

been cautioned not to do so by the OECTA unit and school board.

Each mentor has a confidential professional relationship with the protégé and does not discuss or share any information about the experience with a third party. If the partnership is not viable, it can be dissolved by either party without any consequences for either person. In such circumstance, the selection of a new mentor begins again. The protégé must inform the school principal that the partnership has ended and a new one has begun.

Mentoring activities include visits to each other's classes, meetings to discuss curriculum, explore reporting to parents, new Ministry of Education initiatives or other topics as directed by the protégé. Mentoring does not take place during either teacher's preparation and planning time. School boards receive funding to cover costs to assign Occasional Teachers to replace both mentors and protégés.

### **How is the NTIP process tracked?**

The *New Teacher Induction Program Guideline* includes a tracking sheet. This is a very important document. Each protégé must ensure that his/her tracking sheet is completed and also that her/his mentor completes appropriate parts of the form. This form will be given to the principal of the protégé's school when the process is complete.

### **How do NTIP and TPA fit together?**

All teachers undergo Teacher Performance Appraisal (TPA) in a repeating three-year cycle that begins in the first year of teaching. New teachers must achieve a satisfactory rating in both TPAs and also successfully complete NTIP.

### **What happens if I am not successful on NTIP or TPA?**

Teachers that receive unsuccessful evaluations may be required to repeat NTIP or go through another TPA year immediately. Teachers that receive unsuccessful ratings on either NTIP or TPA should immediately contact the local OECTA unit president for direction, because if not properly managed, an unsuccessful evaluation may have serious consequences.

For unit contact information, visit [www.oecta.on.ca/units/unitsindex](http://www.oecta.on.ca/units/unitsindex)

### **Where can I find a complete set of NTIP and TPA documents?**

The local OECTA unit can provide a complete copy of all required documents and other material that will help you in your first years of teaching. These documents will be given to you at the New Teacher in-service session offered by local OECTA units.

### **I still have questions about NTIP and TPA. Who should I call?**

Speak to the OECTA representative in your school, call the OECTA provincial office at 416-925-2493 or 1-800-268-7230 or call the local OECTA unit office at:

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*Prepared by OECTA and your Local Unit.*

# **NEW TEACHER INDUCTION PROGRAM**



**NTIP**

**OECTA  
CAN HELP**

ONTARIO ENGLISH  
**Catholic  
Teachers**  
ASSOCIATION

## **What is the New Teacher Induction Program (NTIP)?**

The New Teacher Induction Program (NTIP) is a process developed by the Ministry of Education as a replacement for the Ontario Teacher Qualifying Test (OTQT) and is mandatory for all teachers new to the teaching profession in Ontario.

## **What is the purpose of NTIP?**

According to the Ministry of Education, NTIP is intended to provide a year of professional support in the workplace to complete Faculty of Education one-year certification programs and help beginning teachers to deliver curriculum. The Ministry hopes this will increase the retention rate for new teachers.

## **Who must participate in NTIP?**

All teachers who are permanently hired, as an elementary or secondary teacher, either full-time or part-time and who are newly graduated from an Ontario faculty of education are required to participate in NTIP. Teachers who are permanently hired as an elementary or secondary teachers, either full-time or part-time and who hold teaching certificates issued by a jurisdiction outside Ontario must also participate.

## **Must new teachers complete NTIP?**

All new teachers must participate and successfully complete the program. NTIP is tied into the Teacher Performance Appraisal process which must be successfully completed twice in the first twelve months of teaching, or in an extended time if required. New teachers must participate and successfully complete all four parts of the program:

1. Orientation at the board level and at the school level
2. Ministry mandated staff development

3. Mentoring by an experienced teacher
4. Two Teacher Performance Appraisals (TPA) during the first twelve months of teaching, or longer if required.

## **When are these events scheduled?**

1. Orientation occurs early in the school year and as required.
2. Staff development occurs at various times throughout the school year.
3. Mentoring takes place between the end of September and May.
4. Teacher Performance Appraisal occurs twice in the first twelve month period as a permanently hired elementary or secondary teacher, or longer if required.

## **What is orientation?**

Boards will hold an orientation session that may include greetings from the Director of Education, board consultants, the president of the local OECTA Unit and other personnel. They will talk about the board's vision and goals, policies and procedures, provide an orientation to the Ontario curriculum and context, and provide new teachers with board facts and figures such as school locations, student distribution or other relevant statistics.

Newcomers will also receive a school level orientation conducted by the principal at each school. New teachers will be given tour of the their schools, visit their classrooms, meet their OECTA Rep and the rest of the staff, and receive the materials and instructions about delivering curriculum to students.

## **What staff development opportunities does NTIP provide?**

The Ministry of Education mandates that new teachers will have opportunities to learn about Classroom Management, Planning,

Assessment and Evaluation, Communication with Parents, Students with Special Needs and implementation of the Ministry of Education documents, *Every Child, Student Success and Safe Schools*.

## **What is mentoring?**

Mentoring is a process that helps beginning teachers make the transition to teaching by providing them with valuable encouragement and support from a trusted, experienced teacher who serves as a role model and counsellor. The mentoring agenda belongs to the new teacher or protégé. New teachers will be able to choose a mentor from the Mentor Roster. You may consult with other teachers and the principal for input on the selection.

## **The mentor**

Mentors volunteer to assist new teachers entering the profession by providing support in various aspects of teaching, such as curriculum delivery, classroom management and reporting to parents. Effective mentoring is voluntary.

## **The protégé**

The protégé chooses a mentor that most meets her/his needs. The protégé controls the entire NTIP process and drives the mentoring partnership. Protégés select a mentor from a Mentor Roster that contains names of all volunteers.

Once a mentor is selected and has agreed to work with the protégé, the protégé is responsible for ensuring that the principal is informed.

Mentors shall not take part in the evaluation of the protégé on NTIP and TPA, and have