

THE IMPORTANCE OF USING MENTORING FOR THE DEVELOPMENT OF EMPLOYEES IN THE EDUCATION SYSTEM

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Annotation: The mentoring relationship is an important process for assessing the assimilation of a new employee into a new role. Mentoring is a collaborative process with your new employee and should have a variety of content and objectives. This article discusses the importance of mentoring in helping an employee navigate the learning curve and relationships inherent in any new role.

Keywords: mentoring, new employee, collaboration, new role, relationships, spirituality, the importance of mentoring, training system, employee development.

TA'LIM TIZIMIDA XODIMLARNI RIVOJLANTIRISH UCHUN MENTORLIKDAN FOYDALANISH AHAMIYATI

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Annotatsiya: Mentorlik munosabati, yangi xodimning yangi rolda assimilyatsiya qilinishini baholash uchun muhim jarayon. Mentorlik sizning yangi ishchigiz bilan birga hamkorlik jarayonida qo'shimcha ravishda taqdim etiladi va turli tarkib va maqsadlarga ega bo'lishi kerak. Ushbu maqolada mentorlikning xodimga har qanday yangi roldagi harakati va munosabatlarga xos bo'lgan o'rganishda harakat qilishiga yordam beradigan ahamiyati haqida so'z boradi.

Kalit so'zlar: mentorlik, yangi xodim, hamkorlik, yangi rol, munosabatlar, ma'naviyat, mentorlikning ahamiyati, ta'lim tizimi, xodimlarni rivojlantirish.

ЗНАЧЕНИЕ ИСПОЛЬЗОВАНИЯ НАСТАВНИЧЕСТВА ДЛЯ РАЗВИТИЯ ПЕРСОНАЛА В СИСТЕМЕ ОБРАЗОВАНИЯ

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Аннотация: Наставнические отношения являются важным процессом оценки адаптации нового сотрудника к новой роли. Наставничество осуществляется в сотрудничестве с вашим новым сотрудником и должно иметь разнообразное содержание и цели. В этой статье обсуждается важность наставничества, помогающего сотруднику ориентироваться в процессе обучения и выстраивать отношения, присущие любой новой роли.

Ключевые слова: наставничество, новый сотрудник, сотрудничество, новая роль, отношения, духовность, важность наставничества, система образования, развитие сотрудников.

Introduction. Mentoring is a formal or informal relationship between experienced, knowledgeable employees and inexperienced or new employees. The goal of the mentor is to quickly acclimate the new employee to the cultural and social norms of the organization. The mentor helps the current employee grow and prepare for new job and career opportunities. Mentoring can also help an employee, new to a specific job or area of responsibility, quickly learn what they need to know to be successful in their job and role. A mentor can also act as a drill sergeant as the new employee is assimilated into the company. A mentor can help employees become knowledgeable and effective in their current jobs as they continue to work. They help the employee to reach a new level of knowledge, sophistication, and development. Good mentoring relationships involve a specific knowledge exchange that helps the new employee develop rapidly as a valuable asset to the organization. Many organizations assign one of their formal employees as a mentor during the onboarding process. Other mentoring relationships develop spontaneously and over time. All employees who are mentors continue to be mentored, learn faster, and become more actively involved in the company culture. Along with other employees, the mentor is also introduced during the onboarding process for new employees. For onboarding, a mentor can be a new employee, an experienced or seasoned colleague, or a manager or team leader. The mentoring relationship is often between employees and their manager; in fact, it was a simple relationship in the past. While these mentoring relationships are still encouraged, it is recommended that employees and organizations implement additional mentoring relationships. A mentoring relationship with a mentor never loses the tools of assessment that your employee needs to succeed in your organization. Mentoring is a skill and an art that can be developed through practice and participation.

In some organizations, a new employee is assigned a buddy to help them get started and work on their onboarding. A buddy plays a similar role to a mentor, but is usually a friend and more experienced colleague of the new employee. A mentor is a person who is responsible for ensuring that the new employee is fully informed about the organization and doing everything they can to help them integrate into the organization. Friendships can last a long time, and employees can even become friends. In many organizations, a buddy who works in the same or similar roles plays a special role in helping a new employee get started on the real job by training him or her. The buddy is also responsible for introducing the new employee to others in the organization.

