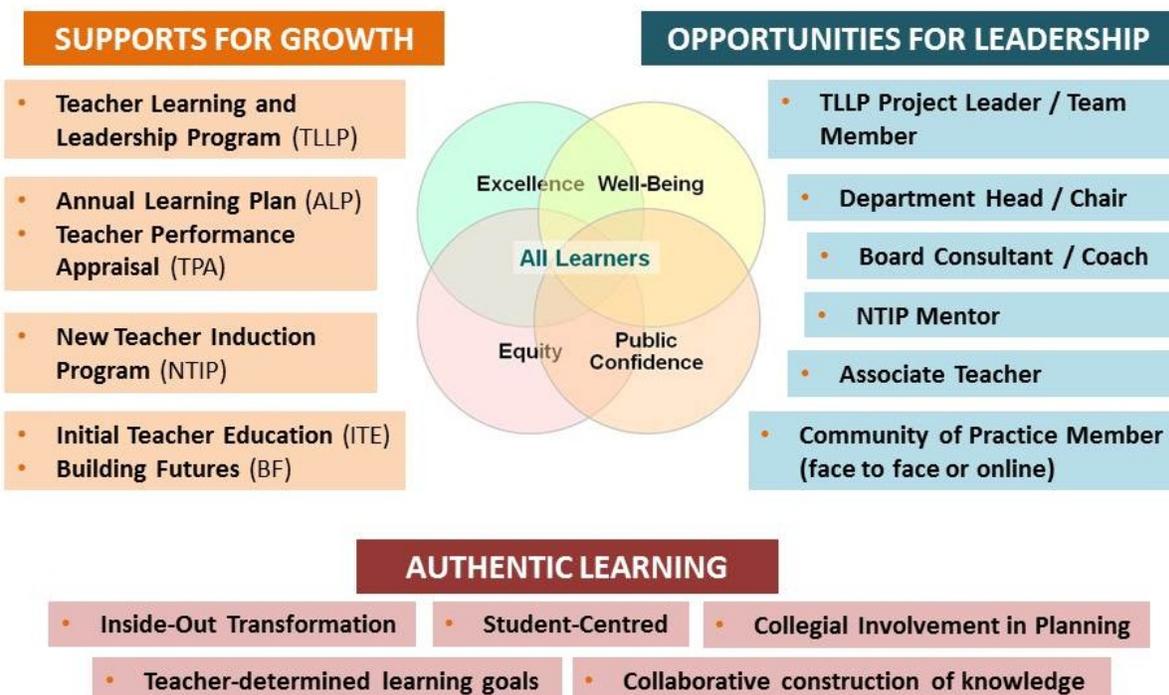


Thinking About All Learners

At the core of *Achieving Excellence: A Renewed Vision for Education in Ontario* is a commitment to authentic, collaborative, continuous learning for all our learners. The teacher development initiatives illustrated in the diagram below are supported by the Teaching Policy and Standards Branch (TPSB) and directly align with the four goals of the renewed vision. Underlying our shared work supporting teacher development is a strong belief that Ontario’s teachers at every stage and phase of their career possess tremendous insight into their own learning needs.

Fostering Teacher Growth & Development



Authentic learning is owned by the learner. It is job-embedded, based on “real world” student and teacher learning needs, and provides meaningful opportunities for all teachers to learn with (and from) their students, colleagues, administrators, parents/guardians, and board staff.

Powerful learning designs like mentorship de-privatize instruction, foster collaboration, and support “small I” teacher leadership via the intentional sharing of knowledge and practice between colleagues.

By providing meaningful learning for teachers we are modelling and supporting the development of the types of iterative and authentic learning ecosystems we would like them to create and live with students in their own classrooms. In a nutshell, fostering teacher growth and development is a critical pre-condition for achieving excellence.



NTIP Wonders – Illustrative Examples

- ***Building a Mentoring Web***
- ***Authentic Learning***
- ***Classroom Observation / Debriefing***
- ***Principal Encouragement***
- ***Mentoring for Mentors***

We invite you to continue to share thoughts, reflections and illustrative examples related to our “NTIP Wonders”. Please feel free to [email them to us](#) for inclusion in future editions and accept our sincere appreciation for learning out loud with your NTIP colleagues across Ontario.

Joy in Every Classroom

Kenora Catholic DSB [Mary Cunningham](#)

Our board is working on joy as a board improvement goal and also as an indicator of our success. We have been thinking about pathways to our goal and are realizing that relationship and curiosity are key components of learning no matter what age you are.



To do this we need to encourage slowing down, being present and building relationships and curiosity with students and within ourselves. We are finding that once we start this journey of joy through relationship and curiosity, we see staff and student motivation and engagement soar which will lead to higher achievement. In time, JOY will flourish in every one of our classrooms. This is the road to innovative, creative, adaptive and reflective minds. It is the road we must follow!

Mentoring for All

Simcoe Muskoka Catholic DSB [Ab Falconi](#)

Mentorship within the Simcoe Muskoka Catholic District School Board is seen as a shared responsibility across all of our staff. We believe that solid mentorship skills remain the same regardless of the role we play in our school board. By including everyone, the language of mentorship is consistent and unifying among our employee groups.

Over the last few years, we have developed our mentor training to include many various roles: Teachers, Principals/Vice-Principals, Special Education Resource Teachers, Educational Assistants, Chaplains, Human Resources staff, Consultants, and we are regularly being asked to include other roles.

Within our training, we teach mentorship skills (i.e. creating relationships and sacred spaces, asking deep questions, effective listening skills etc.) and break into role specific working groups to ensure that the application of the learning is applied in an appropriate way and practiced using role specific scenarios.

As we continue to look critically at our program, we have moved closer to having a culture of mentorship within the Board Community where people are feeling more comfortable than ever to collaborate and to support one another.

