



MAPLE RIDGE - PITT MEADOWS SCHOOLS

Self-Initiated Mentorship for Teachers

MENTORSHIP PROGRAM

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FEATURES



The Maple Ridge - Pitt Meadows School District 42 Mentorship Program connects teachers so they can work collaboratively as peers.

Partnerships/teams can meet to:

- plan and share ideas
- observe each other's work and that of other colleagues
- team teach/co-teach
- access resources

Partnerships/teams can also:

- attend Pro-D sessions
- join district networks and book clubs
- receive needed resources

Partnerships/teams can connect:

- during the instructional day using TTOC release time
- during evenings or weekends, with meal costs covered
- via email, text, phone, etc.

Workshop and network opportunities in this program will be planned and provided throughout the year based on participating teachers' interests and needs.

Teachers will also receive support from the SD42 mentoring community, including members of the district mentoring team and mentoring representatives in each school.

ACCESSING THE MENTORSHIP PROGRAM:

To access this program, please contact District Helping Teacher, Mentoring, Jennifer MacDonald.

Email: jennifer_macdonald@sd42.ca
Telephone: 604.467.1101 ext. 57441



Why should I get involved?

- Mentoring fosters success and confidence
- We need and learn from each other
- Students benefit
- Mentoring improves reflective practice and life-long learning
- Peer collaboration connections are made
- YOU control the process

How do I get involved?

1. Complete the self-assessment inventory to figure out what areas you want to address.
2. Contact Penelope Morgan or your school mentoring rep to discuss options.
3. Establish a teaching mentor/partner/team.
4. Plan and book your mentorship activities.

Who should get involved?

Anyone new to teaching, to the district, to a building, to a program, grade or subject, or experienced teachers who want to renew skills or learn something new.



SELF-ASSESSMENT

Inventory

IN THE AREAS BELOW, INDICATE THE RESPONSE THAT BEST MATCHES YOUR LEVEL OF CONCERN/NEED:

1. I really need/want to focus on this.
2. I am okay, but it would be good to talk about this.
3. I've got this under control, at least for now.

INFORMATION ABOUT POLICIES & PROCEDURES

- ☐ paperwork/deadlines
- ☐ expectations of principal/district
- ☐ communicating with parents
- ☐ reporting
- ☐ district policies and procedures

ACCESSING RESOURCES

- ☐ organizing/setting up classroom
- ☐ accessing materials & resources
- ☐ arranging field trips
- ☐ using online resources
- ☐ working with learning services

WORKING WITH STUDENTS

- ☐ establishing class routines
- ☐ building a class community
- ☐ self-regulation
- ☐ maintaining student discipline
- ☐ inclusive education/teaching to diversity
- ☐ assessing student needs
- ☐ adapting for individual learners
- ☐ learning about diversibilities/codings
- ☐ implementing curriculum
- ☐ evaluating student progress

MANAGING TIME

- ☐ organizing my day/week/year
- ☐ lesson planning
- ☐ following daily/weekly schedule
- ☐ attending meetings
- ☐ supervising extracurricular activities
- ☐ pro-d opportunities
- ☐ maintaining personal/professional balance

WELLNESS

- ☐ student health and wellness
- ☐ personal health and wellness

OTHER AREAS I WOULD LIKE TO ADDRESS:

GOALS & OBJECTIVES

of the Mentorship Program



GOALS

To provide personal and professional support for ...

- ✓ early career teachers in their first year(s) of work
- ✓ teachers who are teaching on call
- ✓ teachers who make a significant change in their assignment
- ✓ experienced teachers who wish to renew their skills or learn something new
- ✓ teachers returning from leave

OBJECTIVES

- ✓ To welcome and orient new teachers to SD42.
- ✓ To create a mentoring culture and community.
- ✓ To increase teachers' ability to provide effective practice to students.
- ✓ To create opportunities for professional growth, development, and leadership.

Research shows that the most successful mentoring experiences are ones that are voluntary, teacher-driven, relationship-based, collaborative and relevant, contextual, year-long, and allow for frequent contact.

Quotations *



"I couldn't have managed to finish my report cards without the support of my mentor. He was so understanding. As a new teacher, life in the classroom is often overwhelming, but my mentor has been there for me, and has patiently guided me through the process."

- New classroom teacher

"Coming from a very different educational system has been quite an adjustment, but the teachers and my mentor have made this a great year for me. I love Maple Ridge."

- Experienced elementary teacher from another district

"Even though I have only been here part-time, I feel so connected to this group of teachers, and my mentor has made the school such a warm place to be."

- New classroom teacher

"The support program is amazing here, but my mentor has spent hours helping me understand assessments and IEPs, and I have learned as we moved along. I can't believe he was able to do that for me...very appreciated."

- New teacher who moved to a support position

"In all my years teaching, this is the year I am experiencing the most job satisfaction. This is all because of my mentor. You should see what we have done together."

- Elementary teacher who moved to secondary support

* Quotations taken from surveys and feedback forms from program participants