



# **The Challenges of Mentoring for TESOL Professionals. A Workshop**

## Abstract

It has been demonstrated that mentoring programs have been effective not only in stemming the tide of novice teacher attrition but also in enhancing professional development opportunities for both the mentee and the mentor. Programs for mentor-training abound in the U.S. but few focus on EFL situations.

In the international arena, we are aware of some support programs in the school systems but there are very few institutionalized mentoring programs for ESOL teachers in adult education. We will discuss aspects of the mentoring enterprise, including ways and means of providing support to novices and peers in a range of educational settings.

This slide presentation is representative of the material used in preparation for a workshop on Mentoring EFL teachers. It contains references and resources (see appended items in slides 37-45) and some recommendations.

If used in presentation mode, the links will activate automatically.

The who, the what, and the why ;  
(slides 4- ) and then the how.

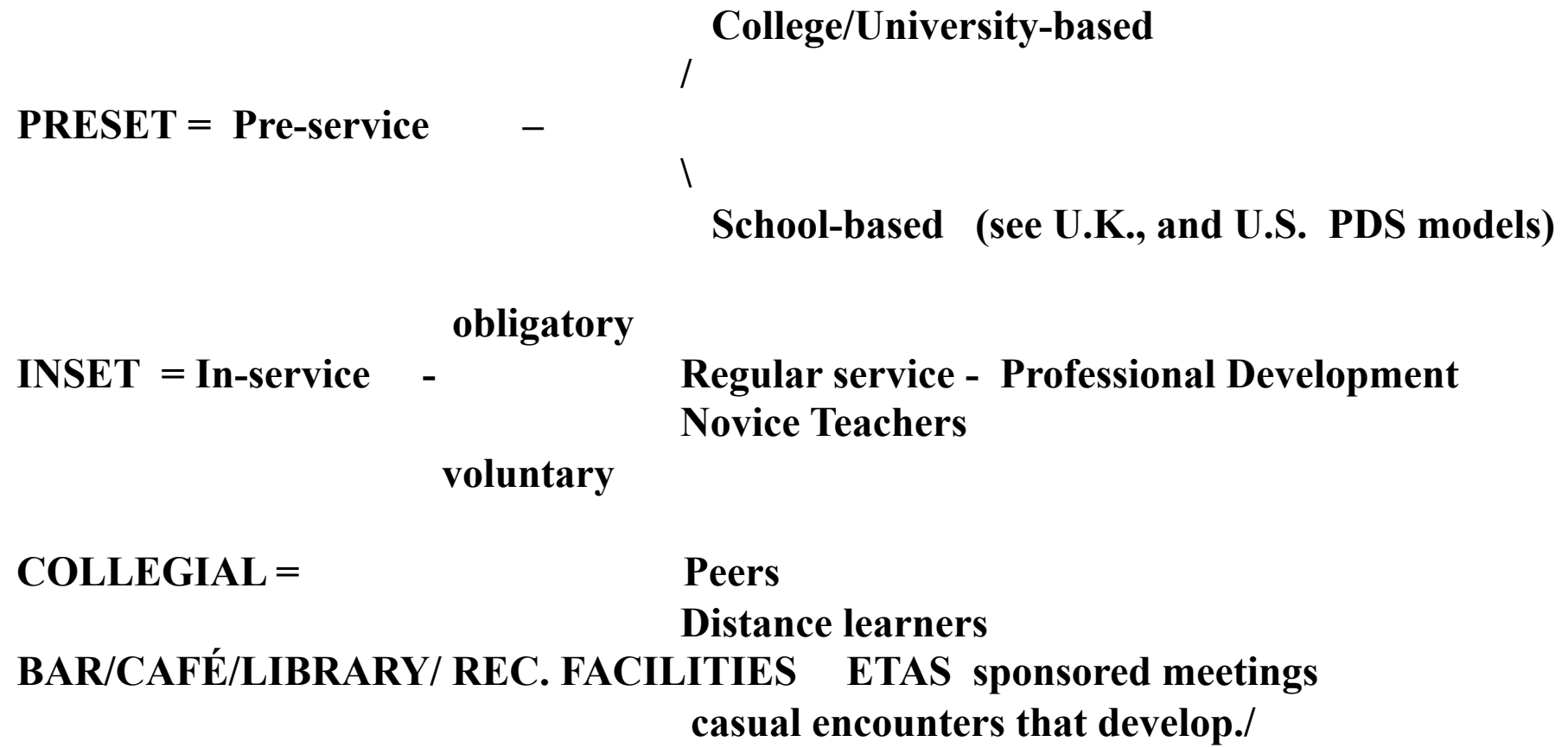
Mentors - who are they? who can be a mentor, who should/shouldn't be a mentor - and for whom? What's special about mentoring teachers of EFL.

