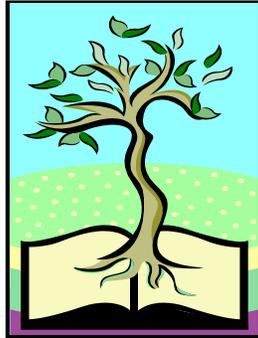# *"Growing in Knowledge and Faith"*

A Professional Journal

Supporting the Mentoring Program
for
Newly Appointed Principals and Vice Principals

LONDON DISTRICT
Catholic School
BOARD

Contents

MISSION STATEMENT
for
The London District Catholic School Board

To serve the Catholic student in a community
that nurtures a living faith and provides a quality Catholic
education that enables the individual to become a contributing
member of the Church and society.

LONDON DISTRICT
Catholic School
BOARD

Mentoring in the
London District Catholic School Board

Especially at the beginning of a new journey, we need a mentor to
encourage us to have the confidence and to assume responsibility
(Matthew 16:13-19)

We Gather Together on the Journey

We gather today in the name of our God. We gather to share,
support, encourage, celebrate and learn from each other. We
gather as people who journey in faith. Although our pathways
are different, our journey is the same.

A journey once taken alone,
I now choose to take with others.

Moving forward as one body
into a future filled with possibility,
we walk without maps, be we walk…confidently,
and we walk with hope,
because we have chosen to be light
for each other on the way.
We travel forward along a way,
we have not gone before;
we travel as one who is led, arms outstretched,
as one who is called forth to life.

We travel in need,
dependent on our God for strength, for assurance,
dependent on each other,
instruments of love,
leaving known paths behind us,
we choose to journey forward in faith.

As the journey brought us here,
so here we begin it anew, in company together.
Amen

What is Mentoring for New School Leaders?

- Mentoring is a reciprocal and collaborative learning relationship between a *mentor* (experienced school leader trained in mentoring skills) and a *mentee* (a Principal or Vice Principal newly appointed to the role) who work in partnership to assist the mentee in the achievement of clear and mutually defined learning goals.
- Mentoring is a self directed learning relationship driven by the needs of the mentee.
- The focus of the learning relationship is to expand the mentee's individual potential by enhancing his/her development and performance success.
- Mentoring is grounded in the practice of reflective questioning, open dialogue, guided reflection and focused conversation between mentor and mentee.

What is the purpose of a Mentoring Program for Newly Appointed Principals and Vice Principals?

- The purpose of the Mentoring Program is to provide an opportunity for leaders new to their role to discuss issues of concern with their mentor in an environment of confidentiality, trust and mutual respect, in order to grow intellectually, professionally and spiritually as a Catholic School leader.
- Mentoring programs are provincially mandated across the province of Ontario to ensure that newly appointed school leaders receive the best, most effective support available to them in a timely manner.
- The Mentoring Program in the London District Catholic School Board is a key component in a continuum of support, promoting *a culture of mentoring* for educators at all phases of their teaching/learning careers. Programs offered are:
  - Mentoring Program to support NTIP Mentors to New Teachers
  - *Called to Lead* to support Aspiring School Leaders
  - *Called to Serve* to support New School Leaders (Operational Issues)
  - *Faith Leadership* to support the Spiritual Development of newly appointed School Leaders
  - *Mentoring for Principals and Vice Principals* for new school leaders , providing a one-to-one consultation and advisory program of support

Goals of the Mentoring Program

- Provide new leaders with opportunities for personal and professional growth using the Catholic Leadership Framework and the Ontario Leadership Strategy core Learning Capacities as a basis.

- Welcome people into a leadership role and assist in sustaining them in that role.

- Build awareness of mentoring opportunities available for instructional leaders – for teachers, vice-principals, principals.

- Enhance, synthesize with, and complement the Board's existing leadership development and professional learning plans including NTIP, *Called to Lead*, *Called to Serve* and Faith Leadership.

Mentoring Implementation and Timelines

- London District Catholic School Board Mentoring/Coaching program was implemented as a pilot program from May 2009 to June 2010.

- Beyond June 2010, the LDCSB will continue to provide the Mentoring Program to principals and vice principals new to their role, for the first two years of being appointed to that role.

- A mentor/mentee relationship is in place throughout the **first two years** of the mentee's appointment as Vice Principal and then an **additional two years** upon being appointed as Principal.

- Mentors and Mentees will meet six to eight times in each school year of the program. Possible meeting opportunities include breakfast or dinner meetings, release time, if needed.

- Meetings are scheduled by the mentor and mentee to suit their availability.

