



New Teacher Mentorship Program

1. Introduction and Purpose

Park West School Division (PWSD) recognizes that early-career teachers require intentional, supportive, and reflective structures to thrive in their instructional practice and maintain personal well-being.

This Administrative Procedure establishes the Guiding Growth: New Teacher Mentorship Program. **Participation in this program is mandatory support for all teachers new to the profession** in Park West School Division.

The purpose of the program is to develop instructional practice, foster teacher efficacy, build professional confidence, strengthen belonging, and support teacher retention across the division.

2. Guiding Principles

The New Teacher Mentorship Program operates under the following core principles:

- **Mandatory Support:** Mentorship is a foundational entitlement and mandatory professional support for every first-year teacher in the division.
- **Confidentiality & Non-Evaluative Focus:** Mentors serve strictly as trusted confidants and instructional collaborators, NOT evaluators. The mentor-new teacher relationship relies on a safe space where uncertainty and mistakes can be discussed openly without fear of judgment or performance appraisal.
- **Responsive Growth:** Support is tailored to individual mentee needs across emotional health, classroom routines, instructional design, assessment, and professional capacity.
- **Colleague Collaboration:** Mentorship nurtures reciprocal learning, professional independence, and deep connection to colleagues, schools, and local community context.

3. Program Framework & Structure

The Guiding Growth program provides a structured year-long roadmap designed to balance emotional support with practical pedagogy:

- **Release Time Allocation:** Each mentor-mentee pair is allocated three (3) full days of sub release time per school year to engage in co-planning, observations, and mentorship activities.
- **Regular Meetings:** Mentors and new teachers engage in regular, in-person, focused conversations and ongoing touchpoints throughout the school year.
- **Professional Learning Visits:** Mentors and new teachers participate in two (2) Professional Learning Visits during the year. Each visit follows a structured three-phase model:



- a. *Before:* Pre-visit conference to establish a specific observational focus (e.g., routines, student engagement, small group instruction, questioning, differentiation).
- b. *During:* Gathering objective, non-judgmental descriptive observations.
- c. *After:* Post-visit reflective dialogue to analyze observations and identify one manageable action step to try.

4. Implementation Tools & Resources

To maintain focus and consistency, participants utilize division-standardized mentorship tools:

- **Current Reality Support Scan:** A self-assessment tool completed privately by new teachers to identify immediate and longer-term needs in instructional planning, classroom routines, divisional procedures, and personal well-being.
- **Mentorship Support Map:** A collaborative planning document used to articulate immediate priorities, instructional goals, concrete action steps, and preferred support modes (e.g., Listen, Clarify, Connect, Share, Think Together, Model, Co-plan, Observe, Rehearse).
- **Mentor Teacher Reflection Scale:** A tool for mentors to reflect on their mentoring practices, focusing on active listening, non-directive questioning, and balanced encouragement.

5. Roles and Responsibilities

A. Division Responsibilities (Assistant Superintendent / Senior Administration)

- Oversight and coordination of the Guiding Growth: New Teacher Mentorship Program.
- Provision and management of sub release time (3 days per pair per year).
- Organizing orientation, professional development sessions, and mentorship network gatherings.
- Monitoring program efficacy and ensuring alignment with divisional strategic goals.

B. Mentor Responsibilities

- Establish a trusting, confidential space for honest dialogue.
- Practice active listening and non-evaluative coaching.
- Guide new teachers through self-reflection and practical problem-solving.
- Model effective pedagogical practices and assist with planning and resources.
- Protect scheduled mentorship time and conduct required Professional Learning Visits.

C. New Teacher Responsibilities

- Actively participate in all scheduled mentorship meetings, visits, and program events as mandatory support.
- Complete self-reflection scans and identify areas where support is needed.
- Maintain openness to trying new instructional strategies and receiving constructive feedback.
- Take ownership of agreed-upon next steps in their professional growth.



D. School Administrator (Principal / Vice-Principal) Responsibilities

- Facilitate scheduling and sub coverage for the three release days and mentorship meetings.
- Foster a school culture that values continuous learning, peer collaboration, and risk-taking.
- Respect the confidential, non-evaluative nature of the mentor-mentee relationship.