The Whom: Mentees - who are they? Why are they to be mentored?

Mentoring – what are the processes and the behaviours that constitute mentoring?

Ways of Mentoring – conventional and other.

# Places and situations for mentoring



# **Mentee** — terms used and associative meanings

**Apprentice Protégé**

**Mentee**

**Novice**

**Student Teacher**

**Beginning Teacher**

**NQT**

**Trainee-Teacher Teacher-in-training**

**Supervisee**

**Peer**

**Buddy**

**Burn-out victim**

**Mid career changer \*\*\***

**\*\*\*See Slide 27**

**Mentor** — what it takes and who should/  
shouldn't be mentor

**Master Teacher**

**Cooperating Teacher–Counselor**

**Teacher Trainer      Evaluator**

**Supervisor**

**Critical Friend**

**Peer Buddy**

**Counselor      Collaborator**

**Consultant**

**Coach**

# A prevalent viewpoint

In a supervisory, advisory or counseling manner, the effect of mentoring, and other outcomes, are different!

## Learning-Focused Relationships

*Let's discuss this!*





# *Benefits for Beginning Teachers*

- *Accelerated success and effectiveness*
- *Greater self-confidence*
- *Heightened job satisfaction*
- *Improved personal and professional well-being*
- *Enhanced commitment to students, school and profession*
- *Increased opportunity for building connections with the community*
- *Improved level of comfort/support*

# *Benefits for Mentors*

- *Leadership development*
- *Increased professional growth and job satisfaction*
- *Increased collaboration*
- *Facilitation and development of new ideas*
- *Enhanced self-image*
- *Sharing of pedagogical strategies*

Mentoring offers personal and often professional rewards to the teacher mentors. Mentoring enhances opportunities within the teaching profession, allowing for leadership development and increased job satisfaction.

# Benefits for mentors, cont.

- Professional competency (or development)
  - as teacher, as NS or as NNS
- Reflective practice
- Renewal
- Collaboration
- Contribution to teacher-leadership
- Mentoring + inquiry = valid research

Huling, 2001. ED460125

## *What is an effective mentor?*

## *What are some 'Best Practices'?*

**Some offerings:** quotes from manuals and textbooks, slides 11-15 .

Effective mentoring focuses on teacher development. Effective mentors guide the new teachers in sharpening their skills, honing their instructional approaches, and helping shape their attitudes toward teaching and their students

*F.T. Clark, 2001*

“Regular interaction with. a teacher enables the mentor to adapt his mentoring approach to the strength and needs of individual teachers. Effective mentoring of teachers focuses on “guiding” rather than “managing” teachers.” .....Mentor (anon.)

# *The Good mentor!!!!*

*(according to Rowley, 2001 )*

*The good mentor is committed to the role of mentoring.*

*The good mentor is accepting of the [beginning ] teacher.*

*The good mentor is skilled at providing instructional support.*

*The good mentor is effective in different interpersonal contexts.*

*The good mentor is a model of a continuous learner.*

*The good mentor communicates hope and optimism.*

## *Best Practices*

- Teachers need continual training and support from mentors to improve their instructional capacity. Teachers are likely to be motivated by their students' achievements and discouraged if their students fail to achieve. Seeing academic results is a significant motivator.

## *Best mentor practices*

- Positive interactions with a new teacher can speed development of effective instructional techniques by grounding the teacher in realistic expectations of the classroom environment. Effective mentors serve as basic connections to the school curriculum for incoming teachers – they are the “docents of instruction”.

## *Necessary but not sufficient.*

### **Point for discussion or workshop activity**

(see slides 17 – 19)

The following “qualities” are necessary for a mentor, but not sufficient for a language teaching mentor. What must be added, and what could be added to describe the optimum qualities of a mentor for novice EFL/ESL teachers?



