The very nature of teaching and leading is founded on the concept of mentoring. Harnessing the power of mentoring can influence the future in astounding ways. It is the truest of legacies.

So much of Kentucky’s system for professional growth and development encourages the efficacious relationship between peers, lead teachers and new teachers, principals and teachers and superintendents and principals. Learning from and teaching colleagues is a powerful way to improve practice.

From Ronald R. Bearwald

Working with colleagues, superiors and subordinates, educators are exposed to both good and bad practices. These accidental influences can lack the powerful and lasting influence, depth and focus of a structured mentoring relationship.

Being a mentor is not about a quick fix or a recipe for success. Rather, the most powerful relationships focus on reflecting, exploring, analyzing and digging deeper into good practice.

In the mentoring process, we hope to change reflections into insights, expand knowledge into wisdom, and evoke changes in behavior that improve performance. As an individual works with a colleague to improve practice, the small helpful suggestions for working with CIITS, completing lesson plans, designing protocols and other daily teaching tasks can move into provocative questions about they art and science of teaching.

Mentors often reveal their greatest assistance by listening to the problems their mentee brings forth.

Mentoring as Advocacy

Many businesses and more and more school districts are embarking on the journey of “growing your own leaders.” As complicated as schooling has become in the 21st Century, fewer teachers perceive the role of principal as one for their future. By advocating for such a program, mentors can recruit aspirants to learn more about the administrative positions that organize the daily workings of a school. By being intentional and committed to a long-term partnership for focused growth of younger professionals, we are training the next generation to fill in for us. What a legacy we can then leave behind.
Teach the next generation
and change the world!

Forms Mentoring May Take

Adapted from: Shea, Gordon, Mentoring, 2002

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