



Teacher Mentorship Program

General Information

The Teacher Mentorship Program is collaboration between the District and the Quesnel & District Teachers' Association (QDTA). It is co-funded by the District and QDTA. Planning for the program is directed by a steering committee composed of District Staff, representatives from the QDTA and the QPVPA. For the **2020-2021** school year, the Teacher Mentorship Program will be Coordinated by Suzanne Bolin, Director of Instruction – Curriculum.

If you have any questions about any aspect of the Teacher Mentorship Program, please contact one of the steering committee members:

Suzanne Bolin	250-992-8802	Director of Instruction – Curriculum
Loree Moffat	250-992-3737	Professional Development Chair
Dawn Rodger	250-992-3737	President QDTA
Kathleen Roll	250-992-8802	Curriculum Support

The Steering Committee continues to develop and improve the Teacher Mentorship Program. To that end, all mentor teams will be asked to submit a feedback form to the Committee upon completion of their work together. Feedback will remain confidential, and the information will only be shared in a general sense unless prior arrangements have been made.

Mentorship information, including application forms and expense claim forms are available by:

- Downloading from the School District website
- Contacting the Curriculum Department
- Contacting Dawn Rodger at dawnrodger@sd28.bc.ca
- Contacting School Staff Representatives

Teacher Mentorship Program – Mentoring

Mentoring is a purposeful, voluntary collaboration between two teachers. The mentor acts as a guide and a support during the initial phases of teaching; for a new teacher to the profession, having a new assignment or new to the province and/or school district. Mentoring could also be peer collaboration between two experienced teachers.

Mentoring works best when the relationship is non-judgemental and collaborative and when there is a commitment of purpose and time. In practice, both teachers gain from the experience.

For Newer Teachers	For Experienced Teachers
<ul style="list-style-type: none"> • Enables new teachers to learn, grow and share in a supportive collaborative school culture • Increases collegiality • Enhances teaching practice • Provides an orientation to the school, district, local and community 	<ul style="list-style-type: none"> • Provides opportunities to reflect on teaching practice • Provides an opportunity to share knowledge and experience • Increases professional growth through collaboration • Provides an opportunity to take on a leadership role • Renews enthusiasm for teaching

For the School and the District

- The strength of a community of professional leaders
 - New teachers are supported in their entry into the profession
 - Teachers are given opportunities to visit, share and network in positive settings
 - Local associations, district staff and administrative officers have the opportunity to support teachers
 - New teachers offer fresh perspectives, ideas and input to the school and local teachers can contribute to collaborative school cultures through sharing of teaching strategies and reflection
 - New teachers gain a greater understanding of roles, rights and responsibilities
-

Teacher Mentorship Program – Roles, Responsibilities & Funding

Listed below is a sample of possible roles for discussion and planning purposes.

Option #1 – Experienced & New Teachers**Experienced Mentor Teachers**

- Provide support in a non-evaluative manner to new teachers
- Acquaint new teachers with resources, procedures and facilities
- Respond to concerns of new teachers – e.g. planning, classroom management, new curriculum, inclusion of students with special needs, assessment, evaluation and reporting
- Explore planning and teaching strategies with new teachers
- Establish a collaborative relationship including peer observation and coaching
- Celebrate successes

Option #2 – Two Colleagues

- Provide support in a non-evaluative manner
- Acquaint each other with new resources and procedures
- Respond to concerns of a colleague – e.g. planning, classroom management, new curriculum, inclusion of students with special needs, assessment, evaluation and reporting
- Explore planning and teaching strategies
- Establish a collaborative relationship including peer observation and coaching
- Celebrate successes

New Teachers

- Become familiar with school routines and procedures
- Become familiar with school and district resources
- Establish a peer observation relationship with mentor teacher(s)
- Problem solve with mentor teacher(s)

Funding Options (\$600 per mentorship pair)*

- Meals
- Babysitting
- Resources pertaining to mentorship project
- TTOC time

Additional funding may be available. Applications will be reviewed by the Mentorship Steering Committee.



Teacher Mentorship Program - Application Form



The teacher and teacher mentor are eligible to share an aggregate up to the equivalent of 3 days TTOC time. They may be organized in a variety of ways (eg 1.5 release days each, six half days (0.5) for one teacher, etc). Babysitting, dinner meetings, resources etc. may also be considered as part of the total aggregate.

Teacher:	School:
Grade(s)/Subject(s):	Email Address:
Date:	
Mentor:	Grade(s):
School:	Email Address:

Comments/Goals/Needs/Plans/etc: - Briefly Describe:

For Office Use Only
Comments:
Proposed TTOC Time Request:
Alternate Funding Requests
Coordinator Approval

Dawn Rodger, QDTA President and Suzanne Bolin, Director of Instruction – Curriculum
Email: suzannebolin@sd28.bc.ca and DawnRodger@sd28.bc.ca