- Expenses will be reimbursed to a specified amount and submitted to the Superintendent responsible for Mentoring and Coaching.

The Learning Plan

- The Learning Plan is a document created by the Mentee, with the support of the Mentor, outlining his/her learning goals and leadership strategies in the first and/or second year(s) in the role of Principal or Vice Principal.

- The Learning Plan is meant to:
    o Articulate SMART learning goals for the mentee for that year
    o Assist in preparing for an upcoming mentor/mentee meeting
    o Provide focus for the conversation
    o Identify both specific and systemic issues for the mentee that are proving to be problematic
    o Support growth in all areas of Catholic school leadership
    o A living document that changes over time, based on the learning goals of the mentee

- A completed learning/mentoring plan will be signed off at the end of the mentor/mentee relationship. This is a working agreement that may change over the course of the mentoring program. Upon completion of the Learning Plan, a copy will be given to the Superintendent responsible for Mentoring/Coaching.

- Learning goals created for the Learning Plan will be based on:

  o The six competencies of the **Ontario Leadership Framework for Catholic Principals and Vice-Principals**

    - Catholic Faith, community and culture
    - Setting directions
    - Building relationships and developing people
    - Developing the organization
    - Leading the instructional program
    - Securing accountability

  o The five Core Leadership Capacities from the **Ontario Leadership Strategy**
    - Setting goals
    - Aligning resources with priorities
    - Promoting collaborative learning cultures
    - Using data
    - Engaging in courageous conversations

Qualities of a Mentor

Facilitating an effective learning relationship between Mentor and their Mentee requires that the Mentor must:

- be experienced and skilled working with adults
- be non-judgemental
- be knowledgeable and skilled in educational administration and current issues
- commit to supporting the success and effectiveness of the mentee
- have demonstrated skills in problem solving
- model analytical and reflective practice
- be able to facilitate goal setting
- be available and open to the views of the mentee and others
- be willing to address issues through honest feedback
- be effective listeners and communicators
- have effective interpersonal skills
- not serve in an evaluating capacity in any way
- honour the confidentiality of work with the mentee

(*Adapted from: Blended Coaching, Creating a Mentoring Culture, The Mentor's Guide).*

The Mentor/Mentee Matching Process

The London District Catholic School Board Steering Committee for Mentoring and Coaching is committed to providing newly appointed school leaders with mentors who have been trained in the skills of Mentoring and Coaching, either at the local or provincial levels. The committee, led by the Superintendent responsible for Mentoring and Coaching, makes every effort to ensure that mentors remain current in the knowledge and skills of guided questioning and focused conversation.

Steps Toward a Match

- The Steering Committee gathers Mentor and Mentee profiles very early in the school year to assist with the matching process.
- Mentors are chosen from a group of experienced principals and vice principals who:
    o   represent both elementary and secondary panels
    o   have volunteered to take on the role of Mentor
    o   are trained in the skill of mentoring and effective questioning techniques
- Mentors are matched with a mentee based on:
    o   The Mentee's needs that can include geographical location
    o   The Mentee's leadership strengths and areas of need
    o   The Mentor's leadership strengths and areas of educational expertise
- Mentors should expect to be matched with a mentee who is at a different school location than their own. Most often, Mentor/Mentee relationships do not exist where the Mentor is in the same school as the mentee. (The exception might be a secondary school where an experienced Vice Principal is Mentor to a new Vice Principal in the same school).

A Need for a Change in Mentors – "The Exit Plan"

- In the event that the relationship between Mentor and Mentee proves to be no longer productive for either party or if the learning situation is no longer viable, one or both partners may seek outside intervention.
- Contact the Superintendent of Education responsible for Mentoring and Coaching
- See "Exit Plan" in this document for full details of the process.

PRE-ASSESSMENT for Mentors and Mentees
Meeting # 1

Date: _____   Name: _____

Please rate the following statements on a scale of one to four:

   1 – Seldom   2 – Occasionally   3 – Frequently   4 – Regularly

In my leadership role I have benefited from the support of a formal Mentor.

                    1   2   3   4

I have had the opportunity to learn about the skills involved in mentorship.

                    1   2   3   4

I meet with peers to discuss my professional goals related to instructional leadership.

                    1   2   3   4

The Catholic Leadership Competencies and Practices Framework is a resource used to assist me in reflecting on my performance and setting goals for growth.

                    1   2   3   4

The Ontario Leadership Strategy: Core Capacities for Leadership are meaningful to me in setting and meeting my personal leadership goals.

                    1   2   3   4

I maintain a written record of reflection on my professional practice.

                    1   2   3   4

I feel supported by system and provincial initiatives dedicated to professional learning for administrators.

