

EstJulo Support for New Teachers Vision: To welcome new teachers and ensure in

their first year, they are provided

with and have access to essential support to be successful educators.

- Provision of supports specific to year 1 teacher needs: new teacher orientation day, on site mentorship program, ongoing professional learning, knowledge of FVSD frameworks [Literacy, Numeracy, Connectivity, and Career Paths], non-evaluative observation and dialogue, linking teachers
- Collaborative Team [targets new teachers specific needs]
- Success is supported by evidence of teacher efficacy

Purpose:

To raise the quality of teaching and learning in every classroom by providing essential supports:

- Orientation and year long support
- On site mentoring
- Collaboration/Networking
- Non- Evaluative observation and formative feedback
- Ongoing professional learning

Goal:

Defining Roles:

Role of Mentor[s]	Role of New Teacher
<ul style="list-style-type: none"> • With supervisor of learning and principal, plan non evaluative observations and dialogue [reciprocal] monthly. Establish early contact • Build a trusting relationship Be an active listener • Support mentee with feedback that enhances strengths and strengthens areas for improvement Respect confidentiality Provide emotional support and encouragement Consider using the monthly calendar to support new teachers. This document can be refined based on school context • • 	<ul style="list-style-type: none"> • Attend New Teacher Orientation Session- August • Reach out when you have questions. You will have a lot of questions • Use of the monthly calendar provided to orient yourself to the school • Ensure you review and understand the Teacher Quality Standards [TQS] • Advocate for yourself • Take advantage of professional learning opportunities

<ul style="list-style-type: none"> • Be accessible as needed • Attend New Teacher Orientation August Session 	
Role of Principal	Role of District
<ul style="list-style-type: none"> • Use mentor tips and strategies document to assist with mentor selection. • Use monthly calendar as a guide [tweak as you see fit] to introduce and welcome new teachers. This document can be refined to fit your context. • Use orientation document as a guide to welcome new teachers as they navigate your building. • Allocate professional learning time for the new teacher and mentor that is non-negotiable. • Create opportunities for non-evaluative peer observations within same grade or division • Meet with mentors and new teachers once per month to debrief • Share expectations for new teachers in your building 	<ul style="list-style-type: none"> • To provide a positive and engaging welcome in conjunction with sustained induction experiences to new teachers To support and • build trusting relationships to cultivate new teacher growth • To facilitate sessions specific to building teacher capacity • To facilitate a new teacher support team within each location receiving new teachers • Provide ongoing support to on-site mentors • Provide support to mentors in school or mentor teams based on targeted needs. • Provide support to principals with formative feedback for new teachers • Facilitate and organize non-mandatory end of day professional learning sessions [once every two months] specifically targeted to new teacher needs/growth. Organize and facilitate • monthly meetings with principals to revisit/review new teacher support in their school Facilitate a platform for principals to share • success stories of strategies working with new teachers. Facilitate sharing of progress with • mentor program monthly [LTM or Teams meeting]