

***What is the value of mentorship as
an empowerment instrument for
the Principal and the HOD?***

Oosie Oosthuizen

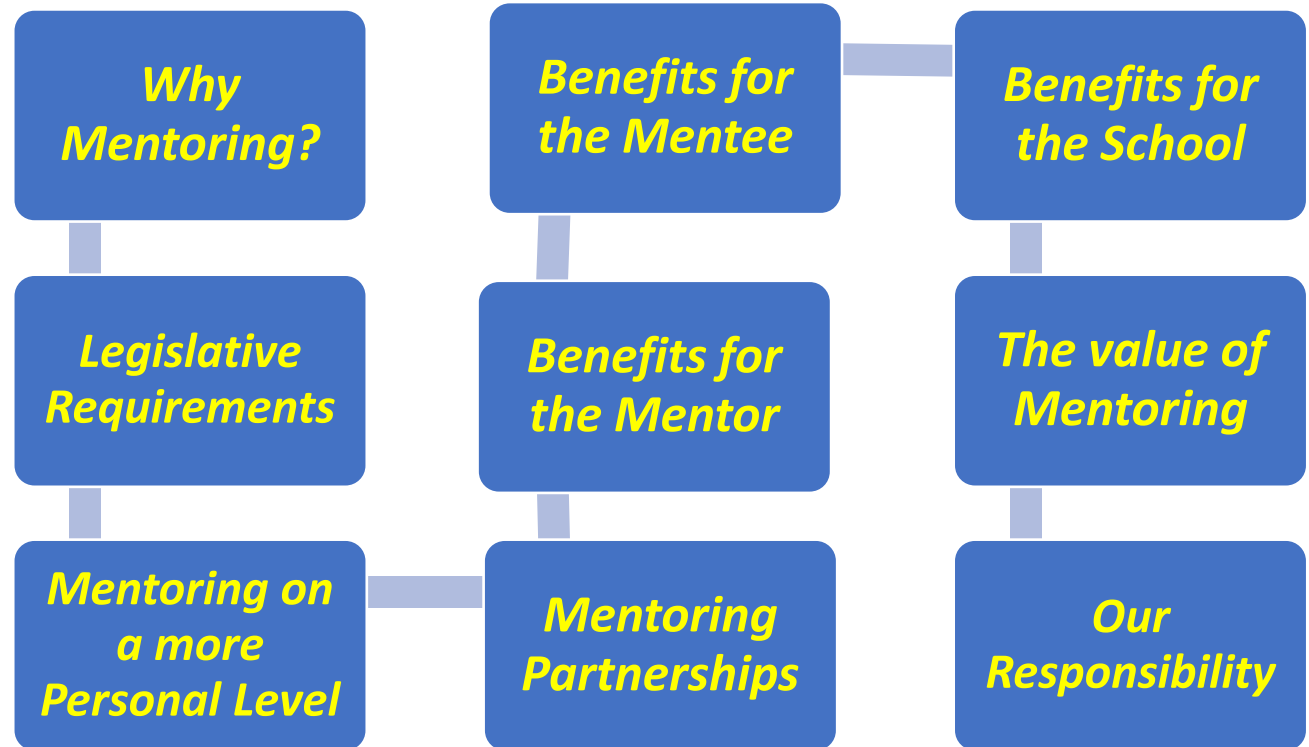


**DIE VERANDERING IN ONDERWYS
THE CHANGE IN EDUCATION**

Introduction

1. **Many successful and famous people** who have significantly contributed to the world
 - had the benefit of a mentor,
 - without whom they would not have been who they were or,
 - done what they did or ,
 - had what they had.
2. **The world would be a much poorer place** if the concept of mentoring have not occurred.
3. **Very few people** are actually 100% self made.

The content of the first presentation



Why Mentoring?

1. New educators often do not ask for the help they need.
2. Experienced teachers do not want to intrude.
3. Novice teachers need to observe effective teaching models.
4. Mentoring is part of an on board process to help new teachers for
 - skills enhancement by experienced and highly motivated staff.
5. Mentoring is very important for career development.
6. Development in leadership and management.
7. For organisational development.
8. To improve better service to the school community.

