



# MENTORING MATTERS

A Mentoring Guide for  
Early Childhood Professionals



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Republic of Singapore**

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51 Cuppage Road #08-01, Singapore 229469

Email: [contact@ecda.gov.sg](mailto:contact@ecda.gov.sg)

[www.ecda.gov.sg](http://www.ecda.gov.sg)

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# Preamble

In 2016, the Early Childhood Development Agency (ECDA) released *Mentoring Matters* to support early childhood professionals in setting up and formalising a mentoring programme within their centres. This initiative marked a significant step towards enhancing the professional development and support systems for educators in the early childhood sector.

Since then, the demands on early childhood professionals have grown more complex, requiring them to develop a broader range of skills and competencies to effectively meet the needs of young children and their families. Hence, *Mentoring Matters: A Practical Guide to Learning-Focused Relationships* (now renamed *Mentoring Matters: A Mentoring Guide for Early Childhood Professionals*) has been refreshed to serve as a resource for mentors to support other educators.

This edition provides a step-by-step guide to the mentoring process and highlights the connection between theory and practice, where relevant. It also contains updated resources for mentors' use. Additionally, the guide takes into consideration recent sector developments such as the Skills Framework for Early Childhood (SFw EC) and Continuing Professional Development (CPD) Roadmaps for the early childhood sector.

While the approaches to mentoring for early childhood (EC) and early intervention (EI) educators are largely similar, mentors are encouraged to adapt the practices and resources shared in this guide to their specific context.

This guide aims to empower mentors to play a pivotal role in the professional development and growing competence of early childhood professionals, ultimately benefiting the young children under their care. Through mentoring, we hope to create a ripple effect that positively impacts the entire early childhood education fraternity.

## Professional Development & Standards Division



# Intent of the Guide

This guide serves as a resource for EC professionals<sup>1</sup> to implement effective mentoring that is also sustainable within their organisations. It aims to promote good practices in mentoring by recommending a structured and collaborative process that benefits both mentors and mentees in their professional growth. Establishing a common understanding of the roles of the mentor and mentee lays the foundation for a high-quality mentoring programme. We hope that the recommended resources will be useful for educators who are starting out as mentors or seeking to enhance their mentoring practices.

Recognising that every organisation is unique and may already have an existing mentoring programme, we do not intend for this guide to be the definitive guide in mentoring. Rather, we would like to encourage EC professionals to read the guide with an open mind, reflect on your current practices, and consider adopting the practices that might serve your context.

## Who should use this guide?

The guide is designed primarily for two groups of EC professionals:

### 1. Mentors

Educators who are **new to mentoring** may find this guide useful in supporting their mentee through a **structured mentoring process** with the suggested resources.

**Experienced mentors** may also find this guide useful as a **refresher** to reflect on and strengthen their current mentoring practices.

### 2. Centre Leaders and HQ staff

Beyond the experienced educators, we hope that this guide will also be useful to Centre Leaders and HQ staff who are keen **to enhance the mentoring practices within their centres/organisations**. Research has shown that strong support from the organisation and Centre Leaders is crucial to the success of mentoring.

Please note that this guide is not meant for mentoring educators who are newly appointed to a leadership role. While some approaches may be relevant, mentoring educators for leadership positions requires additional skill sets.

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<sup>1</sup> EC professionals include EC, EI and Learning Support Educators (LSEds)

## How to use this guide

Review your centre/organisation's current mentoring practices against the practices highlighted in this guide. You may want to align and/or adapt the practices as you reflect on your own centre-based mentoring practices.

This guide will support mentors, Centre Leaders and HQ staff in the following:

### For Mentors

- Understanding the roles and responsibilities of the mentor and mentee
- Identifying the key beliefs, qualities, knowledge & skills expected of a mentor
- Appreciating the four stages of the mentoring process
- Identifying and planning the components needed for a positive mentoring relationship

### For Centre Leaders and HQ Staff

- Understanding the roles of the Centre Leader and HQ staff in supporting mentoring
- Establishing a support structure that promotes mentoring within the centre/organisation
- Drawing on the resources available to further enhance mentoring practices

## A Note on Mentoring and Coaching

Mentoring is often used in conjunction with coaching. There are some differences between mentoring and coaching. Typically, mentoring is described as a process where a more knowledgeable and experienced person plays a supportive role of encouraging, reflecting and learning with a less experienced individual to facilitate the person's professional development (Eby et al., 2007). On the other hand, coaching focuses on the process of helping the individual to analyse and address their own challenges rather than offering advice or direction (Brockbank & McGill, 2007).

In practice, mentoring and coaching can take place concurrently and educators can benefit from both coaching and mentoring. For the purpose of this guide, we will use the term 'mentoring' as it aligns with our objective to assist mentors who might need support in mentoring a less experienced colleague (mentee).

# Chapter 1: What is Mentoring?

**There are various ways to define mentoring. In this guide, we define mentoring as the professional relationship between an experienced and knowledgeable individual (mentor) and a less experienced individual (mentee), aimed at supporting the mentee's growth and development.**

While mentees are typically less experienced and may be new to the centre/organisation, mentoring is not limited to beginning educators. Mentoring can benefit experienced educators as well.

Mentoring relationships may develop informally or as part of a formal mentoring programme. This guide focuses on a structured mentoring process for developmental purposes. It emphasises professional growth to help educators reach their potential rather than for assessment purposes.

Ideally, the mentor should not be a supervisor and the mentee should not be a subordinate (though this may not always be the case in reality); they are colleagues. Mentoring should be seen as a mutual commitment and reciprocal relationship, with both mentor and mentee actively supporting and learning together as colleagues.





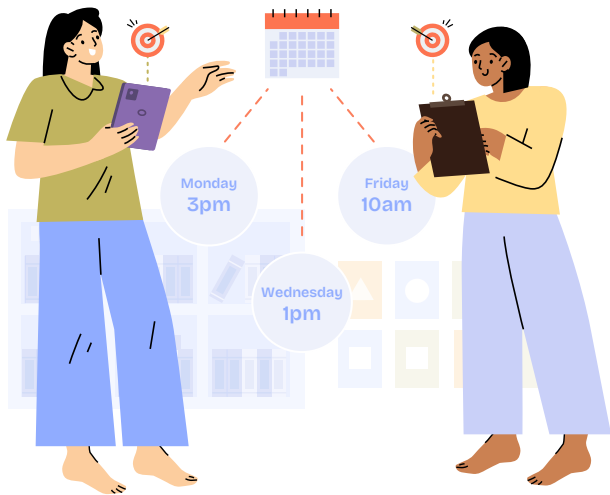
# 1.1 Principles of Mentoring

This guide anchors on four principles of mentoring which are essential for establishing positive and meaningful mentoring relationships:

## 1. Reciprocal Relationship

Both mentors and mentees play an important role in contributing to a positive mentoring relationship. In a reciprocal relationship, the mentor commits to developing the mentee's potential and being available for him/her, while the mentee actively puts in the effort towards improvement and learning.

Building trust is another important element of a reciprocal relationship. A high level of trust fosters authentic dialogues where both mentors and mentees feel comfortable enough to share openly.



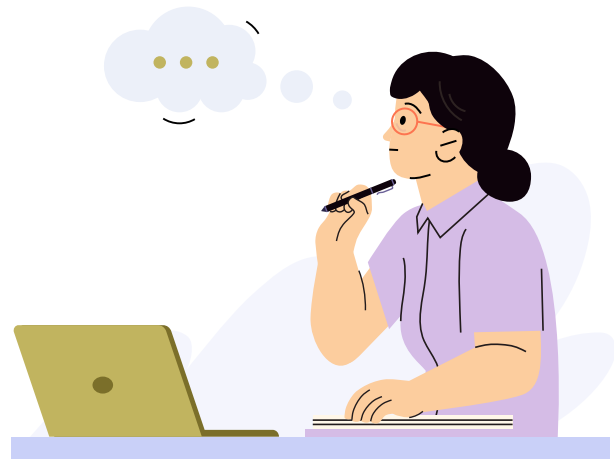
## 2. Intentional Engagement

Mentors often assume a mentee's needs based on their own experiences. Every mentee is different. To engage intentionally with each mentee, mentors should regularly check in and follow up with the mentee to ensure they understand the mentee's needs and goals.

Both the mentor and mentee should ensure that their efforts are aligned and purposeful as they work towards specific goals and outcomes in the mentoring relationship.

### 3. Reflective Process

The process of reflection helps mentors and mentees gain better self-awareness and understanding by evaluating their own performance. This allows them to document the learning, adapt and improve their practices as part of their professional development. Mentors should model reflective practices and facilitate mentoring conversations to encourage mentees to self-reflect on their practices.



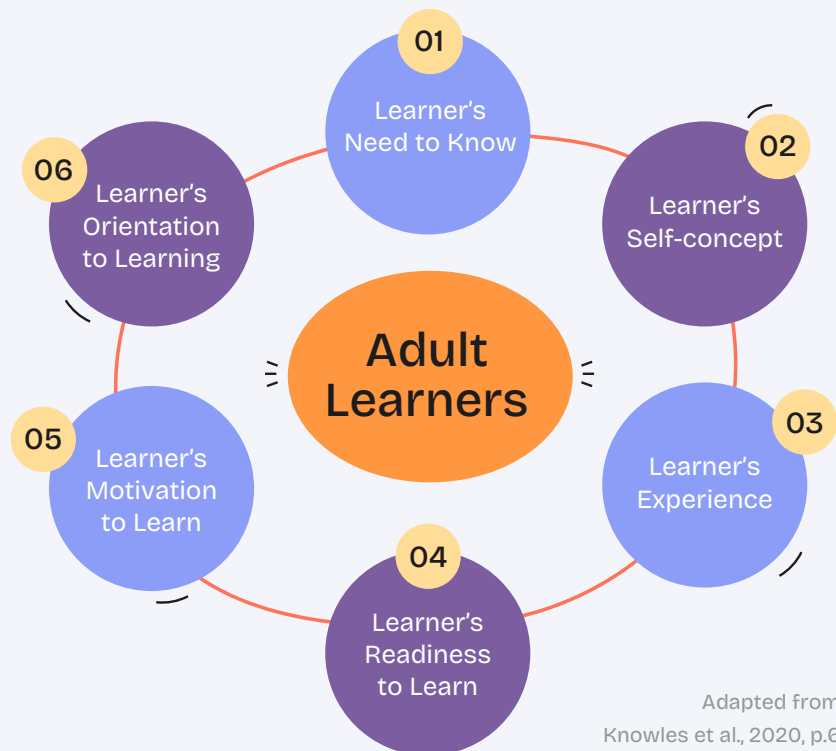
### 4. Dynamic Interaction

A dynamic process is one where the mentor and mentee grow the relationship over time, and adjusts to changing circumstances, needs and goals.

This adaptability enables the mentoring process to be tailored to the specific developmental needs of the mentees, fostering a more effective learning experience. It ensures that the mentoring relationship remains relevant and impactful as the mentees progress in their professional journey.

These four principles of mentoring are underpinned by **adult learning principles**. Adults learn differently from children and are typically goal-oriented and focused on relevance (Knowles, 1984). Although mentors may have experience in teaching children, it is crucial to understand what motivates and engages their adult mentees more effectively.

The six principles of adult learning according to Malcolm Knowles are:



**01 Learner's Need to Know**

Adults need to know why they are being asked to learn something.

**02 Learner's Self-concept**

Adults have a need to be responsible for their learning decisions and to be regarded as competent and self-motivated learners.

**03 Learner's Experience**

Adults bring life experiences and knowledge to learning experiences.

**04 Learner's Readiness to Learn**

Adults learn best when the training can help them have immediate relevance to their job or personal life.

**05 Learner's Motivation to Learn**

Adults tend to learn best when their motivation comes from within, rather than relying on external factors. Intrinsic motivators, such as the desire to enhance self-esteem or to advance professionally, play a significant role in driving adult learning.

**06 Learner's Orientation to Learning**

Adults are practical and need to see the immediate applicability of their learning to solve a problem.

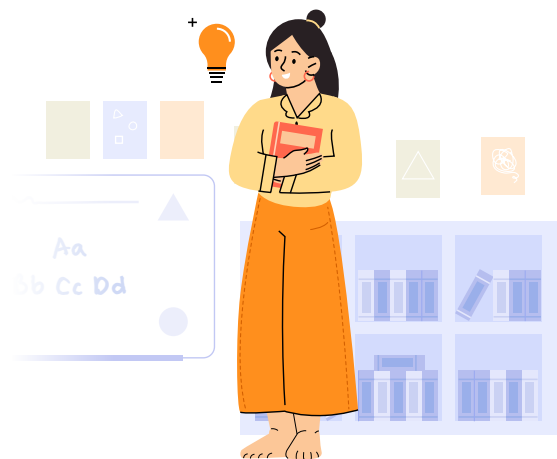
Mentors who understand adult learning principles will recognise the importance for the mentee to understand the purpose of mentoring and take ownership of his/her own learning. Mentees bring along their own unique set of learning experiences, requiring mentors to be flexible in tailoring the mentoring approach to align with their learning styles and meet their needs.

## 1.2 Purpose and Benefits of Mentoring

The purpose of mentoring is to support the development of educators and help them acquire the knowledge and skills to effectively guide and facilitate children's learning and development. Through mentoring, educators have access to a more experienced colleague for advice and learning. This approach encompasses holistic professional and personal development as educators focus on enhancing their skills, knowledge and overall well-being.

### Mentoring Pre-service Educators

Mentoring for pre-service educators (i.e. interns and student teachers), aims to strengthen the connection between theory and practice, improve work-readiness, and ensure a purposeful and positive learning experience during the attachment period. Some key roles a mentor plays include orientating mentees, bridging theory and practice, guiding critical reflections, and directing mentees to appropriate resources.



### Mentoring Beginning Educators

Mentoring for beginning educators aims to support mentees in navigating the unfamiliar demands and expectations of children, parents, and the centre. Mentors play a crucial role in helping beginning educators develop their skills and competencies in their initial years as an early childhood professional.

### Mentoring Experienced Educators

Mentoring for experienced educators contributes to their professional development by enriching educators' knowledge and practices to stay current on educational research, trends and innovations. These include, but are not limited to, educators who need support in specific areas of their teaching practice, working with a new age group, or assuming new responsibilities.



## Benefits

Mentoring significantly enhances the practice of EC professionals, particularly those new to the sector. While the direct benefits of mentoring on the mentor and mentee are more apparent, the impact on the organisation, and ultimately the early childhood sector, is less explicit but certainly no less significant.

Here are some of the direct benefits of mentoring.

### Mentors benefit through

- Development of leadership skills
- Enhanced reflective practices
- Strengthened problem-solving abilities
- Enhanced personal effectiveness and professional development
- Improved interaction and collaboration with colleagues
- Increased recognition and affirmation for their knowledge and expertise within the centre, thus developing a sense of fulfilment

### Mentees benefit through

- Strengthened content and pedagogical knowledge, as well as classroom management skills
- Increased confidence and sense of belonging to the organisation
- Enhanced reflective practice and self-directed learning
- Improved capacity and capability to bring about positive outcomes in children
- Greater access to an experienced educator's knowledge, skills and experience

### Organisations benefit through

- Improved perception of the early childhood sector among educators
- Enhanced professionalism and competency of educators
- Strengthened collaboration within the fraternity
- Increased retention and job fulfilment
- Strengthened culture of shared values, teamwork, and responsiveness to change
- Increased commitment to knowledge transfer and organisational values
- Structured succession planning and talent management

### Early childhood sector benefits through

- Increased engagement and sharing of good practices among educators
- Enhanced quality of education and care for children
- More competent and confident educators through the successful integration of crucial processes such as reflective practice, self-evaluation, collaboration and constructive communication
- Improved educator retention rate

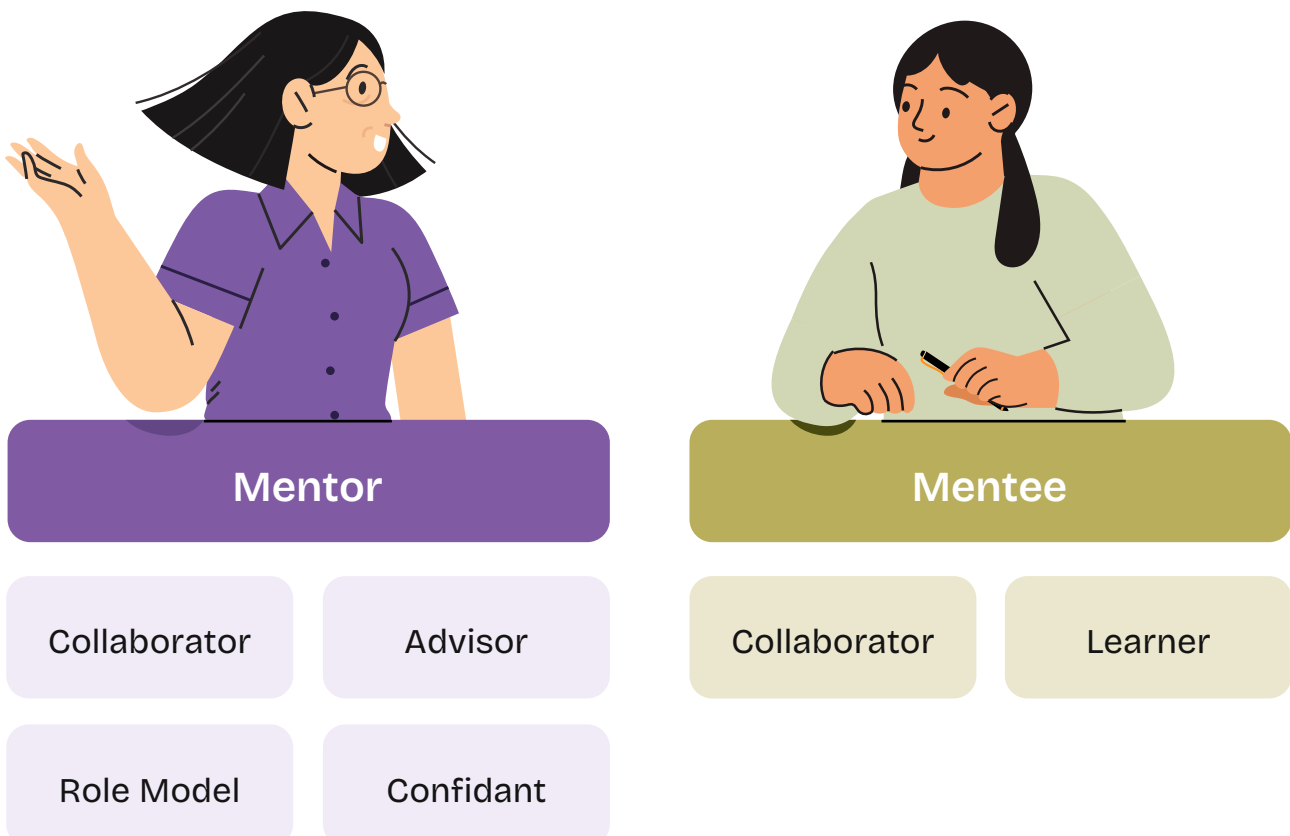
## 1.3 Roles and Responsibilities of a Mentor and Mentee

This chapter highlights the various roles and responsibilities of a mentor and a mentee. Understanding the roles and responsibilities of both parties helps to establish expectations for the mentoring sessions. This fosters open communication and ensures a positive mentoring journey that is built on trust and mutual understanding.

### Roles of a Mentor and a Mentee

Mentors play multiple roles as collaborators, role models, advisors and confidants in the mentoring process. They collaborate with mentees to establish goals for professional growth, understand their needs, and provide targeted support and guidance. Mentors should also demonstrate good teaching practices and continuous learning, inspiring mentees to do the same. Additionally, mentors should offer support and encouragement to help mentees in developing resilience and confidence in themselves.

Mentees are active collaborators and learners in the mentoring process. They need to work alongside their mentors to share perspectives and actively engage in the learning process. Mentees should be curious and open to learning to integrate new knowledge into their practice.



## The Mentor

With the roles in mind, mentors have the responsibility in making the mentoring successful through the following:

### 1. Be a Positive Role Model

Demonstrate good teaching practices and effective classroom management strategies. Model the values and philosophy of the organisation and communicate these to the mentee to help them settle into the centre's culture. Additionally, mentors should model continuous learning, stay up to date with new developments in education and to inspire mentees to do the same.

### 2. Stay Committed

Be accessible, available and engaged within the established boundaries of the mentoring sessions. Schedule regular, uninterrupted time with mentees and foster an environment where they feel comfortable speaking freely, without fear of judgment or repercussions. Prepare for each session and establish a clear agenda for meaningful and focused discussions. Through this commitment, mentors can provide the necessary support and guidance for mentees' professional growth and development.

### 3. Understand the Mentee's Needs

By understanding the mentees' needs, mentors can provide targeted support and guidance to help mentees achieve their goals. Practise active listening and ask questions to understand mentees' thoughts. Encourage reflection and self-assessment to help mentees identify their strengths and areas for development.

