THE MENTORING AND ITS BENEFITS

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According to Parsloe & Wray (2000), mentoring is the process which supports learning development, thus improves performance by an individual. It is indeed that mentoring is helping and supporting teachers to manage their own learning and deepen understanding on what they should do to maximize their potentials; enhance and develop their own skills, improve their performance, and strengthen their will to enable them to become the persons they want to be. It is used to meet the challenge of ever-increasing need to learn new things in new ways. This is to give emphasis on the fact that learning is a continuous and a long-life process. In this article, mentoring is addressed to school where learning mentors are called. They possess key skills and competencies for teaching and learning, counseling, networking, facilitating, and developing co-teachers and also their students. They are more experienced and respected persons. They help prevent absenteeism or low performance. It is said that behind every successful person, there is someone, somewhere, somehow who cares about his/her growth and development. This person is the mentor. To sum up, the mentor has the following qualities: wise and kind, role model, willing to help, objective and credible, honest, and positive and firm yet flexible. How about its benefits?

Mentoring promotes self-learning on the wide range of learning opportunities available to attain personal and professional goals. It also improves the capacity to deal with change. It gives a sense of self-determination by looking at change as a healthy way of meeting life’s challenges and problems. Mentoring generates confidence and trust with each other as the challenges and problems come their way. Mentoring increases communication effectively. This discusses problems and issues in order to achieve the
goals for the improvement of listening and asking questions, guiding and leading skills.
Lastly, mentoring cultivates of self-development. This motivates, encourages and supports our co-teachers to think for themselves, grow in confidence and take responsibility for today and tomorrow.

References:


Experiential Learning Courses Handbook (2009)