

# New Teacher Induction Program

The New Teacher Induction Program (NTIP) provides professional support through educators (veteran teachers and administrators) to help new teachers develop the requisite skills and knowledge to be effective as teachers in Ontario. The four core goals of NTIP are explained below from the perspective of a new teacher:

**Confidence** ○ *I can do it...I have the supports to be a successful teacher*

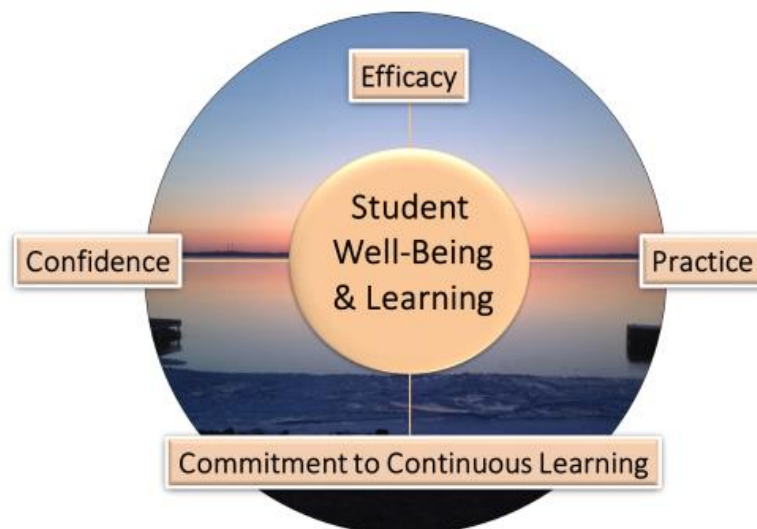
**Efficacy** ○ *My teaching makes a difference in the lives and learning of every single student*

**Instructional Practice** ○ *I am able to respond to the diverse learning needs of my students with an array of effective instructional strategies ie: Differentiated instruction*

**Commitment to Continuous Learning** ○ *I want to continue learning and growing as a professional in collaboration with my students, colleagues, administration, parents/guardians, and school community*

○ *I will attend the annual OCTE Conference to engage in professional development and network with technology teachers in Ontario*

All four of these core goals have an end result in mind and that is student well-being and learning.



Similar to an apprenticeship, where you are learning a craft or trade under a more experienced journey person (mentor), the New Teacher Induction Program models teaching, instructional strategies, health and safety (SAFEDocs), classroom management, professional development (OCTE Conferences) and good pedagogy through a web of mentors.

In their longitudinal research of the NTIP, Christine Frank & Associates found that high growth new teachers accessed 5 to 7 different mentorship supports. In other words, they built a mentoring web of personalized growth opportunities with the support of multiple mentors.

Each web is unique, just as you are unique as a tradesperson in your sector. They are constructed by you, the learner and new teacher, based on your authentic learning needs. The more strands in the web, the stronger and more resilient it is. Think of it as a parts supplier or food vendor, if you went to only one person or company and that company closed its doors you would be lost in providing a service to your customers. However, if you had multiple suppliers or vendors that you relied upon if one left you would still be able to do business because the others would be able to support your service/type of work. One of the most helpful things mentors can do is help a new teacher build their web by fostering connections with colleagues, administrators and other mentors within the education system just as you did in the trade.

### Multiple Models of Mentorship



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# Implications for NTIP Induction Elements

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As we think deeply about making NTIP meaningful, below are guiding questions based on the 4Rs for board NTIP teams to consider.