### 4. Set Goals for Professional Growth

Work collaboratively with mentees and provide advice on direction and goal setting based on their needs. Implement actionable action plans to help mentees meet these goals.

### 5. Impart Knowledge and Skills

Provide instructional support, including the selection of teaching strategies and relevant resources to mentees. Provide guidance in curriculum planning and lesson planning, as necessary. It is important for mentors to acknowledge that they may not have the answers to all mentees' questions or challenges. However, mentors can assist by knowing when or who to refer the mentees to for additional support or resources. This empowers mentees to find solutions themselves and develop their problem-solving skills.





## 6. Encourage and Support the Mentee

Educators face multiple stressors at work, from challenges with managing a classroom of children with mixed abilities to building relationships with parents. Having a strong support system at work can make a world of difference. By providing encouragement and emotional support, mentors can help mentees build resilience and confidence in their abilities.

## 7. Provide Constructive Feedback

Observe mentees in an objective manner, and provide constructive and timely feedback. This can help mentees identify areas for development and work towards their goals.

## 8. Strengthen Collegiality and Sense of Belonging

Create a supportive and inclusive environment for mentees to strengthen collegiality and a sense of belonging in the organisation. For instance, mentors may provide them with opportunities to work and learn from other colleagues in the centre.

## 9. Be Reflective

Mentors should set aside time to reflect on their own mentoring practices and the feedback provided by their mentee. By being reflective, mentors can continuously improve their mentoring skills and provide better support to their mentee.



## The Mentee

Mentees can play an active role in the mentoring process for their own professional growth and development through the following:

### 1. Stay Committed

Aside from dedicating time, mentees should prepare for the mentoring sessions and make full use of the learning opportunities provided. They should show initiative and take responsibility for their own learning to optimise the mentor's time and effort.

### 2. Take Ownership for Own Learning & Growth

As part of learning to be a good educator, mentees should exercise some degree of independence to work out things on their own. Over-reliance on a mentor can lead to mentees imitating their mentor and not developing their own distinctive teaching style.

### 3. Be Receptive

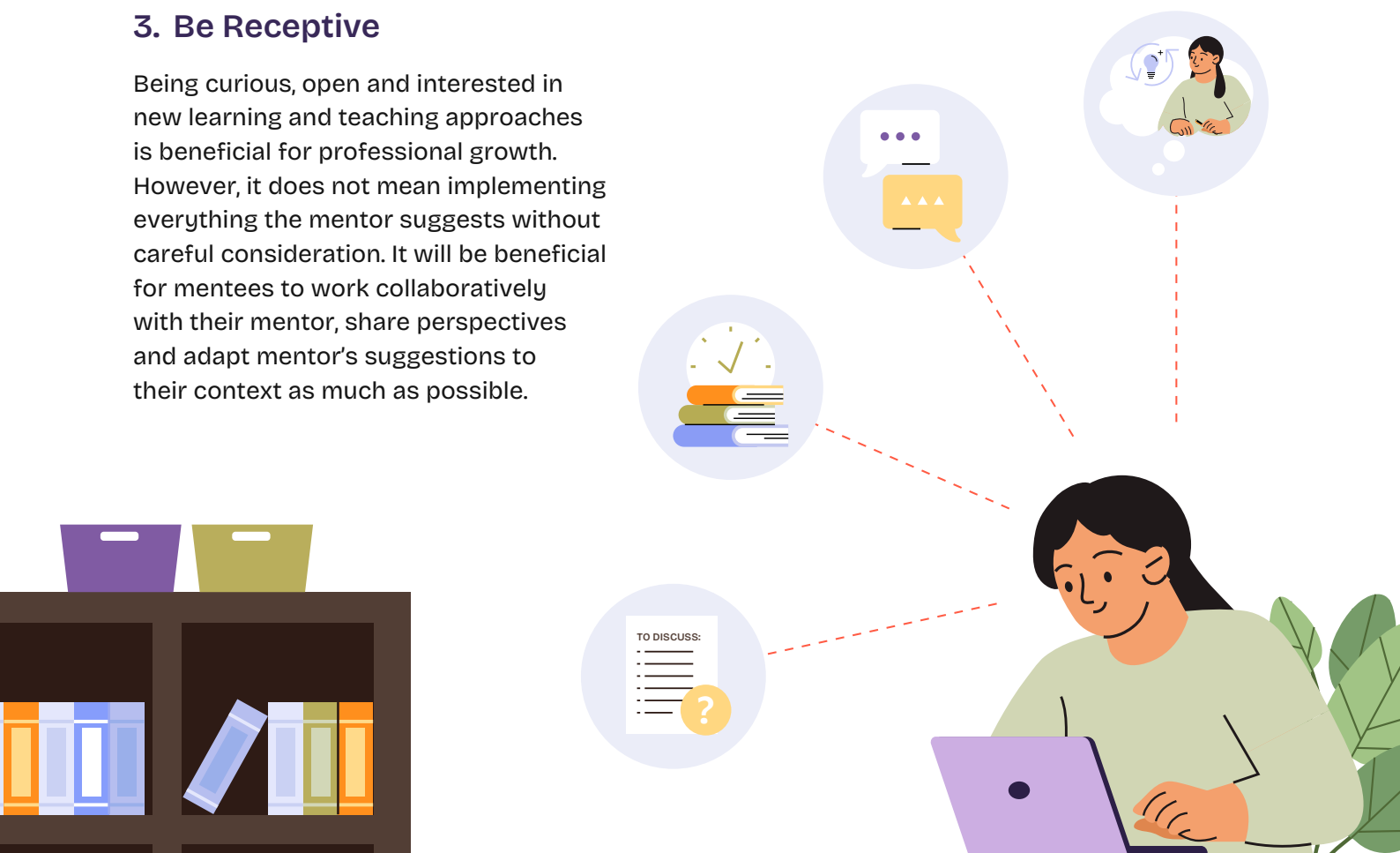
Being curious, open and interested in new learning and teaching approaches is beneficial for professional growth. However, it does not mean implementing everything the mentor suggests without careful consideration. It will be beneficial for mentees to work collaboratively with their mentor, share perspectives and adapt mentor's suggestions to their context as much as possible.

### 4. Be Open to Communication

Differences in views or expectations can give rise to conflict. Attempt to resolve any issues with the mentor directly before approaching a third party (i.e. Centre Leader or Deputy Centre Leader). Goodwill and trust can go a long way in resolving differences.

### 5. Be Reflective

It is important to set aside time to reflect on the feedback provided and things learnt. Mentees are encouraged to document their learning and reflections in the mentoring log (or relevant templates provided by their organisation), and develop the habit of thinking reflectively about their own practices.



## 1.4 An Overview of the Mentoring Process

Mentoring is both a relationship and a process. The mentoring process typically progresses through the four stages illustrated below.



- 1** The initial step involves the mentor and mentee getting to know each other and **establishing expectations and boundaries** for the mentoring relationship.



- 2** Subsequently, the mentor makes deliberate efforts to **determine the mentee's needs and goals** with him/her.



- 3** The mentoring pair then collaborates on **working towards the goals** through the action plan they have co-created.



- 4** Finally, the mentoring relationship concludes with **reflection on the mentoring journey and celebration of achievements** together.



Each stage is important, but the time spent at each stage may differ for each mentoring relationship. The mentoring process should ideally be sequential, although it may require revisiting certain stages to support ongoing learning, adaptation and improvement within the mentoring relationship. The duration of the mentoring process can vary depending on the goals of each mentoring pair.

While there is no prescribed duration for mentoring, for the purpose of this guide, we recommend a duration of at least **6 months**. Mentoring sessions should be conducted regularly based on the schedules of the mentoring pair, for example, **once every two weeks**, to allow sufficient time for the mentoring relationship to progress through the four stages.

Each stage of the mentoring process is further detailed in Chapters 4 to 7. It is crucial to note that the details of each stage are intended to guide the mentoring process and can be customised according to the individual mentoring context.

## Pause and Ponder

1. **Think back on a positive impact your mentor or an experienced educator had on you when you first embarked on your journey as an educator.**
  - a. How has this mentor/experienced educator helped to increase your confidence and sense of belonging in the organisation? Are you able to identify some principles of mentoring applied in your experience?
  - b. If your experience had been an unpleasant one, why is that the case?
    - i. What did you learn from it?
    - ii. Is there anything you would do differently?
  
2. **In preparing for your mentoring sessions with your mentee, what are some expectations you would establish and communicate to your mentee to make the mentoring experience a more positive one for both of you?**



# Chapter Summary

## The main purposes of mentoring are to:

- provide a smoother transition for beginning educators into the profession
- support and provide personalised guidance to beginning educators to achieve their learning goals
- enable both beginning and experienced educators to reflect critically on their knowledge and skills to engage children in learning meaningfully and purposefully

Mentoring is a journey of growth and development, marked by a reciprocal relationship and a mutual commitment to the mentee's professional development. Anchored on sound principles, mentoring requires collaborative efforts from both mentor and mentee, as they actively work towards achieving the mentee's goals.

A clear understanding of the **roles and responsibilities** of the mentor and mentee helps to establish expectations for mentoring and allow for a more positive mentoring journey built on trust and mutual understanding. A mentor is responsible for guiding and supporting the mentee's professional growth and development, while a mentee is responsible for actively engaging in the mentoring process and taking ownership of his/her own learning. Both parties should be committed, open to communication, and reflective to ensure a successful mentoring journey.

The specific benefits of mentoring extend beyond the mentor and mentee. Mentoring brings about a positive domino effect in the early childhood sector, ultimately leading to a heightened sense of professionalism, making the sector a career of choice.

The mentoring process reflects the journey of a mentoring relationship across 4 stages: build rapport and set expectations, determine mentee's needs and goals, address mentee's needs and goals, and reflect on the mentoring journey. It is recommended that the mentoring process spans a period of at least 6 months, with mentoring sessions conducted regularly based on the schedules of the mentoring pair.



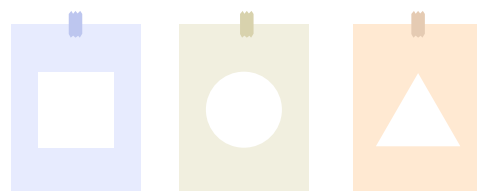
# Chapter 2: Key Beliefs and Qualities of a Mentor

It is important for a mentor to be aware of their beliefs and understand how they influence their interactions with their mentee and shape their mentoring relationship. In addition, there are qualities of a mentor that contribute to developing a positive reciprocal mentoring relationship.

## 2.1 Key Beliefs

Beliefs are often shaped by a mentor's personal experiences, starting from when they were a beginning educator, and they influence how a mentor perceives their mentee's learning process. Therefore, it is important for a mentor to be aware that their mentoring beliefs may vary from the mentoring principles, and can influence their mentoring approach (refer to [page 9](#)).

Carl Glickman identified three approaches to mentoring – **directive**, **collaborative** and **non-directive**. Based on these approaches, he developed the Supervisory Beliefs Inventory (Glickman, 1985). This tool has been contextualised as the 'Mentor Beliefs Inventory' in this guide. It aims to enhance a mentor's self-awareness regarding their personal beliefs about mentoring and how these may influence their mentoring approach. (Access the Mentor Beliefs Inventory [here](#)).



The following offers a basic overview of the three mentoring approaches.

Mentoring Approaches	Description	Potential Pitfalls
<p><b>Directive Approach</b></p>	<p>A mentor with a higher score in the directive approach may lean towards believing that a mentee is best mentored when the mentor offers professional advice and guidance based on the mentor's knowledge and experience.</p> <p>As a result, the mentor may feel most at ease when providing strategic or technical advice.</p>	<ul style="list-style-type: none"> <li>• The mentor tends to solve problems or provide answers rather than guide the mentee to find his/her own solution.</li> <li>• The mentee becomes dependent on the mentor and is hesitant to make decisions or act without the mentor's explicit guidance.</li> </ul>
<p><b>Collaborative Approach</b></p>	<p>A mentor with a higher score in the collaborative approach tends to believe that a mentee benefits most when the mentor engages with him/her in more interactive ways.</p> <p>As a result, the mentor may feel more at ease when involved in dialogue or collaborative problem-solving.</p>	<ul style="list-style-type: none"> <li>• At the start of the mentoring relationship, the mentor may encounter difficulty in engaging in conversations with a mentee who is less open with his/her responses.</li> <li>• A mentee with urgent issues may feel unsupported if he/she does not get direct advice for his/her problem.</li> </ul>
<p><b>Non-directive Approach</b></p>	<p>A mentor who scores higher in the non-directive approach tends to believe that a mentee benefits the most when the mentor provides him/her with the professional autonomy to find their own way and solve their own problems.</p> <p>Such a mentor may feel most comfortable when listening to or encouraging the mentee, and facilitating his/her learning by asking clarifying questions.</p>	



In reality, a mentor may use different approaches in a mentoring session. While there is no one-size-fits-all approach, a mentor should be aware about the three approaches and adapt to their mentee's learning style accordingly.

It is important for a mentor to recognise the individuality in how each mentee learns and approaches the tasks on hand, thereby tailoring the mentoring approach to the mentee's learning style.

To better understand the mentee's learning style, mentors may also reference Honey & Mumford's (1986) two learning continuums which outline different learning styles:

### How the mentee approaches a task (*Watching vs Trying*)

Find out if the mentee prefers to observe and learn from others or jump in and learn by doing.

### How the mentee feels about a task (*Thinking vs Feeling*)

Find out if the mentee prefers to follow a step-by-step approach or trust his/her gut feelings to guide their learning.

For example, if a mentee prefers to learn from observations and follow a structured, step-by-step approach, the mentor could adopt a more directive mentoring approach. By understanding the mentee's learning style, a mentor can better adapt the mentoring approach to support how the mentee learns best.



## Pause and Ponder

### Case Study

Teacher Pam, an experienced Preschool Educator with 8 years of teaching experience in Kingfisher Preschool, has taken on the role of a mentor to Teacher Qiqi, a Beginning Preschool Educator. During their mentoring sessions, Teacher Pam shares with Teacher Qiqi her own effective methods for establishing classroom rules and engaging children during lessons and advises her to implement the same methods in her classroom.

Teacher Qiqi is enthusiastic about exploring and learning about various classroom strategies. She enjoys reading online to better understand the various teaching approaches and strategies before experimenting with them in her classroom.



1. **Based on the case study above, what do you think is:**
  - a. Teacher Pam's preferred mentoring approach (*directive, collaborative or non-directive*)?
  - b. Teacher Qiqi's preferred learning style (*Watching vs Trying; Thinking vs Feeling*)?
  
2. **Keeping in mind the mentoring principles mentioned in Chapter 1 (refer to [pages 9 and 10](#)) and Teacher Qiqi's preferred learning style, what are some aspects that Teacher Pam could consider changing in her mentoring approach?**






## 2.2 Qualities of a Mentor

While the key beliefs influence the way a mentor relates to his or her mentee, a mentor's qualities impact the mentee's attitude towards learning (Grudnoff, 2011; Helgevold, Næsheim-Bjørkvik & Østrem, 2015). Therefore, it is important for a mentor to maintain a positive attitude and demonstrate enthusiasm towards the mentoring process. A mentor who maintains positivity and enthusiasm about mentoring would be committed to helping their mentee find success and fulfilment in their work during and after the mentoring process.

While research has identified various qualities of an effective mentor, a study with some EC educators in Singapore found that mentees have identified the following five qualities to be the most important in an EC mentor (Wong, 2017):

Qualities	How does it look?
 <p><b>Open to ideas and flexible</b> Receptive and willing to try different ideas or approaches</p>	<ul style="list-style-type: none"> <li>• See things from the mentee's perspective</li> <li>• Adjust communication according to the mentee's learning needs</li> <li>• Adapt and adjust mentoring approaches and strategies based on the mentee's needs</li> </ul>
 <p><b>Respectful</b> Accepting another person without judgement</p>	<ul style="list-style-type: none"> <li>• Recognise that mentees' experiences and backgrounds shape their teaching methods and allow them to develop pedagogy that is meaningful to them</li> <li>• Respectfully acknowledge the mentee's beliefs and viewpoints even if they differ from your own</li> </ul>

Qualities	How does it look?
 <p><b>Positive</b> Optimistic attitude</p>	<ul style="list-style-type: none"> <li>• Have faith in the mentee's growth</li> <li>• Convey the belief that the mentee can overcome challenges and achieve their goals</li> <li>• Use positive language and affirmations with the mentee</li> <li>• Express a positive perspective towards the EC profession</li> </ul>
 <p><b>Has Integrity</b> Honest and keeping your word</p>	<ul style="list-style-type: none"> <li>• Be consistent in your words and actions</li> <li>• Take responsibility for following up and providing support for the mentee</li> </ul>
 <p><b>Trustworthy</b> Reliable and responsible</p>	<ul style="list-style-type: none"> <li>• Maintain the confidentiality of the mentoring relationship</li> <li>• Dedicate time to meet with mentee</li> <li>• Be open and genuine about the challenges and successes in your professional journey</li> </ul>

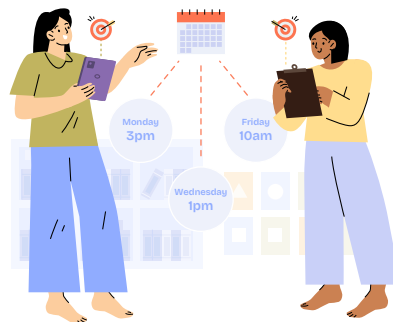
The qualities identified are relevant and essential for building effective, trusting relationships with mentees and are in alignment with the [mentoring principles mentioned in Chapter 1](#).

## Pause and Ponder

1. Do you agree that the five qualities are important in a mentor and why? How do you see them complementing the four mentoring principles mentioned in Chapter 1?



(1) Reciprocal Relationship



(2) Intentional Engagement



(3) Reflective Process



(4) Dynamic Interaction

2. Are there qualities that are not highlighted in this chapter which you think are equally important? What might those qualities be and how can you apply them in your mentoring?

## Chapter Summary

A mentor's key beliefs and past experiences influence their mentoring approach. Glickman has identified **three main mentoring approaches**: directive, collaborative and non-directive. While no single approach is superior to the others, it is important to consider the mentee's learning style when deciding on the appropriate mentoring approach.

Mentors are encouraged to **understand the mentee's learning style** in terms of how they approach a task and how they feel about a task so that they can better adapt their mentoring approach to support how their mentee learns best.

While there are various qualities that are important in a mentor, the following five qualities have been highlighted by some EC educators in Singapore as important in a mentor:

- Open to ideas
- Respectful
- Positive
- Has integrity
- Trustworthy



# Chapter 3: Core Mentoring Skills & Knowledge

Mentors need to cultivate a set of core mentoring skills as well as deep understanding of early childhood teaching and learning approaches to offer the appropriate guidance and support to their mentees. The following sections of this chapter outline the important and fundamental aspects of mentoring skills and knowledge that mentors are encouraged to have to carry out their mentoring roles.

## 3.1 Core Mentoring Skills

A mentor needs to be equipped with a wide range of mentoring skills. This section highlights three core skills that are essential for a mentor to facilitate the mentee's learning, development and performance. They are:



## A. Active Listening

Active listening goes beyond simply hearing what the other person is saying. It involves listening with the purpose of achieving mutual understanding and responding appropriately (Brockbank & McGill, 2007). Mentors are encouraged to prioritise active listening and prompt their mentees to express themselves in order to effectively engage with them. The table below illustrates how a mentor can demonstrate active listening skills and provides suggestions to improve active listening skills.

How to Demonstrate Active Listening	Ways to Improve Active Listening
<p><b>Focus on verbal and non-verbal cues</b> Listen intently and watch for mentee's body language</p>	<ul style="list-style-type: none"> <li>• Look at the mentee and make eye contact to demonstrate interest</li> <li>• Incorporate body language cues such as nodding, leaning slightly forward, and maintaining attentive facial expressions to convey understanding and engagement in the conversation</li> </ul>
<p><b>Listen with an open mind and be mindful of your personal views</b> Listen to the mentee's perspective, even when it differs from your own, and refrain from dismissing his/her viewpoints</p>	<ul style="list-style-type: none"> <li>• Empathise with the mentee's point of view</li> <li>• Adopt a positive perspective and encourage the mentee instead of dwelling on any negative thoughts you may have about the person</li> </ul>
<p><b>Patience in listening</b> Give the mentee time and space to communicate his/her thoughts and feelings without feeling pressured or rushed</p>	<ul style="list-style-type: none"> <li>• Listen intently and do not interrupt</li> <li>• Provide wait time to allow the mentee to reflect and share his/her view</li> </ul>
<p><b>Paraphrase</b> Reword and summarise the main ideas of what the mentee has shared to show understanding of what has been communicated</p>	<ul style="list-style-type: none"> <li>• Share what you think the mentee is articulating</li> <li>• Ask questions to ensure that you have understood him/her correctly</li> </ul>

Mentors are encouraged to refine their listening skills to effectively understand the mentee's perspectives, provide relevant guidance, and foster a positive and supportive mentoring relationship. Mentors may refer to [Supplementary Activities \(Activity 2\)](#) to gain a better understanding of their own listening habits.



