



Lausanne Learning Teacher Mentor Handbook

July 8, 2019





Introduction

Hello! We are so glad to have you as a part of Lausanne Learning as a Lausanne Learning Teacher Mentor!

This handbook is a general guide to the expectations and role of a Lausanne Learning Mentor and, as such, is a living document that will change based on the feedback we receive from you! One thing that will never change – Lausanne Learning is here for YOU and the work you do. Our job here at Lausanne Learning is to do all the behind the scenes work – the contracts, the money, the scheduling – so that you can be totally successful in your work with schools. We are always happy to help or change any process we need to so that we better support you and your work.

Teacher Mentors are leaders in the field. We know that the word “leader” might sound as if you are putting yourself above your colleagues. Far from the truth! It means that you have, through experience, study, intentional practice, listening, learning from your colleagues, got to a point where students are really engaged in your classroom. And they do really well in whatever way you measure outcomes. And they’re really happy to learn.

You know there are days where that doesn’t happen in your classroom. There’s nothing like teaching to keep us humble! But your students trust you to get through those days and stick in there with you till you get it back together again. The fact that you know what you are doing and can reflect about it means that you also know how it happened, you can fail and pick yourself up again and walk through the door, you can lean on the trust of your students, you enjoy the respect of your colleagues, all these realities in your life mean that you are ready to take a fulfilling leadership step.

Leadership means taking all that you’ve learned and sharing it with your peers and colleagues so they can do for their students what you do for yours.

The outcome over time is that students will know what it means to be taught in a way that keeps them engaged, empowers them for success, and does that in an environment where they can be happy. They will demand that from all of their teachers. And our schools will transform.

You will transform education. Go you!



Becoming a Lausanne Learning Teacher Mentor

Educating is a serving profession. When teachers become extraordinary, that serving includes both children and other teachers. Of course, simple helping of other teachers happens on a daily basis with a word of advice or solace, a helping hand or a covered duty. Mentoring offers the extraordinary educator an opportunity to benefit the profession on a larger canvas through serving educators and their children in other schools.

So what are the requirements to become a Teacher Mentor?

1. You are a master educator in your area of expertise.*
2. You have at least 3 years teaching experience.
3. You are a practicing educator using the skills you will be sharing.
4. You have a passion for education and community.

**No one is an expert in everything. A master educator is someone who has demonstrated both excellence in skill and in sharing their skills, whatever they may be.*

Great! How do I become a Teacher Mentor?

1. Apply on the Lausanne Learning website.
2. Present at a Lausanne Learning conference. (This helps us get to know you and see your teaching in action!)
3. Complete a “on your own” training as well as a one-on-one training with Lausanne Learning.
4. Sign your letter of intent to consult, agreeing to live our 5 Mentor Characteristics.
5. Provide required materials for Lausanne Learning website profile.
6. Get out there and transform schools!

The 5 Lausanne Learning Mentor Characteristics

1. **Student-Centered Character:** You always keep each student at the center of the conversation by imagining what could be and recognizing that they are the most important people in education.
2. **Sustaining Character:** You are focused on working with the school to implement practices that can be sustained over the long term to support the school’s mission.
3. **Imaginative Character:** You are an expert and can imagine different answers to key questions – even adjusting your teaching as needed to help students be engaged and schools transform.
4. **Independent Character:** You ensure that your clients become independent over time while still building a relationship that contributes to their success.

5. Fearless Character: You don't always tell your clients what they want to hear, but instead tell them what they need to hear for success.

The Lausanne Learning Teacher Mentor Process

Generally, mentor visits are 3 days (including travel). This does not mean, however, that shorter (or longer!) visits are off the table! A 3-day visit is outlined below, but any length of time that helps a school is better than saying no to a school in need. That's what we're here for – to help work out those details!

Preparation:

- Examine key documents (requested by the Teacher Mentor)
- Investigate the school's website
- Interview the Head of School
- Reach out to faculty

Comment: preparation means understanding the school's mission, the charge the Head of School is giving, and getting an introduction to the school itself. Asking the right questions before the engagement is key to understanding the needs of the school, defining goals and outcomes of the engagement, and managing expectations.

Day One:

- Travel in the morning and arrive at the school
- Spend the afternoon visiting classrooms, talking to students, and observing teachers

Comment: The Teacher Mentor must understand the actual lived culture of the school, get to meet the faculty and students, write some reflections in the evening, and complete preparations for the following day.

Day Two:

- Conduct two fishbowls with time for reflection in the morning
- Begin design time with faculty, faculty teams for next steps in the afternoon

Comment: a fishbowl is an observed class taught by the Teacher Mentor. The engagement of students is key as well as the opportunity for the school's teachers to observe and reflect. There are no guarantees when working with children and so there is always deep insight in the areas of success and, potentially, of failure. Faculty are inspired to engage deeply themselves in their own design process as they plan for what they are going to do in their own classrooms. It is optimal if the students are not there for the afternoon.

Day Three

- Continue design time with faculty, faculty teams

Comment: This design time can also include observation and feedback from the Teacher Mentor, continuing to work in teams, and a final reflection at lunchtime. It is optimal if the day is redesigned to each team can meet with the Teacher Consultant for at least an hour.

