

Twelve of the best:
practical strategies to build a mentoring
relationship

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- **Tena koutou katoa.**
- *Hello everyone.*
- **Ko Marion Sanders au. No Tauranga, Aotearoa au.**
- *My name is Marion Sanders and I'm from Tauranga in New Zealand.*
- **Ko Mauau te maunga. Ko Wairoa te awa.**
- *Mauau is my mountain and Wairoa is my river.*
- **Ko Ngati Pakeha te iwi. Ko Ihu Karaiti toku Rangatira.**
- *I'm a pakeha (European) and Jesus Christ is my chief.*
- **Ko Laurie toku hoa tane.**
- *My husband (of 36 years) is Laurie. (He's a great guy!)*
- **Ko Kylie ratou ko Jennifer ko Rachel aku tamahine.**
- *Kylie, Jennifer and Rachel are my daughters.*
- **Ko Steven raua ko Rhys aku hunaonga**
- *Steven and Rhys are my sons-in-law.*
- **Ko Noelle ratou ko Ephram ko Manson aku mokopuna.**
- *Noelle, Ephram and Manson are my grandchildren .*
- **Ko Kylee raua ko Chana aku whangai.**
- *I also care for Kylee and Chana.*
- **No reira.**
- *So there you have it!*
- **Tena koutou, tena koutou, tena koutou katoa.**

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Before we begin the workshop

- **Some background information**

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Congenial relationship

- ▣ **Personality**
- ▣ **Focused on support**
- ▣ **Focused on positive behaviours**
- ▣ **Superficial**
- ▣ **Not rocking the boat**
- ▣ **Pedagogical dialogue lacking**

▣ **Learning relationship**

▣ Professional task

...if you are acting in a professional sense then you will find a way to relate to your student and make it possible for them to relate to you within professional boundaries.

▣ Enquiry stance

▣ Recognising, and planning for, adequate time

▣ Critical, challenging talk as well as support

making the familiar strange La Boskey, 2007

▣ Looking for mismatch between vision and practice

▣ Reaching for goal of principled practice through genuine learning dialogue

Interventions/Tools

- Discussion starter envelope



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- Dialogue journals
- Negotiated feedback

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- Partnership map of mentoring relationship
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- Guided observation sheets
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- Critical incident reports
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- Mid-point progress report
- Critical incident reports
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- Photo discussion
- Metaphor generating

Interventions

- Partnership map of mentoring relationship
- Guided observation sheets
- Discussion starter envelope
- Belief inventory
- Negotiated feedback
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- Mid-point progress report
- Critical incident reports
- Dialogue journals
- Photo discussion
- Metaphor generating

Interventions

- Partnership map of mentoring relationship
- Guided observation sheets
- Discussion starter envelope
- Belief inventory
- Negotiated feedback
- Templates for associate observation of ST
- Mid-point progress report
- Research article discussion
- Critical incident reports
- Dialogue journals
- Photo discussion
- Metaphor generating

- The two associates I had who were in your research were very much more *intentional* in their discussions and stuff, and actually setting up discussions and saying, you know, “*Let’s talk about this.*” ... realising I need to have *discussions frequently* about everything I can.
- They ask more *deep and meaningful questions* about *who I am* as a teacher and what do I want to get out of it...*intentional* is a good word!

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- *I was comfortable to sort of let this blemish be put out there, ...I felt thinking now why isn't this working. So we could tackle this, it wasn't just smoothed over or dodged, but the issue was challenged perhaps more than taking things personally...*
- *...her challenging in my eyes was supportive...*

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No reira.

Tena koutou, tena koutou, tena koutou katoa.

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