## B. Questioning

To better understand their mentees' thoughts, behaviour and motivations, mentors can apply the appropriate questioning techniques during mentoring conversations. This will foster self-awareness and problem-solving skills, and help mentees become reflective practitioners.

Klasen & Clutterbuck (2002) have identified five types of questions used in mentoring: reflective, hypothetical, justifying, probing and checking. The table below provides some examples of questions that can be posed to mentees to foster their self-awareness.

Type of question	Aim of question	Examples
<b>Reflective</b>	Enables the mentee to explore an issue in depth and to talk more about it	<ul style="list-style-type: none"> <li>• <i>“What do you think the child needs in this situation?”</i></li> <li>• <i>“You shared that you have an issue with Bryan's inattentiveness during lesson. Could you explain in more detail how you have been engaging him?”</i></li> </ul>
<b>Hypothetical</b>	Enables mentor to make suggestions and introduce new strategies/ideas	<ul style="list-style-type: none"> <li>• <i>“What about teaching the children turn-taking?”</i></li> <li>• <i>“Have you thought about having Bryan to be physically near you during lessons?”</i></li> </ul>
<b>Justifying</b>	Enables the mentee to share additional information about his/her reasons, attitudes and feelings about an issue	<ul style="list-style-type: none"> <li>• <i>“Could you elaborate on what are some challenges that might prevent you from achieving your goals?”</i></li> <li>• <i>“Would you like to share why you feel that the children found the activity to be challenging?”</i></li> </ul>
<b>Probing</b>	Enables mentor to discover mentee's motivations, feelings and underlying concerns	<ul style="list-style-type: none"> <li>• <i>“What do you hope to gain from our mentoring sessions?”</i></li> <li>• <i>“How can I support you in overcoming your challenges?”</i></li> </ul>
<b>Checking</b>	Enables mentor to determine whether the mentee has understood clearly	<ul style="list-style-type: none"> <li>• <i>“Could you provide an example of how you would apply the strategy I just shared?”</i></li> <li>• <i>“Is there anything that remains unclear that you would like to clarify?”</i></li> </ul>

## C. Providing Feedback

Feedback is a valuable tool for mentors to facilitate their mentees' learning. Without feedback, the mentee may assume that everything is fine and thus may not initiate making improvements. Mentors who actively listen to the experiences of mentees and provide valuable feedback and encouragement contribute to the mentees' professional growth and development.

Providing feedback effectively involves examining the current performance of the mentee to inform future actions, fostering the development of the mentee's competence and confidence as an educator. It enables the mentor and mentee to assess the gap between the actual and desired performance, and identify avenues for improvement.

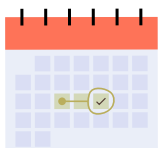
Feedback should be customised for each individual and the specific situation, emphasising key points without overwhelming the mentee. Before providing feedback, mentors should be mindful of the planned objective(s) and the key points to be discussed at the feedback session. Throughout the feedback process, mentors should create opportunities for mentees to reflect on their actions and behaviour, fostering mindfulness and self-awareness.

### General tips on providing effective feedback



#### 1. Plan in advance

Planning prior to the feedback session with the mentee allows the mentor to carefully consider the key messages to communicate without overwhelming the mentee.



#### 2. Provide timely feedback

The mentor is encouraged to deliver feedback promptly. Timely feedback is important as it enables the mentor to quickly address issues and offer guidance and support to the mentee.



#### 3. Be specific

Providing concrete examples demonstrate how the mentor's strategies and advice can be applied practically to specific situations, helping the mentee understand its relevance.



#### 4. Provide one-on-one feedback

One-on-one sessions allow the mentor to tailor feedback to address mentee's specific needs.



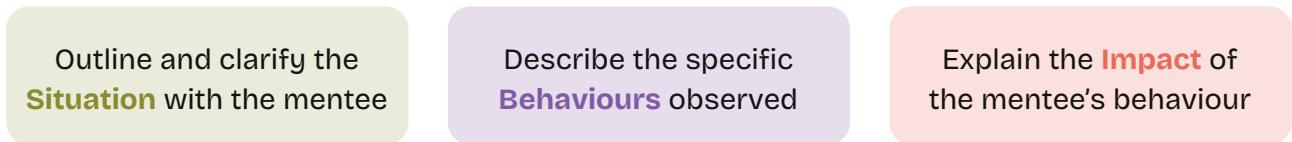
#### 5. Encourage reflection

The mentor can use pauses appropriately and provide some think time for the mentee to reflect on the feedback provided. Allowing the mentee to reflect cultivates self-awareness and promotes deeper understanding of his/her actions and behaviour.

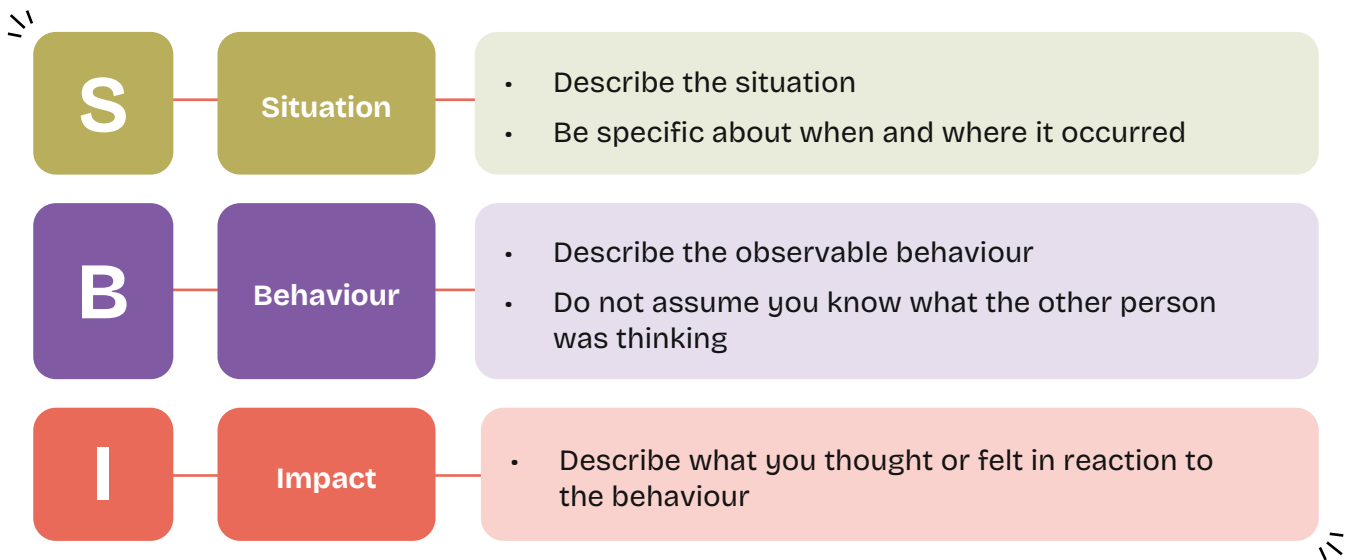
### Situation Behaviour Impact (SBI) feedback model

While there are several models for giving feedback, we recommend the use of the Situation Behaviour Impact (SBI) feedback model developed by the Centre for Creative Leadership (CCL)<sup>2</sup>. This model allows mentors to provide more targeted and non-judgmental feedback to their mentees when addressing a specific area to work on.

Use the SBI feedback model to:



The SBI feedback model consists of three parts.



Source: <https://www.ccl.org/articles/leading-effectively-articles/closing-the-gap-between-intent-vs-impact-sbii/>

Although there are various types of feedback, we recommend using Positive Feedback and Constructive Feedback.

**Positive Feedback** involves the mentor acknowledging the mentee’s strengths and achievements. On the other hand, **Constructive Feedback** objectively addresses the mentee’s areas for development in process or behaviour while also recognising his/her strengths and accomplishments.

The use of both positive and constructive feedback should always be substantiated by concrete examples and delivered to the mentee in a timely manner.

<sup>2</sup>Centre for Creative Leadership (CCL) was founded in the 1970s, in the United States of America, to advance the understanding, practice and development of leadership for the benefit of society worldwide.

The table below provides examples of how the two recommended types of feedback are applied using the SBI feedback model.

	<b>Situation</b> <i>Describe the situation</i>	<b>Behaviour</b> <i>Describe the observable behaviour</i>	<b>Impact</b> <i>Describe what you thought or felt in reaction to the behaviour</i>
<b>Positive Feedback</b>	<i>“During the group activity yesterday, when the children were working on the assigned tasks, you provided a safe learning environment.”</i>	<i>“I noticed that you actively engaged with each child, providing individual guidance. You took time to provide clear instructions and examples to guide them.”</i>	<i>“This helped the children feel more confident and motivated to complete the task. It also showed your commitment to their learning.”</i>
<b>Constructive Feedback</b>	<i>“In the morning circle time today, when discussing the story, most of the children participated actively by sharing their thoughts about the characters and plot. However, some children seemed hesitant to contribute.”</i>	<i>“Your expressive storytelling and interactive questioning captured the children’s attention and participation. However, to maintain their interest throughout the entire session, consider varying your storytelling techniques and incorporating more interactive elements, as some children seemed to be disengaged during certain parts of the story.”</i>	<i>“Varying your storytelling techniques and incorporating more interactive elements will create an engaging and enjoyable learning experience for the children. This will also demonstrate your ability to create an inclusive classroom, where children feel safe and are encouraged to participate.”</i>

In the process of providing feedback, mentors may also consider asking mentees open-ended questions to encourage self-reflection. The table below outlines a list of open-ended questions that mentors could ask their mentees.

#### Possible Conversation Prompts

- Why do you think the children are running around the corridor while waiting to use the toilet?
- How do you think the lesson plan would achieve the lesson objectives?
- How do you think the children in your class felt? What leads you to this conclusion?
- What are your learning points from this mentoring session?

## Pause and Ponder

### Facilitating Mentee's Learning, Development and Performance

Teacher Shanti, a Beginning Early Years Educator at Happy Care Centre for 5 months, underwent the centre's induction programme for new educators. Following this, her Centre Leader appointed Teacher Nurul, a Senior Early Years Educator, as her mentor. Teacher Shanti expressed to Teacher Nurul that her primary concern was managing the challenging behaviour of children in her class. However, despite the noisy classroom, there were occasions Teacher Nurul observed positive interactions between Teacher Shanti and the children when she walked past her class.

If you were Teacher Nurul:

1. Based on the five types of questions described on [page 33](#), what question types could you pose to Teacher Shanti to gain a deeper understanding of her thoughts, behaviour and motivations? Can you provide examples of such questions?
2. Using the SBI model, how would you provide feedback, either positive or constructive, based on what you observed of Teacher Shanti?



## 3.2 Understanding the Local Early Childhood (EC) Landscape

Considering that the role of mentors is to provide guidance, feedback, advice and support to a mentee, it would be beneficial for them to keep abreast of the developments in the local EC landscape.

Mentors are encouraged to familiarise themselves with the local EC landscape to offer guidance and support to their mentees, ensuring that their advice and feedback align with relevant principles and practices for early childhood professionals. They can refer to specific EC resources provided below which are intended to enhance the professional growth and development of their mentees.

### A. Learning and Development Frameworks for Children

There are two learning and development frameworks for children in Singapore: the **Early Years Development Framework (EYDF)** and the **Nurturing Early Learners (NEL) Framework**.

The first EYDF, launched in 2011 and updated in 2023, aims to build a strong foundation for the holistic development of children from birth to three years old, who are in centre-based care. It complements the Nurturing Early Learners (NEL) Framework developed by the Ministry of Education (MOE), which provides guidelines for quality teaching and learning of children from four to six years old. Together, the two learning and development frameworks provide continuity in standards and quality in the care, learning and development for young children.

Mentors are encouraged to reference the two learning and development frameworks to guide their mentees in designing the learning environment and planning developmentally appropriate learning experiences for the children.



Scan the QR code  
to access EYDF 2023



Scan the QR code to access  
NEL Framework (2022)

## B. Skills Framework and Continuing Professional Development Roadmaps

The **Skills Framework for Early Childhood (SFw EC)** provides a common reference on the career pathways, job roles and Technical Skills and Competencies (TSCs) for professionals within the early childhood sector. The framework was refreshed in 2021 to reflect emerging trends, in-demand skills and desired attributes of EC professionals. Mentors can refer to the TSCs listed in the SFw EC when discussing mentees' performance and competencies.

Mentors are encouraged to also refer to the **Continuing Professional Development (CPD) Roadmaps** to assist their mentees in planning their professional development journey. These roadmaps complement the SFw EC by highlighting the prioritised TSCs (e.g. Stage 1 and Foundational TSCs) for EC professionals based on their respective job roles (e.g. Beginning Preschool Educators, Beginning EI Educators, Learning Support Educators) and career stages. Mentors may use these roadmaps in tandem with the CPD Prospectus, to identify the relevant courses for their mentees, in order to help them to develop and deepen their proficiencies accordingly.



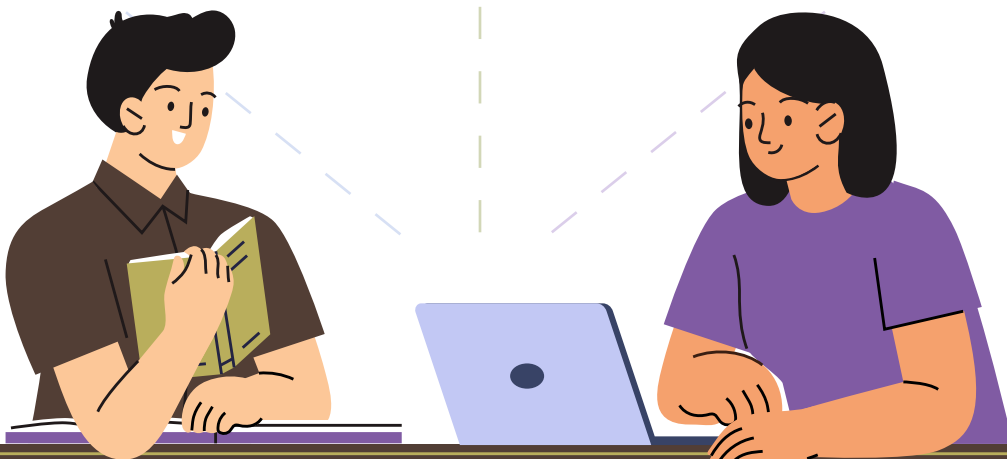
Scan the QR code to access  
Skills Framework for  
Early Childhood 2021



Scan the QR code to access  
EC CPD Roadmap 2023



Scan the QR code to access  
EI CPD Roadmap 2021



# Chapter Summary

Three essential core mentoring skills for mentors to facilitate the learning, development and performance of their mentees are:

- **Active listening** goes beyond simply hearing what the other person is saying; it involves listening with the purpose of achieving mutual understanding and responding appropriately. Mentors are encouraged to prioritise listening and encourage mentees to express themselves in order to effectively engage with them.
- **Questioning** fosters self-awareness in mentees, while also enabling mentors to gain a better understanding of mentees' behaviour and motivations. The 5 types of questions used in mentoring are reflective, hypothetical, justifying, probing, and checking.
- **Providing feedback** is a valuable tool for mentors to facilitate the learning of mentees, enabling both the mentor and mentee to identify areas for development. Feedback should be customised for each individual and situation, emphasising key points without overwhelming the mentees. Mentors should also create opportunities for mentees to reflect on their actions and behaviour.

Mentors offer guidance, feedback, advice and support to their mentees. Familiarity with the local early childhood landscape enables mentors to tailor their guidance and provide context-specific support.





# Chapter 4: Starting Right

## 4.1 Planning and Preparing for Mentoring Sessions

Successful mentoring sessions require careful planning and preparation. Some key aspects for mentors to consider when planning and preparing for the sessions:

### 1. Understand the mentoring process

A comprehensive understanding of the mentoring process increases the likelihood of successful mentoring outcomes. Mentors are encouraged to establish clear expectations for the mentoring relationship, agree on the mentee's goals, and co-create a well-defined action plan to facilitate mentoring.



### 2. Be familiar with the tools and resources

Identifying and becoming familiar with the mentoring tools and resources needed are necessary to guide and facilitate the mentoring sessions. These may include tools for conducting classroom observation, the mentoring log to document the conversations during mentoring sessions, and relevant national frameworks for early childhood.

### 3. Set an agenda for each meeting and communicate it to the mentee

This helps to ensure that sessions are focused and tailored to the specific needs of the mentee. Communicating the agenda to the mentee prior to each meeting also allows for adequate preparation time for both parties.

### 4. Schedule regular meetings

Adhering to the agreed-upon schedule, as far as possible, builds a foundation of trust and reliability, and signifies the importance of mentoring time set aside for the mentee.

### 5. Prepare a conducive environment

Ensuring the mentoring environment is free from distractions and fostering open communication will help to facilitate safe and meaningful conversations between the mentoring pair.



By keeping these key aspects in mind when planning and preparing for mentoring sessions, mentors can create a more impactful and beneficial experience for mentees.



## 4.2 Starting Right with The First Meeting

The first meeting is all about getting the mentoring relationship off to a good start. It sets the tone for the entire mentoring relationship, allowing the mentor and mentee to build trust and mutual understanding. Whether the mentor is familiar with the mentee, or if it is their first meeting, it is essential to focus on the following key points to ensure a good start to the mentoring relationship.

### 1. Build Rapport & Trust

#### Maintain confidentiality

Confidentiality is often assumed, yet people's understanding of what it means in a mentoring relationship may differ. The mentor and mentee should discuss their expectations and understanding of confidentiality in the mentoring relationship. This ensures that both parties are aligned on how sensitive information will be handled and kept between the pair.

#### Guiding Pointers

- Foster a safe space and encourage open communication for the mentee to freely share thoughts and ideas
- Establish a common understanding that the mentoring process is developmental and non-evaluative
- Discuss the protocols for maintaining confidentiality. Establish an understanding on the information that should be kept between the mentoring pair and what should and could be shared with the Centre Leader or HQ staff



## Get to know one another personally and professionally

Mentors should approach the first meeting with an open mind, allowing mentees to share their background and any relevant information. Mentors may also share more about themselves professionally and personally to uncover common interests and build rapport.

### Guiding Pointers

- Eliminate any preconceived ideas you may have and remain objective and professional
- Get to know one another personally and professionally
- Share stories about your own career journey; be open and authentic about your struggles and successes
- Establish personal connections by identifying common interests, mutual learning styles and personality traits

## Discover Mentee's Aspirations

Mentors can kickstart the conversation on their mentees' professional aspirations. This could help set the stage for subsequent discussions on their learning needs in Stage 2 of the mentoring process.

### Guiding Pointers

- Find out about the mentee's aspirations, achievements and priorities in life and work
- Ask if there is any particular issue the mentee is facing and would like to work on

## 2. Establish Expectations of the Mentoring Sessions

### Establish Expectations

Both parties should discuss and agree on the ground rules for the mentoring relationship. This includes defining objectives, setting expectations and boundaries, and emphasising that mentoring is a two-way street. This discussion sets the direction for future interactions, provides a clear focus for the mentoring sessions, and encourages the mentee to take ownership in the mentoring process.

These are some key points that can be discussed in the first meeting, for the mentor and mentee to start their mentoring relationship positively, build trust and establish a shared commitment to success.

#### Guiding Pointers

- Talk about the objectives of mentoring
- Discuss the expectations that you and your mentee have on mentoring, including clarifying the roles that you both have in the relationship
- Establish boundaries for the mentoring such as frequency and length of subsequent meetings, and modes of contact
- Discuss preferred methods of working together
- Agree on the approach for tracking ongoing learning and development progress

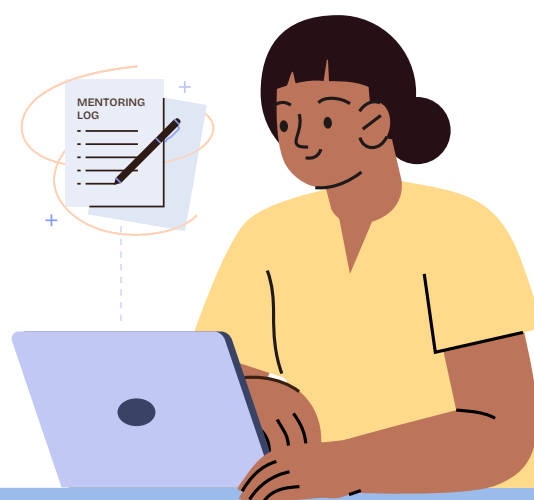
### 3. Document Conversations in a Mentoring Log

A mentoring log is an important tool to help the mentor take relevant notes and document the mentee's learning and reflections. Some centres may already have an existing template for mentors. Otherwise, mentors may find it useful to use the sample template provided ([Annex A](#)).

The mentoring log should be accessible to the mentoring pair to note down conversations and reflections during the meetings. It may include projects, activities or specific areas/events including those that have not gone well, as all of these can be valuable sources of learning. It will help the mentoring pair to stay updated.

