



2 MENTORING AND LEADERSHIP

2.1	.....	8
2.2	.....	9
2.3	A	10

3 REQUIREMENTS

3.1	.....	12
3.2	A	13
3.3	.....	14
3.4	.....	14
3.5	()	15
3.6	.....	17
3.7	.....	18
3.8	.....	18
3.9	A	

3.13

4 APPENDICES

A A:

.....

1.1

What's New in 2011–12

I... M... N... A... E... L... : AH... (2009)

... (), ...
... (), ...
A
(A), ...

D... (). ... B... L...
M... 2011

1.3

Background: Leadership in Ontario Schools

E... : E... E... (2008):

E... : E... E...

1.4

Context: The Ontario Leadership Strategy

Ontario Leadership Strategy (OLS).

— 1

2.1

Why

-2

A

(A)

(A)

(A)

2.3

Mentoring Approaches

Mentoring

Coaching

Consulting

Collaborating

Facilitation

(), (),
().

A C, / Ex C, F,
L. I A, I C, /

3



3.1 Overview

() . A , - .

A , . :

() . /

/ .

(3.16).

Effective Practice

Refer to the ministry's leadership website for additional resources to guide the planning, implementation, and monitoring of mentoring:
www.ontario.ca/eduleadership.

Further resources, workshops, and programs are also available through the Ontario Principals' Council (OPC), the Catholic Principals' Council of Ontario (CPCO), and the Association des directions et directions adjointes des écoles franco-ontariennes (ADFO).

3.2

Eligible Newly Appointed School Leaders

3.3

Identification of Mentoring Goals

Examples of approaches that boards may take to develop goals:

B. L. D. M., 2011,

Examples of approaches that boards may take to develop goals:

- Identify mentoring as a strategy to support the SMART goals outlined in their board improvement plan for student achievement (e.g., articulating and sharing a clear vision for closing student achievement gaps).
- Within the domains of the

3.4

Establishing Operational Parameters

3.5

Mentoring Lead and Board Leadership Development Strategy (BLDS) Steering Committee

3.6

Recruiting and Selecting Mentors

A

1. Identify potential mentors from your network or industry.

2. Research their background and expertise.

3. Reach out to them with a personalized message.

4. Express your interest and explain why you want to work with them.

5. Offer to provide value to them in some way.

6. Be patient and persistent.

7. Follow up regularly.

8. Be open to their suggestions and feedback.

9. Build a strong relationship over time.

10. Show appreciation and gratitude.

	Mentor	Mentee
Roles	<ul style="list-style-type: none"> is not a supervisor of the mentee has been carefully selected based on has received high-quality training to 	3.2
Responsibilities		

8.06972(3(68 ()7) 0 -1(15()3())-22(

3.9

Initial and Ongoing Assessment of Mentee Learning Needs

- Use a preliminary needs assessment to inform the match between the mentor and mentee, based on the domains, practices, and competencies derived from the Ontario Leadership Framework (OLF).
- Mentors and mentees conduct an in-depth assessment of learning needs at the beginning of their mentoring relationship. They use this as a basis

