



**FINANCE COMMITTEE OF THE WHOLE
PUBLIC INPUT MEETING**
23000-116 Avenue, Maple Ridge
Thomas Haney Secondary School
Rotunda

Wednesday, April 22, 2026
Time: 5:30pm

AGENDA

- A. OPENING PROCEDURES** ITEM 1
- 1. Territory Acknowledgement
 - 2. Call to Order
 - 3. Approval of Agenda
- B. PRESENTATION**
- 2026/27 Proposed Preliminary Budget ITEM 2
- C. DELEGATIONS**
- Public Input on the 2026/27 Preliminary Budget ITEM 3
- D. CLOSING REMARKS**
- E. ADJOURNMENT**



**Finance Committee of the Whole
Public Input Meeting
April 22, 2026
Decision Memo
Item 1**

From: Elaine Yamamoto, Board Chairperson

Topic: **Opening Procedures**

1. TERRITORY ACKNOWLEDGEMENT

We would like to acknowledge that this meeting is taking place on the shared traditional and unceded territories of Katzie First Nation and Kwantlen First Nation. We welcome and recognize all First Nations, Métis, and Inuit students and families in our schools and community. We welcome and recognize the many different cultures that are represented in our schools and community.

2. CALL TO ORDER

3. APPROVAL OF AGENDA

Recommendation:

THAT the Agenda be approved as circulated.



**Finance Committee of the Whole
Public Input Meeting
April 22, 2026
Information Memo
Item 2**

From: Elaine Yamamoto, Chairperson
Richard Rennie, Secretary Treasurer

Topic: **2026/27 Proposed Preliminary Budget Presentation**

BACKGROUND

The Proposed Preliminary Budget for 2026/27 was presented to the Board of Education at the April 15, 2026 public board meeting, where the Board carried first reading of the 2026/27 Annual Budget Bylaw.

The proposed preliminary budget documents are included in the [April 15, 2026 Public Board Meeting Agenda Package Addendum](#) and are also available on the school district website at <https://www.sd42.ca/board-of-education/budget-process/2026-budget-process/>.

The Secretary Treasurer will deliver a presentation providing additional context on the 2026/27 Proposed Preliminary Budget. The presentation will include:

- Student Enrolment and Staffing Trends
- Funding and Expense Allocation Trends
- Summary of Operating Budget Changes
- Budget Consultation Schedule

RECOMMENDATION

THAT the Finance Committee of the Whole receive the Secretary Treasurer's 2026/27 Proposed Preliminary Budget presentation for information.

From: Elaine Yamamoto, Chairperson

Topic: Delegations for Public Input on the 2026/27 Preliminary Budget

The delegations registered to provide input at this meeting are listed in the following table in the order that the registration request was received, and have been provided the Public Engagement Phase 2 for the Proposed Preliminary Budget 2026-27 information sheet (**Attachment A**) which outlines the requirements for the delegation including the request to keep remarks brief and focused, with up to 5 minutes allotted per delegation.

NO.	SPEAKER NAME(S)	TOPIC(S)
1	Greg Van Sickle	Elementary Band
2*	Andrea Munro	One-to-One Inquiry Program
3*	Sarah Jane Pilgrim	Mentorship Helping Teacher
4	Jenise Paton, Michelle Ludeman	Lacking Supports Yennadon Elementary
5**	Ashley Faber	ELL Teacher/International Student Ratio and Helping Teachers
6	Samantha Thompson	One-to-One Inquiry Program
7*	Anne Hales	Mentorship Helping Teacher
8*	Yennadon PAC; Trish Coft	Yennadon Staffing
9	Nicole Rowley	Secondary Innovation Helping Teacher
10*	Jennifer MacDonald	Mentorship Helping Teacher
11	Carole Fleming	One-to-One Inquiry Program
12*	Craig Towers	One-to-One Inquiry Program
13	Kara Mitchell	Mentorship and Sustainability

* Written submission received and shared with Finance Committee of the Whole members.

** Written submission received and shared with Finance Committee of the Whole members and redacted from public package for protection of personal information in accordance with the provisions of FIPPA (Freedom of Information and Protection of Privacy Act).

RECOMMENDATION

THAT the Finance Committee of the Whole receive the public input on the 2026/27 Proposed Preliminary Budget, for information.



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Maple Ridge, BC V2X 8N6
Phone: (604) 463-4200
Website: www.sd42.ca

Public Engagement: Phase 2 for the Proposed Preliminary Budget for 2026/27

Online Public Budget Survey

Individuals wishing to share their views on the proposed preliminary budget are invited to participate in phase 2 of the online public budget survey open from **April 16 to noon on April 22, 2026**.

Verbal Input at the Finance Committee of the Whole

In addition, opportunities for public and partner group input to the **Board Finance Committee of the Whole** on the proposed preliminary budget will be held on **April 22** as follows:

- **Partner group input** on the proposed preliminary budget will be held at the District Education Office starting at 2:00pm, with up to three representatives from each of CUPE, MRTA, MRPVPA, and DPAC. Each partner group will be provided up to 15 minutes to provide their input, followed by any questions of clarification from trustees.
- **Public input** on the proposed 2026/27 preliminary budget will be held at the Thomas Haney Secondary School rotunda starting at 5:30pm. Delegations, which may include one or more speakers, are asked to keep their remarks brief and focused, with up to five minutes allotted per delegation, followed by any questions of clarification from trustees.

Registration Deadline and Requirements for Delegations

Individuals wishing to speak must register and submit any materials by email to budget@sd42.ca no later than **9:00am on Monday, April 20**.

Submissions must include:

- the name and email address of the speaker(s), and
- the title and written explanation of the budget matter(s) to be addressed.

Written submissions are considered public documents and may be posted on the district website. As such, it is the responsibility of the registrants to ensure that no confidential or sensitive information is included in any submitted materials.

Written submissions will be assembled and provided to trustees in advance of the meeting to allow time for careful review and consideration prior to receiving verbal input at the meeting. The agenda for the public input meeting will be posted on the district website by noon on Tuesday, April 21 at: <https://www.sd42.ca/board-of-education/board-meeting-agendas/>

Registered delegations will be asked to speak in the order listed on the agenda and should not distribute any additional materials at the meeting, as all materials must be submitted in advance, as noted above.

Next Steps for the Board after Public Engagement

The Board is scheduled to conduct final deliberations and adopt the 2026/27 preliminary budget at the public board meeting on April 29, at which time the Final Public Engagement Summary will be presented.

DELEGATION #2

April 19, 2026

To The Board Finance Committee of the Whole

We are here to encourage you not to eliminate the Inquiry Project and the iPad technology that accompanies it. We hope the board will maintain meaningful access to technology in grade 6/7 classrooms so that *all students* can participate fully and be appropriately challenged.

Imagine one of our classrooms for a moment, filled with diverse learners, each one engaged and supported. Students are using iPads in ways to help them be part of an inclusive classroom: The iPads aren't distractions or crutches; they're tools that dissolve barriers. Every student is accessing the curriculum, participating with dignity, and learning alongside their peers. It's not just a classroom. It's a community where technology helps everyone belong *and* reach beyond what they thought was possible:

- a group of students are working together on learning guides for grade 8 math being challenged in their learning
- a student is working on the same math concept as her peers but at a different level and in a less visible way because she is using an interactive app and not a worksheet that everyone can see
- students are learning about ancient civilizations and representing their learning in a multitude of ways - audio recordings, film production, photography, stop-motion animation, and digital art
- an ELL student is using Google Translate to help her understand content and ask questions to her peers; she is taking a photo of a social studies worksheet then translating it into her home language
- a reluctant writer is using speech to text to generate ideas rather than struggling with the demands of writing on paper
- a student is collaborating on a slideshow with his partner who home sick
- a struggling reader is taking a photo of a science worksheet, highlighting the text, and having it read aloud so she can access the same curricular content as her peers
- students who need challenge are exploring more complex concepts, conducting research, and engaging in inquiry-based learning in ways that simply aren't possible otherwise
- a student with selective mutism is typing his questions so he can communicate with his teacher
- an anxious student is filming himself presenting so he can email the video to his teacher rather than presenting to the whole class
- a student is creating a digital infographic with their pen pal who is at a neighbouring school

This classroom currently exists thanks to the Inquiry Project.

Over the last two decades, teachers have invested countless hours attending Professional Development sessions, learning digital tools and apps, and adapting curriculum to meet needs of our students, all through a technology-based approach. In recent years we have been asked to attend Apple workshops, participate in district Apple programs with our students and even become Apple certified teachers. We have also spent our own money buying accessories like headphones, block chargers and wireless keyboards. Cutting the program does not honour the time, effort and resources we have invested.

Parents have consistently shared that the iPad program has had a noticeable and positive impact on their children's attitude toward school. Many report that their children are more engaged in their learning, showing increased enthusiasm and a greater willingness to participate in school. This is especially crucial as students prepare to transition to high school, where confidence, independence, and a willingness to take risk matters.

Many Inquiry classrooms now rely on digital resources rather than print textbooks. Our libraries have less physical reference materials at the grade 6/7 level because we have used technology to fill that role. Eliminating iPads would leave students without adequate research and learning tools for years to come.

While more students have access to technology now than when the program began, this is not the case for everyone. We have worked hard since the provincial ban on cell phones and have seen good buy in from students keeping personal devices away during the school day. A school-issued iPad gives teachers greater influence and oversight over technology use than permitting students to use personal devices in the classroom.

Students from kindergarten through grade five will also be impacted if this program is cut. Because Inquiry classes have their own iPads, our school carts have been available for younger learners. Removing classroom sets will put significant strain on the limited shared technology resources in schools.

We urge you not to let budgetary matters and concerns about screen time lead to a complete elimination of the Inquiry Program. Although technology is sometimes linked to negative impacts such as mindlessly scrolling social media, that's not what is happening in our classrooms. Teachers intentionally model healthy, purposeful uses of technology to support student learning, challenge, and inclusion.

Technology is not going away- it is becoming increasingly embedded in every aspect of students' lives. The classroom is one of the safest and most supported places to teach responsible use. We teach digital literacy skills, critical evaluation of information, appropriate communication, and online safety– skills that are essential, not optional. Classrooms like the one we described can continue to exist if the devices, or even shared sets of devices, remain available to teachers who are interested in fostering these differentiated learning environments.

Thank you,

Andrea Munro (including input from other Grade 6/7 teachers involved in the Inquiry Program)
Grade 7 Teacher
Kanaka Creek Elementary

DELEGATION #3

Good evening members of the School District 42 Board of Education Finance Committee.

My name is Sarah Pilgrim, and I am a grade one French Immersion teacher at Eric Langton Elementary. I am also a resident of Pitt Meadows, and a former SD42 student.

I feel compelled to address you this evening on the topic of the proposed 2026-2027 Budget in my capacity as an early career teacher, in particular as it relates to the proposed elimination of the district Mentorship Helping Teacher position.

I completed Simon Fraser University's teacher training program in December of 2024, a little over two years ago. I am currently a member of the Maple Ridge Teachers' Association Early Career Teachers Committee, and a mentee in SD42's Mentorship Program. Participating in the Mentorship Program has made me feel seen, supported and valued by this district. I have firsthand knowledge of the value of this program and can attest to its importance and need.

When I reflect upon my teacher training at SFU, and my decision to apply here, I cannot overstate the importance of the Mentorship Helping Teacher. Prior to my decision to apply, I had met with and corresponded with Jennifer MacDonald [the current Mentorship Helping Teacher] on several occasions. Hers is the face of this district: friendly, welcoming, knowledgeable, and supportive. For those of you unfamiliar with the components of the teacher training program, let me highlight the ways in which the Mentorship Helping Teacher facilitates and lays the groundwork for the recruitment of new teachers.

- **School district orientation webinars.** In Term 1, teacher candidates "meet" virtually with a minimum of 3 school districts from around the province to learn about them, and to begin to consider where they may want to apply once they are finished their training. Guess who co-hosted SD42's webinar and appealed to us to consider applying? The Mentorship Helping Teacher.
- **School district visits.** Later in Term 1, teacher candidates are sent to a school district to meet in-person with district staff, tour schools, and visit classrooms as observers. Again, it was the Mentorship Helping Teacher who welcomed us, coordinated our schedules, and checked in to ask how we were doing.
- **Short and long practicum placements.** As we completed our final practicum placement and were preparing to apply for jobs, it was the Mentorship Helping Teacher who reached out to make sure we knew that we were valued, sought after, and would be supported.
- **Final term career fair.** On the final week of school SFU hosted a career fair where districts from around the region set up booths and recruited teacher candidates. It was the Mentorship Helping Teacher who was there to speak to the experience of teaching in this district. Your own HR representative presented to my French cohort, and touted the availability, importance, and success of this district's mentorship program. She understood that in a teacher shortage, early career teachers will go where they will feel seen, supported and valued. This is what the Mentorship Program does for new teachers, and it did for me.