In the table below are some questions mentors could ask their mentees during the first meeting. Mentors should aim to incorporate the questions in a conversational manner and avoid creating an atmosphere akin to a job interview or interrogation. Not all questions need to be covered during the first meeting.

It is also important for mentors to recognise that some mentees may be apprehensive in answering these questions during the first meeting. Building rapport and trust takes time. Some mentees may require more time before they feel comfortable sharing their concerns. Therefore, mentors should anticipate such situations where mentees are less forthcoming. Take the lead by sharing openly while also reassuring them.



#### Possible Conversation Prompts

- What do you enjoy about your job?
- What is challenging about your job?
- What do you think are your strengths and areas for development?
- In what ways do you feel that you learn best?
- What is your understanding of your role and my role in the mentoring relationship?
- Is there anything I should know that would help us work together more effectively?
- How can I support you when you face challenges?
- How do you think I can best help you?

## Pause and Ponder

### Case Study: Establishing Expectations with the Mentee

The following is a snapshot of a dialogue between Teacher Melissa and her mentee Teacher Sarah during their first meeting.

**Teacher Melissa:**

Have you been mentored before?

**Teacher Sarah:**

Yes, I was mentored during my internship for my diploma.

**Teacher Melissa:**

How was your experience like?

**Teacher Sarah:**

It was okay. I followed my mentor around and observed how she interacted with the children. At times when I had to prepare for my internship, my mentor would offer to help observe and evaluate my lesson, then share with me what I could do to perform better.



**Teacher Melissa:**

How had your previous mentor contributed to your growth? Were there things you wished your mentor had done differently?

**Teacher Sarah:**

I think my previous mentor provided guidance that helped to prepare me better for my field practicum. But I think I would have benefited from more time for discussions and feedback sessions.

**Teacher Melissa:**

I see. Thanks for sharing. The reason why I'm asking this is to understand how you view mentoring and to identify how to support you as your mentor. For me, I think mentoring is more of a relationship and it's not about me telling you what to do and you follow. It is going to be a partnership where we both have responsibility to work together and some learning to do. So moving forward, what I am going to do here is to help you identify your needs and set aside time for us to work out how we could help you achieve your goals. How does this sound?

**Teacher Sarah:**

That sounds good.





**Teacher Melissa:**

I understand that you have joined the centre recently. How have you been coping so far in the past two weeks?

**Teacher Sarah:**

I think I'm coping all right.

**Teacher Melissa:**

Tell me more. Are there any challenges you are facing so far?

**Teacher Sarah:**

I'm adjusting to the new environment and a new group of children. So far, I find it challenging to manage the children and implement the lessons.

**Teacher Melissa:**

I understand that the working environment and culture is still new to you. I will try my best to help you settle in. Let's talk more specifically about what you want from this relationship. How do you think I can best help you?

**Teacher Sarah:**

I would like more guidance in setting goals to improve myself as an educator, and perhaps more knowledge about this group of children to help me understand and manage them better.



**Teacher Melissa:**

I hear you. Teacher Elisa was previously teaching your class, but she has since moved to teach the older age group. I can help to arrange a session for you to meet her and find out more about the children in your class. And to set goals, we will need another session for me to understand your strengths and areas for development so we can identify your needs first. What do you think?

**Teacher Sarah:**

I think that sounds good. That would help me to settle in quickly and work things out with the children first, then work on myself.

**Teacher Melissa:**

Great! Apart from that, here is what I can do to support you. I can listen to your questions, help you to sort the issues out and seek solutions, but I might not have all the answers. My role here is to guide you to the appropriate resources. We have to work together to figure out how to address your needs and reach your goals.

*Teacher Sarah nods her head.*

**Teacher Sarah:**  
I appreciate that.



**Teacher Melissa:**

I think this is a lot to digest for now. But right now, for the mentoring relationship to start positively, there are a few things I hope we can agree on.

*Teacher Sarah leans forward and listens intently.*

**Teacher Melissa:**

When we meet for our mentoring sessions, we may not have a lot of time for small talk and chit-chat like today. I want us to make the most of our time by engaging in deep, meaningful conversations. You may find me posing challenging questions during our discussions, which might make you uncomfortable or impatient with me. This is because I want to encourage you to delve deeper into your thought processes and clarify your perspectives. I hope you can understand and appreciate this approach. I also hope we can talk to each other openly and honestly. While I will be pushing you out of your comfort zone for growth, I also hope you can take charge of your own learning. These are my expectations.

**Teacher Sarah:**

I agree with your expectations. How do you think I can take charge of my own learning?



**Teacher Melissa:**

I'm glad to hear that you are agreeable with the expectations. It's important for you to take the initiative and be proactive in your learning. At times, you may have to work things out on your own first before seeking my guidance. Additionally, I hope you can set aside time to reflect on our sessions and on your own practices, and be open to sharing your perspectives with me.

**Teacher Sarah:**

Sure, I will do that.

**Teacher Melissa:**

Is there anything else you have for me before we wrap up?

**Teacher Sarah:**

No, I think we've discussed a lot today.

**Teacher Melissa:**

Before we wrap up, let's talk about our next session. How do you feel about meeting once a week in the office? Same day, same time, would that work for you?

Every Wednesday

Mentoring Session:

Teacher Melissa & Teacher Sarah



**Teacher Sarah:**

Yes, that would work. Could you give me an idea of what's going to happen in the next meeting? Is there anything that I need to prepare?

**Teacher Melissa:**

Good question. Why don't we start with you thinking back to the challenges you face in your classroom? What you would like to work on and any ideas you have to help you get there. How does that sound?

**Teacher Sarah:**

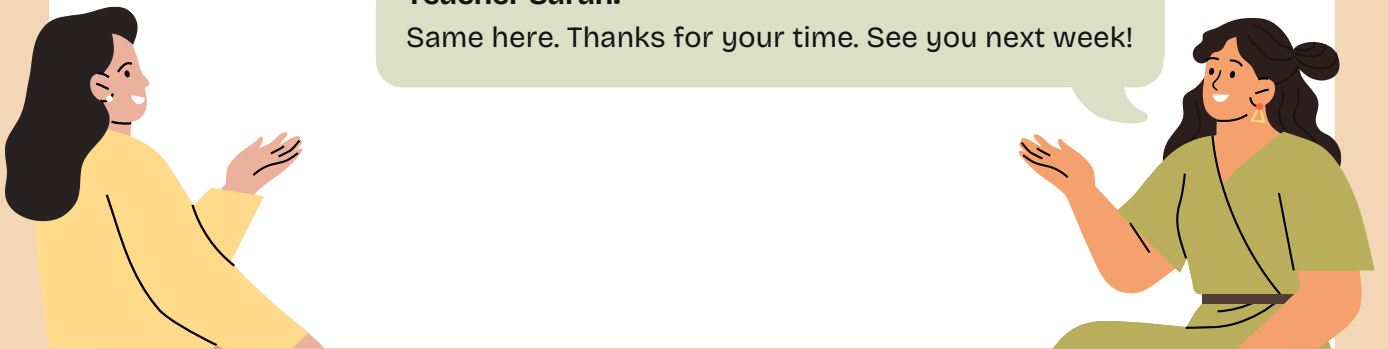
Sure, I can do that.

**Teacher Melissa:**

Great! Thank you for meeting me, I really enjoyed this discussion with you. Let's meet up again at the same time next week.

**Teacher Sarah:**

Same here. Thanks for your time. See you next week!

**In the case study above:**

- Could you identify some of the questions Teacher Melissa asked to build rapport and establish expectations with her mentee?
- If you were Teacher Melissa, what else would you share about yourself to build rapport and trust with Teacher Sarah? How would you build rapport and trust with a mentee who is less open to sharing?

# Chapter Summary

Mentoring experiences are enhanced when mentors **proactively plan ahead and prepare** for the mentoring sessions, thereby maximising the productivity and impact of the mentoring sessions.

During the initial stage of the relationship, mentors need to devote time to **build rapport and trust** with their mentees. This includes discussing confidentiality and establishing clear expectations to lay a strong foundation for their mentoring relationship.

**Documentation** of relevant notes and reflections during the mentoring conversations is crucial for learning and progress tracking. It is also important for mentors to learn to ask relevant questions at appropriate junctures to build the rapport and to guide the mentee in the journey of self-reflection.



# Chapter 5: Determining Mentee's Needs and Goals

The second stage of the mentoring process is key in establishing the direction for the mentee's professional development. At this stage, the mentoring pair engages in discussion to identify and mutually agree on the mentee's needs which require the mentor's support, as well as the goals to be achieved by the end of the mentoring journey.

This process of identifying the mentee's needs and goals plays a pivotal role in shaping the formation of the action plan, and ensuring that it is closely aligned with the mentee's needs.

## 5.1 Determining Mentee's Needs

### A. Find out the mentee's strengths and areas for development

When planning for the mentee's professional development, it is important to understand and identify the mentee's strengths, and areas for development. Allow the mentee to share his/her concerns and some goals that he/she would like to achieve at the end of this mentoring journey.

#### Possible Conversation Prompts

- Could you share your experience working here so far?
- Could you share your experience with your class so far?
- What do you enjoy doing?
- What do you think you are good at?
- What do you need more help in?

## B. Identify the TSC(s) and corresponding proficiency level based on the mentee's job role

There are numerous resources and approaches to identify a mentee's needs. The mentor may refer to the available mentoring tools in their centre. For example, some centres may already have an existing learning needs analysis done where the specific needs of a beginning educator have been identified.

Alternatively, the mentor may refer to the [Skills Framework for Early Childhood \(SFw EC\) Guidebook](#) to gain a better understanding of the skills and competencies expected of the mentee. The SFw EC identifies the Technical Skills and Competencies (TSCs) required of educators based on their specific job roles. In this guide, the TSC categories have been grouped accordingly.

Children-focused TSC Categories	Professional Practice and Family Partnership-related TSC Categories
<ul style="list-style-type: none"> <li>• Child Learning and Development</li> <li>• Child Safety and Well-Being</li> <li>• Early Intervention and Learning Support Development</li> </ul>	<ul style="list-style-type: none"> <li>• Family and Community Partnership</li> <li>• Operations and Management</li> <li>• Professional Practice and Development</li> <li>• Staff Development and Engagement (if applicable)</li> </ul>

**For a start, mentors are recommended to prioritise their mentee's Foundational TSCs and Stage 1 TSCs. Mentors could identify the mentee's needs by referencing the TSCs based on the following:**

- Foundational TSCs are fundamental for all roles and educators are recommended to attain these TSCs within the first two years of joining the sector and to refresh them every three to five years.
- Stage 1 TSCs are the prioritised TSCs that mentees may want to focus on in the first few years of their new job role.



### Possible Conversation Prompts

- What are the Foundational and Stage 1 TSCs for your job role?
- Which of these TSCs do you feel confident in?
- Which of these TSCs do you feel is your area for development?
- Out of the TSCs that you would like to grow more in, can you identify one or two TSC(s) that you would like to grow your knowledge and abilities in?
- Could you share why you prioritise these TSCs?

In the tables below, the highlighted TSCs are prioritised for beginning educators as outlined in the EC and EI CPD Roadmaps.

	PL*	TSCs for Beginning Infant Educator	PL*	TSCs for Beginning Early Years Educator	PL*	TSCs for Beginning Preschool Educator	PL*	TSCs for Beginning Early Intervention Educator
<b>Child Learning and Development</b>	3	Child Development Assessment	3	Child Development Assessment	3	Child Development Assessment	NA	-
	2	<b>Child Observation</b>	2	<b>Child Observation</b>	2	<b>Child Observation</b>	2	<b>Child Observation</b>
	2	Classroom Management and Guidance of Children's Behaviour	2	<b>Classroom Management and Guidance of Children's Behaviour</b>	2	<b>Classroom Management and Guidance of Children's Behaviour</b>	2	Classroom Management and Guidance of Children's Behaviour
	1	Diversity and Inclusion	1	Diversity and Inclusion	1	Diversity and Inclusion	1	Diversity and Inclusion
	3	Early Childhood Curriculum Design	3	Early Childhood Curriculum Design	3	Early Childhood Curriculum Design	NA	-
	3	Early Childhood Pedagogical Practice	3	Early Childhood Pedagogical Practice	3	Early Childhood Pedagogical Practice	NA	-
	3	Early Childhood Programme Planning	3	Early Childhood Programme Planning	3	Early Childhood Programme Planning	NA	-
	2	Learning Environment Design	3	<b>Learning Environment Design</b>	3	<b>Learning Environment Design</b>	3	Learning Environment Design
<b>Child Safety and Well-Being</b>	2	<b>Child Safety and Protection</b>	2	<b>Child Safety and Protection</b>	2	<b>Child Safety and Protection</b>	2	<b>Child Safety and Protection</b>
	2	<b>Health, Hygiene and Nutrition for Children</b>	2	<b>Health, Hygiene and Nutrition for Children</b>	2	Health, Hygiene and Nutrition for Children	2	<b>Health, Hygiene and Nutrition for Children</b>
	3	<b>Interaction and Relationship</b>	2	<b>Interaction and Relationship</b>	2	<b>Interaction and Relationship</b>	2	<b>Interaction and Relationship</b>
	2	<b>Responsive Caregiving Approaches</b>	2	<b>Responsive Caregiving Approaches</b>	2	Responsive Caregiving Approaches	NA	-
<b>Early Intervention and Learning Support Development</b>	NA	-	NA	-	NA	-	3	Early Intervention Curriculum Design
	-	-	-	-	-	-	2	Individualised Intervention Planning and Implementation
	-	-	-	-	-	-	2	<b>Child Functional Needs Assessment</b>
	-	-	-	-	-	-	2	<b>Early Intervention Principles and Practices</b>

\*PL stands for Proficiency Level

	PL*	TSCs for Beginning Infant Educator	PL*	TSCs for Beginning Early Years Educator	PL*	TSCs for Beginning Preschool Educator	PL*	TSCs for Beginning Early Intervention Educator
<b>Family and Community Partnership</b>	2	Community Partnership	2	Community Partnership	2	Community Partnership	NA	-
	1	Family and Caregiver Engagement	1	Family and Caregiver Engagement	1	Family and Caregiver Engagement	2	Family and Caregiver Engagement
	2	Situation Management with Families and Community	2	Situation Management with Families and Community	2	Situation Management with Families and Community	2	Situation Management with Families and Community
<b>Operations and Management</b>	3	Data and Information Management	3	Data and Information Management	3	Data and Information Management	3	Data and Information Management
<b>Professional Practice and Development</b>	2	Collaborative Practices with Stakeholders across Disciplines	2	Collaborative Practices with Stakeholders across Disciplines	2	Collaborative Practices with Stakeholders across Disciplines	2	Collaborative Practices with Stakeholders across Disciplines
	1	Ethical Conduct and Professional Integrity	1	Ethical Conduct and Professional Integrity	1	Ethical Conduct and Professional Integrity	1	Ethical Conduct and Professional Integrity
	2	Practitioner Inquiry	2	Practitioner Inquiry	2	Practitioner Inquiry	2	Practitioner Inquiry
	2	Reflective Practice for Educators	2	Reflective Practice for Educators	2	Reflective Practice for Educators	2	Reflective Practice for Educators
	2	Resilience and Self-care	2	Resilience and Self-care	2	Resilience and Self-care	2	Resilience and Self-care
<b>Staff Development and Engagement</b>	NA	-	NA	-	NA	-	NA	-

Prioritised TSCs for the beginning educator roles highlighted in the Early Childhood CPD Roadmap and Early Intervention CPD Roadmap.

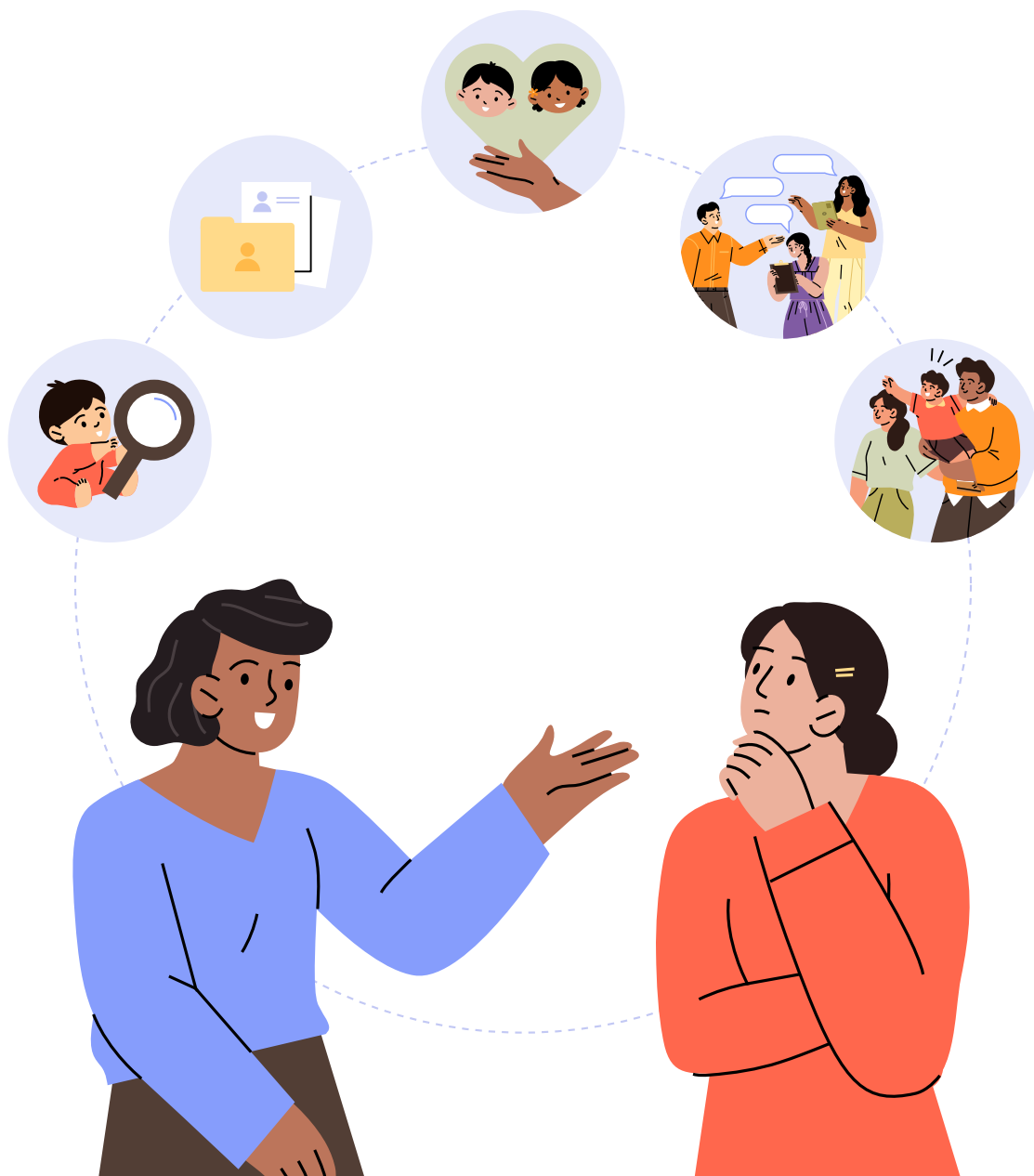
Source: [Early Childhood CPD Roadmap \(2023\)](#) p.14, 20 and 30, and [Early Intervention CPD Roadmap \(2021\)](#) p.11

\*PL stands for Proficiency Level

### C. Determine the relevant knowledge and abilities for each identified TSC

The mentor will need to guide the mentee in identifying the relevant knowledge and abilities he/she aims to develop. This will provide a clear direction for the mentoring pair as they engage in discussions to establish goals to address the mentee's needs.

The following sample provided is an example of one of the TSC reference documents. It indicates the TSC, Proficiency Level (PL), relevant knowledge and abilities that the mentoring pair should refer to as they engage in their conversations.



