

MENTORING MOMENTS: EMERGING NTIP LEARNING THEMES

Tools for Learning about NTIP

The chart below illustrates how the Teaching Policy and Standards Branch (TPSB) works in collaboration with external researchers and board NTIP teams to gather both qualitative and quantitative data regarding NTIP using a variety of tools. The NTIP Survey Tool is in grey as unlike the other data collection tools, board participation is optional.

NTIP Data Collection Tools and What they Measure

	<i>NTIP Board Visits (15 Boards per year)</i>	<i>NTIP Reflections from the Classroom Longitudinal Research (CFA)</i>	<i>NTIP Board Plans / Reports</i>	<i>University of Ottawa Research (2007 – 2012)</i>	<i>Optional NTIP Survey Tool for Boards</i>
Scope of NTIP	*		*	*	
Models of Mentoring	*	*		*	*
Mentoring Activities	*	*			*
NTIP Learning Designs	*	*	*	*	*
NTIP Financial Data			*		
Outcomes of NTIP (Logic Model Goals)	*	*	*	*	*

This month’s “special 3 page edition” of Mentoring Moments reflects what we have learned to date about what makes a difference for our new teachers in the NTIP.

By triangulating data and research from a variety of sources, our shared goal is to measure the impact of NTIP in order to directly inform program design and to best meet the learning needs of beginning teachers and ultimately their students.

Making NTIP Meaningful – Personalization of Learning

So what have we learned so far from beginning teachers, mentors, principals and board NTIP teams? In a nutshell, that opportunities for new teachers to personalize their learning is a critical component of a successful NTIP.

Providing voice and choice in learning can help a beginning teacher view NTIP as something they can collaboratively construct as opposed to something that is “done” to them. The big ideas on the next two pages illustrate how the agenda for learning within NTIP can be owned by the learner and reflective of their authentic learning needs.

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Emerging Learning Themes for Personalization at a Glance

Multiple Models of Mentoring

NTIP Board Visits (2012 & 2013)

- *When asked how could NTIP be even more meaningful access to multiple mentors was cited as a “top 3” priority in almost every board focus group to date (n = 30 boards)*

NTIP Reflections from the Classroom Longitudinal Research (CFA) – Year 1

- *Access to multiple mentors reported by beginning teachers as one of the key factors contributing to improvement relative to the 4 key goals of NTIP (confidence, efficacy, instructional practice, commitment to ongoing professional learning)*

So What / Now What Ideas

School – based mentoring could include:

- Broker Mentor
- One to One Mentor Matching
- Group Mentoring
- Informal Mentoring

Multiple mentors outside of school could include:

- Demonstration Classroom teachers
- Ongoing communities of practice with both new and experienced colleagues teaching a similar grade or assignment (both face to face and online)

Menu of Learning Designs

NTIP Board Visits (2012 & 2013)

- *Choice from a “menu” of learning options was cited as a “top 3” priority in almost every board focus group*

NTIP Reflections from the Classroom Longitudinal Research (CFA) – Year 1

- *Choice of learning opportunities reported by beginning teachers as one of the key factors contributing to improvement relative to the 4 key goals of NTIP*
- *Almost half of “new” NTIP teachers in study had 2-4 years of Ontario experience, and a quarter had 5 or more years*
- *New teachers may benefit more from certain types of NTIP supports based on their years of prior teaching experience*

University of Ottawa NTIP Research (2007–2012)

- *Differentiation of beginning teacher orientation and professional learning opportunities cited as one of the key final report recommendations*

So What / Now What Ideas

Example “servings” from a learning menu could include:

- Flexible use of a number of joint release days to support learning and collaboration between beginning teachers and mentors:
 - Classroom Observation & Debriefing
 - Demonstration Classroom Learning
 - Co-planning / Co-teaching
 - Collaboratively Assessing Student Work
 - Networked learning within or beyond the school site
 - Choice from a variety of professional learning sessions
- Ability to use joint release days with more than one mentor (as per above)

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Mentoring for Mentors

NTIP Board Visits (2012 & 2013)

- *“Mentoring relationships that flourish are reciprocal – both parties learn and grow” – this sentiment cited as tremendous source of personal and professional satisfaction by mentors in every board visited to date*
- *Ongoing support and professional learning opportunities for Mentors cited as a need in a majority of board focus groups*

University of Ottawa NTIP Research (2007–2012)

- *Mentoring component of NTIP consistently reported by beginning teachers as having the greatest impact on their professional growth*
- *Increased support and professional learning opportunities for mentors noted as one of the key final report recommendations*

So What / Now What Ideas

Examples of mentoring for mentors could include:

- Facilitated communities of practice for mentors to collaborate with each other and explore and refine their craft
- Beyond orientation to role sessions, specific areas of focus for mentor learning:
 - Goal Setting Conversations
 - Powerful Mentoring Designs
 - Making Classroom Observation Meaningful
 - Utilizing Scaling Questions to Debrief
 - Appreciative Inquiry as a tool for reflection
- Sharing of monthly Mentoring Moments and Mentoring NING resources at:
<http://mentoringmoments.ning.com>

Continuing the Learning about NTIP

Optional NTIP Survey Tool for Boards

An electronic copy of the survey templates for NTIP teachers, mentors, principals along with a companion guide can be downloaded at: <http://mentoringmoments.ning.com/profiles/blogs/may2013mentoring-moments>. The intent of the survey templates are to provide interested boards with a practical tool that they can use and adapt to help measure the impact of NTIP in their district. We encourage boards to customize their surveys to suit local program designs and needs.

NTIP Reflections from the Classroom Longitudinal Research (CFA) – Year 1 Highlights Report

This 5 page report provides a concise and “reader friendly” summary of the findings from the first year surveys and focus groups conducted by CFA. An electronic copy of the report will be e-mailed directly to each board NTIP team and can also be downloaded directly from the link below:

<http://mentoringmoments.ning.com/group/mentoring-mentors/page/module2>.

We invite boards to share how they are implementing the learning themes highlighted in this month’s “Mentoring Moments” on our Ning at: <http://mentoringmoments.ning.com> and look forward to continuing our collaboration and learning in the 2013 – 2014 school year.