# Roles for Mentors – What roles did *your* mentor play? If you are a mentor what roles do you play?

- SUPPORT
- CATALYST
- ADVISER
- INSTRUCTOR
- DEMONSTRATOR
- REPORTER
- INITIATOR
- COLLABORATOR
- CATALYST
- CHALLENGER
- COUNSELOR
- EVALUATER
- MANAGER
- ADVOCATE
- COACH
- CONSULTANT

# **Activity**

*What skills and knowledge bases - - -*

*- - - does a teacher need?*

*- - - must a mentor develop?*

*- - - must a mentor for EFL teachers have?*

Some suggestions:

**DISCUSS**

**OBSERVATION**

**DIDACTICS**

**COUNSELING**

**FEEDBACK**

**OPEN AND DISTANCE LEARNING**

**ASSESSMENT**

**AN INTERNATIONAL PERSPECTIVE**

**TEACHING THE FOUR SKILLS**

**?? ? Add to this list.**

# **Activity**

***Communication Skills may include the use of:***

- 'I' messages
- Active Listening
- Giving encouragement
- Awareness of Road Blocks to Communication
- Conflict Resolution Practices
- Assertiveness training (for the mentee)
- Awareness of personal, learning , and personality traits and styles.

***Pair or group practice of the above skill sets***

# *Discuss and Prioritize - and Discuss*

**- to be conducted as a group or pair *activity* .**

## **ELEMENTS INFLUENCING THE ROLES AND EFFECTIVENESS OF MENTORING FOR LANGUAGE TEACHERS**

- |   |   |
|---|---|
| • Officially appointed                            | Volunteered                               |
| • Must report on the mentee to a higher Authority | No responsibility to higher authority     |
| • Equal Professional Status:                      | Unequal Professional Status               |
| • Equal level of scholarship (and T. Ed.)         | Unequal level of scholarship (and T. Ed.) |
| • Native Speaker of TL                            | Non- Native Speaker of TL                 |
| • Native Home L. Speaker                          | Non- Native Home L. Speaker               |
| • Same ethnic background                          | Different Ethnic Background               |
| • Previously acquainted with the mentee.          | Not acquainted with the mentee.           |
| • Close friends/colleagues                        | Not close friends/colleagues              |
| • A competent teacher                             | Not yet a competent teacher               |
| • More Introvert than Extrovert                   | More Extrovert than Introvert             |
| • The mentee has been required to have a mentor   | The mentee has chosen to be mentored      |

TL = Target Language

# Approaches used in mentoring meetings:

Prescriptive approach

Alternative Approach

Collaborative Approach

~ ~ ~ ~ ~ ~ ~ ~ ~ ~

**Cognitive Coaching** - where class observation is part of the program

Pre Teaching Conference →

Teaching and Observation →

Post Teaching Conference

# Another approach: A continuum of practices

Consulting

Collaborating

Coaching

The mentor moves between these modes

observation

Which of the following Classroom Instruction features are important to note when observing mentees?

Categories of Classroom Instruction features

Arranging physical setting

Managing instruction

Establishing rules and procedures

Motivating students

Managing student behaviour

Classroom climate

Evertson & Smithey, 2001

# *EFL/ESL specific needs*

## **For the non-native (home language) EFL teacher**

- language model
- language monitor
  - appropriate perspectives
- current approaches
- ???

## **For the native EFL teacher**

An understanding of:

- management skills
- cultural awareness
- local approaches
- ???



# BUT.....

according to Kerry Ann Rockquemore

<https://www.insidehighered.com/advice/2013/08/12/essay-how-be-good-faculty-mentor-junior-professors>

mentees need not have ONE mentor for all his/her needs.

See below for refs. and links. *(Activate the Power Point Slide Presentation mode in order to a direct link)*

# Roles and responsibilities

they don't all have to be taken by the same person! See Kerry Ann Rockquemore.

- ***Mentorship Roles and Responsibilities***
- *Successful mentorship depends upon the clarity of participant roles and responsibilities.*
- ***Role of the Mentor***
- *Attend the initial training session as well as follow up sessions*
- *Acquaint the beginning teacher with school routines, procedures, resources and facilities.*
- *Provide encouragement and time for the beginning teacher to reflect on and discuss his/her practice.*
- *Understand the typical needs and challenges of the beginning teacher;*
- *beginning teachers need time and encouragement to develop their own strategies for teaching,*
- *Prepare to be especially helpful in areas known to be difficult for novice teachers, e.g. classroom management.*
- *Prepare for effective one on one communication with individual teachers.*
- *Develop a variety of strategies to assist the beginning teacher with gaining acceptance and support within the school.*
- *Discuss NWT curriculum and teaching strategies.*
- *Work with the protégé in a collegial fashion*
- *Celebrate successes*

# Kerry Ann Rockquemore

<https://www.insidehighered.com/advice/2013/08/12/essay-how-be-good-faculty-mentor-junior-professors>

Directs her essays to faculty in higher education.

See appendix / References and Resources.

