videos and show selected parts of it to the class. We will discuss it following a structured set of questions. We will also examine it from the perspectives of the mentor and the intern.

As there is not time to view and analyze all of the videos, some will be assigned to, or chosen by, a pair of participants who will have the freedom to decide how to present the material to the class. These presentations will provide me with an opportunity to view participants' acquisition of skills and their knowledge of the topic. The presentations will also fulfill part of the skills practice requirement. By the end of the presentations participants should have a developing repertoire of strategies for creating and maintaining productive mentoring relationships, as well as increased knowledge of the topic and enhanced communication skills. Note: I see this content as being a blend between what I think are the most important points, and what the students want and need to get out of the course. This means that I am going to have to have some contingency plans in place which will include use of alternative resources, topics and presentation styles.

5. Public and Private Agendas

My course outline will be the first public agenda. The second will be my way of keeping the activities related to the outcomes. If there is a need to change as indicated by the class I may make the decision to adjust myself or we may make it as a group. That decision depends on how it comes up and what the change is. I must be flexible, but I must also achieve the important course outcomes.

6. Watch!

This is the most important step of all. The whole course can derail if I am not cognizant of participants' responses. Although I do have evaluative functions, I feel that I should be handling this course much like a mentor would a mentor relationship. In short, I will be helping participants jointly determine "problems" or concepts to be taught and learned and how to dream of the perfect solution. I will give some examples, guide through questions, respond through a non-judgment filter, and then allow participants to try out new skills and new ideas.

The most important part of this process will be the reflection - what worked, what needs work, did you grow, what did you learn, what do you think you'll use again?... For this part I must watch and listen and respond sensitively. I need to help the participants acquire the tools that they can use when they leave the class. I need to be a "whisper in their ears and their hearts". For their part, I will encourage them to develop their portfolios

and I will help guide them in this process. The sharing of the portfolio will be an important “indicator of success” for me and for the student.

B. And So...?

To summarize, I found that the preparation time for this was vast and that I was constantly making decisions based on following beliefs. First, although I may have done more research on mentorship than my students, I believe that I can learn as much from them as they can from me. Just as I have been in all my mentor relationships, I am both mentor and intern. I am really looking forward to hearing their stories and realities. My function, then, is to create the atmosphere in which they can discover their own competencies and fill in the blanks in the areas they feel need developing. I don't just want them to know what I know, I also want them to know what they need to know. They can certainly pursue their own interests in their choice of literature to review and in their situational presentations to class.

Second, I see myself as the weaver and as such, my role will be to help all of the separate threads come together in a coherent whole. My biggest challenge will be to create order and relevance out of the quantity of information that will be available. To do so I must, in a short period of time, become tuned into the participants and their needs. In this, they will be like interns, responsible for developing the skills of being able to ask for what they want and need.

Third, I have thought a lot about why I am so excited about doing this, and I think it is because of the people who will be involved and the belief that

I can in some way help them to become as excited about the possibilities of mentorship as I am.

For all the challenges that we have had with Career Focus this year, a real high point has been my own role as both an “intern” and a mentor. I am not daunted by the prospects of a mixed bag of participants, I welcome it, because I will learn and grow from them. And although my overt role is that of mentor or expert or evaluator, I know in my heart that I will also be a learner in that class. A final challenge will be what to do with my knowledge once the course is done.

On a more practical level, Chinook’s Edge Regional School Division is hoping to enter into a partnership with The University of Lethbridge. One of the parts of that relationship will be the training of teachers. Having engaged in researching, practicing, teaching and publishing about mentorship, I should be in an excellent position to serve both experienced teachers and education students for The University of Lethbridge. As a number of our schools, (nine out of thirty-eight) are now run by self-managed teams with no on-site administrator, mentorship and team work have become very important in our district. We need to train new and experienced teachers to teach in these collegial environments and mentorship is one of the tools we can use.

INTRODUCTION: COURSE CONTENT

Fifteen years ago I had a compelling conversation with two different educators, both of whom I respected immensely. The result of these conversations was that I returned to university to become a teacher. That was the most mentoring that I had for quite some time. When I started teaching fourteen years ago, the first artifact that I had given to me was a cartoon of an old school marm with a shot gun in her hand. On the blackboard behind her was written, "Welcome to your first day of school!" The caption read, "First, get their attention!" I knew I was on my own!

It is only recently that mentorship has become a professional focal point for me. It has developed as I have taken on increased leadership responsibilities, found success in working closely with other people, experienced personal and professional authenticity, and begun to feel that I'm doing the best I can for my students and my colleagues. My career goal now is to find better ways to help myself and others improve teaching practices to better serve students.

Occasionally mentorship has extended into my personal relationships, but that is an added bonus, not an objective. My objective is to enhance the content and methodologies of my interactions, thereby improving the quality of my teaching, leadership style and ability to support my professional peers.

