

Continuing to Learn Together

Over the past few years, the Teaching Policy and Standards Branch has had the privilege of learning with (and from) beginning teachers, mentors, principals and board NTIP teams.

During our [NTIP board visits](#) and via the Christine Frank and Associates [longitudinal research](#), beginning teachers have been sharing what job-embedded supports have the greatest impact on the attainment of the core goals of NTIP (confidence, efficacy, instructional practice and commitment to ongoing learning).

As we continue to learn about making NTIP meaningful, below are some guiding questions and “NTIP Wonders” that we hope to explore in collaboration with board NTIP teams in the coming year.

NTIP Wonders

Building a Mentoring Web

- How are multiple models of mentorship for beginning teachers fostered and supported?

Authentic Learning

- How are voice, choice and authentic knowledge construction provided to meet the diverse learning needs of beginning teachers? (e.g., joint release days, choice from a menu of learning options)

Classroom Observation / Debriefing

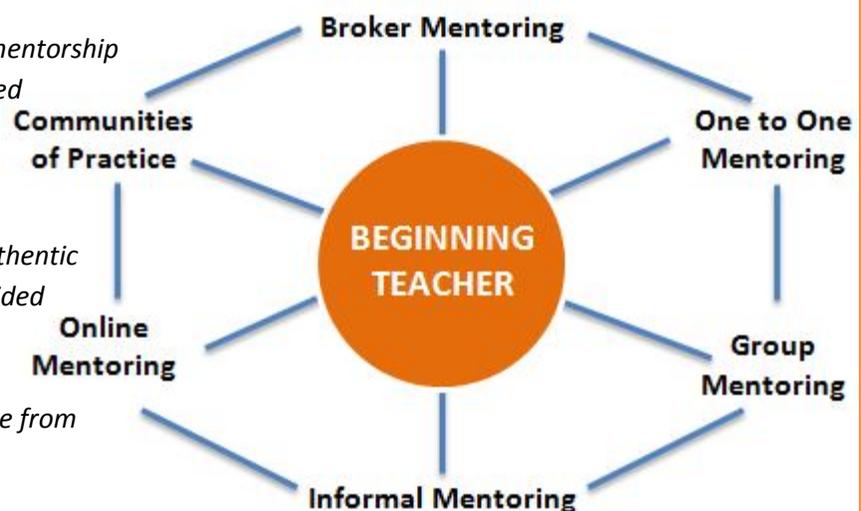
- How are new teachers and mentors encouraged to engage in this powerful learning design? (e.g., Demonstration Classrooms)

Principal Encouragement

- How are Principals engaged in providing ongoing feedback and encouragement for new teachers?

Mentoring for Mentors

- How are mentors supported in their role? Why do you feel “mentoring the mentors” is important?



Illustrative Examples

Looking ahead, our goal is to utilize *Mentoring Moments* as a tool for the intentional sharing of knowledge and practice and we invite your participation by sharing thoughts, reflections and illustrative examples related to the “*NTIP Wonders*” posed on page one. 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.

Fostering Authentic Learning Networks

St. Clair Catholic DSB

Ann Sutton / Mona McKeown / Scott Johnson

At St. Clair Catholic District School Board, we are committed to help ease the impact of the workload for our newly hired teachers by offering a good deal of time to promote and honour collaborative practice: co-planning, co-learning and co-teaching.



One of our most recent and successful strategies that we have embraced, is making sure that the collaborative work is done in the schools, not at a central Board Office location.

When beginning teachers use authentic experiences to promote dialogue and communication between each other, it encourages networks of learners. We try to build into the teacher release time, opportunities for colleagues to collaboratively assess genuine student work in order to develop consistent understanding of the standards of achievement that will inform instructional practice. By having some of our initial meetings at a school site, we are finding that new teachers are forming networks of colleagues, producing on-going collaborative communities of practice.

Building a Mentoring Web via Joint Release Days

Northwest Catholic DSB *Brendan Hyatt*

All our NTIP teachers are given a minimum of five days release to support their completion of the NTIP strategy form and address their personal learning needs. They indicate that this time has been critical.

In addition to school-based collaboration, new teachers utilize release days to work with other staff members in our system that have different skill-sets and knowledge from their mentors. We encourage classroom observation and debriefing and remind principals that being approachable and open to communication is vital for their new teachers.

If we want the students’ learning to be authentic then we need to ensure our new teachers have opportunities to explore, ask questions and reflect on their role. Student success is vital and support for our new teachers is crucial in the development of excellent practitioners in our system.

