

HORIZON INDUCTION PROGRAM

HIP



History/Background

- **Impetus for the program from teachers in Horizon seeing a need to help new teachers.**
- **Steering Committee was formed comprised of teachers and administrators from around Horizon and Central office.**



Program Goals

- **To provide an effective system of support that retains quality, caring professionals and advances student learning through successful teaching experiences.**



Mentor

- **Two types of voluntary service**
 - **On-site**: Primary role is that of support within the context of the school (learn that particular school's culture). Level of commitment would be high, with ongoing meetings throughout the year. Protégé/ Mentor relationship assigned two day release time.
 - **Curriculum and Instruction**: Primary role is to assist with curriculum and instructional matters. This may involve one site visit by the protégé or an ongoing relationship. This does not have to involve observation of teaching. Release time available as applied for.



Role of On-Site Mentor

- **Attend one day training session in August with protégé.**
- **Assist with collegial relationships, day-to-day operations, school procedures, school routines, policies, culture, community, parents, communication, professional connections, etc.**
- **Assist with development and ongoing review of the protégé's Learning Support Plan.**
- **Provide encouragement and support.**



Role of Curriculum and Instruction Mentor

- **Assist with instructional and learning materials, resources, course outlines, pacing, assessment, evaluation, planning, etc.**
- **Observation and feedback on request (not part of the evaluation process)**



Characteristics of a Mentor

- **Role model**
- **Exhibit strong commitment to the teaching profession**
- **Demonstrates a commitment to life-long learning**
- **Eager to share information and ideas**
- **Resilient, flexible, persistent, and open-minded**
- **Excellent knowledge of pedagogy and subject matter**
- **Confidence in their own instructional skills**
- **Listens attentively**
- **Is able to maintain a trusting professional relationship**
- **Conveys enthusiasm and passion for teaching**



Protégé

- **Two types**
 - **Teachers new to the profession**
 - **Full program support (assigned mentor, release time, PD opportunities).**
 - **Experienced teachers new to Horizon School Division**
 - **Program support in some components (assigned On-site mentor, release time, choice of PD opportunities).**



Role of the Protégé

- **Mandatory participation**
- **Assume responsibility for accessing mentor**
- **Attend training sessions, follow-up meetings, PD opportunities**
- **Create a Learning Support Plan that is shared with the Mentor (outline of the needs expressed by the Protégé for professional growth)**



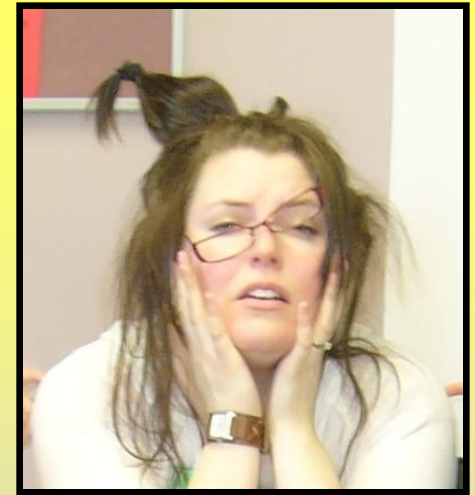
Non-evaluative

**This program is not part of
the formal teacher
evaluation process.**



Benefits

- **Release time for attendance at meetings, consultations, Curriculum & Instruction mentoring, on-site relationship**
- **Teacher retention in Horizon School Division**
- **Professional succession – passing the torch**
- **The chance to learn new ideas from your protégé**
- **Contribution to a strong school team**
- **Connections with other schools**
- **Year-end celebration**
- **Professional networking**
- **Teacher well-being**
- **Friendships**
- **Warm Fuzzies**



Mentorship Participation

- **Expression of Interest guided by the Self-reflection (see brochure)**
- **Willingness to encourage a trusting professional relationship**
- **Understanding of and adherence to the policies and procedures of your own school, Horizon School Division, and the ATA**
- **Willingness to make a time commitment**



- **On-site**
 - **5 years of teaching experience recommended**
 - **Commitment to a relationship within the program**

- **For Curriculum & Instruction**
 - **3 years minimum teaching in the subject area**
 - **Desire to share resources**
 - **Expertise in the subject area**



Be a Mentor!

- **Expression of Interest Form available in the information pamphlet or on-line (Horizon Home Page Staff Section)**
- **Teachers may sign up for one or both kinds of mentorship relationships or assisting in the program in other capacities (workshop delivery, modeling, chat sessions, etc.)**
- **Submit to Principal**
- **Matches will be determined by the Principal for On-site relationships**
- **Curriculum and Instruction matches will be determined by the Director of Curriculum, in consultation with the Principals**



If It's Not Working

- **No-fault termination**
- **Protégé will be matched with an alternate mentor**



Time Commitment

- **C & I – based on request and need (release time provided)**
- **One day session for matched On-site pairs (August New Teacher Orientation Day)**
- **Varies according to the needs of the protégé. Beginning of the year will have the most contact. Other high-needs times may include report cards, parent-teacher interviews, year-end, etc.**
- **Year-end celebration for all mentors**



Additional Information

- **Helpful to have a large number of C & I volunteers**
- **Mentors will not necessarily be matched the first year – depends on specific needs**

