



TDHH INDUCTION AND RETENTION

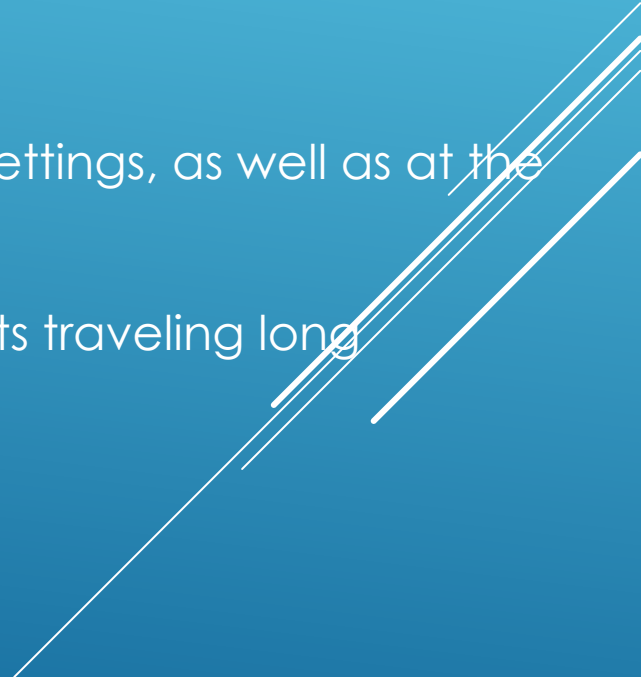
A PILOT PROJECT BY POPDHH

PRESENTED BY
KRISTINA AND ANGELA



INTRODUCTION AND RATIONALE

By Terry Maloney, POPDHH Vice Principal

- Lack of qualified TDHHs to fill available positions in mainstream educational settings, as well as at the BC School for the Deaf.
 - Many TDHHs in remote areas work in isolation, and some cover several districts traveling long distances (hundreds of kilometres) every week to see all of their students.
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- Several white lines of varying lengths and angles are positioned in the bottom right corner of the slide, creating a modern, abstract graphic element.



THE FIRST MENTORSHIP STARTED IN 2012

"I have been in mentorship since the beginning. I am always learning and refreshing what I know and can bring to my students and colleagues. The connections I have made are invaluable. It is so great to just text or email someone for a quick question/concern."



For a period of 1 year



1:1 mentor/mentee



For TDHH's – new, seasoned, coming back into the field, struggling, isolated, fresh eyes

WHAT IS TDHH INDUCTION & RETENTION (OR MENTORSHIP 2.0?)

We are mentorship groupies!! Why?

* Mentorship was created to support teachers who have either been isolated or removed from others in our field. We work in districts where there is often a focus on keeping teaching current and yet most of us are not in a classroom. It is through a program such as mentorship that we have been able to keep our practices current and up to date. TDHHS are a unique bunch. When we come together our conversations always come back to our work and the students we work with. Mentorship allows us to connect with others in our profession and continue to grow and develop.

Not everyone can come to mentorship and they may not even understand the benefits and the necessity of connecting with other TDHHS. With every new group of people joining mentorship you often hear the same thing- I'm too busy to leave my district- after a couple of sessions these same people will start to understand that when I learn I come back to my district a better teacher. Hopefully, Angela and I can work with some TDHHS and they will see these benefits!

PARTNER VISITS



- Some of you have done partner visits. If not, it is something to look forward to.
- Going to a TDHH's district and then they come to yours



MENTOR & MENTEE COMMIT TO:

1 year

- **1-2 visits per year –**
mentee's district and/or mentor's district
- one visit via zoom per month (or
other face to face platform)
- weekly check ins via email or text

AREAS WE LOOK AT IN PARTNER VISITS

- IEPs
- IEP meetings
- In services
- Teacher meetings
- Equipment
- Technology Use
- Assessments
- Graduation Transition
- Early Language Development
- Report Writing
- Team building
- ASL Development
- Speech Development
- Supporting D/HH disabled students
- Literacy
- Supporting Interpreters
- Audit Prep
- Early Language dev
- Work/Life Balance
- Experiential Education
- Team Building
- Social-emotional needs
- Programs and Resources

- ▶ In order for this to work it will need structure.
- ▶ Using mentorship templates for partner visits will be helpful. Pre planning out what a mentee is hoping to gain from this experience, materials that they want to see, skills they want to observe.
- ▶ Goal setting and how to determine when the goal has been achieved will be helpful to show the benefits of a program such as this.



WHAT WILL THIS LOOK LIKE?



ITINERANT WORK LOOKS
DIFFERENT:

RURAL VS URBAN AREAS

Outside Hotel room



On the road to Creston



You can even learn
new ways of relaxing
after a hard day's work

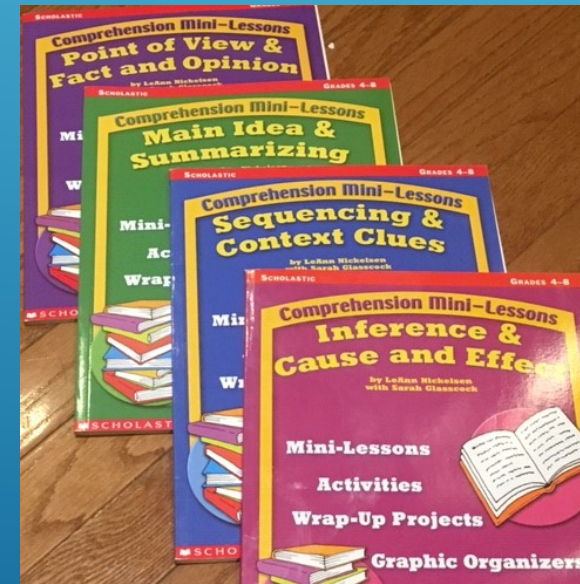
"Mentorship has given me a network of professional support and friendships that will last a lifetime. Every meeting fills my professional toolbox and helps me to be the best teacher I can be for my students." - Bridgit





Partnerships can help and support each other in:

- Reflections of our work and work/life balance
- Observations
- In-services
- Pull in/Pull out
- New ways of supporting our students and each other
- Ideas for new materials



AFTER THE YEAR



- Both Mentee/Mentor feel it a better place with work
- Potential to join Mentorship in Vancouver.
- Connections
- CONNECTIONS- this is an essential piece! TDHH's are a community and it is through these connections that we continue to grow in our profession. The induction and retention program will hopefully reach out to those in our field who don't have connections and show them that they are not alone but a critical piece in our TDHH ecosystem.



"The POPDHH Mentorship Program has been the most valuable professional development and support network I have experienced. I work in isolation and deeply appreciate the province-wide collegiality, increased awareness of provincial allies, learning the most current best practices, and opportunity to shadow another TDHH in their district. I always come away feeling confident, validated that my work is unique and challenging, professionally refreshed, and ready to share my new knowledge with my students and interprofessional collaborations. Thank you POPDHH"

-Jamie Corpuz

Q & A? NEXT STEPS?

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