



MENTORING

PROGRAM HANDBOOK

FOR

MENTORING

TEACHERS

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	



SECTION 2: WHY MENTORING?

0HQWRULQJ LV RQH RI IRXU UHTXLUHG FRPSRQH QWV ~~RE~~WWKH OLG
TEACHER INDUCTION PROGRAM.

x

x

x

x 7HDFKHU 3HUIRUPDQFH \$SSUDLVDOV WKLV GRHV 127 DSSO\ WR

Standards of Practice for the Teaching Profession

x Commitment to Students and Student Learning

x Professional Knowledge

x Teaching Practice

x Leadership and Community

x Ongoing Professional Learning

³ <RXQJ WHDFKHUV EHFPH FRP QURJHQRWHR who learn by trial and error. Mentoring improves their attitudes, feelings of efficacy and LQVWUXFWLRQDO VNLOOV

-DPH

9
9 ZRUN FRODERUDWLYHO\ WR GHYHORS WKH QHZ WHDFKHU¶V
9
9
9
9
9

Mentors \$UH « «

\$UH QRW « «

x

x /DFN RI HQHUJ\ WR FRQWULEXWH WR DQ H[WUD ZRUNORDG RQ HYH

x

x

±

x

x

x

x

x

x

x

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

f

f

f

f

f

f

NEW TEACHER ORIENTATION at HOME SCHOOL
 $\frac{3}{4}$

$\frac{3}{4}$
 $\frac{3}{4}$

NEW TEACHER ORIENTATION to SGDSB
 $\frac{3}{4}$

PROFESSIONAL DEVELOPMENT ACTIVITIES

$\frac{3}{4}$

$\frac{3}{4}$

PROGRAM EVALUATION

$\frac{3}{4}$

$\frac{3}{4}$

YEAR-END CELEBRATION

$\frac{3}{4}$

$\frac{3}{4}$

x

x

x

SECTION 7 ± RESOURCES

± 7KH 2QWDULR 7HDFKHUV¶)HGHUDWLRQ DQG SDU

Retain New Teachers

New Teacher Induction: How to Train, support, and

7. What is the purpose of the Individual Strategy Form?

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?