

The Central Goal

for mentoring programs is improved student learning.

"Mentoring a teacher does not mean you have to know everything! Instead it calls for you to be a reflective listener and to give thought to your own teaching practices. It's not a time to judge, instead, it is an important stage during which you can tap into your professional knowledge and expertise and relate those to the current experiences of a beginning teacher. We learned from and alongside each other every time we met!"

Mentor

"Beginning a new position last year in Learning Services stretched me as a teacher, but having a mentor along the way helped to support me through the challenges. I expected to learn from my mentor, to get advice and to be encouraged, but at the end of the day I got so much more. I now have a teacher that I can collaborate with, someone to call when I've had a great day or a difficult one and most importantly a new friend. I would highly recommend this program!"

"Teaching is a demanding career. This rings true especially in those first years on the job. It's then that you really need someone alongside you, to help you make sense of your new surroundings. As a beginning teacher in Abbotsford I found myself wanting to connect with experienced teachers to share resources and talk about challenges. Ultimately, I wanted to have those professional conversations on a regular basis. I found the answer to all this in Abbotsford's Mentorship Program. Being a protégé, and having a seasoned teacher willing to take time to work with me over the course of two years, was invaluable. I highly recommend this program to those who consider themselves 'new' teachers in Abbotsford."

Protégés

Why Mentor?

The mentor:

- Gains a deeper understanding of their content
- Gains a bigger bag of tricks to explore
- Increases learning and renewal of teaching performance
- Acknowledgement of mentor experience
- Refocus on instructional practices and the development of reflective skills
- Opportunity to serve the teaching profession
- Brings us out of isolation and encourages us to collaborate with our colleagues

CONTACT INFORMATION

For a new teacher application form, contact the Curriculum Department @ CORE
604-504-4612

or abbyconnect

<http://goo.gl/ISVuEI>



**The
Mentorship
Program**
Teachers Teaching Teachers

Mentors

The Program

Mentoring relationships make a significant difference in a teacher's professional practice.

The Curriculum Department is currently accepting applications from experienced teachers who would like to participate in the Mentorship Program.

Mentors will receive:

1. A Mentoring book/binder
2. A reflective journal
3. An initial training session
4. Two half days release time to meet with the protégé
5. An opportunity to attend two or three afterschool follow up/check-in sessions with all mentors
6. A year end celebration
7. A Mentorship Training Certificate at the end of the two year program

*A two year commitment is required

Role of the Mentor

Consultant

Offering Support and Providing Resources

- Establish contact at the beginning of the school year
- Orient the protégé to the school district expectations and supports
- Model effective teaching practices

Collaborator

Creating Challenge and Encouraging Growth

- Work with the protégé to develop a personal growth plan
- Assist the protégé with curriculum planning
- Work collaboratively to identify the protégé's needs and adjust the mentoring process throughout the year

Coach

Facilitating Professional Vision

- Provide support and coaching in effective classroom management, parent communication, and other critical facets of professional practice
- Provide emotional support and encouragement
- Provide professional feedback

Skills and Attributes of a Quality Mentor

- Strong interpersonal skills
- Exemplary teaching practices
- A variety of instructional strategies
- Effective communicator
- Open-minded and willing to learn and grow professionally
- Able to work collaboratively
- Reflective practitioner who analyzes his or her own practice

Responsibilities of the Mentor

- Attend initial training session
- Initially focus their efforts in areas known to be difficult for protégés
- Develop strategies for giving acceptance and support for the protégé within the school context
- Encourage and support the acculturation of the protégé
- Prepare and implement a joint mentorship growth plan with the protégé
- Maintain a relationship with the protégé, consistent with the Code of Professional Conduct
- Model and demonstrate effective teaching strategies
- Observe and provide constructive feedback to the protégé
- Assist the protégé in identifying personal strengths and planning for further professional growth
- Assist the protégé with curriculum and instructional planning

Who dares to teach
must never cease to
learn.

John Cotton Dana