



# Empowering Teachers Supporting Students



# Mentorship Program

An Introduction and Overview



# Saanich Teachers' Association's Mentorship Program

- Funded through a one-time fund provided through provincial bargaining.
- Governed through policy provided by the Association's Executive Committee.
- The program is overseen by the Mentorship Program Committee that is appointed on an annual basis by the Executive Committee.
- The 2024-2025 Mentorship Program Committee consists of:
  - Kristen Sinats - Chairperson
  - Don Peterson
  - Kirsten Dibble



# Why have a Mentorship Program?

- One in seven beginning teachers who responded to a BCTF survey indicated they were either unsure about staying in the profession or are likely to leave in the next two years.
- In the context of BC's ongoing teacher shortage, mentorship programs have served as a 'system stabilizer'—providing 'triage' for teachers moving into positions with little notice and few resources.



# Vision

The objective of the Association Mentorship Program is to provide new and “new to position” teachers with support in developing their professional practice and capacity through non-evaluative collaborative, and reflective practice.



# Goal of the Mentorship Program

- To support and encourage new educators or teachers in new positions
- To build confidence and capacity amongst new teachers and new to position teachers
- To provide leadership opportunities for experienced educators as mentors
- To reduce feelings of isolation and foster a culture of encouragement and support to build richer professional networks



# Saanich Teachers' Association's Mentorship Program

- We currently have 10 mentees and 10 mentors. Mentees are from French Immersion and English classrooms, Literacy support positions, IST, and TTOCS.
- Nine different schools have participation in the program, 7 elementary, and 2 middle schools.
- We will continue to find matches for people throughout the year as needed.



# Pairing up process

## Pool of Mentor Teachers:

- Members apply for consideration to be added to the Mentor pool.
- When applying members will identify their teaching area, school, specific areas that they wish to mentor in.
- The Mentor Pool is updated on an annual basis based on need.

## Mentees:

- When applying they will identify a specific area that they would like to focus on.
- Depending on a mentee's need and availability in the Mentor Pool, the Mentorship Program Committee may approach individual teachers to be mentors.





# Supportive Learning Environment

- Mentorship is a collaborative approach that emphasizes a strengths based model
- The mentee is an active partner in the professional learning and development of their learning needs
- The mentee is encouraged to welcome and fully engage in the support, challenges, and encouragement provided by the mentor.
- The mentee is empowered to take responsibility for building their own capacity.
- When learning is challenging, mentors are encouraged to avoid stepping in to fix or solve the problem
- The partnership is focused on holding space for the mentee to be reflective and find pathways or solutions for themselves



# Examples of how Mentors work with Mentees

- Observing the mentor teacher.
- Meeting together to ask questions and develop plans
- Areas that Mentees have requested support with include:
  - classroom management,
  - inclusion practices,
  - assessment and reporting practices,
  - literacy instruction,
  - unit planning, daily or weekly schedules for an elementary classroom



# Feedback from Members:

- Developed lasting professional relationships.
- Comfortness in being a non-judgemental program.
- Provides formal leadership opportunities (Committee members, mentors)
- Positive way to introduce new teachers to the school and district.