3.10

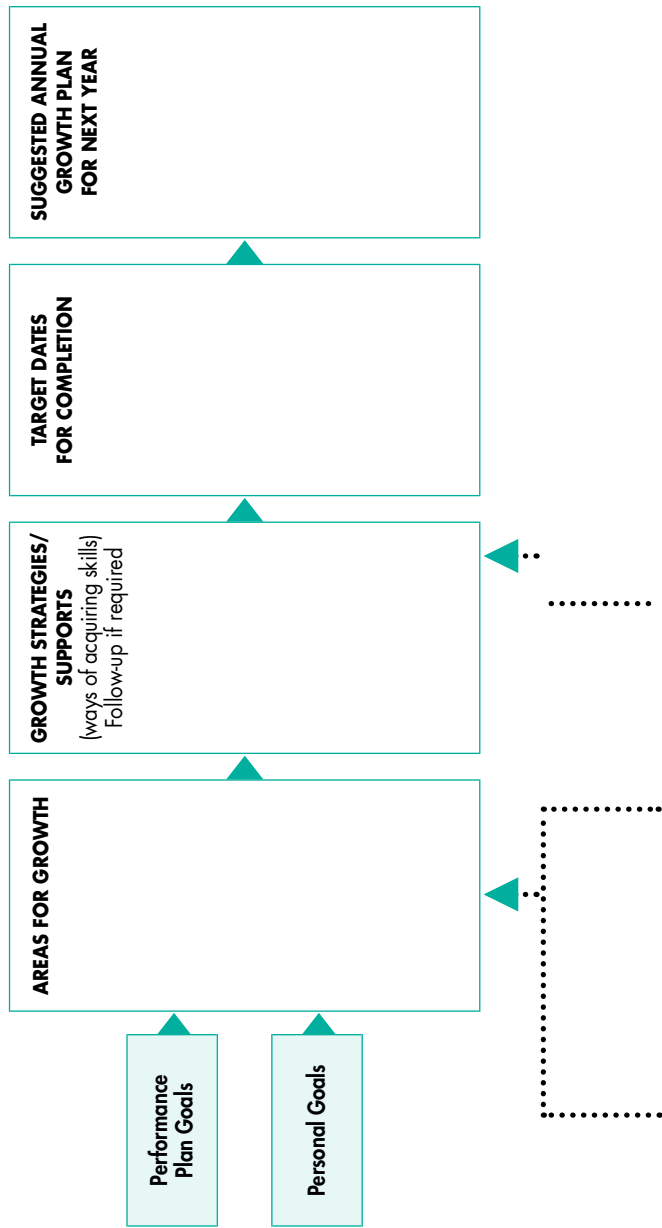
Joint Orientation

3.14 Exit Process

3.15 Monitoring and Evaluation

A

4



Specific Focus Areas of Growth (Learning Goals) for Mentoring

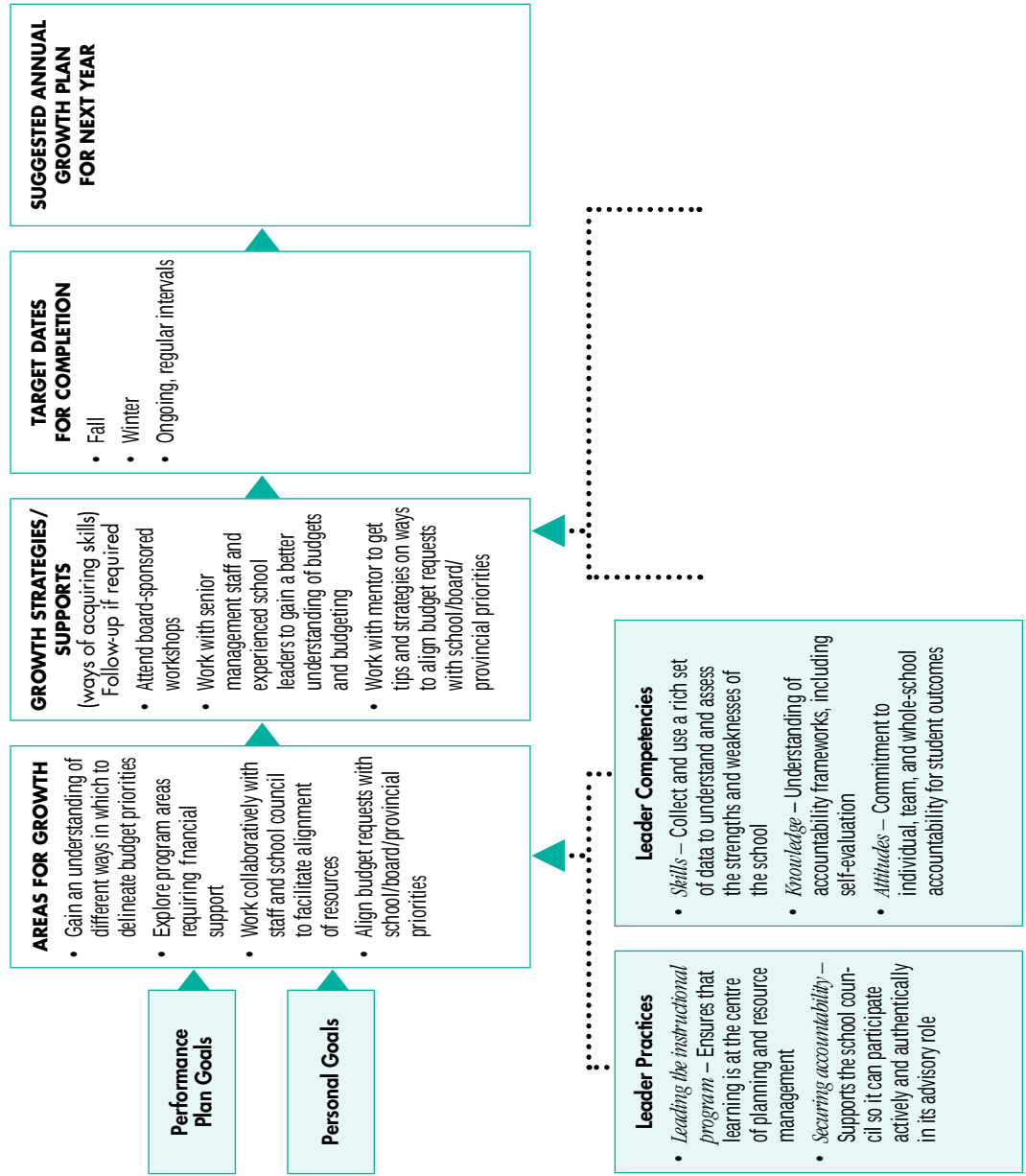
Mentee: _____ Mentor: _____

Date(s) developed: 2011–08–19

Contact consideration: Out of office

Meeting frequency: Last Tuesday of every month

Email/phone/web-conferencing software: Email back and forth on an as-needed basis for quick information; telephone tele 9 of ofct



B Mentoring for Newly Appointed School Leaders Implementation Continuum

Indicator	Implementation	Building Capacity	Sustaining Capacity
<p>1. Role of Mentoring Lead</p> <p>The mentoring lead is identified by the director of education and informed of his or her role and responsibilities as a member of the board leadership development strategy (BLDS) Steering Committee.</p> <p>The actions of the lead are supported by the BLDS Steering Committee.</p> <p>The roles of the BLDS lead and the mentoring lead can be fulfilled by the same person.</p>	<p>The lead:</p> <ul style="list-style-type: none"> receives certified mentor training (required) demonstrates a comprehensive understanding of how the Ontario Leadership Framework (OLF) supports mentoring ensures that mentors and mentees are aware that the primary goal of mentoring is to develop school leaders who are focused on student achievement and well-being ensures that the board meets all requirements set out in <i>Leadership Framework (OLF)</i>, 2011 facilitates mentoring relationships within the board and serves as liaison between mentors and mentees provides the necessary supports to mentors and mentees (e.g., resources, examples of learning plan templates) makes connections between mentoring and the BLDS 	<p>The