Teacher Induction and Mentoring FORUM

PROGRAM

September 21-23, 2016
Kingston, Ontario, Canada
# Teacher Induction and Mentoring FORUM

**September 21-23, 2016**  
Four Points Hotel, Kingston, ON

## Program at a Glance

The registration table will be open in the Foyer at 4:30pm on Wednesday, September 21, 2016 and at 7:30am on Thursday, September 22, 2016.

### Wednesday, September 21

<table>
<thead>
<tr>
<th>Time</th>
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<tr>
<td>6:00-6:30 pm</td>
<td><strong>Welcome Message by the Forum Coordinators</strong> (Old Stones)</td>
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<tr>
<td>7:30-9:00 pm</td>
<td><strong>Keynote:</strong> Megan Tschannen-Moran, College of William and Mary</td>
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### Thursday, September 22

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</tbody>
</table>
| 9:15-10:30 am | **Session 1** (Ballroom C)  
**Pan-Canadian Teacher Induction and Mentoring Research Project Overview** |
| 10:30-10:45 am | **Refreshment Break** (Foyer)                                                                  |
| 10:45-12:00 pm | **Session 2** (Ballroom C and Gibraltar)  
**Workshop:** Evocative Coaching Workshop (Megan and Bob Tschannen-Moran) |
| 12:00-1:00 pm | **Lunch** (Old Stones)                                                                         |
| 1:00-2:15 pm | **Session 3** (Ballroom C and Gibraltar)  
**Pan-Canadian Research Presentations and Discussions**                                           |
| 2:15-2:30 pm | **Networking Break** (Foyer)                                                                    |
| 2:30-3:30 pm | **Session 4** (Ballroom C)  
**Workshop:** Adapting Mentorship for Teacher Well-Being and Career Resilience Development (Keith Walker and Benjamin Kutsyuruba) |
| 3:30-3:45 pm | **Refreshment Break** (Foyer)                                                                   |
| 3:45-5:00 pm | **Session 5** (Ballroom C)  
**Bliss and Blisters of First Years of Teaching: Panel and Conversation Session**            |
| 5:00-7:00 pm | **Light Reception** (Old Stones)                                                                |

### Friday, September 23

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| 9:15-10:30 am | **Session 6** (Ballroom C and Gibraltar)  
**Pan-Canadian Research Presentations and Discussions**                                           |
| 10:30-10:45 am | **Refreshment Break** (Foyer)                                                                  |
| 10:45-12:00 pm | **Session 7**  
**Roundtable Discussions** (Ballroom C)  
**Overview of the proposed edited book and possible chapters (optional; for potential contributors)** (Gibraltar) |
| 12:00-1:00 pm | **Lunch** (Old Stones)                                                                         |
| 1:00-2:00 pm | **Closing Remarks and Farewell** (Ballroom C)                                                   |
Welcome to the Teacher Induction and Mentoring Forum!

We are honored that you are attending this first pan-Canadian Teacher Induction and Mentoring Forum. The aim of this forum is to initiate the pan-Canadian conversations among the interested parties who work with early career teachers from all provinces and territories in Canada. We are happy to welcome leaders, scholars, administrators, teacher induction and mentoring program coordinators, representatives from teacher associations, ministries/departments of education, universities, school boards, schools, and community organizations across Canada.

The forum is a key outcome of the multi-year pan-Canadian research project funded by the Insight Grant received from the Social Sciences and Humanities Research Council of Canada (SSHRC), entitled “Understanding Teacher Attrition and Retention: The Role of Teacher Induction and Mentorship Programs.” As the title suggests, the purpose of this research project is to explore the differential impact of teacher induction and mentorship programs on the early-career teachers’ retention, as perceived across the provinces and territories.

The high teacher attrition rates among early career teachers worldwide have caught the attention of policy makers and educational leaders at the international arena. Despite the persistence of this phenomenon in different parts of Canada for some time, no recent pan-Canadian statistics or comprehensive studies are available. Our research aimed to address this gap, recognizing that education is a provincial/territorial responsibility in Canada, with attendant variations in school systems and policies. Because responses to attrition and retention concerns tend to be compartmentalized and often remain unavailable for other jurisdictions, our main goal for this forum was to bring representatives from all parts of Canada to converse about the needs of early career teachers and the role of teacher induction and mentoring programs in meeting those needs.

We anticipate that each attendee will contribute unique insights and perspectives based on his/her specific backgrounds and experiences regarding facets of early career teachers’ support. We believe that our deliberations during the next few days will serve to enrich your understanding and practice of the induction and mentoring processes and programs.

Enjoy the forum! We encourage you to actively engage in forum discussions and share your thoughts and experiences on social media using #NewTeacherForum.

Please, follow the Forum on Social Media:

Facebook: NewTeacherForum
Twitter: NewTeacherForum

Respectfully,

Benjamin Kutsyuruba and Keith Walker
Dear Forum Attendees,

Welcome to beautiful Kingston and the Islands as you participate in the first Pan-Canadian Teacher Induction and Mentoring Forum. With its long tradition of exceptional education, Kingston is a fitting setting for this unique learning opportunity for scholars, administrators, and mentors alike.

Effective education contributes to a highly skilled, creative and innovative workforce; the ingenuity and work ethic of our citizens represent the best investment we can make in an era when change is the only constant. Teachers are the foundation. Supporting and empowering young teachers through purposeful mentorship by the best of their peers provides a strong model for personal growth and learning.

I commend the organizers for initiating the conversations to optimize this process among the interested parties across levels of education. I have no doubt that this year’s Teacher Induction and Mentoring Forum will be the first of many successful forums on this important and enriching topic.

