

Ministry of Education

MENTORING MOMENTS: ROLES & STANCES OF AN EFFECTIVE MENTOR

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Consulting / Collaborating / Coaching (The 3Cs) at a Glance

In their book *Mentoring Matters: A Practical Guide to Learning-Focused Relationships* Laura Lipton & Bruce Wellman provide a practical framework for mentors to consider as they work with (and learn from) beginning teachers. The chart below provides an at a glance guide to the 3Cs of mentorship adapted with permission from their work. While these 3Cs are helpful as a frame, effective mentors demonstrate **flexibility of stance and role** based on the needs of the beginning teacher. Mentoring relationships that flourish are reciprocal – all parties learn and grow!

Consultant

Offering Support and Providing Resources



CHARACTERISTICS

- Mentor shares key information about logistics, school culture, students, curriculum, and teaching practices
- Beyond simple advice, a consultant provides the “why,” “what,” and “how” of their thinking

CUES

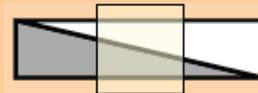
- Credible voice / Use of pronoun “I” / Phrases like “it’s important to”.... “keep in mind that”

CAUTIONS

- We tend to default to this stance / Overuse can build dependency on the Mentor

Collaborator

Creating Challenge and Encouraging Growth



CHARACTERISTICS

- Mentor and beginning teacher “co-develop” strategies and approaches
- 50/50 pattern of interaction and idea production

CUES

- Confident, approachable voice / Use of pronoun “we” / Phrases like “let’s think about”.... “how might we”

CAUTIONS

- Mentors need to ensure collaboration is authentic and they don’t take over and assume the consultant stance

Coach

Facilitating Professional Vision



CHARACTERISTICS

- Mentor supports the beginning teacher’s internal idea production through inquiry and paraphrase
- Ultimate aim is to develop the beginning teacher’s internal resources for self-coaching and independence

CUES

- Approachable voice, attending fully / Use of pronoun “you”
- Questions like “what might be some ways to?”.... “given all that you know, what options are you considering?”

CAUTIONS

- Stance can cause frustration if beginning teacher lacks internal resources for idea generation



reach every student
appuyer chaque élève



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Consulting / Collaborating / Coaching in Action

Below are some “illustrative examples” of what each of the 3Cs could look like in action. For additional mentoring resources, including month by month ideas for mentors, please visit and join our online [Mentoring Moments NING](http://mentoringmoments.ning.com) at: <http://mentoringmoments.ning.com>

Consultant

Offering Support and Providing Resources



THINK ALOUD

- In addition to giving a suggestion or providing a solution, add the thinking that led to it, the considerations that were taken into account and the reasons for the final choice

OFFER A MENU

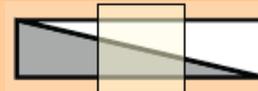
- Support the beginning teacher’s capacity for decision-making by explicitly offering a menu of possible solutions or choices, and discussing each

PRODUCE AN IDEA BANK

- Create an idea bank the beginning teacher can refer to, such as a series of tips on classroom management

Collaborator

Creating Challenge and Encouraging Growth



CO-PLAN / CO-TEACH

- Work with the beginning teacher to create a lesson or unit of study and extend the collaboration by teaching together

BECOME STUDY PARTNERS

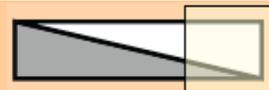
- Learn together with the beginning teacher about a new instructional methodology or engage in article or book study, followed by a sharing of experiences in the classroom

EXPLORE CASE STUDIES

- Use case studies as a context for dialogue about professional practice, to provide a meaningful learning experience for both the mentor and the beginning teacher

Coach

Facilitating Professional Vision



REMAIN NON-JUDGMENTAL

- Maintain an effective coaching practice by ensuring that judgements are made only by the beginning teacher as he or she plans, reflects, problem-solves and makes choices

INQUIRE

- Ask the beginning teacher about successes, concerns or issues he or she wants to discuss, using open-ended questions designed to encourage thinking and invite choice

REFLECT ON GOALS

- Engage in conversations focusing on the beginning teacher’s learning interests and goals, balancing support and challenge by marking successes and articulating new arenas for learning

