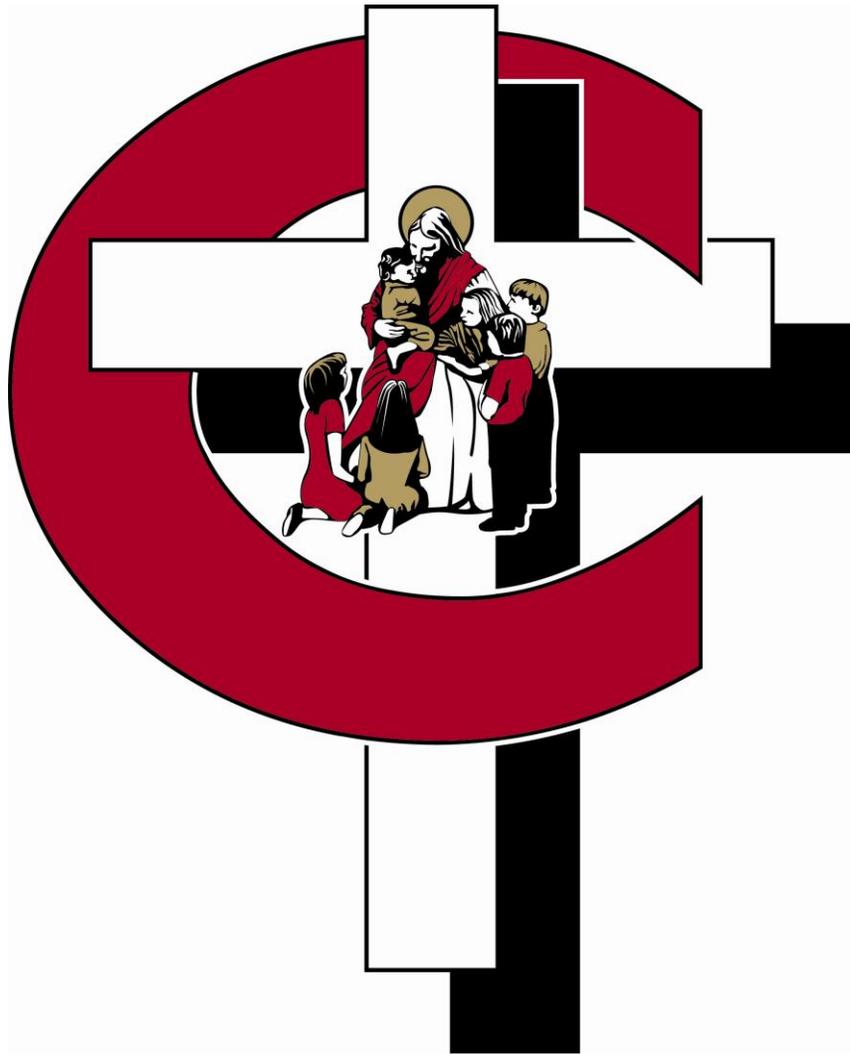# Christ the Teacher Catholic Schools

Teacher Mentorship Program

2013-14

All the talk about excellence is superficial unless we acknowledge that good teaching is at the very heart of good schools.

Ernest Boyer

Acknowledgements

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Chapter 1
Introduction

The word mentoring comes from Homer's The Odyssey. Homer described his hero, Odysseus, preparing to set out on an epic voyage. His son, Telemachus, was to remain behind. Odysseus asked a trusted friend, Mentor, to guide and counsel Telemachus during his absence. Thus the word mentor developed.

1.1 Mission Statement

The Teacher Mentorship Program is designed to reach all teachers who are new to the Christ the Teacher Catholic Schools. By uniting experienced teachers with teachers new to the division, the purpose of this program is to provide support, encourage professional development and enhance teaching performance during the challenging first years in the profession.

The Christ the Teacher Catholic Schools is committed to building a culture that: honors knowledge, respects individuals, demands excellence, fosters life-long learning, and supports relationships.

1.2 Goals

The goals of the Christ the Teacher Catholic Schools Teacher Mentorship Program are the following:
- To promote personal and professional growth through dialogue and reflection.
- To increase student achievement through the improvement of quality teaching.
- To foster positive relationships between students, staff, parents, administrators, and community members.
- To encourage collaboration in order to meet the needs of diverse learners in our community.
- To eliminate isolation of beginning teachers and those new to the division.
- To develop leadership capabilities in experienced teachers.

1.3 Mentoring

Mentoring is a nurturing process in which a skilled or more experienced person provides support and encouragement to a less experienced person. The mentor serves as a role model and advocate, and stimulates the new teacher to develop an individual teaching style and personal talents in regard to the educational setting.

The degree to which I create relationships which facilitate the growth of others is a measure of the growth I have achieved myself. Carl Rogers

1.4 Confidentiality: Statement of Understanding

The mentoring program in the Christ the Teacher Catholic Schools was instituted to ensure that each faculty member involved as a new teacher in the school division be afforded the support of experienced faculty for orientation and instructional coaching. For mentoring to meet its goal of aiding new teachers in effective instructional and professional practices, the environment must be risk-free and non-threatening. New teachers need to avail themselves of such help and willingly open their classrooms to their mentors. It is also important for mentors to open their classrooms to their new teachers and assist new teachers in gaining experience through other professional contacts in the school and the broader educational community.

- Mentors are not to have any role in the new teacher's evaluation process.
- Mentors will refrain from sharing any information regarding new teachers with the new colleagues or students. It is understood, however, that there may be situations where mentors will need to share information in confidence with in-school administrators for support purposes or professional development.
- At their discretion, new teachers may wish to share personal or evaluative information with their mentors as a means of seeking help-advice.

- The mentor or new teacher may inform the principal if the mentor-new teacher relationship is faltering so that the principal can make adjustments.

Chapter 2
The Mentor

Mentors are guides. They lead us along the journey of our lives. We trust them because they have been there before. They embody our hopes, cast light on the way ahead, interpret arcane signs, warn us of lurking dangers, and point out unexpected delights along the way.

<div align="right">Laurent Daloz</div>

2.1 Roles and Responsibilities of the Mentor

Trusted Confidant
- To listen and provide feedback that is two-way, non-judgmental, descriptive and positive.
- To respect the confidentiality of the mentor/new person relationship.

Advisor
- Provide advice related to interaction with students, parents, teachers and support staff.
- Provide advice on professional development.
- Make regular, at least weekly, contact with mentor.

Teacher/Coach/Supporter
- Work cooperatively with the new teacher.
- Explain the curriculum and testing and student evaluation procedures.
- Familiarize the new person to school and division policies/procedures.
- Provide advice in setting up classroom routines.
- Collaborate on plans to work with students with a wide range of ability.
- Familiarize new teacher with school resources.
- Share successful strategies.
- Focus on activities and discussions that the new teacher values most.
- Help new teachers identify strengths and capitalize on them.
- Refrain from involvement in teacher evaluation of the new teacher.

Role Model
- To be available for observation of one another, with follow-up discussions.
- Demonstrate ways to teach lessons that will meet specific learning objectives.
- Help the new teacher network with other colleagues.
- Be an example of a professional teacher.
- Maintain a mentor activity log.

2.2   Selection of Mentors

Volunteers to serve as mentors for one year will be solicited through a "mentor application form". The mentor and new person should be from the same building and teach the same courses or grade level if possible. New teachers assigned to more than one building will be assigned a mentor in the building that is considered the new teacher's home school. (The building principal at the other building(s) will assist in finding a contact person who can answer site-based questions for the new teacher). No mentor should have more than one new person at a time. A mentor will be an experienced teacher who has been in the Christ the Teacher Catholic Schools a minimum of three years.

Effective mentors share a number of characteristics. The profile sketched below is based on a synthesis of observations described by many mentors and authors. While any single mentor may not possess all of the characteristics, effective mentors have many of these qualities.

