

# 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 QPVA.

The Teacher Mentorship Program is coordinated by Suzanne Bolin, 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:

<b>Suzanne Bolin</b>	250-992-8802	Director of Instruction – Curriculum
<b>Julia Rodrigues</b>	250-992-3737	Professional Development Chair
<b>Dawn Rodger</b>	250-992-3737	President QDTA
<b>Kathleen Roll</b>	250-992-8802	Curriculum Support

The Steering Committee continues to develop and improve the Teacher Mentorship Program. To that end, all mentor teams will be asked to submit a feedback form to the Committee upon completion of their work together. Feedback will remain confidential, and the information will only be shared in a general sense unless prior arrangements have been made.

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

- Downloading from the School District website
- Contacting the Curriculum Department
- Contacting Dawn Rodger at [dawnrodger@sd28.bc.ca](mailto: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"> <li>• Enables new teachers to learn, grow and share in a supportive collaborative school culture</li> <li>• Increases collegiality</li> <li>• Enhances teaching practice</li> <li>• Provides an orientation to the school, district, local and community</li> </ul>	<ul style="list-style-type: none"> <li>• Provides opportunities to reflect on teaching practice</li> <li>• Provides an opportunity to share knowledge and experience</li> <li>• Increases professional growth through collaboration</li> <li>• Provides an opportunity to take on a leadership role</li> <li>• Renews enthusiasm for teaching</li> </ul>

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**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

## Teacher Mentorship Program – Roles, Responsibilities & Funding

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

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**Option #1 – Experienced & New Teachers****Experienced Mentor Teachers**

- 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

**Option #2 – Two Colleagues**

- 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**

- 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)

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**Funding Options (\$600 per mentorship pair)\***

- Meals
- Babysitting
- Resources pertaining to mentorship project
- TTOC time

Additional funding may be available. Applications will be reviewed by the Mentorship Steering Committee.

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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 Suzanne Bolin, Director of Instruction – Curriculum**  
Email: [dawnrodger@sd28.bc.ca](mailto:dawnrodger@sd28.bc.ca) and [suzannebolin@sd28.bc.ca](mailto:suzannebolin@sd28.bc.ca)