



Superior-Greenstone District School Board

MENTORING HANDBOOK for NEW TEACHERS and MENTORS

A resource providing information on the implementation
of the mentoring component of the Ministry's
New Teacher Induction Program (NTIP)

TABLE OF CONTENTS

SECTION 1: GETTING TO KNOW SUPERIOR-GREENSTONE DSB

BOARD VISION	3
BOARD MISSION	3
BOARD GOALS	3
BOARD STATEMENT ON MENTORING.....	3



SECTION 2: WHY MENTORING?

RATIONALE	4
DEFINITION OF MENTORING	5
GOALS OF MENTORING	6
PROMOTING THE GOALS OF MENTORSHIP	6
BENEFITS OF MENTORING PROGRAM	7
MENTORING AND THE STANDARDS OF PRACTICE.....	8

SECTION 3 – MENTORING WITH SUCCESS IN MIND!

QUALITIES OF A SUCCESSFUL MENTORING PROGRAM.....	9
BASIS FOR MENTORING PARTNERSHIPS.....	9
WHAT MAKES A MENTORING RELATIONSHIP WORK?.....	10
WHAT IS AN EFFECTIVE MENTOR?.....	10
CRITERIA FOR SELECTING MENTORS	10
SUPPORTING THE MENTORING PROGRAM	11
FINANCIAL SUPPORT	11
CHALLENGES IN ESTABLISHING A SUCCESSFUL MENTORING PROGRAM.....	12

SECTION 4 – WHO DOES WHAT?

ROLE OF THE NEW TEACHER	13
ROLE OF THE MENTOR TEACHER.....	13
ROLE OF THE PRINCIPAL	13
ROLE OF HUMAN RESOURCES	13
ROLE OF THE BOARD.....	13
ROLE OF THE BOARD NTIP STEERING COMMITTEE.....	14
ROLE OF THE BOARD NTIP LEAD.....	14

SECTION 5 –THE MENTORING PROCESS

UNDERLYING PRINCIPLES	15
PROGRAM ORGANIZATION	15
EXIT STRATEGY	17
THE MENTORING PROCESS OVER A TWO-YEAR PERIOD	18

SECTION 6 - MEETING THE NEEDS OF THE PARTICIPANTS

SUGGESTED TOPICS FOR MENTORING TEAM DISCUSSIONS.....	19
CLASSROOM OBSERVATIONS.....	20
PROFESSIONAL DEVELOPMENT ACTIVITIES:.....	20
PROFESSIONAL LEARNING FOR MENTORS.....	20

SECTION 7 – RESOURCES

PRINT SOURCES	21
WEBSITES RESOURCES	21
COMMON QUESTIONS AND ANSWERS RELATED TO NTIP	23

APPENDICES

SECTION 1: GETTING TO KNOW SUPERIOR-GREENSTONE DSB

BOARD VISION



“We are leaders in providing quality learning experiences in our small school communities”

BOARD MISSION

In partnership with the students, the home and the community, Superior-Greenstone District School Board will address individual students’ needs by:

“Inspiring our students to succeed and make a difference”

BOARD GOALS

To realize our Vision and fulfill our Mission, we will be diligent in putting the following values at the forefront of all we do and pursue the Strategic Priorities as outlined.

- Caring
- Honesty
- Respect
- Fairness
- Responsibility
- Perseverance
- Empathy
- Resiliency
- Innovation

Student achievement and well being through and with:

- Quality Instruction
- Student Engagement
- Equity and Inclusive Education
- Student Voice
- Authentic, Relevant and Meaningful Learning Experiences
- Raising Parental Expectations
- Character Education
- Global Citizenship
- Student Supports

Responsible stewardship of resources by and through:

- Maximizing Investment in Academic Resources
- Utilization of Space, Facilities and Services
- Consolidating Resources
- Optimizing Human Resources
- Environmental Stewardship
- Technology Opportunities for All
- Aligning Resources with Our Priorities

Building relationships by:

- Strengthening Our Understanding of the Communities We Serve
- Strengthening Partnerships (Parents, Community, Agencies)
- Fostering a Climate of Respect and Transparency
- Creating a Culture of Trust
- Celebrating Successes
- Modeling a Joy of Learning
- Developing Leaders

BOARD STATEMENT ON MENTORING

Superior-Greenstone District School Board personnel recognize the importance and value of providing support for new teachers entering the profession in our schools. SGDSB is dedicated to providing an environment for learning and professional growth. A positive step in assisting new teachers is a **MENTORING PROGRAM**.

NOTE: For the purposes of this handbook the term **new/novice teacher** refers to:

- All teachers certified by the OCT (including teachers trained out-of-province) who have been hired into permanent positions (full-time or part-time) to begin teaching for the first time in Ontario
- Long Term Occasional teachers who are in their first long-term assignment of 97+ consecutive days as a substitute for the same teacher.

The program is available to new teachers regardless of the time of the year they begin a teaching position with the board. The program is also extended to new teachers and LTO's in year two.

SECTION 2: WHY MENTORING?

Mentoring is one of four required components of the Ministry of Education's *NEW TEACHER INDUCTION PROGRAM*. This program was designed to support the growth and professional development of new teachers in their first and second years of teaching.

The four components are:

- Orientation for all new teachers to both the school and the board
- Mentoring for new teachers by experienced teachers
- Professional development and training appropriate to new teachers
- Teacher Performance Appraisals (this does NOT apply to LTO's)

THE FIRST YEARS CAN BE THE TOUGHEST!

The first years of teaching can be challenging and overwhelming especially if new teachers are left on their own. Yet new teachers often get difficult assignments or are assigned subjects outside their areas of expertise. Life on the job can easily become a 'sink or swim' situation and as a result, unfortunately, some novice teachers develop coping strategies that become negative teaching strategies. Some become discouraged and leave the profession.

