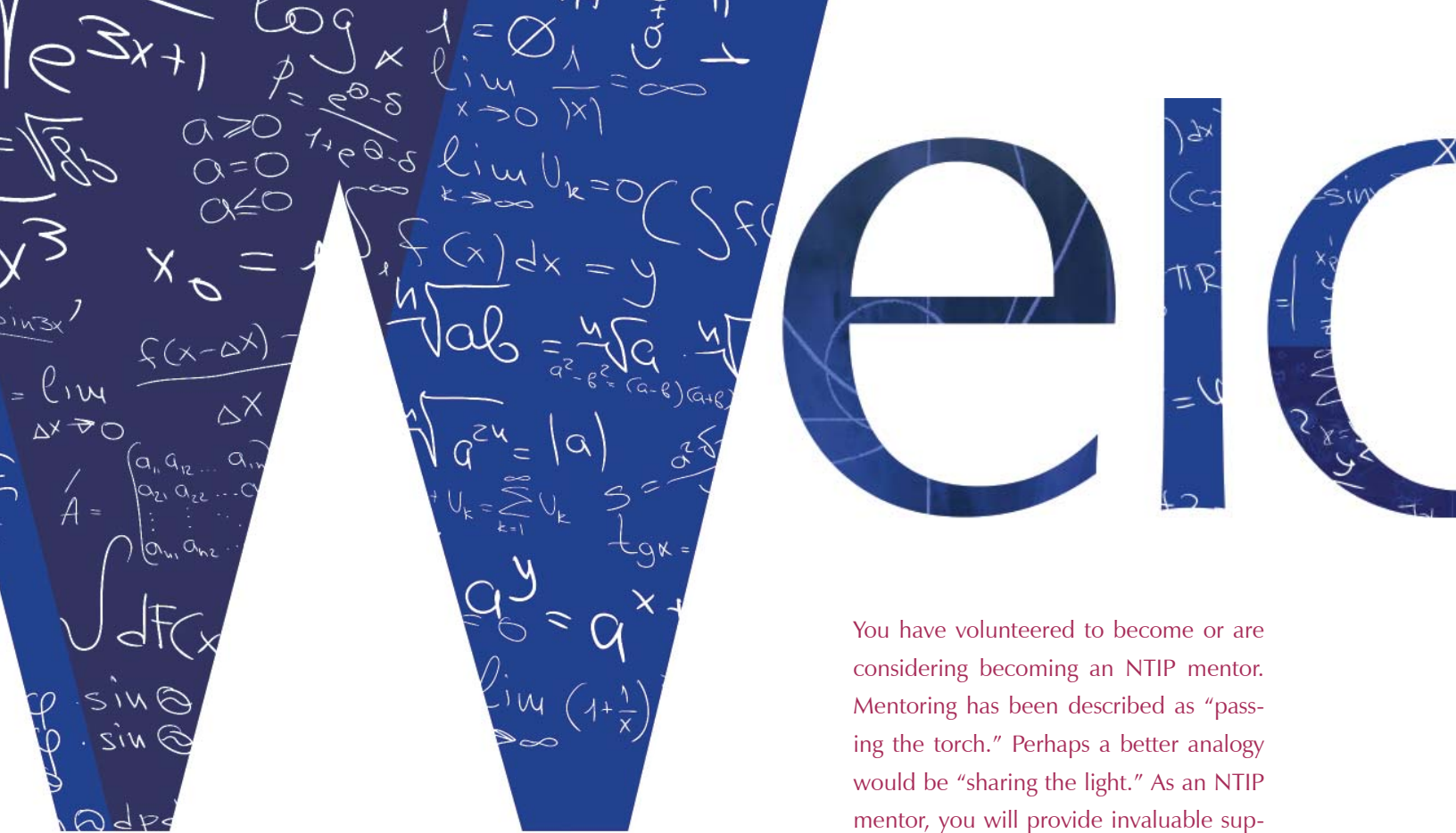




ADVICE
RESOURCES
for NTIP mentors





You have volunteered to become or are considering becoming an NTIP mentor. Mentoring has been described as “passing the torch.” Perhaps a better analogy would be “sharing the light.” As an NTIP mentor, you will provide invaluable support to a new teacher in our Federation. In addition to the growth that you will help facilitate in your “mentee” you can look forward to opportunities for your own professional growth. This manual will provide you with advice and resources that may be useful as you and your new colleague embark on this journey.

