

# School Board Guideline for Implementation of Mentoring for Newly Appointed School Leaders

## **Reach Every Student: Supporting Effective School Leadership**

**Ministry of Education**  
2008-2009  
Version 1, August 2008

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# 1. BACKGROUND

## 1.1 Mentoring<sup>1</sup> for Newly Appointed School Leaders

In June of 2008, the government approved a province-wide rollout of Mentoring for Newly Appointed School Leaders. The 2008 *Reach Every Student: Energizing Ontario Education* paper commits to the development of a comprehensive leadership strategy to ensure that school leaders have the support they need to be successful in their role. Mentoring is a key part of this strategy.

## 1.2 Research Foundations

This guideline is based on extensive research, effective practice in Ontario and jurisdictions across the world, the design of the mentoring element of the New Teacher Induction Program (NTIP) and the results of our own mentoring pilot. The pilot took place in 20 school boards with the support of 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) during 2007/08.

The pilot results have been extremely positive, and participants have confirmed that mentoring is one of the most powerful forms of professional support for the newly appointed school leader. Mentoring also provides a tremendous professional development opportunity for experienced principals and vice-principals who provide the mentoring support.

## 1.3 Overview

Through Mentoring, newly appointed principals and vice-principals will receive mentoring support in their first and second years of practice. Experienced principals and vice-principals will also receive support and resources to prepare them to become effective mentors, and continue developing their own leadership competencies.

## 1.4 About this Guideline

The guideline has been developed to support school boards in their implementation of Mentoring for Newly Appointed School Leaders. It reflects input from our principal's association, supervisory officers' association, directors' association, and teacher federation partners.

The guideline sets out the requirements boards must have in place in order to receive annual ministry funding (Section 3). It also provides effective practices and a sample implementation planning form to ensure quality mentoring. Supporting resources, workshops and programs are 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-

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<sup>1</sup> For the purposes of this guideline, coaching is considered an integral part of Mentoring.

ontariennes (ADFO). The following website contains links to the guidelines, association websites and additional resources: <http://www.ontario.ca/eduleadership>.

### **1.5 Updates and Revisions to this Guideline**

Boards may implement Mentoring beginning in September 2008. The first year is a developmental year, as boards will be at different stages of implementation through the year. As the year proceeds, there may be updates to this guideline on a periodic basis. Boards are advised to check the ministry website at <http://www.ontario.ca/eduleadership> on a regular basis for updated versions of the guideline and new additional resources.

## **2. MENTORING AND LEADERSHIP**

### **2.1 The Essential Role of School Leaders**

School leadership matters. Research shows that leadership is second only to teaching in its impact on student outcomes. The role of principal attracts educators who are passionate about student learning and who want to make a difference in their schools and communities.

Principals and vice-principals have a special responsibility to focus on what it takes to improve student achievement, reduce gaps in student achievement, and increase public confidence in publicly funded education, as outlined in the 2008 *Reach Every Student: Energizing Ontario Education* vision paper. School leaders understand and contribute to the implementation of a range of initiatives, such as high levels of literacy and numeracy; student success; safe, healthy, and inclusive schools; parent engagement; and evidence-based decision-making.

Principals have a primary role in setting the vision and working in partnership with staff, students, parents, and the community to focus on student achievement and well-being. They serve as role models and community leaders in forging and sustaining relationships; they lead staff toward excellence through continuous professional growth and development; and they partner with parents to help students achieve their best.

To succeed in this important and complex role, principals and vice-principals require a network of supports ranging from peer support to professional learning opportunities offered through the ministry, boards and principal associations.

### **2.2 Why Mentoring?**

The first two years in a school leadership role are particularly rewarding and challenging. Newly appointed principals and vice-principals are making the transition to the role, enhancing their leadership practices and competencies, building relationships with the school community, and at the same time implementing key school, board and provincial priorities.

Mentoring includes coaching and is one of the most powerful forms of professional learning. It takes place through a collaborative, ongoing, reciprocal learning relationship between an experienced school leader (mentor) and a newly appointed school leader (mentee). It is focused on essential aspects of the new leadership role. Mentoring is non-supervisory and is based on trust, respect and confidentiality. It includes job-embedded learning and enables mentors and mentees to connect in a planned and purposeful manner.

In the face of multiple demands and priorities, mentoring can accelerate learning, reduce isolation and increase the confidence and skill of newly appointed school leaders. At the heart of it, Mentoring provides support tailored to the unique role of newly appointed school leaders so they can be successful in the first stage of their leadership career.