Upon completion of my teacher training, I was a 39-year-old woman who had left a successful career in another field. I wasn't young, and I wasn't professionally inexperienced. Yet somehow I still felt unsure of myself and my ability to teach students effectively. You can imagine my relief when Jennifer MacDonald checked in to ask how things were going. Here was someone who was invested in my success and career at SD42. She helped me navigate the realities of my new role, she found me a mentor, and she was in my corner, as she has continued to be today.

I could go on in detail to describe the other things the Mentorship Helping Teacher does, but I only have five minutes. The position is critical to the recruitment, retention and success of teachers new to this district, and I hope I've been able to illustrate for you as to how and why. Recruiting and onboarding new teachers is expensive. Every teacher who leaves because they feel unsupported represents not just a human loss, but a financial one.

In closing, I'd like to pose two questions to the Finance Committee:

- 1) In the absence of a Mentorship Helping Teacher, who is going to promote this district to the teacher training programs not only at SFU, but UBC, and UFV?**
- 2) What measures are this district going to put in place to recruit and compete with neighbouring School Districts 35 (Langley) and 43 (Coquitlam), which have established mentorship programs and networks?**

I urge this committee to recognize the role of the Mentorship Helping Teacher not as an optional support, but as essential infrastructure that protects both educational quality and district stability. We all want SD42 to remain a district where talented teachers choose to stay; not just to start their careers, but to build them.

Thank you for your time and consideration.

DELEGATION #5

Ashley Faber
ELL Helping Teacher, SD42

April 19th 2026

Finance Committee of the Whole
Thomas Haney Secondary School

Concerns for the Proposed Preliminary Budget for 2026/27

Good evening members of the School District 42 Board of Education Finance Committee. My name is Ashley Faber and I am the District Helping Teacher for English Language Learners. I am here to speak about the proposed changes that will reduce ELL support for international students, as well as the cuts to district helping teachers which will undermine literacy and numeracy support, as well as teacher well being and retention.

The proposed ratio change will give international students less support time than a resident ELL student. This is inequitable as these international students have been sold a promise of an education equal to their Canadian peers, which this ratio does not reflect. This change also adds increased pressure on our teachers. Often these students have additional social and emotional needs, and require support beyond language to help them adapt with the cultural changes and the stress of being away from home.

Speaking of additional stresses on teachers, I'd like to speak to the reduction and elimination of helping teacher time. Our district has said it wants to put literacy and numeracy at a forefront, and our district librarian, mentorship, and secondary innovations helping teachers are direct leaders for our teachers in these pursuits. I personally have seen how an interactive, hands-on, literacy bin created by our district librarian has engaged an entire room full of students. Our secondary innovations teacher brings together teachers to connect over their core subjects and learn from one another to improve their teaching. In a teacher shortage, where our colleagues are often new, still finishing qualifications, or have limited experience teaching in BC, we need our mentorship position more than ever.

Over the weekend, I reached out to teachers in our district and received nearly 20 personal letters in just two and a half days. I read through stories of how Jen MacDonald helped teachers set up their classrooms late into the evening, coached new teachers through their toughest days, advocated for them, and partnered teachers who became friends for years to come. Here are two brief examples:

Julie, a grade 3/4 teacher, wrote:

“Without the mentorship program, I do not believe I would feel as confident or capable as I do today. The early years of teaching can be overwhelming, and structured support is essential. This program helps new teachers develop resilience, build competence, and remain in the profession long-term.”

Talia, a grade 5/6 teacher shared:

“There was a time in my teaching career when my passion for teaching had significantly diminished... and was genuinely questioning whether I still belonged in the profession. When Jen began working with me, she helped me reconnect with who I am as an educator. Her support was steady, patient, and grounded in practice... Without that support, I am not sure I would have stayed, but I know I wouldn't have the passion I have for it today.”

These stories are not isolated and show a pattern that has existed in this district for many decades - helping teachers and mentorship programs keep teachers in the profession, improve instructional quality, and directly benefit students. A recent BCTF study shows 1 in 6 teachers are facing burnout, and what we need now more than ever is investment and support for teachers if we want to continue to provide spaces where students can also grow and thrive. I urge the committee to reconsider these ratio changes and the reduction of helping teacher time in the final budget.

Thank you for your time and consideration.

Ashley Faber

Appendix

I was new to the district in April 2021. I applied and accepted a temp position to teach 4/5. Jen MacDonald advocated for me to have a day in the classroom the day before my contract started so I could become familiar with the school, staff, and students. She helped me gather resources, and answered my never ended questions as I navigated the transition from TOC to classroom teacher. She connected me to my first mentor teacher, REDACTED, one of the most generous and knowledgeable teachers I have ever worked with. When I accepted a continuing position at ARE, Jen also connected me with REDACTED, my new mentor teacher, one that I still look to on a weekly basis for advice and support. Without Jen's guidance and support, I cannot imagine how my first few years of teaching would have been.

-Mineesha Mitchell, grade 4/5 teacher

I wanted to share how valuable the mentorship program has been for me over the past two years. I have had the privilege of working with two amazing mentors, one of them being Jen herself. As a new teacher, Jen guided me through some very difficult moments in those early years. She helped lead workshops when I first started that made the transition into this career feel much less overwhelming. More importantly, she made me feel supported. She was always just a phone call away when I needed advice, resources, new ideas, or simply someone who would listen.

It is such a shame and disappointment that our district could lose someone of such tremendous value. If we are not supporting new teachers, then who is? Without the support of helping teachers like Jen, Cindy, and Yas, I honestly do not know where I would be today. Each of these three educators has supported me in different ways, and the thought that all of their positions could be lost is incredibly upsetting.

Taking away support for teachers when there is already so little available is a huge loss, especially at a time when burnout is high and many teachers are leaving the profession. We should be continuing to invest in and support new teachers, not cutting the already minimal supports that currently exist.

-Kayla Evenson, grade 3/4 teacher

The mentorship program plays a critical role in supporting teacher success, retention, and professional growth within our district. Its impact extends beyond simple onboarding—it fosters a collaborative, resilient, and highly skilled teaching community.

1. Supporting Transition into District Practices

Our district uses a unique reporting model, including in-person conferences. When I transferred from another district, having a mentor in the same grade range was essential in helping me understand and navigate these unfamiliar expectations. Without this support, the transition would have been significantly more challenging and time-consuming.

2. Creating Safe, Supportive Professional Spaces

Initiatives such as early-career coffee meetings provide a casual, welcoming environment where teachers can:

- Share successes and challenges
- Ask questions without judgment
- Build confidence in their practice

These informal connections are especially valuable for early-career teachers who may otherwise feel isolated.

3. Improving Access to Resources

Mentors help teachers efficiently locate and utilize district resources. This reduces overwhelm and ensures educators can focus their time and energy on effective teaching rather than searching for supports.

4. Strengthening Professional Networks

The mentorship program facilitates meaningful connections between colleagues across schools and grade levels. These relationships:

- Encourage collaboration
- Build a sense of belonging
- Strengthen the overall professional community

5. Providing Emotional and Professional Support

A mentor does not provide all the answers—but they provide something just as important:

- A trusted person to listen
- Someone who understands the challenges of teaching
- A source of encouragement and perspective

This kind of support is critical for teacher well-being and retention.

6. Enhancing Professional Development Opportunities

The program offers valuable, structured learning experiences, including:

- Mentorship meetings
- In-class observation and support days
- Summer learning sessions
- Professional book studies

These opportunities promote continuous growth and reflective practice.

7. Building Internal Capacity and Leadership

Mentorship helps teachers feel confident taking on new challenges, such as:

- Changing grade levels
- Supporting diverse learners (e.g., ELL)
- Exploring new roles within the district

This builds expertise from within and strengthens the district as a whole.

8. Creating Lasting Professional Relationships

The impact of mentorship extends well beyond the formal program. For example, my mentor, REDACTED, has remained a trusted colleague and friend whom I continue to turn to for support.

Additionally, Jen's role in establishing the mentorship program created a strong foundation for these connections. The program fosters a network of support that continues long after the formal mentor-mentee relationship ends.

Conclusion

The mentorship program is not an expendable initiative—it is a foundational support that enhances teacher effectiveness, well-being, and retention. Cutting this program would remove a critical structure that helps educators succeed and ultimately impacts student learning.

Investing in mentorship is an investment in the strength and sustainability of our district.

-Stephanie Kaake, grade 1/2 teacher

As a new teacher it can be extremely overwhelming to navigate the first few years in the profession. The mentorship program in SD42 was one of the main attractions as to why I wanted to work there. The support is obvious, accessible and unbiased. Multiple events, meetings, learning opportunities and social activities are put on to allow teachers to connect and collaborate with each other. Whether they are new to the profession, district or new to a grade, the mentoring supports it all. Supporting

teachers is vital to their mental wellbeing and keeping teachers in the profession so they can better support their students.

-Alexis Danielson, grade 1/2 french immersion teacher

I have been involved in the district mentorship program on both sides of the relationship and found tremendous value in both roles. I also had the good fortune of finding a mentor in my school as a first year TEACHER, even before the formal mentorship program started. Without that mentor, I would not have made it through my first year of teaching. Now I am a 27 year employee of this district. In a time of such disconnect between people, the importance of formal programs to foster relationships is more important than ever. The teacher shortage makes this even more pressing as it is a beneficial advantage our district can offer to newly trained teachers who are choosing which district to work for. Cutting this position, or more specifically eliminating this position altogether, will make it more challenging to attract new hires to our district and will make the district vulnerable to losing people within their early years. I would urge the district to reconsider fully eliminating this position.

-Andrea Munro, grade 6/7 teacher

I have participated in the District's Mentorship Program as both a mentee and a mentor, and in each role I found it to be an invaluable resource. It provides meaningful support for early-career teachers and those transitioning into new roles by offering access to shared ideas, practical resources, and professional connections. The program fosters a dedicated, safe space where colleagues can ask questions, collaborate, and learn from one another. It also builds connections across schools, broadening perspectives and strengthening professional practice. Discontinuing this program would be a disservice to teachers and would likely have a negative impact on retention, particularly for those in the early stages of their careers.

- Marissa McDonald, grade 2/3 french immersion teacher

I was introduced to the mentorship program during my transition as a high school teacher to an elementary school teacher. The mentorship program assigned an expert teacher from my school. This amazing teacher helped me understand the change in the curriculum, write report cards, and check on my mental health.

I have also been a mentor to 4 teachers in the school district. As a mentor, I attended workshops on mentorship, spent time with my mentee, assisting them on their journey as a new teacher, and being available to them even after they were no longer a new teacher.

I have participated in many of the programs and book groups that Jen MacDonald and the mentorship program has put together throughout my years of teaching. These workshops have enlightened me to many different teaching styles, including looking in depth in cognition, and how the brain works, self-care for teachers and their student students, and many other important topics. These groups allow teachers to come together and learn, talk, and experience other perspectives that enrich what they are teaching.

The mentorship program provides new teachers the opportunity to be fully supported by an experienced teacher, willing to share their time with them and help them through the toughest times. As an experienced teacher, the mentorship program allows us to give back with the guidance of the mentorship teacher.

- Amanda Terris, teacher librarian

I am writing to express concern regarding the potential decision to eliminate the helping teacher role dedicated to mentorship for the upcoming school year.

This position plays a vital role in supporting both new and experienced educators by providing guidance, fostering professional growth, and strengthening instructional practices. There are so many things that have been done in our district to uplift teacher morale, offer teaching strategies for our complex learning environments and it's a welcoming and safe space for all educators.

Mentorship is not simply an added benefit, it is a foundational component of a healthy, collaborative school environment that directly impacts teacher retention and student outcomes. Removing this role risks leaving educators without the structured support they need to succeed and grow in an increasingly complex educational landscape.

