**Mentorship Program for School District 5**

**Mentor Application**

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| Date of application |  | Name |  |
| School (if relevant) |  |
| Grade(s), subjects currently assigned |  |

Please check if you are applying as a second-year mentor

**In point form:**

**Summarize the reasons why you would want to work as a mentor within our district:**

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**What areas of teaching and learning are you most comfortable mentoring?**

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**What strengths can you bring to building an effective mentoring relationship?**

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**What experiences have you had with professional collaborations?**

**(Examples: previous mentoring experiences, learning teams, learning groups, inquiry projects)**

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**(If applying for a second year, you can suggest continuing to work with the same mentee, or choose a new mentee.)**

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**Mentorship in School District #5**

***What is mentorship?***

Mentoring is the process by which individual colleagues share their experience, knowledge, and skills for personal and professional growth. Mentoring relationships are reciprocal and non-evaluative. The mentoring relationship offers personalized support, and facilitates reflective, purposeful educational practice.

***How will a mentorship relationship strengthen my practice?***

Mentorship relationships build confidence, encourage reflective practice, develop proactive problem solving, affirm skills and capacities, help focus participants on student learning, provide different points of view, model instructional strategies.

***Who is mentorship for in our district?***

The mentorship program is for teachers transitioning into the profession within their first five years of practice, and for teachers transitioning into new assignments.

***How will the mentor/mentee relationship look for me over the next year of teaching?***

You will have days of release to meet and work with your mentor over the course of the school year. The time can be used flexibly and should be designed by the partnership to best meet the learning goals of the mentee. The time can be used for focused conversation, review of resources, exploration of student work, classroom observation, and collaborative planning and teaching.

 ***As a mentee, what will my responsibilities be?***

To work with a mentor, mentees need to be prepared to reflect on their practice and identify professional goals. They need to be open and willing to work constructively with others as they inquire into their practice. Commitment to ongoing learning and to developing an understanding of teacher professionalism is a core responsibility. You will also be asked to provide feedback for the evaluation of the project at different times.

***How will I be paired with a mentor?***

In the application form, you can identify two possible colleagues you would like to work with as mentors. The District Mentorship Steering Committee will consider your requests and confirm who is able to commit to the mentoring relationship with you. Alternatively, the committee will attempt to pair you with a colleague whom they consider is best able to support your learning goals.

***Is a mentorship relationship worth the time and effort?***

Teachers who participated in the mentoring program for 2016-2017 unanimously say YES! The structure provided opportunities for teachers to think, plan, and work together in ways that may not have been as effective through informal mentorship.

***What is the district support for mentorship?***

The mentorship program is overseen by a district steering committee that includes participation from the CFTA, district staff, administration staff, and an experienced mentor. This committee meets throughout the year to guide the support and reflect upon the needs of the mentors and mentees and the direction of the program. The School District is receiving support from the New Teacher Mentoring Project which is a BC Ministry of Education-funded initiative promoted through the British Columbia Teachers’ Federation (BCTF) and the University of British Columbia (UBC).