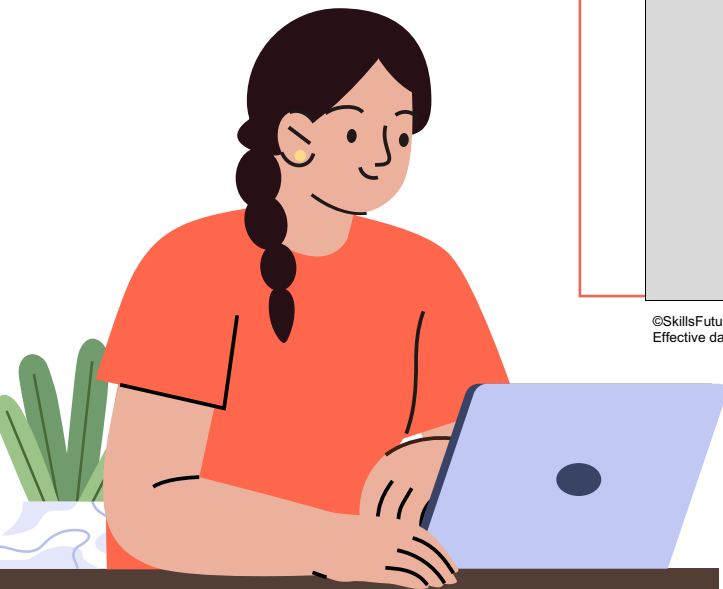
## TSC Reference Document (sample)

SKILLS FRAMEWORK FOR EARLY CHILDHOOD  
TECHNICAL SKILLS AND COMPETENCIES (TSC) REFERENCE DOCUMENT



- #1 Determine the relevant TSC
- #2 With reference to the mentees' job role, refer to the corresponding TSC Proficiency Level
- #3 Identify the knowledge and abilities which are relevant to the mentee's needs

TSC Category	Child Safety and Well-Being					
TSC	Responsive Caregiving Approaches					
TSC Description	Provide appropriate and quality caregiving approaches to create a nurturing, caring and safe environment that supports children's learning and development					
TSC Proficiency	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
		ECC-CSW-2004-1.1	ECC-CSW-3004-1.1	ECC-CSW-4004-1.1	ECC-CSW-5004-1.1	
TSC Proficiency Description		Provide appropriate caregiving approaches to children	Customise caregiving approaches to the specific needs of children	Monitor and review caregiving approaches and practices for improvement	Drive the development and improvements for caregiving approaches and practices for Centres	
Knowledge		<ul style="list-style-type: none"> <li>• Concepts and approaches of caregiving</li> <li>• Benefits of different types of routines and transitions</li> <li>• Methods of engagement with children</li> <li>• Children's environment needs and preferences</li> <li>• Children's personalities, styles of communications and temperaments</li> <li>• Learning dispositions of children</li> <li>• Communication methods with families</li> </ul>	<ul style="list-style-type: none"> <li>• Circumstances where modifications to children's routine and transitions are required</li> <li>• Diverse needs of children</li> <li>• Methods to adapt caregiving approaches to the diverse needs of children</li> <li>• Children's social and emotional behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• Current research, key issues, trends and best practices on caregiving approaches, interactions and relationships with children</li> <li>• Methods to evaluate caregiving approaches</li> <li>• Mentoring methodologies</li> <li>• Methods to promote diversity and inclusive practices</li> </ul>	<ul style="list-style-type: none"> <li>• Organisation's vision, mission and value that guide caregiving approaches</li> <li>• Quality assurance processes across centres</li> <li>• National or international frameworks to promote diversity and inclusive practices in early childhood education</li> </ul>	
Abilities		<ul style="list-style-type: none"> <li>• Foster a trusting relationship with children</li> <li>• Maintain a flexible schedule to accommodate the needs of children</li> <li>• Guide children in their daily schedules</li> <li>• Guide children in their transitions between activities seamlessly</li> <li>• Provide clear instructions to children during routine and transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Observe children's learning in authentic ways during routines and transitions</li> <li>• Guide children in social and emotional development during routines and transitions</li> <li>• Regulate children's behaviours</li> <li>• Respond to unplanned learning opportunities that arise during routines and transitions</li> <li>• Modify activities to reflect children's</li> </ul>	<ul style="list-style-type: none"> <li>• Develop daily schedules to reflect children's routines and diverse needs</li> <li>• Design new activities for children's routine to enhance their learning</li> <li>• Review caregiving approaches for improvements based on research and best practices</li> <li>• Mentor teachers in their efforts to improve and enhance routine caregiving</li> </ul>	<ul style="list-style-type: none"> <li>• Align routine caregiving approaches and guidelines across the Centres</li> <li>• Establish structures for continuous review and enhancement of caregiving approaches to promote diversity and inclusive practices</li> <li>• Strengthen educators' professional development on the concepts and implementation of primary caregiving</li> </ul>	



## 5.2 Setting SMART Goals

Goal-setting is a useful technique for the mentee to develop a solid foundation for planning and organisation. Well-defined goals help the mentoring pair to remain focused on establishing a specific action plan to work on together and strengthen their commitment to the outcome of the mentoring relationship.

One strategy to guide the writing of clear goals is to set SMART goals. After the mentoring pair has identified the mentee's needs with reference to the TSCs, the mentoring pair can translate them into SMART goals.

Here are some pointers:

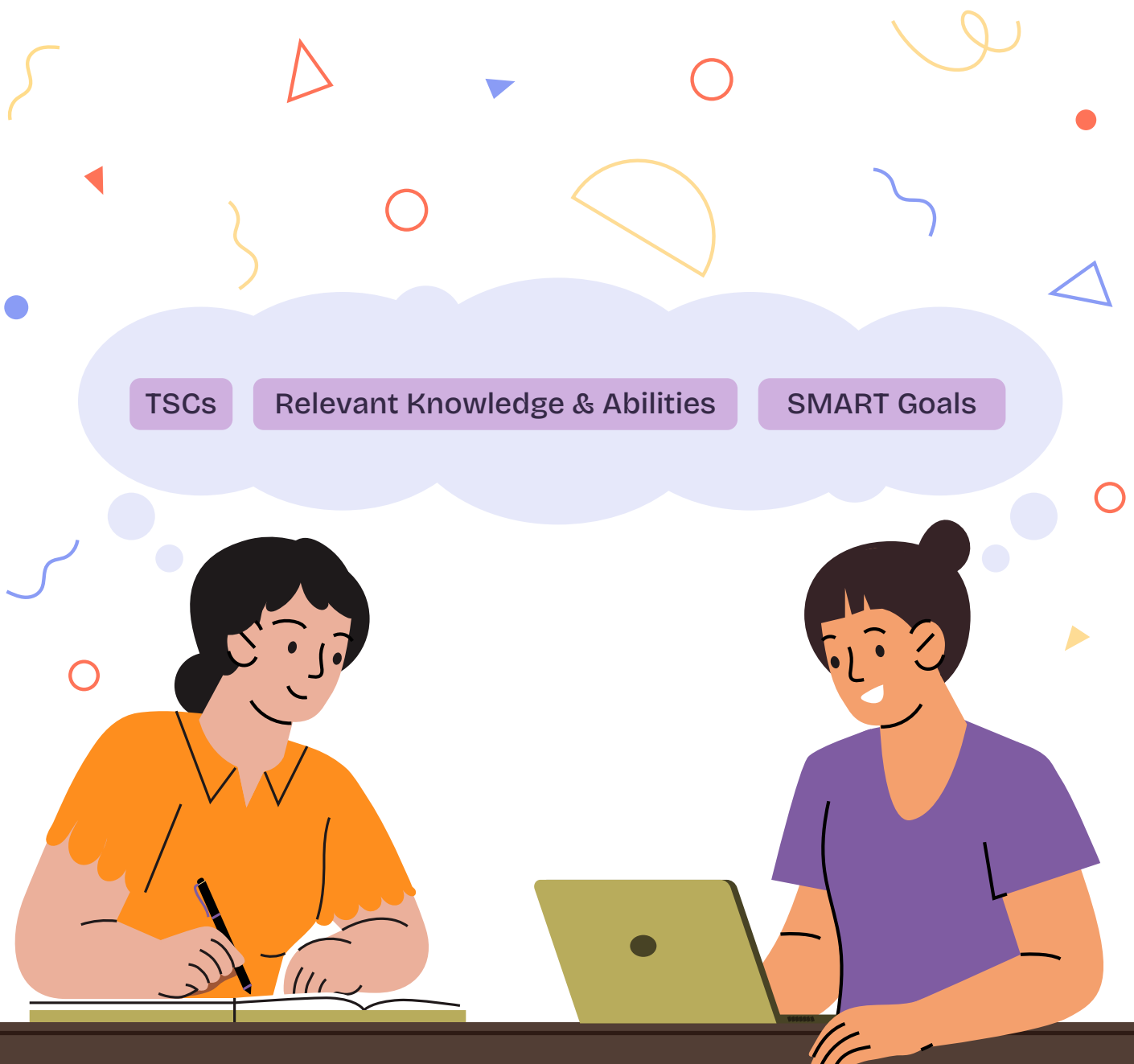
### 1. Translate the mentee's needs (based on the identified TSC(s) and relevant knowledge and abilities) into SMART goals

#### Possible Conversation Prompts:



**2. The mentoring pair is encouraged to document the identified TSCs (no more than 2), relevant knowledge and abilities, and SMART goals using the existing mentoring tool available in the centre or the Mentoring Action Plan template provided in this guide ([Annex B](#)).**

Writing down the learning goals helps to ensure that the goals are specific and well-defined. Being specific creates clarity and provides a clear direction forward. This will help the mentor to partner the mentee to work towards accomplishing the goals set and agreed on mutually.



## Case Illustration #1

A mentee (Beginning Preschool Educator) shared the following challenges:

- Children are not following instructions
- She spends a lot of time getting the children to gather before she can move to the next activity

A possible example of a SMART goal:

<b>Issue</b>	Children in the Nursery 2 class do not follow instructions and take a long time to move from one activity to another				
<b>TSC(s)</b>	Classroom Management and Guidance of Children's Behaviour				
<b>Relevant Knowledge &amp; Abilities</b>	<ul style="list-style-type: none"> <li>• Appropriate and positive guidance techniques</li> <li>• Classroom management design for child supervision of both small and large groups</li> <li>• Utilise positive guidance techniques to acknowledge and affirm each child's personal efforts</li> </ul>				
<b>SMART Goal</b>	Implement a classroom routine and establish classroom rules for the Nursery 2 class over a period of 4 weeks to encourage smoother transitions between activities, and aim to have 12 out of 15 children following the routines				
<b>How is it a SMART goal?</b>	<p><b>Specific:</b> Implement a classroom routine and establish classroom rules that are developmentally appropriate for the Nursery 2 class</p>	<p><b>Measurable:</b> 12 out of 15 children are observed to follow the routines to ensure a smoother transition</p>	<p><b>Attainable:</b> The goal is attainable within the given time frame of 4 weeks</p>	<p><b>Relevant:</b> The goal is appropriate for the mentee who is looking to familiarise her children with the classroom routines</p>	<p><b>Timely:</b> The mentoring pair agreed for the routine and classroom rules to be implemented over a period of 4 weeks to assess its effectiveness</p>



## Case Illustration #2

A mentee (**Beginning Infant Educator**) shared the following challenges:

- Some of the infants are new and the parents are concerned about their child's development in infant care
- She is unsure of what and how to observe the infants under her care

A possible example of a SMART goal:

<b>Issue</b>	Parents of new infants are concerned about their child's development, and the educator is unsure of what and how to share the infant's development with the parents				
<b>TSC(s)</b>	• Child Observation		• Family and Caregiver Engagement		
<b>Relevant Knowledge &amp; Abilities</b>	<ul style="list-style-type: none"> <li>• Types of observation techniques</li> <li>• Ways to identify a focus for observation of children's learning</li> <li>• Use appropriate modes of communication according to the needs of families and caregivers</li> <li>• Work with families and caregivers to support children's transitions from home to Centre and within the Centre</li> </ul>				
<b>SMART Goal</b>	Over 6 weeks, identify one developmental goal to observe for each infant and provide weekly updates to the parents on the school portal				
<b>How is it a SMART goal?</b>	<p><b>Specific:</b> Identify and observe one developmental goal to observe for each infant, providing weekly updates to the parents on the school portal</p>	<p><b>Measurable:</b> Each child's parent receives a weekly update on their child's progress in relation to one developmental goal</p>	<p><b>Attainable:</b> For the infants under her direct care (3 infants), provide weekly updates to the parents</p>	<p><b>Relevant:</b> The goal is appropriate for the mentee seeking to identify a focus for observation to update parents on their child's development</p>	<p><b>Timely:</b> The mentoring pair agreed for the mentee to familiarise herself with various observation techniques, development goals in the EYDF, and begin drafting parent updates on the parent portal over a 6-week period</p>

## Pause and Ponder

The mentee, Teacher Cai Yun, is a Beginning Preschool Educator teaching a K1 class. She shared with her mentor that she needs to know more about the following:

- What to look out for when observing the K1 children?
- How to find out whether the children have learnt whatever she has taught?
- How to plan her classroom environment in response to the children's interests and learning needs?

Based on the information above:

- a. Determine the relevant TSCs that correspond to Teacher Cai Yun's needs.
- b. Identify the proficiency level and relevant knowledge and abilities to meet her needs.
- c. Propose 1 SMART goal for Teacher Cai Yun.

<b>TSC(s)</b>					
<b>Relevant Knowledge &amp; Abilities</b>					
<b>SMART Goal</b>					
<b>How is it a SMART Goal?</b>	<b>Specific:</b>	<b>Measurable:</b>	<b>Attainable:</b>	<b>Relevant:</b>	<b>Timely:</b>

## 5.3 Developing an Action Plan

After identifying the mentee's needs and goals, the mentor will develop a mentoring action plan with the mentee.

Both the mentor and mentee will agree on initial expectations, define actions and set deadlines to achieve these goals. With the mentor's help, the mentee should articulate the kind of outcomes he/she hopes to achieve.

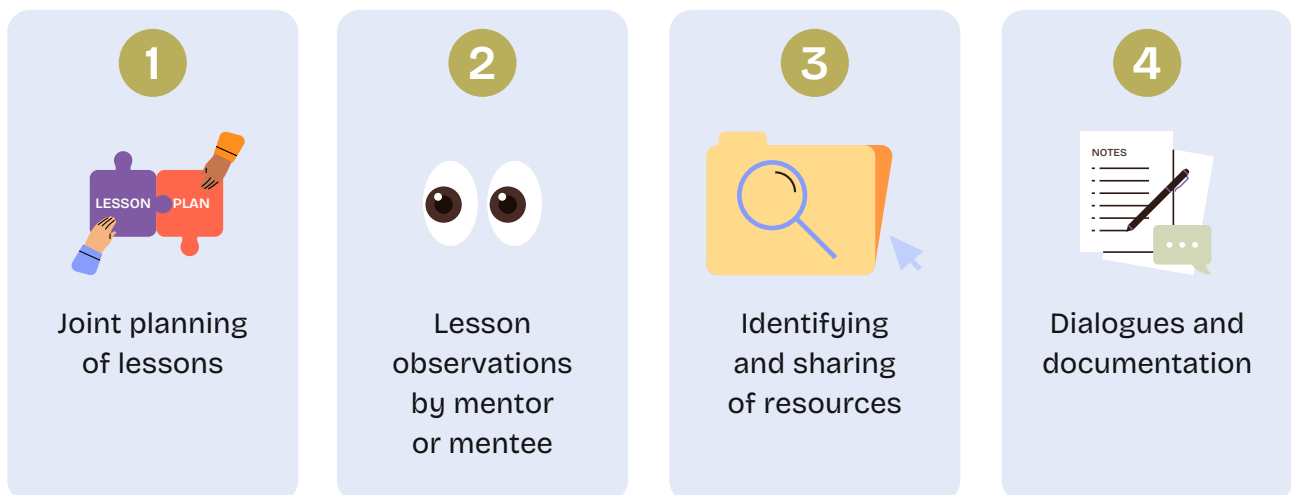
### Possible Conversation Prompts

- What do we need to do to achieve the SMART goals?
- What specific help from me (mentor) would be most useful?
- Are there any other resources which you might need?
- How will you know you have made progress?

Some centres may already have tools to define actionable steps and track learning goals. Otherwise, the mentor may consider using the Mentoring Action Plan template in [Annex B](#).

While the Mentoring Action Plan is developed at the beginning of the mentoring journey, it should be revisited periodically to track the mentee's progress. Plans may be revised or rewritten if needed. As the mentoring relationship develops, the goals might shift or expand into other areas.

Both mentor and mentee must take steps to follow through with the mentoring action plan. This may be achieved through various ways such as:



This will be covered in greater detail in [Chapter 6](#).

## Chapter Summary

To understand the mentee's needs, mentors may discuss the mentee's strengths and areas for development. Encourage mentees to share their concerns and goals for the mentoring journey.

Mentors may either identify the mentee's needs through existing resources or tools available in their centre or refer to the Technical Skills and Competencies (TSCs) from the Skills Framework for Early Childhood (SFw EC) Guidebook. Allow the mentee to share what are some TSCs that he/she would like to work on. It is recommended to prioritise **no more than two TSCs** at a time.

It is essential to translate the needs into SMART goals and develop a Mentoring Action Plan to track the progress and address the mentee's identified needs. This helps to keep the mentoring sessions focused and tailored to the needs of the mentee.



# Chapter 6:

## Supporting Mentee's Growth

The third stage of the mentoring process focuses on supporting the mentee's growth by addressing the mentee's identified learning needs and working towards the SMART goal(s) set in the Mentoring Action Plan.

### 6.1 Guiding the Mentee in the Learning and Development of Children

The TSCs that have been categorised under *Child Learning and Development*, *Child Safety and Well-Being* and specific TSCs categorised under *Early Intervention and Learning Support Development* in the SFW EC are typically observable in a classroom setting. Therefore, lesson observation may be a way to meet the mentee's needs by allowing the mentee to draw on the mentor's professional classroom experience.

The most common form of lesson observation is usually conducted by the mentor. This is particularly effective for ongoing professional learning. It aligns closely with adult learning principles, which emphasises the importance of contextualised, experiential learning and immediate application of knowledge (refer to [Chapter 1](#)).

For example:

- The mentee is regarded as a competent and self-motivated learner who is responsible for his/her own professional growth (*Learner's Self-Concept*)
- Receiving constructive feedback to further develop their teaching practices brings immediate relevance to their job (*Learner's Readiness to Learn*)
- Emphasis on practical application of knowledge via feedback or observation of more experienced educators, to solve challenges in the classroom (*Learner's Orientation to Learning*)



In addition to the mentor observing the mentee, it is also beneficial for the mentee to observe other educators, including their mentor or more experienced educators. Observing other educators allows mentees to witness engaging and effective teaching practices and strategies, and introduces new ideas for their adoption.



Lesson observation of teaching practices should be mutual, with mentors observing mentees and vice versa. Subsequently, the mentor and mentee may plan and co-teach lessons together. It is possible to have a few rounds of lesson observations by the mentoring pair within the 6-month mentoring period.

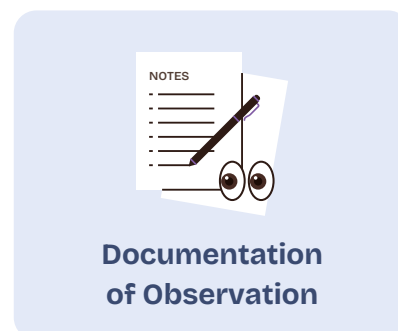
## A. Lesson Observation Process

For lesson observations (either by the mentor or mentee), there are three crucial parts in each lesson observation process.



## B. Pre-lesson Observation Conversation

During the pre-lesson observation conversation, the mentoring pair should discuss and agree on the:



	Lesson Observation by Mentor	Lesson Observation by Mentee
<b>Purpose</b>	Developing the mentee's classroom practices, addressing concerns or overcoming challenges related to children	Identifying practices and strategies for the mentee to adopt
<b>Focus</b>	Mentor observes the mentee and documents specific observations and evidence in relation to knowledge or ability that the mentee would like to improve	Mentee will observe the mentor (or more experienced educator) and note engaging and effective teaching practices and strategies
<b>Documentation of Observation</b>	Use the Lesson Observation Template provided by the organisation or the template provided in <a href="#">Annex C</a> )	

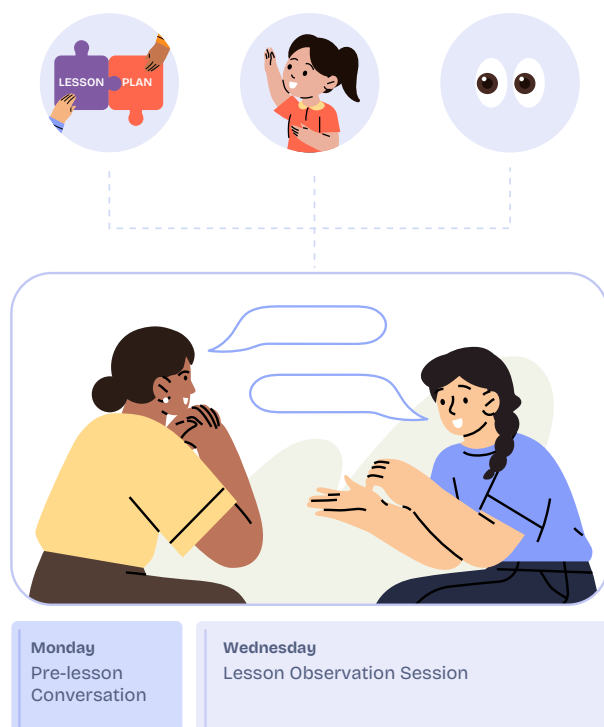
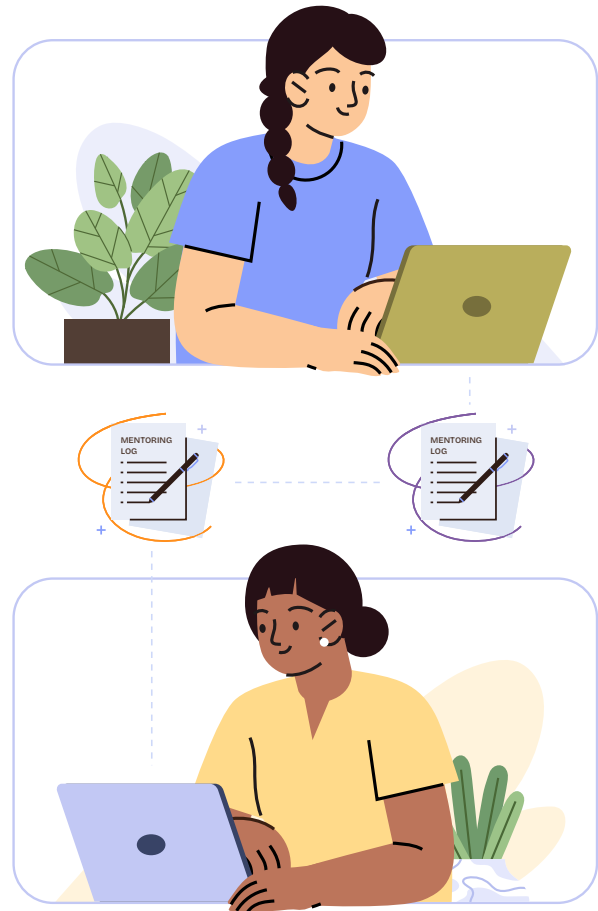
To provide background and context for the observed lesson and to facilitate the observation conversation, the person whose lesson is being observed should bring the relevant lesson plan. The lesson plan could be in the format currently used by the organisation.

