



Winnipeg School Division Induction and Mentorship Program

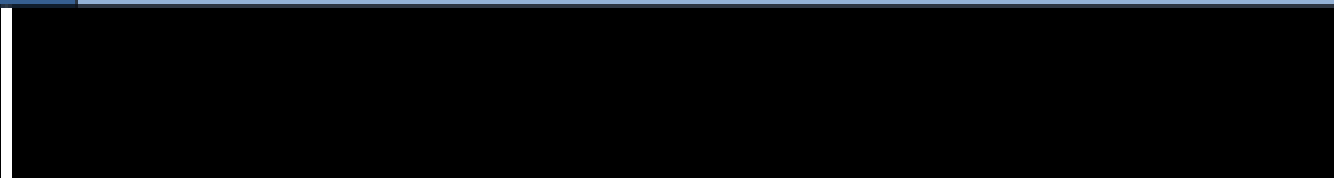
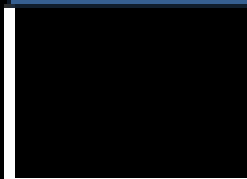
Teacher Induction and Mentoring Forum

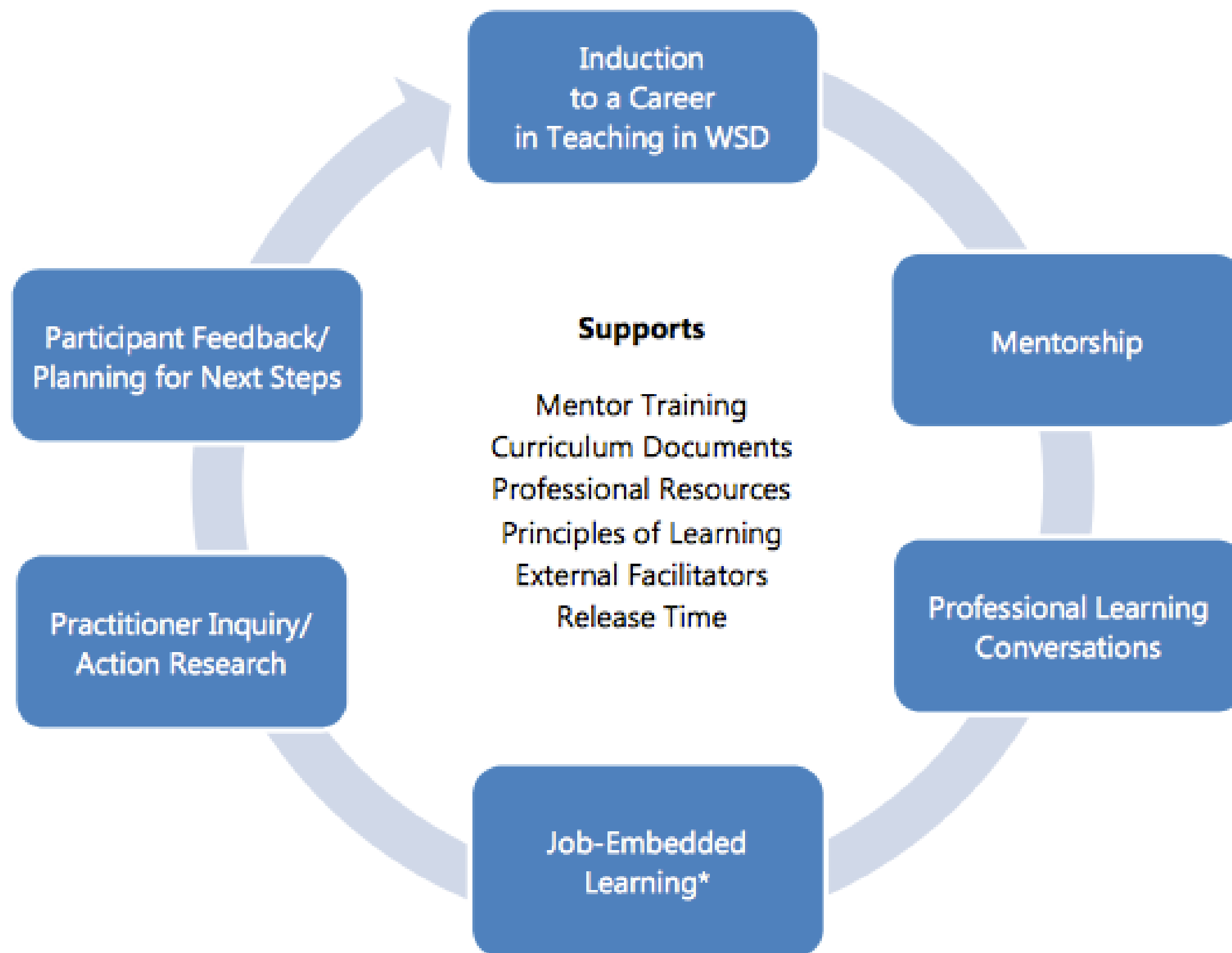
Kingston, September 2016

Kathy Collis, Program Director

Gail Ruta Fontaine, Support Teacher

100	Total number of teachers involved in Cohort 2015
73	
131	Staff involved in learning partnerships (1-1 mentoring) from Cohorts 2014 & 2015
29	Early Service Teachers (21) and Mentors (8) involved in French Immersion Cohorts 2014 & 2015 Communities of Practice
8	Early Services Teachers (6) and Mentors (2) in the Cohort 2014 Early Years Community of Practice
71	
29	Percentage of Early Service Teachers in C2014 and C2015 that are teaching in the Middle Years and Senior High (7-12)
33	
32	WSD schools involved in Cohort 2014





Research Focus 2014-2016

The relationship between mentoring and mentor training on leadership development

The Early Service Teachers' experience of self-selected and assigned mentors

Responses to the implementation of the Induction Learning Plan

Research Methods

Participatory Action Research
Surveys
Focus Groups
Interview Matrix
Program Artifacts



Winnipeg School Division Induction Learning Plan: Guidelines for Implementation

Getting Started: Providing a starting point and creating a plan

Purpose	Questions and Guidelines	Tools
To identify areas of interest and craft a professional inquiry question based on the needs of the ECT, their students and the context in which they learn.	<i>What is my general area of focus?</i> <i>Following this, what will be my inquiry question?</i>	Needs Assessment for Early Service Teachers Exemplars of Action Research Questions Good Questions handout
