

## **TTOC Mentorship Guide 2025-26**

Each mentorship pair receives two days of release time to be used between the pair. There is flexibility on how best to utilize the time. Below are some suggestions to fully maximize the opportunity. If you are a mentor with more than one mentee, you have two days of release time per partnership.

### **1. Planning Your Partnership**

#### **One Full-Day Together**

- **Purpose:** Establish a strong foundation for your mentorship relationship.
- **Focus Areas:**
  - **Building Trust:** Mentees should feel supported in their learning journey, while mentors should feel that their mentees are committed and open to feedback.
  - **Identifying Needs:** Discuss the areas where the mentee seeks growth and where the mentor feels equipped to provide support.
  - **Creating a Plan:** Outline how to utilize the remaining release time effectively.

### **2. Creative Ways to Use Release Time for Mentee Observation of a Mentor's class**

- **Description:** The mentee observes the mentor's lesson or classroom structure.
- **Debriefing:** Ensure time for a reflective discussion afterward.

#### **B. Half-Day Model Lesson**

- **Format:** Mentor takes 1/2 day of release time; mentee remains in class.
- **Details:** Mentor runs a model lesson, then engages students in an independent activity.
- **Debriefing:** Conduct the discussion in class to maximize time.

#### **C. Collaborative Planning Half Day**

■ **Format:** Both mentor and mentee take a half day off together.

■ **Focus:** Collaborate on planning future teaching opportunities, including model lessons for observation.

#### **D. Other Creative Approaches**

■ Be open to brainstorming other ways to utilize your time that fit your unique partnership!

### **3. Alternative Structures for Release Time**

- Although suggestions below include Meetings 1 and 2, ensure you are staying within the allotted 2 days of release time total between both teachers.
- For example: Meeting 1 and Meeting 2 may be half days for each member, and Meeting 3 could be one full day for the mentor to work with the mentee in their classroom.

#### **A. Intensive Workshop Series**

● Description: Dedicate the two days to a focused series of workshops or training sessions.

● Format:

- **Meeting 1:** Joint workshop focused on TTOC-specific topics  
*(e.g., quick relationship-building, entry routines, behaviour management without prior context, adapting plans on the fly, working with school staff)*
- **Meeting 2:** Sharing session where each participant presents a short strategy or tool they have successfully used as a TTOC  
*(e.g., emergency lesson ideas, fast engagement strategies, effective teacher notes, transitions)*
- **Meeting 3:** Collaborative creation of a **TTOC toolkit**  
*(behaviour strategies, first-day scripts, adaptable activities, checklists for different grade levels)*

## **B. Flexible Observation & Reflection Model**

### **Description:**

Focus on observation opportunities that fit the unpredictable nature of TTOC work and do not rely on long-term classroom placement.

### **Format:**

- **Meeting 1:** Mentee observes the mentor or another experienced teacher (when scheduling allows), with attention to routines, classroom culture, and management strategies that are transferable to TTOC work
- **Meeting 2:** Mentor observes the mentee during a TTOC assignment *or* reviews a post-day reflection, lesson notes, or behaviour scenario, followed by feedback
- **Meeting 3:** Joint observation of a classroom or analysis of a recorded lesson/case study to discuss strategies that would work well for TTOCs in similar contexts

## **C. Project-Based Learning**

### **Description:**

Explore a focused inquiry related to improving effectiveness as a TTOC

### **Format:**

- **Meeting 1:** Identify a TTOC-relevant focus area  
(*e.g., managing challenging behaviour, increasing student engagement in short blocks, supporting IEPs with limited information*)
- **Meeting 2:** Mentee intentionally applies one or two strategies during multiple TTOC assignments, with mentor check-ins for support
- **Meeting 3:** Reflect on patterns, successes, and challenges across different classrooms and discuss how strategies can be refined and reused

## **D. Adaptable Lesson & Resource Development**

**Description:**

Collaborate on creating **flexible, stand-alone lessons and resources** that can be used across grades and subjects.

**Format:**

- **Meeting 1:** Research and brainstorm adaptable lesson ideas that require minimal preparation and materials
- **Meeting 2:** Co-develop a set of TTOC-ready lessons, activities, and extension options  
(*e.g., literacy blocks, math games, inquiry tasks, early finisher activities*)
- **Meeting 3:** Mentee trials the lessons during TTOC assignments and gathers feedback; mentor and mentee refine resources based on real-world use

**4. Booking Release Time**

If you are a contract teacher:

- In SFE under Absence Reason, choose the T.Gallo - Mentorship 654
- In the approval comment, state your mentorship pair and indicate that it is the TTOC Mentorship program. (*ex. Tasha-ann and Jenna–TTOC mentorship*)

If you are a TTOC:

- Email Andy Davidoff ([lp20@bctf.ca](mailto:lp20@bctf.ca)) and CC the TTOC email address ([ttoc.kctu@gmail.com](mailto:ttoc.kctu@gmail.com)).
- Please include the date and time of the meeting and indicate whether it is a half-day or full-day request. Andy will contact SFE on your behalf to have the time allocated.

**Conclusion**

These additional structures for using the two days of release time provide diverse opportunities for learning, collaboration, and professional growth. Tailor your approach to fit your goals and strengths, ensuring a fulfilling mentorship experience!

Feel free to direct any questions to Tasha-ann Bussell or Jenna Benko at [ttoc.kctu@gmail.com](mailto:ttoc.kctu@gmail.com)