Retaining the helping teacher position is an investment in the long-term stability and quality of our schools. Strong mentorship programs have been consistently linked to improved teacher confidence, effectiveness, and job satisfaction. Without this dedicated role, the burden of mentorship may fall unevenly on already stretched staff, reducing its overall effectiveness.

I strongly urge the Board to reconsider this decision and preserve a role that contributes so meaningfully to professional development and student success.

- Jocelyn McIntosh, Indigenous Education Helping Teacher

Mentorship is what helped keep me on my feet through my first two years of teaching; managing 6 different courses and then the outbreak of the COVID pandemic. Both Jen MacDonald and my mentor were instrumental in making the earliest years of my career manageable. I have since had three student teachers, and all of them have cited our outstanding mentorship program as a reason to want to work in this district. It would be a HUGE loss to the district to cut this position and significantly weaken our exceptional Mentorship program, especially when it has such a positive impact on recruitment and retention.

- Richard McGraw, secondary teacher

To Whom it May Concern,

My name is Julee Bassetto, and I have been a teacher in SD42 for 4 years. I was disappointed to learn that the district is considering ending the teacher mentorship program, as I believe it plays a critical role in supporting new educators and strengthening our district as a whole.

When I was completing my PDP, I remember that mentorship programs were a distinguishing feature in certain districts and contributed to their ability to attract and retain new teachers. SD42's program stood out to me at the time, and it positively influenced my perception of the district as a supportive and forward-thinking place to work.

Throughout my time in SD42, I have benefited greatly from the mentorship program in a number of ways. Early on, informal opportunities such as coffee meet-ups allowed me to connect with other new teachers and build a sense of community. I also had the opportunity to learn from experienced educators like Jen MacDonald, whose insight and encouragement inspired me to reflect and continuously improve my practice.

Most importantly, having access to a mentor has been invaluable. My mentor supported me through challenging moments when I questioned my effectiveness as a teacher. She encouraged reflection, helped me maintain perspective, and reminded me not to lose sight of what matters most. Her guidance helped me build confidence and trust in my own professional judgment.

Without the mentorship program, I do not believe I would feel as confident or capable as I do today. The early years of teaching can be overwhelming, and structured

support is essential. This program helps new teachers develop resilience, build competence, and remain in the profession long-term.

I strongly encourage the district to continue investing in the teacher mentorship program. It is vital support for new educators and contributes directly to teacher retention, professional growth, and ultimately, student success.

Thank you for your consideration.

Sincerely,

Julee Bassetto - Grade 3 / 4 Teacher, Alouette Elementary

To whom this may concern:

As someone who took part in the district mentorship program many years ago, I am disheartened to hear about the recent plans to cut the position. I think this will be a huge disservice to the many new teachers in the future. I took advantage of this program when I started my role as a classroom teacher and can strongly say that it helped shape me as a brand new teacher. Connecting with my mentor provided me guidance and a 'safe person' to lean on in times when I felt unsure. This opportunity also allowed me the space to connect with other new teachers and created a community where we could pose questions and wonders without feeling judged. The connection with my mentor has continued throughout my teaching career thus far and I feel so fortunate to have benefited so greatly in the district mentorship program. My hope is for the program to continue to run so that other teachers can benefit from all the wonderful things that it has done for me.

- Teresa Chou, grade 1/2 teacher

I am writing to express my concern regarding the proposal to eliminate the mentorship program and helping teachers in the 2026/2027 proposed budget. This program has not only impacted me as an educator but has also impacted every student that I have taught.

Becoming a teacher in 2021, I faced new and significant challenges and being introduced to mentorship made a meaningful impact on both my professional practice and personal well-being. Over the past five years, I have had the privilege of both being mentored by experienced educators and being a mentor to a new teacher.

Through the mentorship program, I have gained the tools necessary to become a more effective and confident teacher and school community member. It has provided

me with both physical resources and knowledge that have allowed me to teach in a way that I am passionate about. I believe that students learn in a variety of ways and that learning through hands on activities and experiences can be one of the most effective learning strategies. When I walked into my first classroom, I felt ill equipped to be able to teach in a way that felt authentic to me as I did not have the resources necessary. Through mentoring, I was able to access resources (ex: playing cards, dice, white boards etc.) that allowed me to teach in a way that I felt most comfortable with but more importantly the students were excited about.

Beyond instructional practice, the mentorship program has contributed positively to my social and emotional well-being. Having access to guidance, collaboration, and support has helped me navigate the challenges of teaching with greater confidence and resilience.

The program has also strengthened my understanding of equity within the school environment and classroom, which has influenced how I approach my teaching and interactions with students. Additionally, it has given me the opportunity to share what I have learned with newer teachers, helping to support their success early in their careers and contributing to a stronger sense of community within our school district.

The loss of this program would not only impact individual teachers but also the broader district community. I strongly believe that the mentorship program is an invaluable support that contributes to teacher growth, student success, and overall school well-being. The elimination of this program would be a huge loss for all teachers in SD42.

Thank you for considering my perspective.

- Kate Davis, Kindergarten teacher

I've been involved with the mentoring program for more than 20 years. When I was a helping teacher (first in literacy and then in early learning) my role was to support all teachers in those areas but knowing I could also direct our newest teachers to the mentoring program filled a hole I wasn't able to do myself. Later in my career, I became a mentor myself and saw the growth in each early career teacher I was partnered with. I also worked at SFU for a number of years and now at UFV and I've always highlighted SD 42's mentorship program as exemplary and something that sets our district apart (and a reason to choose this district over others). This year I have 4 student teachers and have emphasized multiple times the lifeline it offers to beginning teachers. I'm curious if there is going to be a new plan to replace the current model but if it includes adding the job to others who are already stretched, I just can't see that it will be effective. Our new teachers really need to have someone

to whom it's easy to reach out so that they can engage in the messy business of moving from novice to expert.

- Noralea Pilgrim, previous SD42 helping teacher and classroom teacher

I am writing to share my experience with Jen MacDonald in her role as a mentorship Helping Teacher in School District No. 42, and to speak to the importance of structured mentorship for early career teachers.

There was a time in my teaching career when my passion for teaching had significantly diminished. I was working in a school that felt quite fractured and isolating, where there was very little collaborative practice and most of the teachers were focused on getting through the day. During that time, a serious incident led to the school being closed for a week so the community could recover. In that period, I had started to lose confidence in my teaching and was genuinely questioning whether I still belonged in the profession. When Jen began working with me, she helped me reconnect with who I am as an educator. Her support was steady, patient, and grounded in practice; it helped me rebuild both confidence and clarity in the classroom. Without that support, I am not sure I would have stayed, but I know I wouldn't have the passion I have for it today.

What stood out to me about Jen's role is that it created consistency in a system where early career teacher experience is highly variable. The experience of new teachers depends heavily on school culture, leadership capacity, and informal support structures. Some schools provide strong internal mentoring, while others lack the same capacity. Her position helped provide a stable layer of support that did not depend entirely on individual context. The mentoring program ensured new teachers were not left to navigate complex situations without guidance when individual school supports were limited.

Mentorship in SD42 has long been a system that aligns district leadership with classroom practice, ensuring consistent support for teachers. I would ask the district to consider what system replaces the mentorship function if it is removed. If no comparable structure is being put in place, then it raises the question of whether it should be removed at all. There is a clear provincial direction toward strengthening and standardizing mentorship supports, while this change seems to move in the opposite direction. I believe this is a misstep, and I urge the district to reconsider.

I wonder if there is an opportunity to rethink how investments in other areas, such as K-9 numeracy, could be integrated into existing structures like mentorship, rather than creating new and separate streams. Strengthening mentorship could bridge these priorities and ensure a more cohesive approach to teacher and student success.

On a final note, I want to reiterate that Jen MacDonald and the mentorship program she has intentionally and meticulously crafted is a valued and cherished resource that supports struggling new teachers and reinvigorates and challenges us to be our best for our students.

Thanks,

-Talia Farrell, grade 5 / 6 teacher

Being part of the mentorship program as a new teacher made a meaningful difference in my experience, both professionally and personally. I felt genuinely supported by Jen, who not only listened to my struggles but made me feel heard and understood during some of the most overwhelming moments of my first year. I took part in her book clubs and other mentorship opportunities, all of which helped me grow in confidence and skill. One moment I will never forget is when Jenn came to help REDACTED and me completely revamp and reorganize my kindergarten classroom the week before Christmas break, staying until 8 p.m. two nights in a row. That level of dedication and care is rare, and it didn't end there; she continued to check in on me afterward, making sure I was managing. Cutting this program would be a significant loss to our district, especially for new teachers who are already stretched thin, as it removes a vital support system that fosters resilience, growth, and a sense of belonging.

- Jayme Kraakman, grade 1/2 french immersion teacher

To the Board of Education,

I am writing to ask that you reconsider the decision to eliminate the Mentoring Helping Teacher role for the 2026–2027 school year.

This role is essential for supporting early-career teachers and those moving into new positions. Without a clear mentoring structure, it is uncertain how these educators will receive the guidance they need to be successful.

The mentoring program also plays an important role in attracting new teachers to our district. Many student teacher candidates choose to work here because of the strong support they experience during their practicum and in their first year. If the program is removed, it is unclear how we will continue to provide that level of support or maintain our ability to recruit and retain new teachers.

In addition, the mentoring program supports the district's commitment to equity. It helps teachers develop inclusive and effective practices that directly benefit students. Supporting teachers in this way is ultimately an investment in student success.

Next year, I will be working with student teacher candidates at Simon Fraser University. I had hoped to support placements in our district because of its strong mentoring program and the valuable learning opportunities it provides.

Thank you for reconsidering.

Sincerely,

Leah Kitamura

English Language Learning Teacher

SD42

I strongly support maintaining the Teacher Mentorship Program in School District 42 because I know firsthand how valuable it is.

I have experienced this program as both a mentee and a mentor partner. When I was a new classroom teacher, I benefited from strong mentorship and honest guidance. Without that support, I would have felt overwhelmed and far less prepared to meet the many demands of teaching. Having someone to turn to for advice, encouragement, and practical help made an enormous difference in my confidence and growth as an educator.

Later in my career, I had the opportunity to become a mentor partner myself. I did this because I knew how much I benefited from the program. What I didn't realize was how rich my learning would be as a mentor. In each instance that I have been a mentor, the relationship was never one-sided. While I was able to share experience and resources, I also learned from my mentor partner through their questions, ideas, and fresh perspectives. That is why the term mentor partner matters so much: the learning is mutual.

Many of the teachers I have mentored remain important connections. We continue to share ideas, solve problems together, and learn from one another. Recently, my class met up with my previous mentor-partners class. She shared with us her experience in outdoor education and we shared with her class our experience with technology. These lasting relationships strengthen not only individual teachers, but the culture of collaboration across our district.

Removing or reducing this program would be a loss for new teachers, experienced teachers, and ultimately students. Mentorship is one of the most meaningful investments a district can make. I urge the board to protect this program in the proposed budget.

- SD42 Teacher

School District 42 Preliminary Budget Public Consultation April 22, 2026

Regarding the proposed elimination of the Mentorship Helping Teacher role

School District 42 has been a provincial leader in teacher mentorship for well over three decades through its enduring commitment of staffing and budgetary support for its mentorship program. The proposed elimination of the 1.0FTE mentorship helping teacher in the 2026-27 budget would be a stunning and ill-advised reversal of this longstanding commitment.

First, BC is facing an ongoing shortage of qualified teachers. Early career teacher (ECT) mentorship is a vital human resources strategy for addressing ongoing challenges related to teacher recruitment by offering prospective SD42 employees the promise of support that is specifically tailored to early career teaching.

Second, there is strong evidence across both academic research and policy literature that mentoring programs play a critical role in *retaining* new and new-to-role K-12 teachers. Not only is SD42 competing against other districts in hiring certified and capable teaching staff, but a recent BCTF survey shows that a significant number of both new and experienced teachers in BC are already considering leaving the profession due to feelings of overwhelm and intense workload (BCTF, 2024). Kutsyuruba et al. (2018) found that teachers' decisions to remain in the profession are strongly influenced by the quality of their induction and mentorship experiences. Similarly, Kutsyuruba et al. (2019) demonstrated that mentorship contributes significantly to early-career teacher well-being, which is closely associated with long-term retention. Kelly et al. (2018) also emphasized that structured support systems, including mentoring and reduced workload, are linked to increased professional commitment and retention. Together, these studies establish mentorship not only as a support mechanism but also as a critical factor in sustaining the teaching workforce.