Relational   Responsive   Recursive   Real World	
ORIENTATION	<ul style="list-style-type: none"><li>• How can new teachers be intentionally connected with school and board level supports? (and with each other)</li><li>• What methods of delivery could be used? (e.g., face to face, online, blended)</li><li>• How can orientation be experienced as a process rather than an event?</li><li>• What NTIP and mentoring resources are available to assist principals?</li></ul>
MENTORING	<ul style="list-style-type: none"><li>• How do new teachers connect with mentors?</li><li>• How do new teachers access joint release days to engage in collaboration and learning with multiple mentors?</li><li>• What learning opportunities and resources are available for mentors to continue to develop their foundational mentorship skills?</li><li>• What learning opportunities and resources are available for principals to continue to develop their foundational mentorship skills?</li></ul>
PROFESSIONAL LEARNING	<ul style="list-style-type: none"><li>• How can we construct a menu of differentiated supports responsive to each teacher's context, experience, teaching assignment and learning goals?</li><li>• How can NTIP board leaders work with other board-level colleagues (e.g. FSL leads, Indigenous Education leads) to sustain and extend professional learning?</li><li>• How are relationships built?</li><li>• What are the direct connections to the classroom?</li><li>• What impact will the application of learning have? How will we know?</li></ul>
Building a Mentoring Web   Differentiating Professional Learning   Mentoring for Mentors Fostering Principal Encouragement   Providing a Continuum of Support for All New Teachers	

OCTE CONFERENCE



# Learning for new technological education teachers

As you as you begin your teaching career, there will be a number of lessons to be learned from a personal perspective and a professional perspective. Often tradespeople will reflect on their own experience, both as an apprentice and a journey person, as well as their high school experiences in being a student in the classroom in order to formulate their own teaching style. While you are qualified in the trade that you left, education utilizes methodology, instructional strategies and curriculum to educate and teach students. This will cause you some stress as you adapt to an education philosophy and reconstruct your educational experiences so that you may effectively teach students.

School boards will also have their own set of policies and procedures. These will include health and safety rules, risk assessments and risk management, machine inspections and inventories, field trip policies and a whole lot more. It is important for you to recognize and follow the policies and procedures set by your board but it is equally important for you to establish a healthy and safe environment in your classroom and workshop.

When setting up your classroom at the beginning of a semester, teachers often address and cover health and safety concerns during the first two weeks of a course. While this looks different for each grade level and course, many school boards require safety rules to be signed and dated by both the students and their parents prior to any student going out into a workshop, laboratory or kitchen. It is recommended that you check with your technological education department head and/or your principal to see what is already established, with respect to safety instruction and protocols in your board. Safety training and instruction should also include general shop safety, general laboratory safety, general kitchen safety, hand tool safety, power tool safety, power equipment and machinery safety, fire safety, safe food handling, WHMIS, PPE and subject specific safety in an attempt to be very comprehensive. OCTE has a large number of [resources](#) focused on health and safety in technological education including SAFEdocs, toolSAFE and more. All of these resources can be found on the OCTE website at [www.octe.ca](http://www.octe.ca).

OCTE Website Home Page Screenshot:

- Navigation: Home, about, elementary, secondary, resources, membership, conference, contact us, forums
- Header: Real Knowledge. Real Skills. Real World. member login
- Main Banner: Teaching Technological Education Lets Us Share Knowledge That Builds Industry
- News Items:
  - Privately Supporting Children's Health Foundation with \$200K Donation
  - Break It! Has Returned on a July 2018 Schedule to Best
  - Take Tech Practice Program
  - Alumni Perspective: Technological Education Graduate
  - OCTE 2018 Annual Conference Registration & Dates!
  - The semester one (SME) 11/24 poster contest winners' 2018 Technological Education Teachers' Final Research Report
  - ToolSAFE Resource Video's Have OCC Availability
  - The Brock School Board Challenge 2018-19: A Celebration of Achievement Celebrate
  - Submit your ideas or resources here
  - Be featured in our program, click here
  - NOMINATE FOR AWARDS >>
- Footer: OCTE RESOURCES

OCTE RESOURCES Page Screenshot:

- Section: SAFETYNET
- Section: toolSAFE
  - toolSAFE: A self-print out of QR codes for teachers is available with call lines for teachers to click onto their classroom book, equipment, and processes.
- Section: SAFEdocs
  - SAFEdocs documents were written by OCTE members sponsored by the Ministry of Education in 2013 and align safety resources to the 2005 Technological Education curriculum document.
- Section: Emphasis DOCS
  - Emphasis Course Safety documents were written by OCTE members sponsored by the Ministry of Education in 2014 and look similar to the SAFEdocs, but contain additional safety content that align to the Emphasis Course codes which can be found at: <http://www.edu.gov.on.ca/eng/curriculum/secondary/techemphasiscourses.pdf>
- Section: OCTE Best Practices
  - OCTE Best Practice resources are resources and lesson plans submitted by teachers like you. These resources are made available thanks to the commitment and involvement of partners from across Ontario.