                    1   2   3   4

Based on my knowledge and understanding of mentorship and coaching I feel it has the potential to add value to professional learning.

                    1   2   3   4

Additional Comments:

Initial Mentor/Mentee Conversations:
Preparing the Relationship
Meeting #1

To Do List	Strategies for Conversation	Focus
1. Take time getting to know each other	Obtain a copy of your Mentee's bio in advance of the conversation. If one is not available, create one through conversation.	Establish rapport Exchange information. Identify points of connection.
2. Talk about mentoring	Share your own mentoring experiences and ask your mentee about theirs	Discuss what you learned and liked about your experiences that you want to carry forward into this relationship.
3. Talk about Mentee's development goals.	Share your story about your career path and ask about theirs. What are their hopes and dreams?	Check for understanding to make sure you are clear about your Mentee's goals. They may be broad and unfocused at this point. You will want to help the Mentee sharpen them later in the relationship.
4. Determine relationship needs and expectations	Ask what does the Mentee want out of the relationship?	Be sure you are clear about what you need and want from this mentoring relationship and why.
5. Share your assumptions, needs, expectations, and limitations candidly.	Ask for feedback. Discuss implications for your relationship.	What are we each willing and capable of contributing to the relationship?
6. Define the deliverables	Get a clear picture of what success will look like at the end of the relationship. What will be different?	Determine which areas of experience or expertise is relevant to helping the Mentee achieve his/her goals.
7. Discuss learning styles	Discuss how you want the learning to proceed. Discuss learning and communication styles.	Discuss implications of each other's styles and how they might impact the learning that goes on in the relationship.

Mentor/Mentee Conversations – A few helpful hints!

Mentee:
Using the Catholic Leadership Framework, choose one Domain and one corresponding skill in which you would like to become more proficient. Use your **Learning Plan** as a guide to focused conversations.

Mentor:
Listen intently.
Avoid autobiographical comments, personal stories ("war stories").
Ask powerful questions rather than offering possible solutions.

Sample Questions for Mentor:
What is important to you about focusing on this skill right now?
What will this make possible for you within your school/board?
What will it take in you to make this happen?
What are you choosing?
What is the first step?
What support will you need?
How will you hold yourself accountable?

Reflection Strategies after the Conversation:
Mentor may ask if:
- the Mentee had an opportunity to bring up all the areas of concern intended for that day's conversation
- the Mentee felt that the conversation supported his/her most current and pressing needs
- there are any issues that need immediate attention that were not discussed that day

Mentee would benefit from:
- reviewing and connecting "Learning Plan" goals to the topics that were discussed that day
- completing the "Collaborative Work Log" form with the Mentor before adjourning
- completing a "Journal Entry" following that day's conversation
- identifying topics with the Mentor that need to be revisited for further discussion in future meetings

Trust Building: Basic Steps

Here is a short checklist of the steps taken by effective Mentors to building trusting relationships with their Mentee:

➢ Demonstrate sincerity by:

- Being fully present in the mentoring relationship
- Demonstrating personal regard
- Being truthful
- Asking for permission
- Admitting mistakes
- Maintaining confidentiality

➢ Demonstrate reliability by:

- Clarifying expectations
- Keeping commitments
- Behaving consistently
- Being available

➢ Demonstrate competence by:

- Letting your Mentee know about your expertise and experience
- Finding outside expertise in cases where you don't possess it
- Remember that your role is to be a competent Mentor, not to highlight your role as a competent principal
- Having high expectations of yourself and of the Mentor/Mentee relationship

A Caveat: Asking the Difficult Questions

Sometimes the fear of damaging the relationship or of undermining trust will cause a Mentor to hold back, to stop short of raising difficult questions or sharing challenging feedback.

We remind you that serving as a leadership mentor is a critical professional role requiring risk taking and clarity of purpose.

It may seem paradoxical, but in our experience, bold Mentors have the greatest impact and are most trusted by their Mentees.

SMART Goals for School Leadership

A SMART goal should accelerate and enhance the professional or personal development
of the Mentee.

Well defined learning goals are important to the success of a mentoring relationship. If goals are left too broad, chances are neither the Mentor nor Mentee will be satisfied with the learning process, the learning outcomes or the mentoring relationship. SMART goals are:

- **S**pecific
- **M**easurable
- **A**ction-oriented
- **R**ealistic
- **T**imely

The conversation between mentoring partners that leads up to formulating a SMART goal is critical to ensuring mentoring success. Formulating SMART goals is an interactive process that requires time and good conversation. It usually begins with a discussion of a fairly broad statement of intent and moves from the general to the more specific.