- 1 OSSTF/FEESO Policy
- 1 Benefits of Mentoring Mentoring Matters: A Practical
- 2 NTIP
- 4 Building a Relationship
- 5 The “3 Cs” of Mentoring
- 6 Identifying Needs/Setting Goals
- 7 A Year in the Life of a New Teacher
- 8 A Year in the Life of a Mentor
- 10 Making Connections
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- 12 Resource Appendix • Important Bits & Pieces • New Teacher Needs Assessment • SMART Goals • Classroom Observation Form • References/Links

NTIP

The New Teacher Induction Program is mandated by the Ministry of Education and includes three components: orientation, professional development/training and mentoring. In addition, new teachers are required to participate in two teacher performance appraisals during their first year. The NTIP is designed to be a school-based program led by the school's principal. School Boards are expected to have a superintendent responsible for overseeing the NTIP and facilitating board-wide sessions for new teachers and their mentors. The following outlines the roles of the principal, the new teacher and the mentor during the NTIP process:

Ministry of Education
New Teacher Induction Program;
A Resource Handbook for Mentors,
2008

Principal	Mentor	New Teacher
<ul style="list-style-type: none"> • Meets with new teacher. • Discusses the Individual NTIP Strategy form and communicates to the new teacher those induction elements in which he or she is required to participate. • Ensures that the Individual NTIP Strategy form is completed, and revised as needed. • Ensures implementation of school-based supports (orientation, mentoring, and professional development and training). • Ensures that new teacher is matched with a mentor. • Ensures that mentor receives training. • Allocates funding to support new teacher according to his or her Individual NTIP Strategy form. • Conducts performance appraisals for new teacher. • Signs new teacher's Individual NTIP Strategy form and forwards a copy to the designated NTIP superintendent once the teacher has received a second "Satisfactory" performance rating. 	<ul style="list-style-type: none"> • Participates in training about NTIP. • Works with new teacher to develop specific goals for mentoring process. • Collaborates with new teacher to develop an Individual NTIP Strategy form based on new teacher's needs. • Sets up regular dates and times to meet with new teacher. • Builds relationship with new teacher based on trust and confidence. • Meets with the teacher to work through Individual NTIP Strategy form. • Works with the new teacher to modify the Individual NTIP Strategy form as necessary. 	<ul style="list-style-type: none"> • Collaborates with mentor to complete Individual NTIP Strategy form. • Meets regularly with mentor to achieve goals. • Participates in required induction elements as outlined by the principal. • Participates in school-based support opportunities (orientation, professional development, training). • Completes two satisfactory performance appraisals. • Shares completed Individual NTIP Strategy form with principal.

The Ministry of Education describes the mentoring relationship as follows:

“The relationship is envisioned as a supportive one, with the mentor acting as a role model, coach, and advisor to the new teacher, sharing his or her experience and knowledge about teaching on an ongoing basis.

This relationship is based on trust and confidentiality.

The desired outcomes are improved skills and knowledge for new teachers, as well as a more collaborative and professional environment in Ontario’s schools.

”

Ministry of Education
New Teacher Induction Program;
Induction Elements Manual, 2008

- Your role, as a mentor, is not evaluative. The principal is responsible for completing two performance appraisals during the teacher’s first year and should not be requesting information from you when completing the TPAs.
- As an NTIP mentor, you should have access to training and release time. If you have not received information about this, contact your principal for details.
- When you were matched with your new colleague, the principal should have provided both of you with a clear and safe exit procedure in case of incompatibility.

The Individual NTIP Strategy Form

The Ministry of Education developed this form “to serve as a vehicle for discussion and learning as well as a means to plan, track and record the NTIP induction elements in which the new teacher participates” (New Teacher Induction Program: Induction Elements Manual). The principal should have provided your new colleague with a copy of the current form (<http://tpfr.edu.gov.onn.ca/NTIP.htm>) and will also have indicated any induction elements that the new teacher is required to complete. Together, you and your new colleague will determine the methods (professional learning goals, time frames, strategies etc.) that will be used to achieve them. The elements in the form can be modified as the needs of the new teacher change. A copy of the form should be provided to the principal for approval whenever changes are made. This will allow the principal to arrange for supports and allocate resources that may be needed to complete the plan. When the Individual Strategy form is completed the new teacher must sign it and submit it to the principal.

