

APPLICATION FOR MENTORSHIP

Mentor _____ Beginning Teacher _____

Position _____ Position _____

School _____ School _____

Address _____ Address _____

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The Mentorship Plan will be designed and agreed upon jointly by the mentor and beginning teacher and approved by the principal. Predetermined objectives are important for the success of this program; however, it is recognized that there will need to be some flexibility and room for adjustment during the program. Long-term and short-term objectives should be included. The main focus will be to support the beginning teacher in the day-to-day teaching practice.

The mentor and beginning teacher must choose two specific areas of professional development to focus on during the year (see list below) in addition to the on-going support. These sessions, which will be planned by the mentor, will allow the beginning teacher to maintain connections with pre-service training.

Professional Development sessions may take one of the following forms: 1) observations of experienced teachers in their classrooms; 2) workshops led by mentor or resource people; 3) professional reading or viewing; 4) other.

Choose 2 areas from the list below:

- _ Multi-level instruction
- _ Long-range planning
- _ Inclusive schooling
- _ Cultural awareness/culture-based education
- _ Creating a positive learning environment
- _ Classroom management
- _ Creative teaching strategies
- _ Student evaluation
- _ Creating teaching materials
- _ Community involvement
- _ Parental involvement
- _ Use of para-professional and volunteers in the classroom
- _ Student motivation and self-esteem
- _ _____

MONTH - _____

Objective: _____

Method: _____

MONTH - _____

Objective: _____

Method: _____

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MONTH - _____

Objective: _____

Method: _____

This Mentorship Plan has been agreed upon by the principal, mentor and beginning teacher.

Principal date _____

Mentor date _____

Beginning teacher date _____

Sample Plan A is from a beginning teacher and experienced northern mentor.

September

Objectives:

1. Focus on setting up the classroom as an inviting, stimulating and efficient learning environment.
2. Focus on classroom routines and expectations
3. Personal wellness

Methods:

1. Scheduled meetings
2. Observations in other classrooms
3. Contact at least one other beginning teacher by phone or email

October

Objectives:

1. Develop long-range plans
2. Get to know students as individuals
3. Personal wellness

Methods:

1. Reference plans from previous years
2. Planning meetings
3. Contact another beginning teacher

November

Objectives:

1. Methods of student evaluation
2. Parent communication
3. Personal wellness

Methods:

1. Mentor arrange volunteer staff brainstorming session to discuss evaluation methods
2. Mentor and beginning teacher plan first report cards and parent communication
3. Each staff member invited to give beginning teacher one piece of advice re: parent communication

December

Objectives:

1. Find ways to enhance student motivation and self-esteem
2. Review mentorship plan
3. Personal wellness

Methods:

1. Beginning teacher observe in two other classrooms for motivation methods
2. Staff brainstorm session on motivation
3. Principal, mentor and beginning teacher meet to review plan so far – Where are we now? Celebrate the successes
4. Contact another beginning teacher

January

Objectives:

1. Focus on culture-based education in the classroom
2. Personal wellness

Methods:

1. Mentor arrange meeting with community elders
2. Mentor arrange information session with teachers who represent culture of majority of students, if different from beginning teacher

3. Contact another beginning teacher

February

Objectives:

1. Focus on inclusive schooling
2. Personal wellness

Methods:

1. Classroom observations – focus on inclusionary instruction practices
2. Mentor observe in beginning teacher’s classroom to provide constructive feedback
3. Contact another beginning teacher

March

Objectives:

1. Review and revise long-range plans
2. Personal wellness

Methods:

1. Mentor and beginning teacher planning session
2. Contact another beginning teacher

April

Objectives:

1. Review and revise learning environment and expectations for students
2. Personal wellness

Methods:

1. Mentor and beginning teacher reflection and planning sessions
2. Contact another beginning teacher

May

Objectives

1. Review of evaluation and parent communication
2. Review mentorship program
3. Personal wellness

Methods:

1. Reflect and revise evaluation and parent communication process from previous reporting periods
2. Meet with principal, mentor and beginning teacher to review mentorship program; celebrate the successes
3. Contact another beginning teacher

This Mentorship Plan has been agreed upon by the principal, mentor and beginning teacher.

