



QUALITY ASSIST

## Partners in Quality Mentoring Solutions

### MENTOR COURSE DESCRIPTION

The *Partners in Quality Mentor Course* is designed to assist early childhood professionals in acquiring the knowledge and skills needed to serve as a mentor to a less accomplished peer. The focus is on the mentor's role as a leader, understanding and facilitating the process of learning, and personal and professional growth. The course consists of 48 hours of class time, organized into eight 6-hour working sessions. Instructional methods include discussion and reflection based on current readings in child and adult development, a variety of experiential learning activities, and independent assignments.

Multiple strategies are used to document an individual's successful course completion. These strategies include: completion of written assignments, level of contribution to class dialogue, field-based assignments, a learning project and a knowledge exam. The course text is Zachary, Lois J. (2012). *The Mentor's Guide: Facilitating Effective Learning Relationships, Second Edition*. San Francisco, California: John Wiley & Sons.

Quality Assist, Inc. has been accredited as an Authorized Provider by the International Association for Continuing Education and Training (IACET), 1760 Old Meadow Road, Suite 500, McLean, VA 22102. Participants successfully completing the *Partners in Quality Mentor Course* will be awarded 5 Continuing Education Units (CEUs).

### OBJECTIVES

#### Session One

Articulate the background and requirements of *the Partners in Quality Mentor Course*; examine personal frame of reference and the influence on values and beliefs and practice; describe the varying types of mentoring and the characteristics that distinguish them; compare personal experience with mentoring to the skills and knowledge necessary to be an effective mentor; and, reflect on current practice in order to identify opportunities to grow and develop as a mentor.

#### Session Two

Describe the various contexts of diversity including culture, race, gender, age and sexual identity; describe the experience and impact of encountering contexts different from our own and the effects on the mentoring relationship; describe the characteristics and use of powerful questions to explore diverse perspectives; and, explain the purpose and value of action research as a problem-solving strategy.

#### Session Three

Define the phases of a mentor-protégé relationship; explore the negotiating phase including the development of S.M.A.R.T. goals; describe the characteristics of objective recording; explain the importance of unbiased observations; explain the steps of an action research project; identify a challenge as the focus of an action research project; and, create a detailed observation plan to collect data for the action research project.

**Session Four**

Describe the ideals and principles by which early childhood professionals should conduct themselves as outlined in the NAEYC Code of Ethical Conduct; conduct a case study utilizing the NAEYC Code of Ethical Conduct to determine the appropriate response to an early childhood ethical dilemma; research developmentally appropriate practice and strategies for family engagement; and, practice a dialogue using listening and questioning skills to more clearly understand the issue(s) a protégé is facing.

**Session Five**

Explain several theorists' views on adult development; describe the developmental stages of teachers; describe the principles of coaching and mentoring to support teacher development; identify the different stages of the Transtheoretical Model of Change and the support that may be needed for each stage; and, develop reflective questions to support a protégé through the process of change.

**Session Six**

Design an intervention strategy using research and experts in the field; compare and contrast the process of observing a child with observing teachers; describe the characteristics of and pointers for giving effective feedback; and, practice giving feedback to a protégé based on a typical classroom challenge.

**Session Seven**

Conduct a peer review of action research projects; explain the influence of trust as a necessary element for facing the challenges of the mentor-protégée relationship; identify other elements critical to the maintenance of a mentor-protégé relationship; and, identify mentor skills that need continued growth and create a professional development plan to ensure further learning.

**Session Eight**

Describe the individual and collective attributes as well as the supports necessary for a successful mentor system; and, demonstrate a dialogue with a protégé utilizing course content to include sensitivity to cultural differences, reflective questions and effective feedback skills, and adhering to a code of ethical conduct.