BUILDING A RELATIONSHIP

You have volunteered to take on the role of mentor and should have been involved in the process that matched you with a new teacher colleague. The amount of research that went into determining those pairings can vary from school to school. After this matching has taken place, it will be up to you to begin to develop a relationship with your new colleague.

Building an effective mentoring relationship can take time. Unfortunately, the beginning of the school year is busy for even seasoned teachers. Providing your new teacher with a start-up package can help you make those first connections.

You might include:

- a letter of welcome with your contact information,
- a gift certificate for the nearest coffee shop,
- a t-shirt with the school logo,
- post-it notes
- pens
- a “first day of classes” lesson plan,
- a checklist of pertinent information. (See Important Bits & Pieces in Resource Appendix.)
- Bargaining Unit information.

The following information may be useful in helping to establish an effective mentoring relationship between you and the new teacher assigned to you. An effective mentoring relationship is built on the following:

Trust, Confidentiality

- Get to know each other—share information about yourself, (e.g. hobbies, experiences etc.). Keep self-disclosure appropriate.
- Talk about personal preferences/style of communication. (e.g. “I like to mull things over before I comment on things. It just gives me some time to think about things. This doesn’t mean I am upset or unhappy.”)
- Empathize with new teacher’s challenges.
- Share knowledge without being patronizing.
- Keep your word.
- Remain non-judgmental—mentoring is non-evaluative.
- Maintain confidentiality—new teachers should not have to worry that administration or other staff will hear about their issues and concerns.

Communication

- Return phone calls/e-mails promptly.
- Share ideas and experiences.
- Engage in active listening.
- Check for understanding—paraphrase and summarize.
- Ask questions to help your new colleague come-up with their own solutions.
- Avoid information overload—provide information, materials as needed.

Contact

- Develop and maintain regularly scheduled contact.
- Seek opportunities to interact with your new colleague.
- Participate in any group NTIP activities organized by your board.

Develop mentoring goals

- Discuss roles within the mentoring relationship.
- Take time to set realistic goals and clarify expectations.
- Collaborate with your new colleague when setting goals and making decisions.
- Complete NTIP Form.

THE “3 CS” OF MENTORING

As a mentor, you will take on a variety of roles over the course of your relationship with the new teacher. You will become a role model, a guide, a sounding-board and a cheerleader. Mentoring has often been summarized as comprising three key roles or stances—the “3Cs”: consultant, collaborator and coach. As a mentor, you may move from stance to stance within a mentoring session and certainly throughout the mentoring period. The following chart highlights these stances and the types of activities and strategies you might use within each stance.

Consultant	Collaborator	Coach
<p>Characteristics</p> <p>“It’s important to...” “Keep in mind that...”</p> <ul style="list-style-type: none"> • Offers support, provides resources and information. • More than simple advice, provides why, what and how of thinking. <p>Activities</p> <ul style="list-style-type: none"> • Establish contact at the beginning of the year. • Orient the new teacher to the school. • Ensure the new teacher understands the students, parents and community served by the school. • Model effective teaching practices. <p>Strategies</p> <ul style="list-style-type: none"> • Thinking Aloud—when giving strategies/suggestions, provide the thinking that was involved; “Here’s what I pay attention to. Here’s why that’s important. Here are some ways to do it.” • Providing options—provide a menu of possibilities to aid the new teacher in decision-making. Engage the new teacher in discussion re: the pros and cons of possible choices. • Providing resources. • Modelling. 	<p>Characteristics</p> <p>“Let’s think about...” “How might we...”</p> <ul style="list-style-type: none"> • Creates opportunity for new teachers and their mentors to participate as equals. • Creates challenge for new teacher to take responsibility for his/her own practice. • Encourages growth and development of planning, applying, evaluating and refining teaching skills. • 50/50 pattern of interaction and idea production. <p>Activities</p> <ul style="list-style-type: none"> • Work with new teacher to develop Individual NTIP Strategy • Co-plan first day, week, month. • Share and exchange resource materials. • Examine student work together. • Adjust mentoring as required. <p>Strategies</p> <ul style="list-style-type: none"> • Brainstorming. • Co-planning. • Co-teaching. • Conducting action research. • Exploring case studies. 	<p>Characteristics</p> <p>“Given what you know, what options are you considering?” “How will you ...?”</p> <ul style="list-style-type: none"> • Develops new teacher into self-reliant professional. • Supports new teacher’s ideas, self-coaching. • Focuses on inquiry and reflection related to new teacher’s goals. <p>Activities</p> <ul style="list-style-type: none"> • Provide support and coaching in classroom management, parent communication, assessment and evaluation techniques, etc. • Provide emotional support and encouragement. • Provide professional feedback. <p>Strategies</p> <ul style="list-style-type: none"> • Reflecting on new teacher’s goals. • Inquiring—use open-ended questions to engage new teacher in discussions about successes, concerns, issues.