Third, at a time when qualified staff are hard to recruit and retain, maintaining a district helping teacher for mentorship will be critical to ensuring SD42 students continue to receive rich and learning experiences and quality instruction. Because while mentorship can enhance recruitment and retention, it also improves professionalism and quality of practice, and by creating opportunities for new teachers to learn and grow their expertise pedagogically and professionally. However, these benefits are only achieved when mentorship is **consistently and intentionally implemented**. Without dedicated staffing, these positive effects on student learning will likely be severely diminished.

Teacher mentorship has been a pillar in SD42's staff development culture for decades for good reason. Research supports it. The current human resources climate requires it. New teachers (and SD42 schools and students) need it more than ever.

Respectfully submitted,
Anne Hales, PhD

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Biography

Anne Hales is a Senior Researcher at the British Columbia Teachers' Federation whose research includes early career teacher mentorship in K-12 public education systems. Anne was a secondary school teacher in School District 42 for over twenty years, serving as a District Helping Teacher for Mentorship from 2006-2012. Anne has experience in faculty associate, coordinator and instructor roles in teacher education at SFU and UFV, and has taught and supervised graduate research in UFV's Master's in Educational Leadership and Mentorship Program.

She is a cofounder of Teacher Mentors of BC (est. 2008)—the only provincial network dedicated exclusively to fostering teacher mentorship leadership and practice. TMBC has generated policy advice, conference and staff development opportunities for mentorship leaders in BC and across Canada, including in an advisory capacity to the Ministry of Education and Child Care on its teacher mentorship initiatives. She has presented and published on teacher mentorship nationally and internationally. Her doctoral dissertation (UBC, 2022) investigated the history, development and role of teacher mentorship and mentors in British Columbia.

Good evening Trustees & District Staff,

I am here today on behalf of the Yennadon Elementary Parent Advisory Council to support our staff and to speak to the urgent need to reinstate three key positions serving students in the Yennadon Annex and Portables: a second Vice Principal, a second Child Care Worker, and a Kindergarten Transition Educational Assistant.

Yennadon Elementary continues to experience significant enrollment pressure, with many of our younger students learning in annex spaces and portables. While these spaces help accommodate growth, they also create a more complex and dispersed school environment that requires additional staffing to ensure student safety, effective supervision, and equitable access to supports.

The current staffing model does not adequately reflect the reality of Yennadon's size and operational demands. In many ways, Yennadon Elementary functions like a small high school, and schools of that size are typically supported by multiple administrators.

A second Vice Principal is essential to provide consistent administrative presence across multiple learning areas. Without this role, timely response to student needs, support for staff, and overall school coordination are compromised.

A second Child Care Worker is equally critical. Students are arriving at school with increasingly complex social-emotional needs, and in a school that is physically spread out, the ability to provide consistent and responsive care is significantly reduced without adequate staffing and resources.

Finally, the Kindergarten Transition Educational Assistant plays a vital role in supporting our youngest learners as they enter the school system. These students require additional guidance, and that need is even greater when they are located in portables or separate spaces.

This request is not about enhancement; it is about alignment. Current staffing levels do not match the operational realities of a growing and distributed school. Precious staff time is often lost navigating between spaces, and services are frequently delivered on an as-needed basis in response to immediate concerns.

Without these supports, we risk gaps in supervision, inequitable access to services, and increased strain on staff, all of which directly affect student well-being and learning outcomes. As parents, we also recognize that staffing shortages and unfilled absences make it even more difficult to meet minimum needs and prevent unsafe situations from arising.

We are asking the Board to recognize these realities and take a measured, responsible step by reinstating these positions so that all Yennadon Elementary students and staff, regardless of where they are located, receive the necessary and meaningful support they need to succeed.

Thank you for your time and consideration.

Trish Coft | President

THE NEED FOR MENTORSHIP

JENNIFER MACDONALD
DISTRICT HELPING TEACHER FOR MENTORING

MENTORSHIP

I feel that taking away teacher supports via the Mentorship program for new teachers and TTOCs in the district is a misalignment to the values, beliefs and mission that the district has laid out. Throughout the twenty+ year existence of the Mentorship program in the district, it has been a benchmark across the province and helped to create other programs due to its teacher led commitment to the growth of new employees. Being a lead member of the Teacher Mentors of BC group, the program has now become a point of focus for Canadian education research in Japan and our work is being added to a book to be published in June. The big picture of being a teacher is addressed by the Mentorship program, going beyond just the academic curriculum and addresses all the goals as laid out in the 2026 Budget Proposal.

Equity

The district states in this proposal that equity is a focus goal and removing a teacher program that has the soul responsibility of supporting everyone in their first five years is a misstep for the direction of our district. This program collaborates across all the Helping Teacher areas, Learning Services, and ELL as well as HR, the MRTA, and the universities to create connections, build capacity and agency, and consider the whole teacher and their needs as they enter into the profession which in turn has a direct ripple effect into their classrooms.

With the increase of hiring non-BC raised teachers, this role is a proactive way to set new teachers up for success in our district through the variety of learning opportunities that Mentorship offers such as Positive Behaviour Strategies for the Classroom, TTOC Tips and Tricks, the Get You Going Learning Series, and many others. TTOCs, often a marginalized group in a district, take advantage of opportunities provided to connect with the mentorship coordinator as their needs and learning are often different than the offerings of the curriculum focused helping teacher areas; mentorship provides that learning and agency to them. Enrolment in the 1:1 portion of the program has ranged from 65-120 new teachers over the past eight years in addition to 75-120 participating in the summer learning series, SOAR, an average of 8-10 teachers taking part each month at the monthly coffee chats, 75-100 unique participants in workshops, learning series and book clubs each year, as well as the countless in person, email and phone

connections. The program has also been involved with new teacher luncheons and school-based and district-based professional development day learning for new teachers and TTOCs. Twenty-six schools are currently represented in the 1:1 program, including five of the secondary schools as well as the ELL department and Safe and Caring Schools..

ARE YOU LOOKING TO....

- Build capacity and agency?
- Stretch your practice?
- Find community?
- Collaborate?



CONTACT INFORMATION



Jen MacDonald
District Helping Teacher
for Mentorship

 jennifer_macdonald@sd42.ca

 Room 2211 Learning Services

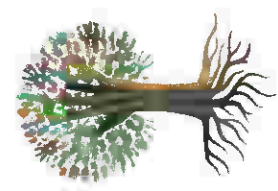
 604-467-1101, ext 57441

growing together



TEACHER MENTORSHIP PROGRAM

CONNECT | COMMUNICATE | COLLABORATE



Mentorship supports the district vision of every individual feeling valued and all learners reaching their full potential.

MENTORING MATTERS

Responsive support comes from the full time District Helping Teacher for Mentoring, as well as the other District Helping Teachers, and a team of teacher-mentors.

SD42's Mentorship Program provides many opportunities for teachers to connect and grow in the profession.

- Year long Mentor:Mentee Program
- Early Career Teacher Network
- Monthly Coffee Chats
- Book Clubs
- Professional Growth Plans
- Pro-D Day Workshops
- New Employee Orientation
- SOAR Summer Learning
- Classroom Visits
- Check Ins

TOGETHER IS BETTER

Mentorship is coming together in community to create opportunities for professional growth, development and leadership. It works to increase a teacher's ability to provide effective practice to students, and to welcome and orient teachers to School District 42.

OPPORTUNITIES FOR LEARNING TOGETHER

BENEFITS OF THE PROGRAM

- Meet to plan and share ideas, observe each other's work and that of other colleagues, and team or co-teach together.
- Attend professional development days, join district networks and book clubs together
- Connect during the instructional day using TIOC release time, or during evenings/weekends with meal costs covered, or via email, text, phone, Zoom, or Teams
- Have access to funds for resources to support learning in the classroom
- Celebrate and share successes with mentor and other mentees throughout the year.



Sustainability

Mentorship is an incentive for hiring and recruitment as teachers know that there is a place to ask their questions, learn about the district, develop their classroom programs, and consider who they are and want to be as teachers. Through coordinating the SFU teacher candidate visits in the fall, meeting all of them, and reconnecting with them again at the end of their programs on campus, these new teachers have already built a connection to Maple Ridge-Pitt Meadows teachers. The districts surrounding us all have mentoring programs. In this global climate of teacher shortages, building relationships ahead of hiring matters.

This flexible program has filled gaps when shifting needs and priorities have come up. Before there was a numeracy helping teacher, Mentorship offered learning around math, providing workshops on hands-on learning and manipulative use in the classroom, number talks, embedding math-based picture books into learning, looking at a variety of publisher materials that went into new classrooms, and collaborated with the Inquiry teacher for a 6/7 math series, as well as visiting classrooms to help support reimagining of math programs. As the whole child became represented in the new BC curriculum, learning was offered through workshops, learning series, and book clubs about the neuroscience of learning, behaviour strategies, and inclusive learning and differentiation strategies with Universal Design for Learning.

On the March 4th Board Meeting minutes, a motion was passed for the BCSTA AGM about stronger requirements in the teacher education programs in the areas of literacy, numeracy, and inclusion. By the Budget proposal extending the scope of the Literacy and Numeracy Helping Teachers to Grade 9, they will continue to need support with new teachers because of these gaps referred to by the Board, and mentorship can be that continued support.

When the Professional Growth Planning role was cut, Mentorship picked up this work with some of those teachers to continue their growth and weaved these principles into the makeup of the program overall so that the learning could be sustained. When the Ministry quickly decided to add the requirement for all students to graduate with an Indigenous learning credit, Mentorship worked with the Secondary Innovations and

Indigenous Helping Teachers to create a learning opportunity for secondary teachers to consider ways to go about weaving Indigenous ways of knowing and being, the 6Rs, and our district resources into their programs.

Mentorship supports all of the district resources and works with all departments hosting libraries, online resources, and Spark, not only teaching about these resources and sharing how to access them but also creating resources to continue to meet the needs of the teachers. After a conversation with Kyla Cameron, the principal in charge of the district's Public Speaking event, an updated marking rubric was created that aligns with BC's English Language Arts curriculum which is part of a larger Public Speaking resource now on Spark with resources created for teachers that are there for them to use directly and share with their students. Also added to the ELA tile is a Poem of the Week resource for primary teachers to use in their classrooms to increase oral language practice and support early reading strategies.

The program also supports the experienced teacher as those that participate in the program as mentors increase their self-awareness in their classrooms, learn new ideas and strategies and reflect on best practice. By participating in the Mentor Learning provided, they learn a variety of coaching techniques that not only can be used to support their mentees, but also helps them establish relationship and rapport with their students, colleagues, and parents, being better able to support the whole child and all the people that are part of their team.

The mentorship program holds space for those that are struggling to find their place. When a new teacher is hired, they are automatically introduced to the Mentorship program and its offerings through the Onboarding process, the Mentorship welcome email, and the New Employee Orientation. The Helping Teacher for Mentoring becomes the cog in the system's wheel, supporting individuals directly and as a liaison to find the help what they need. Although this typically involves quick face to face meetings, chats, and emails, this has also shown up as late night phone calls, connecting individuals to mental health resources, and Spring Break meet ups.

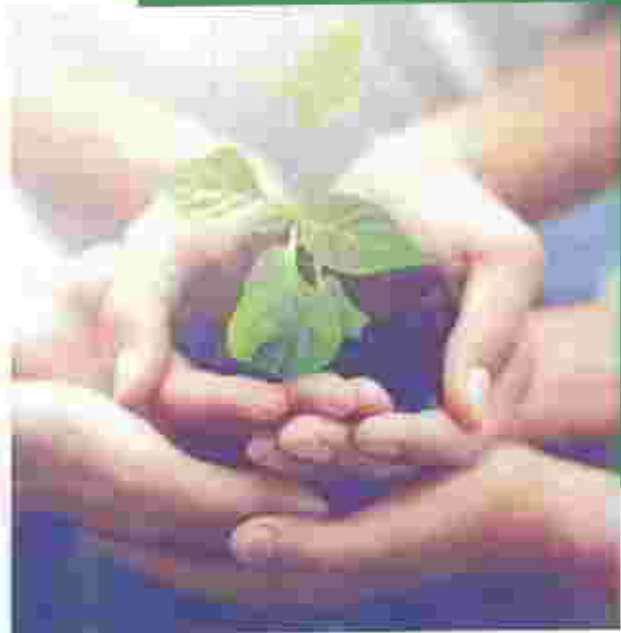
Because of the skill set of the mentorship helping teacher, when there was a transition in staffing at Learning Services, the teacher was brought in to assist, through a coaching lens, to help create and connect this community. There has been a variety of coaching skill sessions run by Mentorship at the District Helping Teacher meetings and the mentorship teacher was invited to facilitate learning with the administrator's mentorship group.