Legislative Requirements

1. Mentoring forms part of the Integrated Quality Management System (IQMS) programme of the school.
2. *Resolution 8 of the 2003 Education Labour Relations Council (ELRC) states that:*
 - The **principal** and the **School Management Team** (SMT) has the overall responsibility to ensure that the IQMS is implemented uniformly and effectively at the school.
 - *The DH (HOD) is expected to form part of the **Staff Development Team** (SDT) as well as the*
 - ***Developmental Support Group** (DSG)*
3. The main purpose of the DSG is to provide mentoring and support.

Legislative Requirements

4. All educators are expected to develop their Personal Growth Plans (PGP) for professional development purposes.
5. The DSG must appraise educators through class visits
 - To determine competence;
 - To asses strengths and areas for development;
 - To identify specific needs of educators;
 - To provide support for continued growth;
 - To promote accountability;
 - To monitor the institution's overall effectiveness and
 - To evaluate an educator's performance

Legislative Requirements

4. The DSG is responsible for assisting the educator in the development and refinement of his/her Personal Growth Plan (PGP) and to work with the SDT to incorporate plans for development of an educator into the School Improvement Plan (SIP).
5. The DSG is responsible for the baseline evaluation of the educator (for development purposes) **as well** as the summative evaluation at the end of the year for Performance Measurement.
6. The DSG must verify that the information provided for the SIP is accurate.

Mentoring on a more personal level

Mentoring is a collaborative, mutually beneficial partnership between:

1. A mentor (who possesses greater knowledge, skills and experience), and
2. A mentee (who is looking to increase his/her knowledge, skills and experience).



Mentoring is ...

1. Is a partnership ...

- It is not a relationship between the employer and his/her immediate supervisor.
- Even though there is an inequality in the skills, knowledge and experience of the partners, the partnership in itself is equal.
- Both parties agree to the relationship and both parties are responsible for the success.
- It is important to **set the right climate** for this to happen.

The Mentoring Partnership

2. The partnership is collaborative ...

- The mentor and the mentee have to work together to determine what the partnership aims to achieve and how it will achieve it.



The Mentoring Partnership

3. The partnership is mutually beneficial ...

- Mentoring works because both parties gain from the relationship.
- The mentee gains knowledge, skills and/or experience.
- But, just as important – the mentor gains personal job satisfaction from being able to pass on own skills, knowledge and experience.

Benefits for the Mentor

1. They improve their understanding of the topic they provide mentoring on
2. They share their expertise: school / community / education
3. They gain fresh insights and perspectives and
 - they re-energize themselves
4. They invest in their school and in the careers of others
6. They follow in the footsteps of those who have helped them, make valuable contacts and expand their network
7. They increase their ability to communicate ideas and an action orientated framework

Therefore the mentor gains

1. Personal satisfaction:

People want to feel valued for their skills, their knowledge and their experience. Given the opportunity to share them with a person who actively wants them, is immensely rewarding.

2. Job satisfaction:

A common problem for longer-term employers is a loss of job satisfaction. The employee becomes stale and the everyday routines mechanical. Mentoring reconnects mentors to their own drive for job satisfaction.

3. Higher motivation:

Employees who have personal and job satisfaction are more motivated. This translates directly into increased productivity, greater creativity and higher performance

Benefits for the Mentee

1. The mentee builds particular skills and competencies.
2. Develops a better understanding of the culture of the school and parent community.
3. Become a better leader.
4. Obtain broader insights and enrich their knowledge/ability to use information and skills.
5. Accelerate their success in a new or exiting position.
6. Keep pace with the rapid change in education and the school.
7. Make valuable contacts and expand their network.
8. Enhance opportunities for career advancement
9. Learn to grow.
10. Increase their personal and professional effectiveness and their value to the school.
11. Obtain a sounding board for concepts and potential plans.
12. Tap into the cumulative knowledge of the school.

Therefore the mentee gains

When having having a mentor, the mentee:

1. Makes a smoother transition into the workforce.
2. Furthers his/her development as a professional.
3. Gains the capacity to translate values and strategies into productive actions.
4. Complements ongoing formal study and/or training and development activities.
5. Gains some career development opportunities.
6. Develops new and/or different perspectives.
7. Gets assistance with ideas.
8. Demonstrates strengths and explores potential, and.
9. Increases career networks and receives greater agency exposure.