Sincerely,

Mark Gerretsen, M.P.
Kingston and the Islands
Dear Forum members,

As the Member of Provincial Parliament for Kingston and the Islands, it is my great pleasure to welcome you to the first pan-Canadian Teacher Induction and Mentoring Forum.

Our province has worked to create an excellent education curriculum to ensure that our youth are equipped with the skills they need to succeed and reach their full potential. However, it is effective teachers that are integral to student success and development, academically and personally. I am, therefore, appreciative of the scholars, managers and educators from across Canada who are involved in the induction, mentoring, and Professional Development of Early Career Teachers at all levels of educational practices who have taken the time to be here today. I’m pleased that there is an emphasis on supporting strong teaching through mentorship.

I would like to extend my thanks to the organizers for putting together an information-rich event and for choosing to host this forum in our beautiful city of Kingston. Even though your schedule will undoubtedly be packed with stimulating discussion, I hope that you have an opportunity to explore some of the many unique attractions, stores and fine restaurants that our city has to offer.

Again, all the best for an engaging few days of speakers, workshops, networking and mentoring. May it have lasting positive effects on you individually and within the institutions that you represent for many years to come.

Sincerely,

Sophie Kiwala, MPP
Kingston and the Islands
September 13, 2016

On behalf of Kingston City Council, I would like to extend a warm welcome to the attendees of the first Pan-Canadian Teacher Induction and Mentoring Forum!

I am delighted that you chose our community as this year’s conference destination and am certain that you will enjoy your stay here. Our community is proud of our educators, the work they do and the important role they play in our lives and the lives of our children.

During some of your free time I hope you take the opportunity to explore our historic City. Kingston is home to the region’s best cultural attractions; museums, galleries and historic sites, including Fort Henry, a UNESCO World Heritage Site. I look forward to welcoming you back soon for one of our great summer events, such as the Limestone City Blues Fest, the Buskers Rendezvous, or the Kingston Canadian Film Festival. Be sure to join us in 2015 as we celebrate the bicentennial of our most famous Kingstonian, Sir John A. Macdonald.

I am thrilled that you are holding your event in Kingston and am confident it will be a huge success!

Sincerely,

Bryan Paterson
Mayor of Kingston

BP/sm
Distinguished attendees,

On behalf of Queen's University, I extend a warm welcome to all of the delegates joining us in Kingston for the first pan-Canadian Teacher Induction and Mentoring Forum. We are so pleased to co-host this important forum, which has been generously supported by the Social Sciences and Humanities Research Council of Canada (SSHRC), Queen’s own Dr. Benjamin Kutsyuruba, and Dr. Keith Walker from the University of Saskatchewan.

For over 175 years, Queen’s University has influenced Canadian higher education with a commitment to both research excellence and an unparalleled student experience. Home to more than 25,000 students, researchers, scholars, professors and artists, Queen’s offers a range of programs in a number of schools and faculties including: Arts and Science, Engineering and Applied Science, Business, Health Sciences, Law, Drama and Music, Graduate Studies, and of course, Education.

Through our diverse programming, we promote social innovation, foster creative expression, and explore how societies work best. It’s this culture of excellence that has made Queen’s one of Canada’s leading universities.

I hope that you will have an opportunity to explore the attractions that both our campus and our city have to offer and that you enjoy a successful and inspiring forum.

Sincerely,
Daniel Woolf
Principal and Vice-Chancellor
Queen’s University
Warm Greetings from the Faculty of Education at Queen’s University!

It is with great pleasure that I welcome you to the first pan-Canadian Teacher Induction and Mentoring Forum, hosted in Kingston, Ontario. This forum is a result of the three-year research project funded by the Social Sciences and Humanities Research Council of Canada (SSHRC) that examined the differential impact of teacher induction and mentorship programs on the early-career teachers’ retention across the provinces and territories.

Our mission at the Faculty of Education is to develop progressive, ethical, competent and thoughtful leaders in education through teaching, research and professional collaboration. This research project supports that mission through the productive collaboration between Queen’s University and University of Saskatchewan (Dr. Keith Walker) and through the involvement and mentorship of graduate students: Lorraine Godden, Leigha Covell, Paul Godden, Ian Matheson, John Bosica, Maha Al Makhamreh, and Rebecca Stroud. The research team’s published contributions and conversations, initiated at this forum, will be of great value to early career teachers as well as educators and administrators across all levels of education.

The Forum is a wonderful learning opportunity with Dr. Megan Tschannen-Moran’s keynote address as well as the workshops, presentations, panels, and discussions that will make up the next few days. I trust that you will establish some interesting professional connections and find many moments of inspiration and learning.

Enjoy your time in our beautiful and historical downtown Kingston and I hope that you will also have a chance to visit the Queen’s University campus, which sits on the traditional territory of the Haudenosaunee & Anishinabek. We are so pleased that you have joined us for this exciting event.

Sincerely,

Dr. Rebecca Luce-Kapler
Dean
Forum Program

Wednesday, September 21

6:00-6:30 pm: Welcome Message by the Forum Coordinators (Old Stones)
6:30-7:30 pm: Opening Dinner (Old Stones)
7:30-9:00 pm: Keynote:
  - Fostering Vitality in Schools: Nurturing Compassion, Building Trust, and Celebrating Strengths – Megan Tschannen-Moran (VA, USA)

Thursday, September 22

8:00-9:00 am: Breakfast Together (Old Stones)
9:00-9:15 am: Opening Remarks (Ballroom C)
9:15-10:30 am: Session 1 (Ballroom C)
  - Pan-Canadian Teacher Induction and Mentoring Research Project Overview – Keith Walker (SK), Benjamin Kutsyuruba, Lorraine Godden, Ian Matheson, John Bosica, Maha Al Makhamreh, Rebecca Stroud Stasel (ON)

