



Teacher Mentorship: A Provincial Conversation

BACKGROUND AND CONTEXT

Terminology

New teacher induction—Induction is the broad term which includes all support, guidance, development and orientation efforts (including mentoring) provided to new teachers as they undertake the responsibilities of teaching practice. Induction includes the many formal and informal ways new teachers enter the profession.

Mentorship—Building relationships whereby an experienced colleague provides dedicated time to guide, support, give feedback and facilitate evidence-informed reflective learning conversations with a colleague new to the profession or to an assignment. Mentoring is a central component of induction.

New teachers—Teachers within the first five years of practice (including TTOC's, teachers with either temporary or continuing assignments.)

FAQs

How many districts/locals have active mentorship programs in BC? A 2012 survey conducted through the BCTF determined that 30 of 60 BC school districts have some type of a mentoring program, many functioning for more than ten years. These programs vary greatly in the use of informal to formal structures, depth and degree of support, and access to protected funding.

Which provinces have established a provincial induction policy for new teachers? Comprehensive induction programs have been instituted by government structures in New Brunswick, Ontario (NTIP), and the Northwest Territories. In Alberta, Newfoundland and Labrador, Nova Scotia and P.E.I. and Nunavut, beginning teacher induction programs were initiated by the provincial teachers' associations or unions, or in conjunction with government committees. Quebec, Saskatchewan, Manitoba, BC have no established provincial program to support induction, and the decentralized approach leads to considerable variability in the nature and content of existing programs. In the Yukon, the Department of Education, in collaboration with local First Nations, hosts new teacher orientation programs to provide newly-hired teachers with the introduction to culture and languages.

(Kutsyuruba, B. Teacher Induction and Mentorship Policies: The Pan-Canadian overview, *International Journal of Mentoring and Coaching in Education*, Vol 1. Issue 3, pp.235–256)

What is the attrition rate of BC teachers within the first five years of practice? It is difficult to determine an accurate attrition rate from current BC- focused research. The estimated teacher turnover in Canada is approximately 30 per cent in the first five years of service (Canadian Teachers' Federation, 2004). Interestingly, it is the first three to four years after initial training that are crucial in a teachers' decision whether or not to remain in the profession (Jones, 2003).

What are the anticipated trends of employment for teachers entering the profession over the next 15 years?

This is difficult to estimate as supply-demand equations have been upset by declining student enrolment and fiscal constraints that have suppressed demand. However, we do know that the 0–19 population will increase consistently over the next 15 years, and so there will be increased enrolment. Considered alongside more retirements, it's likely that the percentage of teachers with less than five years of experience will increase. (Naylor, C. (2012). [Mentoring the BC context](#). Presentation made to the Teacher Mentorship BC network.

What is some recent research on mentorship and induction in Canada?

The Alberta Teachers' Association. *Teaching in the Early Years of Practice: A Five-Year Longitudinal Study*, 2013

Clandinin, J. et al. *Early Career Teacher Attrition: Problems, Possibilities, Potentials*, 2012

Howe, E.R. Exemplary Teacher Induction: An International Review. *Educational Philosophy and Theory*, v.38 p.287–297 June 2006.

Fantilli and McDougall. [A study of novice teachers: Challenges and support in the first years \(OISE\)](#), *Teaching and Teacher Education* 25, 814–825, 2009.

Kutsyuruba, B. [Teacher Induction and Mentorship Policies: The Pan-Canadian Overview](#), *International Journal of Mentoring and Coaching in Education*, Vol 1. Issue 3, pp.235–256).

What are some common resources used by mentors in BC?

Lipton, L and Wellman, B. *Mentoring Matters: A Practical Guide to Learning-focused Relationships, 2nd Edition*, MiraVia, Sherman CT, 2003.

Zachary, Lois J. *The Mentor's Guide: Facilitating Effective Learning Relationships (2nd Edition)*, Jossey-Bass. San Francisco. 2012

The New Teacher Center, Santa Cruz. <http://www.newteachercenter.org/index.php>

What are the BC networks and organizations committed to the development of mentorship in BC schools?

Teacher Mentorship BC is a five–year old network of Lower Mainland educators from school districts, post-secondary institutions, and assorted partner organizations interested in the subject of teacher mentorship.

<http://teachermentorshipbc.com/>

The New Teacher Mentorship Project is a joint UBC/BCTF/ BCSSA project currently in its second year, funded through the Ministry of Education committed to development of mentorship throughout all BC school districts

<http://www.bctf.ca/NewTeacherMentoringProject.aspx>

BC Rural and Small School Teachers' Association <http://www.bcruralteachers.org>

Where can we find professional development opportunities in mentorship and teacher leadership within BC?

SFU Field Programs: <http://www.sfu.ca/education/gs/degreediploma/graddiplomafp.html>

University of British Columbia Summer Institute *Leading Teacher Mentorship for New Teachers* (July 2–4, 2014)

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University of Northern BC: <http://www.unbc.ca/education/post-baccalaureate-diploma-courses>

Vancouver Island University: <http://www.viu.ca/calendar/Education/TeacherLeadershipDiploma.asp>