Lipton, L. & Wellman, B. (2003). *Mentoring Matters: A Practical Guide to Learning-Focused Relationships*, 2nd Ed. Sherman CT. Mira Via, LLC. Used with permission. For additional information go to: www.miravia.com

IDENTIFYING NEEDS/SETTING GOALS

Helping your new colleague identify his/her areas of strength and need can help to identify specific mentoring goals and make your time together more productive. You may want to ask your new colleague to identify their priorities. A checklist is included in the Resources Appendix.

Once you and your new colleague have defined some areas of need, setting SMART goals is an effective way of defining how to meet those needs. The SMART acronym has been expanded to include some additional points to ponder. Consider using this format when developing goals for mentoring and professional development. A “SMART Goals” worksheet is included in the Resources Appendix.

S • Specific/Significant

- What do I want to know/be able to do?
- Does this goal warrant specific attention?

M • Measurable/Meaningful

- How will I know if I am successful?
- What impact will this have on my students? On me?

A • Action Oriented/Achievable

- How will I accomplish this goal?
- What resources/materials will I need?

R • Realistic/Relevant

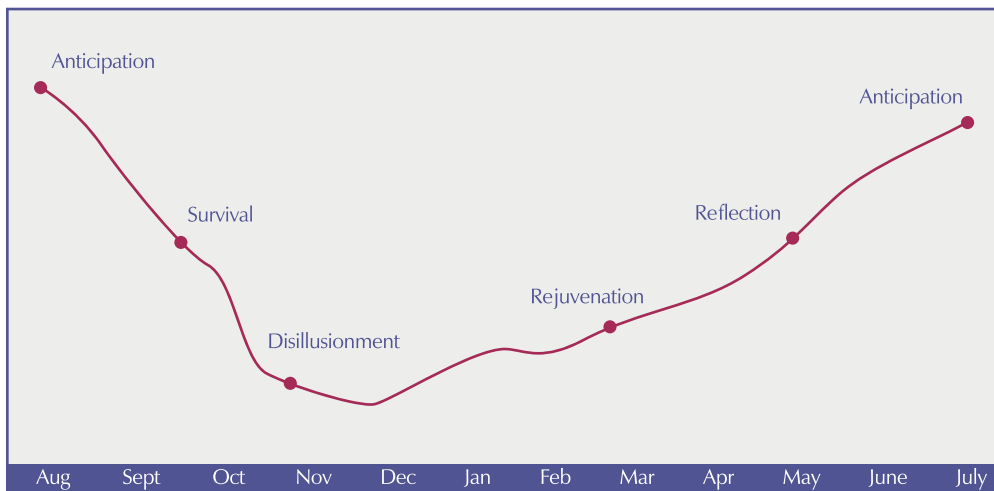
- Is this goal realistic?
- How will I use the knowledge I gain?
- Do I need help?

T • Timely/Thoughtful

- How much time will it take?
- How much time do I have?
- Why have I set this goal?

A YEAR IN THE LIFE OF A NEW TEACHER

You may remember your first year of teaching—the anticipation, the anxiety, the feelings of being overwhelmed. New teachers often go through a number of stages as their first year progresses. Understanding these stages can help you tailor your input to the needs of the new teacher you are mentoring.



