

If you aspire to become a respected professional educator, your actions and motives need to be unquestioned.

Be a teacher of whom the school can be proud!

Browning public Schools believes in the ability of a good mentoring program to help new teachers become acclimated to our school, and to support them in their quest to become better teachers. The mission of the Browning Public Schools Mentor Program is to provide guidance and support to new teachers in order to maximize their effectiveness in the classroom, and to encourage retention of effective teachers.

In 2004, David Clutterbuck, an academic who studied mentoring relationships, coined an acronym for what mentors do:

Manage the relationship

Encourage

Nurture

Teach

Offer mutual respect

Respond to the learner's needs

WHAT IS THE BROWNING MENTOR PROGRAM?

Mentoring is a cooperative relationship in which an experienced educator assists a novice teacher in achieving professional success. In Browning, mentoring is designed as a support system, centered on each campus, for all new educators to the district. The participants collaborate and create a sense of trust and communication through one-on-one interactions. Each beginning teacher will be introduced to an experienced teacher, from their school and/or their grade level, who will guide them through their first year in Browning.

The mentoring program will have four key elements: improving performance, career development, counselling and sharing knowledge.

WHAT IS A MENTOR?

A mentor is an experienced teacher who formally agrees to lend assistance to a beginning teacher and enters into a supportive relationship. In School District 9 a mentor is a teacher who has taught here for three, or more, years. Mentors generally have the respect of their peers, administrators and essential staff. Mentors use their knowledge of grade levels, curricular and extra-curricular activities and district policies to guide beginning teachers. Mentoring consists of a long-term relationship focused on supporting the growth and development of the mentee. The mentor becomes a source of wisdom, teaching, and support, but not someone who observes and advises on specific actions or behavioral changes in daily work.

The idea behind mentoring relationships is that the more successful, senior partner, the mentor, wishes to pass on some of what they've learned to someone else who will benefit from their experience.

HOW ARE MENTORS CHOSEN?

Mentors are chosen by the building administrators and the district mentoring coordinator. Certified staff members meeting the following qualifications should voice their interest to the principal at their school.

Certified staff members wishing to become mentors should satisfy the following criteria: 1) be willing to attend a mentor training. 2) be willing to designate/commit to the time necessary to provide a meaningful experience to the novice. 3) have a positive attitude towards the district, school and community. 4) mentor teachers should be leaders in student achievement, professional development, school reform and positive student behavior.

5) mentors should also demonstrate the following qualities: knowledgeable, open minded, reliable, realistic, cooperative, collaborative, trustworthy, leader, good listener, approachable, counselor, communicator, and friend.

Administrators generally strive to pair mentors with mentees in the same building and specifically the same grade. Rarely do mentors come from different campuses. **Mentors never evaluate their protégé.**

WHAT IS EXPECTED OF A MENTOR?

The mentor is expected to help their protégé in a variety of ways. Generally speaking mentors provide advice, help secure necessary materials, and ease the transition into the district, share information and guide professional development through one-on-one interactions. The mentor's responsibilities are centered in facilitating their transition and supporting their growth as educators. *See the staff support page.*

The rapport begins at "new teacher orientation" in August. At this time mentors should set up meeting times, both formal and informal. (As the administrators chose these pairings they were mindful of plan times and free times that could be used in collaboration.) Mentors will be advising about classroom set-up, materials, planning/organizing lessons, technology, discipline issues, school/district policies and day-to-day management.

Mentor Roles consist of five main components:

Learning consultant-This role includes helping the learner to clarify their goals

Counselor-The mentor may use counselling skills such as **active listening**, **reflecting** and **clarifying** to help the learner to gain insight into their own processes.

Information resource-The mentor may also share his or her experience to help the learner to understand a particular work situation. The mentor helps the learner to develop their understanding quickly, or to support their ongoing career development.

Role model- The learner may appreciate you because of the way that they handle certain situations. The learner will therefore learn from watching how the mentor behaves, both in the mentoring relationship and beyond.

Critical friend- The role requires **giving constructive feedback**, and strong **emotional intelligence** and awareness of feelings.

Mentors are expected to introduce their mentee to the school/grade level staff. Also, as a friend and role model it is important that the mentor suggest events in our community that are open and available i.e.: churches, sports, gatherings.

Mentors should devote an hour a week, estimated, with more time allocated for the first couple weeks of school and as the quarters end. Conference times need to be outside of the scheduled grade-level & professional development meetings. Expect the beginning of the year to be hectic for the beginning teacher and as the experienced teacher you will need to budget your time to provide for the protégé and yourself.

Likewise, mentors, coaches and principals need to provide support for the mentee to observe other master teachers. Ideally, protégés should observe for an entire day, or more, at the beginning of the year. Our district has set up INSTRUCTIONAL ROUNDS as an observational tool. It is suggested that the coaches and principals include the mentor & mentee in the first set of instructional rounds. As the mentor you will need to relay this information to your mentee as a developmental process.

ALL MEETING TIMES NEED TO BE DOCUMENTED. You will be responsible for filling out a MENTOR LOG at each conference. You will be filling out district time sheets MONTHLY to be turned in to the director at the end of the school year.

All documents must be kept in the folder provided!

HOW ARE MENTEE/ PROTE'GE'S CHOSEN?

Every teacher who is new to Browning Public Schools will be assigned a mentor for one year. Regardless of any previous teaching experience.

The fact that beginning teachers have been chosen for mentor assistance is a symbol of the district's commitment to their first year of professional growth.

Some mentoring assignments may extend to a second year at the request of the site administrator, principal. It is the responsibility of the administrator to clarify this situation with the mentee.

HOW ARE MENTEES EVALUATED?

Building administrators are responsible for evaluations. The mentor/protégé' relationship is NOT evaluative. The communication between colleagues has to be confidential and non-threatening to create trust. A mentor log will be filled out cooperatively at each conference. Three times a year participants will fill out an evaluation/ about the mentoring program and their experience to date. These surveys are to aid the mentoring committee if changes need to be made either short or long term.

ARE THERE EXCEPTIONS TO ANY PARTS OF THE PROGRAM?

If a mentor/mentee pairing becomes incompatible changes may be made. Personality differences or philosophical differences could lead to the disengagement of the pairing and unsatisfactory professional growth. The principal may decide on a different mentor or may ask the director for another mentor.

If a mentor is aware of a situation concerning the well-being of the students in the mentees classroom, he/she is expected to report these concerns to the administrator on site. Also, mentors must notify their administrators, and the mentoring director, if the mentee refuses to participate in scheduled meetings, conferences, observations or any other part of the mentoring program.

DISTRICT REQUIREMENTS FOR PAY

- \$1000.00 stipend paid at the end of 2018-2019 school year upon the fulfillment of the contract.
 - Prorated pay may be necessary based on hours logged.
 - >The expected number of hours by quarter is fifteen, for a total of sixty hours for the school year.

20 hours plus (for year) will receive \$250.00

40 hours plus (for year) will receive \$500.00

60 hours plus (for year) will receive \$1,000.00
(full stipend)

- Signed contract on file with mentoring director and Human Resources director.
- Monthly time sheets kept in folder and turned in to the director at the end of the 2018-2019 school year.
- Mentor Log Sheets filled out and signed for each conference. The log sheets will be kept in the folder and turned in at the end of the school year.
- Attendance at district mentoring meetings and functions.