10:30-10:45 am: Refreshment Break (Foyer)
10:45-12:00 pm: Session 2 Workshop (Ballroom C)
  - Evocative Coaching – Megan and Bob Tschannen-Moran (VA, USA)
12:00-1:00 pm: Lunch (Old Stones)
1:00-2:15 pm: Session 3.1 Pan-Canadian Research Presentations and Discussions (Ballroom C)
  - Learning from the Ontario’s New Teacher Induction Program (NTIP) – Jim Strachan (ON)
  - What are We Learning about Induction and Mentorship? Highlights from a Longitudinal Study of Teacher Induction in Winnipeg School Division – Kathy Collis, Gail Ruta Fontaine, Francine Morin (MB)
  - The Rewards and Challenges of Guiding New Teachers on the Road of Professional Learning: Considering the Work of Principals in Supporting the Newest Teachers in Ontario Publicly-Funded Elementary Schools – Jenny Gonyou-Brown (ON)

Session 3.2 Pan-Canadian Research Presentations and Discussions (Gibraltar)
  - The impact of mentor development on Associate Teachers and Faculty Advisors – Geri Salintri, Sara Shahbazi, Alyssa Palazzolo (ON)
  - Creating Coherence, Honouring Diversity: A Partnership Approach to Teacher Mentorship in British Columbia – Ching-Chiu Lin, Alison Davies, Devon Stokes-Bennett (BC)
  - Finding the right “fit” in international teaching: What we know about hiring new teachers and how to support them - Launa Gauthier (ON)

2:15-2:30 pm: Networking Break (Foyer)
2:30-3:30 pm: Session 4 Workshop (Ballroom C)
  - Adapting Mentorship for Teacher Well-being and Career Resilience Development – Keith Walker (SK), Benjamin Kutsyuruba (ON)
3:30-3:45 pm: Refreshment Break (Foyer)
Friday, September 23

8:00-9:00 am: **Breakfast Together** (Old Stones)
9:00-9:15 am: **Opening Remarks** (Ballroom C)
9:15-10:30 am: **Session 6.1** Pan-Canadian Research Presentations and Discussions (Ballroom C)
   - The Assessment of Students’ Learning: A Major Hurdle for Beginning Teachers in Quebec and Ontario – *Sylvie Fontaine* (QC), *Ruth Kane* (ON)
   - Threading the needle: Lessons learned from developing and implementing a Mentoring and Coaching Fellowship in an English school board in Western Quebec – *Trista Hollweck* (QC)
   - Teaching in the early years of practice: A Five-Year Longitudinal Study of Alberta beginning teachers – *Laura Servage, Jaime Beck* (AB)

**Session 6.2** The Role of School Administrator in Teacher Induction and Mentoring Programs: Panel and Research Presentation (Gibraltar)
   - School Administrator Panel – *Carmine Minutillo* (ON), *Terry Kharyati* (QC), *Deborah Thompson* (ON), *Darren Seymour* (ON)

10:30-10:45 am: **Refreshment Break** (Foyer)
10:45-12:00 pm: **Session 7.1** Roundtable Discussions (Ballroom C)
   - Teaching practice or practicing teaching: How practicum affects the attitudes and motivations of teacher candidates – *Eleftherios (Terry) Soleas* (ON), *Ji Hong* (OK, USA)
   - Successes and Challenges of Second Language Mentorship in Higher Education in the Mekong Delta of Vietnam – *Hung Tran* (AB)
   - Career/Life Planning in K-12 Public Schools Curricula: Preparing and Supporting New and Beginning Teachers to Talk About Careers – *Lorraine Godden* (ON)
   - Understanding pre-service teachers’ legal literacy and experiences with legal issues in practicum settings: Implications for early career teachers – *James Murray, Benjamin Kutsyuruba* (ON)
   - *Additional tables will be set up for further discussions of the pan-Canadian research project’s survey and interview results.*

**Session 7.2** *Optional: Overview of the proposed pan-Canadian edited book on Early Career Teacher Induction and Mentorship (Gibraltar)
   - This session is for potential contributors of chapters to the upcoming edited volume

12:00-1:00 pm: **Lunch** (Old Stones)
1:00-2:00 pm **Closing Remarks and Farewell** (Ballroom C)
Forum Coordinators

Benjamin Kutsyuruba (Ph.D., University of Saskatchewan) is an Associate Professor in Educational Policy, Leadership, and School Law and an Associate Director of Social Program Evaluation Group (SPEG) in the Faculty of Education at Queen’s University, Kingston, Ontario, Canada. Throughout his career, Benjamin has worked as a teacher, researcher, manager, and professor in the field of education in Ukraine and Canada. He completed his PhD in Educational Administration at the University of Saskatchewan, Saskatoon, Saskatchewan, Canada. His research interests include educational policymaking; educational leadership; mentorship and development of teachers; trust, moral agency, and ethical decision-making in education; international education; school climate, safety, well-being, and flourishing; and, educational change, reform, and restructuring. His areas of teaching are educational leadership, school law and policy, educational policy studies, and policymaking in education.

ben.kutsyuruba@queensu.ca

Keith Walker (Ph.D., University of Saskatchewan) is a professor in the Johnson-Shoyama Graduate School of Public Policy (30%) and in the Department of Educational Administration in the College of Education (70%). He believes in the fundamental importance of robust systems of early childhood, K-12 education, and post-secondary education for the well-being of civil societies and has a wide-angle focus on lifelong and life-wide education in his work. To his way of thinking, organizational-community and leadership learning and development in all three sectors (public, social and private) are critical. His academic expertise in educational administration, executive leadership, organizational development and applied ethics, match well with his public policy research interests (governance, leadership-constituent relationships and social policy). Walker’s present projects range from an examination of trust – why it is important, how it can be sustained – to how we might further engage public and social sector becoming flourishing and engaging organizations.

keith.walker@usask.ca
Keynote Address

Megan Tschannen-Moran

Fostering Vitality in Schools: Nurturing Compassion, Building Trust, and Celebrating Strengths

Wednesday, September 21, 2016
7:30pm

Vibrant schools are joyful places where curiosity and love of learning abide. Cultivating compassion through a clear and specific model of empathy and adopting a strengths-based orientation for both faculty and students are two powerful strategies for bringing about these vibrant learning environments. In addition, a growing body of research demonstrates the essential role that trust plays in creating positive learning outcomes for students. Let us explore together how we might foster more vitality in our own professional learning contexts.

