



MENTORING

PROGRAM HANDBOOK

FOR

MENTORING

TEACHERS

TABLE OF CONTENTS

SECTION 1: GETTING TO KNOW SUPERIOR-GREENSTONE DSB

BOARD VISION	3
BOARD MISSION	3
BOARD GOALS	3
BOARD STATEMENT ON MENTORING.....	3



SECTION 2: WHY MENTORING?

RATIONALE	4
DEFINITION OF GOALS OF MENTORING	6
PROMOTING THE GOALS OF BENEFITS OF MENTORING PROGRAM MENTORING AND THE STANDARDS OF PRACTICE.....	8

SECTION 3 – MENTORING WITH SUCCESS IN MIND!

QUALITIES OF A SUCCESSFUL MENTORING BASIS FOR MENTORING WHAT MAKES A MENTORING RELATIONSHIP WHAT IS AN EFFECTIVE CRITERIA FOR SELECTING MENTORS	9
SUPPORTING THE MENTORING PROGRAM	10
FINANCIAL SUPPORT	11
CHALLENGES IN ESTABLISHING A SUCCESSFUL MENTORING PROGRAM.....	12

SECTION 4 – WHO DOES WHAT?

ROLE OF THE NEW TEACHER	13
ROLE OF THE MENTOR TEACHER.....	13
ROLE OF THE PRINCIPAL	13
ROLE OF HUMAN RESOURCES	13
ROLE OF THE	



SECTION 2: WHY MENTORING?

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TEACHER INDUCTION PROGRAM.

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Standards of Practice for the Teaching Profession

x Commitment to Students and Student Learning

x Professional Knowledge

x Teaching Practice

x Leadership and Community

x Ongoing Professional Learning

³ <RXQJ WHDFKHUV EHFRPH FRP SUWHLQW those who learn by trial and error. Mentoring improves their attitudes, feelings of efficacy and LQVWUXFWLRQDO VNLOOV

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BUT CHALLENGES CAN BE OVERCOME!
MENTORING TECHNIQUES CAN BE LEARNED!!

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NEW TEACHER ORIENTATION at HOME SCHOOL
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NEW TEACHER ORIENTATION to SGDSB
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PROFESSIONAL DEVELOPMENT ACTIVITIES

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PROGRAM EVALUATION

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YEAR-END CELEBRATION

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SECTION 7 ± RESOURCES

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New Teacher Induction: How to Train, support, and

Retain New Teachers

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Austin Educational Associates

Peer Resources

7. What is the purpose of the Individual Strategy Form?

According to the NTIP, are beginning long -term occasional (LTO teachers) and beginning full -time continuing education teachers required to complete the two performance appraisals in their first year of the program?