A Mentor is an educator who:
- possesses strong interpersonal and communication skills;
- demonstrates a commitment to professional growth;
- has the respect of colleagues;
- is committed to the teaching profession and to the service of children;
- is an effective resource person;
- has demonstrated the ability to be reflective and analytical regarding teaching;
- enjoys and is enthusiastic about teaching;
- has demonstrated commitment to a leadership role; and
- has an understanding of the difference between mentoring and evaluation, and a commitment to keep separate these very different roles.

The mediocre teacher tells
The good teacher explains
The superior teacher demonstrates
The great teacher inspires

William Arthur Ward

Chapter 3
The New Teacher

The Teacher Mentorship Program is designed to reach all teachers who are new to the Christ the Teacher Catholic Schools.

3.1   Roles and Responsibilities of the New Teacher

Trusted Confidant
- Seek out needed assistance and be open to constructive suggestions from the mentor.
- Meet with the mentor on a regular basis as determined by the mentor and new teacher.
- Maintain confidentiality.

Partner/Supporter
- Work cooperatively with mentor.
- Team up with mentor to support instruction.
- Discuss new instructional strategies and techniques.
- Observe instructional strategies and techniques demonstrated by mentor and/or others.
- Share information about successes and areas to target for further growth.

Learner
- Become knowledgeable of school and division policies and procedures.
- Become better prepared as a teacher to meet the diverse needs of students and their families.
- Develop and enhance teaching skills, strategies and techniques.
- Develop short and long-term instructional plans.
- Be receptive to and accept opportunities offered through staff development and other training sessions.
- Utilize the expertise of staff and participate in team planning.
- Maintain a reflection and activity log.

A teacher affects eternity:
he can never tell
where his influence stops.

Henry Adams

3.2 Needs of the Beginning Teacher

The need for these roles is substantiated in the following research findings by educators involving the 10 problems most frequently encountered during the first year of teaching: classroom discipline, motivating students, dealing with individual differences, planning instruction, insufficient materials and supplies, evaluating student progress, feelings of isolationism, relations with parents, administrators, colleagues and students, coping with work load, and dealing with problems of individual students.

The mentor is able to assist the new teacher in the following areas. At any time the new teacher is encouraged to ask for assistance and should have input into the focus of his/her professional development.

	Understanding responsibilities
	Communicating with other teachers
	Communicating with parents
	Organizing and managing the classroom (classroom procedures & routines)
	Classroom Management
	Obtaining instructional resources and materials
	Planning for instruction – teaching to objectives
	Questioning strategies
	Giving directions
	Managing time and work
	Evaluating student progress
	Motivating students
	Diagnosing and assisting students with special needs (e.g. I.E.P.'s)
	Becoming aware of special services provided by the school division
	Understanding the curriculum
	Completing administrative paperwork
	Using a variety of teaching methods
	Facilitating group discussions
	Grouping for effective instruction
	Administering standardized achievement tests
	Technology utilization
	Understanding the school system's teacher evaluation process
	Understanding legal rights and responsibilities
	Dealing with stress
	Dealing with S.T.F. related issues

Part B: Please respond to the following items:

1. List any professional needs you have that are not addressed by the preceding items:

2. What types of support, not currently available, should the school district provide to you and other beginning teachers?

Chapter 4
The Principal

4.1   Roles and Responsibilities of the Supervising Principal

- Provide support for both the mentor and new person.
- Assist the new person with curriculum, programming, mission, vision, expectations, etc.
- Provide basic information for the new person on such topics as:
  - job expectations for teaching staff as they relate to hours, duty assignments, co-curricular, student files, etc.
  - supervision and evaluation procedures including review of the evaluation document(s) with the new teacher.
  - relevant school policies.
  - relevant school procedures, such as conference leaves, classroom excursions, etc.
  - staff handbook.
- Communicate to all the purpose of the mentoring program.
- Match mentor with new employee.
- If possible, schedule a common preparation period for the new teacher and mentor.
- Assist in the new employee's building orientation at the beginning of the year.
- Meet each term with the mentor and new employee to provide support and assistance.
- Respect the confidentiality of the relationship between the mentor and the new employee.
- Provide feedback to the division regarding effectiveness of the mentoring program.
- Encourage ongoing communications with the new employee.
- Select mentors that have at least two years of experience in the Christ the Teacher Catholic Schools.

Chapter 5
Mentoring Process

5.1   A Working Model

PROCESS STAGES	MENTORING ACTIVITIES	THE PURPOSE
Introduction	• Introductions & sharing of backgrounds, interests & personal information.	Create connection
Foundation	• Principal explains mentor-new teacher roles, relationship & the mentoring process. Explain responsibilities and expectations.	Clarity of purpose
Orientation	• Orientation to the school, grade/staff, division & community.	Reduce stress and increase team feeling
Collaboration	• Share ideas, finding how a management plan, a room layout & good instructional environment help each other function well.	A good start, build the team, mentor is seen as a caring helper
Problem Solving	• Shared problem analysis, develop solutions as needed. • Develop options, strategies, & plans to guide implementation & evaluation of results.	Development of thinking & knowledge
*Personal Framework	• Building a strong mentor-new teacher relationship. • Encourage and support new teacher. • Share and exchange ideas.	Mentor seen as trustworthy & an openness is created
*Professional Framework	• Discovering the "big picture" such as: - planning activities as a sequence, or - assessing learning & adjusting instruction - worrying less about following lesson plans & more about accomplishing a lesson's purpose.	Mentor seen as a model & new teacher is increasing skill & insight
Professional Development	• Building a two-way coaching relationship where mutual feedback & learning is the norm.	Promote mentor-new teacher growth
Transition	• Building a peer relationship, promoting the new teacher's ability to work independently, but maintaining support for each other's growth. • Promoting learning & support links with other staff, creating a broader team concept.	Promoting mentor-new teacher interdependence

* Note: These two stages are often reversed depending on personal style.

Source: Mentoring Leadership & Resource Network,Winter 1996

5.2 Mentoring Relationship Rubric

Level One	Level Two	Level Three	Level Four
• New teacher contact is irregular and generally precipitated by a need for information or assistance. • Interactions are limited to the transfer of critical, basic information. • The mentor provides suggestions and advice as requested. • The new teacher's collegial and collaborative opportunities are limited to other novices or professionals close in proximity or content specialty. • The greatest learnings for the new teacher are within the management domain and generally do not progress to the examination of impact. • Survival strategies are the emphasis of the new teacher's learning.	• Contact occurs as scheduled and satisfies the new teacher's needs for information. • Throughout the relationship, information production remains higher for the mentor. • The mentor conducts conferences employing strategies to fix current problems and add to the new teacher's list of activities. • Discussions center on specific episodes and situations. Meeting new teacher needs may become time intensive for the mentor. • The mentor provides orientation and introduction to the professional school community.	• The mentor and new teacher maintain regular contact. • Interactions promote collaboration through joint planning, problem-solving, decision-making, and reciprocity of learning results. • The mentoring relationship is mutually beneficial and information production is equal. • Learning-focused conversations center on the implementation of curriculum and generally recognize best practice. • The mentor provides connections with grade level/content area colleagues and promotes collaborative opportunities.	• Contact between mentor and new teacher is scheduled frequently, protected from competing demands, and meets the mutual needs of the partnership as well as advancing the goals of the district. • Both mentor and new teacher consistently initiate learning-focused conversations regarding teacher and student learning. • The mentor demonstrates versatility in appropriately consulting, collaborating, and coaching to purposefully develop the new teacher's capacity to generate information. • Mentoring interactions promote connection making between instructional practice and student results. Personal learnings are transferred and applied to other content and contexts. These learnings inform future actions. • The mentor models problem-solving processes and reflective practice which new teachers adopt. • The new teacher participates in school-wide goal achievement and gradually interacts as a collective member of the professional school community.

