

MENTORS - Mentoring the New Teacher

A MENTOR IS ...

- ✓ A teacher
- ✓ A friend
- ✓ A guide
- ✓ A coach
- ✓ A role model

A MENTOR IS NOT...

- χ An administrator
- χ A supervisor
- χ An evaluator
- χ A “spy” for the principal

A MENTOR PROVIDES...

- ✓ Support
- ✓ Encouragement
- ✓ A welcoming shoulder
- ✓ Suggestions for improvement

A MENTOR SHOULD EXHIBIT...

- ✓ Professionalism
- ✓ Confidentiality
- ✓ Enthusiasm and passion about teaching
- ✓ A positive attitude
- ✓ The ability to plan and organize
- ✓ A love of children and teaching
- ✓ Excellence in teaching
- ✓ Confidence with current teaching strategies
- ✓ Good communication
- ✓ Good coaching skills
- ✓ Good conferencing skills
- ✓ An interest in assisting in the professional development of a new teacher

A MENTOR CAN HELP BY...

- ✓ Sharing knowledge, skills, and information with the new teacher
- ✓ Observing the new teacher
- ✓ Modeling
- ✓ Familiarizing the new teacher with school policies, procedures, and culture
- ✓ Participating in ongoing mentor training activities
- ✓ Assisting the new teacher in finding resources (materials or people)
- ✓ Matching the new teacher up with other experienced colleagues who can provide specific support

A MENTOR NEEDS TO BE...

- ✓ Understanding
- ✓ Supportive
- ✓ Trustworthy
- ✓ Empathetic
- ✓ Innovative
- ✓ Knowledgeable
- ✓ Open-minded
- ✓ Reform-minded
- ✓ Committed

Expectations of our Mentors

- ✓ To set professional learning goals with their protégé
- ✓ To communicate with their protégé on a regular basis
- ✓ To assist the new teacher in finding and using appropriate resources

Training & Resources for

- ✓ SGDSB Mentoring Handbook outlines possible mentoring activities month by month
- ✓ Ministry Resource Handbook- Partnering for Success
- ✓ A variety of books related to mentoring and coaching are available in each school
- ✓ Training sessions are available as needed
- ✓ Problem-solving with experienced mentors
- ✓ Support from Board Lead and Regional Resource Teachers
- ✓ In-service topics include: Giving feedback appropriately, Stages of Teaching and what new teachers need at each phase, and possible mentoring activities.
- ✓ Mentors also take part (with their protégé) in new teacher in-services for behaviour management, planning, Special Education issues and TPA

Release Time for Mentoring Activities

- ✓ Mentor team planning days (up to 4 days for each person) are decided upon by mentor teams