

## Possible Mentoring Activities

### SCHOOL

- Organize a Schoolwide Scavenger Hunt for the novices—include need to know people (give advance warning!), places, equipment, etc. Could also incorporate Beg-Borrow-Steal [novice should acquire by begging, borrowing, and “stealing” any helpful ideas or resources]
- Surprise novices with a New Teacher Care Package\* or Welcome Basket [Include important teacher items—colored chalk/pens, post-a-notes, fall bulletin board materials, get acquainted activities to do with students, tissue, copy codes, etc. A set of stamped post cards would be a good start on teacher-home communications.]
- Provide a school calendar. Point out significant dates and talk about how to be prepared for those dates.
- Mentoring core team should designate times for events, formal and informal contacts with novices, meeting and planning times, etc. Be sure to document the team efforts as well as your individual mentoring contacts and activities. Designating one member as the facilitator and one as the recorder is one suggestion for getting that done. These roles could rotate as the group desires. [See Mentor Program\* information in School Packets—from the work shop.]
- Provide information about Central Office personnel, their responsibilities, and contact information. Perhaps arranging an introduction or a meeting would be helpful.
- Give an annual, if available, so that novice can become acquainted with some faces. Also provide contact numbers and email addresses for faculty and staff. If pictures are not available, provide the contact information.
- Provide (or develop and provide) (New) Teacher Guide including policies, procedures for money collection, hall passes, tardies, discipline referrals, field trips, homework, special education referrals, guidelines for M-and S-team meetings [This is especially helpful for new teachers entering after the year begins. They are not part of the verbal orientation process.]
- Ask teachers to supply their best strategies for saving time—working smarter, not harder. [Could be included in the new teacher guide or care package.]
- Practice what is expected in M-and S-teams, parent conferences, open house
- Orient novice to the Professional Library (or section). If there is not one, the mentoring should develop a plan to create one. This area (or somewhere) could include helpful teacher resources materials, professional publications, trade samples. It is most helpful to have a listing of the resources teachers are willing to share. Some schools take it a step further and have materials collected in tubs/kits and cataloged by subject and grade level (if appropriate). Having materials in a central location with a simple check out system make access easier and makes better use of the resources. It is also a good idea to have a spot designated for teachers to request needed items, recycled materials, and resources others may have, know about, or could collect.
- Organize a new teacher support group (only novices allowed!)

- Organize “brown bag chats” with identified topics, study groups (mixed experience levels) on topics of interest or relevant (or even irrelevant) books, problem-solving consultive groups to support and advise, or critical friends (to share critical incidents or student work samples)
- Ask colleagues to identify an area of expertise related to management or instructional strategies, communications, etc. that they would be willing to share with novice teachers (and others)
- Encourage colleagues to invite novices to accompany them in attending extracurricular activities. This would be a good way for novices to see the range of activities and identify those they would like to be involved in (at some future time).
- Encourage colleagues to invite novices to accompany them in attending meetings or events of their professional organizations
- Alert novices to any upcoming professional development activities that may be of interest. If permission or funding is required, provide guidance as to the procedures to follow.
- Orient novice to teamwork expectations. Help them understand the expected (and productive) behaviors of team members. Work with the novice to know how to be a contributing member of a team. Model self-assessment of your own team behaviors and set goals to improve teamwork efforts. [Documenting team accomplishments and decisions in a Grade Level/Department Notebook has worked well for many schools.]