New teachers need more than just a friendly welcome – they need support, encouragement and practical help. The first years should be a constructive learning period not a period of coping or survival. Providing a mentoring program can help new teachers develop and refine their skills, become better teachers and stay within the profession.

RATIONALE

- A teacher shortage is predicted by 2010 due to large numbers of retirements. With those teachers exiting the profession go many years of experience and knowledge that should not be lost but passed on to the next generation of teachers. A mentoring program facilitates the sharing of this knowledge.
- Significant numbers of new teachers are leaving the field within the first few years of their careers. Teachers who lack adequate initial preparation can become discouraged and are more likely to leave the profession. School Boards are having difficulty retaining new teachers – a valuable human resource. Evidence shows that an induction program with a mentoring component is one key to keeping new teachers in the profession and reducing teacher turnover. It is a cost-effective intervention.
- Becoming a teacher is a process not an event. One should not expect the job performance of every new teacher to be equal to that of a veteran teacher. Trained individuals must provide support to teachers in a planned manner, in order to make the effort worthwhile and effective.
- Surveys show that new teachers and government want mentoring – it's a priority. Teachers often feel separated and isolated by their classrooms. School boards need to develop an induction program that will meet the needs of new teachers and that includes input from peers, administrators and others from within the system.

- A mentoring program can help new teachers develop and refine their skills in planning lessons, classroom management and discipline.

“We must treat the first years of teaching as a phase in learning to teach and surround new teacher with a professional culture that supports teacher learning and helps teachers to flourish and grow.” Jennifer Drope

DEFINITION OF MENTORING

Mentoring is an effective means of career development for new teachers because it provides the opportunity for a novice teacher to develop a professional learning relationship with a veteran colleague. It is an educational intervention that addresses new teachers’ learning needs while helping them develop a principled teaching practice. The partners can address all areas of teacher development or focus on specific areas.

Mentoring is a consultative process and involves collaboration and sharing between two or more individuals. The program matches new teachers with experienced mentor teachers from their own school or another school within the board. The mentoring continuum stretches from informal teacher-buddy relationships (mentor offers moral and emotional support) to trained advisors who provide skillful coaching and feedback related to teaching practice. Different levels of mentoring will be used for different situations.

Usually mentoring relationships are one-on-one but mentoring can also occur in a group setting with one mentor working with several new teachers. A novice teacher can also be linked to several veteran teachers. Regardless of the set-up, mentoring is an effective tool that contributes to the professional growth of teachers and helps them reach their full potential.

The mentor teacher contributes to the development of a new teacher by:

- functioning as an exemplary role model
- providing support and inspiration to the new teacher
- assisting the new teacher in achieving their goals as an educator
- assisting the new teacher in becoming a more independent, reflective professional who engages in problem solving

While the novice teacher benefits from the experience and expertise of the mentor so too does the mentor gain from the shared learning that takes place and the professional recognition that comes from being a mentor.

“A good team multiplies the potential of everyone in it.” Pat Riley

GOALS of MENTORING

The goals of the SGDSB mentoring program are:

- To continue the learning process that begins during Faculty of Education training
- To help novice teachers improve their teaching practices and job performance
- To improve student learning**
- To integrate new teachers and transmit school culture
- To contribute to a collaborative school environment
- To foster a culture of mentoring
- To promote and provide professional development opportunities for all teachers
- To promote the personal and professional well-being of novice teachers
- To reduce stress for novice teachers
- To demonstrate to the public that new teachers have the skills and support they need to be effective teachers
- To attract and retain new teachers to S.G.D.S.B.

“New teachers will choose to stay at schools where sustained and consistent supports are in place, where they can do their day-to-day jobs with confidence and where they can grow in their profession over time.”

James Rowley

PROMOTING THE GOALS OF MENTORSHIP

Learning through personal interaction

- teachers explore issues and ideas together
- teachers have opportunities for the development of a relationship

Learning through the experience of others

- mentors can pass on their knowledge and the benefits of their experiences
- mentors can function as coaches who provide guidance, give ideas and foster professional growth

Learning through shared experiences

- sharing ideas can stimulate growth for both parties as they discuss teaching, share ideas and learn from each other

Learning through observation

- watching role models teach allows new teachers to become aware of alternative behaviours, attitudes and teaching strategies
- direct role modeling helps new teachers to build self-confidence

Learning through long-term exposure

- the long-term process over one to two years enables the development of a personal bond, mutual trust and rapport which enables self-discovery for both parties

(from Careers and Guidance pg. 348)

BENEFITS OF A MENTORING PROGRAM

FOR NEW TEACHERS:

- ❖ acquisition of practical knowledge and refinement of skills to use on the job
- ❖ increased knowledge of the school patterns, teaching practices and classroom management practices
- ❖ become socialized to a new school
- ❖ greater effectiveness in the classroom
- ❖ more success/less frustration
- ❖ on-going support to reduce feelings of isolation
- ❖ increased confidence in own competence

FOR MENTORS:

- ❖ personal satisfaction as a result of helping another teacher
- ❖ feel less isolated and more of a team member
- ❖ development of professional growth
- ❖ allows for reflection on one's own behaviours, attitudes and values
- ❖ recognition for being an exemplary teacher and being viewed as a valuable resource

FOR SCHOOLS:

- ❖ improvement in the quality of teaching
- ❖ improvement in student learning leading to greater student achievement
- ❖ creation of a cohesive, sharing culture

FOR SCHOOL BOARDS:

- ❖ improvement in the quality of teachers
- ❖ creation of a collaborative school board culture
- ❖ retaining teachers

"The evidence proves that the quality of teaching is the largest single variable in student learning. The evidence also shows that an effective induction program, which includes mentoring, fosters new teacher's self-confidence and competence, helps them improve their teaching practice and helps them grow into and stay in the profession."