## B1. Document the Conversation

The mentor and mentee should each have their own copy of the Mentoring Log (refer to [Annex A](#)) or any other relevant template used by their centre. They should each document the following:

- Agenda
- Main discussion points
- Necessary follow-up by each other in preparation for the lesson observation
- Reflection on the conversation (post-conversation)

Taking notes during mentoring sessions helps the mentoring pair to remember and reflect on the main discussion points. It demonstrates accountability towards one another and provides a valuable reference for future discussions.



## B2. Facilitate the Conversation

Engaging a conversation with the mentee before a lesson observation is important as it provides opportunities for the mentoring pair to:

- Discuss the learning objectives and lesson plan together
- Understand and clarify children's needs
- Agree on what to look out for during classroom observation

The pre-lesson observation conversation helps to clarify objectives, address concerns and set expectations, ensuring a constructive and transparent observation experience.



## When the Mentor is the Observer

Mentors observing the mentee's lesson can use the following conversation prompts to gain insights into the mentee's approach to the lesson and considerations regarding the children.

### Possible Conversation Prompts

#### To better understand the lesson objectives and plan

- *What are the learning objectives of this lesson?*
- *What did you consider while planning for this lesson?*
- *Is the time allocated for each activity reasonable?*
- *For the strategy that you will be using, what are some considerations you need to take note in its implementation?*
- *How would you know if the strategy/approach proposed is effective in your lesson?*
- *Do you have any questions or concerns about the lesson that you would like to discuss?*

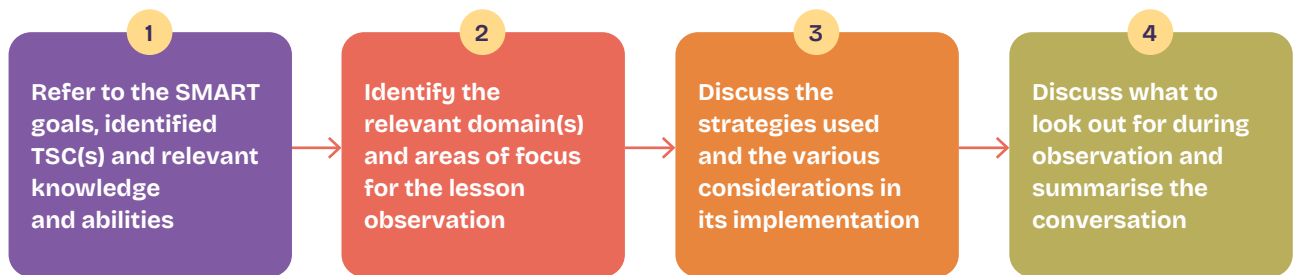
#### To better understand the children

- *Who are the children that I will be observing? What can you tell me about them?*
- *What is important for me to know about them?*
- *How will you know that the children have learnt what you have taught?*

#### Observation 'look for' and Documentation

- *Besides the areas I have listed, are there any other areas you would like me to look out for during the observation?*
- *How would you like me to record my observations? (i.e. purely note-taking or with photographs/videos)*
- *How else would you like me to support you in the observation?*

During the conversation, the mentoring pair are encouraged to:



In supporting the mentee in the learning and development of children, the mentor could either take reference from the two learning and development frameworks (refer to [Annex C](#)) or from the organisation's learning and development (L&D) plans to identify the areas of focus which the mentor can focus on during the lesson observation.

With reference to the mentee's SMART goal(s) and the identified areas of focus for the lesson observation, some possible indicators that a mentor can look out for include:

<b>Delivery of Lesson</b>	<ol style="list-style-type: none"> <li><b>1. Pacing</b> <ul style="list-style-type: none"> <li>• Is the pace too fast, or too slow?</li> <li>• Time spent in each lesson component</li> </ul> </li> <li><b>2. Use of time</b> <ul style="list-style-type: none"> <li>• Transition from one activity to another</li> <li>• Time spent with individual students or small groups</li> </ul> </li> <li><b>3. Questioning Techniques</b> <ul style="list-style-type: none"> <li>• Scaffolding of children's thinking</li> <li>• Assess children's understanding</li> <li>• Related to lesson objective(s)</li> </ul> </li> </ol>		
<b>Children Engagement</b>	<ol style="list-style-type: none"> <li><b>1. Participation Strategies</b> <ul style="list-style-type: none"> <li>• Opportunities for peer-to-peer interaction</li> <li>• Opportunities for all children to respond</li> </ul> </li> </ol>		
<b>Learning Environment</b>	<table style="width: 100%; border: none;"> <tbody> <tr> <td style="vertical-align: top; width: 50%;"> <ol style="list-style-type: none"> <li><b>1. Classroom arrangement</b> <ul style="list-style-type: none"> <li>• Placement of classroom furniture</li> <li>• Learning environment</li> <li>• Use of space for learning activities</li> </ul> </li> </ol> </td> <td style="vertical-align: top; width: 50%;"> <ol style="list-style-type: none"> <li><b>2. Use of Resources</b> <ul style="list-style-type: none"> <li>• Ease of access for children</li> <li>• Sufficient resources for the children</li> </ul> </li> </ol> </td> </tr> </tbody> </table>	<ol style="list-style-type: none"> <li><b>1. Classroom arrangement</b> <ul style="list-style-type: none"> <li>• Placement of classroom furniture</li> <li>• Learning environment</li> <li>• Use of space for learning activities</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li><b>2. Use of Resources</b> <ul style="list-style-type: none"> <li>• Ease of access for children</li> <li>• Sufficient resources for the children</li> </ul> </li> </ol>
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## When the Mentee is the Observer

The objective of having the mentee observe their mentor (or a more experienced educator) is to introduce practices and/or strategies for the mentee to adopt. The following conversational prompts aim to help mentees identify the focus of the observation to address their challenges or concerns.

The mentoring pair should bear in mind that the areas of focus during the lesson observation should ultimately contribute to the mentee's overall SMART goal(s).

### Possible Conversation Prompts

- Are there any specific challenges or concerns relating to children or teaching that you hope to gain insights into through this observation?
- What are some other areas that you would like to observe during the lesson?
- What are some questions that you have about the lesson?
- Are there specific knowledge or abilities that you would like to take away from this observation?
- How would you like to record your observations? (i.e. structured via the observation log or unstructured via a notebook?)
- How will this lesson observation help you in working towards your goal(s)?

## B3. Conclude the Conversation

Before concluding the conversation, the mentor should:

1



Summarise the main discussion points

2



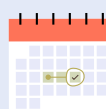
Confirm the areas of focus and the observation details (e.g. what to look out for during observation)

3



Outline follow-up steps (if any)

4



Confirm the date, time and venue of the lesson to be observed

If time permits, the mentor may allocate time for the mentoring pair to write their reflections in their Mentoring Log (refer to page 3 of [Annex A](#)).

## C. Lesson Observation

During a lesson observation, the observer should be mindful about minimising any disruption to the flow of the class. The following are some things to note:

- The teacher may introduce the observer to the class, explaining that he/she will be sitting in and writing down what is happening in the classroom
- Observers should position themselves in a way that allows them to see the teacher and children, without being intrusive (i.e. at the back of the class)
- Observe the classroom environment and the interactions between the teacher and children



While there are many methods to take notes during lesson observations, the more commonly used methods are:

- Anecdotal and Running Records
- Time and Event Sampling
- Checklists
- Video recording
- Photography

Note: Do remember to seek the educator's permission should you plan to video or take a photograph of him/her and the class during the observation.

## When the Mentor is the Observer

The mentor is encouraged to take as many descriptive notes as possible during the lesson observation. The objective is to create a factual and non-judgemental record, bearing in mind that the purpose of the observation is not for performance management.

These descriptive notes should serve as evidence to support the identified knowledge and abilities observed during the lesson observation. Some of the evidence to be collected would have been discussed at the pre-lesson observation conversation. Here are some suggested pointers to guide your observation:

### During Lesson Observation

- The observer may either use the lesson observation log by the organisation or the lesson observation template provided ([Annex C](#))
- Consider using a laptop to record the observations or use abbreviations to speed up note-taking
- Focus on the children and their responses during the lesson as well as the responses of the teacher
- Include some direct quotes as well as descriptions of what had happened
- Consider the following to guide you in deciding what to record:
  - *Noteworthy*: An action or conversation by a child or the mentee that impressed you
  - *Clarify*: An observation that you find interesting but do not understand
  - *For Development*: Something you observed which can be worked on

### Immediately after Lesson Observation Session

- a. Read through your notes for clarity and add anything you may have missed out. Make sure that they are descriptive and remove judgemental words (e.g. 'very', 'a lot of').
- b. Tidy up your notes so that the mentee will be able to understand when they read them.

## When the Mentee is the Observer

To maximise the mentee's takeaway from the lesson observation, the mentor may consider sharing the following pointers with the mentee.

### During Lesson Observation

- The mentee may use the agreed-upon form of documentation in the pre-lesson observation conversation
- Take as many descriptive notes as possible to address the mentee's own challenges and concerns
- Focus on the children and their responses during the lesson, to understand how the teacher's interaction and teaching method influence children's behaviours
- Consider the following to guide the mentee in deciding what to note down:
  - *Noteworthy*: An action or conversation by a child or the educator that impressed the mentee
  - *Clarify*: An observation that the mentee does not understand but would like to find out more about
- Seek the educator's permission should there be plans to video or take photographs of the educator and children during the observation

### Supplement your observation notes by:

Taking photograph(s) during the classroom observation



Recording video(s) during the classroom observation



## Lesson Observation Template (sample)

**Name of Observer:** Teacher Amirah (Mentor)

**Name of Educator:** Teacher Tracy (Mentee)

**Date of Lesson:** 23 March 2024

**Time of Lesson:** 1000 - 1030

**Class:** Nursery 2

**Topic of Lesson:** Moving fast and slow

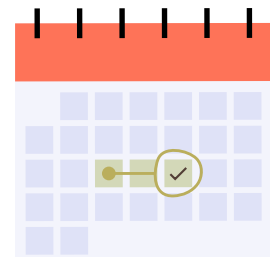
<p><b>#1</b> For reference, write down the SMART Goal(s)</p>	<p><b>#1</b> <b>SMART Goal:</b> Implement a classroom routine and establish classroom rules for the Nursery 2 class over a period of 4 weeks to encourage smoother transitions between activities and aim to have more than half of the class following the routines.</p>
<p><b>#2</b> Based on the SMART goal, determine the relevant areas of focus with reference to either EYDF, NEL Framework (refer to <a href="#">Annex C</a>) or organisation's Learning &amp; Development focus</p>	<p><b>#2</b> <b>Areas of Focus</b> (With reference to either EYDF, NEL or organisation's L&amp;D focus)</p> <ul style="list-style-type: none"> <li>• Integrated Approach to Teaching and Learning</li> <li>• Authentic Learning through Quality Interactions</li> </ul>
<p><b>#3</b> To be filled up during the lesson observation session</p>	<p><b>#3</b> <b>Observation</b></p> <p>After going to the toilet, Teacher Tracy (TT) sang the "come together" song and the children lined up in 1 line to get ready to move to the music room.</p> <p>Damien and Zhong Kai were standing on the other side and playing with each other. TT called them using the lyrics of the "come together" song and they joined the rest of the children.</p> <p>When they reached the music room, the children ran towards the musical instruments and were scattered all over the room. TT called them one by one to sit in front of her.</p> <p>When the children were all seated, TT greeted each child by name by singing the "hello" song. Almost all the children responded by giving her a high-five when she called their names. Cherise and Paolo were talking to each other during the song. She called their names twice before they responded, and she repeated her instructions.</p> <p>She introduced the basket of instruments to the children and the children surrounded her. They started telling TT about the different instruments that they had wanted. 2 children grabbed the same tambourine and were snatching to hold it.</p> <p>She called each child by name and passed the instrument to them. Some children said they did not like the instrument that they were given and started fighting or snatching from others.</p>
<p><b>#4</b> To be filled up after the lesson observation session (within the same day) <i>Note: Mentee can also reflect and analyse the observation</i></p>	<p><b>#4</b> <b>Comments / Notes</b></p> <p>The children were familiar with the "come together" song as a signal for the children to queue up and get ready to move to another location. The use of the children's names as part of the song was also engaging and encouraged the children's participation in the class routines.</p> <p>The routine and expectations for the children when they entered the music room were not well-established as the children were scattered all over the room and the teacher had to spend additional time to call them to sit in front of her.</p> <p>It would have been good to revisit the rules and expectations before singing the "hello" song while TT had the children's attention. This would have helped to set the stage for the rest of the lesson as well.</p> <p>As the classroom rules were not revisited at the beginning of the lesson, the children were fighting over the materials. TT could pre-empt the children about how the distribution of the instruments would be like and how they could take turns with the different instruments.</p>



## D. Post-Lesson Observation Conversation

The post-lesson observation conversation should ideally be held **within 3 days** from the lesson observation so that the details are fresh in everyone's minds. Its aim is to encourage reflection on teaching practices.

The conversation is most effective and beneficial when the mentee provides information and does most of the talking. This allows the mentor to understand how the mentee views the lesson and reflects on the successes and challenges that emerged.



### D1. Document the Conversation

For post-lesson observation conversations, it is important to document the main discussion points for the following reasons:

- To facilitate easy reference, allowing the mentor and mentee to revisit key insights and decisions arising from the lesson observation
- To keep track of follow-up actions that are required, ensuring that important feedback and improvement areas are not overlooked, and progress is monitored

As mentioned earlier, the mentoring pair should document in their own Mentoring Log (found in [Annex A](#)) or any other relevant template used by their organisation to document their conversations.

### D2. Reflect on the Lesson

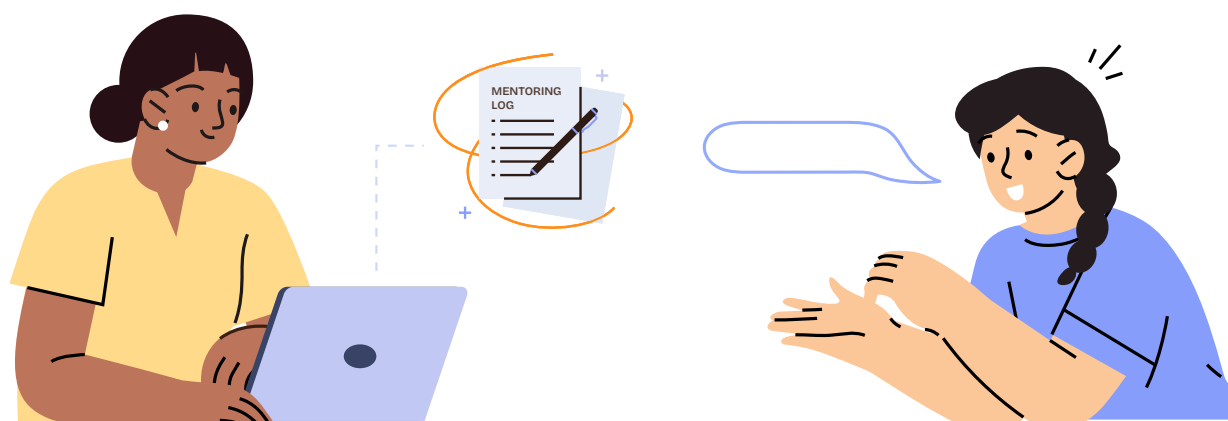
The purpose of the conversation is to draw out the mentee's reflections on the following:

• Learning points

• Applications from the observed lesson

• Next steps

The mentor is encouraged to use open-ended questions to develop the mentee's reflective skills. The mentor may also refer to [Chapter 3](#) on questioning techniques to foster the mentee's self-reflection.





## When the Mentor is the Observer

The mentor is encouraged to share their observations based on the descriptive notes they have taken. The mentor can use the possible conversation prompts below to encourage the mentee to reflect on the observed lesson, focusing on the identified areas of focus.

### Possible Conversation Prompts

- How do you think the lesson went? Do you think you met your lesson objectives?
- How does this compare with what you thought would happen?
- Could you share the strategies used during the lesson?
- Can you recall what the children were doing that made you feel this way?
- I noticed that you made changes to your lesson. Could you share the reason behind these changes?
- What could be some reasons it happened this way?
- How would you do things differently the next time you teach this lesson?

After reflecting on the lesson, the mentor can guide the mentee towards further growth with questions to extend the learning.

### Possible Conversation Prompts

- Could you share the strategies used during the lesson?
- With respect to these areas of focus, how else would you like to grow in them?
- Are there any additional areas that you would like to focus on which could help you to achieve your SMART goal(s)?
- What steps can you take to further develop your teaching practice in this area?
- How else can I support you in improving your teaching practices in these areas of focus?

## When the Mentee is the Observer

The purpose of having the mentee observe the mentor (or a more experienced educator) is to identify practices and strategies for the mentee to adopt. Mentors should guide their mentees to reflect on how they could apply what they observed during the lesson, and any other learning points or takeaways. Mentors may employ the following conversational prompts to facilitate this practice.

### Possible Conversation Prompts

- How did the lesson observation help you address the challenges or concerns you had relating to children and teaching?
- What would you like to clarify anything in terms of the teaching or classroom management strategies that you observed?
- What are some new teaching and classroom management strategies that you would like to use for your class? How would you adapt them for the children?
- Could you share any other learning points or takeaways from the lesson observation?
- How would you apply what you have learnt to help you achieve your SMART goal(s)?

## D3. Conclude the Conversation

The mentor is encouraged to summarise:



The mentee's reflection, takeaways and application of learning from the lesson observation

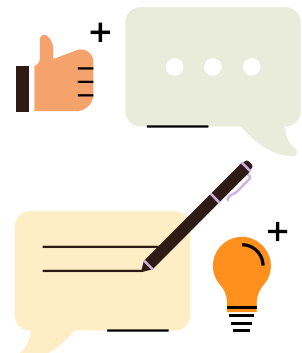


Any follow-up steps

The mentor may ask the mentee for feedback during the lesson observation process such as which aspects of the process have been helpful (or not) in his/her professional development.

The mentoring pair should also confirm the date, time, and place of the next mentoring session.

If time permits, mentors may allocate time for both of them to write their reflections in their Mentoring Log (refer to Page 3 of [Annex A](#)).



## Pause and Ponder

### Case Study: Post-Lesson Observation Conversation

Teacher Diana (Mentor) just finished observing Teacher Charis' (a Beginning Early Years Educator) lesson with the Nursery 1 children. During the pre-lesson observation conversation, the mentoring pair agreed to work towards the following:

<b>SMART Goal</b>	By the end of Term 3, Teacher Charis will be able to implement at least 3 new positive guidance techniques to minimise the number of misbehaviours in class.
<b>Identified TSC(s)</b>	Classroom Management and Guidance of Children's Behaviour
<b>Relevant Knowledge and Abilities</b>	Appropriate and Positive Guidance Techniques
<b>Areas of focus</b>	Developing secure attachments through respectful, responsive and reciprocal interactions (3R)

This dialogue below provides a snapshot of how the mentor encourages the mentee to reflect on her lesson.

**Teacher Diana:**

Let's take some time to reflect on your lesson.  
How do you think the lesson went?

**Teacher Charis:**

I think it went fine. I just followed what the lesson plan mentioned and carried it out.



**Teacher Diana:**

Yes, I noticed that you followed the lesson plan. Were there some things that happened differently from what you had planned for?

**Teacher Charis:**

When Tommy pushed the container of water onto the floor, it made a big mess! Then I couldn't continue the lesson and had to quickly scramble for some tissue and rags to clean up the water. That made me lose time and caused my lesson to end late.

