

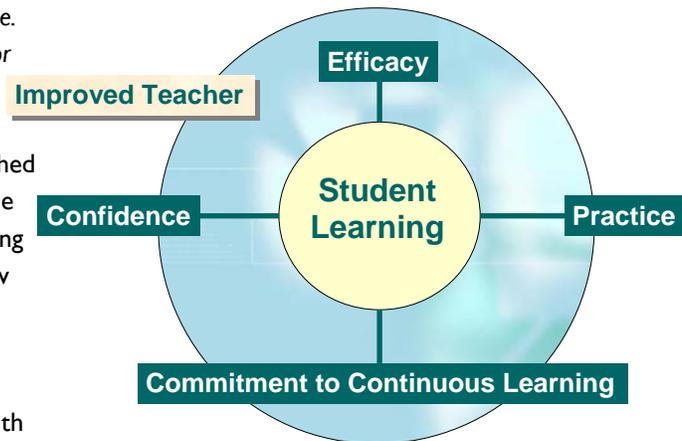
MENTORING MOMENTS: BUILDING EFFECTIVE MENTORING RELATIONSHIPS

The Power of Mentoring

A Beginning Teacher walks into a school for the first time. What are the initial and ongoing structures that allow for the intentional sharing of knowledge and practice?

The last decade of educational research has all reached the same conclusion, that teacher effectiveness is the single biggest influence on student learning. Impacting student learning is the ultimate outcome of the New Teacher Induction Program.

Multiple models of mentorship provide a “web” of support for Beginning Teachers and directly align with the key goals of the New Teacher Induction Program (see diagram). In summary, the power of mentorship is that it supports our students as well as our teachers.



NEW TEACHER INDUCTION PROGRAM GOALS

Multiple Models of Mentorship

It is worth noting that multiple models of mentorship can co-exist as a Beginning Teacher begins to build their personal and professional learning networks (PLN's).

Broker Mentor



ROLE

- Mentor provides orientation to school logistics and culture
- Mentor brokers involvement of colleagues as needs arise from Beginning Teacher

CONSIDERATIONS

- Consultant type relationship, fewer opportunities for collaboration and coaching
- May be initial support until other mentoring relationships are established or ongoing throughout the year

One to One Mentor Matching



ROLE

- Mentor is site-based and is matched on an individual basis with a Beginning Teacher
- Mentor adopts consultant, collaboration and coaching stances based on the needs of the Beginning Teacher

CONSIDERATIONS

- Mentor/Beginning Teacher relationships that flourish are reciprocal – both parties learn and grow.
- Greater “ownership” occurs when the mentor has volunteered and the Beginning Teacher has been involved in the choice of mentor.



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Group Mentoring



ROLE

- Mentor works with 2 or more Beginning Teachers or Beginning Teacher may have 2 or more mentors
- Communities of practice provide opportunities for both mentors and Beginning Teachers to collaborate

CONSIDERATIONS

- This model provides flexibility if school has large number of Beginning Teachers (or mentors).
- This model is often embedded in a school wide “mentoring culture” where all staff engaged in collaboration

Informal Mentoring



ROLE

- Beginning Teacher informally connects with a variety of staff members as needs arise
- Mentor/Beginning Teacher roles are fluid – often referred to as Peer Mentoring as in many cases the informal mentors are beginning teachers themselves

CONSIDERATIONS

- Spontaneous, informal nature of relationship lends itself to collaboration.
- Beginning Teacher may feel isolated and/or “disconnected” if not part of any formal relationships.

Online Mentoring



ROLE

- Using online conferencing Beginning Teachers can participate in discussion and sharing with both experienced teachers and other beginning teachers

CONSIDERATIONS

- Enables access to a variety of resources and perspectives outside the school.
- Not all Beginning Teachers may feel comfortable sharing issues and concerns in a “public” online forum.

Ideas and Resources to Support Implementation



Connect

Register for Upcoming Adobe Connect Professional Learning for Board NTIP Teams

- Jan 18 – Building Effective Mentoring Relationships
<https://www.surveymonkey.com/s/NTIPMentoringRelationships>



Listen

- Online to the Building Effective Mentoring Relationships SlideCast
<http://conn-o.osapac.org/mentoringmomentsjanuary>



Join

- NTIP e-Community and collaborate with your colleagues from across Ontario
<https://community.elearningontario.ca>



Share

- Do you have a topic that you’d like to see addressed in future *Mentoring Moments* or an idea or resource you’d like to share? Please email us at: Jim.Strachan@ontario.ca