Moir, E. (1999). *The Stages of a Teacher's First Year*. In M. Sherer (Ed.) *A Better Beginning: Supporting and Mentoring New Teachers*. Alexandria, VA: ASCD. Used with permission.

Anticipation

First-year teacher feels confident, energetic, enthusiastic; often has an idealized vision of teaching; may become overwhelmed with information.

Survival

Reality sets in; teacher now feels fatigued, stressed and often discouraged; may be struggling to keep up with work such as marking, course prep, reporting.

Disillusionment

At this point teacher may question commitment and/or competence; may be having difficulty balancing work/home commitments; is often overwhelmed with “paper” responsibilities.

Rejuvenation

Teacher starts to recognize strengths; has increased confidence and a better understanding of how the system works; begins to develop sense of accomplishment.

Reflection

End of school excitement begins; teacher is reflecting on school year highs and lows and begins planning for next year.

Needs

Practical assistance re: classroom set-up, procedures, school information, locating teaching materials, establishing relationships with colleagues and students.

Needs

Materials and activities, lesson plans, classroom-ready units, tips, techniques that work, positive feedback.

Needs

Emotional support, assistance to see personal growth that has occurred, continued practical support.

Needs

Feedback on growth/accomplishments, assistance with professional portfolios for TPA, curriculum development, problem-solving.

Needs

End of year celebration of accomplishments, goal setting for future, sharing information re: summer opportunities.

A YEAR IN THE LIFE OF A MENTOR

September

- Conduct a “tour of the school” to provide key information about school logistics and resources.
- Introduce new teacher to other members of the school’s educational team.
- Highlight and answer any questions about school action plan, discipline procedures, lockdowns etc.
- Ensure new teacher knows how and where to access resources including curriculum guides, materials, classroom supplies.
- Share course outlines and long range plans.
- Share classroom management strategies.
- Share strategies for planning first few weeks.
- Collaborate in planning for open house.
- Set meeting dates and times.
- Highlight OSSTF certification process.
- Set short term and long term goals.
- Introduce new teacher to Branch President.

October

- Share specific examples of assessment and evaluation tools and strategies.
- Inform new teacher about “unwritten” rules of school culture.
- Attend a PD session with new teacher.
- Acknowledge that you also have questions and concerns as this will reassure new teacher.
- Provide feedback and engage in learning focused conversations to assist new teachers in their own reflective practice and growth.
- Discuss school/board process for accessing additional supports for students (e.g. Educational team supports).
- Discuss strategies/approaches for differentiated instruction.
- Assist new teacher with parent/teacher interview skills.
- Provide support re: interim/first term reports.
- Review student work together.
- Review and update goals.

November

- Share practical resources (e.g., sample anecdotal reports.)
- Provide positive insights and tips to enhance new teacher’s confidence and instructional practice.
- Co-develop strategies and approaches to address gaps between planning and actual progress in the classroom.
- Assist in identifying positive aspects of classroom experiences and student accomplishments.
- Discuss any student behaviours that may be challenging.
- Highlight health and wellness supports available through the Board (e.g. EAP). Share techniques for handling stress.
- Review and update goals.

December

- To help new teacher reach all learners in the classroom, model specific strategies to recognize and value the cultural diversity of students.
- Encourage new teacher to “take a holiday” during the holidays.
- Co-develop strategies and approaches to meet needs for differentiated instruction in the classroom.
- By paraphrasing, help new teacher clarify thoughts and reflections on first few months in the classroom and plans for the balance of the year.
- Discuss individual student needs and how they are being met.
- Review and update goals.

January

- Emphasize and model the importance of planning as a major component of successful teaching. Help new teacher anticipate instructional goals for the balance of the year.
- Revisit personal and instructional goals that can assist new teacher in self-assessment of progress to date.
- Share information re: exam procedures/semester changes. Discuss new course preparations.
- Assist new teacher with credit analysis forms.
- Provide support re: final reports (semestered schools.)
- Celebrate completion of the first semester.
- Reflect collaboratively on lessons learned from the fall.
- Review and update goals.

