



Facilitator's Notes

People entering the education profession are a diverse group. Some enter directly after a university experience; others enter after years in a different career. Occasionally, new or beginning teachers come from the same background as their mentor and share similar personality traits; most times, however, new teachers are vastly different than their mentors in many ways. Because of the diversity of the new teacher workforce, experienced teachers must be aware of the ways that they are different than the person that they are mentoring.

Each scenario collected in this document presents a problem related to a new teacher. Each new teacher in these scenarios needs some type of intervention on the part of the mentor. In order for mentors to be successful in helping the new teacher, mentors must consider their own identities, their perceptions of the new teacher in question, and the culture of the school in which they work. The new teacher at the center of each scenario may be the same or vastly different from the mentor asked to role-play a solution. Depending on the background, personality, and experiences of the mentors, they will have differentiated approaches to helping the new teacher in question. In this way, these scenarios are open-ended with no clear cut answers; they can be molded to the group of mentors with whom you work.

After reading each scenario, mentors should be asked to consider two questions. This may be done individually or in small groups. Mentors should read each scenario carefully and respond using the two step process outlined below. Short answers may be used.

We encourage an introduction to the process before beginning discussion of the scenarios; specifically, explore the differences between the steps. A black-line master copy of the steps has been included on the following pages for your convenience.

1. What is the key issue in this scenario?
2. What specific strategies will you use in order to bring resolution to the dilemma?

Mentors will have varying opinions. Some mentors will choose to advocate for their mentees, bringing other people into the process; others will resolve the conflict on their own. It is possible that the resolution to the problem could involve dissolving the mentoring relationship if all other options are exhausted; facilitators should know how this process takes place in their school.

After completing each scenario, mentors should complete the reflection scale provided. The reflection scale gives mentors the opportunity to critically evaluate their decision making. A black-line master copy of the reflection scale has been provided on the following pages for your convenience.

Based on the set of scenarios, how comfortable do you feel about your action plans? Using a scale of one to five, indicate how confident and comfortable you are about your plans.

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This project has been funded with the support from the European Union.
This publication reflects the views only of the author, and the European Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.



For each situation, place yourself in the role of the mentor assigned to the new teacher described.

A

Dante, a fifth grade teacher, is one of the most gifted new teachers you have ever worked with. He is a true professional in every sense of the word. His teaching methods are strong, his students genuinely like him, and he is a fantastic youth basketball coach. One issue that continues to be brought up by colleagues is about Dante's personal hygiene and style of dress. His hair is often uncombed, and he doesn't shave regularly. His clothes are mismatched, wrinkled, and often have stains or holes.

1. *What is the key issue in this scenario?*

2. *What specific strategies will you use in order to bring resolution to the dilemma?*

Based on the scenario, how comfortable do you feel about your action plans? Using a scale of one to five, indicate how confident and comfortable you are about your plans.

Uncertain		Good		Confident	
1	2	3	4	5	

