



Beginning With Mentoring Questions And Answers Mentor-Mentee Connect

1. What is the important information that I should know about my mentee/mentor? To determine component school teacher leadership skills to practice and share professionally with school total divisional educator members network.

2. First Name: Gail/Last Name: Dale-Young Preferred Name: Gail Preferred Pronouns: she/her Times to meet: Saturday Morning and Afternoon Methods of meeting together: Online WhatsApp Best day(s) and time(s) to connect -Saturday -9:00 a.m-1:00 p.m Duration of our time together – 4 to 5 hours

3. If your mentor/mentee can't meet during the scheduled time, determine how your mentor/mentee will reschedule. For example, "I will give my mentee 48 hours notice and provide an alternative day and time like after our church attendance is finished on Sunday afternoon from 1-5pm."

4. Grade teaching(s): Primary, Junior and Intermediate. Subject(s) that s/he are teaching: Every Elementary subjects

5. Where are you teaching? Distance learning in various environments

6. Learn about each other's background. How do you identify? Where are you from? Christian Caribbean North American Educational Education Teachers and Researchers

7. Share personal highlights that will develop your relationship with your mentor/mentee: Both completed a Doctorate of Education

8.What are your hopes/goals in this mentorship partnership?
She will model my research in this document.

9.How do you learn best? Online examples, explanations and experiences to guide and advise my mentee using eLearning, distance and online techniques through education leadership and teacher competency reinforcement learning.

10.How can we create accountability towards each other?
Reciprocal reliance on multiple wisdom and feedback in personal and professional developmental insights.

11.Co-create mutually agreed learning goals for the week, month, year--October 2025- October 2026-Engage in weekly Saturday distance online mentor-mentee learning sessions that engage in school encounters with staff colleagues, leadership and school community in involvement to problem-solving. Each month, I will train my mentee on needed school board, direct home school and students as well as their family procedures, protocols, presentations and online placement techniques for utilization from face-to-face to e-mentoring.

12.State challenges that the mentee might be facing professionally: Challenges are distance difficult for face-to-face mentoring this informal nuances when I give individual feedback to distance group networking mentoring.

13.Clearly state areas of growth topics: pedagogical pathways of discovering and empowering cultures of the oppressed and other inequalities students and staff face. As the mentor leader, I employ teaching my mentees differentiated instruction and assessment in classroom management to stop discrimination in every level in our schools and board completely.

14.Keep a log of questions discussed or questions that are parked: What awareness, skills and formal training to my teacher mentees need to become school vice principals? How will AI affect our development as mentees by hindering or helping us in our individual grow processes? If we move to another school and grade, would we be able to still belong in this mentor school network?

15.List resources that have been shared with the mentee and their purpose: Many Coaching, Sponsorship and Mentoring Practices and various types that enhanced our dialogue discussions for deeper practice wider learning and broader school skills to gain higher levels of capacities development.

16.List strategies and resources that have been used and determine outcomes for the mentee: I created data-driven employees research, case studies from real school examples, mentoring -coaching, sponsorship and e-mentoring highlights to implement as teacher mentor leads.

17.Next Steps for both mentor and mentee to follow up with previous challenges/conversations/ planning to determine the date and time of next meetings: Distance e-mentoring for two hours every Saturday in our agreed upon yearly schedule.

20. When moments of tension arise reflect on what is the tension I am feeling? Why am I feeling this way? What am I learning about myself through this experience? How will you handle disagreements? Mentors teaching the profound ways emotional intelligence gears of school maps to positive profound directions to remote to mutual success.

21. How are we challenging racism, homophobia, Islamophobia, sexism, Nativism, etc. with ourselves, classrooms, schools, communities, etc? How are we acknowledging what structures of power and privilege we hold (i.e., white privilege, able-bodied, etc.) and how are we creating opportunities to learn to unlearn and learn to relearn? The foundation is equity, equality and inclusion in all aspects of race, class, gender, LGBTQ, class, age, disability and migrants and every other culture of the oppressed needs to be empowered, given promotion and increased opportunities to institutionally develop their mentoring, coaching, sharing connections and ideas but most importantly be sponsored by their mentor for higher workplace skills to advance positions.