“Staff development” usually refers to the professional development of staff, doesn’t it? In this case, the staff are teachers and others in education. Mentoring here probably means guiding or coaching them to improve their skills. I remember that teachers in schools often have in-service training days. Perhaps coaching for staff development is a more personalized or ongoing form of this? Instead of just attending seminars, they can get a mentor who works with them individually or in small groups. The goal is to help them become better teachers, which in turn benefits their students.

But what exactly does a mentor do in terms of staff development? Do they observe lessons, provide feedback, model teaching strategies, or help with classroom management? I think it's a combination of both. They can also help integrate new technologies or curricula. As education is constantly evolving, educators can play an important role in helping staff adapt to change. In addition, consider other educational staff beyond teachers - administrators, consultants, or support staff. Mentoring may also be their specialty. For example, mentoring an administrator on leadership skills or consulting on new ways to support students. Are there specific models or frameworks for staff development mentoring? I remember something about teacher mentoring, but it sounds like that. Perhaps staff development mentoring is a broader term that encompasses a variety of roles. It can include collaborative planning, brainstorming, and setting professional goals. A good friend can provide additional support, such as taking the new employee to lunch with a small group. Another responsibility of the employee or coworker is to ensure that the employee meets with appropriate managers and senior team members. A buddy, along with other productive employees, brings a successful new employee to the organization. A supportive relationship with a mentor can develop spontaneously and over time. Or, the employee may seek out a mentor because he or she wants to experience the power of a mentoring relationship in his or her professional development. These informal mentors are often experienced employees or managers who can provide additional information about the employee (who has the employee’s input), the employee’s wants, or the employee’s needs. For example, a product team member seeks out a consulting relationship with the Marketing Department Manager. He or she hopes to learn to better understand markets and customers before developing a product that no one else is willing to buy. This type of mentoring relationship can be very successful in an organization. In other cases, when the mentoring relationship is strong, the employee identifies professional skills that he or she does not have. The employee then seeks out someone in the organization who has these skills and becomes someone from whom the employee can learn. Want to learn more about the power of mentors? Additional information on mentoring provides advice on what a mentor does and how to find a mentor. These are the top fifteen qualities of a successful mentor. Mentoring groups is also an opportunity to train and develop staff. Mentoring for staff

development - so we're talking about mentoring teachers and other education staff, right? Why is it important? First, mentoring usually helps people learn the ropes. For new teachers, having a mentor can provide guidance, support, and reduce burnout. But the question isn't just about new teachers, but about staff development in general. Well, maybe it applies to all levels of experience? I don't recall reading anywhere that mentoring helps retention. If teachers feel supported, they are more likely to stay in their jobs. This makes sense. High turnover can be a problem in schools, so mentoring can help mitigate that. Mentoring can offer opportunities for personal development. Instead of a one-size-fits-all training session, a mentor can address specific needs. For example, a teacher struggling with classroom management can get targeted advice from a mentor who has experienced similar challenges. Collaboration and sharing of best practices can be another aspect. Mentors can share their experiences and effective strategies, which can help spread best practices throughout the school. This can lead to a more holistic approach to teaching and better student outcomes. Teachers who take on a mentoring role can develop leadership skills, which prepares them for future roles as department heads or administrators. In this way, mentoring is not only for the benefit of the mentor, but also helps the teacher grow. In addition, there is an emotional support aspect. Teaching can be stressful, and having a mentor to talk to can help relieve some of that stress. This emotional support can contribute to overall job satisfaction and mental well-being. But wait, are there any studies or evidence to support these ideas? I'll have to think about that. For example, studies showing that schools with mentoring programs have higher retention rates. Or that teachers with mentors do better on assessments. You might want to mention some to fuel the discussion.

Also, given the structure of the education system, mentoring can help bridge the gap between generations of teachers. Veteran teachers have institutional knowledge, while new teachers can bring new ideas and understanding of technology. Mentoring relationships can facilitate the transfer of knowledge in both ways. A school that promotes mentoring can foster a more supportive and collaborative environment. This can lead to a positive workplace culture, which in turn benefits student learning. But what about the potential challenges? For example, time constraints for mentors and coaches, or the need for coaches to train themselves. But the question is not about the challenges, but about the importance, so focus only on the positive aspects.