lead:</p> <ul style="list-style-type: none"> ensures that the mentoring requirements are met through the monitoring process and revised as needed to best meet local needs and circumstances, and are in accordance with <i>Leadership Framework (OLF)</i>, 2011 provides ongoing support to help ensure that mentoring is focused on student achievement and well-being provides ongoing support to mentees and mentors to address specific needs connects with leads in other boards to share effective practices and learn together about improving mentoring strengthens connections between mentoring and the BLDS makes connections between mentoring for newly appointed school leaders and other mentoring or coaching activities in the school board (e.g., New Teacher Induction Program [NITIP], Student Success) 	<p>The lead:</p> <ul style="list-style-type: none"> makes enhancements to mentoring on the basis of monitoring and evaluation results and in accordance with provincial requirements set out in <i>Leadership Framework (OLF)</i>, 2011 reviews and refines support to help ensure that mentoring continues to be focused on student achievement and well-being provides continuous support to mentees and mentors, addressing specific needs as they arise enhances connections with leads in other boards in order to share effective practices and learn together about improving mentoring takes a system perspective on ongoing implementation and on the alignment of mentoring with other board and ministry initiatives incorporates mentoring as an integral component of the BLDS makes sure that connections between mentoring for newly appointed school leaders and other mentoring/coaching activities in the school board (e.g., New Teacher Induction Program, Student Success) are established and refined as appropriate