To establish a plan for moving the inquiry forward.	<i>What will our job-embedded learning (JEL) time look like?</i> <i>When and where will it occur?</i> <i>What resources might we need?</i> <i>How will we communicate between meetings?</i>	Action Research Cycle Templates for Action Research What is JEL? WSD Induction Plan

Maintaining Momentum: Action and reflection in and on practice

Purpose	Questions and Guidelines	Tools
To engage in the action research cycle for the purpose of improving student learning.	<i>As a result of our inquiry, what action have we taken?</i> <i>As we think about our inquiry what is our learning?</i> <i>What will our next steps be in the action research cycle?</i>	Action Research Cycle Templates for Action Research A Data Plan WSD Induction Plan
To create space and time for thinking about, and documenting the learning.	<i>How will we document our learning?</i>	

Concluding the Year: Building our profession through sharing our learning

Purpose	Questions and Guidelines	Tools
To celebrate professional growth and challenge.	<i>What has been our learning/our story?</i>	Action Research Cycle
To learn from the practice of our colleagues.	<i>What can we conclude?</i> <i>What further questions do we have?</i>	Templates for Action Research Exemplars
To consolidate our learning and identify next steps.	<i>What is the best way to share this with others?</i>	

“My teaching has improved, and so has the students’ learning. This would not have happened if I wasn’t given the opportunity to work with an amazing mentor.”

—Early Service Teacher, Cohort 2015

“The program has provided me with more confidence and allowed me to expand my learning community beyond those who teach at my school.”

—Early Service Teacher, Cohort 2015