A SMART goal can be stated in one sentence or formatted as multiple statements. Substance is more important than form. However, ultimately worded, the goal should be clear, concise, specific and comprehensive enough to capture the five requirements of a SMART goal.

How to differentiate between a SMART goal and a-not-so-SMART goal for successful school leadership:

- A SMART goal represents a challenge or a stretch for the Mentee. A not-so-SMART goal is just a quick fix or information acquisition.
- A SMART goal focuses on the future development of the Mentee. A not-so-SMART goal focuses on maintaining the status quo.
- A SMART mentoring goal is specific, concrete and clear. A not-so-SMART goal is general and broad.
- A SMART goal seeks quantitative and/or qualitative improvement that can be demonstrated or measured over time. A not-so-SMART goal is hard to measure.
- A SMART goal is directly linked to the question, "Why?" "Why is this goal important to your development and success?" A not-so-SMART goal focuses only on the "how".
- A SMART goal requires more than one strategy in order to achieve it. A not-so-SMART goal is the strategy. Part of the work of the Mentor/Mentee partnership is to choose the most effective strategies needed to accomplish the goal.

LEARNING PLAN

Mentee: **Nora Newby**	Date Developed: May 20, 2011
Mentor/Coach: **I.M. There**	Date Reviewed: May 30, 2012

Contact Considerations and Planning
1. Plan for 6-8 face to face meetings between May 2011 and May 2012. Time for three of these meetings will be scheduled at Principals' meetings.

Meeting Date Initials Mentor - Mentee	**Meeting Date Initials** **Mentor - Mentee**
1. May 11, 2011 _____ _____	5. December 11, 2011 _____ _____
2. June 15, 2011 _____ _____	6. February 25, 2012 _____ _____
3. Sept. 23, 2011 _____ _____	7. April 15, 2012 _____ _____
4. October 15, 2011 _____ _____	8. May 18, 2012 _____ _____

LEARNING GOALS

Leadership Domain	Professional Learning Priorities	Suggested strategies for reaching goals
Catholic Faith, Community and Culture	• Faith needs of my community (e.g. sacramental preparation for students, faith formation for staff) • Liturgy and Eucharistic practices	• Celebrate Catholic Faith through daily prayer in the school (establish routines) • Establish relationship with Parish staff (plan for masses and sacramental preparation)
Setting Directions	• Effective School Improvement Plan • Identify leaders within the school community among staff, students and parents • Team-building practices within a Catholic Professional Learning Community	• Maintain a SI plan that is current and collaboratively developed, and addresses the learning needs and diversity of all students • Incorporate and clearly articulate the faith needs of the school • Use achievement data to set SMART goals in a meaningful way • Communicate the plan to all

Building Relationships and Developing People	• Carry out the Safe Schools policies and procedures effectively • Be aware of the needs of students, staff and parents • Celebrate the achievements of the school	• Review and update school policies to align with Board and Province (Progressive Discipline) • Communicate effectively with all school community members • Know IEPs and supports that are in place • Establish *School Learning Teams* to review needs of all students • Address successes regularly
Developing the Organization	• Be an effective leader in a unionized environment • Establish practices and routines that are just and fair for all and in keeping with Gospel values • Engage parents in the life of the school in meaningful ways • Create a welcoming and supportive school culture	• Become familiar with the language of the various collective agreements to build and support relationships • Be reflective in leadership and seek feedback from the community • Look for staff and parents to be effective members of School Council • Establish committees with staff and parent assistance (e.g. School Improvement, Safe Schools)
Leading the Instructional Program	• Improved student learning is a focus shared by all staff • Provide resources to support curriculum and learning needs	• Support staff in effective use of data for improved classroom instruction and in closing the gap in achievement • Manage school budgets to support learning • Incorporate Catholicity goals (SIP) in daily faith formation for students
Securing Accountability	• Engage School Council in the life of the school (goals and outcomes) • Carry out performance appraisals in a fair and supportive manner	• Analyze and use rich data to continually improve school performance • Support teachers in their ALPS and in their needs to improve classroom practice (e.g. resources, PD) • Lead by example in faith and implementation of Catholic values

Some *Blended* Mentor Questioning Stems
Helping Mentees toward new ways of "Doing" and "Being"

Paraphrasing
- So …
- Let me make sure I understand…
- In other words…it sounds like…

Clarifying
- Could you tell me more about…?
- Tell me what you mean by…
- Could you give me an example…?
- How is that different from…?

Interpretation
- What you are describing could mean…
- Could it be that what you are saying is…?
- Is it possible that…?

