MENTORING MOMENTS:
PRINCIPAL ENGAGEMENT IN NTIP AND TPA

Learning at School – The Importance of School Culture

School culture speaks to both the written and unwritten norms and how they are lived in the daily interactions between staff, students, parents, guardians and the larger school community. A school – based learning culture is critical to the successful implementation of the New Teacher Induction Program.

Simply put, the instructional leadership and support of the principal, along with mentorship from teacher colleagues and other members of school staff plays a defining role in the lived experiences of a beginning teacher.

Supporting Principal Engagement – Ideas for Board NTIP Teams

When planning for engaging principals in the NTIP it may be worth considering the many forms that their engagement can take. The table below is meant as a starting point for consideration of board NTIP teams as they provide both formal and informal support.

Practical Idea	*Considerations*
• Provide a "one stop shop" where principals can access all NTIP related information; include a succinct NTIP FAQ for Principals	• These "board specific" resources can complement the Ministry's Partnering for Success: A Resource Handbook for Principals
• Provide professional learning opportunities for principals to share knowledge and practice about how they effectively support beginning teachers	• The professional learning may take a variety of formats (e.g., formal face to face sessions, mentorship with principal colleagues, online conferencing and communities of practice)
• Build an email distribution list of "NTIP Principals" (i.e. principals with beginning teachers on their staff) and use this to directly communicate at regular intervals throughout the year	• Monthly "e-updates" can serve as both reminders of available NTIP supports and also provide a mechanism for two – way communication, allowing board NTIP teams to receive direct feedback and input from principals

Looking for more practical ideas?

Visit our NTIP e-Community https://community.elearningontario.ca and see the strategies for Principal Engagement your colleagues shared during our Feb 23 Adobe Connect Session

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Issue 6 / March 2012

Making the INS / TPA Process Meaningful – Ideas for Principals

Situated within a school–based learning culture, the Individual NTIP Strategy form (INS) and Teacher Performance Appraisal (TPA) represent authentic opportunities for dialogue, reflection and professional growth.

Below are "big ideas" for principals to consider as they foster the relational trust essential for making the INS / TPA process authentic and meaningful for beginning teachers (and indeed all staff). Look for an upcoming edition of *Principals Want to Know* from the Leadership Development Branch for additional information on this subject.

Big Idea	Considerations for Principals
INS and TPA are a process not an event	• Embed learning-focused conversations in your daily interactions with beginning teachers and mentors
Coherence	• Explicitly build coherence between INS / TPA and other school, board and ministry initiatives and priorities
Collaboration	• Model collaboration with beginning teachers and support multiple models of mentorship and PLN's (professional learning networks)
Alignment	• Align professional learning and resources to each beginning teachers' Individual NTIP Strategy
Continuum of Growth	• Utilize TPA as a growth-oriented opportunity to engage in meaningful professional dialogue

Ideas and Resources to Support Implementation

	Connect	Register for Upcoming Adobe Connect Professional Learning for Board NTIP Teams • April 11 – Building a Culture of Learning and Growth - Teacher Leadership and Succession Planning https://www.surveymonkey.com/s/NTIPTeacherLeadership
	Listen	• Online to the Principal Engagement in NTIP and TPA SlideCast http://conn-o.osapac.org/mentoringmomentsmarch
	Join	• NTIP e-Community and collaborate with your colleagues from across Ontario https://community.elearningontario.ca

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