MENTORSHIP FALL 2025

Growing Together

THIS TERM'S WORKSHOPS OFFER PRACTICAL SUPPORT, FRESH IDEAS, AND COLLABORATIVE LEARNING OPPORTUNITIES ACROSS KEY AREAS LIKE PLANNING, ASSESSMENT, AND RESOURCE NAVIGATION. WHETHER YOU'RE JUST STARTING OUT OR REFINING YOUR PRACTICE, THERE'S SOMETHING HERE TO SUPPORT YOUR JOURNEY.



Early Career Teacher Network

TTOC Tips and Tricks

September 15th 3:30 pm @ THSS Rm 2032

Register: Staff Learning

Building Your TTOC Book

September 17th 3:30 pm via TEAMS

Register: Staff Learning

Tools, Tips and Treasures: A Teacher's Tour of District Resources

September 22nd 3:30 pm @ Indigenous Education Library (WSS)

Register: Staff Learning

Creating Your Plans: Daily, Weekly, and Yearly

September 25th 3:30 pm @ THSS Rm 2032

Register: Staff Learning

Positive Behaviour Supports in the Classroom

September 29th 3:30 pm via TEAMS

Register: Staff Learning

Assessment in the Classroom

October 6th 3:30 pm @ THSS Rm 2032

Cross Curricular Learning Series #1: The Magic and Mystery of Trees

October 14th AND 28th 3:30 pm @ THSS Rm 2032

Register: Staff Learning

Cross Curricular Learning Series #2: TBA

November 4th AND 18th 3:30 pm @ THSS Rm 2032

Register: Staff Learning

Mentorship Program

Mentorship is open all year long so never hesitate to reach out!

- ✓ **Mentorship Program Information Session**
September 16th 3:30 pm @ THSS Rm 2032
- ✓ **Mentoring Kick Off**
October 1 3:30 pm @ THSS Rm 2032
- ✓ **Mentor Learning #1**
October 20th 3:30 pm @ THSS Rm 2032
- ✓ **Mentor Learning #2**
November 12th 3:30 pm @ THSS Rm 2032
- ✓ **Mentoring Connect**
December 16th 3:30 pm @ THSS Rm 2032



Coffee Chats Gratia Cafe and Bakery 3 pm

September 24th
October 15th
November 5th
December 17th

District Helping Teacher for Mentorship: Jennifer MacDonald

✉ jennifer_macdonald@sd42.ca





MENTORSHIP

September

2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Monday

1
TTOC Tips and Tricks
THSS Rm 2032 @ 3:30
Register: Staff Learning

8
Tools, Tips and Treasures: A Teacher's Tour of District Resources
Indigenous Education Library (WSS) @ 3:30
Register: Staff Learning

29
Positive Behaviour Supports in the Classroom
TEAMS @ 3:30 pm
Register: Staff Learning

Tuesday

2
Mentorship Info Session
THSS Rm 2032 @ 3:30
Register: Staff Learning

9

16
Mentorship Info Session
THSS Rm 2032 @ 3:30
Register: Staff Learning

23

30

Wednesday

3

10

17
Building Your TTOC Book
TEAMS @ 3:30 pm
Register: Staff Learning

24
ECT and TTOC Coffee Chat
Gratia Cafe and Bakery @ 3 pm
Register: Email RSVP

Thursday

4
 11 | 18 | 25 || | | | | Creating Your Plans: Daily, Weekly, Yearly THSS Rm 2032 @ 3:30 Register: Staff Learning | | |

TTOC

Tips and Tricks

**MONDAY,
SEPTEMBER 15TH**



TTOC Expectations

- Role of the TTOC
- Classroom responsibilities and routines



Resources

- Curriculum supports
- Positive Behaviour Support tools
- School-specific materials



Technology

- What you may encounter
- Access and troubleshooting tips



Who To Go To For Help

- Teaching
- First Aid
- Technology



Tool Kit Activities

- Quick classroom starters
- Engagement strategies
- Low-prep activities

**REGISTER ON
STAFF
LEARNING**



Thomas Haney Secondary, Rm 2032



3:30 pm- 5:00 pm



Contact: jennifer_macdonald@d42.ca for
more information



MENTORSHIP INFORMATION SESSION



CONNECT • COMMUNICATE • COLLABORATE

**TUESDAY,
SEPTEMBER 16TH**

📍 THOMAS HANEY SECONDARY
ROOM 2032

🕒 3:30 PM

OVERVIEW

Mentorship is coming together in community to create opportunities for professional growth, development and leadership. It works to increase a teacher's ability to provide effective practice to students, and provide orientation to teachers new to School District 42.

Responsive support comes from the full time district helping teacher for mentoring, as well as other district helping teachers and a team of teacher-mentors.

ARE YOU LOOKING TO...

- Build capacity and agency?
- Stretch your practice?
- Find community?
- Collaborate?



"The delicate balance of mentoring someone is not creating them in your own image, but giving them the opportunity to create themselves."
Steven Spielberg

OPEN TO ALL TEACHERS, K-12

If you are interested in being a mentor or a mentee, come to this session to learn what is involved in the program:

Program Purpose

Mentorship Offerings

Time Commitment

Finding Partners

Register on the Staff Learning site
For more information, email Jen MacDonald,
District Helping Teacher for Mentoring



BUILDING YOUR TTOC BOOK

Be ready for days away with confidence and clarity

SEPTEMBER 17th
5:30 pm VIA TEAMS

Why Virtual?

- So you can have access to everything you need to build your resource in the moment!

What You Will Gain:

- Clear templates & examples
- Practical planning strategies
- Communication tips for TTOCs
- Time to start your own book

Register

SD42 Website > Staff Learning
The TEAMS link will be sent out the day before the workshop to registrants.



TOOLS, TIPS AND TREASURES: A TEACHER'S TOUR OF DISTRICT RESOURCES

MONDAY, SEPTEMBER 22

3:30 PM

INDIGENOUS EDUCATION LIBRARY @ WSS

Led by three experienced guides, this session will walk you through the tools and treasures available across the district. Whether you're a new educator or simply looking to refresh your toolkit, you'll leave with practical resources, insider tips, and a clearer sense of how to make the most of what's already at your fingertips. Come curious—leave informed.

Indigenous Education Librarian

Explore the Indigenous Education Library and discover powerful resources for both personal growth and student learning, including the inspiring Indigenous Brilliance collection.

District Librarian

Unlock access to school libraries, the Learning Centre, online gems like Cuno and Epic!, plus ready-to-use curriculum units for science and social studies.

Helping Teacher for Mentorship

Dive into professional learning books, literacy and numeracy guides, and get the inside scoop on our behind-the-scenes teacher website.



All Teachers K-12 are welcome!



Register on Staff Learning
or use this QR code



SD42 MENTORSHIP

ECT AND TTOC MONTHLY COFFEE CHAT

A PLACE TO CONNECT, BUILD COMMUNITY,
AND COLLABORATE WITH EACH OTHER.

- September 24th
- October 15th
- November 5th
- December 17th



Gratia Café and Bakery

22225 Dewdney Trunk Road

Maple Ridge

Always at 3 pm

TIME

8:00 AM

9:00 AM

10:00 AM

11:00 AM

Creating Your Plans: Daily, Weekly, Yearly

DAY PLANS AND WEEKLY PLANS



Organize lessons, routines, and classroom flow

Year Long Plans



Map out big-picture goals and curricular coverage

Adult Schedule



Coordinate roles and responsibilities of support staff

Plan Ahead

Planning is at the heart of effective teaching, but it can feel daunting to balance the short- and long-term. This session will explore different levels of teacher planning: day plans, weekly schedules, and year-long overviews, as well as creating schedules for the adults who support your classroom. With guidance from experienced mentors and plenty of dedicated work time, you'll begin building practical, personalized plans that support both your teaching and your students' success.

SEPTEMBER 25TH
3:30 PM @ THSS, Rm 2032

REGISTER ON THE STAFF LEARNING SITE

Get in Touch

POSITIVE BEHAVIOUR STRATEGIES IN THE CLASSROOM

Monday, September 29th @ 3:30 pm
via TEAMS

This session will cover:

- ★ BEING PROACTIVE IN THE CLASSROOM
- ★ BUILDING A STRONG SENSE OF COMMUNITY AND COMMUNICATION STRATEGIES
- ★ REFLECTION AND SELF-AWARENESS
- ★ EXECUTIVE FUNCTIONING AND STUDENTS SUCCESS
- ★ SOCIAL EMOTIONAL LEARNING
- ★ REGULATION AND SELF-MANAGEMENT STRATEGIES



Staff Learning on the S42 website

LEAVE WITH TOOLS YOU CAN
USE RIGHT AWAY TO FOSTER
ENGAGEMENT, CONNECTION,
AND POSITIVE BEHAVIOUR.



Email:
jennifer_macdonald@sd42.ca



MENTORSHIP
WINTER 2026

Growing Together

THIS TERM'S WORKSHOPS OFFER PRACTICAL SUPPORT, FRESH IDEAS, AND COLLABORATIVE LEARNING OPPORTUNITIES ACROSS KEY AREAS LIKE PLANNING AND BUILDING COMMUNITY. WHETHER YOU'RE JUST STARTING OUT OR REFINING YOUR PRACTICE, THERE'S SOMETHING HERE TO SUPPORT YOUR JOURNEY.



Early Career Teacher Network

TTOC Tips and Tricks

January 12th 3:30 pm @ THSS Rm 2032

Register: Staff Learning

Planning

January 13th 3:30 pm @ THSS Rm 2032

Register: Staff Learning

Get You Going: Creating A Resilient Classroom

February 3rd 3:30 pm @ THSS Rm 2032

Register: Staff Learning

BOOK CLUB

Tuesdays

January 6th and 20th

Register via evite



Mentorship Program

Mentorship is open all year long so never hesitate to reach out!

✓ Mentor Learning #3

January 7th 3:30 pm @ THSS Rm 2032

This is the third session for mentors to come and hone their skill set. The focus will be on emotional literacy, non-verbal cues, and how we show up to conversations.

✓ Mentor Learning #4

February 23rd 3:30 pm @ THSS Rm 2032

This is the fourth session for mentors to come and hone their skill set. The focus will be on asking generative questions, and practicing our skills.

✓ Mentoring Connect

March 9th 3:30 pm @ THSS Rm 2032

All mentors and mentees are invited to this check in session.



Coffee Chats

Gratia Cafe and Bakery

3 pm


January 19th

February 18th

March 11th

Register via evite

District Helping Teacher for Mentorship: Jennifer MacDonald

 jennifer_macdonald@sd42.ca

TOOLS, TIPS AND TREASURES: A TEACHER'S TOUR OF DISTRICT RESOURCES

WEDNESDAY, FEBRUARY 11, 2026

3:30 PM

INDIGENOUS EDUCATION LIBRARY @ WSS

Led by three experienced guides, this session will walk you through the tools and treasures available across the district. Whether you're a new educator or simply looking to refresh your toolkit, you'll leave with practical resources, insider tips, and a clearer sense of how to make the most of what's already at your fingertips. Come curious—leave informed.

Indigenous Education Librarian

Explore the Indigenous Education Library and discover powerful resources for both personal growth and student learning, including the inspiring Indigenous Brilliance collection. Sign resources out while you are there!

District Librarian

Unlock access to school libraries, the Learning Centre, online games like Cuno and Epic!, plus ready-to-use curriculum units for science and social studies.

Helping Teacher for Mentorship

Dive into professional learning books, literacy and numeracy guides, and get the inside scoop on our behind-the-scenes teacher website.



All Teachers K-12 are welcome!

Register on Staff Learning

SOAR 2024

Starting Out All Right Summer Learning Series

How To Register

1. **Go to the SD42 website**
2. **Click on Staff Learning and log in**
3. **Register for sessions of interest**

Areas covered:

- Curriculum
- Getting Started
- SEL and Behaviour
- ❖ Full Calendar on the Back

4. **In person sessions run with two choices in each time slot**

A. 8:30 - 11:00 am

B. 12:00 - 2:30 pm

5. **Attend Your Chosen Sessions August 26th - 29th at Thomas Haney Secondary School**



SOAR: Starting Out All Right

A FREE WORKSHOP SERIES OPEN TO ALL
TEACHERS AND TTOCS IN SD42!