AND

"The profession must find an effective way to transmit the collective wisdom of experienced teachers to the new generation and provide more support for their early years in the classroom." We need to "capitalize on the wisdom and knowledge of experienced teachers and administrators who are retiring in unprecedented numbers."

W.Douglas Wilson, Registrar and Chief Executive Officer OCT

MENTORING and THE STANDARDS of PRACTICE

A well-planned mentoring program can increase teacher commitment to the highest standards of professional practice as outlined in the Ontario College of Teachers *Standards of Practice for the Teaching Profession*.

- **Commitment to Students and Student Learning**

Mentors have a depth of knowledge and experience that they can share with the novice teacher. They are able to help novice teachers gain insight into student needs and how they learn, as well as provide information on specific curriculum, valuable resources, and teaching and assessment practices. Through this collaboration new teachers will be better equipped to instruct, manage student behaviour and evaluate student learning. Increased student learning is a key result of teacher growth.

- **Professional Knowledge**

Although novice teachers gained knowledge and practical experience through their teacher training there is still much to learn as they embark on their careers. Through a mentoring program, novice teachers are provided opportunities to seek answers to their questions and to become more proficient as educators. Mentors can help new teachers find their own solutions to issues they face. Planned professional development activities are also part of the mentoring program and provide formal instruction in a variety of topics.

- **Teaching Practice**

Mentoring programs are about professionals working together to help develop their teaching practices thereby enriching the learning environment for students. Not only do novice teachers make great strides in developing their expertise, but mentors also benefit from reflecting on their practices and acquiring new ideas from the novice.

- **Leadership and Community**

Mentoring is a collaborative effort by all the participants. The collegial nature of the program lends itself to problem solving, decision-making, team work, sharing and celebrating successes.

- **Ongoing Professional Learning**

Professional development is the cornerstone to a mentoring program. Formal and informal on-going learning opportunities are made available and professional growth is a benefit for both the novice and veteran teachers.

<p>“Young teachers become competent more quickly, than those who learn by trial and error. Mentoring improves their attitudes, feelings of efficacy and instructional skills.”</p> <p style="text-align: right;">James Rowley</p>

SECTION 3 – MENTORING WITH SUCCESS IN MIND!

QUALITIES OF A SUCCESSFUL MENTORING PROGRAM

A mentoring program promotes the continuous, effective development and refinement of skills that already exist within a new teacher. It's not meant to be used only when an inexperienced teacher is facing difficulties in the classroom. A successful program:

- has clear visions, goals and purpose
- focuses on meeting the individual needs of new teachers
- focuses on classroom-based teacher learning
- is linked to professional standards
- enhances teaching practice and student learning
- encourages life-long learning
- is voluntary for veteran teachers
- is NOT part of the teacher assessment process
- focuses on supporting and retaining new teachers
- involves peers, administrators and other support personnel
- has a procedure to identify and match mentors with protégés
- has provisions for release time for inductees and mentors for collegial learning opportunities
- provides for monitoring of the mentoring process
- provides recognition of teacher contributions
- provides an exit strategy
- allows for evaluation of the program and recommendations
- has considerations for sustainability

BASIS FOR MENTORING PARTNERSHIPS

Appropriate matching of the mentor and protégé is paramount to the success of the program. The relationship works best when partners share one or more of the following criteria:

- ◆ Common subject areas ***
- ◆ Common grade level
- ◆ Common planning time level
- ◆ Close classroom or school proximity
- ◆ Personal compatibility and teaching ideology

WHAT MAKES A MENTORING RELATIONSHIP WORK?

A sustained and satisfying mentoring relationship is based on proper preparation of mentors and proteges. In addition, mechanisms must be provided which offer on-going support and opportunities for skill development.

Another key to successful mentoring is the match between the partners. The mentoring relationship is built on trust and needs to be cooperative, not competitive. The protégé must be willing to identify strengths and weaknesses and the mentor must be generous in sharing information and resources. As partners they should:

- ✓ share mutual goals
- ✓ work collaboratively to develop the new teacher’s goals and complete the Individual Strategy Form
- ✓ maintain confidentiality
- ✓ determine what the protégé knows/what the mentor can provide
- ✓ develop an openness/rapport enabling two people to agree/disagree with dignity
- ✓ protect some on-the-job time for needed dialogue
- ✓ establish regular times for some pre-planned meetings together

WHAT IS AN EFFECTIVE MENTOR?

A mentor is a professional role model for a beginning teacher to emulate and from whom to learn. Usually this person works with the new teacher on a one-to-one basis throughout the school year or possibly for two years. The mentor helps the new teacher develop skills to meet the demands of teaching.

<p>Mentors Are.....</p> <ul style="list-style-type: none"> * Teachers * Professional role models * Educational supporters * Partners in the process 	<p>Are not.....</p> <ul style="list-style-type: none"> * Administrators * Teacher evaluators * Social workers * Miracle workers
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CRITERIA FOR SELECTING MENTORS

A mentor can make a significant and positive impact on another teacher’s life. Therefore the attitudes and skills of the mentors are vital to the success of the program. The job of mentor is challenging and requires a significant investment of time and energy. Mentors must be empathetic and accepting of the beginning teacher without making judgments. They must be committed to the role of mentoring.