Meditational
- What criteria do you use to…?
- What might happen if…?
- How would it look…?
- What is the impact of… on students…?
- How do you decide…?

Instructional
- Would you like more information; to review some options; some resources…?
- A couple of things to keep in mind are…
- Research seems to indicate…
- Sometimes it is helpful if…

Summarizing
- You have stated that your goal is…
- Let's review the key points in our discussion…
- Tell me your next steps…
- So this is your homework…

Transformational
- Let's try a role-play…
- Ground that assessment for me…could you make a different assessment…
- How could we turn that rut story into a river story…?
- What new "way of being" are you willing to try out…?

(Adapted from Blended Coaching: Skills and Strategies to Support Principal Development. Corwin Press)

Questioning

In the mentoring relationship, questioning can serve both to inform the Mentor and to influence the mentee. In the first case, questioning is one of the ways in which a Mentor gathers information that will help to assess a mentee's needs and context. In the second, questioning is a powerful tool for helping a mentee clarify his/her own thinking, develop new interpretations, and discovers new possibilities.

Regardless of their specific purpose, effective questions generally share some common characteristics, examples of which are included.

Six Characteristics of Effective Questions:

Effective questions are:	They sound like this:	Not like this:
Open Ended	Tell me about your teaching experience. What do you think about…?	Where did you teach? Do you believe in…?
Invitational	It would be great to hear about… Would you consider…?	Why on earth would you…? Why don't you…?
Specific	How often does she…? What does it look like when…?	Does she…much? What will happen if…?
Evocative	What might this mean? Let's speculate about…	What does this mean? What will happen if…?
Positively or Neutrally Based	What might you learn from this? Tell me what you are thinking.	What's up with…? What did you think would happen?
Challenge Assessments	What evidence do you have that…? How could this be interpreted differently?	What is wrong with…? What is your feeling about…?

12 Strategies for Mentoring Success

1. Spend sufficient time getting to know your mentoring partner.

2. Meet with your mentee face to face on a regular basis.

3. Establish a regular pattern of contact.

4. Keep focused on achieving goals and not day-to-day challenges.

5. Follow through on your commitments; hold your Mentee accountable for his/her commitments.

6. Be open to learning and to new approaches.

7. Periodically reflect on what you and your Mentee are learning.

8. Hold your Mentee accountable for his or her growth and development.

9. Provide regular feedback; seek and welcome feedback from your Mentee.

10. Use your time well.

11. Expect to make mid-course corrections.

12. Check in and check things out.

Mentoring and Coaching Program
London District Catholic School Board

"Exit" Plan for Mentor/Mentee Relationship

Since God chose you to be the holy people whom He loves,

you must clothe yourselves with tenderhearted mercy, kindness,

humility, gentleness, and patience.

St. Paul

The Mentoring/Coaching Steering Committee of the London District Catholic School Board is committed to meeting the leadership goals and learning needs of all our Mentor/Mentee partnerships. The committee seeks to match Mentors and Mentees with the utmost care, striving to match the strengths of an experienced Mentor with the learning needs of those new to the role of school leadership.

Requesting a Change in Mentors

It is the intent of the committee to respect the *changing needs* of all participants at all stages throughout the two-year mentor/mentee relationship.

If, for some reason, there is a need for a Mentee to be matched with a different Mentor anytime during that period, the Steering Committee will work closely with the mentee to find another Mentor, more closely suited to the Mentee's needs. The committee will ensure that the re-match is done with integrity and confidentiality, in a professional and caring manner for all concerned.

i) *Request for change of Mentor after initial match*:
A Mentor or Mentee may wish to request a change at the beginning of the two-year program.

ii) *Request for change in mentor after the first year of the program*:
A Mentee may feel after one year in the relationship that another Mentor would challenge the Mentee in his/her leadership goals to a greater degree than the present mentor.

iii) *Request for a change in Mentor at any point within the two-year program*:
   A Mentee may have specific reasons to request another Mentor so that his/her leadership goals are supported to better meet the needs of the Mentee.

The Process for "Exiting" a Mentor/Mentee Relationship during the Program

If a break-down in a Mentor/Mentee relationship occurs, for whatever reason, the Mentor or Mentee (depending on the person who experiences the need for change) will contact the Superintendent of Education responsible for Mentoring and Coaching for the London District Catholic School Board. The Superintendent will meet with the Mentor and Mentee, if needed, to discuss the change. The Superintendent, in consultation with members of the Steering Committee, will revisit the Mentor and Mentee profiles and create a new match suited to the needs of the Mentee and to the leadership strengths of the Mentor.

