



# FERNIE DISTRICT TEACHERS' ASSOCIATION

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## FDTA 45 K MENTORSHIP FUND APPLICATION FOR MENTORSHIP FUNDING

(Updated 19 Oct 21)

Date Submitted: \_\_\_\_\_

*The mentee/mentor experience is reciprocal, collaborative, and supportive. There are many ways to work with a mentor and at different times in your career. Mentorship is the act seeking knowledge.*

**Please read carefully and complete all requested information:**

**Additional funding has been allocated to the FDTA to support extended mentorship opportunities.**

If you are a **first time Mentor/Mentee pair**, please access the SD5/CFTA funding first. Contact the FDTA President.

If your **pair** would like additional time, please apply to this FDTA 45 K funding. **Part A**

If you are accessing **group** mentoring, please apply directly to this FDTA 45 K funding. **Part B**

**Funding applications are reviewed on the second Tuesday of each month.**

**RELEASE DAYS:** Every applicant must request a TTOC unless you will be fulfilling your regular duties (ie, in charge of your class while mentoring occurs).

**PLEASE NOTE:** A second form will be sent to your personal email. The union does not conduct its business by way of District email. Once this second form is completed and returned to the [fdta@shaw.ca](mailto:fdta@shaw.ca), the FDTA will generate release letters that can be attached to your SRB leave application.

There are up to **2 full days** total for **Mentor Pairs. (Part A)**

There are up to **4 full days** total per **group** available. **(Part B)** Please do not book off time until you have received approval by the FDTA office and received your release letters. an applicant may only access this funding (Part A or Part B but not both) once during the school year.

**PART A - Mentor/Mentee Pairs:** For those who, have accessed the SD5/CFTA paired funding and would like to access up to 1 additional day each of release time. This is a planning document for your mentorship pair. The project may shift in scope and sequence.

Mentor: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

Mentee: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

Total TTOC days required: \_\_\_\_\_

Are you willing to share our project reflections with colleagues? \_\_\_\_\_

Goals / Objectives of Mentorship Pair Title: \_\_\_\_\_

Complete description of project on 2<sup>nd</sup> page (Part A) for what each teacher will be doing. (maximum half page)

**PART B - Mentorship Group:** Please complete the following section. A group may be as small as 3 teachers. There are up to 4 full days total per group available. This is a planning document for your mentorship team. The project may shift in scope and sequence.

Mentor: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

Mentee: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

Mentee: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

Mentee: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

Mentee: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

Mentee: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

Total TTOC days required: \_\_\_\_\_

Are you willing to share our project reflections with colleagues? \_\_\_\_\_



Please Note: The following focus areas and scenarios are only suggestions.

### Possible mentorship focus areas:

- Communicating with parents
- Maintaining student discipline
- Implementing curriculum
- Using library & resources
- Following daily/weekly schedule
- Indigenous Ways of Knowing
- Establishing class routines
- Assessing student needs
- Evaluating student progress
- Working with support services
- Lesson planning
- Motivating reluctant learners
- Adapting/modifying for individual learners
- Organizing/setting up classroom
- Organizing my day/week
- Maintaining personal/professional balance

### Possible Scenarios

#### Paired Partners (1:1)

**Description:** A pair that can range from a half day or full day collaboration to up to 8 half day blocks that could include mentor/mentee classroom visits, collaboration, etc. One model is the “I do, We do, You do.”

##### Assessment and Reporting

- explore student assessment and self reflection opportunities
- expand on portal portfolios and parent engagement
- team might set up time as release time from their classes or set some time for in class support.

##### Learning Group Inquiry

- Mentee is supported through the setup of in class lit centers, learning groups, or similar setting.
- Mentor might model in mentee class, support through the implementation, routine, and assessment

### Possible Scenarios

#### Roving Mentor (1 or more)

**Description:** Options for mentors could include retired, part time teachers or TTOCs with an expertise to share. A group can range from a half day or full day collaboration to up to 8 half day blocks that include whole group release, Mentor release for in class modeling, support, and collaboration. One model is the “I do, We do, You do.”

##### Curriculum Related Inquiry

- retired teacher mentors a grade group of teachers in a subject
- example could be a Social Studies unit on First Nations and Colonialism. Retired teacher is paid as a TTOC for their time, and can be in classes delivering, supporting, and modeling a unit of study.

##### Place Based Inquiry

- TTOC with expertise in place-based projects is paid as a TTOC for their time, and can be in classes delivering, supporting, and modeling a unit of study or inquiry.

### Additional sources of funding: *Please refer to SD5 FDTA Mentorship and Other Supports*

FDTA Staff Development Funds Form:

[https://0901.nccdn.net/4\\_2/000/000/072/2aa/staff-development-form.pdf](https://0901.nccdn.net/4_2/000/000/072/2aa/staff-development-form.pdf)

FDTA Professional Development Funding Form:

[https://0901.nccdn.net/4\\_2/000/000/046/6ea/professional-development-form.pdf](https://0901.nccdn.net/4_2/000/000/046/6ea/professional-development-form.pdf)