Colleagues who become mentors should have:

- ✓ Strong interpersonal skills
- ✓ Credibility in the school and the board
- ✓ Excellent classroom practice

- ✓ Demonstrated openness to learning
- ✓ Respect for multiple perspectives
- ✓ Willingness to share ideas and encouragement
- ✓ Skills of observing and providing instructional support
- ✓ Commitment to supporting and nurturing a newcomer
- ✓ Collaborative and cooperative skills
- ✓ Strong communication skills
- ✓ Commitment to ongoing professional learning

SUPPORTING THE MENTORING PROGRAM

A Board wide program involves many stakeholders. In order for a mentoring program to succeed it requires:

- Steering Committee: oversees the organization, ongoing development of the program
- Administrative support: ensures sustainability of the program
- Regularly Scheduled Mentor Meetings: for support and to share experiences
- Skills Development: for mentor training
- Skills Development: for new teacher's professional growth
- Resource Materials: such as handbooks, manuals and forms outlining the program purpose, structure, and roles
- Celebration: to recognize the growth and success of the individuals involved in the program and the program itself

FINANCIAL SUPPORT

Costs incurred to establish and maintain an effective program include:

- ◆ Teacher release time to allow the logistics of mentoring to fit in with other aspects of professional life
- ◆ Teacher training workshops
- ◆ Development of materials for public relations and workshops
- ◆ Resources to support the program
- ◆ Recognition activities
- ◆ NTIP Steering Committee costs for travel, accommodation, meals and release time

CHALLENGES IN ESTABLISHING A SUCCESSFUL MENTORING PROGRAM

There are potential obstacles that must be addressed in order for a mentoring program to be successful. Some of the most common are:

- Lack of time in order for partners to meet regularly
- Lack of energy to contribute to an extra workload on everyone's part
- Lack of interested teachers to volunteer for mentoring position
- Lack of expertise to help new teachers – mentors may not be able to verbalize their thinking clearly, nor explain the principles behind their practices or break down complex teaching into components that are understandable to a beginner
- Lack of a Code of Conduct and an inability to achieve a relationship based on trust
- Unrealistic expectations on the part of the novice or the mentor
- Inappropriate matching and lack of procedures to follow if match does not work out
- Concern about who is teaching the ropes to the novices and what implicit/explicit messages new teachers will hear and affect their attitudes
- Lack of communication about the program
- Lack of direction with the mentor partnership
- Lack of resources such as release time for planning and team teaching, observing practice and follow up feedback, or professional opportunities that support mentoring

**BUT CHALLENGES CAN BE OVERCOME!
MENTORING TECHNIQUES CAN BE LEARNED!!**

These obstacles can be eliminated or reduced by:

- Good communication on the part of all involved. Knowledge is the key to understanding and reducing issues.
- Using release days provided for both partners to work together.
- The development of a joint mentoring plan and a focus for each meeting.
- Recognizing the benefits that will result from the effort put in.
- Seeking assistance from other sources (other teachers, the SERT, Principal, the School Effectiveness Lead, Student Success Lead etc.)
- Developing a collaborative school culture with mentoring as one component. Encouraging a commitment on the part of the entire staff to support each other and in particular new teachers. Share the joy and the work of being a mentor!

SECTION 4 – WHO DOES WHAT?

ROLE OF THE NEW TEACHER

- Become familiar with the SGDSB New Employee Handbook, individual school Teacher Handbook, SGDSB Mentoring Handbook for New Teachers and Mentors
- Become familiar with Ministry NTIP documents (NTIP Manual, TPA Manual)
- Participate in the program and meet regularly with mentor throughout the year
- Solicit advice as needed
- Attend in-service training throughout year that meet new teacher's needs
- Participate in an evaluation of the program
- Complete the required Individual NTIP Strategy Form

ROLE OF THE MENTOR TEACHER

- Meet with the new teacher throughout the year
- Become familiar with Ministry NTIP documents (NTIP Manual, TPA Manual)
- Become familiar the SGDSB Mentoring Handbook for New Teachers and Mentors
- Collaborate with the new teacher on the Individual Strategy Form
- Provide insight, support, guidance, advice, encouragement, information and reflection.....NOT to evaluate
- Assist in solving problems by coaching the new teacher
- Provide feedback to the novice teacher
- Act as a role model, and confidante

ROLE OF THE PRINCIPAL

- Show an appreciation of the mentoring relationship
- Recognize that mentoring is not an evaluation tool
- Become familiar with Ministry NTIP documents (NTIP Manual, TPA Manual)
- Provide school orientation, support, encouragement and guidance for new teachers
- Be involved in the selection of mentors
- Facilitate opportunities for partners to collaborate
- Ensure consistency of the program
- Promote collaboration within the whole school
- Consider new teacher assignments carefully
- Collaborate with new teachers on the Individual Strategy Form

ROLE OF HUMAN RESOURCES

- Provide New Teacher Handbooks, and forms
- Conduct Board Orientation sessions for new teachers
- Ensure a needs surveys of new teachers and mentors is conducted
- Inform Board Lead of new teachers when they join the board
- Collect data on new teachers for Ministry requirements, submit names to OCT

ROLE OF THE BOARD

- Provide support, encouragement and advice to Steering Committee
- Provide financial support for the program
- Support opportunities for on-going staff development

ROLE OF THE BOARD NTIP STEERING COMMITTEE

- Conduct a minimum of two yearly meetings
- Promote and facilitate the program within the schools and throughout the Board
- Participate in Board Orientation session if available
- Provide input into completion of the NTIP Continuum
- Develop criteria/goals/expectations at the Board level
- Evaluate and identify positives, negatives and next steps for the program
- Facilitate workshops and teacher training by offering training sessions or by finding trainers to bring in
- Conduct union/federation presentations
- Assist with sustaining the program

COMPOSITION OF THE NTIP STEERING COMMITTEE: Membership should be voluntary. Members can be nominated by self, a peer or an administrator. Members should represent various aspects of our education community. Suggested representation:

- 1 Board Lead
- 1 Human Resources representative
- 1-2 mentors from each panel
- 1-2 new teachers from each panel
- 1 Principal or Vice-Principal from each panel
- Union representation

ROLE OF THE NTIP BOARD LEAD

- Promote, facilitate and sustain the program within schools and throughout the Board
- Collaborate with the Board NTIP Steering Committee to develop yearly criteria/goals/expectations for the program
- Assist with scheduling mentors and new teachers
- Organize workshops, training and other activities for the year
- Conduct surveys to identify positives, negatives and next steps for the program
- Participate in Ministry communications and directives
- Develop communication resources
- Research and purchase appropriate resources for the program
- Deal with situations that surface

SECTION 5 –THE MENTORING PROCESS

UNDERLYING PRINCIPLES

1. All participants are committed to the program and to maintaining confidentiality.
2. Participation is mandatory for all new teachers in their first year and will be offered to teachers in their second year.
3. Participation is voluntary for mentors.
4. The program will be offered to long-term occasional teachers who meet the Ministry definition.
5. Long-term occasional teachers who do not meet the Ministry definition will be considered for the program through Board funding.
6. The Board as well as unions and federations support the program.
7. Mentoring is not associated with teacher assessment.
8. Teacher release time will be provided.
9. Appropriate training sessions will be conducted.
10. Unions and federations will support the program and its timelines.
11. The program is applicable to teachers no matter when during the year they become NTIP teachers.