## **RELATED ARTICLES**

- [Essay on the coaching style of mentoring](#)
- [How to retain a diverse faculty \(essay\)](#)
- [Essay calling for senior faculty to embrace new style of mentoring](#)
- [Essay on need for tenured faculty members to have mentoring](#)
- [Essay questions story-telling as effective mentoring](#)
- [Essay on mentoring and minority faculty members](#)
- [Balance Is a Myth](#)
- [Essay on mid-career productivity issues](#)

# Guru or Coach?

Be warned against becoming a ‘guru figure’ instead of a ‘coach’

# Resources and additional materials

## “Creating a Mentoring Culture”

Appendix A, p. 167 - 178

in “The Mentor’s Guide”

by Lois Zachary, 2000.

San Francisco, Cal. : Jossey-Bass

*Zachary uses a metaphor of ecology and nurturing growth, planting, seeding, grounding, & regenerating.*

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# Other Ways of Mentoring

- *ACTION Research*
- *Teacher as Researcher*
- *Using data on Classroom Discourse / Sociolinguistics as a trigger*
- *Study Groups/Reflection Groups*
- *Distance learning*
- *Literature, Arts, Civics used as discussion points/triggers for talk about*
- *Creativity*

# *Action Research.*

Literature indicates that action research:

*Creates* a system-wide mindset for school improvement

- a professional problem-solving ethos;

*Enhances* decision-making – builds greater feelings of competence in solving problems and making instructional decisions;

*Promotes* reflection and self-assessment;

*Instills* a commitment to continuous improvement;

*Creates* a more positive school climate in which teaching and learning are foremost concerns;

*Impacts* directly on practice; and

*Empowers* those who participate in the process.

**Educational leaders who undertake action research may no longer uncritically accept theories, innovations, and programs at face value. Action research is one powerful design, among others, that can be used by practitioners to renew their schools and classrooms, and promote instructional improvement.**



# Some issues and challenges for mentors and their sponsors

Coping with the matching/non matching of mentor and mentee

Mentor's or mentee's adaptation to circumstances and sensitivity to the culture of the community (of practice)

In a multilingual interaction situation, who uses what language?

What are some linguistic outcomes?

In a NEST- NNEST situation, who will take the lead?

*final words*

# What can be done in a national teachers' association?

Data collection - on the level of support that novice teachers (NQTs) get; that in-service and mid career teachers get.

Policy statements about the need for mentors to be available. backed up by research evidence.

Form Support Groups, with formal parameters, to enable more-than-casual interactions; publicize the outcomes of successful mentoring partnerships

Organize training sessions for mentors and aspiring mentors to practice skills and experiences.

# *Mentoring for Teachers of English enables*

**Teacher Retention**, helping, supporting and advocating for early career teachers of ESOL,

**Personal Development**, giving opportunity and nurturing that enables the NQT or the struggling veteran to examine their situations in a reflective manner.

**Professional Development**, affording opportunities to benefit from collegial support, input and understanding, of the other, while also learning more about the other and developing an appreciation of the linguistic richness of society today.

# References, Resources and Acknowledgments

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2016

ETAS, January ,  
Valerie S. Jakar PhD.

# Appendix

Slide 38 - on Ann Rolfe

Slides 39 - 41 , excerpt from an essay by  
Kerry Ann s idv sov;

Slides 42 – 45, The Top Ten Tips from  
'Management Mentors Inc.

# Anne Rolfe, of Mentoring Works

Among the writers and mentors of mentors I have read, or met, is a remarkable woman, Ann Rolfe, who has built up a company which now serves clients literally all over the world. As with the recommended sites and programs I offer you - see the References section – her focus is on introducing mentoring programs for corporations, institutes and businesses. Our ‘industry’ (TESOL) has benefited from Ann’s wisdom and teaching, and I recommend checking Ann’s site - “Mentoring Works” <http://mentoring-works.com/resources/free-webinars>

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Kerry

## From an essay on midcareer productivity

I love all the messages I'm getting from those of you following along on the process of finding your **mid-career mojo**, especially those of you who are newly naming your current state as “stuck “and determined to get “unstuck” this summer. Having identified the common challenges and emotional blocks faculty experience at mid-career, I want to spend the remainder of this series sharing with you the concrete strategies I've seen mid-career faculty use to get themselves back on track and moving down their self-defined post-tenure pathway.

Kerry

Good news: Pathways to productivity and balance are well-studied and well-documented.

- the findings are mostly opposite to how most academics have been socialized in graduate school!

For example:

- Daily writing leads to greater productivity than binge-and-bust writing.
- Sleeping eight hours a night leads to greater (not less) productivity.
- Taking the weekends off, getting regular exercise and eating a healthy diet lead to greater productivity than working all the time and sacrificing physical and dietary health.