February

- Highlight specific strategies and tips for assisting struggling students.
- Discuss student accommodations and how they can be incorporated into instructional plans.
- Co-develop and adapt assessment strategies to meet the needs of all students.
- Help new teacher reflect on successes. Facilitate a feeling of renewal and rejuvenation when/if new teacher is encountering challenges in the classroom.
- Share information re: EQAO process/procedures.
- Provide support re: second term reports (non-semestered schools.)
- Review and update goals.

March

- Brainstorm ideas to enhance parental involvement (benefit to both the new teacher and the mentor.)
- Inquire about specific instructional objectives for the balance of the school year to help bring into focus what is truly important in the new teacher's classroom.
- Encourage new teacher to rest and reflect over March Break.
- Review and update goals.

April

- Share knowledge about school/board vacancy and surplus procedures.
- Comment positively about an area of growth that you have observed to provide new teacher with a sense of acknowledgement and accomplishment.
- Work together on a school project, club or team to model the reciprocal nature of the mentoring relationship.
- When new teacher describes a concern or problem, ask about the options/choices available to encourage self-directed thinking and independence.
- Review and update goals.

May

- Co-design culminating activities and tasks.
- Share information re: summer courses, AQ courses, interesting books/resources, etc.
- Reflect on remaining challenges to assist new teacher in maintaining focus as the school year nears its close.
- Review and update goals.

June

- Provide support re: final reports.
- Share tips about year-end procedures and routines to ensure a smooth transition into Summer.
- Celebrate the end of the school year to acknowledge the personal and professional growth experienced by both parties in the mentoring relationship.
- Reflect upon the mentoring experience to consolidate learning for both the mentor and the new teacher.
- Inquire about future goals to assist new teacher in self-assessment of his/her professional development needs.
- Review goals.

Ministry of Education, NTIP;
A Resource Handbook for Mentors, 2008

MAKING CONNECTIONS

Help your new colleague

make c·o·n·n·e·c·t·i·o·n·s

with other educational workers who can offer assistance: Setting up opportunities to interact with these people (e.g. arranging for your new colleague to observe a class taught by a teacher teaching the same course) rather than just providing introductions can help a new teacher to develop relationships with others in the school.

School Personnel

- Administration
- Subject teaching partner
- Department head
- Teacher Librarian
- Student Services staff—
Psychologist, Social Worker,
Child and Youth Worker,
Attendance Counsellor,
Speech-Language Pathologist
- Settlement workers
- Instructional Leaders/
Consultants (board level)
- Special Education staff
- ESL staff
- Secretarial staff
- Custodial staff
- School IT contact
- Educational Assistants
- Parent Council Chair

OSSTF/FEESO

- Teacher and/or Occasional Teacher Bargaining Unit President
- Branch President
- Collective Bargaining Committee Representative
- Health and Safety Representative
- Education Services Representative
- Benefits Representative

CLASSROOM OBSERVATIONS

While observations can be a powerful mentoring tool, new teachers may find the process intimidating. Inviting the new teacher to observe you may be a good introduction to the observation process. Engaging in some planning prior to any observation and providing an opportunity to reflect afterwards may assist both the mentee and the mentor in getting the most out of a classroom observation. The following outline can be used when setting up pre and post observation conferences:

Pre-Conference

The pre-observation conference provides you and your new colleague with an opportunity to identify the purpose of the observation. Does the new teacher want some feedback on a new strategy he/she wants to try? Does he/she need another set of eyes to collect data on particular students? The following points for discussion can help guide a pre-observation conference:

- The teacher's intention for the lesson: *"What are you planning to accomplish?"*
- The teacher's predictions for the lesson: *"How do you think the lesson will go?"*
- The teacher's focus for the observation: *"What are you concerned about?"*
- What information the teacher would like collected to support his/her learning: *"What can we look at to help you improve your practice?"*
- The format for collecting information: *"How should we collect the data?"*
- The mentor's role, viewing place, post conference time and place, other logistics.

Observation

During the observation, collect data on the selected topic using only the agreed-on format.

Post Conference

The post-observation conference provides you with an opportunity to share your observations and to engage your new colleague in problem-solving.

- The new teacher recalls his/her own intentions, predictions.
- The new teacher describes his/her own view of actual teaching and learning experience.
- Present the data collected.
- Encourage your new colleague to compare intentions/predictions and actual data. Help him/her to look for patterns.
- Use questions to guide teacher to draw conclusions about:
 - The choices he/she may have made and their effectiveness;
 - The results of the lesson for students;
 - Possible improvements in instructions.
- Your questions should help guide the new teacher to design an action plan for improvement.

