# Definitions of Mentoring

*Learning is the fundamental process, purpose, and product of mentoring. Building, maintaining and growing a relationship of mutual responsibility and accountability is vital to keeping the learning focused and on track.*

(Lois Zachary, Creating a Mentoring Culture, Jossey Bass, San Francisco. 2005)

*Mentoring is the process by which beginning members of the profession and craft are guided into practices, language and understandings that inform their work. [We employ] the principles of collegial support, peer collaboration and professional respect. Teachers will work alongside teachers to set a foundation for continuing growth and practice.*

(From School District #42’s SD42 Mentoring Program 2010–11 Summary Report. 2010, p.1)

*Mentoring is the process by which individuals share their experience, knowledge, and skills with a mentee for personal and professional growth. The mentoring relationship can also facilitate change, improvement, professional growth and support best educational practice.*

(School District #57, Prince George. Together: Better than Alone, Mentoring Handbook. September 2007)

*High quality mentoring is educative in focus as well as based on a relationship of trust and collegiality. It is important that mentor teachers are well-resourced, with dedicated time to fulfill the role, and that they receive career recognition for the role. A high quality mentoring program therefore is relationship-based, focused on educative mentoring, and is recognized and resourced.*

(New Zealand Teachers Council, Guidelines for Induction and Mentoring and Mentor Teachers. 2011)

*Effective instructional mentoring is systematic, focused support for the acceleration of a teacher’s instructional practice. The power of the mentoring may be compromised when interactions are informal, unfocused, or unrelated to instruction and student learning.*

(Moir, Barlin, Gless, Miles, New Teacher Mentoring: Hopes and Promise for Improving Teacher Effectiveness. 2009)

*We define reform-minded as a progressive stance toward teaching that acknowledges the importance of research-based practices, problematizing teaching and learning, and embracing change with the aim of educating all children. The goal of mentoring must be to cultivate these reform-minded practices in the novices who are entering the profession.*

(Yendol-Hoppey, Fitchman Dana, The Reflective Educator’s Guide to Mentoring. 2007)

*Support is essential to retaining new teachers, but the ultimate goal of beginning-teacher induction must be the development of professionals who can help complex learning happen for students.*

(Sharon Feiman-Nemser, A Better Beginning: Supporting and Mentoring New Teachers. 1999)

*In cognitive coaching the word coach does not mean “telling someone what to do” but instead refers to coaching as a “means of conveyance” or a manner of helping someone move from one place to another. In such an approach to coaching, the role of the mentor is to facilitate such movement by helping the valued person acquire the reflective skills and dispositions necessary for self-directed professional growth.*

(Costa and Garmston. 1994)

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