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This We Believe About the Induction and Mentoring of New Business Teachers

At all instructional levels, new business teachers may encounter challenges such as uncertainty, isolation, and lack of collegial support. With support and guidance from colleagues, new business teachers are more likely to remain in the profession. **We believe that** inducting new teachers into the business education profession and providing ongoing mentoring to them are privileges and responsibilities of veteran business teachers and professional associations.

Importance of Inducting and Mentoring New Business Teachers

Induction is a way of introducing teachers at all instructional levels to the business education community. Teacher induction is a broader concept than either preservice or inservice teacher training programs. Induction may include a variety of activities such as workshops, classes, seminars, and especially, mentoring. Mentoring, formal or informal, offers new teachers instructional support through one-on-one coaching, team teaching, demonstration teaching, shared planning, analysis of instruction, self-reflection, and portfolio development. Non-instructional support may include networking, involvement in professional associations, collaborative activities, and shared research.

The goals of inducting and mentoring are to enhance the professional competence of teachers and to transmit the culture of the educational environment. Thus, **we believe that** inducting and mentoring new business teachers provide an opportunity for the professional development of new business teachers and also for their veteran colleagues.

Enhancement of Professional Development

Professional development opportunities assist new business teachers in classroom management, lesson plan development, instructional delivery, assessment, and advisement of student organizations. Effective induction and mentoring enable colleagues to share successful classroom practices, research, and professional activities. In addition, mentoring may include guidance with conducting and disseminating research.

Mentors help inductees become acclimated to the profession by encouraging membership in professional associations. Involvement in these associations offers opportunities for networking and access to professional journals, publications, and other resources. **We believe that** professional associations provide both new teachers and their mentors with external peer support through meetings, conferences, publications, and other resources.

Serving as a mentor is a positive experience that allows veteran teachers to learn through critical self-reflection, update current teaching strategies, and enhance communication skills. Furthermore, mentors enjoy the increased collaboration associated with guiding new teachers, develop increased confidence in their own teaching, and improve relationships with colleagues and students.

Transmission of the Education Culture

Induction and mentoring play important roles in helping new teachers transition successfully to their new teaching environment and adapt to the education culture. Mentors advise new teachers about how to navigate the education system and contribute to the school community.

We believe that the induction and mentoring of new business teachers at all educational levels can help improve their confidence, job satisfaction, and career longevity. Mentors can help new teachers interpret school policies and procedures, understand the school culture, and guide them to locate and obtain resources.

Role of Business Education in Inducting and Mentoring New Business Teachers

The new generation of business teachers includes those who are just beginning their first career and those who are transitioning to a teaching career. **We believe that** inducting and mentoring allow veteran business teachers to engage in generativity as they “pass the baton” to the next generation of teachers.

Therefore, **we believe that** veteran business teachers have a responsibility to

- Provide leadership in their school community to ensure that induction and mentoring activities are aligned with current best practices to facilitate the growth and success of new teachers.
- Assist new business teachers to develop competencies in instructional planning, classroom management, assessment, and student organization advisement.
- Provide an environment that cultivates the value of conducting, disseminating, and utilizing research.
- Include new business teachers in planning and conducting professional activities at all levels, including local, district, state, regional, national, and international.
- Help new business teachers develop skills in professional leadership and service.
- Participate in online mentoring through state and national online professional communities.
- Engage in lifelong learning and continuous improvement.

We believe that professional associations have a responsibility to

- Provide leadership and support for new teachers and mentors to develop successful relationships.
- Assist new teachers and mentors to develop effective teaching strategies through professional publications, meetings and conferences, online listservs, and ongoing communication.
- Form collaborative relationships with educational institutions that offer alternative licensure programs.
- Connect with new teachers who have alternative licensure.

We believe that new business teachers have a responsibility to

- Join and become actively involved in professional associations.
- Seek out veteran business teachers for advice and assistance.
- Participate in professional online communities.

Therefore, **we believe that** the induction and mentoring of new business teachers are essential for the future of business education. Thus, **we believe that** the enhancement of professional development and transmission of the education culture will ensure the longevity of the business education profession.