Megan Tschannen-Moran (Ph.D., Ohio State University) is a Professor of Educational Leadership at the College of William and Mary. Growing out of her fourteen years of experience as a school leader of a non-public school serving primarily low-income and minority students in a distressed neighborhood of Chicago, she is motivated to work at the intersection of theory and practice so that schools grow in their capacity to serve all students well. Her research and scholarly publications focus on relationships of trust in school settings and how these are related to important outcomes such as the collective efficacy beliefs of a school faculty, teacher professionalism, and student achievement. Another line of research examines teachers’ self-efficacy beliefs and the relationship of those beliefs to teacher behavior and student outcomes. She has published more than 50 scholarly articles and book chapters. Her book Trust Matters: Leadership for Successful Schools 2nd Ed. (2014, Jossey-Bass) reports the experience of three principals and the consequences of their successes and failures to build trust. Her second book, Evocative Coaching: Transforming Schools One Conversation at a Time (2010, Jossey-Bass) co-authored with her husband Bob who is a professional coach, presents a person-centered, no-fault, strengths-based model for supporting teacher professional learning. Appreciative Inquiry is an integral part of this coaching model as well as her work with schools. Prior to earning her doctorate at The Ohio State University in 1998, she was the founder and principal of The Good News Educational Workshop, a non-public school serving primarily low-income students on the north side of Chicago from 1979 to 1993.

mxtsch@wm.edu
Forum Sessions

Thursday, September 22, 2016

9:15-10:30 am: Session 1 (Ballroom C)

Pan-Canadian Teacher Induction and Mentoring Research Project Overview
Keith Walker (SK), Benjamin Kutsyuruba, Lorraine Godden, Ian Matheson, John Bosica, Maha Al Makhamreh, Rebecca Stroud Stasel (ON)

This session will review the multi-year pan-Canadian research project, entitled “Understanding Teacher Attrition and Retention: The Role of Teacher Induction and Mentorship Programs” that explored the differential impact of teacher induction and mentorship programs on the early-career teachers’ retention, as perceived across the provinces and territories. This research project has been funded by Insight Grant from the Social Sciences and Humanities Research Council of Canada (SSHRC). The research team will provide an overview of the international systematic review of the literature on contextual factors in early career teaching, as well as key findings from the pan-Canadian document analysis, new teacher survey, and new teacher interviews.

10:45-12:00 pm: Session 2 (Ballroom C)

Workshop

Evocative Coaching
Megan and Bob Tschannen-Moran (VA, USA)

This session will present an overview of Evocative Coaching, a person-centered, no-fault, strengths-based model for supporting teacher professional learning. Bob and Megan Tschannen-Moran bring a unique combination of life experiences, training, and collaboration to the workshop. For more than 35 years, they have successfully married their professional and personal lives to expand the contribution they make to the world. For 14 years, they lived and worked in the inner-city of Chicago, collaborating on a variety of community renewal projects in the fields of education, housing, and religion. After moving to Columbus, Ohio in 1993, they supported each other as Megan pursued her Ph.D. in Educational Leadership from The Ohio State University and as Bob secured coach training and started LifeTrek Coaching International. Since moving to Williamsburg, Virginia in 2002, they have continued their collaboration in both writing and service. They jointly lead presentations and workshops and together have received training in both Appreciative Inquiry and Nonviolent Communication. As experts in their respective fields, they enjoy sharing their perspectives in areas of common interest and mutual concern.
1:00-2:15 pm: Session 3.1 (Ballroom C)

Pan-Canadian Research Presentations and Discussions
Chair: Rebecca Stroud Stasel

Learning from the Ontario’s New Teacher Induction Program (NTIP)
Jim Strachan (ON)

Each year in Ontario approximately 12,000 new teachers access NTIP supports. In this “so what/now what” session we will explore our learning about the key factors that contribute to enhancing the confidence, efficacy, instructional practice and commitment to continuous learning for new teachers. Specific topics will include: a) building a mentoring web; b) differentiating learning for new teachers; c) principal encouragement; d) school culture; and e) mentoring mentors. With school board partners we will share both the challenges and successes of the program to date.

What are we learning about induction and mentorship? Highlights from a Longitudinal Study of Teacher Induction in Winnipeg School Division
Kathy Collis, Gail Ruta Fontaine, Francine Morin (MB)

Since 2009 we have engaged in the review of a multi-year induction program that provides professional learning supports for both early service teachers and mentors. Our presentation will discuss the extensive data sets that have been collected including information from focus groups, matrix interviews, on-line surveys and program artifacts including action research and job-embedded learning reports. The participatory action research studies have supported dynamic and responsive program development. Since 2013 the program has incorporated increasing numbers of French Immersion and early years’ teachers. Winnipeg School Division is a large urban school district comprised of 77 school sites.