## **2.3 Context for Mentoring**

### *The Ontario Leadership Strategy*

Mentoring is a cornerstone of the Ontario Leadership Strategy. It contributes to the strategic vision of supporting student achievement and well-being by attracting and developing passionate and skilled leaders. The strategy is focused on both individual and organizational development, embedded in daily practice and refined through continuous learning. Partnership and shared responsibility among schools, boards, the ministry and education partners, are key to its success.

### *Principal and Vice-Principal Performance Appraisal*

The performance appraisal of principals and vice-principals provides an opportunity for principals and vice-principals and their supervisors to engage in professional dialogue about performance and growth and to build agreement and support for priority tasks that directly impact student learning. It is based on the implementation of a few key goals selected by the principal or vice-principal in consultation with the supervisor, along with a limited set of supporting competencies selected from the Ontario Leadership Framework. During this process, mentors can provide support to mentees as a complement to the support provided by the supervisory officer.

### *The Leadership Framework*

The Leadership Framework identifies leadership practices and competencies that are known to have the greatest impact on student achievement. It represents the best thinking and experience of world-recognized experts in leadership and successful leaders in Ontario and around the world. The Framework has been adopted by the Institute for Education Leadership (IEL)<sup>2</sup> and embraced by education practitioners across the province. It is composed of two parts:

#### **Effective Practice**

The Framework is an essential resource to support Mentoring for Newly Appointed School Leaders.

The mentor and mentee use the Framework in a variety of ways, including identifying learning needs of the mentee over time as they work together to further develop core leadership practices and competencies.

The Framework can inform the matching of mentors with mentees. For example, mentors with strength in specific practices and competencies may be matched with mentees who have identified learning needs in these areas.

- Part one identifies leadership practices and competencies that are found through research and professional experience to have a positive impact on student achievement. Leader practices include actions, behaviours and functions while leader competencies include skills, knowledge and attitudes of effective leaders.

<sup>2</sup> Ontario's Institute for Education Leadership is a unique partnership between representatives of Ontario principals' and supervisory officers' associations, councils of directors of education, and the Ministry of Education that is committed to exploring leading-edge thinking on education leadership and applying that expertise to the development of high-quality resources and learning opportunities for school, board, and system leaders.

- Part two identifies system practices and procedures to support successful school leadership. Supervisory officers and Directors of Education play an essential role as champions of leadership development by putting in place high-impact supports.

More information about the Leadership Framework is available at the Institute for Education Leadership (IEL) website at <http://www.education-leadership-ontario.ca/home.shtml>. The IEL offers workshops that enable boards to gain a better understanding of the Leadership Framework and how it applies in practice.

### *The Board Leadership Development Plan*

Mentoring works best when it is embedded in a board leadership development plan. A board leadership development plan may include strategies for identifying and attracting aspiring leaders, supporting new leaders, providing ongoing leadership development, and benefiting from outgoing knowledge and expertise of experienced principals and vice-principals.

#### **Effective Practice**

Consider how Mentoring will enhance the board leadership development plan. For example, make plans to communicate to aspiring leaders that Mentoring is a key support that will be available to them as they enter the new leadership role. Plan to invite mentees to speak with aspiring leaders about their experience and how mentoring has helped their transition to the role.

## 3. REQUIREMENTS

### 3.1 Overview

The ministry will provide annual funding to boards for Mentoring based on minimum requirements. Boards will have the flexibility to customize specific components to reflect local circumstances such as geography, demographics, number of newly appointed school leaders, and the number of mentors available. They may also establish additional requirements for Mentoring that reflect their unique needs.

The board must have an implementation plan in place that includes the following areas. A sample implementation planning form is provided in Appendix B.

- Offering mentoring to all eligible newly appointed school leaders
- Establishing a mentoring lead and steering committee
- Identifying system goals for mentoring
- Developing mentoring implementation parameters
- Recruiting and selecting mentors
- Assessing mentee learning needs
- Matching mentors and mentees
- Providing an exit process
- Preparing mentors and mentees
- Supporting mentors and mentees to use a learning plan
- Conducting monitoring and evaluation.

*Note: Boards are not required to submit their implementation plan to the ministry, but must keep it on file. See reporting requirements in Section 6 below.*

### 3.2 Eligible Newly Appointed School Leaders

Mentoring is for all newly appointed principals and vice-principals in their first and second years in the role. This includes principals and vice-principals who have teaching responsibilities and, at the board's discretion, those who are in acting positions. Newly appointed principals who received mentoring in their role as a vice-principal are eligible to receive mentoring again in their first and second years as a principal.

