## CoP Head Start: <br> A Guide to Good Mentoring



## Mentors in a CoP are expected to...

- regard mentoring as a critical responsibility in professional work.
- provide leadership to sustain the community.
- provide learning and emotional support.
- foster a sense of belonging through regular mentoring meetings.
- share with their mentees narratives of success and failure.
- establish good communication with their mentees.
- facilitate good communication among their mentees.
- resolve conflicts within the community.


## Stage 1: Initiation

- Show empathy for mentees' inexperience, incompetence and insecurities.
- Listen to mentees' concerns with sense and sensitivity.
- Attend to mentees' needs and feelings (which might be conveyed in facial gestures, body language and tones).


## Stage 2: Consolidation

- Appreciate mentees' abilities and clarify corresponding expectations.
- Inspire mentees to acquire relevant skills and knowledge that are necessary for achieving community goals.
- Guide mentees to devise solutions to relevant challenges.
- Re-explain, re-question and re-think coaching approaches.


## Stage 3: Construction

- Give mentees agency to experiment with teaching ideas and broaden their career prospects (mentoring versus lecturing/cloning).
- Develop mentees' professional identity as prospective teachers.
- Take pride in accomplishment as mentors.
- Boost mentees' confidence in learning and teaching.
- Establish a collegial relationship with mentees.
- Be firm when necessary but remain supportive and understanding.


## Stage 4: Redefinition

- Synthesise key themes and narratives from mentoring experience and re-establish issues of significance.
- Value mentees' experiences as a source of knowledge for personal professional development.
- Lead mentees to move from the periphery of the community to its centre.
- Evaluate outcomes for refining mentoring activities to support community goals.
- Identify directions and actions for sustaining growth in the community.