The Rewards and Challenges of Guiding New Teachers on the Road of Professional Learning: Considering the Work of Principals in Supporting the Newest Teachers in Ontario Publicly-Funded Elementary Schools
Jenny Gonyou-Brown (ON)

Within their work responsibilities as school leaders, principals serve as the facilitators of new teacher supports in Ontario publicly-funded elementary schools. Based on the findings of a small-scale, qualitative research study, this presentation will discuss the strategies that elementary principals are currently employing to promote job-embedded, professional learning to support the newest teachers in their schools. Also to be explored will be the challenges that principals identify in connecting new teachers with the resources and opportunities that support new teacher learning from pre-service, university education programs into the first five years of teaching.
Pan-Canadian Research Presentations and Discussions
Chair: John Bosica

The impact of mentor development on Associate Teachers and Faculty Advisors
Geri Salinitri, Sara Shahbazi, Alyssa Palazzolo (ON)

This case study explored how a joint research initiative, focusing on the tenets of teacher mentorship, impacted the capacity of Associate Teachers (ATs) and Faculty Advisors (FAs) in conceptualizing how to effectively mentor pre-service teacher candidates. Participants in the study included elementary and secondary ATs and university FAs. Participants received mentor development from the Ministry of Education. Data was recorded using a triangulation of personal reflection, discussion and researcher observation. The following themes arose: importance of supporting teacher candidates in meaningful and constructive ways; disconnect between theory and practice; and the importance of building collaborative school-university partnerships. Challenges in the study included: time and minimal funding to in-service all ATs and FAs.

Creating Coherence, Honouring Diversity: A Partnership Approach to Teacher Mentorship in British Columbia
Ching-Chiu Lin, Alison Davies, Devon Stokes-Bennett (BC)

Dominated by mountain ranges and distinct landscapes, British Columbia (BC) contains 60 school districts across 365,000 square miles. The New Teacher Mentoring Project is a provincial initiative sponsored through the BC Ministry of Education in its 5th year of implementing a more cohesive, research-based and sustainable system of support for BC teachers new to the profession, new to role, and new to community. This session will describe the partnership formed between the BC Teachers' Federation, The Teacher Education Office at the University of British Columbia, and the British Columbia Superintendents' Association to research, guide and inform this unique project. The presenters will share a synthesis of insights into the models, strategies and processes that have enabled mentorship to develop responsively within the diverse urban and rural communities in British Columbia. These insights include ways the project has been strengthened through integrating technology and developing a network of mentor leadership across geographic regions of the province. A SSHRC Partnership Development Grant through UBC describes how mentoring builds and sustains a professional culture of collaboration among BC educators and enhances teacher capacity.

Finding the right “fit” in international teaching: What we know about hiring new teachers and how to support them
Launa Gauthier (ON)

This session will address an approach to supporting the professional development of teachers who are new to international teaching. The session will review a new, online course, developed and delivered in collaboration with the Ontario Principals' Council, which is designed to help teachers assess their own personal “fit” for overseas teaching. It will conclude with an overview of the qualitative research study that led to this initiative (Gauthier & Merchant, 2015) and implications of finding “fit” for teachers and schools.
2:30-3:30 pm: Session 4 (Ballroom C)

Workshop

Adapting Mentorship for Teacher Well-being and Career Resilience Development
Keith Walker (SK), Benjamin Kutsyuruba (ON)

This session will present an overview of Adaptive Mentorship (AM) Model that is based on contingency and situational leadership approaches and discuss its application in any mentorship situation in any field. More specifically, the presenters will describe its application for career resilience development of new teachers, and ultimately, for the teacher wellbeing and flourishing in schools.

3:45-5:00 pm: Session 5 (Ballroom C)

Panel and Conversation Session
Moderator: Keith Walker

Bliss and Blisters of First Years of Teaching
Keith Alcock (ON), Matthew McIntyre (QC), Catherine Tang (ON), Michael Veryzer (ON)

The focus of the panel and conversation session is on the early career teachers' experiences with teacher induction and mentoring programs, especially around what practices work or help with socialization into the culture of the schools and what challenges new teachers experience and overcome in their early career teaching. There will be time allocated for questions to the panelists and discussion with the audience.
Pan-Canadian Research Presentations and Discussions
Chair: Maha Al Makhamreh

The Assessment of Students’ Learning: A Major Hurdle for Beginning Teachers in Quebec and Ontario
Sylvie Fontaine (QC), Ruth Kane (ON)

Assessing students is part of every day’s life for teachers. Henceforth, teacher education programs in Québec and Ontario provide student teachers with a course in assessment literacy. Induction programs in both provinces include sessions on the assessment of students. Despite these efforts to enhance this professional competency, recent research continues to reveal that teachers lack confidence. This presentation will refer to two studies, one in Québec and one in Ontario, to illustrate beginning teachers’ struggles with assessment of student learning. It will then discuss this gap in relation to the current context of assessment that involves increased standardized assessment and the use of assessment results for accountability purposes.

Threading the needle: Lessons learned from developing and implementing a Mentoring and Coaching Fellowship in an English school board in Western Quebec
Trista Hollweck (QC)

In this session, Trista will share her experiences and some of the lessons gleaned from her work as part of a small district team responsible for developing and implementing a Mentoring and Coaching Fellowship and Teacher Induction Program over the past 8 years. Trista will discuss the importance of a united and clear vision at the district level, teacher and administrator buy-in, navigating various stakeholder demands, and the role of competing frameworks on a change initiative. Although this project remains unfinished and has had its share of dropped stitches and loose threads along the way, a clear and exciting pattern is beginning to emerge.