#### Effective Practice

Refer to the following website for additional resources to guide the planning, implementation and monitoring of Mentoring that takes place in the board <http://www.ontario.ca/eduleadership>.

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

### **3.3 Mentoring Lead and Steering Committee**

The Director of Education or designate must identify a Mentoring lead and steering committee to oversee the planning, implementation, and monitoring of Mentoring. The committee is responsible for identifying goals and developing the board's Mentoring Implementation Plan (see Appendix B for a sample implementation planning form). Mentoring may be included in the mandate of an existing central board committee.

#### **Effective Practice**

The Mentoring lead and members of the steering committee are encouraged to access resources and engage in training to support their role. This may include:

- Training focused on the planning and implementation of Mentoring
- Mentor/Coach preparation and training (Section 3.10)

The services of the Ontario Principals' Council, the Catholic Principals' Council of Ontario, and the Association des directions et directions adjointes des écoles franco-ontariennes may be engaged to support the steering committee in planning their implementation of Mentoring.

### **3.4 System Goals**

The board Implementation Plan must include clearly articulated system goals for Mentoring. Based on these goals, Mentoring implementation will be monitored by the board to assess effectiveness.

#### **Effective Practice**

Examples of approaches that boards may take to develop goals:

- Identify two to three goals for strengthening specific aspects of Mentoring implementation over the year based on the board's position on the implementation continuum outlined in the Implementation Plan template. (e.g. Establishing a monitoring and evaluation strategy for the effective implementation of Mentoring)
- Identify one or two domains in Ontario's Leadership Framework that could be developed among newly appointed school leaders through their participation in Mentoring. (e.g. Effective practices for Setting Directions)
- Choose a goal that strengthens the board's leadership development plan; for example providing an orientation program for new leaders.
- Identify two to three key priorities in the Board Improvement Plan that could be supported through Mentoring by increasing understanding and improving implementation.

While these goals provide a helpful context and focus for Mentoring across the board, it is important that the mentor and mentee develop the learning plan in a way that reflects the individual needs of the mentee and takes into account his or her existing skills, knowledge, and experience. As outlined in Section 3.11, the learning plan will be reviewed on an ongoing basis and adjustments made as the mentee grows and his or her learning needs shift over time.

See Appendix B for further guidance on setting system goals for Mentoring.

### **3.5 Implementation Parameters**

For Mentoring to be most effective, clear parameters for implementation are important. These will be developed by the board, taking into account local circumstances such as geography, demographics, number of newly appointed school leaders, and the number of mentors available.

#### **Effective Practice**

Implementation parameters for the board to consider include:

- Whether to seek practicing and/or retired school leaders as mentors
- Providing one-to-one and/or whole group mentoring and/or board workshops. It is recommended that a mix of the two be considered to enhance mentoring networks
- Encouraging job-embedded and/or offsite mentoring
- Distance supports to address geographic constraints, considering the use of technology (e.g. SharePoint, Adobe Connect, webconferences) to support distance mentoring
- Expected frequency and nature of contact between mentors and mentees. It is recommended that the board set a minimum number of contact hours (e.g. at least one form of contact per month)
- The extent to which supply coverage and travel costs will be provided for participants
- Any other parameters determined by the board

### **3.6 Recruitment and Selection of Mentors**

The recruitment and selection of mentors can take place in a number of ways, and may vary by board. To be effective, a process must be established for recruiting and selecting mentors that will meet the needs of the board and individual mentees. The mentor must not be in a supervisory role to the mentee.

#### **Effective Practice**

Mentors require significant training and preparation to be successful in their role. It is important to select those who demonstrate willingness and potential to learn the necessary skills and strategies for mentoring. Mentors should be reflective, innovative and forward-looking leaders who are focused on student achievement. They should:

- Be accessible and willing to serve as a continual resource for a minimum of one year and up to two years
- Have a minimum of three years experience as a principal or vice-principal, where possible
- Be a role model for effective school leadership, demonstrating the type of practices and competencies outlined in the Ontario Leadership Framework
- Understand current education system priorities and initiatives
- Have experience working with adult learning styles
- Be compassionate, supportive individuals who are able to cultivate a learning environment
- Be able to communicate, to listen actively and to provide constructive feedback
- Be skilled in problem-solving, planning and goal-setting
- Be open to the views and feedback of others, and be a life-long learner.

