Title

Communication basics - Teacher mentoring student[1]

Short description

Effective and professional communication between teachers and students means more than just talking with each other.   It involves: constantly developing trusting relationships, special conversation and listening skills, giving appropriate constructive feedback, being aware of our own nonverbal language and it is based on well-established and expressed role and relationship boundaries.

Detailed description of the tool and list of handouts (list and enclosures)

1.Basics for developing trusting relationships:

1.1. Acceptance: the good teacher/mentor is accepting the student

As Carl Rogers (1958) pointed out, empathy means accepting another person without making judgments. It means setting aside - at least temporarily - personal beliefs and values. Accepting teachers/mentors do not judge or reject mentees. Rather, good teachers/mentors simply view these traits as challenges to overcome in their efforts to deliver meaningful support.

1.2. Model role: The good mentor/teacher is a model of a continuous learner and is transparent about his/her own search for better answers and more effective solutions to his/her own problems. They model this commitment by their openness to learn from colleagues and others.

1.3. Effective interpersonal contexts skills: Good teachers recognize that each mentoring relationship occurs in a unique, interpersonal context. And adjust their teaching behaviors and communications to meet the needs of individual students, good mentors adjust their mentoring communications to meet the needs of individual mentees. For that, they must possess deep understanding of their own communication styles and a willingness to objectively observe the behavior of the

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mentee.

1.4. To be committed to the role of mentoring Committed mentors understand the importance of persistence in mentoring and that this requires significant investments of time and energy.

1.5. Positive attitude toward students

The good mentor communicates hope and optimism and is dedicated to working in a trusting relationship with a partner to continually improve his or her skills.

2. Constructive Feedback includes providing your partner with descriptive, specific information that is focused on changing behaviors.

2.1. Focus on describing observable behavior without attaching judgment, accusations, or generalizations to those behaviors.

2.2. Rules: Give timely feedback.

2.3. Paraphrase when possible to clarify. The following statements are good paraphrasing sentence starters: _ What I hear you saying is... _ Tell me what you mean when you... _ Do I understand correctly that you mean...?

3. Listening skills: listening means hearing and understanding what you are being told. It does NOT mean giving advice, adding detail, or even sharing your own experiences.

4. **Being aware of our non-verbal language: it's good:**

- if the body is facing toward the speaker,
- if making eye contact,
- interact with the speaker by echoing their words or nodding/shaking our head,
- If asking appropriate questions to help clarify or expand on their thoughts and ideas

5. Conversation skills:

5.1. **Open-Ended Questions**- try using questions that begin with "how" or "what" to open up your conversations such as: • How did you feel …?• What do you think would happen if...? • What might you see happening if...? -

5.2. **Possibility of Using Coaching methods** It's recommended to use Cognitive Coaching. It is a specific coaching tool that focuses on the cognitive process of others in 3 steps cycle./See among Equipment/

6. The main concerns in communication issues between students and mentor

teachers in rules:

6.1. Planned social interaction out of school is not appropriate.

6.2. Modes of communication (such as telephone, e-mail, facebook) with the student by a mentor must be discussed with and approved by the mentor's supervisor, as well as the student and his/ her parent or caregiver.

6.3. Under no circumstances should any mode of communication be used to communicate inappropriate conversations of a sexual nature, obscene language or gestures, or personal correspondence in respect of the student's feelings (including sexual feelings). If it happens it should be discouraged, and not replied.

6.4. Time to time needs reminding the student about the roles and relationship boundaries of the program in the mentoring session.

6.5 Again it is important to develop communication that keeps professional boundaries clear and that cannot be misinterpreted as personal.

6.6. Clear aims and outcomes are required for each session. Insufficient attention to these aims and outcomes may be a sign that the mentor is becoming too involved with the student and intervention by the supervisor is required.

User's guide, equipment

Equipment	Quantity
List with three steeps of cognitive coaching	
List of Tools that mentors can use to get into coach mode	

Difficulty (easy, medium, advanced)

Advanced

Tags

intervention on student level, helping relationship, developing trusting relationship