

Foundational Elements of Mentorship

In our shared work supporting the New Teacher Induction Program (NTIP) across the province we are increasingly engaged with school boards providing a continuum of mentorship based on the authentic learning needs of the mentors they support.

The diagram below illustrates this move away from an “initiative driven” approach to supporting mentors to what we characterize as *mentoring for all*.



Effective mentorship skills are highly transferable and include:

- Building relational trust
- Listening
- Flexibility of stance and role (e.g., 3 C’s of Consultant / Collaborator / Coach as a framework for approaching mentoring relationships)
- Providing meaningful and growth oriented feedback (e.g., debriefing protocols using Scaling Questions)
- Learning focused conversational tools (e.g., goal setting, planning, reflecting and problem solving conversational maps)
- Utilizing appreciative inquiry as a tool for reflection and growth
- Engaging in powerful mentoring designs (e.g., observation and debriefing)

Reciprocal learning is a foundational component of all mentoring relationships. One of the most powerful outcomes of mentorship is it serves as a means for job embedded deprivatization of practice and fosters reflection, learning and growth of mentors themselves.



Professional Learning Enhancement – Mentoring for All

Thinking ahead to 2015 – 16, look for an opportunity to apply this June for *Professional Learning Enhancement: Mentoring for All* funding as part of your Board Leadership Development Strategy (BLDS). More information about this opportunity to enhance mentorship for all will be shared in the coming months.



NTIP Wonders – Illustrative Examples

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

We deeply appreciate your continued willingness to share how you are implementing NTIP. All of the previous illustrative examples along with Strategy Harvests from the board networked learning Adobe Connect sessions are [available](#) on the Mentoring Moments Ning.

<http://mentoringmoments.ning.com/group/mentoring-mentors/page/learning>

Authentic Learning

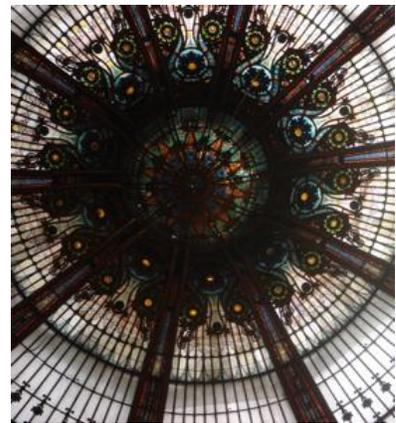
London District Catholic School Board *Sharon Wright-Evans / Kathy Fraumeni*

Building a Mentoring Web

Many teachers who are now part of NTIP have been in classrooms for several years as occasional teachers. They have made connections with colleagues in a variety of schools and created their own networks of support with many competent and practicing teachers across the district.

For these teachers who are now eligible for participation in NTIP, the concept of “Multiple Models of Mentoring” is a familiar and comfortable one. Now, as NTIP participants, teachers know who to contact for various types of support and who might best serve as their one-to-one mentor.

Whatever the expertise or advice that might be needed, today’s NTIP teachers are well on their way to building a wide-ranging network of experienced teachers, confidently reaching out to these mentors to support their professional growth and to improve student learning.



Classroom Observation / Debriefing

Since 2012, our Board has adopted the Demonstration Classroom (DC) model for observation to help address the varying needs of new teacher learning. The DC process includes orientation, observation, debriefing, action planning and follow-up.

We have identified Demonstration Classroom Teachers (DCTs) who have been trained to provide a half day of classroom observation for new teachers, followed by a half day of debriefing and rich conversation. Our Curriculum Support Teachers (CSTs) play a pivotal role in the Demonstration Classroom process by assisting the new teacher observers in setting learning goals for the observation, by taking on the role of “Guide” during the debriefing conversation and by a follow-up to the visit.

The adoption of the Demonstration Classroom model for new teacher learning has proven to be time and resources very well spent in supporting the broad spectrum of new teacher learning goals.