### **3.7 Assessment of Mentee Learning Needs**

The board must support mentees to assess their learning needs, within the context of board goals for Mentoring. The results of the learning assessment will guide the work of the mentor and mentee.

#### **Effective Practice**

- Use a preliminary needs assessment to inform the match between the mentor and mentee, based on the domains, practices and competencies from the Ontario Leadership Framework
- Mentors and mentees conduct a more in-depth assessment of learning needs at the beginning of their mentoring relationship, as a basis for the mentee learning plan and to inform the focus of their mentoring work
- Mentee learning needs are revisited on an ongoing basis through the two years of mentoring

### **3.8 Matching Mentors and Mentees**

A process for matching mentors and mentees is a critical component of Mentoring implementation. The mentor and mentee must be able to work together in a professional and collaborative manner that is based on trust and is conducive to learning, ideally for a period of up to two years.

#### **Effective Practice**

- Match the expertise of the mentor to the learning needs of the mentee, as identified in the preliminary learning needs assessment
- Use a matching form for mentors to complete, outlining their knowledge and experience using domains, practices and competencies from the Ontario Leadership Framework to identify their core strengths
- The mentee's form includes the preliminary learning needs assessment, their school context (e.g. urban/rural/elementary/secondary), and their current knowledge and experience
- Give the mentee input on the choice of mentor with involvement of the Mentoring lead and/or steering committee

### **3.9 Exit Process**

The board must establish an exit process for re-matching the mentee with another mentor, should the original match be unsuccessful. This must be done in a way that protects the integrity of the individuals involved. The exit process must be made clear to all mentors and mentees.

In cases where the mentor and mentee agree that two full years of mentoring is not required, the board has the discretion to discontinue support before two years are complete.

### **3.10 Preparation of Mentors and Mentees**

Preparing mentors for their role is a foundational success factor for Mentoring. Mentors require significant training and preparation to be effective. (e.g. effective listening and coaching conversation skills). Boards must provide resources and training to mentors before they begin mentoring and on an ongoing basis, as necessary. The board must also ensure that mentees receive an orientation to Mentoring.

Links to association websites and resources to support the preparation and orientation of mentors and mentees are available through the ministry website at <http://www.ontario.ca/eduleadership>.

#### **Effective Practice**

Joint orientation and preparation of mentors and mentees is recommended. Mentoring training may also be combined with training for others involved in mentoring/coaching in the board (e.g. teacher mentors, literacy coaches, student success leader mentors and/or peer mentors/coaches).

Topics may include:

- An overview of Mentoring, anticipated goals and results, and implementation parameters
- Expectations of the mentor in terms of their participation and their work with the mentee
- Relationship building, collaboration, team work as an initial focus of mentoring
- The mentoring relationship, and ways in which coaching is part of mentoring
- Mentoring and coaching skills (boards may provide more in-depth mentor training and/or have mentors participate in programs offered by OPC, CPCO, ADFO)
- Developing an in-depth understanding of the two or three elements of the Board Improvement Plan that are integrated as part of mentoring, and the role of the newly appointed school leader in implementing key priorities
- Guiding mentees to identify their learning needs and develop a learning plan, in the context of board goals for Mentoring and the Ontario Leadership Framework

The use of technologies such as *SharePoint*, *Adobe Connect*, podcasts, and webconferences are an effective way for boards to share information or engage in training, and for mentors and mentees to connect from a distance.

### **3.11 Mentee Learning Plans**

One of the first things the mentor and mentee must do together is develop a learning plan for the mentee.

The plan will reflect the learning needs of the mentee, identified through the learning assessment described in Section 3.7 and will guide the work of the mentor and mentee. The mentor and mentee will review the plan on a regular basis to determine progress and identify any change in learning needs and interests of the mentee.

As part of the mentoring relationship, coaching also takes place. Coaching is provided on a short-term basis for the time required to achieve a specific learning goal. The mentor may provide coaching, or may seek the expertise of another experienced leader, either internal or external to the board, to provide coaching to the mentee. The mentee may also identify other coaching supports to address a specific learning need.

**Effective Practice**

The mentoring relationship is:

- Planned and purposeful, driven by the professional learning needs of the mentee
- Based on trust, respect and confidentiality
- Non-evaluative and non-supervisory

The following chart specifies key responsibilities, provides a short description of the role of the mentor and mentee, and outlines the timelines and format for the mentoring relationship.

