



Okanagan-Skaha Teacher Mentorship Program



What is mentorship?

Mentoring is a reciprocal and non-evaluative process by which colleagues collaborate to share their experiences, knowledge, and skills for personal and professional growth.

How will mentorship strengthen my practice?

Mentoring relationships:

- build confidence
- encourage reflective practice
- develop proactive problem solving
- affirm skills and capacities
- help focus participants on student learning
- provide different points of view
- model instructional strategies

Who is mentorship for in our district?

The mentorship program is for teachers within their first five years of practice, and for teachers transitioning into assignments where the level or subject area is brand new (i.e., new to primary, intermediate, middle or high school; new to prep relief; new to SPED, new to FI, new to high school Sciences, etc).

As a mentor, what will my responsibilities be?

- Provide regular, non-evaluative support, feedback and assistance to your **GROUP OF MENTEES**, through planned and incidental communication both in person and online
- Recognize and maintain confidentiality of your work with mentees
- Provide classroom teaching observations of mentee, identify the purpose of these visits/observations, and reflect together on observed practice
- Be willing to invite the mentee into your classroom to co-teach or observe specific pedagogical strategies or structures, identify the purpose of these visits/observations, and reflect together on observed practice
- Suggest and arrange opportunities for mentee to visit other classrooms, and participate in other professional learning opportunities relevant to the mentee's goals
- Attend ALL mentor development workshops, and Mentor/Mentee training sessions

How will I be paired with a mentee?

The Mentorship Steering Committee is looking for mentors to support small cohorts of early career teachers. We are also looking for teachers who will work one-on-one with experienced teachers who are transitioning into a new subject area or grade level.

Is a mentorship relationship worth the time and effort?

Teachers who participated in mentoring programs through the New Teacher Mentoring Project have unanimously said YES! The structure provided opportunities for teachers to think, plan, and work together in ways that may not have been as effective through informal mentorship.



Okanagan-Skaha Mentorship Program Mentor Application



Name: _____ E-mail: _____

School: _____ Phone contact: _____

Current assignment: _____

Previous assignments: _____

Number of years teaching: _____

Summarize the reasons why you would want to be a mentor to a new teacher:

What areas of teaching and learning would you be interested in mentoring? (Examples: subject specific areas/grade levels)

Do you have previous experiences of being in a mentoring role?

What strengths can you bring to building an effective mentoring relationship?

What experiences have you had with professional collaborations, learning teams, inquiry projects?

Please identify if a teacher has requested you as a mentor:

Name		Name	
School		School	