Chapter 6
Phases of First Year Teachers

6.1 Introduction

New teachers typically go through an identified series of developmental phases throughout the first year of their profession. While every new teacher does not go through the exact sequence, these generalizations are a useful map for predicting and responding to the needs of our new teachers. As mentors, awareness of and sensitivity to these phases helps us maintain an appropriate balance of support while facilitating professional growth of our new teachers, regardless of their level of prior experience.
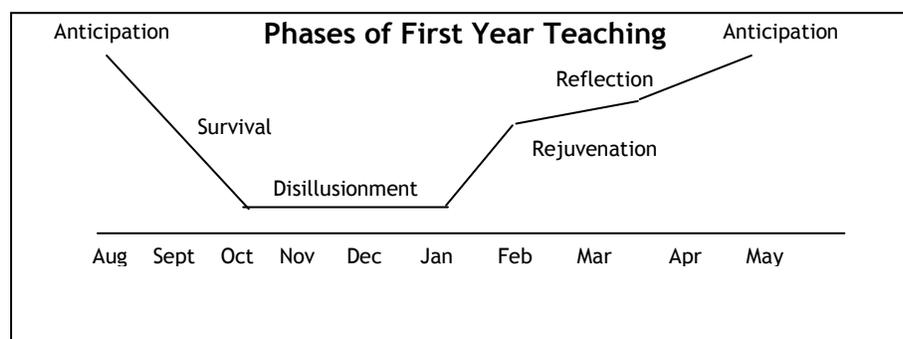
New teachers enter their classrooms with a commitment to making a difference and sometimes with an idealistic sense of how to reach their goals. Major concerns at this time are setting up the classroom, locating teaching materials, establishing relationships with colleagues, support staff, and administrators, and establishing relationships with students and parents. The pressure of these tasks and the emotional rush of new responsibilities often propel the new teachers through the first weeks on the job.

6.2 Anticipation Phase

Support for new teachers in the anticipation phase is done by providing information regarding materials, procedures, first day activities, and mandated requirements for opening school. Collaborative opportunities can be helpful for new teachers, such as jointly planning activities for the first days/weeks of school. Begin goal-setting conversations and establish some initial goals for learning and for the mentor-new teacher relationship. Engage in discussion about professionalism and ask the new teacher to articulate his/her idea of the ideal teacher and/or the ideal classroom. Assure the new teacher that for now, it is fine to take one day at a time.

Discussion Starters for New teachers in the Anticipation Phase:

- What kind of resources have you wished you had this month?
- What things came up so far this year that you had not anticipated?
- How have your students shown you that they understand your discipline policies?
- What kind of concerns or questions do you have about planning at this time?
- Are there individuals in your building you would like me to introduce you to?
- Have your technological needs been met, i.e., email, grading, etc.?
- Are there some tips I can offer you for upcoming events?
- Are you finding time for personal recreation and relaxation?

Mentors, notes of encouragement are particularly helpful in this state. Remember the next stage, SURVIVAL, is fast approaching!

6.3   Survival Phase

"We don't learn to teach, we learn from our teaching."
(Lipton, *Mentoring Matters*, 2001)

Our work with the identified phases of first year teachers reveals the period of time when the realities of day-to-day work in the classroom begin to bear down upon the new teacher. New teachers spend most of their nights and weekends trying to keep up. They may struggle with managing lesson plans, record-keeping, parent meetings, and progress reports. There continues to be the constant need to learn curriculum, develop instructional plans, develop assessment systems, correct student work, and gather materials. They might begin to wonder if they can make it. Sound familiar? This is the stage of survival.

What To Do and How to Help
- Continue to offer support by sharing materials and management tips.
- Attend fully and listen empathetically as new teachers become more comfortable sharing frustrations and concerns.
- Ask questions that will help them recognize effective choices and ask them to share thoughts about why their choices might work best in their classrooms.
- Have conversations about what is important and rewarding about teaching.
- Develop a plan of action that prioritizes tasks and identifies resources for achieving goals.
- Celebrate the goals you have already achieved together!

6.4   Disillusionment Stage

Maybe you already see your new teacher at this stage. This point of "hitting the wall" typically happens after eight weeks of teaching, but this phase varies in intensity and duration as new teachers begin to question their commitment, capability, and self-worth. These factors, combined with fatigue, can weaken the immune system. It's not uncommon for new teachers to get sick during this time. Other stressors include the first round of parent conferences, the end of the first quarter, and the first formal evaluation by the principal. Classroom management concerns and needs of specific students also occupy much of the teacher's attention. This is the toughest phase the new teacher has to overcome.

How to Help:

- This is when your new teacher needs you more than ever. Continue to assist by sharing materials and tips for managing paperwork and conserving energy.
- Assist in the abandonment of unnecessary or ineffective routines and procedures.
- Help your new teacher understand that we all learn from experience. Coach them to be thinkers and support them in their reflection.
- Pay close attention to signals that they are overwhelmed.
- Continue to connect them with other staff members to help build a sense of school community.
- Think aloud with your new teacher regarding goals for the second half of the year.
- REMIND THEM THAT A BREAK IS COMING!

6.5   Rejuvenation Stage

Rejuvenation: "To stimulate, as by uplift; to render youthful again; reinvigorate."

After some time away, the job seems much more doable for our new teachers. They were able to reconnect with friends, family, and themselves. They reflect on the first half of the year, and perhaps, are amazed at what they have learned and accomplished. In February routines are in place and expectations are more realistic. With a new outlook, they may also have a glimmer of perspective and an emerging sense that this is a learnable profession, one that with time and attention can be mastered.

What it looks like for the new teachers:

- New teachers have a clearer understanding of the realities of the classroom.
- New teachers have found ways to access available resources.
- New teachers have more confidence in routines and relationships.
- New teachers have automatized patterns for behavior, time, and instructional management.
- New teachers have more time and energy for explorations of curriculum development, new teaching strategies, and longer term planning.

How we can assist new teachers through this stage:

- Celebrate, share, and mark goals achieved.
- Be proactive in helping new teachers begin to organize for the end of the school year.
- Challenge new teachers by focusing on instructional outcomes and cause-effect results.
- Inquire about new learnings and applications, and meet to discuss results from their implementation.
- Assist in analyzing student outcomes.
- Seek collaborative opportunities to team-teach.
- Engage in conversation cycles of planning, observation/data collection and reflection.
- Try something new your new teachers have suggested and ask for some coaching from them.

This phase tends to last into the spring with a few bumps and surprises along the way. As the end of the year appears on the horizon, concerns will emerge about getting everything covered and everything done. Be ready to respond to worries that new teachers may develop about students' academic performance and their own instructional competence. Personal support goes a long way!

A few weeks and counting!

New teachers recognize the tremendous amount of growth they have experienced this year and feel pride in their accomplishments. As they think back, there are things they would never try again and things they will choose to do differently. Next year will be exciting. They will no longer be the new kids on the block and they already have a workable plan for managing time and tasks. They also have greater comfort with content knowledge and setting expectations for students.

6.6 Reflection Stage

"REFLECTION! REFLECTION! REFLECTION! REFLECTION!"

This is the last stage through which new teachers typically pass before re-entering the beginning of the cycle, starting again with anticipation. The last weeks of the first year are a time for reflecting and taking stock. End-of-the-year tasks require time and energy at this phase (communication with parents, completing course work, paperwork). For many, the emotional leave-taking from the first class or classes marks this moment in time.

Support. . .
- Offer support by providing information and tips regarding end-of-year paperwork.
- Share routines for organizing end-of year tasks.
- Share a list of items to order for next year.

Challenge. . .
- Mediate a rigorous analysis and interpretation of student performance information.
- Facilitate reflection through learning-focused conversations, bringing up insights, applications, and goals for the coming year.

Facilitate Vision. . .
- Make connections between what was expected, what was desired, and what actually occurred this year.
- Explore student successes and mark specific turning points for them and the new teacher.
- Collaborate on the achievement of the mentor-new teacher action plan and construct new goals for the new teacher to address the coming year.

. . . and Celebrate!

Chapter 7
Teacher Mentorship Program Evaluation

Name _____ **Mentor** ☐ **New Teacher** ☐

Please complete the following evaluation to help determine the degree to which the goals of the mentorship program were accomplished.

GOALS	Rating (3 = greatly; 2 = somewhat; 1 = not at all)		
To what extent did this program			
1 promote my personal and professional growth through dialogue and reflection?	3	2	1
2 foster positive relationships with:			
• students?	3	2	1
• parents?	3	2	1
• teachers?	3	2	1
• support staff?	3	2	1
• administrators?	3	2	1
• community members?	3	2	1
3 improve the quality of my teaching?	3	2	1
4 improve the quality of student learning in my classroom?	3	2	1
5 increase collaboration with teachers to facilitate professional and instructional growth?	3	2	1
6 create further opportunities for my educational career development?	3	2	1

Participating in this mentorship program was a valuable experience for me because:

To improve this program, I would make the following suggestions:

Other comments:

Appendix A
New Teacher Questionnaire

This form could be used to introduce a new teacher at a staff meeting.

Please fill in only those responses that you feel comfortable sharing.

1	**Name**	
2	**Marital Status**	
3	**Children & Ages**	
4	**Teaching Experience**	
5	**University Background**	
6	**Extra-curricular Interests**	
7	**Hobbies**	
8	**Community Interests**	
9	**Hometown**	
10	**Other**	

Appendix B
Orientation Checklist

☐	Administration Offices	☐	Class List(s)
☐	Student Support Services Teacher	☐	Yearly/Unit/Lesson Planning Procedures
☐	Housekeeping/Caretaking Expectations	☐	School Calendar
☐	Educational Psychologist & Referrals	☐	Timetables & Bell Schedules
☐	School Counselor & Referrals	☐	Attendance Procedures
☐	SLP/OT/PT Referrals	☐	Agenda Usage
☐	Liaison Officer	☐	School Supply List
☐	Student Liaison	☐	Open House
☐	Educational Assistants & Roles	☐	Hall Passes
☐	Library Usage	☐	Keys
☐	Computer Lab	☐	Emergency Procedures Handbook
☐	Logging on the Network	☐	Grading & Retention Practices
☐	Email Account	☐	Report Periods & Mark Deadlines
☐	Acceptable Use of Information System	☐	Materials Acquisitions
☐	Teacher's Lounge	☐	Record Keeping
☐	Washrooms	☐	Home & School Relations
☐	Work Room	☐	Parent-Teacher Conferences
☐	Music Room	☐	Standardized Testing/Assessment Schedule
☐	Supply Room	☐	Community Resources/Volunteers/Parents
☐	Gym & Equipment Room	☐	Leave Requests
☐	Art Room	☐	Homeroom Duties (before & after school)
☐	Textbook Storage	☐	Lunch Procedures
☐	Staff Mailboxes	☐	Playground Supervision Responsibilities
☐	Mail (inter-school and outgoing)	☐	Classroom Rules
☐	Furniture Needs (desks)	☐	Dismissal of Students Procedures
☐	Bulletin Boards	☐	Field Trip Polices & Procedures
☐	Parking	☐	Staff Meeting Dates/ PLC Teams
☐	Equipment (SmartBoard/photocopier/etc.)	☐	Discipline & School Expectations
☐	Student Lockers	☐	Time Out & Detention Procedures
☐	Staff Handbook	☐	After Hours Access of School (security)
☐	Staff & Student Dress Code	☐	Substitute Procedures
☐	Cumulative Files & Access	☐	Child Abuse Reporting Procedures
☐	Assembly Procedures	☐	Student Insurance Forms

Appendix C
Who's Who in Your School?
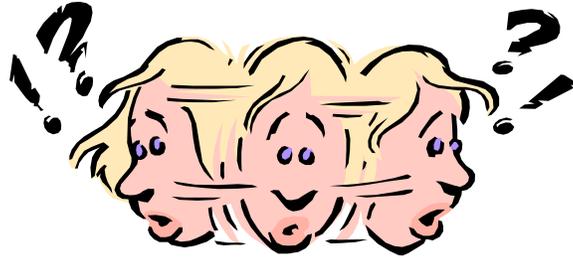
Who is the…….

Principal _____

Vice-Principal _____

Secretary _____

Student Support Services Teacher _____

School Counsellor _____

Speech Language Pathologist _____

Learning Achievement Coach _____

Occupational Therapist _____

Physical Therapist _____

Religion Liaison _____

Computer Technicians _____

Maintenance Person _____

Caretaking Staff _____

SCC Chairperson _____

Central Office
- Director of Education – Darrell Zaba
- Superintendent of Education – Barb MacKesey
- Superintendent of Education – Chad Holinaty
- Supervisor of Instruction and Learning – Shannon Hahn
- Secretary-Treasurer – Wilf Hotsko
- Payroll Clerk – Raquel Spilchuk
- Accounts Payable – Irene Rieger & Evelyn Misurski
- Secretary – Kristie Evanovich
- Religious Education Consultants – Willie Yacishyn & Deanna Pellatt
- Coordinator of Student Achievment and Supports – Mike Reavie
- Speech & Language Pathologist – Lorinda Schramm
- Educational Psychologist – Elizabeth Hove
- Curriculum and Assessment Consultant – Yvette Beutel
- Instructional Coach – Robin Dubiel
- Occupational Therapist – Raelene Sarmiento
- Physical Therapist – Melissa Cursons
- Information Technologists – Randy Mass & Gary DeVries
- Maintenance Workers – Blair Ratushniak & Jaret Zelionka

Board Members
- Chair – Angie Rogalski
- Vice – Lisa Rathgeber
- Erin Gibson
- Dwight Guy
- Del Killick
- Jerome Niezgoda
- Doreen Rathgeber
- Dwayne Todas
- Theresa Wilson
- Patricia Zaryski

Chaplains
- Fr. Francis Hengen (St. Gerard's Parish)
- Fr. Raymond Lukie, CSsR (St. Mary's Parish)
- Fr. Antoni Degutis (St. Henry's Parish

Christ the Teacher Catholic Teachers' Association
- President – Paul Hartman

Christ the Teacher Catholic Schools
- Saint Alphonsus School – Principal: Quinn Haider
- Saint Henry's Junior School – Principal: Joanne Sebastian
- Saint Henry's Senior School – Principal: Lucien Bissonnette
- Saint Mary's School – Principal: Greg Sturtz
- Saint Michael's School – Principal: Michael Malayney
- Saint Paul's School – Principal: Trevor Baker
- Saint Theodore School – Principal: Lana Klemetski
- Sacred Heart High School – Principal: Trent Senger
- DreamBuilders –Principal: Derwin Kitch

Please record completion date

August	Task
	Meet and welcome your new teacher
	Review with new teacher "Must Do List Before the First Day …"
	Acquaint new teacher with "Resource List"
	Exchange schedules
	Introduce new teacher to staff
	Discuss staff orientation day
	Discuss creating professional learning communities
	Begin to develop collegial relationship
	Prepare new teacher for initial parent contacts
	Discuss use of paraprofessionals and support staff
	Attend division new teacher orientation meeting

September	Task
	Discuss first week of school
	Plan long and short range goals
	Continue familiarization with curriculum guides
	If interested, arrange for reciprocal classroom observations (include pre and post-conferences). Please arrange with school principal.
	Begin professional file
	Discuss upcoming events at school

October	Task
	Discuss long and short range goals
	Discuss student progress report procedures
	Explain parent-teacher interview practices

November	Task
	Discuss long and short range goals
	Check curriculum progress (course coverage)
	Discuss procedures for term 1 report cards

December	Task
	Discuss long and short range goals
	Plan and prepare for semester final exams (high school)

January	Task
	Discuss long and short range goals
	Plan and prepare for semester exams (high school)
	Identify procedures for ending and beginning a semester (high school)
	Discuss procedures for semester mark submissions (high school)

February	Task
	Discuss long and short range goals

March	Task
	Discuss long and short range goals
	Discuss procedures for term 2 report cards (elementary)
	Discuss end of year culminating activities
	Reinforce positive teacher/student interaction
	Identify specific areas of need for the last third of the year
	Begin the "road to independence" for new teacher
	Conduct a 3-way conference with mentor-new teacher and administrator

April	Task
	Discuss long and short range goals
	Plan culmination activities for remaining weeks (June Awards, field trips, etc)
	Create awareness of professional opportunities for summer months (STF short courses)
	Check curriculum progress (course coverage)

May	Task
	Discuss long and short range goals
	Explain procedures for ending the year
	Discuss grades/checklists/final information
	Maintain periodic contact
	Focus on new teacher autonomy, self-confidence and self-direction

June	Task
	Conduct end-of-year mentor-new teacher conference (review year, professional goal setting and summer opportunities)
	Complete Teacher Mentorship Program Evaluation (submit to principal)
	Complete end-of-year tasks (final tests, final grades/reports, cumulative files)
	Prepare for June Reviews (special needs students)
	Discuss class schedules for next year
	Discuss formation of class lists for next year
	Classroom culminating activities
	Sort, organize, and return personal, building and division materials
	Complete classroom/equipment inventories
	CELEBRATE!

Appendix F
Before the first day … Must Do List

_____ Make bulletin board decisions: where to post announcements, menu, and calendar; what kind of welcome back display to make; which boards are for subject area content; where to display children's work; which boards you will let students design

_____ Set up prayer table (centre)/ Set up learning centres.

_____ Post homeroom & class list on door.

_____ Put your name outside the door.

_____ Make student name tags for desks or have them make their own (elementary).

_____ Find out schedules for lunch, gym, art, reading levels using reading or music, library. Obtain supplies (day book, student agendas, attendance forms, paper clips, tape, rubber bands, stapler, etc.).

_____ Prepare packets for students to take home the first day. Include: emergency forms, school rules, supplies, bus or transportation rules, note to parents requesting room parents, become familiar with school fees.

_____ Check to see which students may be going for resource help (locate and read testing reports).

_____ Get textbooks from storage room and ready paperwork for issuing books.

_____ Check out library books.

_____ Post a timetable for your homeroom.

_____ Create a seating plan (consult with previous teacher).

_____ Prepare a file for notes from parents.

_____ Duplicate materials for the first few days.

_____ Write your name and other important information on the blackboard.

_____ Make a checklist for returned forms.

_____ Plan classroom routines.

It is important to plan for routines and procedures that happen daily or frequently in the classroom. These procedures should not only be explained, but taught just like any content material. Establish your procedures early and be firm with your expectations. It is easier to let up than to be stricter later in the year. You might also like to use the following procedure checklist to help determine procedures in your classroom.

What is my procedure for?

	roll call, absentees, lates, students who leave early
	behavior during announcements/assemblies/celebrations
	storage and distribution of supplies and materials
	student movement within the room
	headings for notes, papers, etc.
	degree of student talk during seat work
	what students do when they are finished work
	requests to sharpen a pencil, go to the bathroom, get a drink of water, go to the office, etc.
	dismissing the class
	cues or signals for gaining student attention
	make-up work
	late assignments
	homework checks
	lining up
	fire & evacuation drills
	lunch procedures
	hall movement
	answering the door/greeting visitors
	using the student phone
	sick students

September __, 20__

Dear Parents,

A new school year is upon us and I would like to take this opportunity to tell you that I am excited about it, and I hope your child is also. Fifth grade is an exciting learning year. Children begin to progress rapidly and pick up new ideas quickly.

Please take a moment to look over the notes and papers your child brings home each day, and remember to look for the Friday folder which will be sent home each week containing the work your child has completed, and other important information.

I am looking forward to getting to know you and your child better. Please make every effort to attend the _____ School Open House which will be held on September 22 at 7:00 p.m.

If you have questions throughout the school year please feel free to call the school at _____ and leave a message or you can email me at _____.   I will get in touch with you as soon as possible.

Check our school website at www.christtheteacher.ca for school and classroom news.

Once again, I am looking forward to an exciting year with a lot of learning taking place. I will see you at the Open House on September 22.

Sincerely,

Appendix I
Effective Communication

Once you have opened the doors of communication with parents, you are on the road to developing a trusting relationship. There are several ongoing means of communication such as phone calls, newsletters, progress reports, notes, happy-grams, volunteering and conferences (informal and formal). Here are some general tips for fostering effective communication.

How to communicate:

1. Be professional in dealing with parents (avoid rumors and gossip).
2. Be assertive, yet flexible enough to take appropriate suggestions from others.
3. Be clear in what you say. Think through, in advance, what you are going to say.
4. Be sure to listen to parents; show respect.
5. Be friendly.
6. Be positive with parents, even when discussing problems with their child. One way is to involve parents in the decision-making process.
7. Be sure to use plain English; don't use jargon a parent might not understand.
8. Be sure to have someone proofread any notes and/or newsletters going home.

Frequency of communication

1. Communicate as often as needed or desired.
2. For documentation, keep a record/log of notes, calls and other communication to and from parents.
3. If you have any doubt about the communication you are going to send to a parent, discuss it first with your principal.
4. Inform the principal and/or vice-principal of any problems. This way they can be in a position to back you in case they receive an unexpected communication from a parent.
5. Avoid surprises. Communicate frequently enough and well enough that parents and students are not surprised by report card grades or other important communications.

1. **General Conference (First Reporting Period)**
    a. Introduce yourself.
    b. Discuss course content.
    c. Discuss method of grading.
    d. Discuss student's performance – academic and behavioral.
    e. Provide documentation and discuss quality of work.
    f. Ask for parent input regarding strengths and needs.
    g. Develop a written plan, if necessary.

2. **Open House**
    a. Introduce yourself.
    b. Explain the daily schedule and classroom procedures.
    c. Present grade level curriculum and show text books/supplementary materials.
    d. Discuss homework expectations.
    e. Discuss field trips.
    f. Discuss how parents can be involved with student learning.

3. **Academic Performance Conference**
    a. Introduce yourself and state the reason for the conference. Give positive comments.
    b. Identify areas of strength and provide documentation.
    c. Identify areas of need and provide documentation.
    d. Identify curriculum learning outcomes/indicators.
    e. Encourage parental input.
    f. Develop a written plan (including teacher, parent, and student roles).
    g. Arrange follow up meeting to check progress.
    h. As for questions/comments.
    i. Communicate in a couple of days to thank parents for attending the conference and to communicate progress or lack thereof.

4. **Discipline Conference**
    a. Introduce yourself and state the reason for the conference. Give positive comments.
    b. Identify the specific problem area(s).
    c. Provide documentation (anecdotal records).
    d. Encourage parent input.
    e. Develop a written plan (including teacher, parent, and student roles).
    f. Arrange follow up meeting to check progress.
    g. Ask for questions/comments.
    h. Communicate in a couple of days to thank parents for attending the conference and to communicate progress or lack thereof.

Appendix K
First Formal Meeting with Parents

The first formal introduction to parents will usually be in the form of some sort of room meeting activity. This usually is a time to introduce yourself and your curriculum.

1. **All About Parents**
   You will want to talk to colleagues or your mentor to find out want information parents expect. You should also seek information regarding the demography of the parent population.

2. **About You**
   Many parents will be coming to meet the new teacher. Be prepared to instill confidence regarding your instructional abilities. Communicate about your experiences. Let your enthusiasm show!

3. **All About Your Classroom**
   Consider discussing: rules, procedures, goals of the curricula, grading methods, and expectations for students.

4. **Your presentation.** You will want to be well prepared for this session. Some of the following techniques may be helpful. Provide an outline of the presentation. Give handouts of curriculum, grading, procedures, homework criteria, etc.

5. **Working Together**
   This is a good opportunity for you to identify how home and school can work together. Discuss how parents can best support their child's learning out of school. Provide a volunteer sign-up sheet. Discuss how and when parents can reach you via phone or email.

6. **Cautionary Notes**
   Don't let one parent monopolize the discussions or to sidetrack you. Don't get caught in a student conference situation. This is not the intent. Dress professionally.

Appendix L
Tips for Handling a Volatile Parent Conference

Conferences are quite important in the school setting as parents and teachers learn to become partners for the benefit of the student. While conferences are most often pleasant, there may be situations where a parent becomes hostile or volatile. The suggestions listed below should help you prepare for and deal with situations that degenerate from pleasant to hostile.

1. If you suspect a parent will be angry or upset at a conference, arrange to have another teacher, your mentor, a counselor, or administrator attend the conference with you.

2. If an angry parent demands an immediate conference, ask the parent to come in the next day. This will give the parent a chance to reflect on the problem and "cool down."

3. Hold this conference in a neutral setting away from your classroom.

4. Remember that often what might be perceived as an angry parent is really a parent who does not have all the facts. Initial anger is often defused when the parent hears all sides of a story.

5. If a parent gets upset during the conference, remain calm. Keep your voice low, and your tone neutral.

6. Understand there may be many reasons for a parent's hostile behavior such as drugs or alcohol abuse; unrealistic expectations of you, the student, or the system; simple frustration; or, denial. Do not internalize the situation. Remain calm and handle the situation with tolerance and patience.

7. In an extreme situation, you might alert the school's resource officer that your parent conference might be a volatile one and ask the parent to be on stand-by in the event that you need help.

8. You are never expected to remain in a situation where a parent is demeaning or disrespectful to you. First, respectfully suggest that the parent calm himself. If that does not work, suggest that the parent come back at another time when he/she has had time to "cool off," and excuse yourself from the conference.

Appendix M
Positive vs. Negative Language

Use the following positive expressions as a substitute for mis-used negative expressions. Taken from *Conference Time*, the National Education Association.

Positive Expression	Negative Expression
Should	Must
Can do more when he tries	Lazy
Disturbs the class	Trouble Maker
Should learn to work with others	Uncooperative
Depends on others to do his work	Cheats
Can do better work with help	Stupid
Can learn to do the right thing	Never does the right thing
Working at his own level	Below average
Absent without permission	Truant
Discourteous	Impertinent
Without permission	Steal
Poor habits	Unclean
Capable of doing better	Dumb-bell
Cooperation	Help
Handicapped	Poor
Lost opportunity	Calamity
Complacent, not challenged	Disinterested
Investment	Expense
Invest in	Contribute
Insists on having his own way	Stubborn
Outspoken	Insolent
Tendency to stretch the truth	Liar
Could make better use of his time	Wastes time
Could do neater work	Sloppy
Failed to meet requirements	Incurred failure
Difficulty in getting along with others	Mean
Usually	Time and again
Uncertain	Dubious
Achieving below his apparent ability level	Poor grade of work
Not physically well coordinated	Clumsy
Uses unbecoming language	Profane
Seldom shares with others	Selfish
Inconsiderate of others	Rude
Reserved	Bashful
Tires to get attention	Show-off
Has a chance of passing, if	Will fail him

Appendix N
Preparing for Substitutes

Occasionally you may need to be absent from school. Make every effort to ensure that your students' instruction continues during your absence. Advanced preparation will result in a more productive day for your students.

Advanced Preparation:

- Inform your students of your expectations for student behavior when working with a substitute teacher.

- Designate one or two students to help the substitute locate materials and answer questions about procedures.

- You may want to request a particular sub and ask colleagues for recommendations.

- Have a "buddy" teacher who can welcome your substitute and offer him/her help. When you return, check with your "buddy" to see how effectively the sub was in the classroom. This arrangement can be reciprocal.

- Share with your students a general outline of the work to be covered with the substitute.

Gather the following for your substitutes:

- A welcome note, including names of helpful teachers and students.

- A student roster, including students' emergency information.

- A seating chart and discipline rules.

- A daily schedule, including which students leave the room (and when) for activities such as appointments with the counselor or remedial reading.

- Current lesson plans with special detailed instructions (try to limit the amount of group activities). Don't assume the substitute will be knowledgeable in your content area.

- Sample absentee slips.

- Emergency procedures, such as fire drills, photocopied from the school handbook (and a school map).

- Extra work for students who finish early.

- Instructions for using your classroom computer, including how to shut it down at the end of the day.

- Ask the substitute to leave notes regarding how the day went. Also ask them for feed back on your preparation and how you might improve.

When you return…

ask the students how the day went.

Appendix O
The Reflective Practitioner

A reflective practitioner continuously continually reviews his/her past behavior, analyzes strengths and areas for change, and applies changes needed in the next situation. Teachers reflect regularly on their teaching in order to determine if objectives were met, if learning styles were addressed, or if strategies were used appropriately and effectively. It facilitates the teacher's understanding of why a lesson was productive or nonproductive.

The reflection cycle and the questions that define each part of the cycle help in understanding the reflection process. It is suggested that the first year teacher write general reflections related to the school day, to specific topics (classroom management, instructional materials, etc.) and/or specific lessons. These reflections may be done in the form of a journal, as daily or lesson critiques, or through videotaping.

Please refer to the Reflective Cycle on the next page.

Appendix P
The Reflective Cycle

5. Transform
What improvements would you make?

1. Select - on what evidence (lesson, student, or event) are reflecting?

The

Reflective

Practitioner

4. Appraise – What was the effectiveness, impact, or value?

2. Describe – Who? What? When? Where?

3. Analyze – Why did you do this? Where does it fit in? How did you do this?
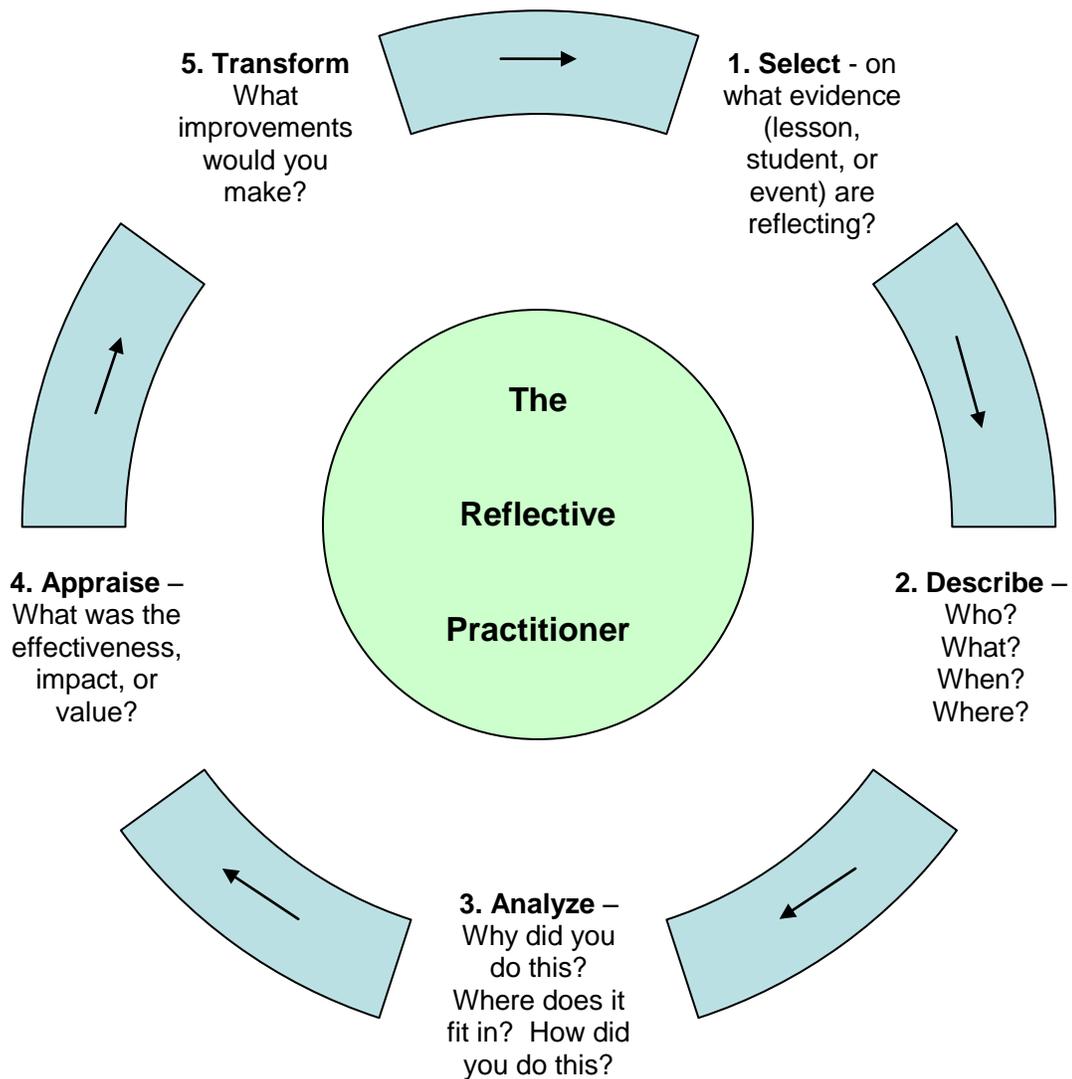
Appendix Q
Teacher's Daily Reflection Log

A valuable strategy for new teachers is to keep a Daily Log.

A good way to monitor your progress as a teacher is to spend 5-10 minutes at the end of a day to reflect on the day's events. It is crucial for you to monitor your daily progress and even more helpful to see your own development as the year progresses. This reflective practice will help you to:

1. Problem solve
2. Plan
3. Monitor and adjust
4. Make appropriate choices
5. Recognize problems to enhance the learning environment

Here are a few journal topics designed to encourage reflective practice. These topics are to be used as needed to enhance the skills of reflective practice and to enhance the mentor/beginning teacher relationship. These topics should be used at various points throughout the school year.

1. What went really well this week? Why was it fulfilling for me?
2. What could have gone better? Looking back, how could I have handled the situation differently?
3. What was most time consuming this week? What could I do differently to manage my time better?
4. What was most stressful this week? How can I reduce the stress next week?
5. What did my students do that made me proudest/happiest to be their teacher?
6. What did my students do that challenged me? How could I have managed these challenges better?
7. Compared to last week, what was one thing I did better? What is one thing I need to improve?
8. If another teacher asked me what my strengths and weaknesses are, what would I say? How has this changed since the beginning of the year?
9. How are my students improving? What have been the biggest contributors to their success?
10. Which students present the greatest challenges to me? What is the root of these challenges? How should I address each of these challenges? Who can assist?
11. Do the students understand my classroom management plan (or grading policies)? How can I improve their response to it?
12. What partnerships have I created with parents? What strategies might I try to improve parent communication and involvement in my classroom?
13. Other: room arrangement, student interest level, developing student responsibility, or questions for mentor.

These indicators are samples of effective teaching and are not intended to be an all inclusive list. They were compiled as a guide to assist teachers in identifying areas of strength and targets for potential growth.

A. Christian Principles

Teachers in the Christ the Teacher Catholic school system have the opportunity to make a positive impact on the school community (school, home, & parish). Being an advocate for Catholic Education is essential to teaching in a Catholic school. This is done when teachers:

1. Demonstrate a commitment to the teachings of the Catholic Faith.
2. Promote an atmosphere in which the gospel values of Jesus Christ are lived and taught.
3. Serve as a role model of the gospel values.
4. Enhance their personal understanding of the Catholic Faith.
5. Recognize that education is the shared responsibility of the individual, the home, the school, the church and the community.

B. Planning

Effective planning is essential to quality instruction. Yearly, Unit, and Daily plans must be designed for the students involved and adapted to changing environmental and academic conditions as they occur. Teachers demonstrate competency in planning when they:

1. Have a good knowledge of the curriculum.
2. Work to keep abreast of current developments and research in the field related to their teaching assignment.
3. Discuss on an appropriate level the subject matter related to their assignment with students, educators, parents, and other adults.
4. Develop short and long-range plans that are consistent with core curriculum objectives and appropriate to the level of the students.
5. Incorporate the Common Essential Learning's (CELS) into long range, unit and daily plans.
6. Develop daily lessons that address specific learning objectives with sequential steps for their attainment.
7. Use current ideas, concepts, and resources to adapt, supplement, and enrich the program to meet individual student needs.
8. Apply the "Adaptive Dimension" to ensure the provision for differences of abilities, rates, experiences, and learning styles.
9. Carry on a continuous liaison with the Resource Room teacher to assist in the provision of special programs and instruction for students who require assistance.

B. **Planning (cont'd)**

10. Use a variety of instructional models (lecture, concept attainment, role playing, guided discovery, direct instruction, etc.) to accommodate varied learning styles.
11. Organize and use resources effectively.
12. Provide appropriate assignments for work in and out of the classroom.
13. Provide purposeful activities for students who complete assigned work.

C. **Lesson Presentation & Instructional Skills**

Quality instruction and optimal student learning can be achieved only when teachers effectively structure and present lessons using solid instructional skills.   Teachers demonstrate these competencies when they:

1. Secure the attention of all students before beginning instruction.
2. Set the stage for learning by:
   a. providing a clear statement of the objectives for the lesson, and
   b. reviewing content of previous lessons, or
   c. providing a rationale for the lesson so students understand its purpose, or
   d. providing a good motivational set for new learning.
3. Make few or no errors when presenting.
4. Identify errors made by students and deal with them appropriately and constructively.
5. Present activities in a logical and sequential manner with smooth transitions. Demonstrate appropriate timing and pacing of activities. Present meaningful activities in small steps.
6. Provide students with sufficient guided and independent practice to learn new skills.
7. Encourage appropriate levels of student discussion and comments. Maintain focused, inclusive discussion.
8. Remain actively involved with student learning.
9. Use a variety of teaching strategies to meet the varied needs of the students.
10. Provide clear and concise directions for activities and assignments.
11. Provide summaries of new learning after major points and at the conclusion of the lesson (correlation to past learning, a review of the assignment, and/or a preview of next day's lesson).
12. Make clear and purposeful assignments.
13. Use Effective Questioning Strategies:
   a. Utilize direct questioning to effectively manage classroom discussions and maximize student participation.
   b. Ask clear and concise questions.
   c. Use adequate wait-time to encourage a higher quality of student response.
   d. Ask questions to monitor student understanding.
   e. Avoid the use of multiple questions.
   f. Vary the level of questions to appropriately challenge the thinking of individual students.
   g. Distribute questions equitably among students.
   h. Respond to student questions and comments in a manner that promotes inquiry.

D. Classroom Organization & Management

It is the classroom teacher's responsibility to establish and maintain an effective learning environment in which all students exercise reasonable self-control. Teachers demonstrate this competency when they:

1. Gain the attention of all students before beginning to teach.
2. Start lessons "on the right foot" by being in the room early, starting promptly and clarifying routines.
3. Maintain a purposeful task-oriented focus in the classroom.
4. Maintain classroom control without interrupting instruction.
5. Demonstrate consistent pro-active management, clarify behavioral expectations, and provide appropriate feedback.
6. Establish, clarify, implement and consistently reinforce appropriate procedures which promote student responsibility and self-discipline.
7. Effectively establishes classroom routines (i.e.: punctuality of students and teacher, dismissal of students, collecting work, submitting of work, how to respond to questioning, etc.).
8. Ensure an awareness of the behavior of all students in the classroom at all times.
9. Respond effectively and appropriately to student behavior.
10. Move about the room to monitor independent and group work.
11. Exhibit patience, sincerity and effective listening when interacting with students.
12. Treat all students fairly and with dignity and respect.
13. Handle behavior problems without emotional extremes.
14. Deal with individual problems privately.
15. Model desired socially acceptable behavior (e.g. correct usage of speech, manners).
16. Establish a cheerful, inviting, and purposeful setting for learning.
17. Use and manage instructional time in a productive and efficient manner.
18. Maintain a neat, clean, attractive and stimulating environment which reflects and enriches the instructional program.
19. Display student work.
20. Create and maintain a safe learning environment that ensures the physical and emotional well-being of all students.
21. Organize, arrange and utilize furniture, resources, and equipment in a manner that enhances student learning and promotes appropriate student behavior.
22. Model care and respect for materials and equipment (texts, library materials, musical instruments, lab equipment, sports equipment, etc.).
23. Appropriately involve students in the development and establishment of classroom rules and consequences.
24. Maintain a behavioral log to record concerns regarding inappropriate behavior and corrective actions taken.
25. Exhibit flexibility in dealing with situations that require changes in instructional approaches to better meet the needs of students.