Teaching in the early years of practice: A Five-Year Longitudinal Study of Alberta beginning teachers
Laura Servage, Jaime Beck (AB)

This session will detail the findings from a five-year longitudinal study of Alberta beginning teachers conducted by Alberta Teachers Association. The study, which included more than 100 teachers, highlights the ways in which both formal and non-formal learning contribute to attitudes and habits of practice, which sediment gradually through the early years of practice. The study also speaks to the causes and consequences of stable versus unstable career trajectories in the early years, as well as causes of teacher attrition.
9:15-10:30 am: **Session 6.2 (Gibraltar)**

**Panel and Conversation Session**  
*Moderator: Benjamin Kutsyuruba*

**The Role of School Administrator in Teacher Induction and Mentoring Programs**  
*Terry Kharyati (QC), Carmine Minutillo, Deborah Thompson, Darren Seymour (ON)*

The focus of the panel and conversation session is on the role of school administrator in successful teacher induction and mentoring programs. The panelists will discuss their experiences related to the induction and mentoring of early career teachers and outline the supports that are needed for a successful school administrator’s involvement in teacher induction and mentoring processes. There will be time allocated for questions to the panelists and discussion with the audience.

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10:45-12:00 pm: **Session 7.1 (Ballroom C)**

**Roundtable Discussions**

**Teaching Practice or Practicing Teaching: How Practicum Affects Attitudes and Motivations of Teacher Candidates**  
*Eleftherios (Terry) Soleas (ON), Ji Hong (OK, USA)*

Teacher attitude has a profound influence on students in classrooms as teachers are potent role models for students in mindset and motivation. While in-service teachers’ mindset and motivation have been investigated, pre-service teachers are understudied. Student teaching is often the defining experience of pre-service teachers; it is thought to cement a pre-service teacher’s attitude. This roundtable will detail the study that used a primarily quantitative survey supplemented with four open-ended questions to investigate the effect of student teaching on their mindset and motivations in pre-student teaching and post-student teaching samples. Pre-service teachers were significantly more idealistic about theories of intelligence before student teaching, while those post-student teaching reported significantly higher resilience. The implication being that teachers become more pragmatic after their student teaching.

**Successes and Challenges of Second Language Mentorship in Higher Education in the Mekong Delta of Vietnam**  
*Hung Tran (AB)*

This roundtable will describe a proposed qualitative empirical study aiming to investigate successes and challenges hidden in the extant tertiary mentoring practices in the Mekong Delta of Vietnam. Research participants including four apprentice faculty (mentees), four experienced faculty (mentors), and two administrators from four English Language Teacher Education Departments at four public universities of the research site will participate in two individual in-depth interviews. Practically, the study will offer stakeholders in the mentoring circle a description of benefits and best practices of tertiary EFL mentorship and a newly-improved pattern metaphorically depicted as “a lifebuoy” for its current and potential mentors to survive their mentees based on drawbacks identified from the study. Theoretically, the study will draw upon and contribute its findings to the world’s growing knowledge of post-secondary mentorship by enriching the modest literature on Asian tertiary EFL mentorship.
Career/Life Planning in K-12 Public Schools Curricula: Preparing and Supporting New and Beginning Teachers to Talk About Careers
Lorraine Godden (ON)

This roundtable will identify and discuss implications for new and beginning teachers of implementing K-12 education and career/life planning policies in schools. Consideration will be given to classroom, school-wide, and community-based implementation strategies, and the role of teachers in supporting processes for students to track, document, and share their development.

Understanding Pre-Service Teachers’ Legal Literacy and Experiences with Legal Issues in Practicum Settings: Implications for Early Career Teachers
James Murray, Benjamin Kutsyuruba (ON)

This roundtable will detail a research project that explored perceptions of legal literacy among pre-service teachers. The study examined teacher candidates’ reflections regarding observations of and experiences with legal issues while on practicum placements in a teacher education program in one southeastern Ontario university. The presentation will detail most frequently occurring aspects of school law and policy during teacher candidates’ practicum placements; teacher candidates’ awareness of school laws and policies pertaining to those aspects; and teacher candidates’ perceived preparedness to deal with legal issues occurring at their practicum placements.

*Additional tables will be set up for further discussions of the pan-Canadian research project’s survey and interview results.

10:45-12:00 pm: Session 6.2 (Gibraltar)

*Optional: Overview of the proposed pan-Canadian edited book on Early Career Teacher Induction and Mentorship
Keith Walker (SK), Benjamin Kutsyuruba (ON)

This optional information session is only for confirmed or potential contributors of chapters to the upcoming edited volume.
Pan-Canadian Research Study Deliverables

1. Project’s Website: www.earlycareerteachers.com


Pan-Canadian Study Research Team

Lorraine Godden is a PhD candidate in the Faculty of Education at Queen’s University. She has been the research project’s manager for 5 years. Lorraine’s most recent work includes professional development of career education and guidance teachers, examination of career education policy and curriculum documents as connectors between education and labour market needs, the use of metacognitive strategies in mentoring youth in work-based education situations, and collaborative work with a community-based project that supports youth with both school-to-work transition and raises youth participation in post-secondary education. Lorraine holds degrees in Business and Marketing (England) and in Education (England and Canada), in addition to vocational qualifications in workplace assessment and quality control of work-related qualifications.

Ian Matheson is a graduate student in the PhD program in Education at Queen’s University with a focus in Learning and Cognition. Along with teaching and research experience at Queen’s University, Ian also has experience as an occasional teacher with the Limestone District School Board in the elementary division.

Maha Al Makhamreh is a second year PhD student in the Faculty of Education at Queen’s University in Kingston, Ontario. She completed her MBA at Henley Business School in 2008. In her dissertation from Henley, she explored the methods that could be used to enhance trust in face-to-face problem-solving groups, in order to encourage the development and sharing of ideas. She looked at the leadership role that facilitators play in group work and the impact that they have on group members. Maha started her career as a teacher and principal before she worked as a management/educational consultant. Maha is involved in different research projects at Queen’s, and as a passionate educator, she believes that all new teachers deserve to be supported and to have mentoring programs. For her PhD dissertation, she will be looking at leadership and policy.

