

IMPORTANCE OF PEER MENTORING

by:

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K to 12 teachers necessitate myriads of trainings as any administrator or staff developer can attest. On the one hand, they have a strong commitment to their pupils and the educational setting. The demands on their time and energy, on the other hand, frequently make them feel overburdened, and they may be hesitant to make big adjustments to their teaching methods. For this, relationships between peers and mentors can help educators get over their resistance to change and motivate them to execute it in the classroom.

Mentoring, nevertheless, is not simple. The ultimate training objective frequently is adoption of a school project, skill set, or other administrative agenda that necessitates a change in classroom practices and not a validation of existing methods, even though mentors can and should be encouraging and supportive.

For this, a mentor should simply be an intelligent person who can advise, encourage, and comfort his or her colleagues. Mentors should possess the abilities they will be required to teach others, be well-respected by their colleagues, and have the leadership qualities to both lead by exhibiting excellent practices in their own classrooms and mentor other teachers through dialogue and observations in the classroom.

Mentors, then, do not manage; they guide. They provide remedies for problems that other teachers identify in their own classrooms or for problems that are noticed in those classes. Mentors also gain because they acquire professional qualities worth fostering for a lifetime and feel fulfilled in their mentoring jobs. The gains for mentors

include a sense of accomplishment and self-worth, excitement in imparting knowledge, and learning fresh perspectives on the world.

Additionally, the establishment of two-way communication between the mentor and the mentee as well as feelings of fulfillment. These advantages can be seen as professional qualities that should be encouraged in educational environment, and which may have additional long-term benefits for mentors in professional contexts.

References:

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