- Travel out in the afternoon

Comment: There will be two follow-up phone/Skype calls to reflect on progress, report on the direction taken, and gain advice on next steps.

Compensation and Expectations

Lausanne Learning Teacher Mentors are expected to communicate clearly and effectively with clients as well as the Lausanne Learning office. Outlined below are general expectations for consultations and being a part of the Lausanne Learning team:

- Prior to any visit, the Teacher Mentor must:
 - Approve the service and dates (we'll take care of the contract!) in a timely manner
 - Teacher Mentors are responsible for booking their own hotel and flight, and renting a car if needed. All expenses will be reimbursed as receipts are received, with your per diem and fee being paid post-visit.
 - Communicate with the school to ensure that the service is understood and developed prior to your visit
 - Familiarize themselves with a Google Drive that will be provided by Lausanne Learning for their contract, any consult information, and forms, as well as personal information needed for communication and compensation
 - A note on intellectual property: all materials created for a specific consult that have personal or school information are confidential (outside of quotes that we always ask permission to use), although any materials you created and used in teaching are always yours.
 - Develop their plan for the consult, using the Lausanne Learning PowerPoint template if needed
- During the visit, the Teacher Mentor must:
 - Adhere to the Lausanne Learning Teacher Mentor Principles
 - Be flexible to ensure that the visit meets the needs of the school
 - Stay in appropriate communication with the Lausanne Learning Director or Assistant Director if the need arises
 - Check periodically that objectives and progress are aligning with the school
 - Keep all receipts and be prepared to send them to our office
- After the visit, the Teacher Mentor must:
 - Upload any relevant documents to the provided Google Drive folder
 - Fill out a self-reflection form (sent by Lausanne Learning)

- Complete a short video discussing the consult as a marketing tool for your future consults
- Submit expenses within one week of the consult
- Assess any marketing needs or support needs and communicate these to the Lausanne Learning Director

You are a master educator, and you deserve compensation for your time! Lausanne Learning believes teachers should be paid adequately and, while this is not and cannot be a full-time position, we believe that compensation is vital to ensuring focus and joy on a mentoring visit.

All Teacher Mentors are paid a base fee for their time:

- 1st Consult: \$750
- 2nd Consult: \$900
- 3rd Consult: \$1050
- 4th Consult and Beyond: 50% of net profit

In addition, we cover:

- Coach-class flight to and from your consult (you'll book and be reimbursed, but we're always happy to help you find flights!)
- Business-class hotel near the school (you'll book and be reimbursed – again, we can assist)
- Rental car if needed (you'll book and be reimbursed)
- A meals/travel per diem of up to \$50/day
- Up to \$125/day to your school if a substitute is required
- If a consult is longer than 3 consecutive days, an additional \$375/day will be provided in your final fee.

This compensation covers preparation, the actual visit, and post-visit evaluations and follow-ups.

In addition, we provide:

- Business cards
- Lausanne Learning marketing materials
- A Lausanne Learning tee shirt
- Access to a closed Slack channel for all mentors to share ideas and network
- Free registration to all of our conferences for all Teacher Mentors

Conclusion

Thank you again for becoming a Lausanne Learning Teacher Mentor. This is an exciting opportunity for you to grow your network, share your teaching, and make a real difference in the



lives of students and educators and the success of schools. It's also an amazing chance for Lausanne Learning to get to work with some of the best educators out there, and we appreciate everything you do.

This short handbook cannot contain all the nuances, or the joy, that being a Teacher Mentor entails. Please always feel that you can turn to the Lausanne Learning office with any questions, ideas, suggestions, or needs. Contact Director Amber Colvin at 901-860-1946 or acolvin@lausannelearning.com or Assistant Director Amy Brownlee at abrownlee@lausannelearning.com.

Thank you for taking this journey with us as we strive to engage students, empower educators, and transform schools!

Sincerely,

A handwritten signature in black ink that reads "Amber Anna Colvin".

Amber Colvin, Director of Lausanne Learning





Lausanne Learning Teacher Mentor Agreement

The actual agreement you will sign is found on the Lausanne Learning website. It is copied here for reference.

This agreement is between _____ (Teacher Mentor) and Lausanne Learning. The Teacher Mentor agrees to provide excellent service, preparation, and follow-up to any schools at which they consult, and agrees to complete all required pre- and post-visit steps in order to ensure open communication and a successful visit. In addition, the Teacher Mentor agrees to open and clear communication with the Lausanne Learning office in order to facilitate these visits. Finally, the Teacher Mentor agrees to be an advocate for themselves, for the Teacher Mentor program, and, most importantly, for students.

Lausanne Learning agrees to be open and timely with communication and correspondence, including, but not limited to, compensation, consult visit needs, and marketing. Lausanne Learning also agrees to maintain accurate records for both the schools who have Teacher Mentors visit as well as the Teacher Mentors themselves.

This is in no way a contract that prevents other consulting work on the part of the Teacher Mentor, and this contract may be dissolved at any point by either Lausanne Learning or the Teacher Mentor for any reason.

Teacher Mentor Signature:

Lausanne Learning Signature:

