

New Teacher Induction Plan (NTIP)

BACKGROUND

D.A.C.S. school does not have a formal New Teacher Induction Program. New teachers are informally paired with another teacher who is available for consultation and advice and helps to show them around the school. I've served in this role for the past number of years. There are no formal meetings and mentors check in with mentees on a regular basis to see how things are going and provide ongoing encouragement and support.

New teachers receive a release day in the spring where they go back to college (CCRTC) for a sharing session with their graduating class and professors. They celebrate successes, discuss struggles and problem solve as a group. The college also uses this as an informal assessment to determine different ways that they can enhance the training and support they provide their students.

This year we have a huge turn-over, with half our staff being new to our school. In order to provide support in an efficient and effective manner I've been wanting to develop a welcome guide including important information for staff.

THE PLAN

1. Encourage administration to adopt a formal NTIP at the school using the resources found on the Ministry of Education site as a launching point.
2. I used this assignment as a launching point to create a ["Welcome Guide"](#) introducing new teachers to the school. This document will provide them with a summary of important information that staff can refer back to as well as a listing of who to consult for more information.
3. Host a PD Session for staff interested in serving as mentors.
I've created an ["Introduction to Mentorship"](#) slideshow to share with my colleagues. It introduces what mentorship is and shares some of the great resources that I found through my research for this assignment.
4. Get together with other mentors, from both at my school and from neighbouring schools. As a group collaborate and learn from each other. Request release time in order to create a brief mentoring resource providing tips and strategies for mentors in areas such as cultivating a relationship, conducting productive meetings and conversations, and development.
5. Continue to develop resources for new teachers.
 - a. The Problem: New teachers have a lot of information to take in during their first year. One area of weakness that I see in my school is that new teachers often don't have enough time to understand the methodology behind each of the programs that we've chosen. As a result, new teachers tend to just use what they know without fully implementing the program to its potential.
 - i. The Solution: Provide a cheat sheet or introductory video for each of the programs in use. This resource will outline program strengths and weaknesses, where to find excellent supplementary resources, and how to best implement the program into the classroom.
 - b. Professional Development Resources. Create a Folder in OneDrive that all staff have access to that contains information, especially those related to the 8 areas of development assessed in the [Teacher Performance Appraisal System](#) for new teachers.
 - i. <https://survivethrive.on.ca/>
 - ii. [NTIP Resources](#) (Resources in various topic areas: classroom management, planning, assessment & evaluation, communication with parents/guardians,

equity & inclusive education, literacy, mathematical literacy/numeracy, safe schools & healthy schools, student success, TESL, FNMI, teaching students with special needs)

6. As a mentor:

- a. Introduce new teachers to colleagues and walk them through the "Welcome Guide." Help them become acquainted with the technology at school (this is also my role as IT Liaison).
- b. Help staff members develop a mentoring web by helping them connect with other professionals at school and professional development resources.
 - i. Introduce them to the SERT teacher and outline the various resources available via the SERT Program
 - ii. Professional Learning Communities
 - iii. Teachers in similar grade levels
 - iv. Teachers in the same grade level at neighbouring schools
- c. Start off the relationship by developing personal connections.
- d. Check in regularly with mentees. This is something that I already do at school. I make sure that I've completed all school prep the night before so that my morning is free to assist other colleagues. I make my rounds around the school each morning, greeting my colleagues and wishing them a good day. If I'm mentoring a teacher I make sure to briefly check in with them at the end of the school day to see how things are going. I find doing this after school works best and provides them with a way to decompress from their day, celebrate their successes and vent frustrations.
- e. Listening is key. I've found that often new teachers just need someone to listen. They're very capable of problem solving, and often just the act of talking helps them process and work towards a solution. In these instances I find that I do 10 percent of the talking and that my responses are often either encouragement, or questions carefully crafted to direct their problem solving and lead them further in their journey of discovery.
- f. I believe that working with mentors isn't always about helping them problem solve. The relationship can work both ways and for the benefit of both parties. The mentor teacher can involve the mentee in their own reflection process. This process doesn't only provide an opportunity for the mentor to model different skills, but also works to build confidence in the mentee, which is one of the goals of the NTIP. (e.g. "My mentor is asking me for my opinion and values what I have to say. I'm growing as a teacher - I've got this. I can do this.")