The school gains

A good mentoring programme will:

1. Help new employees learn the culture and inner working of the school faster.
 - A mentoring programme that pairs new employees can decrease the time needed to orientate and train new employees.
 - Result - new employees become productive members of the school faster.
2. Help newly promoted staff understand and fulfil their new responsibilities faster.
 - Pairing a person who has just been promoted into a new position with a person who knows the role, helps the newcomer understand his/her role and provides the confidence they need to perform well.

The school gains

3. It will increase communication and strengthen employee bonds.
 - A school that uses mentoring can expect a greater cohesion and sense of teamwork amongst it's employees.
4. The knowledge base is shared and built on
 - A school survives and thrives on the accumulated knowledge of it's employees.
 - Mentoring programmes ensure that this knowledge is shared and passed on, so reducing the impact on the school when employees leave.
5. Mentoring develops future leaders.
 - The skills learned on both sides are skills all leaders need - open communication, understanding and sharing.

The value of mentoring for personal development

*1. There is an **increase of confidence**:*

- Whether it's the ability to share ideas comfortably in meetings, or stand up for yourself in a challenging situation, people with mentors benefit from higher confidence in themselves.*
- Mentors also experience an increase in self-confidence, as their mentee's success reaffirms their abilities, resulting in a confidence boost.*

*2 This **results** in a higher **self awareness**:*

- Working out your goals with someone you look up to requires serious self-analysis around strengths, weaknesses, and values.*
- As a result, those who have mentoring are more self aware than those who don't – and self awareness is highly beneficial when it comes to career development.*

The value of mentoring for personal development

3. It results in an exposure to new ways of thinking:

- For both mentee and mentor, the mentoring process exposes new ideas and revelatory ways of thinking or problem solving.
- This can have long lasting effects on both people in the partnership, encouraging innovation.

4. It creates the opportunity for giving and receiving feedback:

- Feedback is something we should all want in order to improve, but probably don't ask for enough.
- Similarly, managers everywhere struggle with delivering feedback honestly and effectively.
- Mentoring helps people develop their relationship with feedback in a productive way.

Your personal and most favourite mentor

- **Think back for a moment:**
 - Identify your personal and most favourite mentor in your life. The person who gave you that spark in life.
 - Write down the reason/s for your choice.

Our Responsibility

Be willing to be a mentor and pass on your flaming touch of skills and knowledge, gained through many years of experience, to all the young and enthusiastic mentees in education.



Staff will become more effective if mentorship is implemented.

What needs to be done to introduce such a system?

