

# Why have a mentor? Why be a mentor?

**The central goal for mentoring programs is improved student learning.**

Through engagement in mentorship, you can:

- Gain a deeper understanding of curriculum and pedagogy
- Share effective instructional and learning strategies
- Increase awareness and knowledge of school district systems and procedures
- Develop collaborative relationships with colleagues
- Build capacity and agency
- Develop and refine reflective skills
- Be a member of a dynamic learning community

## The District Mentorship Program

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

The Curriculum Department accepts applications from experienced teachers wanting to be mentors, and teachers who would like a mentor, throughout the school year. **A two year commitment** to the program is expected from both mentors and protégés.

"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!"

***Mentorship Program Mentor***

"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."

***Mentorship Program Protégé***

### Apply for a Mentor or Be a Mentor

Contact Barb Wilson  
Curriculum Helping Teacher,  
Mentorship Program  
Ph: 604-621-8884  
[barb.wilson@abbyschools.ca](mailto:barb.wilson@abbyschools.ca)

### Applications Available Online

[http://curriculum.abbyschools.ca/  
mentorship](http://curriculum.abbyschools.ca/mentorship)

# Mentorship Program



## Teachers to Teachers

The Mentorship program is targeted toward early career teachers, teachers new to the school district and those new to a role (grade or subject area).

## Role of the Mentor

### A consultant who offers support and resources

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

### A collaborator who creates challenge and encourages growth

- Work with the protégé to develop their personal growth plan
- Work collaboratively to identify and adjust the protégé's needs throughout the year and jointly develop a mentorship plan to address these needs
- Assist the protégé with curriculum planning

### A coach who facilitates professional vision

- Provide support and coaching in effective classroom management, communication with parents, relationships with colleagues
- Provide emotional support and encouragement
- Provide kind, specific and professional feedback
- Encourage reflection of one's practice

## Skills and Attributes of an Effective Mentor

- Strong interpersonal skills
- Effective communication skills
- Ability to work collaboratively
- Exemplary teaching practice
- Comprehensive knowledge of current instructional strategies and curriculum
- Ability to be a reflective practitioner and to inspire and develop this skill in others

## Role of the Protégé

### A collaborator who is curious, accepts challenge and desires growth

- Embrace a desire to learn new or develop existing skills and abilities
- Work with the mentor to assess needs and concerns and develop a personal growth plan to address these areas
- Work with the mentor to develop a mentorship plan
- Be open and receptive to kind, specific feedback and new ways of learning and teaching
- Be present and engaged when working with the mentor
- Value life-long learning

## Responsibilities of the Mentor and Protégé

- Attend an initial training session
- Work together to develop a personal growth plan for the protégé
- Work together to develop a mentoring growth plan which targets identified areas for further development
- Meet or connect with each other on a regular basis
- Provide the mentorship program with monthly feedback and ideas for planning professional development opportunities

## The Program

- Mentors will receive an initial training session, with the opportunity for follow-up sessions throughout the school year
- Afterschool professional development opportunities will be provided for protégés and/or mentors
- A celebration dinner will be held near the end of the school year
- DEPENDENT ON TTOC AVAILABILITY – the Mentorship Program will endeavour to provide both mentors and protégés with release time (up to 2-half days each) for participants to meet and/or observe