In creating a new match, factors such as geography of the Mentor in relation to the location of the Mentee may result in a longer distance between the partners than is ideal, for meeting purposes. The greater considerations would be securing a closer match to the Mentee's learning and leadership needs.

The Committee and Superintendent will:

- Review the profiles of the Mentee and available Mentors for a more suitable match
- Inform the former Mentor or mentee to acknowledge the support provided to date and to inform him/her that a new partnership has been forged to meet the needs of all
- Contact the new Mentor and confirm his/her willingness to become a Mentor
- Be available to the Mentee and new Mentor to assist with the transition into the new partnership, where needed

"Exiting" upon completion of the Two-Year Mentoring/Coaching Program

The Celebration

All mentees who have completed the two-year Mentoring/Coaching Program, either in the role of Vice Principal or Principal, will be invited to take part in the London District Catholic School Board Commissioning Mass for Leadership Programs.

This celebration of our faith each year in May recognizes all participants who have completed the *Called to Lead*, *Called to Serve* and the *Two-Year Mentoring* Programs.

Mentors will be invited to the Mass and commissioning to share in the celebration and success of the mentor/mentee partnership, upon the completion of the two-year program.

From Dialogue to Reflection:

Professional Journal Entries

Meetings 1-8

Foundational Learning Goals and Strategies For Your Professional Conversations

1. Ontario Leadership Framework for Catholic Principals and Vice Principals – *Leadership Domains*

- Catholic Faith, Community and Culture
- Setting Directions
- Building Relationships and Developing People
- Developing the Organization
- Leading the Instructional Program
- Securing Accountability

2. The Ontario Leadership Strategy - *Five Core Leadership Capacities*

- Setting Goals
- Aligning Resources with Priorities
- Promoting Collaborative Learning Cultures
- Using Data
- Engaging in Courageous Conversation

Mentoring Program

London District Catholic School Board

MENTEE'S JOURNAL ENTRY

Meeting # _____   Date: _____

Learning Goals at the centre of today's discussion:

1. CLF Domain: _____

   Core Leadership Capacity Link: _____

   Learning Plan Goal(s) I have set: _____

   _____

   _____

   _____

2. CLF Domain:_____

   Core Leadership Capacity Link: _____

   Learning Plan Goal(s) I have set: _____

   _____

   _____

   _____

3. CLF Domain:_____

   Core Leadership Capacity Link: _____

   Learning Plan Goal(s) I have set: _____

   _____

   _____

   _____

Questions for Reflection from today's conversation:

1. How well did I articulate my successes and challenges in today's discussion with my Mentor?

   _____

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2. To what degree did I refer to practical situations in my school to demonstrate my concerns?

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3. What was I most honest about in our discussions today?

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4. What are some concerns that I was **not** ready to articulate today?

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5. In what way did our discussions today help me to see the situation differently, if at all? If not, what kept our discussion from being meaningful?

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6. What was the most supportive comment from my Mentor today and why?

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Collaborative Log
following today's conversation…*in a nutshell*

Mentor: _____   Mentee: _____   Date: _____

What is working?	Current focus, challenges, concerns (based on leadership framework domains)
Mentee's Next Steps	Mentor's Next Steps
	Next Meeting Agenda
	Next Meeting Date and Time

Mentoring Program

London District Catholic School Board

MENTEE'S JOURNAL ENTRY

Meeting # _____   Date: _____

Learning Goals at the centre of today's discussion:

CLF Domain: _____

1. Core Leadership Capacity Link: _____

   Learning Plan Goal(s) I have set: _____

   _____

   _____

   _____

2. CLF Domain:_____

   Core Leadership Capacity Link: _____

   Learning Plan Goal(s) I have set: _____

   _____

   _____

   _____

3. CLF Domain:_____

   Core Leadership Capacity Link: _____

   Learning Plan Goal(s) I have set: _____

   _____

   _____

   _____

Questions for Reflection from today's conversation:

1. How well did I articulate my successes and challenges in today's discussion with my Mentor?

    _____

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2. To what degree did I refer to practical situations in my school to demonstrate my concerns?

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3. What was I most honest about in our discussions today?

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4. What are some concerns that I was **not** ready to articulate today?

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5. In what way did our discussions today help me to see the situation differently, if at all? If not, what kept our discussion from being meaningful?

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6. What was the most supportive comment from my Mentor today and why?

