

The Qualities of a Good Mentor (from Rowley, J.B., 1999)

Qualities	Features	Mentor Programme Requisite
To be committed to the role of mentoring (belief)	i) To understand persistence is important in mentoring ii) To have a resolute belief to mentors are capable of making a significant and positive impact on life of another	i) To required formal mentor programme as a prerequisite to mentoring ii) To provide specific descriptions of roles and responsibilities of mentors iii) To maintain simple journals or logs about conference and other professional development activities iv) To make important statements about value of the mentoring and its significance in the school community because of overlooking the relationship between compensation and commitment
To be accepting of the beginning teacher (empathy)	i) To recognize the power of accepting as a developing person and professional ii) Not to judge or reject mentees as being poorly prepared, overconfidence, defensive, etc., but to view these traits as challenges to overcome in mentoring	i) To engage mentor in reflecting on the qualities of effective helpers at first. ii) To read and discuss passages from Humanistic psychologists (ie. C. Rogers, A. Combs, and so on) iii) To help mentors understand the problems and concerns of beginning teachers in training protocol as well as stage and age theories of adult development iv) To require mentors to revisit their own first year of teaching in light of the research-based and theoretical perspectives
To be skilled at providing instructional support (coaching)	i) To be willing to coach beginning teachers to improve their performance ii) To stop short of providing quality instructional support because of a school culture not to encourage teachers to observe one another in their classrooms	i) To equip mentors with the knowledge, skills, and dispositions prerequisite to effective coaching ii) To need to give mentors and mentees time and opportunity to participate in the preconference, classroom observations, and postconference
To be effective in different interpersonal contexts (communication style & self-regulation)	i) To recognize that each mentor relationship occurs in a unique, interpersonal context. ii) To adjust their mentoring communications to meet the needs of individual mentees iii) To possess deep understanding of their own communication styles and willingness to objectively observe the behaviour of the mentee	i) To engage mentors in completing and reflecting on self-inventories that provide insight into their leadership or supervisory styles
To be a model of a continuous learner	i) to be transparent about mentors' search for better answers and more effective solutions to their own problems	i) To establish clear criteria for mentor selection that include a commitment to initial and ongoing mentor training ii) To give veteran mentors frequent opportunities to participate in

(commitment to CPD)	ii)To model mentors' commitment by their openness to learn from colleagues and by their willingness to pursue professional growth iii)to share new knowledge and perplexing questions with their beginning teachers in a collegial manner	high-quality professional-growth experiences for mentor teachers ie. To give additional professional development days/extra support to attend conferences
To communicate hope and optimism (hope)	i)To capitalize on opportunities to affirm the human potential of their mentees in private conversations and in public settings ii) To share their own struggles and frustrations and how they overcame them in a genuine and caring way to engender trust	i)To need to take the precautions to avoid using veteran teachers because some have lost their positive outlook ii) To facilitate teachers and administrators to value mentoring highly and take it seriously

(Rowley,J.B. The Good Mentor. Educational Leadership Vol.56 No.8 20-22, 1999)

In order to run the Kounai-ken effectively, some roles are played in the Kounai-ken. These roles should have the qualities of a good mentor.

The below questions is my interest.

- 1) What aspects of kounai ken seem most useful to you for promoting teachers' CPD?
- 2) How might mentoring and coaching facilitation support teachers' CPD in kounai ken?
- 3) Are there particular types of mentoring and of coaching that might be most effective?
- 4) What kinds of successful school-based mentoring and coaching programmes might be adapted to support kounai ken as a means to teachers' CPD?