

TEACHER MENTORSHIP PROGRAM

Review and Looking Forward



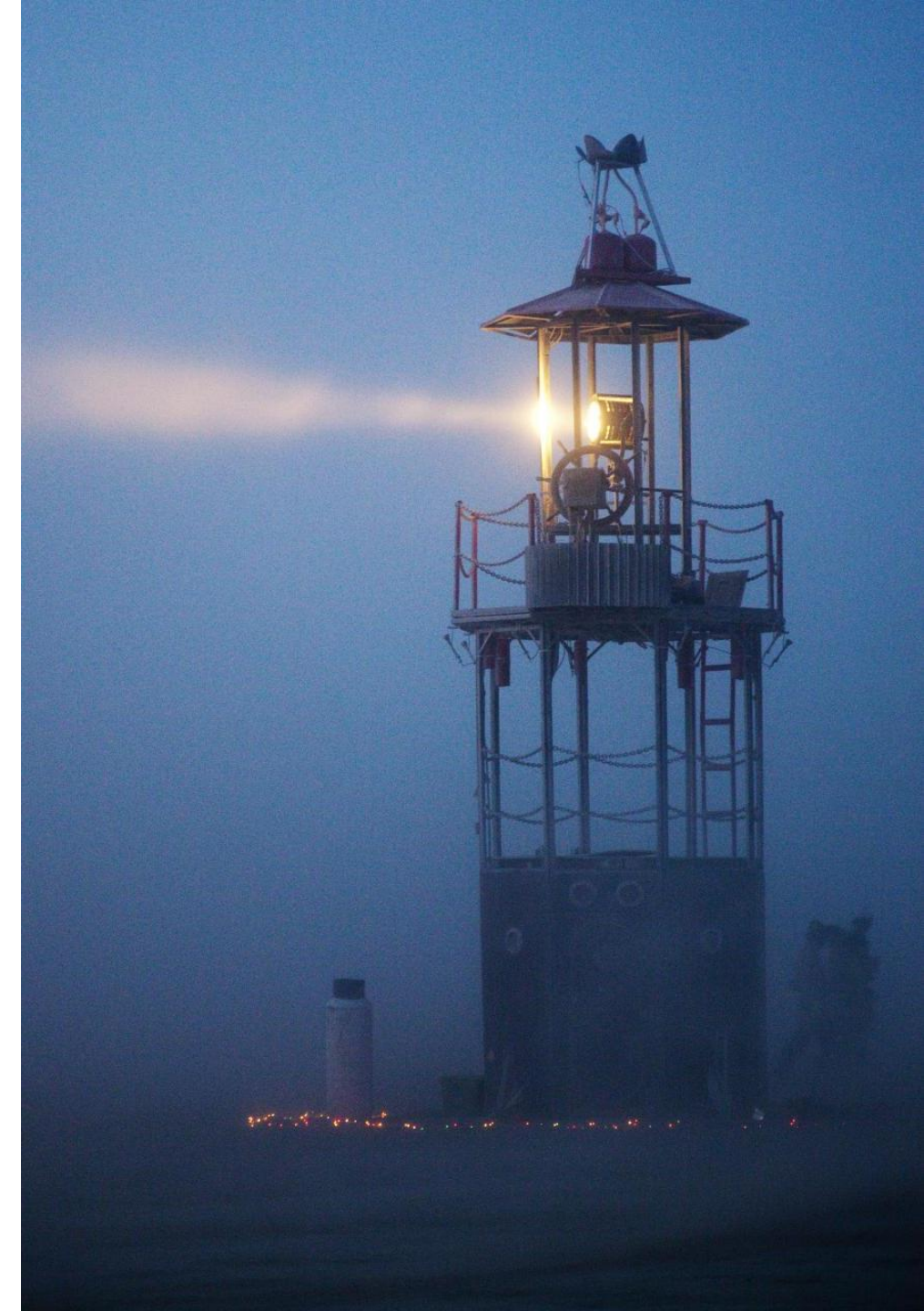
OUR VISION



We aspire to design a sustained culture of collaborative mentorship at every site in Surrey, supporting professional growth and a sense of belonging for Surrey teachers.