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Collaborative Log
following today's conversation…*in a nutshell*

Mentor: _____ Mentee: _____ Date: _____

What is working?	Current focus, challenges, concerns (based on leadership framework domains)
Mentee's Next Steps	Mentor's Next Steps
	Next Meeting Agenda
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Mentoring Program

London District Catholic School Board

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Resources and Forms

To Support

Mentor/Mentee Conversations and Commitments

(Available on Journal CD)

MENTOR PROFILE

Name: _____   Date: _____

Phone: Work: _____   Cell: _____

Current Assignment	
Name of School	

PROFESSIONAL EXPERIENCE

Strengths/Interests In Your Role (i.e. Subject Council, Budget, Curriculum Department)	• _____ • _____ • _____ • _____
Geographical Boundary Request	London ☐ Elgin ☐ Middlesex ☐ Oxford ☐
Other Comments to Support the "Matching" Process	

Signature of Mentor: _____ Date:_____

Please return to the Superintendent responsible for Mentoring/Coaching. Maintain a copy for your records.

MENTEE PROFILE

Name: _____ Date: _____

Phone: Work: _____ Cell: _____

Current Assignment (VP/P)	
Name of School	

Personal/Professional Strengths	• _____ • _____
Personal/Professional Areas Of Need/Growth	• _____ • _____
Main Leadership Goals Year 1- 20__ Year 2- 20__	• _____ • _____
Geographical Boundary Request	London ☐ Elgin ☐ Middlesex ☐ Oxford ☐
Other Comments to Support the "Matching Process"	

Signature of Mentee: _____ Date:_____

Please return to the Superintendent responsible for Mentoring/Coaching. Maintain a copy for your records.

Mentor/Mentee Agreement

We are committed to demonstrating:

        1. Reflective Questioning

        2. Open Dialogue

        3. Guided Reflection

        4. Focused Conversation

        5. 6-8 "Face-to-Face" meetings in the school year

We have discussed the protocols by which we will work together, develop, and in the same spirit of partnership, collaborate on the development of a work plan. In order to ensure that our relationship is mutually rewarding and a satisfying experience for both of us, we agree to:

- Meet regularly. Our specific schedule of contact and meetings is as follows:

    _____

    _____

- Look for multiple opportunities and experiences to enhance the Mentee's learning. We have identified, and will commit to, the following specific opportunities and venues for learning: (e.g. breakfast meetings, occasional dinners)

    _____

    _____

- Maintain confidentiality of our relationship and honour the ground rules we have created by:

    _____

    _____

- Provide regular feedback to each other and assess on-going progress. We will accomplish this by:

    _____

    _____

We agree to meet regularly over the next *two years*. At the end of that time, we will review this agreement, evaluate our progress, and reach a learning conclusion. The relationship will then be considered to be complete. If we choose to continue our mentoring partnership, we may negotiate a basis for continuation, so long as we have stipulated mutually agreed on goals.

In the event that one of us believes it is no longer productive for us to continue or the learning situation is compromised, we may decide to seek outside intervention (The Exit Plan) or conclude the relationship. In this event, we agree to use closure as a learning opportunity.

_____   _____

Mentor's Signature and Date   Mentee's Signature and Date

Please submit to the Superintendent responsible for Mentoring and Coaching within 7 days of your initial Mentor/Mentee meeting.

It is advisable that you maintain a copy for your records.

MENTOR/MENTEE INVENTORY
Skill Building in the Relationship
(For use after initial conversations)

Instruction: Review each skill and indicate how comfortable you are in using it by checking one of the three grids: V = very comfortable, M = moderately comfortable, U = uncomfortable. Then identify an example that illustrates a concrete situation in which you were either comfortable or uncomfortable using the skill. Check where you feel you must improve to develop a level of comfort. Once you have complete the skills inventory, rank your overall comfort level with all twelve skills on a scale of 1 to 5.

Skill	Comfort Level			Example	Needs Work
	V	M	U		
Building Trust					
Developing Rapport					
Genuine Listening					
Asking Powerful Questions					
Providing Meaningful Feedback					
Receiving Meaningful Feedback					
Setting Learning Goals					
Fostering Accountability					
Managing Conflict					
Cultural Competency					
Problem Identification					
Problem Solving					
Commitment to Process					
Overall Rating 1 2 3 4 5					

Mentors/Mentees may wish to revisit this "Skills Inventory" together, after Year One of the Mentor/Mentee Relationship to gauge improvement.

Preparing to be a Mentor…
How will I demonstrate my commitment?

Goals for a Mentor	Strategies to Support the Mentee
Ensure visible support	
Lead by example	
Support the time taken to Mentor	
Show interest without interfering in the relationship	
Provide opportunities to integrate new learning	
Get the right infrastructure in place	
Provide adequate budget	
Honour mentoring time	
Assign responsibility for mentoring management short-term and long-term	
Model the way	
Engage in mentoring as a Mentor and a Mentee	
Practice mentoring excellence!	