Kerry

- Time management is not about working longer and harder to get everything done, it's about realizing there will always be more work than time and prioritizing the truly important over the seemingly urgent.
- Greater time on course prep and grading does not necessarily lead to better learning outcomes.
- Gratitude leads to joy and it occurs when we choose to focus on the vast majority of things that are going well every day (instead of fixating on miniscule errors and what didn't get done).

# 'Top 10 Mentoring Tips' white paper from Management Mentors, Inc.

First published in a feature on famous mentors and mentorees  
[sic]

- <http://www.management-mentors.com/about/corporate-mentoring-matters-blog/?Tag=Famous+Mentors+%26+Mentorees>
- **Facilitate not clone.** Remember that you are sharing your mentoree's journey, not yours. If you act more as a facilitator for knowledge, experience, and personal development, you'll avoid the temptation to create another "you" and you'll allow the person to develop into the "who" they want to be.
- **Uniqueness is important.** What makes every mentoring relationship different is the uniqueness of each individual. This is especially true when it comes to diversity. "It doesn't matter to me that you're a woman or African American, etc.", though intended to remove a barrier, actually reinforces the barrier. It should matter to you, because it matters to me.
- **Consistency is critical.** Relationships develop through ongoing contact. Keep your commitments to engage on a regular basis. The golden standard is every other week for 1 to 1.5 hours; however, agree on what will work and do it regularly. This gives the mentoree the assurance that you are genuinely interested and that he or she can count on you.

# Top 10, cont.

- **Faking it is not making it.** Genuine and honest feedback is the only credibility that will work in mentoring. If you don't know something or feel uncomfortable about a discussion, share that with your partner rather than trying to project that you've always got it together. Perfection is hard to emulate, and your mentoree will respect you more when he or she gets to know you as someone who's had disappointments and setbacks.
- **Empower rather than solve.** Because mentors are often in a managerial or leadership role, they are problem solvers. The tendency is to take this skill directly into the mentoring relationship and provide solutions. The problem is the solution is the one that worked for you and may not work for your mentoree. In addition, a mentor should be empowering the mentoree to arrive at their own solutions. As the old adage says: "You can provide a fish and feed someone for the day or teach them how to fish and feed them forever."
- **You are not responsible--you have shared responsibility.** Mentors feel responsible for their mentoree. This is fine if you understand that to mean that you should act responsibly, but this should not go so far as to believe that you are primarily responsible for your mentoree's success. It is a shared responsibility. However, the mentoree bears the larger portion since it's up to him or her to act on what is discussed during the mentoring relationship.

# Top 10, cont.

- **Appreciate what you're giving.** In an effort to be helpful, mentors often feel they never give enough. This can lead to your missing out on a real benefit for you in mentoring: seeing how helpful you have been. The best way to learn what you have contributed is to ask the person most directly affected--your mentoree. Asking will do two things. First, it will provide you with valuable information about what you've given. Second, it will allow the mentoree to be aware of this and to be appreciative.
- **It's not coaching; it's mentoring.** Mentors certainly coach in areas of skill development and knowledge acquisition, but mentoring is more than that. It's about having a personal relationship with a mentoree that moves beyond coaching to discussing who the person is and what his or her dreams and aspirations are. Share the dreams. Share the journey. Don't mistake the advice for the journey.

# Top 10, cont.

- **Honor your limits and boundaries.** It is never healthy for any of us to give without limits. This only depletes us and makes us less available for others. You have a right to your own boundaries, such as how frequently you can meet/communicate, areas of discussion that may be off limits, contacts you don't want to share. State those clearly to your mentoree so that he or she will respect them. Ask your mentoree to do the same so that both of you gain a mutual understanding of the boundaries in your relationship.
- **Listening is hard, but advice is easy.** We could all use more listeners in the world. We are all more prone to commenting or giving advice without first truly listening to the issue being presented. That's why some solutions don't work--someone wasn't listening. How do you listen? By asking good, open-ended questions and letting the other person speak: "What makes that hard for you?" or "What could you have done differently?" The other advantage to asking good questions and listening is that it gets you out of the "I'll solve this problem" to "I'm facilitating this conversation to arrive at a solution that the mentoree thinks is best."

**Thanks to the Professional Mentoring organizations:**

[http://www.markjcarter.com/mentoring /](http://www.markjcarter.com/mentoring/)

<http://www.evancarmichael.com/>

And to colleagues and mentors on three continents!.....VSJ