GUIDING PRINCIPLES

- Creating a safe and trusting environment for mentors and mentees
- Using a strength-based approach to mentorship
- Encourage the use of reflection to enhance professional growth



AN EVOLVING PROGRAM

2016-17	2017-18	2018-19	2019-20	2020-21
158 participants	207 participants	424 participants	428 participants	311 participants
<ul style="list-style-type: none"> • Developing program and partnership with STA • About 1:3 ratio • Examining a variety of resources • Starting to learn the needs of the system 	<ul style="list-style-type: none"> • Dual Track • About 1:3 ratio • Consultations with experts – how to start site-based • Two retreats • Explored secondary site-based with funds 	<ul style="list-style-type: none"> • Transition to new Helping Teacher • Cohorts with mentor • Expanded Site-based • One retreat • Consultations – clearer definitions, developing theory of action 	<ul style="list-style-type: none"> • Expanded site-based in secondary • 1:1 ratio at their school (except specialized) • Reduced travel for participants – helping teacher travelled to areas • Consultations – evidence collection to inform growth and learning • Attendance data – not involved=2x more absences 	<ul style="list-style-type: none"> • Smaller site-based in secondary • 1:1 ratio at their school (except specialized) • On-line learning • Mentor competencies (mentor leaders assisting in defining and demonstrating) • Continued work in Families of Schools • Additional funds from STA: elementary site-based

CONSISTENT SUPPORTS TO TEACHERS THROUGH THE YEARS



Mentor Advisory Team – a partnership with the STA



Helping teacher – focused on developing mentors; setting conditions



New teacher socials or open house



Consistent revisiting and reviewing of our vision



Teacher Mentorship BC participation (learning from outside Surrey)



Providing resources to teachers (books, learning materials)



Release time



After-school learning

WHAT IS INFORMING OUR WORK

- Elena Aguilar – resources and consultations about theory of action and planning
- Alison Davies – facilitation and consultation for vision work and site-based plans
- Louise Stoll – evidence and mentor learning
- Other resources: Michael Bungay-Stanier, Laura Lipton and Bruce Wellman, Amy Edmondson, Daniel Coyle, involvement in provincial group (TMBC)



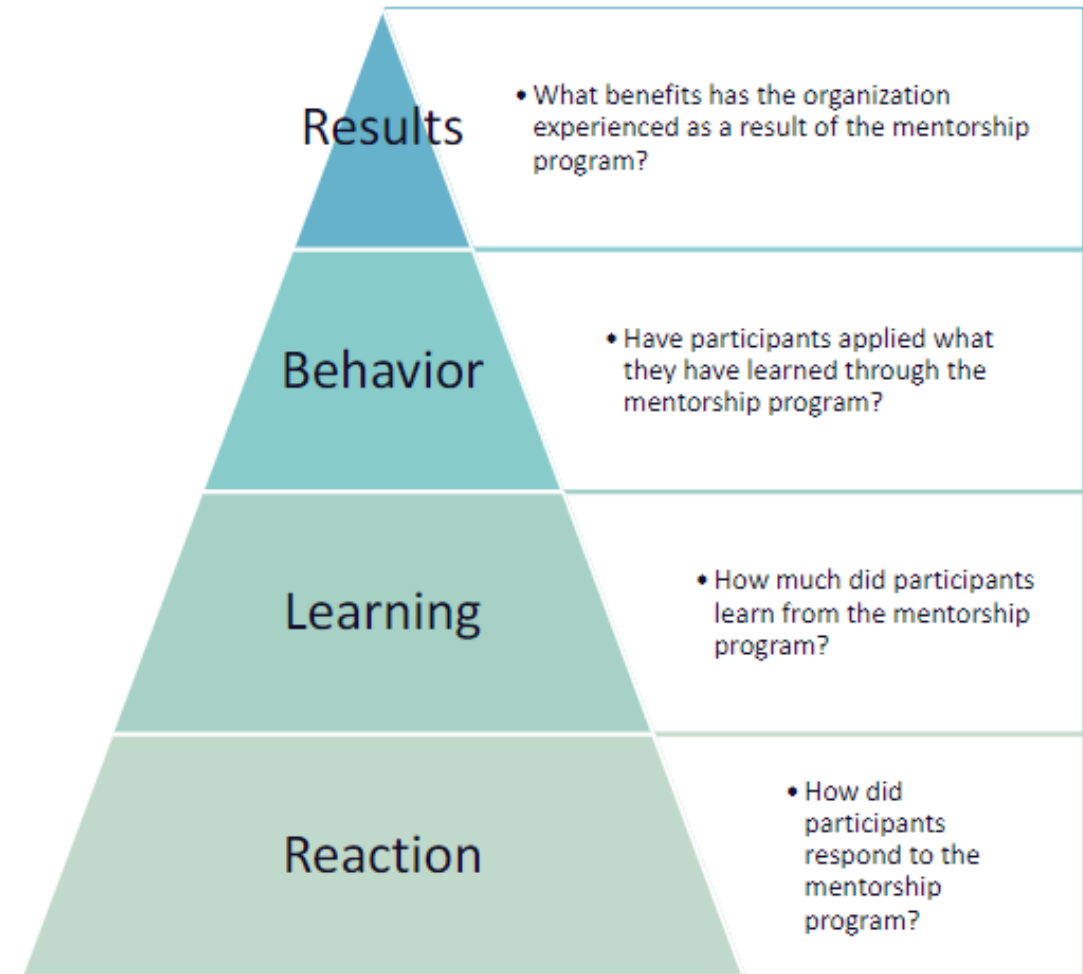


THIS YEAR AND BEYOND

- Continuing to collect evidence – how are we doing?
- Site-based and district program
- Culture of mentorship and coaching
- Provincial funding through the STA
 - Mentor helping teacher – focus on elementary
 - Elementary site-based pilot
 - Professional learning

HOW ARE WE
CHECKING IN
WITH
PARTICIPANTS
AND ARE WE
MAKING AN
IMPACT?

