

TEACHER MENTORING FOR THE PROFESSIONAL DEVELOPMENT OF NOVICE TEACHERS

By:

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Teachers' professional development emphasizes the significance of engaging competent teachers in education policy initiatives aimed at developing professional and competent future teachers. Teachers are increasingly focusing their attention and resources on the importance of professional growth. Teacher mentoring programs are now regarded as an effective method of staff development for new teachers. With this, the school accomplishes two main objectives by instituting teacher mentoring programs: novice teachers are provided a greater start in their careers, and competent classroom teachers who serve as mentors are recognized and rewarded.

Mentoring, according to researchers, can be a helpful method in educational change for both beginning and veteran teachers. Supporting beginning teachers from the start helps to keep new teachers in the school system. Standardizing the coaching role for experienced teachers adds another professional step to the teacher's career ladder and boosts educational professionalism.

According to Head, Reiman, and Thies-Sprinthall (1992), the "heart and soul" of mentoring stems from a belief "in the worth and value of people and a behavior toward education that is focused on passing the flame to the next generation of teachers." The mentorship goes far beyond professional encouragement and guidance to support the orientation of new teachers into the education system. Furthermore, mentorship is thought to be founded on "a devotion to education, hope for a better future, and honor for those who access its community."

Mentorship contains various interpretations of the mentoring process. The process is widely agreed to include the various developmental stages of the mentoring relationship, the complexities of the mentoring relationship, and the implementation of cognitive-developmental theory into the mentoring process. Mentoring in education is a complex and multifaceted process of guiding, teaching, influencing, and assisting a new teacher. It is widely accepted that a mentor teacher leads, guides, and advises another teacher with less experience in a work environment marked by mutual trust and belief.

Mentoring programs usually pair novice teachers with more experienced teachers who can demonstrate school policies, regulations, and procedures; share methods, materials, and other resources; assist in problem-solving in teaching and learning; give personal and professional assistance; and direct the new teacher's growth through reflection, cooperation, and shared inquiry.

Mentoring is the procedure of acting as a mentor to someone who encourages and assists the growth of another. Modeling is part of the process because the mentor must be able to interpret the messages and recommendations being taught to the new teacher. In addition, as previously stated, the mentor would serve as a role model for the teacher's role in education. Coaching as an educational approach used in endeavors is part of the mentoring process. It also includes cognitive coaching. To be beneficial, the mentor must demonstrate a range of cognitive competencies of mentorship, such as carefully crafted questions to encourage reflection, rephrasing, inquiring, utilizing wait time, and gathering and analyzing information to improve the quality of teaching and learning. Mentoring, like coaching, is a team effort. However, as a function, mentoring has far more aspects than coaching or modeling. As a result, it is more complicated and demanding.

The mentor is a career professional who is an experienced teacher and who facilitates the development and education of a new teacher. The mentor must have the ideals and expert knowledge of the teaching profession, which are imparted to the new teacher. The mentor teacher's responsibilities vary depending on the needs of the new

employee, the objectives of the mentoring program, and the local and larger educational context or situation. It is important to remember that the mentor teacher is a facilitator, not a supervisor or evaluator, and that he or she is "a very special person, a model of professionalism."

Mentoring is still a viable educational policy option. However, for purposeful mentoring to occur, it is necessary to accept the complexity of the mentoring function. This necessitates careful planning. Teachers are valuable educational resources, and high-quality teaching performance is a necessary component of educational improvement or reform. To help new teachers, it is vital to maintain their performance in the classroom from the start of their careers. Assistance in the form of well-structured mentoring programs can be challenging in bringing in new teachers and keeping them in the classroom. The stakes are extremely high. If the mission of education is to be fulfilled, quality teaching is required. Mentoring can help teachers continuously improve their professional knowledge and skills, which are needed to teach and educate students in the 21st century. However, in order to be effective, mentoring programs must be designed with the complexity, process, and function of the programs in mind.

References:

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