	<b>Mentor</b>	<b>Mentee</b>
<b>Role Description</b>	Experienced principal or vice-principal (practicing or retired) who: <ul style="list-style-type: none"> <li>• is not a supervisor to the mentee</li> <li>• has been carefully selected based on criteria, and</li> <li>• has received training to prepare for the role</li> </ul>	Newly appointed principal or vice-principal within his or her first and second year of practice <ul style="list-style-type: none"> <li>• See Section 3.2 for eligibility details</li> </ul>
<b>Responsibility</b>	In the context of a learning plan, provide mentoring that focuses in a collaborative manner on both adaptive and technical aspects of the leadership role (e.g. transition to the role, building leadership practice, implementing key initiatives)	In the context of a learning plan, participate with the mentor in a collaborative manner to learn adaptive and technical aspects of the leadership role (e.g. transition to the role, building leadership practice, implementing key initiatives)
<b>Timelines</b>	Long-term, sustained, for a period of up to two years <ul style="list-style-type: none"> <li>• See Section 3.2 for eligibility details</li> </ul>	Long-term, sustained, for a period of up to two years <ul style="list-style-type: none"> <li>• See Section 3.2 for eligibility details</li> </ul>
<b>Format</b>	Work with mentees to provide structured, formal and informal mentoring, through one-on-one, and/or group support based on the learning needs of the mentee. This includes email, telephone and in-person contact  The format may vary based on the learning needs of the mentee	Work with the mentor to identify learning needs and participate in various forms of mentoring in order to meet those needs

### **3.12 Monitoring and Evaluation**

The board is responsible for monitoring and evaluation on an ongoing basis to determine whether Mentoring is meeting the needs of newly appointed principals and vice-principals, and achieving its intended goals. The board can then identify barriers and issues and take quick action to address challenges and make adjustments as needed. The results of the monitoring and evaluation may be used to help inform the reports the board is required to submit to the ministry (Section 6). The ministry may engage external evaluators to assess the impact of the program and experience of mentors, mentees and others including steering committee members. More detail will be provided in advance of this taking place.

## 4. ROLES AND RESPONSIBILITIES

### 4.1 Overview

The Director of Education, mentoring lead, steering committee, mentors and mentees each play a key role in effective Mentoring. The ministry's Leadership Development Branch and Field Services Branch Regional Offices, in partnership with the French Language Education Policy and Programs Branch, Literacy and Numeracy Secretariat, Student Success/Learning to 18 Branch, Teaching Policy and Standards Branch and others will work together, and with boards and stakeholders, to ensure the successful implementation of Mentoring.

### 4.2 Roles and Responsibilities Chart

The following chart provides an overview of specific roles and responsibilities.

√ = final approval (required)

X = consultation and development (suggested)

M = Mentee

MR = Mentor

SC = Steering committee

ML = Mentoring lead

DE = Director of Education

Activity/Report	School		Board		
	M	MR	SC	ML	DE
Establish Mentoring lead					√
Establish steering committee				X	√
Integrate Mentoring with board leadership development plan during strategic planning		X	X	X	√
Identify system goals for Mentoring		X	X	X	X
Develop Mentoring implementation parameters		X	X	X	X
Recruit and Select Mentors		X	X	X	X
Assess Mentee Learning Needs	X	X	X	X	X
Match Mentors and Mentees	X	X	X	X	X
Prepare Mentors for Role		X	X	√	
Orientation of Mentees		X	X	√	
Draft Mentee Learning Plans	√	X			
Conduct Monitoring and Evaluation			X	X	X
Submit Implementation Report to Ministry (November)			X	X	√
Submit Final Report to Ministry (July)			X	X	√

## **5. FUNDING**

### **5.1 Overview**

The ministry will fund boards to implement Mentoring for Newly Appointed School Leaders. Support is based on implementation of Mentoring according to the requirements set out in this guideline, and on the submission and approval of the Mentoring Implementation Report and the Final Report.

A Funding Agreement will be developed with each participating board to specify its funding allocation and deliverables. Should a board fail to meet the requirements or deadlines outlined in their Funding Agreement, the ministry may, at its discretion, cancel further transfer payments under the agreement and/or require the board to return any unspent funds already transferred.