Mentee's Self-Assessment of Skills in Relation to the Leadership Framework

A school administrator is an educational leader who promotes the success of all students by…	Identify your Leadership Strengths	Identify your Leadership Challenges and Needs	What professional development needs do you have?
CATHOLIC FAITH, COMMUNITY AND CULTURE Nurturing Catholic faith, community, and culture and modeling a commitment to Gospel values.			
SETTING DIRECTIONS Building a shared vision, fostering the acceptance of group goals and setting and communicating high performances expectations.			
BUILDING RELATIONSHIPS AND DEVELOPING PEOPLE Fostering genuine trusting relationships with students, staff, families and communities, guiding a sense of mutual respect. Empowering others to work in the best interests of all students.			
DEVELOPING THE ORGANIZATION Building collaborative cultures, structuring the organization for success, and connecting the school to its wider environment.			
LEADING THE INSTRUCTIONAL PROGRAM Setting high expectations for learning outcomes and monitoring and evaluating the effectiveness of instruction. Managing the school effectively so that everyone can focus on teaching and learning			
SECURING ACCOUNTABILITY Creating conditions for student success and being accountable to students, parents, the community, supervisors and to the Board for ensuring that students benefit from a high quality education. Specifically accountable for the goals set out in the school improvement plan			

Mentoring Program for New School Leaders
London District Catholic School Board

LEARNING PLAN	
Mentee:	**Date Developed by Mentee:**
Mentor:	**Date Reviewed with Mentor:**

Contact Considerations and Planning
Plan for 6-8 Face to Face meetings within the school year.

Meeting Dates

1.	5.
2.	6.
3.	7.
4.	8.

LEARNING GOALS
Ontario Leadership Framework for Catholic Principals and Vice-Principals

Leadership Domain	Professional Learning Priorities	Suggested Strategies for Reaching Goals
Catholic Faith, Community and Culture		
Setting Directions		
Building Relationships and Developing People		

Developing the Organization		
Leading the Instructional Program		
Securing Accountability		

Leadership Learning Goals for this plan should be considered in the context of:

7. Ontario Leadership Framework for Catholic Principals
   and Vice Principals – *Leadership Domains*

   - Catholic Faith, Community and Culture
   - Setting Directions
   - Building Relationships and Developing People
   - Developing the Organization
   - Leading the Instructional Program
   - Securing Accountability

8. The Ontario Leadership Strategy - *Five Core Leadership Capacities*

   - Setting Goals
   - Aligning Resources with Priorities
   - Promoting Collaborative Learning Cultures
   - Using Data
   - Engaging in Courageous Conversation

Creating the Learning Plan
SMART Goal Checklist

When you have successfully articulated a SMART goal, you should be able to answer each of the questions below affirmatively. If you cannot, it means more work is required to articulate your SMART goal.

Question	Yes/No
Is the goal clearly future oriented?	
Is the goal realistic?	
Will the goal be challenging for me? (That is, is it a stretch goal rather than a maintenance goal?	
Is this a goal that will significantly help me grow in one or more leadership competencies?	
Will this goal require me to make a personal investment of time, energy and effort?	
Will this goal contribute to my growth and development as a Catholic educator?	
Does this goal require constructive feedback and candid conversations?	
Is this goal achievable within the time frame of this relationship?	
Will I feel a sense of pride and satisfaction in accomplishing this goal?	
Is this goal in my best professional/personal interest and the best interests of my school district?	

Resources

Growing in Knowledge and Faith

A Professional Journal
Supporting the Mentoring Program for
Newly Appointed Principals and Vice Principals

1. Bloom, G., Castagna, C., Moir, E., Warren, Betsy. Blended Coaching: <u>Skills and Strategies to Support Principal Development.</u> Corwin Press, Thousand Oaks, California, 2005.

2. <u>Mentoring for Newly Appointed School Leaders – Reach Every Student: Supporting Effective School Leadership.</u> Ontario Ministry of Education. 2008.

3. <u>Putting Ontario's Leadership Framework Into Action.</u> The Institute for Educational Leadership/L'Institut de leadership en éducation. Ontario Ministry of Education. 2008.

4. <u>Supporting Effective School Leadership: A Handbook for Implementing Mentoring for Newly Appointed School Leaders in Ontario.</u> Associations des directions et directions adjointes des écoles franco-ontariennes, Ontario Principals' Council: Education Leadership Canada and The Catholic Principals' Council of Ontario. 2010.

Kathleen Fraumeni
Journal Author
London District Catholic School Board
2011