Leigha Covell is a recent graduate of the Faculty of Education at Queen’s University. Her master’s thesis research focused on illuminating the experiences of beginning teachers in Ontario with regards to the Ontario New Teacher Induction Program. Her research is founded upon illuminating experiences that she had during her teacher-training period and she is passionate about supporting new and beginning teachers. Leigha holds a Bachelor of Education, specializing in kindergarten and elementary education from McGill University. She is a member of the Ontario College of Teachers. Since graduating from Queen’s University, Leigha has been working in higher education as an Instructional Designer. She is exploring links between experiences as new and beginning teachers in compulsory education settings with the experiences of new and beginning faculty members in higher education settings.

Rebecca Stroud Stasel is a graduate student in the PhD program in Education at Queen’s University. Prior to her graduate studies, she has been a high school educator and engaged in fusion projects with artists/educators from India. She has an extensive international education experience, conducted research in multicultural education and the arts, and has written and co-written curricula in theatre arts, language arts and debate. Her research interests lie within educational policy and leadership, equity and multicultural education, critical thinking and creative problem solving. She is a specialist in high school drama and guidance (Ontario certified).
**John Bosica** is currently a PhD student in the Faculty of Education at Queen’s University. With a BScH from Queen’s University and MSc in Mathematics from the Royal Military College of Canada, John is focused on Mathematics Education. Specifically, he is focused on a teacher’s mathematical self-efficacy and how that corresponds to their teaching practices.

**Paul Godden** is a graduate student in the PhD program in Education at Queen’s University. His interests include socially controversial areas in science education, such as global warming and evolution vs. creationism; the effects of cultural background on science education; the effects of culture in, for example, faith-based schools on curriculum areas such as health education and science; and social and political influences on curriculum.
**Forum Presenters**
(in alphabetical order)

**Alison Davies** has been coordinator for the BC New Teacher Mentorship Project since its inception in 2012. Alison’s two interests of mentorship and teacher inquiry were developed through her years as an elementary teacher and 8 years as a Faculty Associate with Simon Fraser University. Alison understands mentorship as a core process of teacher professionalism, and is committed to developing systemic supports for new teachers across BC.

**Alyssa Palazzolo** is an Occasional Teacher and a recent graduate of the Master’s Program at the University of Windsor. She has assisted in conducting and publishing research on mentorship, efficacy in teaching mathematics, and the impact of Service Learning course on teacher candidates.

**Carmine Minutillo** is a school principal with the Algonquin & Lakeshore Catholic District School Board and a Masters of Education graduate from the Faculty of Education at Queen’s University.

**Catherine Tang** is an early career teacher (first 5 years) with the Limestone District School Board who is interested in early career coaching and mentoring. She also organizes edcamps, or “unconferences,” attended by teachers, administrators, education students, community members, and anyone who has a vested interest in education. More information @edcampkingston.

**Ching-Chiu Lin** (Ph.D.) is a Research Fellow in the Department of Curriculum and Pedagogy at the University of British Columbia. She is also a Faculty Advisor in the Teacher Education Office supervising student teaching in visual art cohorts. Lin’s research interests lie in teacher mentorship, as well as issues of technology and community in visual art education.

**Darren Seymour** is a school principal with the Limestone District School Board.

**Deborah Thompson** is a school principal with the Limestone District School Board and a Masters of Education graduate from the Faculty of Education at Queen’s University.

**Devon Stokes-Bennett** is currently Mentorship Coordinator for the Surrey School District in BC. She has served for two years as technology integration co-ordinator for the New Teacher Mentoring Project. As both a humanities teacher and district coordinator, Devon’s passion is learning, be it her students’, colleagues’ or her own.

**Eleftherios (Terry) Soleas** is a past senior science Ontario classroom teacher and a current doctoral student, in Cognition and Learning as well as a Graduate Teaching Fellow at Queen’s University. Terry’s central research focus is researching what motivates innovation and the psychological underpinnings of change throughout the learning lifespan. He has presented at CSSE, AERA, and ISATT among other international scholastic conferences.

**Francine Morin** (Ph.D.) is a leading authority in Canadian arts education as well as teacher professional development and learning. As Department Head of Curriculum, Teaching and Learning at the University of Manitoba, she is active serving the arts and educational communities at provincial and national levels. She has conducted several action research studies, alone and with others, aimed at improving educational experiences and programs for children, teachers, and school administrators. Dr. Morin has served as a critical friend and program evaluator for the WSD Induction Program since spring 2009.
Gail Ruta Fontaine (B.Ed., M. Ed.) is the Support Teacher for the Professional Learning and Leadership Centre in Winnipeg School Division. Gail’s career has involved early years teaching in high needs urban schools as well as working as a Learning Support Teacher with teachers and administrators from three urban school sites. Gail has expertise as a math and literacy educator and has served on provincial curriculum committees. She has training in Cognitive Coaching and Learning - Focused Relationships. She currently works with early service teachers, mentors and school leaders.

Geri Salinitri (Ph.D.) is the Associate Dean of Pre-Service Education at the University of Windsor. She has conducted extensive research on mentoring and in areas of cognition and learning. Dr. Salinitri has been widely recognized through distinguished publications and awards for her great efforts and accomplishments in teaching and in program and course development in the Faculty of Education.

Hung Tran is the doctoral student at the Faculty of Education at the University of Alberta. She is interested to learn about induction and mentoring practices in Canada and subsequently plans to conduct a comparative study on a similar topic between Canada and her native country, Vietnam.