PROGRAM ORGANIZATION

NOTE: Any forms mentioned can be located on the Board website.

SELECTION OF MENTORS

- Teachers interested in becoming mentors should discuss their interest with their Principals. Principals should be up-front in their discussions with the teacher as to their qualifications for the role of mentor.
- Principals can also approach teachers they feel would make effective mentors and ask them if they are willing to undertake this voluntary position.
- Administrators should provide the NTIP Board Lead the names of any potential mentors they have by June 15th of each school year.
- Those teachers who have volunteered to be mentors in the next school year are to complete an information form that can be found on the Board website by June 15th of each year and submit it to the NTIP Board Lead.
- If a mentor is needed during the school year this process will be followed as closely as possible but it may need to be modified.

MATCHING OF MENTOR PAIRS

- Principals play an important and active role in the matching of partners. They will set up matches in consultation with the new teacher, the mentor, and if required, the NTIP Board Lead.
- Several factors should be considered when creating a workable partnership.
- Partnerships between new teachers and mentors should be established as early as possible in the school year and if not then by the end of the third week of September.
- Partnerships for second year teachers can be finalized by year end.
- The NTIP Board Lead is available to assist with the process and provide input as needed especially if a Principal has no match for a new teacher.

NEW TEACHER ORIENTATION at HOME SCHOOL

- New teachers are required to attend an orientation session at their home school prior to the start of classes in order to have a tour, meet staff, and become familiar with school culture, mission, policies, procedures, routines, and the mentoring program. Teacher Handbooks will be distributed.
- It is highly recommended that the mentor participate in all or part of this orientation.
- New teachers will complete a Needs Assessment Form for mentoring.

NEW TEACHER ORIENTATION to SGDSB

- All teachers new to SGDSB will attend a mandatory orientation session conducted by the Human Resources department in August or early September. Information will be provided on the mission statement, policies, structure, programs and professional development programs. The SGDSB New Employee Handbook will be distributed.
- The session will be held face-to-face or at their home schools via videoconference.
- Mentors will be invited to attend along with the new teachers.

SCHOOL MENTORING TEAM ORIENTATION

- An opportunity should be provided for all participants in the mentoring program to get acquainted and to prepare mentors and new teachers to work together by outlining benefits, approaches to mentoring, organization and forms, and proposed activities and timelines.
- Principals should ensure that all participants in their school have a copy of the *SGDSB Mentoring Handbook for New Teachers and Mentors* and access to Ministry documents.

NEW TEACHERS and the NTIP

- A board-wide information session about the NTIP program, mentoring and strategies for the new teacher will take place early in the school year.

MENTOR TRAINING

- A training workshop to prepare experienced teachers to serve as mentor teachers will take place early in the school year.
- If possible continued in-service training will be provided to further develop the skill sets necessary to result in professional growth for both partners.
- Training will allow mentors to:
 - Understand the challenges faced by novice teachers
 - Recognize their role as a support and resource for new teachers
 - Facilitate and enhance the development of school culture
 - Develop their coaching skills

RELEASE TIME FOR COLLABORATION (these are NOT PD days)

- Both partners will be provided with release time which can be used to determine goals and meaningful activities, set meeting times, discuss issues, exchange ideas, collaborate on lessons, observe lessons, or share teaching strategies.
- Inquiries about the number of release days should be directed to NTIP Board Lead.
- A Release Day Tracking Sheet must be completed by both the new teacher and the mentor after each release day is used.
- It is recommended that new teachers maintain logs/journals documenting activities/conferences.
- The Individual Strategy Form must be completed.

PROFESSIONAL DEVELOPMENT ACTIVITIES

- Professional development opportunities will be provided throughout the year. The focus of these activities will be on new teacher needs.
- Some activities will involve only the new teachers and some will involve mentors.

PROGRAM EVALUATION

- Program evaluations will be completed by June 10th of each year.
- Input will be solicited from new teachers, mentors, administrators and members of the steering committee.

YEAR-END CELEBRATION

- Activities recognizing successes will be held.
- Partnerships might be dismantled or they might continue on to year two.

BOARD STEERING COMMITTEE

- Yearly membership for the committee will be confirmed by June 1st of each year..
- The committee will meet at least once by June 15th each year.

DISSOLUTION OF THE PARTNERSHIP: A NO-FAULT EXIT STRATEGY

Ending a Mentoring Relationship Before the Completion of the Induction Period

Based on input from the principal and new teacher, every effort is made to appropriately match a mentor and a new teacher. Most matches will be successful and last for the full induction period. However, as with any relationship, there are occasional times when a mentoring partnership doesn't work out and could result in a need to disband the partnership via an exit strategy.

Circumstances can arise such that the continuation of the partnership is not in the best interests of the parties involved. For example, a mentee may have a mentor outside of his/her division and during the year may decide that more grade-level support is needed, or a mentor, due to a change in their personal life, may feel they do not have the time to continue giving the beginning teacher the support they deserve. The responsibility for dealing with these stumbling blocks rests with the mentoring partners.