The free, voluntary sessions, beginning August 26th will provide learning opportunities, information and strategies, at all levels and interests, to help set you up for success as you move into your 2024/2025 assignments. Sessions are facilitated by SD42 staff. All of the sessions are hosted in person this year at Thomas Haney Secondary. Register online at the Staff Learning site now!





Trauma Informed Teaching for Student Well-Being

Facilitated by Cole Faulkner, District Helping Teacher for Learning Services

Focus Audience: All Teachers, K-12, TTOCs

This workshop will provide an overview of principles of trauma informed practice in schools. Topics will include understanding the impact of trauma on the developing brain, communication strategies to support students, the role of structure and predictability, perceptions of safety. Approaches will integrate connections with neuroscience, healing centred engagement, and indigenous ways of knowing. The session will also look at key strategies and approaches covered in Andrea Chatwin's Teaching the Hurt Child educator resource.

Session Offering: Monday, August 26th, 12:00 - 2:30 pm

DAY ONE

Intermediate and Secondary Numeracy Ideas

Facilitated by Jeff Pinck, District Helping Teacher for Gifted and Odyssey Teacher

Focus Audience: All Classroom and Support Teachers, Grades 4-9, TTOCs

An attempt to move numeracy away from pencil and paper, we'll explore a variety of resources, techniques and ideas you can use in your classroom. These activities are created with the idea of "low floor and high ceiling" with many access points as well as many opportunities for enrichment.

Session Offering: Monday, August 26th, 8:30 - 11 am

K/1 Combined Class! How Will I Do This?

Facilitated by Melanie Scarcella, District Helping Teacher for Early Learning

Focus Audience: K/1 Combined Class Teachers

Join us as we share, dialogue and collaborate on navigating the wonders of teaching a combined K/1 class. Let's talk about scheduling options, curriculum planning, and assessment to optimize learning for both grade levels. Bring anything you would like to share with the group that has worked for you! If you are new to a K/1 combined class join us to learn and gather ideas!

Session Offering: Monday, August 26th, 8:30 - 11 am

Fitting It All In: Shape of the Week Workshop

Facilitated by Melissa Affleck and Joanna Tones, Cæsqañelə Elementary

Focus Audience: Elementary Classroom Teachers

Taking the mystery out of planning your week, look at sample week plans from teachers, how to maximize time and utilize supports to make a weekly rhythm that works for you and your students. Each teacher would leave with a mock week plan to go off of when they find out their position, preps etc.

Session Offering: Session Offering: Monday, August 26th, 12:00- 2:30 pm



Comprehensive Reading Instruction

Facilitated by Cindy Penner, District Helping Teacher for Literacy

Focus Audience: K-7 Teachers, TTOCs

In this workshop, participants will learn ways to implement research-based strategies that maximize student success and engagement across the day. They will gain an understanding of the science

behind reading acquisition, explore the district’s literacy framework and come away with practical activities they can implement in their classrooms.

Session Offering: Tuesday, August 27, 8:30 - 11:00 am

Artist Inspired Visual Arts

Facilitated by Melissa Affleck and Joanna Tones, Cæsqañelə Elementary

Focus Audience: All Elementary Teachers, TTOCs

Create, play and make samples for visual art ideas inspired by artists (including Indigenous, BiPOC and LGBTQ+ artists). We will have 10 art lessons to help you have a thoughtful art lesson for each month of the school year. Every teacher will leave with 10 ready to go lessons and some art samples that they have made in the session.

Session Offering: Tuesday, August 27, 8:30 - 11:00 am



Hands on Numeracy, K-3

Facilitated by Yas Mann, District Helping Teacher for Inquiry and K-7 Math

Target Audience: Primary Classroom Teachers and Support Teachers, TTOCs

Setup and organize your numeracy instruction with hands-on numeracy activities perfect for primary grades. Increase student interest and engagement with high-interest differentiated activities with minimal prep and great results. Intermediate teachers, support staff, and TTOCs are welcome to join us!

Session Offering: Tuesday, August 27th, 12:00- 2:30 pm



French! French! French!

Facilitated by Pooja Pabari, District Helping Teacher for French

Target Audience: FSL Teachers (Gr 5-9) and FI Teachers, TTOCs

Have questions on what you can do with your littles for FSL? Are you wondering how to incorporate French into your daily teaching? What can be done to promote French in the classroom? Come hang out and we can discuss all of the following and more!

Session Offering: Tuesday, August 27, 12:00 pm - 2:30 pm



The First Six Weeks...And Beyond

Facilitated by Jan MacDonald,
District Helping Teacher for
Mentorship

Target Audience: Early Career
Teachers but everyone is welcome

Wondering how to get started? This all day session is useful if you are new to a grade, school or teaching in general. There will be discussions involving:

- Time tabling
- Planning a day, month and the whole year
- How to get started with parent communication
- Initial activities that help you get to know the students and build individual and classroom identity and community
- Considerations for setting up your teaching space
- Initial baseline assessments for learning
- How to find and use the resources the district has to offer
- How to work with your school/ classroom team

Session Offering: Wednesday,
August 28th, 8:30 am- 2:30 pm

DAY THREE

Support 101

Facilitated by Victoria Freer, District
Helping Teacher for Learning Services

Target Audience: Support Teachers

This session will provide many tips, tricks and tools to ensure support teachers are well on their way to a successful year. Come with an open and optimistic mind as we dive into strategies, paperwork and tools to support complex learners in our schools.

Session Offering: Wednesday, August
28th, 8:30 am - 11 am

Shifting Assessment Practices at Secondary

Facilitated by Jennifer Lunoch, District
Helping Teacher for Secondary
Innovations

Target Audience: Secondary Teachers

Join our workshop to explore transformative assessment strategies for secondary classrooms. We'll cover co-designing assessments to create ownership of learning, provide meaningful formative assessment opportunities and strategies for collecting and re-evaluating

evidence of learning, promote self-awareness of learning goals, and shift the focus from product to process. Participants will engage in discussions, examine models, and practice strategies through hands-on learning.

Session Offering: Wednesday, August 28th, 12:00 pm- 2:30 pm

DAY FOUR

Supporting ELL in the Classroom

Facilitated by Leah Kitamura, District Helping Teacher for ELL and Yin Tsia, Highland Park Classroom Teacher and Former ELL Teacher

Target Audience: Elementary ELL Teachers, K-7 Classroom Teachers

Come and join us for a session filled with strategies and share outs. Bring your questions and your wonders as there will be time to explore and discuss strategies to support our ELL learners in the classroom and in the content areas. Leah and Yin's virtual rooms and curated professional resources will be shared in this session.

Session Offering: Thursday, August 29th, 8:30 am- 11 am

Soft Start 101

Facilitated by Gillian Campbell, District Helping Teacher for Learning Services and Yas Mann, District Helping Teacher for Inquiry and K-7 Math

Target Audience: All Teachers

Find out how to start your day off on a positive, regulated, and joyful note. Learn how to establish systems, create rapport, and build relationships with all of your learners in this workshop to all K-12 classroom teachers, support teachers, and TTOCs.

Session Offering: Thursday, August 29th, 8:30 am- 11 am

Building a Positive Culture in the Classroom

Facilitated by Jen MacDonald, District Helping Teacher for Mentoring

Target Audience: All Teachers

This session will focus on positive classroom techniques to address the creation of a calm and learning-focused classroom. We will investigate strategies for the whole class as well as more intensive strategies for students with greater challenges. We will uncover some of the underlying causes of many behavioural struggles and how to support our most challenging students within an inclusive classroom environment.

Session Offering: Thursday, August 29th, 12:00 pm- 2:30 pm

SOAR 2024

	Choice	Monday, August 26	Tuesday, August 27	Wednesday, August 28	Thursday, August 29
Session A 8:30 am - 11:00 am	A	Intermediate and Secondary Numeracy Ideas Jeff Pinck	Comprehensive Reading Instruction Cindy Penner	The First Six Weeks...And Beyond (Full Day) Jen MacDonald	Supporting ELL in the Classroom Leah Kitamura and Yin Tsia
	B	K/1 Combined Class! How will I do this? Melanie Scarcella	Artist Inspired Visual Arts Melissa Affleck and Joanna Tones	Support 101 Victoria Freer	Soft Start 101 Gillian Campbell and Yas Mann
Session B 12:00 pm - 2:30 pm	A	Trauma Informed Teaching for Student Well-Being Cole Faulkner	French! French! French! Pooja Pabari	The First Six Weeks...And Beyond (Full Day) Jen MacDonald	Building a Positive Culture in the Classroom Jen MacDonald
	B	Fitting It All In: Shape of the Week Workshop Melissa Affleck and Joanna Tones	Hands-on Numeracy in the K-3 Classroom Yas Mann	Shifting Secondary Assessment Practices Jennifer Lunoch	

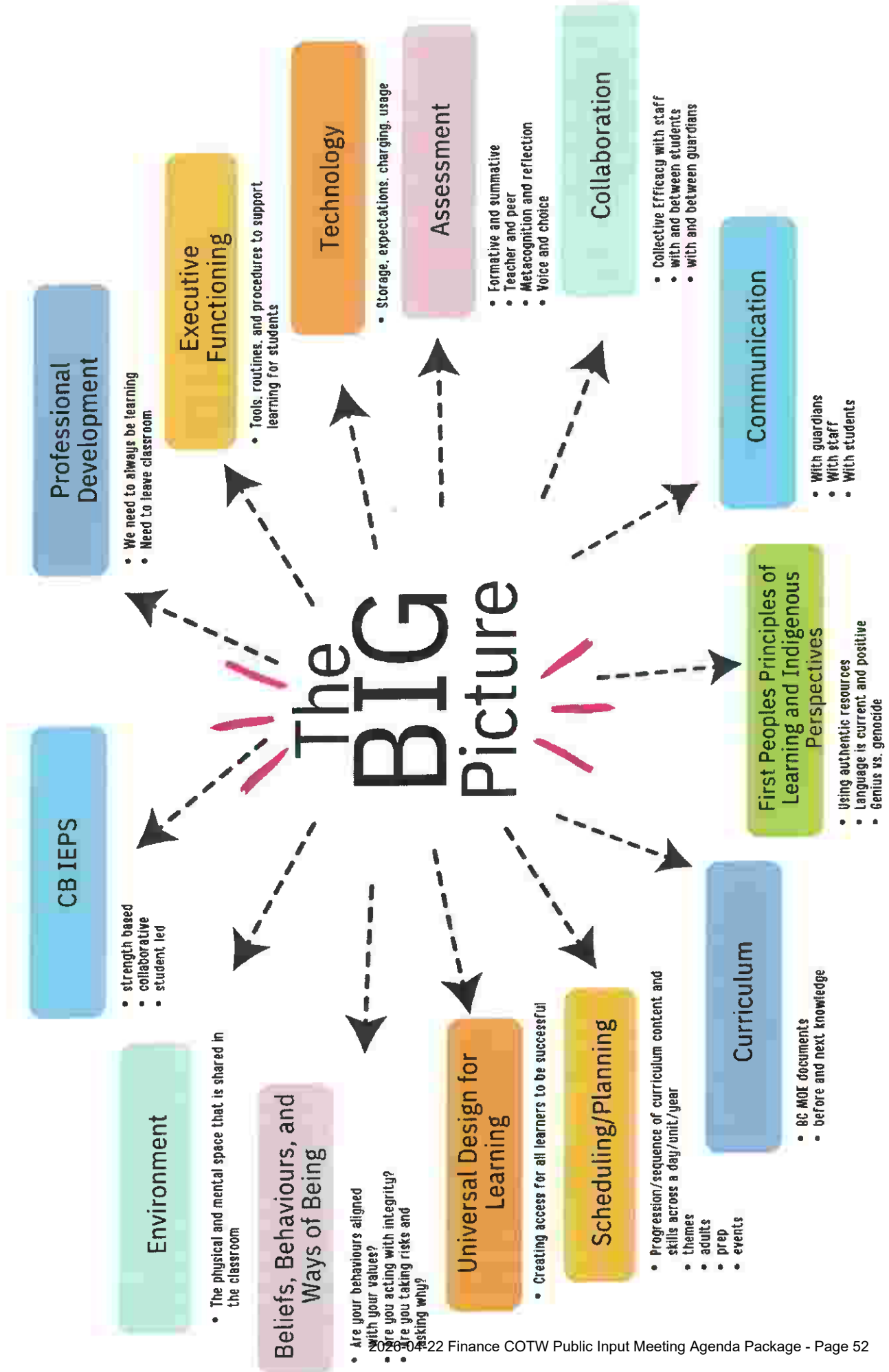
Register here:

Or

on the Staff Learning site!



