



Mindfulness...and Mentoring

As Seedling mentors, our sincerest intention is that our mentees feel capable, worthy and competent. Last month's Seedling training offered elementary school mentors the opportunity to consider mindfulness as a successful approach to building these attributes in their mentees: by learning to practice mindfulness, interacting with mentees through a non-directive approach, and reflect on significant child-centered relationship principles.

Mindfulness is the act of paying attention to the present moment, letting go of everything that is streaming through your head, and focusing on right now. Practicing mindfulness in mentoring means letting go of your work day, your to-do list, or anything that takes you away from being completely present and in the moment with your mentee.

[Read more](#)

Incorporating *a non-directive approach* is a wonderful companion to mindfulness when mentoring. Based on Carl Rogers' Child-Centered therapeutic model, the non-directive approach encourages the mentor to allow the mentee to make choices in how you spend your time together, in the activities you engage in and to allow him/her to lead the way in problem solving and making decisions. This equal partnership in the relationship empowers and affirms the mentee. Staying in the moment with your mentee as well as listening to what he/she is saying, noticing and sharing in a non-judgmental way, builds self esteem and promotes his/her confidence. [Read more](#)

Dr. Garry Landreth's illuminating *Principles for Relationships with Children* offers a powerful narrative for Seedling Mentors' whose intention is to be mindful and non-directive with his/her mentee. For example, one poignant principle -- "I know so little about the complex intricacies of childhood, therefore I will allow children to teach me" -- reminds us that we can learn so much if we notice, and we listen. By practicing these principles, your relationship, and your mentee, will flourish. [Read more](#)