There needs to be a method to conclude the relationship without damage to the participants. The SGDSB Exit Strategy is founded on the principle that the process should be **confidential, nonjudgmental, and respectful**. It is important to protect the professionalism of both participants and also encourage them to continue to engage in mentoring relationships in the future.

The following steps are recommended by the NTIP Steering Committee:

1. While keeping confidentiality in the forefront, if a problem develops between a mentor and new teacher the first step could be to try to resolve the problem internally by soliciting the help of either the NTIP Board Lead, a member of the NTIP Steering Committee, a principal, or other "go to" people within the school or board.

2. In instances where issues cannot be resolved either the mentor or new teacher has the option of discontinuing the mentor relationship without prejudice. Neither partner is required to give an explanation/reason for the dissolution.
3. Either participant may chose to notify the other person of the desire to dissolve the relationship or consult with the Board Lead to seek support in concluding the relationship.
4. The partner who wishes to dissolve the partnership will inform the NTIP Board Lead that there is a need to change the relationship. The individual can also inform their Principal if they desire.
5. The Board Lead will inform the other partner of the need to dissolve the relationship, if it has not already been done, and follow up with any outcomes of the dissolution.
6. The Board Lead will contact the principal and inform him/her of the need for a new pairing for the new teacher. Based on recommendations from the Principal and the new teacher, the NTIP Board Lead will assist in reassigning the new teacher to another mentor since it is a requirement of the induction period.

OTHER RECOMMENDATIONS:

- Partners express mutual appreciation for their contributions to the relationship if possible.
- The NTIP Board Lead and Steering Committee will take an active role in communicating this Exit Strategy to mentors, new teachers and principals.
- Board Lead will provide yearly data on the number of times the dissolution of partnerships occurs to the Steering Committee.

PRO-ACTIVE MEASURES

1. The NTIP Board Lead will phone all new teachers and mentors approximately two months after their start date to see how things are going. This will help ensure that relationships are on a good footing and provide opportunities to address any problems. Key questions will include "How many times have you met with your mentor?" "How is the relationship developing?"
2. Partners should be aware of the importance of open communication in the partnership. Partners are encouraged to talk out any problems if at all possible.
3. Partners should know that an exit strategy exists.
4. Conflict resolution will be offered to the team although it does not have to be accepted.

THE MENTORING PROCESS OVER A TWO YEAR PERIOD

New teachers can benefit from a two-year program thus mentoring will be offered to all NTIP teachers in their second year. They will have on-going assistance, support and professional development opportunities to more fully develop their skills in the numerous facets of teaching. Novices may have the same or different partners over the two years. At the start of the second year they would once again collaboratively set out clear, measurable goals and develop an action plan.

**“New teachers will choose to stay at schools where sustained and consistent supports are in place, where they can do their day-to-day jobs with confidence and where they can grow in their profession over time.”
Educational Leadership May 2002**

SECTION 6 - MEETING THE NEEDS OF PARTICIPANTS

SUGGESTED TOPICS FOR MENTORING TEAM DISCUSSIONS

- ◆ Communicating with parents
- ◆ Using the ethical standards to help shape relationships with students
- ◆ Classroom management/discipline
- ◆ Teaching strategies/instructional methods
- ◆ Assessment and evaluation
- ◆ Report cards
- ◆ Curriculum planning (unit planning, long range)
- ◆ Curriculum issues
- ◆ Special Education
- ◆ Motivating students
- ◆ Uses of technology to support instruction
- ◆ Best teaching practices to meet a range of diverse needs of students
- ◆ Teaching split grades/levels
- ◆ Securing resources
- ◆ Maintenance of a learning environment
- ◆ Personal management skills
- ◆ Areas for professional growth

CLASSROOM OBSERVATIONS

Observations are an effective method of job-embedded learning. They are NOT evaluative in nature. There are several types of observations:

- ❖ Mentor participates in classroom observation of the new teacher
- ❖ New teachers observe their mentor teaching
- ❖ New teacher (with or without mentor) visits a demonstration class

The key to effective learning is to have a clear plan for an observation. The team should:

- ❖ Determine specific purpose
- ❖ Set out clear, measurable goals
- ❖ Debrief after the observation (i.e. provide feedback to the novice teacher after the observation, discuss with mentor teacher the specifics of the observation, share reflections after the observation)

Observation planning forms are available to assist with the process.

PROFESSIONAL DEVELOPMENT ACTIVITIES:

Professional development opportunities will be provided for NTIP participants. New teachers and mentors from each school will be surveyed at the beginning of the year in order to determine their needs. Small group and large group (board wide) activities can be organized to address these needs. Guest speakers, workshops, panel discussions, videos and videoconferences can be utilized to provide teacher instruction. Some activities will involve only the new teachers and some will involve both partners. Efforts will be made to vary the organized professional development activities each year.

PROFESSIONAL LEARNING FOR MENTORS

Workshops are needed to train experienced teachers in assisting new teachers as they develop into independent and fully functioning teachers. Various topics suitable for mentor training are:

- ◆ Stages of teaching in the first year
- ◆ Adult learning and development
- ◆ The mentoring role and the qualities of effective helpers
- ◆ Instructional strategies
- ◆ The needs of beginning teachers
- ◆ Reflective practice
- ◆ Communication skills
- ◆ Developing self-esteem
- ◆ Observation strategies
- ◆ Stages of learning to teach
- ◆ Coaching and conferencing

SECTION 7 – RESOURCES

SOURCES AVAILABLE TO ASSIST NEW TEACHERS

SURVIVE AND THRIVE – The Ontario Teachers’ Federation and participating affiliates present an on-line conference for beginning teachers

ON-LINE TRAINING and EDUCATIONAL PORTAL (OTEP) MODULES- NTIP funds are used to cover the registration of new teachers in the OTEP program. This on-line program allows teachers to complete modules at their own pace over a year. Certificates are provided for modules completed. Interested teachers are to contact the SGDSB NTIP Lead for registration information.

