

Why Mentor?

- Nationwide 30% of teachers leave the profession in their first five years on the job (ETFO 2005).
- Teachers who are successful in their first year of teaching are more likely to remain in the profession.
- New teachers are more influenced by their first school setting, rather than by teacher preparation programs.
- Teacher colleagues and administrators can influence many factors that affect new teachers.
- Supported teachers used a wider variety of teaching practices, used more challenging activities to engage students, and had more confidence and better classroom management.

For more information on the

New Teacher Mentor Program

**contact Caryl Hron, Superintendent of Education
at 1-877-287-5430 ext. 264**



Keewatin Patricia
DISTRICT SCHOOL BOARD

New Teacher Mentor Program



Mentors are those special people in our lives who, through their deeds and work, help us to move towards fulfilling our potential.

All stakeholders create a culture of learning so that students come first.

“Teachers are their own most valued resource in the teaching profession. Teachers not only need to be acknowledged for their talents, skills, and abilities, but also must be allowed and encouraged to share these valuable resources with their colleagues.”

- North Central Regional Education Laboratory

The Role of the Mentor

- The three C's: consultant, collaborator, coach
- Provide support and training for new teachers through a mentor relationship and professional dialogue and reflection
- Work directly with the mentee to prepare lesson plans and assist with the framework for creating units of study
- Engage the mentee in problem-solving
- Facilitate the transition between teacher training and classroom realities
- Provide feedback, guidance, and support to the mentee, as well as research-based support for instructional and teaching strategies
- Model professional growth, development and life-long learning
- Review the progress of the mentorship relationship, and debrief successes and concerns
- Support professional conversations between mentor and mentee and keep them confidential
- Advise, act as a role model, and share successful teaching experiences
- Be committed to setting an example and set high standards
- Model time commitment to the mentee and evaluate aspects of the mentorship program
- Facilitate the professional networks including collegial networks, networks with SATs, and administrators



The Joys of Mentoring

- Being a mentor will provide you with a unique opportunity to consolidate your teaching practice and enhance your teaching and learning skills (OME, NTIP 2010)
- Many mentors report a renewed sense of connection to the school community (OME, NTIP 2010)
- Knowing that others value our expertise so much that they incorporate our ideas into their thinking and instruction
- The appreciation that others express for mentoring

The Goals of Mentorship

1. To enhance teaching practice and student learning
2. To extend opportunities for collegial sharing and reflective practice
3. To cultivate a practice of continuous learning and professional growth