

Kamloops Thompson Teachers' Association Mentorship Program 2025-2026



And yet they persevere because they are committed to doing the best they can for people. They have learned that nearly all people desire to do good work in good relationship with their colleagues.

In full awareness of the trials and tribulations that will not cease, they offer their leadership skills to create islands of sanity, places of possibility and sanctuary where the destructive dynamics of collapse are kept at bay.

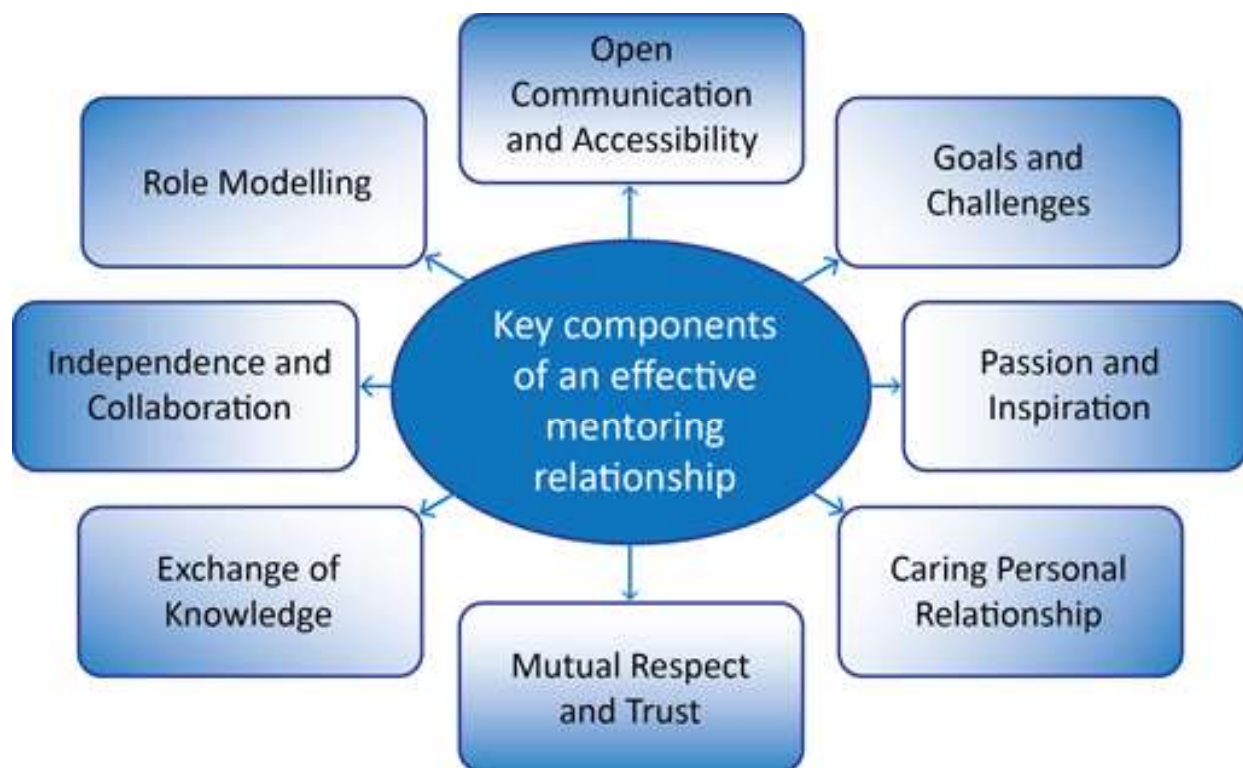
-Margaret Wheatley

The KTTA acknowledges that we work on the unceded territory of the Secwepemc People. We honour their connection to the land and rivers and respect the importance of the environment to our strength as a community.

Guidelines for the Mentorship Program

The Kamloops Thompson Teachers' Association developed a mentorship program to support and encourage new teachers, including teachers with less than 5 years of teaching experience and teachers who are "new-to-role". For the purpose of this document, the term "new teacher" represents both aforementioned situations.

We believe that supportive mentoring opportunities contribute to the success, development, well-being, and retention of new teachers.



Source: The Open University (2022). The key components of effective mentoring relationships [Figure].
<https://www.open.edu/openlearn/mod/oucontent/view.php?id=20042&printable=1§ion=3>

Principles of the KTTA Mentorship Program:

- Mentorship is voluntary.
- Mentorship is a professional partnership between an experienced teacher and a teacher that is new to the profession.
- Mentorship may also consider a team approach between a small number of Mentors and Mentees in related grade, subject, or focus areas.
- Mentees will identify the area(s) in which they are seeking guidance and support.
- Mentors are available and willing to guide and support the new teacher(s).
- Mentees are able to commit to being a reflective practitioner.
- The Mentor/Mentee relationship is collegial.
- Mentorship is non-evaluative and non-remedial.
- Mentorship builds on an appreciative respect for new teacher knowledge, initiative, commitment, and reflection.
- The work of a teacher is complex and challenging, and professional learning needs to be continuous and responsive to the changing contexts of teacher work.
- Mentorship program participation is available to all active KTTA members contributing union dues and adhering to the BCTF Code of Ethics.

