

Preface

Mentoring *Novice Teachers* focuses on engaging teachers in dialogues about what they know and on extending that knowledge so that they can support the development of novice educators. Teachers who have been in the classroom working effectively for several years have many of the skills and competencies needed to serve as mentors. *Mentoring Novice Teachers* builds on that knowledge, providing teachers with opportunities to expand their understanding of the mentoring process and to focus on the skills they will be using as mentors. The process of mentoring requires small talk, heart-to-heart talks, conversation, dialogue, discussion, reflection, and the sharing of ideas and resources. Mentor and mentee need to be able to speak to each other about a variety of topics in many different ways. The goal of this text is to foster a process that enhances dialogue between them. After participating in the discussions and reflections outlined in this book, the reader will have a greater awareness of what is needed to work more effectively as a mentor to a novice teacher and/or to serve as a facilitator for other teachers who are working as mentors.

The second edition of this text has been modified and enhanced in response to feedback received from individuals and workshop groups who read and used this text. It provides an even stronger tool for developing mentoring skills. First of all, a reorganization and division of several chapters makes it easier to identify key concepts. This edition also expands on the practical examples and interactive processes of the first edition and includes a greater number of references to the research that underpins the text's critical concepts. More attention has been given to the mentoring of individuals with diverse backgrounds and experiences so that a helpful and supportive mentoring relationship can be established for all those involved. The rationale for particular skills is provided in greater depth, and a facilitator's guide has been added to support the use of this text in a workshop format. These changes give the reader a resource that not only provides the rationale for effective mentoring behaviors but also includes greater opportunities to practice these skills. The second edition of *Mentoring Novice Teachers* blends theory and practice in a format that provides practical tools to enhance mentoring skills. Conversations and dialogues which are the focus of this text are framed by the knowledge that supports each concept, creating a text that meets the needs of mentors and facilitates a means of support for novice teachers.