Principal date

Mentor date

Beginning teacher date

Sample Plan B is an example of a team of mentors and beginning teachers planning joint release times through the year. The two teams planned the use of their release time together. In setting up their plan, they arranged for resources and consultants to be available for the release sessions.

September

Objectives:

Mentorship introduction and review of NWT Induction binder

Methods:

Workshop provided by South Slave Divisional Education Council

October

Objectives:

Examine effective classroom management strategies

Methods:

Use a half-day release time, mentors will share useful and successful strategies for classroom management – show a video (e.g. Harry Wong’s The Effective Teacher)

November

Objectives:

1. Review management techniques
2. Multi – level/ inclusive schooling strategies

Methods:

Bring in DEC consultant to present strategies for classroom management.

December

Objectives:

Focus on personal wellness

Methods:

Brain storm strategies to reduce stress, use half day to bring in DEC consultant

January

Objectives:

Review mentorship plan, celebrate successes

Methods:

Use half-day release to review what worked and what needs to be addressed for the remainder of the year.

Meet with other beginning teachers and mentors to share ideas and celebrate as a cohort group.

February

Objectives:

Community and parental involvement

Methods:

Use half day to brainstorm strategies, collect community resources list.

March

Objectives:

Student motivation and self-esteem

Methods:

Use half day to review resources, share successful strategies, and collect information from the Internet

April

Objectives:

Re-assess and reflect on previous strategies and celebrate successes

Methods:

Mentor and beginning teacher reflection and planning sessions

May

Objectives

1. Creative Teaching strategies

Methods:

- a. Share resources and strategies that were successful.
- b. Create shared files for future use

Sample Plan C is an example of an experienced teacher new to the NWT and an experienced mentor.

September

Objectives:

1. Writing up mentorship plan
2. Getting to know students and the school routines.
3. Setting classroom routines with students

Methods:

1. Use of half-day release time to write up mentorship plan
2. Review successful strategies with mentor
3. Start school routine resource file for potential use for future years.

October

Objectives:

1. Create long range plans
2. Start community resource file
3. Continue getting to know students
4. Make parent contact

Methods:

1. Share previous long range plans, review new ECE directives e.g. Assessment
2. Continue school resource file and include community resources
3. Start student portfolios
4. Invite parents to an open house evening, start monthly parent lunches.

November

Objectives:

1. Review school reporting formats, include in resource file
2. Make parental contact
3. Personal wellness

Methods:

1. Staff meeting addresses reporting strategies
2. Make first report a parent student led conference
- c. Contact other new teachers, have potluck, celebrate first term

December

Objectives:

1. Review mentorship plan
2. Participate in community festivities
3. Personal wellness

Methods:

1. Principal, mentor and beginning teacher meet to review plan so far – Where are we now? Celebrate the successes
2. Contact another beginning teacher

January

Objectives:

1. Focus on culture-based education in the classroom

Methods:

1. Review Dene Kede and Inuuqatigiit curriculums
2. Mentor arrange information session with community members and teachers who represent culture of majority of students, if different from beginning teacher
3. Visit DEC's Language Resources centre

February

Objectives:

1. Focus on assessment strategies
2. Personal wellness

Methods:

1. Review ECE's assessment strategies.
2. Actively use several different assessment strategies e.g. Rubrics
3. Share assessment strategies with other teachers, particularly in similar teaching assignments

March

Objectives:

1. Continue work on assessment strategies
2. Survive second report cards session

Methods:

1. Collect examples of all students' work in portfolios
2. Start report card information gathering at the beginning of month
3. Attend PD Assessment workshop with mentor

April

Objectives:

1. Review and update long range plans
2. Review expectations for Culture based education.
3. Continue parent and community involvement in classroom
4. Personal wellness

Methods:

1. Mentor and protégé reflection and planning sessions
2. Review northern resources, build up community file
3. Continue work on school routine handbook

May

Objectives

1. Review of mentorship program
2. Celebrate the successes of the year.
3. Personal wellness

Methods:

1. Meet with principal, mentor and beginning teacher to review mentorship program; celebrate the successes
2. Attend mentorship training for the next school year.
3. Contact another beginning teacher