



BENEFITS OF MENTORING

Participation in a structured mentorship program enables early career teachers to learn and grow in a supportive, collaborative culture. Mentors, while gaining new insights into themselves as teachers and learners, are provided an opportunity to assume a leadership role within their communities and the district. Students will thrive!



REACH OUT TODAY!

CONTACT
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For more information
visit the mentorship
program website, or
contact Lisa Thibaudeau
or Amber Holmes.

Teacher Mentorship Program



Reflection
Relationship
Reciprocity



Effective mentoring depends on a reciprocal learning relationship between the mentee and the mentor. Together you form a partnership to work cooperatively on achieving mutually defined goals that focus on developing your skills, abilities, knowledge and thinking.

Mentoring Matters by
Lipton & Wellman, 2018

OUR TWO-YEAR PROGRAM OFFERS...

- mentor and mentee learning sessions
- support in the development of an individualised teacher growth plan
- networking opportunities
- book clubs
- access to additional relevant workshops
- free resources
- school visits and observations by the program facilitator, at your request
- additional support at the school and district levels
- leadership opportunities

A MENTEE IS...

- a teacher with five or less years of experience or with a significant change in assignment.
- a professional who would welcome the opportunity to work with a more experienced teacher in a collaborative, supportive relationship within a structured program supported by the district.
- an educator who would appreciate information about and assistance with topics such as classroom management, unit and lesson planning, assessment, differentiating instruction, CSL, and more.

A MENTOR IS...

- a teacher with more experience than five years of classroom experience who understands the needs and challenges of the early career teacher.
- a reflective practitioner who analyzes their own teaching and who is involved in ongoing personal and professional development.
- a collaborative educator willing to give time to the development of mentoring skills.
- A skilled communicator with strong interpersonal skills willing to provide personal and professional guidance to a colleague.



"A reflection is a critical function of successful teaching and learning, whatever an individual's experience or level of education. Reflection can be defined as an analytical process of data-gathering and sense-making through which teachers deepen their understanding of teaching and learning."

Mentoring Beginning Teachers: Guiding, Reflecting, Coaching by Jean Boreen, Mary K. Johnson, Donna Niday & Joe Potts, 2009

