

Appendix A: Overview of Minimum Requirements for Province-Wide Roll-out of Mentoring for Newly Appointed School Leaders

In August 2008, boards will receive the Mentoring for Newly Appointed School Leaders Guideline and planning template to support implementation. Outlined below is an overview of requirements for the 2008/09 year, to support your planning in advance of the guidelines.

At the heart of mentoring is an opportunity to provide newly appointed school leaders with the support they need to make a successful transition to the role, build their leadership practices and competencies, and implement key school, board and provincial priorities. The work of the mentor and mentee is tailored to the learning needs of the mentee within this context.

Beyond the individual needs of the mentee, mentoring is a powerful component of an overall board leadership development strategy. For example, as part of succession planning, it can make the role of school leader more attractive by reducing isolation, and help raise interest among aspiring leaders. Mentoring is also of benefit to the ongoing growth and professional learning of principals who participate as mentors. Boards may consider how Mentoring could be further integrated within their board leadership development strategy. The board may also wish to consider how two or three priorities of their Board Improvement Plan are integrated into the Mentoring of Newly Appointed School Leaders. There is an opportunity for individual principals and boards to use Mentoring as a valuable resource for leadership development and school improvement efforts.

Mentoring Requirements

Mentoring will take place through ongoing, professional relationships between experienced principals and vice-principals (mentors) and newly appointed principals and vice-principals in their first and second years of practice (mentees). The relationship is supported for up to two years.

Funding to boards for Mentoring implementation will be conditional based on minimum requirements, and boards will have the flexibility to customize specific components to reflect local circumstances. Boards will be at different stages of implementation throughout the year, and it may take time for boards to put their requirements in place. Support will be available to boards, at their discretion, by the ministry in partnership with the Ontario Principals' Council, the Catholic Principals' Council of Ontario, and the Association des directions et directions adjointes des écoles franco-ontariennes.

The requirements for funding eligibility will focus in the following areas:

Mentoring Lead and Steering Committee

As a first step, the Director of Education must identify a Mentoring Lead and establish a steering committee to oversee the implementation of Mentoring. The Director may expand the mandate of an existing steering committee (e.g. Leadership Development Steering Committee, New Teacher Induction Program Steering Committee), to include Mentoring.

Goals

The Steering Committee must identify clear goals and anticipated results for Mentoring. The goals will be identified as part of the implementation plan that is provided to the ministry in fall 2008 (see below for reporting requirements). They will also form the basis of board monitoring and evaluation, as outlined below.

Implementation Procedures

Implementation procedures must be developed by the Steering Committee, taking into account local circumstances such as geography, demographics, number of newly appointed school leaders, and the number of mentors available. Implementation procedures may include:

- whether to seek practicing and/or retired school leaders as mentors
- the mix of one-to-one and/or or whole group mentoring, job-embedded and/or offsite mentoring
- providing distance supports such as video-conferencing to address geographic constraints
- expected frequency and nature of contact between mentors and mentees, such as face-to-face, telephone, email, group mentoring sessions, board workshops. Note: the Steering Committee is encouraged to set requirements for the minimum number of contact hours. For example, based on the experience of the Mentoring pilot boards, it is recommended that mentors and mentees have contact at least once per month in some form.

Recruitment and Selection of Mentors

The Steering Committee is responsible for developing the process for recruiting and selecting mentors. The mentor must not be in a supervisory role to the mentee and should be willing to participate in training and to acquire the necessary skills to be a mentor, which will be outlined more fully in the Mentoring Guideline. Mentors should also be a role model for effective school leadership, demonstrating the type of practices and competencies outlined in the Ontario Leadership Framework. See the Institute for Education Leadership (IEL) website for a copy of the Leadership Framework, at <http://www.education-leadership-ontario.ca/resources.shtml>, or contact the IEL or principal associations for more information.

Assessment of Mentee Learning Needs

A preliminary assessment of the needs of the newly appointed school leader and an assessment of the skills, knowledge and experience of the mentor, can be used to inform the match between the mentor and mentee. A more in-depth self-assessment of mentee learning needs should take place when the mentor begins working with the mentee, to help inform their mentoring work.