### **5.2 Funding Allocation Model and Eligible Expenses**

Each District School Board and the Provincial Schools Branch will receive base and proportional funding according to the number of newly appointed principals and vice-principals participating in Mentoring each year. School Authorities will receive proportional funding only. The following payments will be made through the year:

- Base allocation (October, upon signature of funding agreement)
- Up to 75% of proportional allocation (January, upon receipt of Mentoring Implementation Report in November)
- Up to 25% of proportional allocation (August, upon receipt of Final Report in July)
- Note: see Section 6 for details of reporting requirements

Eligible expenditures include:

- Implementation planning and goal-setting for Mentoring (e.g. participation in training, purchase of books or other resources, seeking consulting services of OPC, CPCO, ADFO)
- Preparation of mentors (e.g. training provided by the board, attending external professional training, or bringing an external expert into the board to provide training)
- Orientation of mentees (e.g. provided by the board and/or participating with mentors in external professional training)
- Purchase and/or development of resources (e.g. development of a board resource, purchase of external resources)
- Supply coverage to participate in mentoring, attend training, and/or board workshops
- Meeting costs including travel and accommodations, in accordance with the Ontario Management Board of Cabinet Travel, Meal and Hospitality Expense Directive
- Program coordination and planning

Expenditures that require pre-approval by the ministry include:

- Purchase of technology (e.g. software to enhance mentoring, facilitate distance mentoring or networking, monitoring and evaluation)

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- Other expenses related to Mentoring not listed above

Boards are asked to contact their Regional Office to make the request for spending in these areas.

Ineligible expenditures include:

- Capital expenditures (e.g. furniture and equipment)
- Staff/support staff not related to Mentoring (e.g. Educational Assistants or School Office Administrative support)
- Resources for students (e.g. textbooks) and classroom materials

Unused funds must be returned to the ministry as outlined in the Funding Agreement.

## **6. REPORTING REQUIREMENTS**

### **6.1 Overview**

Boards are responsible for keeping an implementation plan on file. (A sample form is provided in Appendix B). In addition, boards are responsible for submitting the following reports to the ministry each year. The reporting requirements and deadlines are also outlined in the board Funding Agreement. Should a board fail to meet these requirements, the ministry may, at its discretion, cancel further transfer payments under the agreement and/or require the board to return any unspent funds already transferred.

### **6.2 Implementation Report**

In November each year, the board will complete an online Mentoring Implementation Report for submission to the ministry. It will be a streamlined report that includes:

- the number of newly appointed principals and vice-principals in their first and second years of practice who will participate in Mentoring that year, and the anticipated number of mentors
- confirmation that the board has an Implementation Plan in place (note: boards are not required to submit their plan, but must keep it on file)
- identification of implementation challenges or areas of effective practice
- expenditures to date, planned expenditures up to March 31 and up to July 31 each year, and any amounts that are not yet assigned

Based on approval of the Mentoring Implementation Report, the ministry will determine each board's proportional funding allocation for the year.

### **6.3 Final Report**

The board will submit a final report in July each year. The report will provide a variety of data, including the number of mentor and mentee participants over the year and the anticipated number of mentors and mentee participants in the following year. It will also include a funding compliance statement to ensure that boards have met the terms of the Funding Agreement for the year.

## **Appendix A: PILOT BOARDS AND PRINCIPAL ASSOCIATION CONTACTS**

<b>Principal Association Contacts</b>	
Association des directions et directions adjointes des écoles franco-ontariennes (ADFO)	Tel.: 613 789-1998 Website: <a href="http://www.adfo.org">http://www.adfo.org</a>
Catholic Principals' Council of Ontario (CPCO)	Tel.: 416 483-1556 Website: <a href="http://www.cpco.on.ca">http://www.cpco.on.ca</a>
Ontario Principals' Council (OPC)	Tel.: 416 322-6600 Website: <a href="http://www.principals.on.ca">http://www.principals.on.ca</a>

<b>Mentoring for School Leaders – Pilot Boards</b>
Algoma District School Board
Algonquin and Lakeshore Catholic District School Board
Avon-Maitland District School Board
Conseil des écoles publiques de l'Est de l'Ontario
Conseil scolaire catholique de district des Grandes Rivières
Conseil scolaire de district catholique Centre-Sud
Conseil scolaire de district catholique de l'Est ontarien
Halton Catholic District School Board
Hamilton-Wentworth Catholic District School Board
Huron Perth Catholic District School Board
Keewatin-Patricia District School Board
Limestone District School Board
Northeastern Catholic District School Board
Rainy River District School Board
Thames Valley District School Board
Toronto Catholic District School Board
Toronto District School Board
Trillium Lakelands District School Board
Upper Grand District School Board
York Catholic District School Board