

Handout MENTOR 1.2 A

QUIZ: Mentoring in school.

Questions paper

*Read carefully the following statements and decide whether they are true or false.
Justify your choice.*

	True	False
1. The mentoring program between teachers should follow the rules of volunteering.	<input type="checkbox"/>	<input type="checkbox"/>
2. Mentor teaches, encourages, manages, guides and supports the mentee.	<input type="checkbox"/>	<input type="checkbox"/>
3. Mentoring relationships need to be close and last long time.	<input type="checkbox"/>	<input type="checkbox"/>
4. Being a coach to someone is the same as being a mentor.	<input type="checkbox"/>	<input type="checkbox"/>
5. The mentee is a teacher who just starts her/his teaching career in the particular school year.	<input type="checkbox"/>	<input type="checkbox"/>
6. The meetings of mentor and mentee should be regular.	<input type="checkbox"/>	<input type="checkbox"/>
7. The mentor and the mentee should teach the same subject (topic).	<input type="checkbox"/>	<input type="checkbox"/>
8. The school's headmaster or principal should monitor the mentoring program.	<input type="checkbox"/>	<input type="checkbox"/>
9. The students are beneficiaries of the mentoring between teachers.	<input type="checkbox"/>	<input type="checkbox"/>
10. In the mentoring relationship, the mentor also improves.	<input type="checkbox"/>	<input type="checkbox"/>

Quiz answers

1. The mentoring program between teachers should follow the rules of volunteering.

True. Neither the mentor nor the mentee should feel as being forced to participate in the mentoring activities. Each of the parties could end the relationship any time, too. The fact that the mentoring is based on volunteering approach does not mean that the mentor cannot be rewarded extra payment or be assigned less lessons to teach by the school headmaster.

2. Mentor teaches, encourages, manages, guides and supports the mentee.

False. The one word that makes the statement false is "manages." The mentor does not manage the mentee, whereas other activities, i.e. teaching, encouraging, guiding and supporting the mentee are within the mentor's tasks. In the management functions, we can distinguish planning, organizing, motivating and controlling. In mentoring, we can find motivation function. Yet, the mentor should not plan or organize the mentee's work, and surely should not control it in the strict sense.

3. Mentoring relationships need to be close and last long time.

False. Informal mentoring tends to be close and last a long time, but formal relationships do not need to last a long time in order to be successful. The duration of the mentoring contract is only as long as it is necessary for the mentoring process.

4. Being a coach to someone is the same as being a mentor.

False. A coach is someone who is an expert and assists someone in developing a particular skill set or knowledge base. A coaching relationship is more limited in its scope and will often focus on the development of particular work skills and the acquisition of knowledge. Mentoring is about developing by having a relationship. It is a wider concept. It could include coaching, but coaching does not contain mentoring. A mentor may coach, but a coach does not mentor.

5. The mentee is a teacher who just starts her/his teaching career in the particular school year.

False. There is no limitation when it comes to the work experience of the mentee. S/he could be a teacher who works first or second year, whenever s/he feels the need of being supported by the mentor. Also, a teacher who changes school, e.g. starts to work in the other type of school, could be a mentee. The most important is that the beginning/new teacher has a need of mentoring support.

6. The meetings of mentor and mentee should be regular.

True. In the mentoring relationship it is very important to schedule regular meetings, and have both parties sticking to them. This establishes a pattern of contact which improves reliability, consistency and progress. A lack of scheduling is the pitfall of mentorship. The basis of mentorship is formed by regular meetings between a mentor and mentee.

7. The mentor and the mentee should teach the same subject (topic).

False. The mentoring relation between teachers should be independent of the subjects the teachers teach. It should not involve support in the contents of the lessons of the certain subject, but should be a help in functioning in the new work (school) environment. Some researches even suggest that the mentor and the mentee should teach different subjects in order to avoid the risk of competition between them.

8. The school's headmaster or principal should monitor the mentoring program.

True. Monitoring of the mentoring program is the task of the school's headmaster or principal. This is important, especially if the existing legal regulations require administrative documentation of the mentoring. Participants can contact the headmaster or school management to present their doubts and their major difficulties. The principal will facilitate and support both the mentor and the mentee in every possible way to ensure the maximum results.

9. The students are beneficiaries of the mentoring between teachers.

True. After the mentoring program between teachers the students have teachers who are focused on the students' needs rather than their own survival, are less

authoritarian and dominating and more reflective and disposed to continuous improvement and are self-confident enough to use a wider range of instructional strategies and activities. In other words, they have better teachers.

10. In the mentoring relationship, the mentor also improves.

True. The mentor improves a lot of skills, in particular leadership, communication, coaching and counseling skills. S/he has also an opportunity to learn new teaching methods, from the mentee, or by participation in the teachers' trainings to prepare for the role of mentor, or on her/his own to upgrade and provide better help to the mentee. Being a mentor also shapes her/his personality and sense of responsibility.



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