The BIG Picture



Professional Development

- We need to always be learning
- Need to leave classroom

Executive Functioning

- Tools, routines, and procedures to support learning for students

Technology

- Storage, expectations, charging, usage

Assessment

- Formative and summative
- Teacher and peer
- Metacognition and reflection
- Voice and choice

Collaboration

- Collective Efficacy with staff
- with and between students
- with and between guardians

Communication

- With guardians
- With staff
- With students

First Peoples Principles of Learning and Indigenous Perspectives

- Using authentic resources
- Language is current and positive
- Genius vs. genocide

CBIEPS

- strength based
- collaborative
- student led

Environment

- The physical and mental space that is shared in the classroom

Beliefs, Behaviours, and Ways of Being

- Are your behaviours aligned with your values?
- Are you acting with integrity?
- Are you taking risks and asking why?

Universal Design for Learning

- Creating access for all learners to be successful

Scheduling/Planning

- Progression/sequence of curriculum content and skills across a day/unit/year
- themes
- adults
- prep
- events

Curriculum

- BC MOE documents
- before and next knowledge



MENTORSHIP SPRING 2026

Growing Together

THIS TERM'S WORKSHOPS OFFER PRACTICAL SUPPORT, PREP FOR NEXT SCHOOL YEAR, AND A DIVE INTO RESOURCES AVAILABLE TO ALL. WHETHER YOU'RE JUST STARTING OUT OR REFINING YOUR PRACTICE, THERE'S SOMETHING HERE TO SUPPORT YOUR JOURNEY.



Early Career Teacher Network

TTDC Tips and Tricks

April 14th 3:30 pm @ THSS Rm 2032

Register: Staff Learning

Tools, Tips and Treasures: Exploring SD42 Resources

April 15 3:30 pm @ Indigenous Education Library/WSS

Register: Staff Learning

Get You Going: Building Relationships

April 21 3:30 pm @ THSS Rm 2032

Register: Staff Learning

Cross-Curricular Learning Series: Oceans

May 5 AND May 19 3:30 pm @ THSS Rm 2032

Register: Staff Learning

MRTA ECT 2026-2027 Hiring Information Session

May 11th 3:30 pm @ THSS Rm 2032

Information for registration will come from the MRTA.

The Kids Who Aren't Okay: The Urgent Case for Reimagining Support, Belonging, and Hope in Schools

by Ross W. Greene Ph.D.

May 4th AND 25th 3:30 pm @ THSS Rm 2032

Register via Calendar evite



Mentorship Program

Mentorship is open all year long so never hesitate to reach out!

✓ Mentor Learning #5

April 20 3:30 pm THSS Rm 2032

This is the fifth session for mentors to come and hone their skill set. The focus will be on asking generative questions, coaching resistance, and discussing year end procedures and routines to support our new teachers.

✓ Mentoring Celebration

June 3:30 pm @ TBA

Let's celebrate our accomplishments and growth together.



Coffee Chats

Gratia Cafe and Bakery

3 pm

March 11th

April 13th

May 26th

June 10th

Register via evite

District Helping Teacher for Mentorship Contact:
Jennifer MacDonald

✉ jennifer_macdonald@sd42.ca



Assessment and Literacy and Numeracy

Mentorship tackles assessment in a variety of ways. Through direct assessment workshops as well as a topic within other learning, strategies for seeing student growth are reviewed and modelled at all levels. As well, the mentorship coordinator also supports the IRA/EPRA literacy assessments as conducted by the Literacy Helping Teachers, being an extra set of hands in classrooms with them or supporting a teacher with it when the LHTs are stretched thin.

When the Grade 8 English teachers were hypothesizing on the struggles that the grade 8s were having, Mentorship collaborated with the Secondary Innovations Helping Teacher, and worked with the Grade 8 English teachers to co-lead the DART/RAD assessments, including having conversations about next steps once the data was collected. Mentorship also facilitated summer learning sessions for teachers at SOAR about running these reading assessments on their own.

As a member of the district Literacy Committee, Mentorship furthers the voice of the new teacher while championing the literacy directives. Some of the materials and resources incorporated into the Literacy Binder and Literacy Framework are a direct creation from Mentorship because of the conversations and interactions with the new teachers. Being versed in the learning progressions and BC curriculum allows literacy and numeracy conversations to happen with the Mentoring Helping Teacher such as creating routines around lit circles and math rotation offerings, reflecting on classroom libraries and math resources, supporting reading, writing, and numeracy assessments, and modelling explicit teaching of literacy and numeracy skills, as well as supporting Fine Arts, Science, Social Studies, ADST, and Careers.

ASSESSMENT IN THE CLASSROOM

MONDAY

OCTOBER

3:30 PM

6TH

SELF-ASSESSMENT STRATEGIES

PEER ASSESSMENT ACTIVITIES

TEACHER ASSESSMENT PRACTICES

Assessment is more than grades—it's about supporting growth, guiding learning, and helping students see themselves as capable learners. In this interactive session, we'll dive into three key approaches: self-assessment, teacher assessment, and peer assessment. Together, we'll explore strategies from leading voices in the field, including Dylan Wiliam, Trevor Mackenzie, Katie White, and Katie Novak. Through discussion, modelling, and hands-on practice, you'll discover how to make assessment manageable, meaningful, and connected to learning goals. This workshop is designed to help new teachers avoid getting buried in marking while still building a rich picture of student learning. You'll leave with strategies you can apply right away and the confidence to approach reporting with clarity and ease.



THSS RM 2032

REGISTER: STAFF LEARNING



Innovation

Teaching is an innovate job. One must be curious and ask questions in order to drive the learning and relationship forward. The mentorship program is responsive to the needs of its teachers while being proactive to the swiftly changing education landscape.

This spring, after conversations at the end of a winter workshop, a new session is being held about building relationships as there was interest from a core group of teachers who have come to us from overseas. Through collaboration with the Inquiry/Numeracy Helping Teacher, we are running two series about cross-curricular learning, grounded in picture books, hands-on learning, community building, and creativity, helping to show how Universal Design for Learning can be considered at any grade. Being able to model, scaffold, and be explicit in this teaching reflects back onto the learning in the classroom.

During COVID, along with keeping the mentorship program running through Zoom meetings, and newly crafted newsletters, "Mentoring Matters", the Mentoring Helping Teacher co-created learning materials for teachers, K-7, to use in their new Zoom classrooms. Working alongside the Inquiry, Literacy, and French helping teachers, we not only created lessons for the classroom, but also established Learning Task options for teachers to relay to parents with suggestions under the headings, "I am literate," "I am numerate," "I am curious", "I am kind", and "I am healthy". Further to this, Outdoor Learning Activities were suggested and eleven issues of "Dispatches from Elsewhere" were written to support the change happening in the district due to the pandemic. This newsletter spanned adult health and wellness, teaching resources, helpful websites, and online field trips.

By having coaching conversations with new teachers and mentors, new ideas and creativity have space. Teachers are willing to leap and try something new and willing to risk it failing because they know they have support if things do not go as planned (that is where the growth actually is). Asking teachers to envision what success of their ideas looks like further propels their thinking forward. Mentoring isn't about creating a mini-

me, it is about supporting a creative and critical thinker who is present for their students and willing to lean in to help them soar.

The cancellation of this program will have not just a profound impact on our new teachers but the district as a whole. Mentorship was never meant to be a fix for the system but removing these supports doesn't feel right and counters the UN research, "United Nations Secretary-General's High-Level Panel on the Teaching Profession," as well as that of the BCTF and the Ministry. As the educator, coach, and author, Elena Aguilar says, "If we take care of teachers, they will be able to take care of children," (Arise, 2024).

MENTORING MONDAY

Connection | Coaching | Compassion

Leadership Skills:

Spanning the Bridge from Reality to the Ideal- A Metaphor from Coaching For Equity by Elena Aguilar

In Elena Aguilar's new book, *Coaching for Equity*, there is the perfect visual metaphor! As she lives in the Bay Area of California, she latched onto the Golden Gate Bridge and its lanes. Aguilar chose this structural model in discussing change and spanning our current reality to our ideal reality in order to outline the process of coaching and providing common language; "it assures that although we are suspended above a beautiful and frightening thing like the ocean, we will go somewhere together. Without structure, we cannot span a chasm," (p.26). Each lane and the guardrails represent a different consideration as we take on coaching and leadership roles within our buildings. Here is how she envisions coaching the bridge trip leading to the ideal:

The Lanes

1. Emotional Resilience- coaching for resilience and well-being
2. Teams- creating healthy and productive groups of people
3. Equity- interrupting the practices, beliefs, and systems that are inequitable
4. Leaders- coaching for leadership development
5. Instructional Practices- coaching to support curriculum development, lessons and units as well as supporting growth in assessment practices

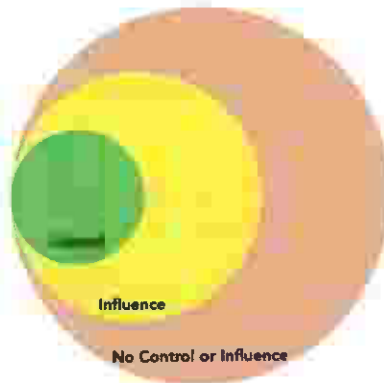
The Guardrails

1. Self Care- know yourself, attend to your own emotions and learning
2. Relationship- the trusting relationship with our clients

As we travel to our equitable, open and resilient ideal, at times, we will spend more time in one lane than another, keeping in mind our own care and the trust in our relationship. What might be some signals that cause you to shift from one lane to another? What lane are you most comfortable coaching in? What lane do you need more support in?

Resiliency Building: Have a busy mind? Need to regain control? Too many changes? Where are you putting your energy?

It is easy with so much always coming at us (and the 18 billion decisions we have to make on behalf of the little humans we connect with five days a week at school) to be putting energy into everything. But do we need to? Part of building resiliency in ourselves and in supporting our mentees building theirs is to be



able to recognize where our energy output is going and how to refocus our energy into the areas that we can actually change. Enter the Spheres of Influence.

Make a list, right now, of all your complaints, from the past week or just today, doesn't matter the context or size of the issue. Now label them or draw the image to the left and place each one into the

correct circle. Does the complaint have your complete control, you get to decide the outcome? Then it gets labelled with a 'C' or placed into the green centre of the image. If the issue is something you have say over but don't get to ultimately decide the outcome, it goes in the yellow Influence circle or labelled with an 'I'. Lastly, anything that is left is something you feel that you don't have a say in its outcome (like COVID, MOE funding, etc) or can influence outright, it gets placed in the outer most circle or put an 'N' beside it. What do you notice?

"Classifying our complaints into those we can control, those we can influence, and those we can't control is a step toward using our energy wisely." (Aguilar, 2018). Where do most of your complaints lie? What can you put energy into so that you feel that you are moving forward? *We can't control everything* and this framework helps us to see that. The only thing we can control is how we

Self Care: Me Before We

At our most recent Mentor Learning Session, we took some time to delve into some self-reflection with the following questions. Part of being an effective coach, as mentioned above, is taking care of ourselves- reflecting, evaluating and learning from our experiences to strive forward, and consider our own growth; then we will be able to hold space for others.

- ✿ What are some ways you more resilient than you thought you were after this past year?
- ✿ What might be some aspects from this year that you want to keep as part of your own practice, routines, frameworks or structures? (And/or things you want to get rid of and never do again!)
- ✿ What were some of your big a-ha or learning moments this year?
- ✿ What was an experience where someone reached out to you to provide support- they just knew you needed the words, a gesture, a look, a thing to help you keep going?