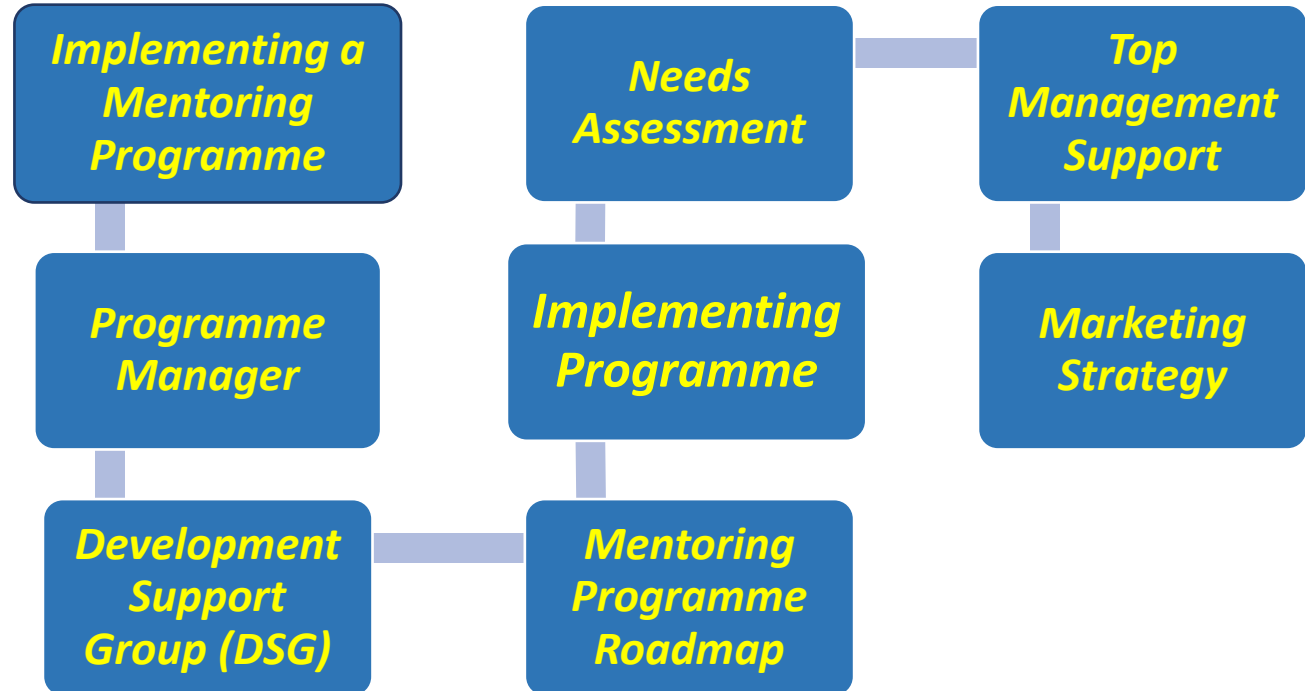
Christo Nell



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Implementing a Mentoring Programme

Content



SMT

Principal

***Deputy
Principal***

***Departmental
Head***

***Departmental
Head***

SAOU

Implementing a Mentoring Programme

To begin with, the following must be taken into account:

1. Commit a programme manager
2. Create a steering committee or working group
3. Develop an instruction guide for mentors and mentees.
4. Conduct a needs analyses.
5. Develop a mentoring programme roadmap
6. Draw up a step by step implementation programme.
7. Gain top management support and commitment.
8. Implementation.

The Programme Manager – The DH (HOD)

- 1. The most important mentors in the programme are:**
 - The Principal that must be part of the proses.
 - The Programme Manager (DH) who must be dedicated in mastering and managing the programme.

- 2. The role of the programme manager involves working with the Steering Committee to assist in:**
 - Developing a needs analysis.
 - Implementing the goals and objectives of the programme.

The Development Support Group (DSG)

- 1. The programme is directly tied to the leadership of the school:**
 - The steering committee must set clear goals and objectives for the mentoring programme.
- 2. The committee should consist of different departments of the school:**
 - The members must be committed to create a learning culture in the organisation
- 3. The committee should establish a charter that should contain:**
 - The purpose of the committee.
 - List of members.
 - Roles and responsibilities
 - Tasks to complete
 - Outcomes and Programme Evaluation

Conduct a Needs Assessment

- 1. The steering committee/working group needs to create:**
 - Clearly state why the programme is needed.
 - What the mentees, mentors and organisation will gain.
 - What components the programme should include.
- 2. The needs analysis must be conducted by:**
 - Leadership team or the steering committee/working group.
- 3. Depending on the goal of the target group, the participants can be:**
 - Junior staff members and new staff members.
 - Senior staff members.
 - The leadership team.
 - The SGB.
 - Other.

Set up a step by step Implementing Programme

Implementing a mentoring programme:

1. Develop a recruitment and marketing strategy
2. Match mentors and mentees
3. Conduct an orientation programme
4. Develop an instruction guide for mentors and mentees
5. Develop an instruction guide for supervisors
6. Develop a mentoring agreement
7. Develop a mentoring action plan
8. Provide a list of topics
9. Provide developmental activities
10. Conduct an evaluation

Develop a Mentoring Programme Roadmap

1. A roadmap should include:

- A project plan and implementation plan.
- Needs assessment findings, project plan with key milestones and the programme description.

2. The programme description should include the:

- Goal(s) of the mentoring programme.
- Target group all employees, new, employees, etc.
- Success factor and the desired outcomes.
- Duration of the programme.
- How the school plans to recruit mentors and mentees.

