

Teacher Mentorship Program

General Information

The Teacher Mentorship Program is collaboration between the District and the Quesnel & District Teachers' Association (QDTA). It is co-funded by the District and QDTA. Planning for the program is directed by a steering committee composed of District Staff, representatives from the QDTA and the QPVP.

The Teacher Mentorship Program is coordinated by Jan Bauer, Director of Instruction – Curriculum.

If you have any questions about any aspect of the Teacher Mentorship Program, please contact one of the steering committee members:

Jan Bauer	250-992-8802	Director of Instruction – Curriculum
Rena Hutchinson	250-992-3737	Professional Development Chair
Dawn Rodger	250-992-3737	President QDTA
Kathleen Roll	250-992-8802	Curriculum Support

Mentorship information, including application forms and expense claim forms are available by:

- Downloading from the School District website
- Contacting the Curriculum Department at janbauer@sd28.bc.ca
- Contacting Dawn Rodger at dawnrodger@sd28.bc.ca
- Contacting School Staff Representatives

Teacher Mentorship Program – Mentoring

Mentoring is a purposeful, voluntary collaboration between two teachers. The mentor acts as a guide and a support during the initial phases of teaching; for a new teacher to the profession, having a new assignment or new to the province and/or school district. Mentoring could also be peer collaboration between two experienced teachers.

Mentoring works best when the relationship is non-judgemental and collaborative and when there is a commitment of purpose and time. In practice, both teachers gain from the experience.

For Newer Teachers	For Experienced Teachers
<ul style="list-style-type: none"> • Enables new teachers to learn, grow and share in a supportive collaborative school culture • Increases collegiality • Enhances teaching practice • Provides an orientation to the school, district, local and community 	<ul style="list-style-type: none"> • Provides opportunities to reflect on teaching practice • Provides an opportunity to share knowledge and experience • Increases professional growth through collaboration • Provides an opportunity to take on a leadership role • Renews enthusiasm for teaching

For the School and the District

- The strength of a community of professional leaders
 - New teachers are supported in their entry into the profession
 - Teachers are given opportunities to visit, share and network in positive settings
 - Local associations, district staff and administrative officers have the opportunity to support teachers
 - New teachers offer fresh perspectives, ideas and input to the school and local teachers can contribute to collaborative school cultures through sharing of teaching strategies and reflection
 - New teachers gain a greater understanding of roles, rights and responsibilities
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Teacher Mentorship Program – Roles, Responsibilities & Funding

Listed below is a sample of possible roles for discussion and planning purposes.

Option #1 – Experienced & New Teachers	Option #2 – Two Colleagues
Experienced Mentor Teachers <ul style="list-style-type: none">• Provide support in a non-evaluative manner to new teachers• Acquaint new teachers with resources, procedures and facilities• Respond to concerns of new teachers – e.g. planning, classroom management, new curriculum, inclusion of students with special needs, assessment, evaluation and reporting• Explore planning and teaching strategies with new teachers• Establish a collaborative relationship including peer observation and coaching• Celebrate successes	<ul style="list-style-type: none">• Provide support in a non-evaluative manner• Acquaint each other with new resources and procedures• Respond to concerns of a colleague – e.g. planning, classroom management, new curriculum, inclusion of students with special needs, assessment, evaluation and reporting• Explore planning and teaching strategies• Establish a collaborative relationship including peer observation and coaching• Celebrate successes
New Teachers <ul style="list-style-type: none">• Become familiar with school routines and procedures• Become familiar with school and district resources• Establish a peer observation relationship with mentor teacher(s)• Problem solve with mentor teacher(s)	

Funding:

Teachers are eligible to share an aggregate of up to the equivalent of 4 days TTOC time. It can be organized in a variety of ways (ie. Two release days each). Other costs may be considered as part of the total aggregate.

- Meals for a dinner meeting
 - Babysitting
 - Resources pertaining to mentorship project
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Teacher Mentorship Program

Application Form



The teacher and teacher mentor are eligible to share an aggregate up to the equivalent of 4 days TTOC time. They may be organized in a variety of ways (eg. 2 release days each, eight half days (0.5) for one teacher, etc). Babysitting, dinner meetings, resources etc. may also be considered as part of the total aggregate.

Teacher:	School:
Grade(s)/Subject(s):	Email Address:
Date:	
Mentor:	Grade(s):
School:	Email Address:

Comments/Goals/Needs/Plans/etc: - Briefly Describe:

For Office Use Only
Comments:
Proposed TTOC Time Request:
Alternate Funding Requests
Coordinator Approval

Dawn Rodger, QDTA President and Jan Bauer, Director of Instruction – Curriculum
Email: dawnrodger@sd28.bc.ca and janbauer@sd28.bc.ca