**Teacher Diana:**

Could there be any reason why Tommy pushed the container of water on the floor?

**Teacher Charis:**

I think he doesn't like water – he always refuses to play with the water during water play.



**Teacher Diana:**

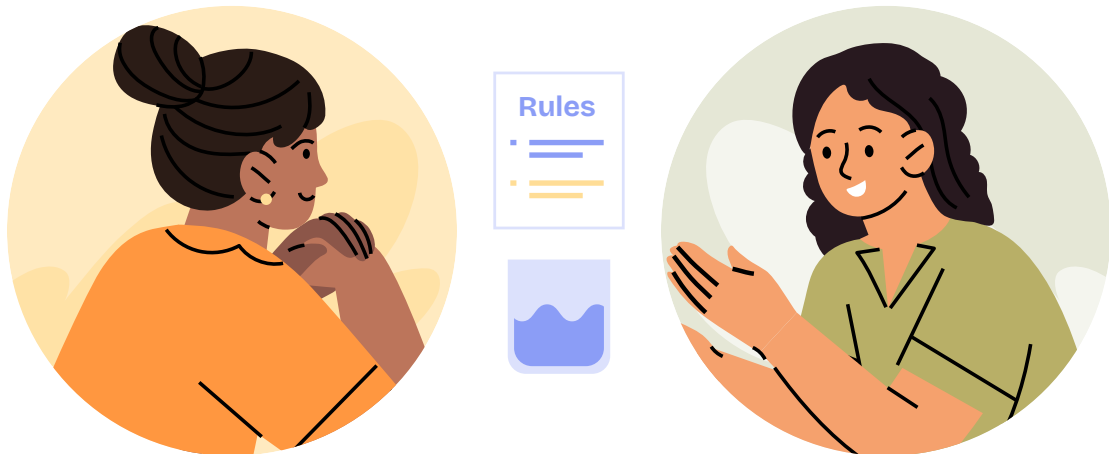
I see. How would you have done things differently to prevent Tommy from pushing the container of water onto the floor?

**Teacher Charis:**

Should I have asked him to stand on the other side of the table, further away from the water?

**Teacher Diana:**

That is one possibility. How about also mentioning some rules to the class before bringing out the container of water? What are one or two simple rules that you could share with the children when you introduce water or new materials?



- A. Identify the types of questions that Teacher Diana asked above (*i.e. reflective, hypothetical, justifying, probing and checking*). How do the questions asked help Teacher Charis to be more reflective?
- B. If you were Teacher Diana, what other questions would you ask Teacher Charis to encourage her to reflect on her lesson?

The dialogue below is a continuation of Teacher Diana and Teacher Charis' conversation. Here, Teacher Diana is guiding her mentee to refer to the identified knowledge and abilities.

**Teacher Diana:**

During our pre-lesson observation conversation, we talked about focusing on appropriate and positive guidance techniques. In this situation with Tommy, could you share how you used appropriate and positive guidance techniques?

**Teacher Charis:**

After it happened, I was so focused on cleaning up that I kind of forgot to follow up with Tommy... but now that I think about it, he did seem a little upset after the lesson.

**Teacher Diana:**

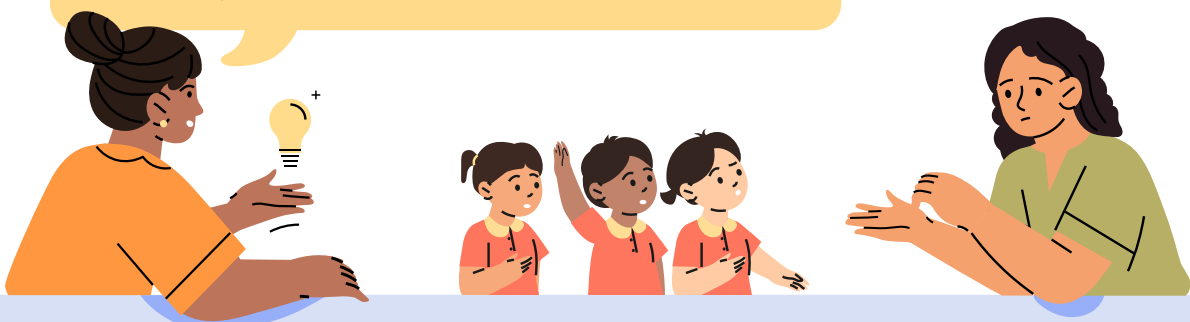
I understand that sometimes we are too focused on settling the issue and carrying on with the lesson. I was like that too when I was a beginning educator and sometimes even now! I need to constantly remind myself that I need to look out for the children's emotions too.

**Teacher Charis:**

In such a situation, what should I have done instead?

**Teacher Diana:**

It was important that you clean up the water that was spilt on the floor to prevent any accidents. How do you think this could have become a learning point for the rest of the children instead of just for Tommy?



**Teacher Charis:**

Hmm... maybe I could have talked about the importance of taking care of the things around us so that everyone can enjoy them?

**Teacher Diana:**

That's a great idea! You could also ask the children how they can take care of the materials that you were using in the lesson which also ties in with using appropriate and positive guidance strategies. I also noticed that when Tabitha took a tissue to clean up the water, you acknowledged her efforts and thanked her. That was a great example in using appropriate and positive guidance with the children as the children started helping out afterwards. How else would you like to grow in this area?

**Teacher Charis:**

I think I would like to know about other positive guidance strategies to manage the behaviours of the different children in my class.

**Teacher Diana:**

You could note down some of the challenging behaviours of the children in your class and read up on some positive guidance strategies that are applicable to their situation. I will also share with you some resources for you to read. At the next meeting, we can follow up on what you have discovered from your readings.

**Teacher Charis:**

Sounds like a great idea!

C. If you were Teacher Diana, how would you have shared your feedback with Teacher Charis using the SBI Feedback Model (refer to [Chapter 3](#))?

## 6.2 Guiding the Mentee in Professional Practice and Family Partnership

Mentors are encouraged to support the mentee's professional growth based on learning needs which may extend beyond teaching and learning. The mentor may guide the mentee in professional practice and family-related partnerships by modelling effective communication and collaboration with families, and by providing opportunities for the mentee to engage with community stakeholders. Additionally, the mentor may plan and facilitate collaborative practices across disciplines to broaden the mentee's professional practice and family-related partnership opportunities. These conversations with the mentee could also be documented in the Mentoring Log (refer to [Annex A](#)).

By referring to the Skills Framework for Early Childhood and the CPD Roadmaps, the mentor can guide the mentee in identifying accessible and relevant training to enhance and deepen their skills. The mentor can also refer to the table on the next page, which provides suggested ways to guide and help the mentee in areas beyond teaching and learning.





Category	TSCs for Beginning Educators	Suggested ways for the mentor to guide and help the mentee
<b>Family and Community Partnership</b>	Community Partnership	<ul style="list-style-type: none"> <li>• Provide opportunities for mentee to:               <ul style="list-style-type: none"> <li>- Engage community stakeholders to develop collaborative projects (e.g. be part of the team to plan a learning journey to the Science Centre)</li> <li>- Collaborate with colleagues to execute outreach activities to promote the centre's programmes and services</li> </ul> </li> <li>• Explore ways to strengthen home-school transitions, such as providing regular progress updates to families through various communication channels, and offering support and feedback through demonstration and observation</li> <li>• Discuss various methods to promote family involvement and partnership, such as providing home-school activities (e.g. take home kits), organising parent workshops, or creating opportunities for families to be involved in their child's learning</li> <li>• Facilitate discussions to co-create solutions and provide support through role-playing to prepare for challenging situations with families and the community</li> </ul>
	Family and Caregiver Engagement	
	Situation Management with Families and Community	
<b>Professional Practice and Development</b>	Collaborative Practices with Stakeholders across Disciplines	<ul style="list-style-type: none"> <li>• Provide professional advice to mentee in response to requests from stakeholders (i.e. fellow EC/EI professionals, community partners, healthcare professionals)</li> <li>• Share the organisational values, code of conduct and the Code of Ethics by the Association for Early Childhood Educators (Singapore)</li> <li>• Familiarise the mentee with the centre's Standard Operating Procedures (SOPs) for incident reporting</li> <li>• Engage mentee in regular reflection to continuously improve professional practice</li> <li>• Introduce strategies for handling stress &amp; self-care tips</li> <li>• Introduce concepts of personal effectiveness (e.g. time management strategies)</li> </ul>
	Ethical Conduct and Professional Integrity	
	Practitioner Inquiry	
	Reflective Practice for Educators	
	Resilience and Self-care	
<b>Operations and Management</b>	Data and Information Management	<ul style="list-style-type: none"> <li>• Direct mentee to the centre's guidelines and SOPs on the management of private and confidential information</li> <li>• Introduce the various data collection tools and techniques to collect and manage the information in the centre or classroom</li> </ul>

## Chapter Summary

The third stage focuses on developing the mentee as an educator by **addressing the mentee's identified learning needs**. Based on the mentee's specific needs, there are various ways such as lesson observation, to support the mentee in achieving their **SMART goal(s)**.

In addressing the mentee's needs related to children's learning and development, the mentor may utilise lesson observation to either promote the adoption of new teaching practices or to refine existing ones. The purpose of the lesson observation would determine whether the mentee or the mentor takes on the role of the observer.

The lesson observation process typically comprises three parts: pre-lesson observation conversation, lesson observation and post-lesson observation conversation.

The mentee may need to further develop their knowledge and abilities pertaining to professional practice and family partnership. Based on the relevant TSCs to be developed, the mentor can employ different methods to guide and support the mentee in developing the relevant knowledge and skills.



# Chapter 7: Celebrating Success

## Concluding and Reflecting on the Mentoring Process

The final stage is where the mentor and mentee will formally conclude their mentoring relationship by reflecting on their journey together, consolidating their learning, and celebrating their success. Concluding the mentoring relationship signals the end of the mentoring process, and avoids situations where the mentee might continue to rely on the mentor or expect the mentor to set aside time and energy to give support and advice on a regular basis.

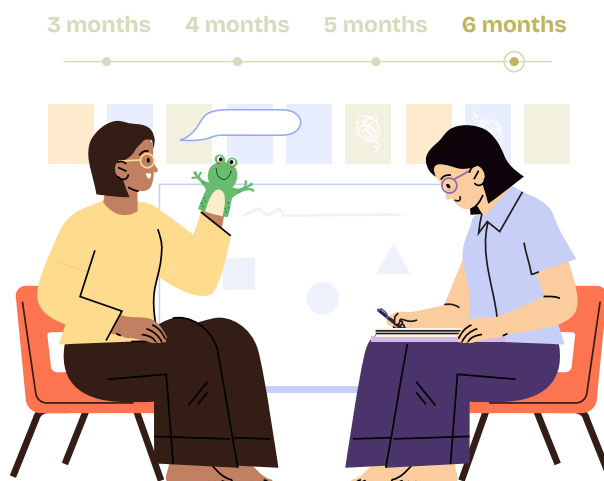
In exceptional cases, the mentoring relationship may cease due to a mismatch between mentor and mentee, breach of trust, lack of accountability, or when one party is moving on to another centre. In such situations, the Centre Leader will have to step in to manage the case. Therefore, it is important to establish procedures to conclude the mentoring relationship, which can occur at any point during the mentoring process, to ensure that proper wrap-up takes place in a professional and respectful manner.

In some cases, the mentor and mentee may choose to continue the mentoring relationship to further address the mentee's needs in a less formal and structured manner.

## When do we end the mentoring relationship?

At the end of the recommended six months, the pair should evaluate the progress made towards the mentee's goals. They may extend the mentoring to achieve all initial SMART goals. However, any extension should be agreed upon.

Ideally, by the end of the mentoring, the mentee should feel more confident and ready to progress independently.



## Tips to conclude and reflect on the mentoring process:

### Before the session:

1. Mentors may revisit and reflect on the notes in the mentoring action plan, mentoring log, lesson observation notes and any other documentation.
2. When planning the conversation to facilitate reflection on the mentoring process, mentors should consider several factors. These include the mentee's needs and goals, achievements and challenges, readiness to move on independently, and post-mentoring support.

### Questions to Consider

- What were my mentee's needs and goals? Have the goals shifted over time? Has my mentee met his/her goals? What have I done to help my mentee reach his/her goals?
- What were some important milestones or achievements?
- Is my mentee ready to move on independently?
- How else can I support my mentee after completing our mentoring programme?
- What are some compliments/words of encouragement that I would like to say to my mentee?
- How have I benefitted and learnt from this mentoring experience?
- How else can I do better as a mentor?

3. Schedule a suitable date for the final meeting. It may be ideal to do it in a more relaxed atmosphere away from the classroom or the office such as a conversation over lunch or over a cup of coffee.

### During the session:

1. Revisit the goals outlined in the mentoring action plan at the beginning.

#### Possible Conversation Prompts

- What were your original SMART goals and were they achieved?
- Did your goals change or did you discover new goals/aspirations?
- How do you know you have made progress? Are there any examples to share?

2. Reflect on the mentoring process by reviewing key conversations and activities done together. Celebrate the achievements and acknowledge the challenges.

#### Possible Conversation Prompts

- How do you feel about the overall mentoring process?
- How have you grown since our first meeting? What were some of your key highlights in this journey?
- What are your top three takeaways from this mentoring process?
- In what ways do you think the mentoring has benefitted the children in your class?
- What aspects of this mentoring process can be enhanced?
- Is there any other feedback that you would like to share with me?

Based on the mentoring logs and/or other forms of documentation, both mentor and mentee can consider the achievements and challenges encountered during the process. Additionally, they may reflect on the mentoring process to assess its effectiveness and identify areas for development, paving the way for successful future mentoring relationships.

### 3. Assess the need to continue the mentoring relationship

Some mentoring pairs may decide that the mentoring relationship should continue so as to adequately address the mentee's needs. Others may decide that regular mentoring is no longer necessary as the mentee is confident and ready to progress independently.

#### Possible Conversation Prompts

- How has the mentoring relationship evolved over time?
- Have I addressed your needs?
- Are there any areas that have not been addressed?

### 4. Conclude the mentoring relationship

If both parties have chosen to conclude the relationship, it is important for the mentoring relationship to end on a positive note. The mentor could express appreciation to the mentee for his/her time and sharing, and vice versa. Consider writing a card, or holding a 'graduation' ceremony to show appreciation and acknowledge the milestone. The mentor may also explore ways to continue supporting the mentee's learning.

If both parties decide to continue the mentoring relationship, they may revisit Stage 2 or Stage 3 of the mentoring process (refer to [Chapter 1.4](#)) to review and refine the mentee's needs and goals, or conduct additional mentoring sessions involving discussions or lesson observations.

#### Possible Conversation Prompts

- How can I support you after we conclude this mentoring relationship?
- What aspects of the mentoring process and its outcomes have you found valuable?

The above prompts and questions are non-exhaustive and mentors should not be limited to them when carrying out their conversation.



## Involving a neutral party (i.e. HQ Staff or Centre Leader)

When reflecting on the mentoring journey, it is not uncommon that mentees may share feedback on the mentoring process and suggest specific support structures that could be improved. While mentors may not be able to effect direct changes to the support structures, they can share this information with their Centre Leaders or HQ staff for consideration (more details in [Chapter 8](#)).

HQ staff or Centre Leader could be involved at this stage as a neutral party. They can encourage the mentoring pair to provide their feedback at the end of the mentoring. The reflection forms in [Annex D and E](#) are to be completed by the mentor or mentee. HQ staff or Centre Leaders could use these forms to gain a deeper understanding of the mentoring pairs' experiences and explore potential areas for improvement.

The form for mentors also encourages self-reflection. The process of recording their own learning prompts mentors to consider how they can apply what they have learnt in future mentoring relationships as part of their own professional development.



## Pause and Ponder

1. **At the end of the mentoring process, we expect most mentoring sessions to conclude amicably. However, there may be cases where mentees have accomplished little of what they have set out in their goals and blame their mentor.**
  - a. As a mentor, what proactive steps can you take to prevent such a situation from happening?
  - b. Should this scenario happen to you, how would you respond and handle the situation?
  
2. **Reviewing past documentation, such as written notes and observations in the mentoring log and lesson observation template, allows mentors to reflect on the mentoring journey together with their mentee and determine the need to conclude the relationship.**

As a mentor:

- How can you determine if your mentee has attained his/her SMART goals?
- How can you use the written notes and observation logs more effectively to assess the progress made in the mentoring relationship?





# Chapter Summary

Having a proper closure to acknowledge the end of the mentoring relationship is important for both mentor and mentee.

The formal mentoring process can conclude in various ways.

- When the mentoring relationship advances through the four stages, the goals and outcomes should be fulfilled, thus ending the relationship on positive note.
- The termination of a mentoring relationship may also come about due to mismatches in personalities, goals not being fulfilled, changes in circumstances, a breach of trust and/or lack of accountability in the mentoring process.

To conclude the mentoring well, mentors should:

- revisit the goals set out in the beginning of the mentoring process
- reflect on the mentoring process using a series of questions and prompts to generate critical reflection
- assess the need to continue the mentoring relationship and the support provided thereafter
- express appreciation and acknowledge the achievements made

By covering these points, it reinforces the value of the mentoring experience and provides proper closure to the formal mentoring process.



# Chapter 8:

## Putting in Place Support Structures For Mentoring

Establishing a strong support structure for mentoring is vital for the success of any mentoring programme. In this chapter, we will explore the important role of HQ and Centre Leaders in supporting a mentoring programme. We will also cover the essential aspects of mentor training and the resources available that will help lay the foundation for a strong and sustainable mentoring culture.

HQ and Centre Leaders should provide the direction and support to foster educators' professional development through mentoring. Consider the following components.

### 1. Careful Selection and Pairing of Mentors

Wherever possible, educators who are selected as mentors should embody the qualities mentioned in [Chapter 2](#), and be experienced educators who have demonstrated effective teaching skills and child development knowledge (pedagogical competence).

To set the mentoring relationship up for success, a mentoring pair should be intentionally paired. This could either be based on the mentor having taught or teaching the same level as the mentee or working in close physical proximity to one another (i.e. same bay).

Scan the QR codes below to find out more:



**Desired Attributes for EC Leaders in the Early Childhood Leadership Development Framework**  
(refer to page 3)



**Establishing a defined mentorship system**  
(refer to page 11)

## 2. Establish a common understanding and goal for mentoring

As everyone may have different views on the purpose of mentoring, it is important to establish a common understanding of the purpose of mentoring (refer to [Chapter 1.2](#)).

When everyone involved in the mentoring relationship agrees on the purpose of mentoring, it lays the groundwork for the development of the mentoring process and guides the setting of mentee's goals (refer to [Chapter 5](#)). This ultimately contributes to achieving the mentee's goals and the effectiveness of the mentoring journey.

## 3. Support mentors in their role as a mentor

Research indicates that mentors are more effective when Centre Leaders prioritise and support their mentoring work by providing non-contact teaching time or coordinating schedules to facilitate the following:

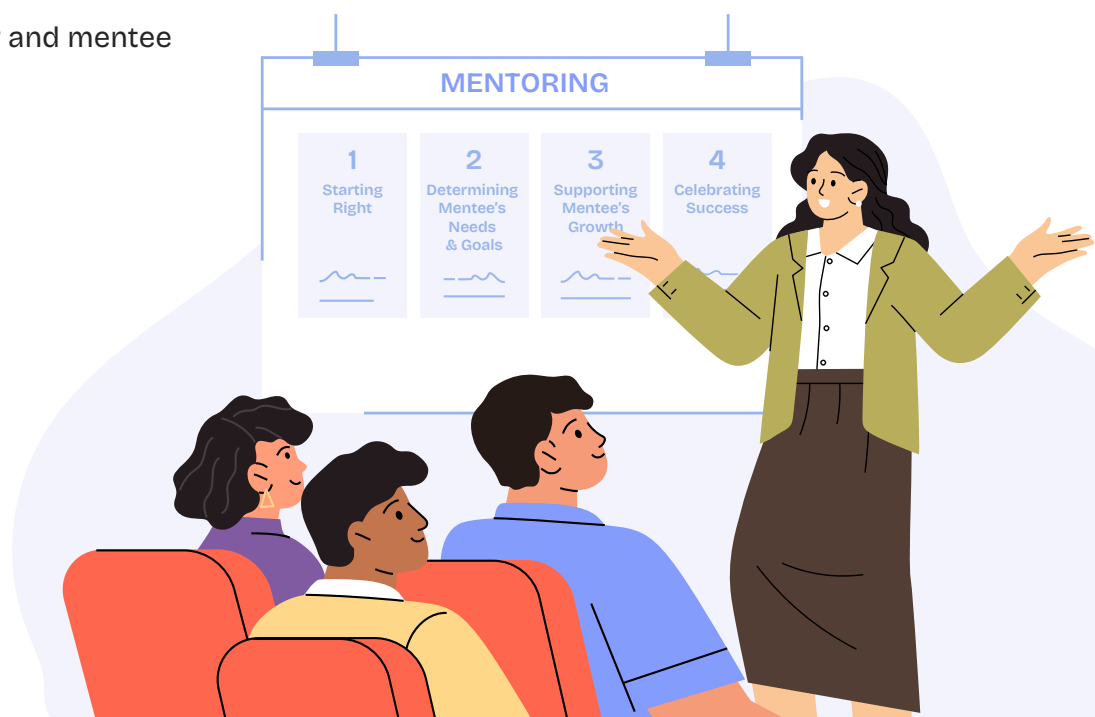


### i. Capacity building of mentors through professional development opportunities

While mentors may have been assigned their role based on their experience or proficiency as educators, it is important for them to be provided with support such as training and resources to fulfil their mentor role.