Mentoring helps address inequalities by supporting and empowering underrepresented staff, helping them to move up the system, and helping them to advance. This can contribute to more diverse leadership in the education system. Mentors can help teachers who are less familiar with technology integrate new technologies into their teaching, which is increasingly important in modern education. Staff development coaching involves personalized, ongoing professional support for educators (teachers, administrators, counselors, and others) to improve their skills, adapt to changes in education, and improve student outcomes.

Materials and methods. Key components that enhance the value of using mentoring for staff development in the education system include: Personalized instruction - Tailored coaching sessions that address individual needs, such as classroom management, instructional strategies, or technology integration. Observations and constructive feedback to improve teaching practices. Collaborative Practices - Facilitates collaborative planning and reflection discussions to promote self-assessment and growth. Models effective teaching methods and evaluates evidence-based strategies. Goal-Oriented Approach - Helps set and achieve professional goals that align with school goals. Focuses on measurable outcomes, such as student engagement or productivity.

Adapt to change - Supports staff in navigating new curricula, technologies, or educational policies. Encourages innovation in teaching methods.

- Administrators: Coaching on leadership, conflict resolution, or informed decision-making.

- Support staff: Coaching on student well-being, inclusive practices, or communication strategies. Often uses instructional coaching models that emphasize collaboration and evidence-based practices.

- Incorporates adult learning theories to respect the autonomy and expertise of professionals.

The main part. “Staff development” usually means the professional development of staff, right? In this case, the staff are teachers and others in education. Here, mentoring probably means guiding or coaching them to improve their skills. I remember that teachers in schools often have professional development days. Is staff development coaching a personalized or ongoing form of this? Instead of just attending seminars, they might get a mentor who works with them individually or in small groups. The goal is to help them become better teachers, which in turn benefits the students. But what exactly does a staff development mentor do? Do they observe lessons, provide feedback, model teaching strategies, or help with classroom management? I think it's a combination of all of these. They may also help with the integration of new technologies or curricula. As education is constantly evolving, mentors can play an important role in helping staff adapt to change. In addition, it is important to consider other educational staff besides teachers - administrators, consultants or support staff. Mentoring can also be a part of them. For example, a consultant on leadership skills to an administrator or new ways to support students.

Are there specific models or frameworks for staff development coaching? I don't remember anything about teacher coaching, but it seems like that. Perhaps staff development coaching is a broader term that encompasses a variety of roles. This can include collaborative planning, brainstorming, and setting professional goals. A good friend can provide the new employee with extra support, such as taking a small group to lunch. The employee or coworker's other responsibilities can help ensure that the employee meets with appropriate managers and senior team members. A friend, along with other productive employees, can make a successful new employee for the organization. A mentor-mentee relationship can develop spontaneously and over time. Or, an employee may seek out a mentor because they want to experience the power of a mentoring relationship in their own development. These informal mentors are often experienced employees or managers who can provide additional information about the employee (whose advice the employee has), the employee's wants, or their needs. For example, a product team member seeks a consulting relationship with the Marketing Manager. He hopes to learn to better understand markets and customers before developing a product that no one wants to buy. This type of consulting relationship can be very successful in an organization.

In other cases, where the mentoring relationship is strong, the employee identifies professional skills that he or she does not have. The employee then seeks out someone within the organization who possesses these skills and becomes someone from whom the employee can learn.

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Summary. In conclusion, mentoring is a multifaceted tool that strengthens the education system by developing individual potential, fostering collective resilience, and ensuring sustainable institutional growth. Its role in staff development is important, addressing both immediate problems and long-term strategic goals. The key ideas are: supporting new teachers, professional development, retention, leadership development, emotional support, sharing best practices, fostering collaboration, enhancing institutional culture, promoting diversity, and adapting to new technologies. Each of them contributes to the overall effectiveness of the education system by developing the capabilities of employees and providing a favorable environment.

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