

**Mentorship 2021-22  
 Learning Partnership Application - Mentor**

**Mentorship in Campbell River shall be:**

* Voluntary and teacher led and mentee/ learner centric.
* A reciprocal learning partnership where all members are learners and leaders.
* Allow for release time for learning partnerships to observe, model, co-teach plan and reflect.
* Available to and centred around teachers new to the profession, the district, their role, or those experiencing a significant shift in educational practice.

Teacher mentors will work collaboratively with colleagues to enhance the professional learning community in Campbell River’s schools and most importantly, students learning in Campbell River’s schools. Mentors will spend time working together to grow mentoring and facilitation skills and to explore wise and innovative teaching practices.

More information regarding commitment and expectations can be found at the bottom of this application.

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| --- | --- |
| **Name of Mentor applicant:** Click or tap here to enter text. | **Date of Application: ​**Click or tap to enter a date. |
| **Email:** Click or tap here to enter text. | **School:** Click or tap here to enter text. |
| **Grade/Role/Subject Area:**Click or tap here to enter text. | **Number of Years Teaching:** Choose an item. |
| **Please submit this completed form to** [**erin.pickering@sd72.bc.ca**](mailto:erin.pickering@sd72.bc.ca) | |

**Learning partnership structure:**

*Teachers will work in pairs or triad learning partnerships. Each participant will have access to 1.0 days of release time to be used as teams/members see fit. Participants may use any combination or whole or part days, however the minimum time a TTOC can be booked is 0.5 per day.   
Learning partnerships can apply for more release time if necessary. Funding may also be available to help with the procurement of professional learning resources.*

*The commitment for a learning partnership is at least one year and members are encouraged to continue for a second year.  
At the completion of your mentorship you will be asked to complete a short survey.*

**Section 1: Reflecting on Learning and Teaching:**

**1. What do you believe are the 3 most important things teachers can do to positively impact student learning?**

Click or tap here to enter text.

**2. What are you learning about in your own teaching practice? How is it going? Where to next?**

Click or tap here to enter text.

**3. Describe a significant professional learning experience and how it impacted your teaching practice.**

Click or tap here to enter text.

**4. Describe your interest in developing facilitation, communication, and mentoring skills.**

Click or tap here to enter text.

**5. Describe instances when you have been involved with collaborations. What are your strengths and areas in need of growth when working in a collaborative professional relationship?**

Click or tap here to enter text.

**6. Provide 2 referees who can comment on your suitability for a mentorship role including name, position and contact information. (One referee should be an administrator)**

Click or tap here to enter text.

Click or tap here to enter text.

**Section 2: Mentorship interests**

**1. Are there specific areas, topics, or learning focuses that you feel confident providing mentorship in? *(see list below for suggestions)***

Click or tap here to enter text.

**2. Is there a new teacher you are interested in working with as a mentor?** Choose an item.

**3. If yes, please provide their name and school.** Click or tap here to enter text.*If no, we will connect you to someone who is interested in your areas of expertise*

**Section 3: Possible Learning Partnership Focuses:**

**Please highlight areas of interest by checking the box(es) or include in your interests above.**

|  |  |  |
| --- | --- | --- |
| Literacy  Numeracy  Universal Design for Learning  Outdoor Education  Curriculum planning, development, and delivery  Inclusivity  Indigenous Learning/Decolonizing curriculum | Technology Integration  Mindfulness  Social Emotional Learning  Building routines/class expectation  Schedules, organization  Motivating reluctant learners  Using library & resources  Communicating with families | Assessment  Assessing student needs  Evaluating student progress  Reflective Practice & Improvement  Adapting/modifying for individual learners  Communicating student learning  Student Led Conferences |

**Section 4 Further details**

The commitment of Mentors will be:

* Attend 2 or 3 mentor learning sessions:
  + Engage in learning to build mentor and leadership skills.
  + Be willing to examine one’s practice and identify areas of personal growth.
* Host 2-3 learning partnership meetings with mentees:
  + Create a learning plan with mentee(s) including goals, measures, and reflection/assessment, based on their interests and needs.
  + Maintain regular communication with mentees throughout the year.
* Complete a reflective feedback survey at the end of the school year.

**Being A Mentor:**

* Ideally, have at least 5 years teaching experience and currently hold a continuing position.
* Be familiar with the Campbell River School District’s strategic plan and goals.
* Be open to collaborative learning alongside, with and from other educators.
* Have passion, expertise, or high interest in curriculum, educational pedagogy, and practices.
* Have demonstrated interest in developing skills in facilitation, communication and as a reflective and critical professional leader.
* Be willing to learn and use strategies that will develop educational leadership and build capacity of all educators.
* Connect with learning partnership regularly – occasionally during the day (away from your own classroom) and after school.
* Work with mentee to set goals, track progress, successes, and next steps.

**Being a Mentee**

* Have least than 5 years teaching experience in profession or district, be taking on a significantly new role or educational practice.
* Be open to learning alongside, with and from other educators
* Be willing to develop skills as a reflective and critical professional with a commitment to continued learning and growth.
* Be willing to learn and use strategies that will improve achievement for all students in a healthy and inclusive way.
* Connect with learning partnership regularly
* Work with mentor to set goals, track progress, successes, and next steps.

**Learning partnerships will:**

* Meet regularly throughout the year and meet with the larger mentorship occasionally.
* Create a plan for learning, identify at least one measure to determine if goals have been reached.
* Provide feedback to the Mentorship Coordinator regarding partnership progress, overall program strengths and challenges.

*If you have any questions about this program and the trail phase, please contact the Mentorship & Professional Development Coordinator* [*erin.pickering@sd72.bc.ca*](mailto:erin.pickering@sd72.bc.ca)