Matching Mentors and Mentees

In order to be effective, the expertise of the mentor should meet the learning needs of the mentee, as identified in the preliminary learning needs assessment. The mentor and mentee must be able to work together in a professional and collaborative manner that is conducive to learning, for a period of up to two years. It is recommended as effective practice, based on the experience of the pilot boards, that the mentee have some input on choosing the mentor who is assigned to them, with oversight by the Mentoring Lead and/or the Director of Education.

A process for ending the match and re-matching the mentee with another mentor must be put in place, should the original match be unsuccessful. This must be done in a way that protects the integrity of the individuals involved.

Preparation of Mentors

Mentors must receive training and resources that will prepare them for their role, as they begin their role and on an ongoing basis, as necessary. Mentees must also receive an orientation. Joint orientation and preparation of the mentors and mentees is recommended. Topics may include:

- an overview of Mentoring, anticipated goals and results, and implementation procedures (e.g. nature and frequency of contact, exit strategy)
- expectations of the mentor in terms of their participation, their professionalism and their relationship with the mentee
- relationship building, collaboration, team work as an initial focus of mentoring
- developing the skills that are necessary to be a mentor (boards may choose to provide more in-depth training on this aspect for their mentors, however it can be of benefit to mentees to understand the skilled approach the mentor will be using with them)
- helping mentees identify their learning needs and develop a learning plan, taking into account their existing skills and experience, using the Ontario Leadership Framework of effective practice
- 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
- helpful resources (from research, other jurisdictions, pilot boards, principal associations) that mentors and mentees may refer to

As you begin to plan for the preparation of mentors, you may wish to contact the Ontario Principals' Council, the Catholic Principals' Council of Ontario, or the Association directions et directions adjointes des écoles franco-ontariennes to identify the current resources and support they have available.

Learning Plan

The mentor will work with the mentee to develop a learning plan for Mentoring. The plan will reflect the learning needs of the mentee, identified through the learning assessment outlined above. It will provide a focus as the mentor and mentee work together over the two-year period. They will reflect on their progress on a regular basis and identify any change in the learning needs of the mentee.

Monitoring and Evaluation

The Steering Committee is responsible for monitoring and evaluation. This will enable them to determine whether the Mentoring is meeting the needs of newly appointed principals and vice-principals, and achieving its intended goals and results.

Mentoring Reporting Requirements

Participating boards will be responsible for submitting the following reports to the Ministry in 2008/09, beginning with the Expression of Interest Form included in this memo. The ministry will provide a template for each of the forms with detailed instructions, expectations and submission dates.

Report	Description	Estimated Submission Date to the Ministry
Expression of Interest Form	<p>Template included in Appendix B to be sent by email or faxed to regional office.</p> <p>Informs ministry of board interest to participate in the province-wide rollout of Mentoring for Newly Appointed School Leaders. Enables ministry to draft board Funding Agreement.</p> <p>In September, a Funding Agreement will be provided. This agreement is to be signed by</p>	August 11, 2008

	<p>the Director of Education or other designated signing authority. Certificate of Insurance must also be provided.</p> <p>Enables ministry to provide base funding allocation of \$20,000 per participating board.</p>	
Implementation Plan	<p>Confirms the number of newly appointed principals and vice-principals in their first and second years of practice that will participate in Mentoring that year.</p> <p>Provides an overview of the board's Mentoring implementation for that year, including goals, strategies and indicators.</p> <p>Enables ministry to allocate first instalment of proportional funding for the year.</p>	October 2008
Interim Financial Status Report	<p>Indicates board expenditures to date and planned expenditures up to March 31, 2009 and up to July 31, 2009.</p> <p>Enables ministry to allocate second instalment of proportional funding for the year.</p>	Late November 2008
Final Report and Detailed Accounting Statement	<p>Provides a confirmation of outcomes, the number of mentor and mentee participants over the year, and the anticipated number of mentors and mentee participants in the following year. Also includes a Detailed Accounting Statement with all expenditures for Mentoring over the year.</p> <p>Enables ministry to allocate final instalment of proportional funding for the year.</p>	July 2009