Develop a Mentoring Programme Roadmap

2. The programme description should include the: (Continue)

- Benefits to the mentors and the mentees.
- Benefits to the school, e.g. increased moral, transfer of knowledge from one employee to another.
- Budget, including other cost if planning to use any.
- Matching process.
- Outline of the orientation session.
- Types of materials provided to mentors, mentees and supervisors .
- Potential mentoring and career development activities.

Gain Top Management Support and Commitment

- 1. A formal mentoring programme will succeed**
 - Only if senior leadership (including the SGB) fully supports it.
 - And makes it part of the learning culture.
- 2. The Programme Manager will:**
 - Play a major role in marketing the programme and recruiting mentors and mentees.
 - Pledge his support and commitment.
 - Participate as a mentor.
 - Lead by example.

Gain Top Management Support and Commitment

- 3. It is of the utmost importance senior members participate as mentors. It will:**
 - Show true commitment to the programme.
 - Encourage employees to participate.
- 4. To help maintain commitment and support from senior leaders,**
 - Present them with continuous success stories.
 - Keep them involved in the mentoring programme.
- 5. When senior leadership see the programme is successful, they will:**
 - Continue to support it.
 - Possibly provide more resources.

Develop a recruitment and marketing strategy

- 1. Communication is crucial in assuring a successful mentoring programme.**
2. A good marketing strategy will effectively advertise the programme and help recruit mentors and mentees.
3. Recruiting mentors will be one of the biggest challenges.
4. Potential mentors often do not do not understand the value of participating in the mentoring programme.
5. The marketing strategy should showcase the benefits to the mentors and mentees.

Roles and Responsibilities of both the Mentors and Mentees

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Mentors and Mentees

***Match Mentors
and Mentees***

Role of the Mentee

***Role of the
Mentor***

***Responsibilities
of the Mentee***

***Responsibilities
of the Mentor***

Conclusion

Match Mentors and Mentees

The success or failure is closely tied to how well mentors and mentees are matched.

1. If the personalities differ, there will be a problem.
2. Identify strengths and opportunities for growth.
3. Determine the goal(s) of the mentoring relationship.
4. Determine the preferences for a possible mentor (e.g. mentors and mentees with similar interests).
5. Identifying choices for possible mentors.
6. It should be noted that sometimes mentoring relationships do not work. The programme manager then should intervene whether the relationship should be revised or terminated.
7. Add depending on circumstances in your school.

Role of the Mentor

Successful mentorship depends upon clarity of participant roles and responsibilities. Successful programs have shown that mentors should :

- Continue to teach while serving as mentors,
- Understand the typical needs and challenges of the beginning teacher,
- Develop and use a variety of strategies to assist the novice teacher,
- Prepare themselves for effective one-on-one consultation with individual teachers,
- Initially focus their efforts in areas known to be difficult for novice teachers,
- Make the accumulated wisdom of other experienced teachers accessible to beginning teachers and
- Develop strategies for giving acceptance and support for the beginner teacher within the school context.

Responsibilities of the Mentor

The responsibilities of mentors, once matched, are to:

- Prepare and implement a joint mentorship growth plan with the mentee,
- Maintain a relationship with the mentee consistent with the Code of Professional Conduct,
- Model and demonstrate effective teaching strategies,
- Observe and provide feedback to the mentee,
- Assist the mentee in identifying personal strengths and planning for further professional growth, and
- Assist the mentee with *curriculum and* instructional planning.

Role of the Mentee

As a novice teacher, the mentee is a qualified professional as is the mentor.

The difference lies in the repertoire of teaching and management strategies that the experienced, veteran teacher possesses. Just as the role of the mentor is based on a number of understandings, the role of the mentee is based on some key principles. For the most part mentees ...

- *Still have much to learn about putting their knowledge to work;*
- *Develop their own teaching styles over time;*
- *Develop active listening and consultation skills;*
- *Are committed to an ethos of collegial reflective practice;*
- *Develop observation and analytic strategies to enhance their teaching effectiveness;*

Responsibilities of the Mentee

The responsibilities of the mentee, once matched with a mentor, are to

- Prepare and implement a joint mentorship growth plan with the mentor and
- Maintain a relationship with the mentor consistent with the Code of Professional Conduct.

Conclusion

*When we strive to become
better, everything around
us becomes better*

Paulo Coelho

SAOU