Artificial Intelligence in Mentorship And Other Experimental Software That Is Both A Help And Hindrance For Our Ontario Classrooms

From beginning to end, my mentees group network with engage in numerous activities including reading, thinking, planning, researching, viewing podcasts and videos interviewing other mentees and mentors by taking digital note making, with designing and ideas in detail with reflective information in our e-mentoring sessions.

Teaching and Learning through educational guidance and eLearning have “keys to success” in logical, ethical, emotional, developmental, sociological and physical planning, feeling, growing and harvesting new knowledge and ideas in sharing my digital fluency education leadership teaching, learning and research based design to present new findings to our mentee-mentor relationship group formal independent school network.

Keep pace with both our eLearning components through simultaneous work, I excitedly did preparation mentoring research and notetaking in this area anticipating this, worked morning, noon and throughout the night to complete the flourishing of our new school group teacher mentorship network. I look forward to our educator’s advice on this eye opening topic in critical condition of teaching and learning through eLearning new methods and modus operandi in our technological critical inquiry.

1. My Questions: How does “eLearning sandbox” counteract the educational purposes of new elementary education software used in our classrooms because its educational approach fosters experimentation and risk-taking is exceptional or separate, non-production course environment used by specialty instructors to test and refine course content and design without affecting the live course? What can we do to refer to a specific software platform or a branded eLearning company that provides educational services to support every Ontario school board systems with this uncertainty of new Artificial Intelligence classroom with classroom designing implementing our classroom educational software. Answer: Technology applications, such as learning management systems (LMS), adaptive learning systems powered by AI, immersive technologies (VR/AR), and interactive tools like Kahoot!, provide data and frameworks to critically examine e-learning’s theoretical foundations by enabling analysis of learner behavior, engagement, and performance. These technologies offer diverse learning experiences and facilitate research into how e-learning theories, like the Community of Inquiry (COI) framework and the Technology Acceptance Model (TAM), influence educational outcomes.

2.Question: How to implement the computer in the school classroom?Answer: Computers are also used in schools to develop syllabi and timetables, verify tests as well as produce results. With digital tools like academic journals, project management platforms, and study apps, students can explore various subjects, conduct research, and access materials beyond traditional textbooks for students. For staff to familiarization with Microsoft Office and Google Drive for staff meetings as well as teach students to make spreadsheets, slide show presentations, and share documents where they can receive fluid feedback on their work. Many careers use these elements of Microsoft and Google to organize information and collaborate between colleagues or parents.

3.Question: Teaching with the aid of a computer use of computers in the classroom, how is it best designed for educators in curriculum leadership roles?Answer: Computers may be used to create and print question papers, mark lists, letters, posters, and banners as well as to keep track of things like student fees and attendance information. Computers are also employed in the field of education to develop syllabi and timetables, verify test papers, and create results.

5.Question: what consistent grow is intended for the use of computers with exceptional learners will also be explored?

Answer: Assistive technology refers to the devices and services that are used to increase, maintain, or improve the capabilities of a student with a disability. While the phrase assistive technology may make us think of computers and computerized devices, assistive technology can also be very low-tech. For example, pencil-grips (the molded plastic grips that slip over a pencil) are considered assistive technology. Assistive technology that helps students with learning disabilities includes computer programs and tablet applications that provide text-to-speech, speech-to-text, word prediction capabilities and graphic organizers. In comparison to other interventions, assistive technology may have a significant effect in helping students with disabilities progress towards the goals outlined on their Individual Education Plans. Assistive technology helps in two ways: it can help the student learn how to complete the task and it can help to bypass an area of difficulty. For example, when a student decides to listen to a digital version of a book, they are bypassing an area of difficulty. However, if the student focuses on the computer screen as highlighted words are read aloud, they can learn unfamiliar words. Assistive Technology Summary Points are that Assistive technology ranges from low-to-high-tech. Assistive technology can be used in two ways: to support learning and to bypass a challenging task such as handwriting. In order to be effective, assistive technology needs to be embedded within quality instruction. Laptop Computers and Computerized Devices: Benefits of Assistive Technology like Laptop computers and tablet devices are beneficial for students with learning disabilities because they are portable