As mentors engage mentees in reflective practice to review their practice and explore strategies for continuous improvement, Gasper and Walker (2020) highlighted the importance for mentors to participate in training relevant to:



- Key aspects of mentoring theory and practice
- Adult learning theory and practice
- The roles of a mentor and mentee
- Communication
- Reflective practice



To develop the mentoring skills of new mentors, consider the following.

Issues	Possible arrangements / support to alleviate constraints
<p><b>Little or no mentoring experience</b></p>	<ul style="list-style-type: none"> <li>• Allow a new mentor to shadow a more experienced mentor</li> <li>• Provide protected time and space to discuss and reflect upon mentoring practices with Centre Leader or other mentors</li> <li>• Implement regular check-in meetings with the mentor to develop their mentoring skills such as identifying an effective mentoring approach, adapting to the dynamic mentoring relationship and establishing boundaries</li> </ul>
<p><b>Lack of skills to build trust or develop rapport with mentee</b></p>	<ul style="list-style-type: none"> <li>• Centre Leader to role model how to build trust and create a safe space for sharing</li> <li>• Provide resources and/or dedicated time to attend training workshops focused on trust-building (such as active listening techniques, developing empathy skills, understanding non-verbal communication)</li> </ul>

Additionally, the following are some mentoring courses<sup>1</sup> which would be beneficial for mentors:

Course Overview	QR Code
<p><b>Mentoring 101: Bringing Out the Best in EC Educators</b></p> <p>This course focuses on equipping learners with concepts and skills to mentor student teachers and interns. Learners will develop an understanding of the mentoring process, its goals and benefits of mentoring for different stakeholders.</p>	 <p><a href="https://go.gov.sg/tec-mentoring-101">https://go.gov.sg/tec-mentoring-101</a></p>
<p><b>Mentoring 201: Bringing Out the Best in EC Educators</b></p> <p>Learners will develop an understanding of the needs of preschool teachers, and examine and apply strategies for supporting them. They will deepen the mentoring relationships via different forms of professional conversation and collaboration, deepening the professional learning that such relationships enable.</p>	 <p><a href="https://go.gov.sg/tec-mentoring-201">https://go.gov.sg/tec-mentoring-201</a></p>

<sup>1</sup>Information on current mentoring courses for educators is accurate as of 31 December 2024.

## ii. Collaboration among mentors

Opportunities for mentors to come together for peer learning allow them to have an increased sense of self-efficacy through the sharing of experiences and access to new strategies, and helps to reduce professional isolation.



## 4. Sufficient Time and Space for Mentoring

While centres recognise the importance of quality time in effective mentoring, finding time is a common concern. Concerted efforts to minimise the impact on various issues, such as those listed below, would go a long way to ensure that mentors and mentees are well-supported.

Issues	Possible arrangements / support to alleviate constraints
<b>Lack of time for mentoring (e.g. mentor-mentee classroom observation, dialogues)</b>	<ul style="list-style-type: none"> <li>• Coordinating non-contact time for both mentor and mentee</li> <li>• Arranging for relief teachers to cover classes when mentors or mentees are released for their meetings or classroom observations</li> </ul>
<b>High workload for mentors</b>	<ul style="list-style-type: none"> <li>• Releasing mentors from classrooms for a portion of the day or week</li> <li>• Reducing duties and administrative load for mentors</li> <li>• Avoid overloading mentors with too many mentees</li> </ul>
<b>Heavy responsibilities for new and beginning educators in their first year of work</b>	<ul style="list-style-type: none"> <li>• Collaborative planning of lessons</li> <li>• Sharing resources within teams</li> <li>• Ensuring clarity of roles</li> <li>• Co-teaching for beginning educators</li> </ul>
<b>Lack of space for safe or confidential conversations</b>	<ul style="list-style-type: none"> <li>• Schedule time for the mentoring pair to have exclusive use of the Centre Leader's office or staff room</li> <li>• Utilise public spaces around the school premises for mentoring sessions</li> </ul>

## 5. Recognition of mentors

The role of a mentor should bring a sense of pride and accomplishment. It is important for mentors to feel appreciated and valued in their mentoring journey by receiving recognition for the significant mentorship and support that they provide.

Acknowledge their commitment and contributions at the school level (e.g. during a staff meeting) and/or at the organisational level (e.g. in the organisation's newsletter).

For mentoring programmes with defined time periods, recognition can be timed with the formal opening or closing of each mentoring cycle. Additionally, their valuable experiences and feedback would be useful in the review and development of existing centre-specific induction and mentoring programmes.

### An Example of How Support Structures Can Be Implemented In An Organisation:

**Teacher Kenny, a Senior Preschool Educator and Level Head at a Large Childcare Centre (LCCC), was appointed as a mentor for a Beginning Preschool Educator.**

#### Mentoring Workshop and Support

Upon his appointment as a mentor, Teacher Kenny attended a two-day mentoring workshop alongside other mentors from his organisation. The workshop provided him with an introduction to the organisation's mentoring programme, relevant mentoring documents and practical sessions to apply the acquired knowledge. This initial training equipped Teacher Kenny with the necessary tools and understanding to effectively mentor his mentee.



#### Intentional Matching

Teacher Kenny was intentionally matched with a mentee who used to be his assistant teacher. He had taught a K1 class the previous year, the same level his mentee is now teaching. This intentional pairing allowed Teacher Kenny to build on the existing relationship with his mentee, and Teacher Kenny's experience teaching the same level enabled him to relate to the challenges his mentee was facing and contextualise the mentee's needs and goals.

### Support for Mentor

Teacher Kenny's Centre Leader checked in with him three times during the mentoring cycle – at the beginning, middle, and end. These check-ins served as opportunities for Teacher Kenny to address any challenges and receive guidance, ensuring that he felt supported throughout the mentoring process.



### Structured Time & Space for Mentoring

Teacher Kenny was allocated two to three hours of additional non-contact time each week to meet his mentee, allowing for dedicated time to engage in mentoring discussions. He also had access to the staff room for their mentoring discussions. This structured time allocation and space facilitated regular and meaningful interactions between Teacher Kenny and his mentee, enabling them to build a strong mentoring relationship.

# Chapter Summary

The role of Centre Leader and HQ staff is crucial in establishing **support structures** that contribute to a successful and sustainable mentoring programme.

Their inputs include:

- Careful selection and pairing of mentors and mentees
- Establishing a common understanding and goal for mentoring
- Supporting mentors in their role as a mentor
- Allocating sufficient time and space for mentoring
- Affirming and recognising the contributions of the mentors

Conclusion →



# Conclusion

This mentoring guide presents mentoring as a relationship between the mentor and mentee that can be nurtured through mentor's intentional preparation. It emphasises the collaborative partnership between the mentoring pair in seeking growth together, as well as the importance of mentees taking ownership of their own learning.

This mentoring guide also advocates for a concerted and collaborative effort, highlighting the collective responsibility of Centre Leaders, HQ Staff, mentors and mentees in developing and enhancing the mentoring programme within the centre.

The strategies recommended in this guide provide a sound foundation for both new and experienced mentors. We hope that by adopting the principles and applying the strategies, mentors can cultivate an environment of continuous learning, reflection, open communication and mutual respect. These elements contribute to the professional growth of all parties involved.

Ultimately, the aim of this guide is to support educators in their journey in the early childhood sector. This will in turn strengthen the sense of identity, build a sense of fraternity and make the EC sector a profession of choice. The support provided to educators will also help retain talents and ensure that as a sector, we continue to grow from strength to strength.



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# Supplementary Activities

## Activity 1: The Mentor Beliefs Inventory

The Mentor Beliefs Inventory has been adapted from Glickman's Supervisory Belief Inventory (1985). While Glickman uses the term "supervision", the principles are equally applicable to mentoring. Therefore, the inventory below has been contextualised to help mentors to assess their own beliefs about mentoring. The tool aims to develop a mentor's self-awareness regarding their personal beliefs about mentoring and how these may influence their mentoring approach.

### Instruction:

For each item, indicate your preference by circling either **A** or **B**. You may not fully agree with either choice but select the one that best reflects your perspective.

- 
- 1** A. Mentors should give mentees a large degree of autonomy and initiative within broadly defined limits.
- B. Mentors should provide mentees guidance on methods that will help them improve their teaching.
- 
- 2** A. Mentees should be encouraged to establish their own goals and objectives for professional growth.
- B. Mentors should assist mentees to align their personalities and teaching styles with the school's philosophy and direction.
- 
- 3** A. Mentees may feel uncomfortable and anxious if their mentors do not communicate the focus or objective of the classroom observation.
- B. Classroom observations of mentees are meaningless if mentees do not establish the focus of the classroom observation with their mentor.
- 
- 4** A. It is important for mentors to build an open and warm mentoring relationship with their mentee.
- B. Mentors who become overly personal with mentees risk being less effective and respected compared to mentors who maintain a certain degree of professional distance from mentees.
-

- 
- 5** A. A mentor's role during mentoring is to ensure positive interactions, share realistic information and assist mentees to find their own solutions to problems.
- B. The methods and strategies mentors use with mentees are aimed at reaching an agreement on the needs for future improvement.
- 

**6 In the beginning stage of mentoring:**

- A. Mentors develop objectives with their mentees to achieve centre goals.
- B. Mentors aim to recognise the talents and goals of each mentee so that they can work on the improvements needed.
- 

**7 When several educators have a similar problem in the classroom, I prefer to:**

- A. Have the educators form an informal group and encourage them to collaborate in solving the problem.
- B. Work with educators individually to identify their strengths, abilities and resources, so that they can find their own solution to the problem.
- 

- 8** A. Mentees who take ownership of their personal growth will be more effective than those who are not.
- B. Mentees should adopt teaching methods and strategies that have proven successful over the years.
- 

**9 During a pre-observation conversation:**

- A. Mentors should propose what to observe to the mentee, but let the mentee make the final decision about the objective(s) and methods of observation.
- B. The mentoring pair should jointly decide the objective(s) and methods of observation.
-

**10 When the mentor observes the mentee doing something inappropriate during the classroom observation:**

- A. Mentors should share during the post-observation conversation with their mentees why the action was inappropriate.
- B. Mentors should discuss the incident with their mentees and how they could have handled the situation differently.

Source: Adapted from Glickman’s Supervisory Beliefs Inventory (1985)

Count the circled items in each column and identify the column with the most circled items.

Directive Approach	Collaborative Approach	Nondirective Approach
1B	1A	
	2B	2A
3A		3B
4B		4A
	5B	5A
6A		6B
	7A	7B
8B		8A
	9B	9A
10A	10B	



## Activity 2: Self-Reflection on Listening Habits

Use this checklist to reflect on your behaviour during conversations. This activity helps you be more aware of your listening habits.

Put a tick against each statement that applies to you during a conversation.

### During a conversation, I usually:

**1** Position myself properly to see and hear the person who is talking

---

**2** Refrain from dismissing different viewpoints

---

**3** Provide wait time

---

**4** Avoid interrupting or challenging a statement

---

**5** Show I am listening through verbal and non-verbal cues

---

**6** Ask clarifying questions to ensure understanding

---

**7** Refrain from making judgement of what the speaker is going to share before he or she says it

---

**8** Resist the need to have the last word

---

Source: Adapted from Small Firms Enterprise Development Initiative (SFEDI) Group (2012), p.10-11, Section Two.

# Annexes

# Annex A: Mentoring Log

Name of Mentee: \_\_\_\_\_

Date: \_\_\_\_\_

Name of Mentor: \_\_\_\_\_

Time: \_\_\_\_\_

## Agenda

*(Mentor to set the agenda at the beginning of the session)*

## Discussion Points

**Follow Up**

<p><b>Mentee's Next Steps</b> <i>(Actions to be taken before the next mentoring session)</i></p>	<p><b>Support from Mentor</b> <i>(To provide to the mentee)</i></p>
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**Next Meeting**  
*(Agenda, date and time for the next meeting)*

**Reflections**

*(Learning points, areas that went well and any challenges/concerns)*

# Annex B: Mentoring Action Plan

Name of Mentee: \_\_\_\_\_

Name of Mentor: \_\_\_\_\_

Class: \_\_\_\_\_

**Relevant TSC(s) - no more than 2**

**Identified TSC 1:**

**Identified TSC 2:**

**Technical Skills and Competencies (TSCs)**

*Click on each TSC to access their reference documents*

<p>TSC Category: <b>Child Learning and Development</b></p> <p><a href="#">Child Development Assessment</a></p> <p><a href="#">Child Observation</a></p> <p><a href="#">Classroom Management and Guidance of Children's Behaviour</a></p> <p><a href="#">Diversity and Inclusion</a></p> <p><a href="#">Early Childhood Curriculum Design</a></p> <p><a href="#">Early Childhood Pedagogical Practice</a></p> <p><a href="#">Early Childhood Programme Planning</a></p> <p><a href="#">Learning Environment Design</a></p>	<p>TSC Category: <b>Child Safety and Well-Being</b></p> <p><a href="#">Child Safety and Protection</a></p> <p><a href="#">Health, Hygiene and Nutrition for Children</a></p> <p><a href="#">Interaction and Relationship</a></p> <p><a href="#">Responsive Caregiving Approaches</a></p>	<p>TSC Category: <b>Family and Community Partnership</b></p> <p><a href="#">Community Partnership</a></p> <p><a href="#">Family and Caregiver Engagement</a></p> <p><a href="#">Situation Management with Families and Community</a></p>	<p>TSC Category: <b>Operations and Management</b></p> <p><a href="#">Data and Information Management</a></p>	<p>TSC Category: <b>Professional Practice and Development</b></p> <p><a href="#">Collaborative Practices with Stakeholders across Disciplines</a></p> <p><a href="#">Ethical Conduct and Professional Integrity</a></p> <p><a href="#">Practitioner Inquiry</a></p> <p><a href="#">Professional Advice and Engagement</a></p> <p><a href="#">Reflective Practice for Educators</a></p> <p><a href="#">Resilience and Self-care</a></p>	<p>TSC Category: <b>Early Intervention and Learning Support Development</b></p> <p><a href="#">Child Functional Needs Assessment</a></p> <p><a href="#">Child Screening and Assessment</a></p> <p><a href="#">Early Intervention Curriculum Design</a></p> <p><a href="#">Early Intervention Principles and Practices</a></p> <p><a href="#">Individualised Intervention Planning and Implementation</a></p> <p><a href="#">Learning Support Session Planning and Implementation</a></p>
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**Relevant Knowledge & Abilities** – refer to the TSC Reference Documents in previous page

**SMART Goal(s)**

<b>Action Step</b> <i>(To achieve the goal(s), I will / have to...)</i>	<b>Resources &amp; Support Needed</b> <i>(What do I need?)</i>	<b>Timeline</b> <i>(When do I need to do this?)</i>	<b>Indicator of Success</b> <i>(How will I know I have succeeded?)</i>

<b>Action Step</b> <i>(To achieve the goal(s), I will / have to...)</i>	<b>Resources &amp; Support Needed</b> <i>(What do I need?)</i>	<b>Timeline</b> <i>(When do I need to do this?)</i>	<b>Indicator of Success</b> <i>(How will I know I have succeeded?)</i>



# Annex C: Lesson Observation Template

## Possible Areas of Focus for Lesson Observation

<b>Learning and Development (L&amp;D) Frameworks</b>	
<b><u>Early Years Development Framework (EYDF)</u></b>	<b><u>Nurturing Early Learners (NEL) Framework</u></b>
<p><b>Areas of Development and Developmental Goals</b></p> <ul style="list-style-type: none"> <li>• Cognitive Development</li> <li>• Communication and Language Development (English Language and Mother Tongue Language)</li> <li>• Physical Development</li> <li>• Social and Emotional Development</li> </ul>	<p><b>Learning Areas and Learning Goals</b></p> <ul style="list-style-type: none"> <li>• Aesthetics and Creative Expression</li> <li>• Discovery of the World</li> <li>• Health, Safety and Motor Skills Development</li> <li>• Language and Literacy (English Language and Mother Tongue Language)</li> <li>• Numeracy</li> </ul>
<p><b>C.H.I.L.D. Principles</b></p> <ul style="list-style-type: none"> <li>• Caregiving and routines as opportunities for learning and development</li> <li>• Holistic Development</li> <li>• Intentional planning for meaningful experiences</li> <li>• Learning through exploration and play in a safe and enriching environment</li> <li>• Developing secure attachments through respectful, responsive and reciprocal interactions</li> </ul>	<p><b>Values, Social and Emotional Competencies and Learning Dispositions</b></p> <ul style="list-style-type: none"> <li>• Inculcating Values</li> <li>• Developing Social and Emotional Competencies</li> <li>• Fostering Learning Dispositions</li> </ul>
	<p><b>iTeach Principles</b></p> <ul style="list-style-type: none"> <li>• Integrated Approach to Teaching and Learning</li> <li>• Teachers as Facilitators of Learning</li> <li>• Engaging Children in Learning through Purposeful Play</li> <li>• Authentic Learning through Quality Interactions</li> <li>• Children as Constructors of Knowledge</li> <li>• Holistic Development</li> </ul>

# Annex C: Lesson Observation Template

Name of Observer: \_\_\_\_\_ Name of Educator: \_\_\_\_\_ Class: \_\_\_\_\_

Date of Lesson: \_\_\_\_\_ Time of Lesson: \_\_\_\_\_ Topic of Lesson: \_\_\_\_\_

## SMART Goal

## Areas of Focus

*(With reference to either EYDF, NEL Framework or organisation's L&D focus)*

<b>Observation</b>	<b>Comments/Notes</b>

<b>Observation</b>	<b>Comments/Notes</b>

## Annex D: Reflection Form for Mentors

Name of Mentor: \_\_\_\_\_ Date: \_\_\_\_\_

Respond to the following statements on a scale of 1 to 4:

*1 - Strongly Disagree, 2 - Disagree, 3 - Agree, 4 - Strongly Agree*

1. I have used my understanding on the principles of adult learning to help my mentee develop and grow professionally.	1	2	3	4	N/A
2. I was able to help my mentee identify his/her needs.	1	2	3	4	N/A
3. I was able to provide appropriate guidance to help my mentee achieve his/her goals.	1	2	3	4	N/A
4. I was able to provide helpful feedback.	1	2	3	4	N/A
5. I was able to help my mentee become a more reflective practitioner.	1	2	3	4	N/A
6. I find the tools provided (such as the Mentoring Log and Mentoring Action Plan) useful in keeping the mentoring sessions on track.	1	2	3	4	N/A
7. I was able to learn from this experience which enhanced my own professional development.	1	2	3	4	N/A
8. What were some of the important insights I gained as a mentor? <i>(e.g. perspectives on mentoring, communication skills, etc)</i>					

**9. What would I have done differently as a mentor?**

**10. What aspects of the mentoring were the most useful in helping my mentee reach his/her goals?**

**11. What aspects of the mentoring could be improved or enhanced?**

# Annex E: Reflection Form for Mentees

Name of Mentee: \_\_\_\_\_ Date: \_\_\_\_\_

**Respond to the following statements on a scale of 1 to 4:**

*1 - Strongly Disagree, 2 - Disagree, 3 - Agree, 4 - Strongly Agree*

1. The mentoring has helped me to feel more confident as an educator.	1	2	3	4	N/A
2. My mentor was able to help me identify my professional needs.	1	2	3	4	N/A
3. My mentor was able to provide appropriate guidance to help me achieve my goals.	1	2	3	4	N/A
4. My mentor was able to provide helpful feedback throughout the mentoring process.	1	2	3	4	N/A
5. I have become a more reflective practitioner through the mentoring process.	1	2	3	4	N/A
6. The tools provided (such as Mentoring Log and Mentoring Action Plan) were useful in tracking my progress.	1	2	3	4	N/A
7. I was able to learn things from my mentor that I could apply in my classroom and improve my teaching.	1	2	3	4	N/A
<b>8. How have I applied and practiced what I have learnt?</b> <i>(Refer to your Mentoring Logs and Mentoring Action Plan for knowledge and abilities that were focused on during the mentoring process)</i>					
TSCs	What I Learnt / How I Have Improved				

**9. What additional areas do I need more support in for my professional development?**  
*(Refer to your Mentoring Logs and Mentoring Action Plan for knowledge and abilities that were focused on during the mentoring process)*

TSCs	Knowledge and Abilities

Source: Adapted from Garvey (2017) and Alred & Garvey (2019).