This course is designed to expose its participants to the theory and principles underlying mentoring and to create an environment in which they can safely explore and experiment with these practices.

PROFESSIONAL DEVELOPMENT COURSE

ED. 4866

BECOMING A MORE EFFECTIVE MENTOR AND COACH

Course Description

Principles and Practices of mentoring and coaching in peer, teacher and intern, and teacher and beginning teacher contexts.

Rationale

Mentoring is a tool for activating and promoting the professional development of teachers and teachers-in-training alike. With the introduction in Alberta of internships and mandatory, annual teacher PD plans, many teachers-in-training and practicing teachers alike are looking for ways to refine their professional practice by gaining greater access to the expertise and accomplishments of their peers in education.

Other professions such as medicine and engineering have long used mentorship programs to ease new members into the profession. Until recently, education has taken more of a "sink-or-swim" approach with new teachers who are often reluctant to ask for help for fear as being viewed as incompetent.

Some may say that mentorship is a case of experts telling what they know to the "unknowing", or that mentorship happens all the time. In this course, you will move beyond the speculative and the dismissive to discover the potential and the problems of mentorship and to explore ways in which mentorship may be able to make the process of initiation into the profession and the continuing education of teachers more successful.

Specific Course Content

1. **Communication Skills** (verbal, non-verbal, the work of Wallan and Habermas)
2. **Conferencing Skills** (physical location, structuring, recording, problem identification...)
3. **Skills of Reflection** (move from a behavioral model of telling to an inquiry based model of teaching practice.)
4. **Role Modeling**
5. **Observation Skills** (these will be brought into play once the behaviors to be observed have been agreed upon before the commencement of observation.)
6. **Positive, Structured Feedback** (use of a variety of tools.)
7. **Assessment Skills** (constant early feedback on strengths and weaknesses and help students develop their self-reflective skills and to assist participants to write their own reports in a critical and reflective manner.)
8. **Conflict Resolution Skills** (active listening, negotiation, empathy, flexibility)
9. **Lesson Intervention Skills**
10. **Team Leadership Skills** (decision making, risk taking, strategic planning, conflict resolution)
11. **Liaison Skills** (triad, community, decision making)
12. **Skills in Formative and Summative Evaluation** (on-going, lesson goals, known university requirements)
13. **Skills in Self Reflection** (mentors need to develop this to demonstrate openness to change)

Specific Activities

	Group	Individual
Research/Analysis	X	X
Discussion	X	
Class Pres.	X	X
Role Play/Modeling	X	X
Reflection	X	X
Celebration	X	X

Evaluation - students will be evaluated on all 3 of the outcomes

Outcomes	Evaluation	Value
1. Linking Mentorship to the work of schools, teachers and interns.	1. Portfolio	35%
	a) PD Plan	15%
	b) class presentations	25%
	c) discussions and other participation	10%
	d) research and analysis	15%
2. Increasing awareness of and confidence with a range of relevant communication skills relevant to mentoring	2. Role plays, simulations, modeling	
	a) portfolio	
	b) discussions	
3. An understanding of the different types of mentoring relationships	3. P.D. Plan	
	a) role plays, simulations, modeling	
	b) discussion	
	c) research and analysis	

Note: * Undergraduate students will be given a pass/fail grade.
 * Graduate students taking the course for credit will be graded on the following scale:

A+	90-100%	A-	80-84%	B	70-74%
A	85-89%	B+	75-79%	B-	65-69%

Table 1: Mentorship Courses/Programs at North American Universities

University	Mentoring Credit Course in Education	Other Faculties (see #1)	Non-Credit Programs (see #2)
Canada			
U. of A.	no	no	no
U. B.C.	"	yes	"
U. of C.	"	"	"
Carleton University	"	"	"
Dalhousie	"	"	"
U. of Man.	"	"	"
McGill University	"	yes	"
McMaster University	"	"	"
Memorial University	"	"	"
Queens University	"	yes	yes
U. of Sask.	"	"	"
Simon Fraser U.	"	"	"
U. of Toronto	"	"	"
U. of Victoria	"	yes	"
York	"	"	"
United States			
Brigham Young U.	"	"	"
Cornell U.	"	"	"
Florida State	"	"	"
Harvard University	"	yes	"
Iowa State U.	"	yes	"
Louisiana State U.	"	"	"
Northwestern State U.	"	"	"
San Diego State	"	"	"
Stanford University	"	"	"
U. of S. Mississippi	"	yes	"
Yale University	"	yes	"

- #1 Other faculties include medicine, law, dentistry, architecture, engineering where mentorship is mentioned as a part of another course/practicum, but it is not taught as a credit course.
- #2 These programs are between faculty members or between student groups, not including peer support.

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