OCTE Search Page Screenshot:

- Navigation: Home, about, elementary, secondary, resources, membership, conference, contact us, forums
- Header: Real Knowledge. Real Skills. Real World. member login
- Section: Find your next great lesson. Search resources
- Section: Choose your Resource
  - Subject Specific: Primary, Elementary, Secondary, SEN/STAN, DVAP, Dual Credit, Scholarships/Awards
  - Pre-Service: STEW/STAN & Workplace, Promotion of Technological Education, Directors & Administration, ESL/ELL, Funding
  - Teaching & Learning: Co-op, Safety, Indigenous Peoples, MOE, MOC, Resources Transparens, Spec Ed
  - Robotics, Financial Literacy, OCTE Best Practices, SafetyNET, ToolSAFE, Emphasis DOCS, SAFEdocs
  - Degree Completion, Post-OCTE Conferences
- Section: Submit a Resource
- Section: OCTE has been creating technological education resources for over a decade. Many of these were created as special initiative projects and are made available to the public to promote professional learning and growth in the area of technological education. Please note that OCTE resources are intended to be used by qualified technological educators with safety-motivated classrooms and the appropriate AQ in the technology area.
- Footer: WEBSITE, Accessibility, Disclaimers, Credits, OCTE IN TOUCH, Contact OCTE, Social Media, FOLLOW US, OCTE Ontario Council for Technology Education

# NTIP Learning Space

NTIP Learning space provides online access to new teacher induction documents, including a web-enabled eBook version. A rich array of accompanying resources to support new teachers, mentors, principals and board NTIP teams can all be accessed at this URL:

<https://www.teachontario.ca/community/explore/ntip>

As NTIP continues to grow and evolve so will the online NTIP Learning Space. There are many resources, including but not exclusive to, training programs, websites, podcasts, books and journals that are used to resource data and information relevant for classroom use. Just like the resources found at <https://www.octe.ca/en/resources>, we have to be cognizant and show due diligence to all resources, making sure that they are accurate and of appropriate content. TeachOntario was created by TVO, in partnership with the Ontario Teachers' Federation (OTF), its Affiliates and the Ministry of Education (EDU), and consults with teachers from a variety of districts across the province.

## An example of a Learning Menu through NTIP

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### Learning Goal of NTIP

#### Teacher

- *Improve my ability to provide meaningful feedback to students about their learning*

### Guiding Ideas

- *Through NTIP, flexible use of a number of joint release days is provided to support learning and collaboration between beginning teachers and a web of mentors*
- *While all of the learning designs on the menu have a collaborative component, individual NTIP teachers in collaboration with their web of support select the offerings and portions on the menu that best meet their authentic learning needs*

### SELECTION #1 – Classroom Observation & Debriefing

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- New teacher and mentor(s) observe each other teach or new teacher and mentor observe another classroom together
- Observation is followed by collaborative debriefing and action planning

### SELECTION #2 – Co-planning / Co-teaching

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- New teacher and mentor(s) collaboratively plan and teach a lesson (or a series of lessons) together followed by debriefing, reflection and a continued cycle of collaboration

### SELECTION #3 – Collaboratively Assessing Student Work

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- New teacher and mentor(s) assess student work together in order to help develop consistent understanding of the standards of achievement and inform their instructional practices

### SELECTION #4 – Ongoing Communities of Practice

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- New teachers and mentors engage in networked learning via ongoing communities of practice with colleagues who have a similar grade or subject assignment and/or similar learning goals

### SELECTION #5 – Choice of Formal Learning Opportunities

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- New teachers and mentors participate together in face to face workshops, seminars or online learning related to their learning goals, followed by debriefing and action planning
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