Indicator	Implementation	Building Capacity	Sustaining Capacity
<p>2. Identification of Mentoring Goals</p> <p>Mentoring is a key support for newly appointed school leaders and helps to attract the right people to the role. One clearly articulated mentoring goal that links with board improvement goals is developed for the board leadership development strategy (BLDS). For more information, refer to Board Leadership Development Strategy Planning Template and Implementation Continuum, available at www.ontario.ca/eduleadership.</p>	<p>The lead:</p> <ul style="list-style-type: none"> identifies and communicates board mentoring goals that are specifically linked with the board strategic plan and the board improvement plan for student achievement 	<p>The lead:</p> <ul style="list-style-type: none"> monitors and evaluates the extent to which mentoring goals are being met and continue to meet the requirements of the board strategic plan and the board improvement plan for student achievement refines board mentoring goals, based on monitoring and evaluation results enhances orientation and preparation of mentors and mentees by communicating linkages between mentoring, the BLDS, and ministry initiatives that are critical to the development of newly appointed school leaders 	<p>The lead:</p> <ul style="list-style-type: none"> establishes standard procedures for monitoring and evaluating the extent to which mentoring goals are being met and continue to meet the requirements of the board strategic plan and the board improvement plan for student achievement refines board mentoring goals, based on monitoring and evaluation results, on a continuous basis includes a standard practice of communicating linkages between mentoring, the BLDS, and ministry initiatives that are critical to the development of newly appointed school leaders, as part of the orientation and preparation of mentors and mentees

Men oring for Ne | Appoin ed School Leader Implemen a ion Con in . m (continued)



Indicator	Implementation	Building Capaci	Sustaining Capaci
4.			

Indicators	Implementation	Building Capacity	Sustaining Capacity
<p>7. Initial and Ongoing Assessment of Mentee Learning Needs</p> <p>Boards support mentees in assessing their learning needs.</p> <p>Learning assessment guides the work of the mentor and mentee.</p> <p>A needs assessment tool is used to facilitate a match between mentor and mentee. In-depth learning assessments are used to focus ongoing mentoring work. Learning needs are reassessed on an ongoing basis.</p>	<p>The lead:</p> <ul style="list-style-type: none"> establishes a process and identifies and shares tools that can be used to assess mentee learning needs and guide the mentoring process (e.g., uses a preliminary learning needs assessment to arrive at a good mentor/mentee match; uses in-depth learning assessments after mentoring begins) <p>Mentors:</p> <ul style="list-style-type: none"> work with mentees to identify needs and interests specific to their school context and demographics and their school improvement plan 	<p>The lead:</p> <ul style="list-style-type: none"> monitors activity to ensure that ongoing assessments of mentee learning needs are being used to guide the mentoring process <p>Mentors:</p> <ul style="list-style-type: none"> work with mentees to assess learning needs on an ongoing basis and revise the focus based on shifting needs and interests specific to their school context and demographics and their school improvement plan 	<p>The lead:</p> <ul style="list-style-type: none"> continues to seek out effective learning needs assessment tools and to build these into the mentoring process revisits the learning needs assessment tools and timelines, as needed, to best guide the mentoring process continues to monitor activity to ensure that ongoing assessments are being used to guide the mentoring process <p>Mentors:</p> <ul style="list-style-type: none"> work with mentees to assess learning needs on an ongoing basis, and revise and refine the focus based on shifting needs and interests specific to their school context and demographics and their school improvement plan provide ongoing feedback to the mentoring lead about the effectiveness of the learning needs assessment tools and the implementation process
<p>8. Joint Orientation</p> <p>Mentoring expectations (role of the mentor and what the mentee can expect of the mentor) are clearly communicated to mentor and mentee. Orientation provides a foundation for ongoing professional learning (e.g., building trust and maintaining confidentiality; using the learning plan, the Ontario Leadership Framework, and the exit process).</p>	<p>The lead:</p> <ul style="list-style-type: none"> develops and provides an orientation process for mentees and mentors, and acquires and distributes required resources explains the terms of engagement to mentees and mentors provides opportunities for mentees and mentors to provide feedback on the orientation process 	<p>The lead:</p> <ul style="list-style-type: none"> monitors the effectiveness of the orientation process by seeking feedback from mentors and mentees annually reviews and revises the orientation process for mentees and mentors based on monitoring and evaluation results, including feedback from mentees and mentors 	<p>The lead:</p> <ul style="list-style-type: none"> continues to monitor the effectiveness of mentee and mentor orientation continually refines the orientation process in order to best meet the needs of mentees and mentors based on monitoring and evaluation results, including feedback from mentees and mentors