Jaime Beck (Ph.D.) is the graduate of the Faculty of Education at the University of Alberta. Jaime specializes, writes and consults in teacher wellness. She offers wellness workshops across the province of Alberta.

James (Jim) Murray is doctoral student at the Faculty of Education at Queen’s University. Prior to entering the program, Jim was a classroom teacher, Special Education Resource Teacher, vice-principal and, most recently, a school principal for sixteen years. Before getting into education, Jim practiced law in a small general practice in eastern Ontario. Jim’s areas of interest include school leadership and ethics, education law and policy, and special education.

Jenny Gonyou-Brown is an Elementary Music Specialist, Ed.D. candidate (Educational Leadership) at Western University, and a Lead NTIP Mentor for Thames Valley District School Board (TVDSB).

Ji Hong (Ph.D.) is an Associate Professor of Educational Psychology specializing in studies of resilience, particularly teachers. She is the current Secretary of Division 15 of the American Psychology Association. Ji has presented her research at APA, AERA, and ISATT among other international scholastic conferences.

Jim Strachan is an Education Officer with the Ontario Ministry of Education where he supports mentorship across the province. He has been working with (and learning from) children for 32 years as a social worker, classroom teacher of grades 2 to 8, instructional leader for ICT and program coordinator for beginning teachers in the Toronto District School Board. By modeling caring, compassion, cooperation and humour, Jim believes we can contribute to the success of all children. It is his daily challenge to live these beliefs! Recent publications include The Heart and Art of Teaching and Learning: Practical Ideas and Resources for Beginning Teachers (ETFO, 2011), Flash Forward! Rethinking Learning (Lante Resources, 2012) and Mentoring for All (Ontario Ministry of Education, 2015). Jim starts each day in his kayak watching the sunrise at Lake Ontario.

Kathy Collis (B.A., B. Ed.) is the Program Director of the Professional Learning and Leadership Centre in Winnipeg School Division. She previously served her school division as a classroom teacher (ELA, Social Studies and Special Education), curriculum consultant in Literacy Development, as well as a support teacher for Inner City Schools. Her current work includes promoting and facilitating quality adult
learning that supports early service teachers and mentors. Kathy has lead learning sessions at both the provincial and national levels in the areas of K-12 literacy development, assessment for learning, and teacher induction and mentorship. Kathy is a member of the Pan Canadian Expert Panel on Teacher Induction.

Keith Alcock is an early career teacher in his fourth year of teaching with the Limestone District School Board and a Masters student at the Faculty of Education, Queen’s University.

Launa Gauthier is a Ph.D. Candidate in the Faculty of Education at Queen’s University. She is also a former middle school international teacher. Launa’s primary area of research is on teacher learning in higher education. She has also conducted research on different aspects of teaching in international schools, including teacher learning and international school hiring practices.

Laura Servage (Ph.D.) is the graduate of the Faculty of Education at the University of Alberta. Dr. Servage presently holds a postdoctoral fellowship at OISE. Laura studies policy as well as teacher professional development in both K-12 and higher education sectors.

Matthew McIntyre is an early career teacher participating in a teacher induction program in the Western Quebec School Board.

Michael Veryzer is an early career Grade 5-8 teacher with the Algonquin & Lakeshore Catholic District School Board.

Ruth Kane is a Full Professor at the Faculty of Education, University of Ottawa. She has worked in Teacher Education in New Zealand and Australia before moving to Canada in 2006 as Director of Teacher Education. Her research interests focus on Teacher Education, and beginning teacher induction, particularly as related to preparing teachers for urban schools. Ruth has lead a number of national (NZ) and provincial (Ontario) research studies and is currently part of the team evaluating New Zealand’s postgraduate teacher education programs (2014-2017). She is principal investigator in a five-year study of how school boards, teachers, and students take up citizenship within urban schools that serve youth from indigenous and first generation immigrant communities. This project funded through a SSHRC insight grant investigates the development of mobile media spaces for civic engagement in urban priority schools.

Sara Shahbazi is an Occasional Teacher and a Doctoral student at the University of Windsor. She has conducted and published research on mentorship and early years education.

Sylvie Fontaine (Ph.D.) has worked as Director of Teacher Education at the Université du Québec en Outaouais from 2012 to 2015 and Director of Graduate Study from 2006 to 2008 in the Faculty of Education. She is responsible for the assessment literacy course in the undergraduate education program and she also teaches research development courses at graduate level in the department of education. She has lead or collaborated to research projects on teacher preparation in New Zealand and in Québec. Her current research interests focus on developing competencies in the assessment of students. She uses a learning community approach to work with teachers and school principals in the development of their competency in assessment literacy. Recently, she has been involved in research and partnerships concerned with academic fraud, namely plagiarism and cheating.
Terry Kharyati is a former school principal with the Western Quebec District School Board and a Masters of Education graduate from the Faculty of Education at Queen’s University. He is a recipient of 2014 Canada's Outstanding Principals Award. His personal experiences as a student equipped him with the perseverance to become an inspiring administrator. As a principal facing the challenges of underachievement and erratic attendance, Terry steeled himself to manage deep change. He facilitated capacity building for teachers and tracked student progress “from month to month and from year to year” using interventions modelled on the successes at Ravens Wood Academy in the U.K. Terry encouraged staff to share their expertise and passions with each other and connects with students by sharing his own story with them. Believing all students can succeed, Terry invested heavily in students who are at-risk. As a result, Terry has raised assessment scores, decreased drop-out and truancy rates, and increased teacher retention. He is currently a Secretary General/Director of Programs and Evaluation with the Western Quebec District School Board.

Trista Hollweck is a Ph.D. candidate at the University of Ottawa studying mentoring, coaching and teacher induction and a consultant for the Western Quebec School Board’s Teacher Induction Program.