PRINT SOURCES

ARTICLES

Ganser, Tom. (May/June 1995). Principles for Mentor Teacher Selection. *The Clearing House*

Hargreaves, A. and Fullan, M. (December 1999). Mentoring in the New Millenium. *Professionally Speaking*. Toronto: Ontario College of Teachers.

Playko, Marsha.A. (1995). Mentoring for educational leaders: a practitioner’s perspective. *Journal of Educational Administration*. Vol.33, No. 5

Rowley, James. B. (May 1999). The Good Mentor. *Educational Leadership*. 56 (8), 20-22

MAGAZINES

Educational Leadership.Vol. 60, No. 8, May 2003 (entire publication on Keeping Good Teachers)

OPC Register. Vol.2, No.3, May 2000 (Fostering Leadership)

BOOKLETS

New Teacher Induction Program: Induction Elements Manual and the New Teacher Induction Program: Manual for Performance Appraisal of New Teachers (available at <http://www.edu.gov.on.ca/eng/teacher/induction.html>).

McIntyre, F. (May 2003) *Transition to Teaching – New Teachers of 2001-2002, Report on their First Two Years of Teaching in Ontario*, Toronto: The Ontario College of Teachers

Renfold, Helen and Wendy Matthews. *Professional Beginnings: An Induction Resource Guide*. Drope, Jennifer. ed. Toronto: Elementary Teachers’ Federation of Ontario, 2002

Sullivan, Cheryl. (1992) *How to Mentor in the Midst of Change*. Alexandria, Virginia: Association for Supervision and Curriculum Development

BOOKS

Breaux, Annette L. and Harry Wong. *New Teacher Induction: How to Train, support, and Retain New Teachers.* Mountain View, Calif.: Harry K. Wong Publications, Inc. 2003

Boreen, Jean; Johnson, Mary; Niday, Donna; Potts, Joe. *Mentoring Beginning Teachers – Guiding, Reflecting, Coaching.* Maine: Stenhouse Publishers, 2000

WEBSITES RESOURCES

<http://www.nde.state.ne.us/EEC/Mentor%20web/MentorHP.htm>

(Leslie Huling – Styles of Mentoring)

<http://teachersmentors.com/200/AprConfr.htm/>

(Barry Sweeny - Leading the Teacher Mentoring and Induction Program)

<http://www.teachermentors.com/mCenter%20site>

<http://www.ed.gov/pubs/FirstYear/ack.html>

(What to Expect Your First Year of Teaching, Sept 1998)

http://www.ed.gov/databases/ER_Digests/ed399888.htm/

(Empowering the Faculty: Mentoring Redirected and Renewed and Teacher Mentoring as Professional Development. ERIC Digest)

<http://www.quasar.ualberta.ca/AISI/LessonPlanlinks.htm>

<http://www.gse.uci.edu/MentorTeacher/Chap8.1>

(Mentoring: An Online Toolkit)

<http://www.schoolnet.ca>

www.ucalgary.ca/~distance/c//

(Linking Research to Educational PractiseII)

www.newteachercenter.org/article3.html

FOR MENTOR TRAINING

Leslie Huling
Austin Educational Associates
P.O. Box 27672
Austin, Texas 78755
(512) 343-6391
(512) 418-8223 fax

Ray Carr
Peer Resources
1052 Davie Street
Victoria, BC
V8S 4E3
1-800-567-3700
1-250-595-3503
www.peer.ca/peer.html
rcarr@mentors.ca

COMMON QUESTION and ANSWERS related to NTIP

1. **Who is required to participate in the NTIP?** All publicly funded school boards are required to offer the program to all new teachers and they are required to participate in NTIP. This includes teachers who have experience teaching in another jurisdiction or in a private school but no experience in an Ontario publicly-funded school. Boards are to include their beginning LTO's, and at their discretion they may include second-year teachers and beginning full-time continuing ed teachers in the induction elements. (SGDSB does include all these teachers.)
2. **What are the minimum requirements for the induction elements of the NTIP?** All new teachers, regardless of experience, must receive an orientation. All new teachers in a permanent position who have never taught before – whether trained in or outside of Ontario, must receive orientation, mentoring and professional development/training supports. They must also participate in TPA's.
3. **What about a new teacher who is hired for only one semester?** The teacher begins the NTIP regardless of the length of the hiring term or the FTE (a teacher does NOT have to be fulltime permanent) and completes as much as they can during their term. They can continue on with the NTIP in their next permanent position whether it is with the same board or not. (see #5 below) This is why it is very important for the teacher to track his/her involvement with the Strategy Form.
4. **Are part-time teachers given more time to complete the New Teacher Induction Program?** No. Part-time teachers are still required to complete the NTIP within 24 months after they began to teach.
5. **What about new teachers who come onboard throughout the year?** Permanent teachers or LTO's or second year teachers will become involved in the NTIP at the time of hiring. They will have same requirements and supports as those who started at the beginning of the school year. It is very important that the Board Lead be informed of any new NTIP teachers. NOTE: If the arriving new teacher has not completed the NTIP then our Board must contact the employee's previous board to request documents pertaining to the TPA and information about the elements of the NTIP that the teacher was required to participate in at that board. The information is then given to the new Principal who will determine which elements of the program the teacher will be required to complete including any required TPA's. If a teacher changes schools within the same board the previous Principal must give the new Principal copies of TPA documents and information about participation in the required induction elements. Written consent from a new teacher is not required to release TPA forms.
6. **Will each new teacher receive the same supports under the NTIP?** No. All new teachers will have access to the supports outlined in the [NTIP: Induction Elements Manual](#). Each new teacher will complete, with his or her mentor and principal, an [Individual NTIP Strategy Form](#), based on the program requirements of the NTIP and the specific needs of the new teacher. The strategy form may be revised throughout the year as needs change. (see # 13 and 14)