Taking the time to consider our responses helps us to move forward, gaze at our assumptions and biases and evaluate our mindset. When we have this open awareness, we can better attend to those around us who may need to turn inward too in order to move forward. This guardrail work will help you span the bridge to support and coach the resiliency in your mentee.

respond to any situation and within that, hold space for the emotions that come along with those circumstances. Using this tool with ourselves, mentees (or constantly complaining family members) can help us move along the surviving to thriving spectrum. It can help us to focus our energy on moving forward towards our ideals and getting realigned with our core values as well as give us a sense of agency. How might you be able to look at a complaint in the outer circle and think about how you can influence it if it is really important to you? What strategies do you have to help you let go of those outer circle complaints so that you can really focus yourself on the inner circle? In what ways do your emotions play into each of the circles?

As this time of year brings about a lot of change (that is often beyond our control), here are four considerations for dealing with change and things out of our control:

1. Slow down- take time to pause and sink into the situation to recognize and hold space for your feelings.
2. Evaluate and analyze the situation- what other lenses can you look at the situation with? Get curious and ask questions to gain more information. Consider resources available to help you cope.
3. Use your energy where it counts- what really matters to you? Do the Spheres of Influence to support your energy output.
4. Be open to outcomes- be flexible and open to vision and possibilities; adaptability is the name of the game. Work on being okay with uncertainty- right now, this is how things are.

Ultimately it comes down to two questions when we are considering change, control and influence in our lives:

- > Where do I want to put my energy?
- > How might this change help me thrive?

To learn more: [Bright Morning Podcast Episode 43](#)

Tentative Posting Dates

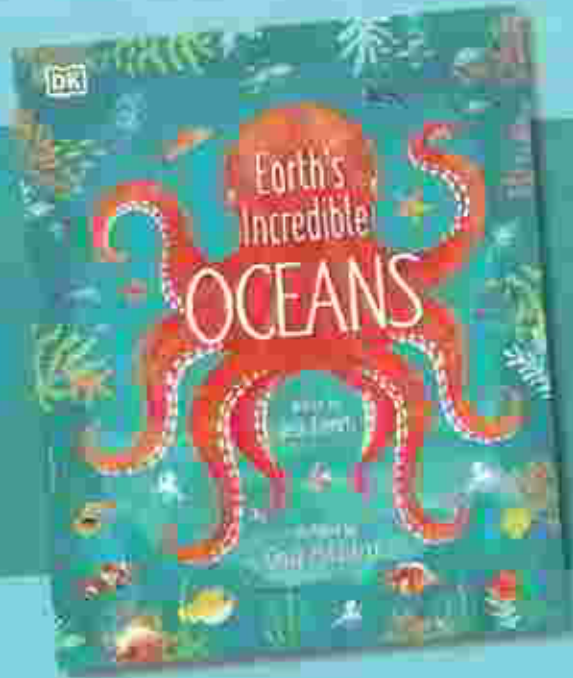
Round 1: May 25

Round 2: June 9

Round 3: August 24

Round 4: August 31





MAY BOOK CLUB

EARTH'S INCREDIBLE OCEANS

By Jess French

Join us for a two-part professional learning series that uses Earth's Incredible Oceans as a springboard for meaningful, cross-curricular teaching.

SESSION 1:

Tuesday, May 5th 3:30-5:00

SESSION 2:

Tuesday, May 19th 3:30-5:00

[Register on the Staff Learning Page](#)

For more information, please contact Jen MacDonald or Yas Mann.

Social-Emotional Learning

The next goal of the budget process has to do with Social-Emotional Learning. This is often seen in classrooms through the context of establishing strong transitions and routines, being proactive in planning, having boundaries, creating classroom community, and providing voice and choice to students. Mentorship supports SEL in the classroom in two main ways.

First of all, all the meetings, collaborations, and workshops offered are done so through an SEL/Compassionate Systems lens. Taking care of the core human needs of the adult learner directly affects how they are then able to show up for their students. Through modelling listening and questioning techniques with the Helping Teacher team and the mentor group to use with the people they are supporting, new teachers are better able to be grounded in their well-being, behaviours, and beliefs and show up for their students in a regulated and thoughtful way which in turn helps the students be regulated more often. Building adult presence, purpose, and curiosity are important steps to having a functional classroom.

The second way that SEL is addressed through mentorship is by the range of learning opportunities that are provided to teachers to attend, beyond the five PD days of the year. Besides the obvious workshops such as "Creating a Resilient Classroom", "Building Relationships", and "Positive Behaviour Supports in the Classroom", the mentorship program also touches on this topic through the "TTOC Tips and Tricks" and "The First Six Weeks and Beyond" workshops as well as the numerous book clubs that are offered, focused on the science of behaviour and learning, the most recent one 'The Kids Who Aren't Okay' by Dr. Ross W. Greene.

The data shows that our district hovers between 400 and 500 new teachers in any given year (first five years of being in SD42). The mentorship program helps build the collective efficacy of these teachers, creating space for connection, collaboration, and communication; honesty, emotions, and curiosity are welcome. It is a place to grow together. Teachers feel seen and heard through the Mentorship Program as illustrated by the variety of thank you cards, notes, gratitude share outs, and emails that show up.



SD42 MENTORSHIP

SPRING BOOK CLUB

THE KIDS WHO AREN'T OKAY

BY DR. ROSS W. GREENE, PhD

"If kids could do well, they would—so what's getting in the way?"

The Kids Who Aren't Okay by Ross W. Greene challenges the idea that struggling students are choosing to misbehave- and instead argues they're lacking the skills to meet expectations. This book invites educators to rethink discipline, shift from reactive to proactive support, and build classrooms rooted in collaboration, belonging, and problem-solving.

★ 2 MONDAY SESSIONS IN MAY

MONDAY, MAY 4TH AND MONDAY, MAY 25TH

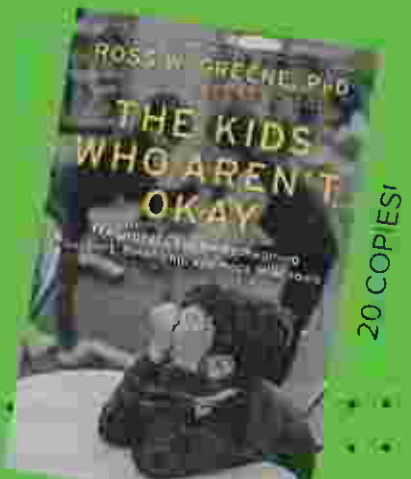
Attendance at both is expected

★ 3:30 PM - 5:00 PM at THSS

Light snacks provided

RSVP:

jennifer_macdonald@sd42.ca





EARLY CAREER TEACHER NETWORK: **BUILDING RESILIENT CLASSROOMS**

Tuesday, February 3rd
3:30 pm
THSS, Rm 2032

★ Designed for early career teachers, **Building Resilient Classrooms** focuses on the everyday practices that foster safety, belonging, and regulation in the classroom. Participants will explore proactive strategies, effective language, and supportive structures that reduce stress and strengthen learning environments.



Staff Learning on the S42 website

**LEAVE WITH TOOLS YOU CAN
USE RIGHT AWAY TO FOSTER
ENGAGEMENT, CONNECTION,
AND POSITIVE BEHAVIOUR.**



Email:
jennifer_macdonald@sd42.ca

Cocoa and Connect

***Wednesday, February 12th at 3:30 pm
THSS, Rm 2032***

A session for mentees to come and connect, discuss and share resources, create curriculum stretches, cross-curricularize, and have a treat!



"SOMETIMES PEOPLE JUST NEED TO TALK. THEY NEED TO BE HEARD. THEY NEED THE VALIDATION OF MY TIME, MY SILENCE, MY UNSPOKEN COMPASSION. THEY DON'T NEED ADVICE, SYMPATHY OR COUNSELLING. THEY NEED TO HEAR THE SOUND OF THEIR OWN VOICES SPEAKING THEIR OWN TRUTHS, ARTICULATING THEIR OWN FEELINGS, AS THOSE MAY BE AT A PARTICULAR MOMENT. THEN, WHEN THEY'RE FINISHED, THEY SIMPLY NEED A NOD OF THE HEAD, A PAT ON THE SHOULDER OR A HUG. I'M LEARNING THAT SOMETIMES SILENCE REALLY IS GOLDEN."
~RICHARD WAGAMESE, EMBERS

I really appreciated the extra support mentoring provided for this first year of teaching. It was nice to have an additional community to lean on and learn from. 😊
Thank you for everything 😊

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Mentoring has been my favourite part of the year.
Thank You for all the amazing materials those made such a difference to my first year of teaching.
Thanks Again 😊

It was nice to have dedicated time to connect with my mentee. Even if we're at the same school, we all get busy so the reminders to check-in was really helpful for both of us!

Hi Jen,

Thanks for organizing the wonderful mentorship program!

I've learnt so much, built so many new relationships/friendships - I'm learning to be kind to myself too! Loved the time for sharing, reflecting + the non-formal atmosphere and the prizes too!

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mentorship helped me get through it all
 It's been a very unique year for me. It's the first time I've had a full-time partner. I've been challenged with having to adjust to this, than her, and trouble shoot her technological issues. That stretched me in new ways, as did shortages. I'd had to be extra resilient.

Thank you for the space to chat, share successes and failures, as we move along on our journey as educators
 Karen

Thank-you so much for all the opportunities this past year! We were able to highlight and promote our diversity and bring more awareness to our school community. We loved the time we had this past year and we appreciate it! ☺

This program was a great opportunity to meet new people, connect with colleagues and get some new ideas. Thank you for this opportunity!

DELEGATION #12

Subject: One-to-One Inquiry Program
April 20, 2026

My name is Craig Towers, and I am a parent in this district. I currently have a child in Grade 7 who is part of the One-to-One Inquiry Program, and I also have a child who is about to enter Grade 6 next year, right at the point where this program has traditionally become part of their learning experience.

I'm here because this program matters, not just to my children, but to many families, teachers, and students across our community.

For those who may not be familiar with it, the One-to-One Inquiry Program is a learning model where each student is provided with their own school-issued device (typically an iPad) that they use both at school and at home throughout the year. But the program is not about screen time or replacing traditional teaching. It is about enhancing how students learn.

At its core, this is an inquiry-based program. That means students are not just memorizing information, they are learning how to ask questions, research answers, think critically, and present their ideas. As outlined in the district's own program materials, the goal is to help students develop "critical thinking, problem solving, collaboration, creativity and communication skills." (Maple Ridge - Pitt Meadows SD 42)

The program also emphasizes that learning is not passive. Students are expected to be active participants in their education - taking ownership, exploring real-world questions, and building understanding through experience. The district describes this as creating opportunities for students to engage in learning that is "personally challenging" and meaningful to them. (Maple Ridge - Pitt Meadows SD 42)

Students learn how to use programs like PowerPoint, Word, and Teams - not in isolation, but as part of real learning. They might research a topic, analyze information, and then present their findings through a slideshow, video, or written report. They learn how to send professional emails, manage digital assignments, and work both independently and collaboratively.

These are skills they will rely on heavily in high school, and beyond.

Over the past year, I've had the opportunity to see firsthand what this program does. It's easy to focus on the device (the iPad) but what's far more important is what that device enables. My child isn't just using technology; they are learning how to think, how to research, how to organize ideas, and how to communicate effectively. They are building skills that go far beyond the classroom.

And importantly, the program aligns with the district's broader vision of helping students become "successful learners" and responsible members of society. (Maple Ridge - Pitt Meadows SD 42])

This program also does something less tangible, but just as important: it engages students.

Students are excited to learn. They feel a sense of responsibility. They feel trusted. And when students feel engaged and empowered, their confidence grows, and that confidence carries into every subject area.

As a parent, that's something you notice quickly.

For families like mine, the One-to-One Inquiry Program isn't just a nice addition, it's become an expected and valued part of the learning journey. Younger students look forward to it. Older students benefit from it. Teachers build meaningful instruction around it.

Ending this program would not simply remove a device - it would remove an approach to learning that supports critical thinking, independence, and real-world readiness.

I understand that budgets require difficult decisions. I truly do. But I would respectfully suggest that programs like this are not where we should be stepping back. If anything, this is where we should be investing because this is where we prepare students for the world they are actually stepping into.

Tonight, I'm asking you to consider not just the cost of maintaining this program, but the cost of losing it.

The loss of engagement.

The loss of opportunity.

And the loss of a program that so many students benefit from every single day.

On behalf of my children, and many others in this district both present and future, I ask that you reconsider the proposal to end the One-to-One Inquiry Program.

Thank you for your time, and for your commitment to supporting students in our community.

Craig Towers