



The Winnipeg School Division Induction and Mentorship Program

Professional Learning and Leadership Centre

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Research Findings and Trends

Participatory Action Research: Cohort 2014 and Cohort 2015

Cohort 2014 ASTs Learning Partners Research Topic: The Relationship Between Mentoring and Mentor Training on Leadership Development

Summary of Survey Findings

- Very high levels of agreement were found for the following items by Y2: matches between learning partners, establishing good working relationships, maintaining a focus on mentees' needs during learning conversations, abilities to discuss challenges and develop solutions, and mentee's implementation of new teaching strategies.
- The mentoring component was again considered a strong element of the Induction program (overall 3.50).
- ASTs in 2014 reported increased use of their release time allocations for work with their learning partners in Y2, as well as time to support and engage their mentees in action research that aimed to improved mentees' teaching and by extension their students' learning.
- Although ASTs agreed that JEL was a strong feature of the program their second year of participation, their perceptions shifted more strongly towards valuing the mentoring feature in Y2. This was reversed in Y1.
- The mentoring training was highly successful indicated by consistent levels of agreement with all items for this component of the survey, a strong overall rating for this feature of the program, and gains in mean scores by Y2 of the program. ASTs felt most strongly about the relevancy of the sessions to their mentoring practice, and the opportunities for sustained conversations, ongoing practice, and feedback. Most agreed or strongly agreed the number of days were adequate and scheduling worked well for them. Sessions to refresh their knowledge and skills would be welcomed. Most agreed the in-school visits were helpful.
- The highest set of mean scores on this survey overall were found for mentors' learning outcomes and leadership development. Some of the highest levels of



“My teaching has improved, and so has the students’ learning. This would not have happened if I wasn’t given the opportunity to work with an amazing mentor.”

Cohort 2015
Early Service Teacher



“The program has provided me with more confidence and allowed me to expand my learning community beyond those who teach at my school.”

Cohort 2015
Early Service Teacher

agreement on the survey overall provide evidence that: ASTs become more effective mentors as a direct result of their participation in this program; ASTs use their mentoring knowledge and skills in a variety of other contexts; ASTs benefit from increased opportunities for professional collaboration; ASTs developed as leaders; ASTs increased their professional knowledge and skills beyond just that of mentoring; ASTs pedagogical practices improved; and they look forward to taking on other leadership roles. This finding is significant and warrants follow-up.

- In Y2, most ASTs continued to find the PD they received through the PLLC as the most beneficial PD they get.
- Over the two years, ASTs felt supported by PLLC program leaders and school principals for their involvement in the program.
- Mean score increases from Y1 (3.33) to Y2 (3.63) suggests the program produces strong mentors (item 30).

Cohort 2015 ASTs Learning Partners

Research Topic: Self-selected and Assigned Mentors/ The Induction Learning Plan

Comparative Analysis of Survey Findings

- Mean level of agreement for all items for the mentoring component of the program were high overall, but interesting were notably higher for self-selected learning partners than they were those that were assigned.
- Some have similar teaching assignments/contexts, while others do not, but this does not appear to be problematic.
- Moderate to high levels of agreement across items for JEL, but again they are highest for self-selected sub-groups.
- A good level of agreement was found to all items related to mentoring training for the ASTs. Overall, this was

considered a strong feature of the program. The in-school visits seemed helpful and should continue. Most felt they would benefit from revisiting knowledge and skills, sustained practice and feedback. The response to the in-house training is very good.

- Most participants overall agreed with items related to the Induction Learning Plan, with one exception whereby the responses were more mixed. About half suggested the ILP was used regularly during learning focused conversation, while that other half did not.
- The highest level agreement across the four sub-groups was for item 31 which suggested they were completed and submitted.
- Most items were firmly anchored around the “agree” rating which indicates that this new tool did seem to help with focusing on mentees’ needs, goal setting and facilitating the AR process. It is feasible and valued.
- All sub-groups found satisfaction in the program overall
- Most satisfied were ESTs (SS) at 3.60, then ASTs (SS) at 3.21, then ASTs (Assigned) at 3.16 and ESTs (Assigned) at 2.95.
- Self-selected learning partnerships expressed more satisfaction with the program than did assigned subgroups.
- Overall satisfaction with the program was highest for ESTs with self-selected mentors.

Our schools must be labs for learning about learning. Only if schools are run as places of reflective experimentation, can we teach both children and their teachers simultaneously.

Deborah Meier

The Power of Their Ideas