In addition to reviewing your new colleague's goal for the observation, the post-observation conference can provide you with information about your mentoring. This information can often be used by both of you when looking at teaching styles/strategies that can be used with students. The following debriefing questions can help guide this process:

1. *"What did you learn from our work today?"*
2. *"Since I want to improve as a mentor, I need your feedback. What did I do today that helped you to learn that?"*
3. *"I bet if what I did was important for your learning that students would benefit from it too. How could you/we use what I did for you with your/our students?"*

Sweeney, B. (2008) *Leading the Teacher Induction and Mentoring Program*. 2nd Ed. Thousand Oaks, CA: Corwin Press. (p. 184)
Adapted with permission.

IMPORTANT BITS & PIECES

School

- Building Access (e.g. hours, alarm codes etc.)
- Keys
- Parking
- Photocopier/Fax procedures, codes
- Library
- Computer Lab
- Cafeteria
- Supplies (e.g. where to find them, how to order them etc.)
- First Aid

Policies and Procedures

- Getting Paid/Benefits
- Emergency Procedures
(e.g. Fire drills, Lock down)
- Attendance Procedures
- Forms e.g. permission forms
- School schedule
- Sick, personal days
- Snow days, school closures
- E-mail, voice mail, mailboxes
- Staff meetings
- Confidentiality
- Assemblies
- School Handbook
- School Calendar
- Booking Procedures
(e.g. rooms, AV equipment)
- Special Needs Referrals

Classroom/Curricula

- Field trips
- Parent/teacher nights
- Report Cards
- Reporting Software (e.g. "Mark Book")
- OSRs
- Exams
- Semester Turn Around
- Curriculum Units
- Occasional teacher plans
- Subject Association material
- Parent Conferences
- Parent/School communication
- Extra Curricular Activities

OSSTF/FEESO

- Certification Information/Deadlines
- New Member's Information
- Collective Agreement
- Benefits Procedures
- Parent/School communication
- Extra Curricular Activities
- TPA and ALP Advice
- Health & Safety Information
- Guidelines for Members
re: Children's Aid Societies
- District/BU website
- Provincial website

www.osstf.on.ca

NEW TEACHER NEEDS ASSESSMENT

Name _____ Date _____

I am looking for information/support about the following:

Classroom Organization _____

Classroom Management _____

Curriculum _____

Instruction strategies _____

Lesson planning _____

Assessment _____

School Policies _____

Time Management _____

Working/communicating
with parents _____

Other _____

I would like to
see/observe _____

I would like to develop _____

I would like help with _____

PROFESSIONAL LEARNING GOAL

S • Specific/Significant

What are the specifics of this goal? Write who, what, when, where, why.

M • Measurable/Meaningful

How will you measure this goal? How will you know when this goal is achieved?

A • Action Oriented/Achievable

Is this goal achievable? What tools/resources are needed?

R • Realistic/Relevant

Is this goal realistic? How is this goal relevant to your teaching skills/student success?

T • Timely/Thoughtful

What is the time frame of this goal?

CLASSROOM OBSERVATION FORM

Post- Observation Conference

New Teacher's View of Lesson

Results/Conclusions/Plans

Debriefing

What did you learn from our work today?

What did I do today that helped you learn that?

How could we use what I did for you with our students?

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Links

- [**Best Practices Resources**]
<http://www.teachermentors.com>
- [**Mentoring Leadership & Resource Network**]
<http://www.mentors.net>
- [**NTIP Mentor guide**]
<http://www.edu.gov.on.ca/eng/teacher/NTIPMentor.pdf>
- Classroom Management
 - Planning, Assessment and Evaluation
 - Communication with Parents/Guardians
 - A Variety of Ministry Initiatives including:
 - Student Success
 - Safe Schools and Healthy Schools
 - Teaching Students with Special needs
 - Literacy, 7–12
 - Mathematical Literacy/numeracy, 7–12
- [**Teachers Helping Teachers**]
<http://www.teaching.com>
- [**Thrive and Survive**]
<http://www.survivethrive.on.ca>

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