

EXIT STRATEGY

If the Mentor/Mentee Relationship Needs to End Before the Completion of the Induction Period

Although Mentees in the NTIP program select their mentor, there are circumstances in which it is not in the best interest of the parties involved for the relationship to continue. For example, a mentee may chose a mentor outside of their division and during the year decide they need more grade-level curriculum support, or a mentor, due to a change in their personal life, may feel they do not have the time to continue giving the beginning teacher the support they deserve. The responsibility for dealing with these stumbling blocks rests with the mentoring partners.

- 1) If one or both of the partners in the mentoring relationship decides it is necessary to dissolve the relationship, a "learning conclusion"¹ can help to bring closure. A learning conclusion is a reflective conversation about both the process and the content of the learning that had occurred thus far.

Mentoring partners could use the following approach:

- Acknowledge the stumbling block encountered without casting blame or passing judgement, e.g. "It looks as if we have come to a point where it would be best for a different mentor to be chosen."
- End on an upbeat note. Focus the conversation on what each has learned and how they might apply that knowledge in the future, e.g. "Let's look at the pluses and minuses of our relationship so that we can each learn something from it."
- Express mutual appreciation. Acknowledge the progress and accomplishments that resulted from the relationship, e.g. "Although we haven't been able to accomplish all of our objectives, we were successful in some areas. I attribute our success to your persistence and determination."

- 2) Since having a mentor is a requirement for the entire induction period, the NTIP teacher must select a new mentor and let their administrator know that the change in mentor has occurred.

¹ The Mentor's Guide by Lois J. Zachary