

MINT **Mentoring interventions for reflection**

Goals

Tool to exercise with two transcripts on mentoring interventions. The transcripts are different: the first one is not making the mentee reflective nor active, the second one is reaching this goal more. This tool reveals the effectiveness of interventions concerning their influence on the mentee.

Conditions

There are no special conditions to work with this tool. The best position for this tool is in the beginning of a course on mentoring before any role playing is done.

Process

- Introduction and theory [15 minutes]

Trainer introduces the concept of reflection using the information on the sheets.

Trainer explains the overview of mentoring interventions. At the top are the more non- directive interventions, at the bottom the more directive interventions.

Mentoring conversation 1 is read out loud by the trainer and a participant or the second trainer.

If the DVD is available, use the DVD: images are always the strongest.

- Working in pairs. [10 minutes]

Participants analyse the transcript of Mentoring Conversation 1. They use the concept of the Interventions model.

- Plenary exchanging findings. [10 minutes]

Introduction of the second mentoring conversation by DVD or reading the transcripts in a dialogue.

- Working in pairs [5 minutes].

Participants analyse the transcript of Mentoring Conversation 2.

Plenary with summing up: what did you learn? [5 minutes]

This exercise can be followed by exercises with non directive mentoring techniques like open questioning and summarizing. See also the tool descriptions on these techniques.

Mentoring and coaching

Mentoring: putting in activity [local guide]

Coaching: pulling out activity [reflection]

Good mentoring supports and inspires the mentee to develop into a [learning] professional.

Good coaching is the help the coach provides for the development of the self reflective, self problem solving and self assessing capacities of the coachee.

In good mentoring processes we meet elements of coaching to help the person to become

a reflective practitioner!

The Reflective Practitioner

Reflection steps:

1. Thinking back in detail: what happened?

2. What did I experience [see, hear, feel]?

3. What went right, what was I satisfied about?

4. What went wrong, what was I unsatisfied about?

5. What can I change next time?

6. What can I learn from this experience?

Mentoring Conversation 1

Mentor says:

Mentee says:

<p>1. Hi, Sander I have been in your classroom this morning and now we are going to have a talk about what I heard and saw in your classroom and perhaps you can take some advice from me...</p>	<p>Ok.</p>
<p>2. So what do you think, I think you have a problem with this group.</p>	<p>I have a problem?</p>
<p>3. Yes, they are so noisy, they produce a lot of noise, don't you think so?</p>	<p>Noisy, mm. No, eh...most of the time they are quiet, today they were a little bit more noisy, but ...mm</p>
<p>4. Do you think it has something to do with my visit in your classroom? Did you prepare them at all for my visit? No? Why not?</p>	<p>No. I did not because I wanted to act them as natural as possible so, no!</p>
<p>5. Well, you'd better next time prepare them and say someone is coming to see how we are working, I think that's better.</p>	
<p>6. But you say normally they are quiet but they were very loud today and not so attentive I thought, I saw. Then I think I see a connection with your voice.</p>	<p>Mm, ok. My voice...</p>
<p>7. Yes you have a., when children are getting loud you are getting loud too! You raise your voice!</p>	
<p>8. A lot of times, yes. Do you realise that?</p>	<p>Mm., do I?</p>
<p>9. But sometimes you even shouted at them and then they shout back and then it all becomes very very noisy.</p>	<p>No, well, if they are noisy I want to reach also the children in the back of the classroom so I raise my voice!</p>

<p>10. So perhaps you should do something about that. You should, well. I give you advice to lower your voice at the moment that the class is noisy. That works better, really. You could try it out, you could try it out tomorrow.</p> <p>11. Yeah, well, I think you prepared your lesson very well, I saw it in your papers. And you are doing quite well for a beginner.</p> <p>12. But you really must notice that the way you use your voice is very important in education. You have to control your voice and, that's better, that's better. Try it out tomorrow. And you will see if something happens.</p>	<p>Mm, mm, mm..</p> <p>Really...?</p> <p>But, but, I prepared very well for this lesson, I thought of it, the goal etcetera,...</p> <p>Mm.</p> <p>I'll try. Ok.</p>
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Mentoring Conversation 2

<i>Mentor says:</i>	<i>Mentee says:</i>
1. Hi Sander, I have been in your classroom this morning and now we have time to talk about what you experienced in that time and what I saw and what I heard.	
2. What do you think was effective in your lesson today?	Well, I told a beautiful story and I think they liked it very much.
3. Yes, you did, you did yes. And they were very interested in what you told them, yes, yes, I think so.	
4. Did you experience something about their attentiveness, were they attentive enough for you?	Well in the back of the classroom Bob en Tim, they were talking to each other and it was a little bit noisy...
5. Yes, I think so, it was noisy. Yes, you are right, it was noisy.	
6. What do you think were influences? What influenced the noisiness?	I guess it was the end of the day, they worked very hard today, it was a long day, it's almost holyday, so perhaps they were a little bit tired...
7. It's a long day. Yes, Yes.	
8. Did my visiting you influenced them also or... Yes	Well a little bit, when you stepped in the noise increased...
9. Well, I think you are right. It could be the day, the long day and when I stepped in they became more noisy, they really were noisy.	
10. Were there other influences you think, other reasons?	Perhaps my story was too long I could have given my assignment a little bit earlier...

<p>11. That could be. You think of that the way you composed your lesson had something to do with their noisiness. That could be. Yes.</p> <p>12. I also think of a connection I make with your voice, the way you use your voice. Are you aware of how you used your voice this morning?</p> <p>13. Well, because of the noise you had to talk also loud and you did that. Do you remember?</p> <p>14. I had the impression that really instead of the raising of your voice calmed them down, in stead of that they even became louder, as a reaction on that.</p> <p>15. Yes what else could you do?</p> <p>16. Talking louder is not a good solution, but...</p> <p>17. Well I tell you a secret. It is a well known fact that when a class is very noisy, when you yourself lower your voice the sound goes down. Because they want to hear what you are saying, that's why.</p> <p>18. You are going to try that?</p> <p>19. When this is going to work for you, you have a very effective tool in your hands that you can use when a group is very noisy ok?</p>	<p>Yes, yes..</p> <p>No not really. Why, tell me?</p> <p>Yes. I did, I do. They were talking and I was trying to reach all the children, and well they talked louder, I did, I talked louder etcetera, etcetera</p> <p>So if talking louder is not an effective way what else could I do?</p> <p>Mm, mm..</p> <p>Lower my voice, perhaps?</p> <p>Ok. Mm. Ok.</p> <p>I 'll try</p> <p>Yes I am going to try that. It is an experiment but I am going to try it. Ok!</p>
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