- 7. What is the purpose of the Individual Strategy Form?** It provides the impetus for discussion between the new teacher, the Principal and the mentor. It allows for planning, tracking and recording of the individual NTIP elements in which the new teacher has participated. It is NOT a checklist NOR is it evaluative. The new teacher tracks the information and is responsible for keeping the form. **A final signed copy is to be maintained at the board office.**
- 8. Is it the responsibility of the principal to complete the *Individual NTIP Strategy form*?** No. The participating teacher completes the *Individual NTIP Strategy form* in collaboration with his/her mentor and can include the principal in helping to determine goals. The form is intended to facilitate the tracking and accounting of each new teacher's participation in the program. The Principal uses the *Individual NTIP Strategy form* to ensure that the necessary support elements and funding are in place. At the completion of the NTIP, the new teacher and the principal sign the form.
- 9. Do participating teachers play a role in determining which elements of the NTIP they will participate in?** Yes. Together the mentor, participating teacher and principal will collaboratively determine the strategies to be used as support during the implementation of the NTIP. Strategies may change as the needs of the new teacher change. The new teacher signs the form to signify that participation in the NTIP induction elements has been completed. The principal's signature indicates that the new teacher has received two *Satisfactory* ratings on performance appraisals for new teachers and has completed the NTIP.
- 10. Can a teacher have more than one mentor?** Yes, sometimes several mentors are used for a variety of reasons (i.e. because no one in the novice's school teaches the subject, different mentors have different strengths).
- 11. How can mentoring be carried out effectively?** Mentoring does occur informally – meeting in the staff room or even brief questions & answers in the hallway. But the most effective mentoring/coaching is planned and takes time. Release time is provided for partners to work together in face-to-face sessions. Travel expenses are covered as well if the partners are not in the same school.
- 12. How much mentoring release time is available?** Each year the board determines how many days will be offered to the mentor and the novice teacher at the beginning of the program for mentoring. If teachers need more than the allotted release days for mentoring activities they simply contact the Board NTIP Lead. Teachers complete the Leave of Absence form indicating NTIP Mentoring under the Board section reason. The Principal then signs the form. Teachers are asked to email the Board Lead the date and time of the release day (i.e. Oct 14 full day, Nov 6 -0.5 day)
- 13. How can mentoring release time be used?** There are a variety of uses of release time since each teacher's needs will differ. Here are some examples: establishing a mentoring relationship; discussing needs assessment in order to complete the Individual Strategy Form; training on Markbook or report cards; discussions on curriculum design, long range plans; meetings to debrief after a workshop or a classroom observation; conducting a classroom observation- the novice teacher going into the mentors/ subject teacher's classroom or vice versa.

14. **How can PD/training be carried out specific to each teacher?** PD and Training should be differentiated, ongoing and appropriate. Opportunities for PD on relevant topics will be provided. It could include face to face sessions with the mentor/other teacher (i.e. working with the Math Coach); the use of online resources, teleconferences, videoconferences, job shadowing, participation in PLC's or workshops (Board sponsored or external workshops- sometimes the novice teacher attends PD sessions on own but sometimes both the novice and the mentor attend a session so they can discuss and reflect upon the information afterwards).
15. **How long will new teachers have to complete the NTIP?** A new teacher must have two performance appraisals in his or her first 12 months of teaching. It is anticipated that most new teachers will complete the program within that time. However, new teachers have up to 24 months to complete the NTIP in the event that the teacher receives a performance rating in the first year that is not *Satisfactory*. In addition, regulations provide that in certain restricted circumstances, the 24-month new teaching period may be extended. The extension would provide up to 90 school days (approximately one school semester) beyond the 24-month period to complete the NTIP for the small number of teachers who change teaching environments during the second year of practice, in order to allow time to adjust to the new environment. The regulation also provides for certain time periods to be excluded from the new
16. **What happens if a new teacher receives a Development Needed rating in his or her first 12 months of teaching?** If a new teacher does not obtain two *Satisfactory* appraisal ratings within his/her first 12 months of teaching, the teacher continues his or her participation in the NTIP during the second 12 months of teaching. Additional supports are provided through an Enrichment Plan. The Enrichment Plan is developed by the principal, with input from the teacher that is tailored to the teacher's individual professional development needs. The plan identifies the elements of the NTIP in which the new teacher would continue to participate in his or her second year of employment. These teachers will have successfully completed the NTIP if they receive a total of two *Satisfactory* appraisal ratings in performance appraisals no later than 24 months after they began to teach.
17. **What happens if a new teacher receives an *Unsatisfactory* rating in a performance appraisal?** An *Unsatisfactory* rating can only be given if a teacher has previously received a Development Needed rating. If a teacher receives an *Unsatisfactory* rating, the teacher will be placed on review status. The *Unsatisfactory* rating signals the need for further supports and development through an Improvement Plan. The Improvement Plan identifies specific areas where the teacher must improve in order to successfully move forward in his or her career with the board. Following an *Unsatisfactory* rating, a subsequent appraisal must take place within 120 school days from the time the teacher is notified that he or she is on review status, and no later than 24 months from the time the teacher began to teach. While on review status, if an appraisal results in a second *Unsatisfactory* rating, with the result that the teacher has received one Development Needed rating and two *Unsatisfactory* ratings, the principal must promptly send a written recommendation to the board that the teacher's employment should be terminated.

18. **According to the NTIP, are beginning long-term occasional (LTO teachers) and beginning full-time continuing education teachers required to complete the two performance appraisals in their first year of the program?** No. Although some LTO teachers currently have contractual rights to request an evaluation, this evaluation will not count towards the successful completion of the NTIP or the granting of the NTIP Notation until the person is considered a new teacher under the Education Act. In addition, legislation does not require beginning full-time continuing education teachers to receive a teacher performance appraisal.