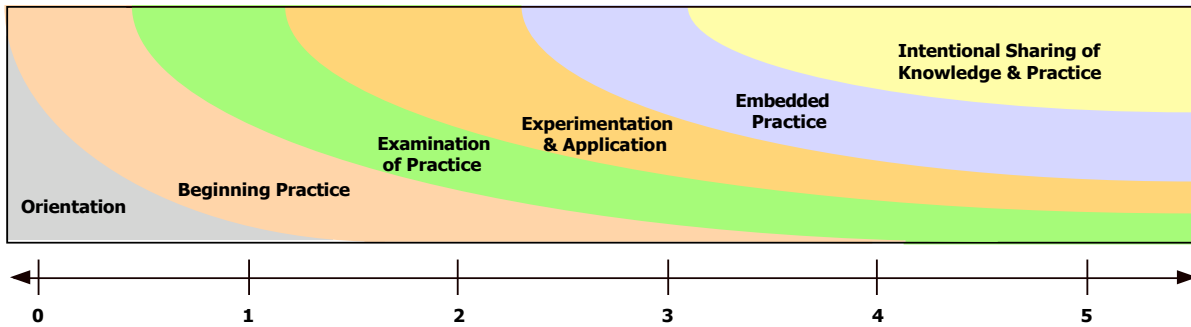


MENTORING AT YOUR SCHOOL

Site-based mentoring is a key component of the Beginning Teachers program and our vision of supporting you along a continuum of learning and professional growth for your first 5 years in TDSB. As a Beginning Teacher, you are an active participant in the Mentoring process and are encouraged to approach your administration and your colleagues about mentoring support that best meets your needs.



Models of Mentoring

Broker Mentor



ROLE

- Mentor provides orientation to school logistics and culture
- Mentor brokers involvement of colleagues as needs arise from Beginning Teacher

CONSIDERATIONS

- Consultant type relationship, fewer opportunities for collaboration and coaching
- May be initial support until other mentoring relationships are established or ongoing throughout the year

One to One Mentor Matching



ROLE

- Mentor is site-based and is matched on an individual basis with a Beginning Teacher
- Mentor adopts consultant, collaboration and coaching stances based on the needs of the Beginning Teacher

CONSIDERATIONS

- Mentoring relationships that flourish are reciprocal, both parties learn and grow
- Greater “ownership” if the Mentor has volunteered and if Beginning Teacher has been involved in the determination of which person will be their Mentor

MENTORING AT YOUR SCHOOL

Models of Mentoring (cont.)

Group Mentoring



ROLE

- Mentor supports multiple Beginning Teachers and/or Beginning Teacher has many mentors
- School Mentoring Committee plans formal support and professional learning opportunities for both Mentors and Beginning Teachers

CONSIDERATIONS

- Provides flexibility if school has large number of Beginning Teachers (or Mentors)
- This model is often embedded in a school-wide “mentoring culture” where all staff are Mentors or Protégés (or both)

Informal Mentoring



ROLE

- Beginning Teacher informally connects with a variety of staff members as needs arise
- Mentor/Protégé roles are fluid -- often referred to as Peer Mentoring as in many cases the informal mentors are Beginning Teachers themselves

CONSIDERATIONS

- Spontaneous, informal nature of relationship can lend itself to collaboration
- Beginning Teacher may feel isolated / disconnected if not part of any informal relationships

Online Mentoring



ROLE

- Using online conferencing, a Beginning Teacher can participate in online sharing and discussion with both experienced teachers and other Beginning Teachers

CONSIDERATIONS

- Enables access to a variety of resources and perspectives beyond the school site
- Not all Beginning Teacher feel comfortable sharing issues and concerns in this “public” forum

* Multiple models of Mentoring can co-exist in the same site (often to the benefit of the Beginning Teacher)