Feedback data are organized according to the Kirkpatrick Evaluation Model (1993):



FEEDBACK DATA: REACTION

Mentees, do you feel the Mentor 36 Program has provided you with the extra support that you need as a teacher?



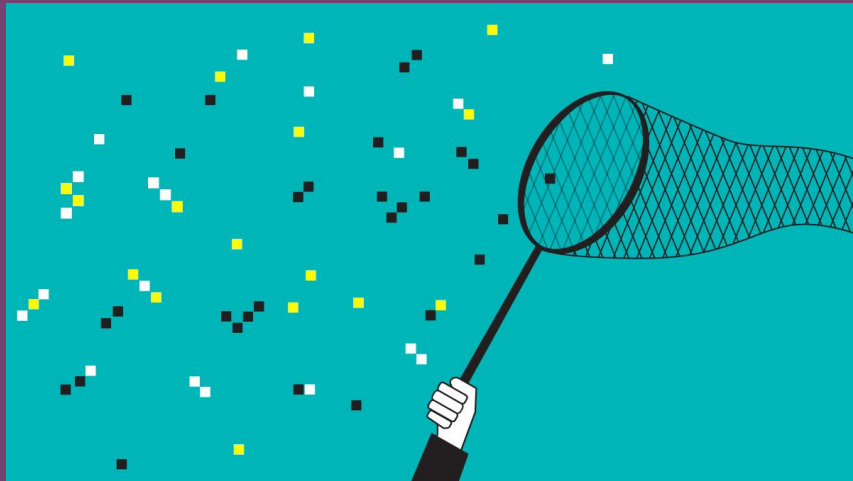
3.87 Average Rating

Mentors, how satisfied are you that you are able to use your knowledge and skill sets to make a difference on the professional growth of new teachers in our district?



4.17 Average Rating

FEEDBACK DATA



Mentees – Describe one strength that you value most about yourself as a teacher (June 2020)

Building connections with my students	42%
Being patient with students	17%
Willing to take risks in my practice	25%
Reflect on my own practice	8%
Communication skills	8%

Mentors – Describe one important strength that you notice your mentee has developed this year (June 2020)

Adapting to challenging circumstances	Increased Confidence	Improvement in instructional strategies	Reflecting and revisiting past practices	Taking risks and chances
Asking for help	Improvement in assessment practices	Prioritizing tasks	Resilience	Trust in their own abilities



WHAT PARTICIPANTS SAY

- We sat together completing report cards and my mentor's insights strengthened my thinking and helped me become better prepared
- I attended a pro d day with my mentor and learned lots by seeing her in her school
- One of my students was having a difficult day and my mentor sat next to him and just listened. She was calm and caring. I'm working on that skill.
- We were working on IEPs and because things in the system had changed, we learned and explored together.
- I made close connections and received feedback that made me a better teacher for my students.
- I learned how to adapt my assessments for my students.
- I was always able to discuss things frankly and openly.
- I value the time and space to reflect on my practice.

SECONDARY SITE-BASED MENTORSHIP 2020-2021

Identified Success Markers (what do mentor leaders expect to see)

New teachers feel connected to the school.

Improved staff wellness and resiliency.

A strong connection and openness of staff towards supporting one another socially & emotionally and in refining pedagogical practice.

Have a wrap-around structure of support much like what we have for our students.

Teachers building connections, receiving/providing emotional support, and having an opportunity to connect deeper with their colleagues.

To continue to build school community by making new teachers feel comfortable and confident to interact with all teachers and support staff in the building.

New teachers are encouraged to share their questions, struggles, and needs openly so that we can provide resources and support.

By end of program, mentor/mentee will see mutual value of mentoring. Expand positive awareness of program throughout departments.

FEEDBACK DATA



Mentees – Will you be staying in the teaching profession next year?

Yes	100%
Maybe	0%
No	0%

Mentees – Will you be working in the Surrey School District next year?

Yes	100%
Maybe	0%
No	0%

MENTORSHIP MATTERS

LEARN

INSPIRE

MAKE A
DIFFERENCE



"At times our own light goes out and is rekindled by a spark from another person. Each of us has cause to think with deep gratitude of those who have lighted the flame within us." - Albert Schweitzer