E. Positive Classroom Mindset

A positive classroom mindset about teaching and students can make a real and lasting difference for learners. This positive mindset will lead to the development of an emotional bond between the teacher and the student. This bond will motivate students to learn and increase their enjoyment for school. Teachers demonstrate this competency when they:

1. Consistently display a genuine caring and interest in young people and a love for teaching.
2. Communicate a high level of interest and enthusiasm in their teaching assignment.
3. Recognize and foster each pupil's sense of self worth and dignity.
4. Help each student appreciate their uniqueness and develop their individual gifts.
5. Model the behaviors they desire from their students.
6. Refuse to give up on any student.
7. Ensure that all students experience consistent success.
8. Recognize and encourage the potential of each student.
9. Use appropriate praise and constructive criticism.
10. Celebrate student successes.
11. Provide opportunities for the development of leadership and cooperation among students.
12. Use and appreciate humor.
13. Foster an atmosphere of mutual respect among students and between students and teacher.
14. Establish an atmosphere conducive to freedom of thought and creative expression, which shows respect for pupils opinions and suggestions.
15. Identify and accommodate students with special needs (moral, spiritual, intellectual, emotional, cultural, social and physical).
16. Communicate to students the importance of commitment to learning.

F. Evaluation of Students

The evaluation of students is an integral part of good teaching practice. It should be treated as an ongoing and comprehensive process that is characterized by careful planning and systematic implementation. Evaluation is considered a critical element that influences teacher decision making and guides student learning. Teachers demonstrate competencies in student evaluation when they:

1. Provide meaningful and appropriate feedback to students, parents, colleagues, and administrators.
2. Use sound evaluation methods that indicate areas of strength and areas for remediation.
3. Use methods of evaluation that are varied, effective, and reflect the intended outcomes of the curriculum.
4. Use fair and equitable evaluation methods to allow students to demonstrate the extent of their knowledge, skills, and abilities.
5. Monitor student work on a regular basis.
6. Assess and return student work promptly.
7. Develop and implement appropriate assessment rubrics to increase objectivity.
8. Develop a system to maintain records and examples of individual pupil achievement.

**F.	Evaluation of Students (cont'd)**

    9.	Assist pupils in appraising their own work.
  10.	Respect and safeguard the confidentiality of student information.
  11.	Provide test results and other reports for administrators and other personnel as required.
  12.	Explain methods and procedures of evaluation to those concerned - students, parents, administration.
  13.	Share their evaluation plans with students and administrators in advance.

**G.	Interpersonal Relations & Communication Skills**

For teachers to effectively perform their role as a member of a school team, sound interpersonal and communication skills are essential.	Teachers demonstrate these competencies when they:

  1.	Maintain positive relations with students, staff and parents.
  2.	Demonstrate a willingness to share in school-related activities.
  3.	Show consideration in dealing with all staff.
  4.	Conduct all dealings with students, parents, staff, volunteers, etc. with tact, self-control, alertness and courtesy.
  5.	Encourage open communication.
  6.	Demonstrate an awareness that their actions may have on those around them.
  7.	Identify, define, and attempt to resolve problems co-operatively those involved.
  8.	Use effective language when speaking and writing (avoid "you guys", "yea").
  9.	Listen carefully and thoughtfully to students, staff members, and parents.
  10.	Are aware of mannerisms which distract from effective teaching.
  11.	Present ideas clearly and at the appropriate level for each audience.
  12.	Receive requests and questions with an open mind.

**H.	Professionalism (qualities, attitudes & responsibilities)**

Committed, professional teachers are integral to the effectiveness of a school community. Teachers demonstrate professional competencies when they:

  1.	Demonstrate a Strong Commitment to Professional Growth
    a.	Assume responsibility for personal growth and development (e.g.: attend conferences and workshops, post secondary courses, pilot teacher, cooperating teacher for interns, serves on professional committees, etc.).
    b.	Implement current research and developments in teaching.
    c.	Share professional competencies with other teachers.
    d.	Evaluates and reflects on their teaching competencies objectively as a basis for continued professional growth.
    e.	Seeks professional assistance from school based administrative supervisors and others.
    f.	Read professional journals and books.
    g.	Participate in specialized professional organizations.
    h.	Serve as members of professional committees.
    i.	Respond constructively to supervision: accept criticism, advice, and recognition.

H. Professionalism (qualities, attitudes & responsibilities) – cont'd

2. Demonstrate Professional Attitudes & Beliefs
   a. Demonstrate a commitment to student success and growth.
   b. Possess a positive self concept which is demonstrated by poise, self-control, and self-confidence.
   c. Are able to adjust to varied situations.
   d. Show sound emotional adjustment; is calm and mature in actions and reactions.
   e. Acknowledge the rights of others to hold differing views or values.
   f. Respond constructively to challenges and changing conditions.
   g. Demonstrate enthusiasm and vitality in the performance of duties.

3. Accept Their Professional Responsibilities
   a. Are knowledgeable about the overall objectives of the school program.
   b. Interpret school philosophy, programs and policies effectively to the community.
   c. Participate in the development and maintenance of school policies as required.
   d. Seek clarification of policies and procedures which they do not understand.
   e. Comply with administrative and staff procedures.
   f. Cooperate with colleagues to improve the total school program.
   g. Handle confidential information in a discreet professional manner.
   h. Demonstrate responsibility and punctuality when meeting assigned tasks and deadlines (attendance, report cards, cumulative records, reports, inventories, etc.).
   i. Conduct classes in a manner that is considerate of other teachers and students.
   j. Make a positive contribution to staff moral.
   k. Support/participate in Home & School activities.
   l. Promote equity by encouraging an appreciation of the uniqueness and value of all people.
   m. Are regular in attendance.
   n. Practice appropriate grooming and dress habits.

I.   Contribution to School

Teachers who are interested in the welfare and development of students contribute to the profession and the school. Teachers may contribute significantly to the total school community when they:

1. Are contributing members of church, school, community and educational committees which serve to enhance the development of the whole child.
2. Are accessible to students who need assistance, encouragement, or advice.
3. Assume reasonable responsibility for student behavior and well-being both inside and outside of the classroom.
4. Promote student and staff morale.
5. Are flexible in accepting responsibility for difficult or demanding assignments.
6. Support and contribute to the extra-curricular program (e.g.: drama, choir, student council, clubs, yearbook, sports).

Appendix S
Mentor Agreement

Dear Mentor,

The Collegial Support Committee wishes to thank you for your interest in being a mentor for the upcoming school year. In order to be a mentor, you must be in agreement with the following criteria based on the Christ the Teacher Catholic Schools Mentorship Program Standards.

A mentor must:
- Have the ability to work with adults and be people oriented
- Be knowledgeable of curriculum-based instruction
- Be committed to professional growth
- Be a tenured teacher and have 3 years of successful teaching experience
- Participate in periodic meetings during the school year
- Be willing to conduct classroom observations
- Complete a monthly log and a year-end evaluation of the program
- Maintain a working relationship with your new teacher that is based on trust and confidentiality

PLEASE SIGN AND RETURN TO YOUR SCHOOL PRINCIPAL.

I have read the above and wish to be a Mentor for the 20___ - ___ school year.

Mentor's Name:			
School:		**Date:**	

The mentor relationship
is one of the most
developmentally important
relationships
a person can have….

Daniel Levinson

Appendix T
Resources

Saskatchewan Teachers' Federation, <u>Taking Your Place in the Professional Community: A Handbook for Beginning Teachers.</u> 2009

Wong, Harry K. and Rosemary T. Wong, <u>The First Days of School</u>, Mountain View, Harry K. Wong Publications, Inc. 1998 (in most school and in the central library)