

## How to Apply

- Complete Mentor Expression of Interest
- Teachers may sign up for one or both types of Mentorship
- Forms will be submitted to Principal
- Matches will be determined by the Principal for On-site Mentor relationships
- Curriculum and Instruction matches will be made by the Director of Curriculum, in consultation with the Principals
- Teacher may choose to contribute to the Induction Program in a different capacity.

## Background

The impetus for the development of a program aimed at building success for new teachers in Horizon School Division came from teachers in the district. Following a meeting with these teachers, the local ATA president, and central office administration, it was decided that the first step would be to have a one day Think Tank with critical stakeholders. From this Think Tank a Induction Steering Committee was struck with the following representatives, and it is this committee that has developed the program.

## Steering Committee Representation

- Local ATA Executive
- Experienced Teachers
- Beginning Teachers
- Principals
- Central Office

**"SELDOM IS KNOWLEDGE GIVEN TO KEEP, BUT TO IMPART; THE RICHNESS IS LOST IN CONCEALMENT."**  
(Bishop Hall)



# Horizon Induction Program

Attract the Brightest

Bring out the Best!



**Horizon School Division**

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## Self-Reflection

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### Do you have the Attributes of an Effective Mentor?

#### Attitude and Character

- Willing to be a role model for other teachers
- Exhibits strong commitment to the teaching profession
- Believes mentoring improves instructional practice
- Willing to advocate on behalf of colleagues
- Willing to receive training to improve mentoring skills
- Demonstrates a commitment to lifelong learning
- Is reflective and able to learn from mistakes
- Is eager to share information and ideas with colleagues
- Is resilient, flexible, persistent, and openminded
- Exhibits good humor and resourcefulness
- Enjoys new challenges and solving problems

#### Professional Competence and Experience

- Is regarded by colleagues as an outstanding teacher
- Has excellent knowledge of pedagogy and subject matter
- Has confidence in his/her own instructional skills
- Demonstrates excellent classroom management skills
- Feels comfortable being observed by other teachers
- Maintains a network of professional contacts
- Understands the policies and procedures of the school, district, and teachers' association
- Is a meticulous observer of classroom practice
- Collaborates well with other teachers and administrators
- Is willing to learn new teaching strategies from protégés

#### Communication Skills

- Is able to articulate effective instructional strategies
- Listens attentively
- Asks questions that prompt reflection and understanding
- Offers critiques in positive and productive ways
- Uses email effectively
- Is efficient with the use of time
- Conveys enthusiasm, passion for teaching
- Is discreet and maintains confidentiality

#### Interpersonal Skills

- Is able to maintain a trusting professional relationship
- Knows how to express care for a protégé's emotional and professional needs
- Is attentive to sensitive political issues
- Works well with individuals from different cultures
- Is approachable; easily establishes rapport with others

## Defining Induction and Mentorship

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### Induction is an investment in retention, Integration, and continual growth.

The way in which an organization initiates new members is an important aspect of its culture. Growth-oriented, learning-focused school cultures provide time and resources to welcome and nurture novices. While orientation and policy awareness are vital ingredients in an induction program, mentoring relationships are central to the success of developing and retaining effective practitioners. Mentoring creates cohesive and collaborative instructional teams, and establishes the norm of on-going learning about and from teaching. (Lipton & Wellman, 2003, *Mentoring Matters: A Practical Guide to Learning-Focused Relationships*).

### Features of a Mentoring Relationship

Mentorship is a "dynamic and non-competitive nurturing 'process'.... that promotes learning, independence, autonomy, and self-actualization in the protégé while fostering a sense of pride and fulfillment, support and continuity in the mentor" (Valadez & Lund, 1993).

**"THE GREATEST GOOD YOU CAN DO FOR ANOTHER IS NOT JUST TO SHARE YOUR RICHES BUT TO REVEAL TO HIM HIS OWN."**

**(Benjamin Disraeli)**



## Roles, Responsibilities, and Criteria

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Two kinds of mentors are delineated below with some distinguishing roles. The primary distinction between the two is the nature of support with respect to *instruction*. A Site Mentor assumes responsibility for the on-site psychological support and career development needs of the protégé related to understanding the context. A Curriculum and Instruction mentor may be the same individual or another individual (off-site) required to meet the grade and subject level needs of the protégé. The Curriculum and Instruction mentor will meet many of the supports required in the role modeling and career development (pedagogical) mentor roles. Mentors will be voluntary. Prior to volunteering to become part of a mentor list, individuals will review attributes of an effective mentor (see page 6) and engage in self-reflection.

### 1. Site Mentorship

- Provide insight into Site culture
- Day to day management, school processes and procedures (eg. attendance, supervision, extra-curricular processes, co-curricular processes, logistical matters, school resources, access to resources, social activities.)
- Assist with or facilitate the development of the Protégé Learning Support Plan.
- Be proactive and invite the newcomer into the classroom
- Be proactive and visit the newcomer regularly (noon, after school, etc.)
- Assist the newcomer with establishing a positive social network in the school
- Advise re: parent communication, parent issues, reporting
- Primary role is that of support in the context of the school (assist with day-to-day operations, school procedures, school routines, policies, culture, community, parents, communication, assist with networking and professional connections).
- It is not necessary for the on-site mentor to teach the same subject or grade level.
- The level of contact would be high with ongoing, meetings and contacts throughout one or two years.
- No-Cause Clause if Mentor or Protégé find the relationship is not compatible

#### **Characteristics**

- Self-assessed attributes of an effective mentor
- 5 years of teaching experience recommended.
- Knows how to express care for a protégé's emotional and professional needs.
- Understands the policies and procedures of the school, district and A.T.A.

## 2. Curriculum and Instruction Mentorship

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- Grade and subject matter pedagogy relating to planning, instruction, assessment, management
- Model effective teaching
- Observation and feedback on request
- Primary role is to assist with curriculum and instructional matters: instructional and learning materials, resources, course outlines, pacing (instructional timelines appropriate for the Program of Study), assessment and evaluation (processes and tools), planning (lesson, unit, year plans).
- The level of access will vary. The relationship may be based on a few visits, or ongoing contact may be developed if the protégé determines that it is a necessary part of his/her learning plan.
- No-Cause Clause if Mentor or Protégé find the relationship is not compatible
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#### **Characteristics:**

- Self-assessed attributes of an effective mentor
- 3 years minimum of teaching in the subject area
- Desire to share resources, instructional strategies, plans, etc.
- Expertise in the subject area.

### 3. Other Areas of Involvement

- Workshop delivery (e.g. student assessment, planning, effective instruction, communication, classroom management, etc.)