The KTTA Mentorship Program Committee will consist of:

- The KTTA 2nd Vice President/Mentorship Program Coordinator
- The KTTA Professional Development Chairperson
- Members of the KTTA Professional Development Committee

The KTTA Mentorship Program recognizes that mentorship is most effective when teachers are able to select and develop activities that support their specific needs. Mentorship may look different depending on the needs and strengths of those in the Mentor/Mentee partnership.

Examples of mentorship support:

- Providing support to understand the professional aspects of the role of being an educator;
- Establishing a greater understanding of procedures, guidelines, or expectations of the school district;
- Collecting, disseminating or locating materials or other related resources;
- Providing guidance to create a climate that promotes fairness and respect;
- Supporting the establishment of a physical environment to engage all students;
- Giving guidance to help promote social development and group responsibility;
- Providing time and support to assist with communicating student learning;
- Encouraging effective communication strategies for working and communicating with parents, colleagues, and administration;
- Focussing on the engagement of students in problem-solving, critical thinking, and other activities that promote meaningful instruction;
- Promoting self-directed and reflective learning for all students;
- Giving guidance in the area of classroom management and discipline;
- Setting up opportunities for observations with other classroom or instructional environments;
- Offering advice on effective planning of a school day, unit, semester, or school year; and
- Providing insight on how to access meaningful professional development opportunities.

This is not an exhaustive list; Mentorship Teams are invited to develop mentorship plans that address the needs of the Mentee.

The KTTA recognizes the importance of facilitating partnerships from various teaching levels and specialty areas in the district.

Criteria for Mentor Teachers:

- Minimum 5 years of teaching experience
- Preference will be given to teachers with experience in the related subject-area of Mentees, if required
- Effective communication skills
- KTTA members in good standing and currently employed by the public school system (preferably in the same school district)
- KTTA members who are expected to follow the BCTF Code of Ethics
- Knowledge of current educational pedagogies
- Experience with professional collaboration on projects, teams, and/or committees
- Demonstrated curricular and/or instructional leadership
- Ability to consult with Mentee(s) on a regular basis, formally and informally
- Participation in an orientation at the beginning of the program
- Provide feedback on the program to the KTTA Mentorship Program Committee
- Commitment to the entirety of the program
- Recognition of confidentiality and cultural humility

Criteria for Mentee Teachers:

- New teacher with less than 5 years of teaching experience or less than 5 years of teaching experience in their current role
- KTTA members in good standing and currently employed by the public school system
- Effective communication skills
- Willingness to meet/converse with the Mentor on a regular basis, formally and informally
- Openness to receiving feedback and trying new strategies
- Commitment to the entirety of the program
- Recognition of confidentiality and cultural humility

The identification of prospective participants will include the following program-specific criteria:

- Identification and Selection of Mentors/Mentees
 - Teachers will provide their names to the Mentorship Program Coordinator if they are interested in being involved with the Mentorship Program. Wherever possible, all candidates will have the opportunity to be involved in the consideration of Mentor/Mentee partnership selection.
- Partnership Commitments
 - Participation in the KTTA Mentorship Program will require time commitments from each member of the partnership. It is recognized that consideration of school schedules will be necessary to facilitate effective and efficient time for mentoring. Mentors and Mentees will receive an orientation at the beginning of the program and all individuals will be required to attend while following all Health and Safety protocols. Participants are required to commit to the entirety of the program.

Mentorship Commitment Requirements

- One half-day training/orientation session for all Mentorship participants, to be held during the school day with release time provided.
- At least two (but up to seven) released half-day sessions and/or observations with subsequent half-day debriefing sessions.
 - This may include an observation of the Mentor teacher and an observation of another teacher if determined by the Mentor/Mentee.
- Formal and informal meetings as needs arise outside of the regular school day.
- One half-day wrap-up session for all Mentorship participants, to be held during the school day with release time provided.

Mentorship Program Funding

- The estimated cost to support each mentorship team for the above activities is \$2000.00, covered by funds that were distributed to Local Associations as part of the Collective Agreement for 2019-2022.
- This funding includes up to 9 half days of release per team.
- Funding also includes up to 6 half days of release for Professional Development Committee members to attend to the administration of the program.
- Each group will receive a small budget for supplies not exceeding \$50.00.
- Any additional costs will be subject to the Mentee accessing individual and/or school professional development funds or KTTA Initiative funds, if approved by the associated Professional Development Committees.
- The program will continue until allocated funds are depleted.
- When booking KTTA Mentorship Program activities on Oasis, please select KTTA and identify the activity as “KTTA Business” in the the description menu.
- A TTOC participating in the program will have their daily rate paid.

KTTA Mentorship Program Deadlines

- **Friday, October 24, 2025** - Applications due to the KTTA Office. Successful applicants will be notified as soon as possible.
- **TBD** - Mentorship Program Orientation
- **Thursday, May 21, 2026** - Last day to use Mentor/Mentee release time
- **Thursday, May 28, 2026 (tentative)** - Mentorship Program Wrap-up

Questions?

If you have any questions, please contact your KTTA 2nd VP/Mentorship Program Coordinator, Ryan Bonderud at 2vp@ktt.ca

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