Indicators	Implement a Mentor	Building Capacity	Sustaining Capacity
<p>9. Training of Mentors</p> <p>Every mentor must have high-quality, specific training (e.g., certified, accredited training) before mentoring begins, and on an ongoing basis, as necessary, to refine and upgrade skills. Training is provided by either internal (board) trainers or offered by external trainers through the principal associations and other providers.</p>	<p>The lead:</p> <ul style="list-style-type: none"> must ensure that every new and experienced mentor receives certified training that focuses on the mentoring approaches (e.g., coaching, mentoring, consulting, facilitating, collaborating) and that is offered through the principal associations or other providers 	<p>The lead:</p> <ul style="list-style-type: none"> coordinates certified training (offered by principal associations or other providers) to new and experienced mentors to refine and update their skills provides or arranges for training that focuses on the specific and changing needs of mentees aligns training with other mentoring initiatives within the board (e.g., New Teacher Induction Program [NTIP], Student Success) 	<p>The lead:</p> <ul style="list-style-type: none"> monitors the effectiveness of training on an ongoing basis assesses and adapts training to meet the specific needs of new and experienced mentors, based on monitoring and evaluation results promotes and facilitates joint training for mentoring across the board in collaboration with NTIP, Student Success, Leading Student Achievement, and other employee groups develops a succession plan for identifying and training new mentors
<p>10. Developing and Supporting Mentee Learning Plans</p> <p>Every mentor and mentee must use a learning plan to guide the mentoring process.</p> <p>The learning plan:</p> <ul style="list-style-type: none"> is one of the first things the mentee develops is a learning plan that is developed in collaboration with the mentor is reviewed and updated as needed is used to track progress and identify areas for improvement is used to identify and address barriers to learning is used to identify and address strengths and areas for growth is used to identify and address needs for support is used to identify and address goals and objectives is used to identify and address challenges and opportunities is used to identify and address resources and supports is used to identify and address risks and mitigations is used to identify and address accountability and ownership is used to identify and address communication and collaboration is used to identify and address evaluation and feedback is used to identify and address reflection and self-assessment is used to identify and address growth and development is used to identify and address learning and achievement is used to identify and address impact and influence is used to identify and address legacy and contribution 			

Indicators	Implementation	Building Capacity	Sustaining Capacity
<p>11. Ongoing Professional Learning (PL) and Resources</p> <p>Mentors, mentees, and the board’s mentoring lead engage in ongoing professional learning opportunities related to mentoring that reflect current research, mentee and mentor feedback, and school, board, and provincial priorities. Professional learning for both mentors and mentees enhances the mentee’s growth and development, as well as the mentor’s learning experience. Professional learning is tailored to the mentee’s learning needs and his or her particular school context.</p>	<p>The lead:</p> <ul style="list-style-type: none"> arranges ongoing PL for mentees and mentors that reflects current research, mentee and mentor feedback, and school, board, and provincial initiatives and priorities that are specific to the needs of mentors and mentees provides supports and resources to mentors and mentees on an ongoing basis in order to enhance the mentee’s growth and development, as well as the mentor’s learning experience participates in professional learning on an ongoing basis 	<p>The lead:</p> <ul style="list-style-type: none"> promotes ongoing PL (e.g., on emotional intelligence, conflict resolution, teacher performance appraisal); coordinates PL for mentees and mentors that reflects current research, mentee and mentor feedback, and school, board, and provincial initiatives and priorities, and that focuses on the changing needs of mentees and mentors (e.g., in their first and second years) refines supports and resources provided to mentors and mentees on an ongoing basis in order to enhance the mentee’s growth and development, as well as the mentor’s professional development and learning experience 	<p>The lead:</p> <ul style="list-style-type: none"> monitors and modifies PL for mentees and mentors that reflects current research, mentee and mentor feedback, and school, board, and provincial initiatives and priorities assesses the effectiveness of PL and resources through monitoring and evaluation data, and either adapts existing resources or provides new resources based on feedback from mentors/mentees aligns PL and mentoring resources with other mentoring initiatives within the board (e.g., New Teacher Induction Program, Student Success, and other employee groups)
<p>12. Exit Process</p> <p>The exit process must be established by the board and clearly communicated to mentors and mentees.</p>	<p>The lead:</p> <ul style="list-style-type: none"> establishes and clearly communicates the exit process to mentors and mentees provides necessary supports to facilitate the exit process and to include re-matching, if required 	<p>The lead:</p> <ul style="list-style-type: none"> monitors the exit process reviews the matching process, if necessary revises the exit process, if necessary communicates changes to mentors and mentees 	<p>The lead:</p> <ul style="list-style-type: none"> reviews the exit process annually and modifies it as needed to ensure efficacy, based on feedback provided through monitoring and evaluation results updates the exit process continually monitors changes and communicates them to mentors and mentees



11-078

ISBN 978-1-4435-7043-5 (PDF)

ISBN 978-1-4435-7044-2 (TXT)

Queen's Printer for Ontario, 2011