correct more errors when using spell check than when editing by hand. However, obtaining personal access to laptops and computerized devices does not ensure engagement and increased academic success. For many students, laptop computers and computerized devices can be too distracting. Teachers and students need to be trained in how to meaningfully integrate technology into academic contexts so that the devices don't detract from learning. Computer-assisted Instruction refers to software and applications that have been designed to provide instruction and practice opportunities on a wide range of devices (e.g., computer, laptop, iPad, mobile technology). Computer-assisted instruction provides immediate and dynamic feedback and students with learning disabilities can benefit from this nonjudgmental computerized drill and practice. Computer-assisted instruction has been shown to be helpful for students with learning disabilities in spelling and expressive writing skills as this software can reduce distractibility and can help students learn to read and achieve other academic outcomes. Computer-assisted instruction is also an effective way for students with learning disabilities to practice math drill as students who used computer-assisted instruction to practice math skills were able to memorize math facts more easily, and developed a more positive attitude towards math than students who did not use computer-assisted instruction. Computer-assisted Instruction Summary Points Are: a) Computer-assisted instruction provides students with dynamic feedback, b) Computer-assisted instruction can help students practice spelling and multiplication drills. In order to prevent the technology from being a distraction, students need to be taught how to use technology to support their learning.

6) Question:What types of leadership roles, change processes, and in-service strategies online session or using computer communication tools like computer with projector that's designed to facilitate program development, implementation and evaluation? Answer: To facilitate the online or computer-mediated development, implementation, and evaluation of programs, effective online leadership involves leveraging technology for clear communication, fostering collaboration, and providing continuous feedback to manage change processes and support in-service strategies. Leaders must establish clear visions and goals, create an open digital communication culture, and use empathy in virtual interactions. This involves using online meeting platforms with projectors for engaging presentations, providing resources digitally, and utilizing data to assess progress and identify areas for improvement. Strategies for Online Program Development, Implementation, and Evaluation

a) Leverage Digital Tools for Communication:

Projectors and Screens: Use computers with projectors or large screens to present information visually during online sessions, allowing for clear communication of program plans and goals.

B) Video Conferencing: Utilize platforms like Zoom or Microsoft Teams for interactive sessions, ensuring participants feel more connected through features like video and screen sharing.

C) Digital Platforms: Employ project management software or shared online workspaces to track progress, share resources, and document key decisions.

D) Foster Collaboration and Engagement: Open Communication Culture: Establish a culture where team members feel comfortable sharing ideas and providing feedback in the digital space.

E) Virtual Breakout Rooms: Use features in video conferencing tools to facilitate small-group

with and create content within an e-learning environment.

E)Interactive Platforms: Tools like Kahoot! Allow for real-time engagement and assessment, enabling researchers to study factors like student participation and performance in a dynamic way.f)How These Technologies Enable Critical Examination Empirical Evidence: By collecting data on student actions, interactions, and outcomes, these technologies provide empirical evidence to test and validate e-learning theories. G)Personalization and Adaptation: AI-powered systems allow for the study of personalized learning theories by adjusting content and pace based on individual needs, revealing how tailored experiences impact learning. H)New Modes of Interaction: Immersive and interactive technologies enable the examination of new forms of collaboration and communication theorized in e-learning, such as those outlined in the Community of Inquiry (COI) framework. I)User Experience and Acceptance: Technologies can be studied through frameworks like TAM to understand user motivation, perceived usefulness, and perceived ease of use, thus evaluating the theoretical principles behind technology adoption. J)Comparison of Instructional Designs: The variety of platforms and tools allows for the comparison of different instructional designs (e.g., synchronous vs. asynchronous, individual vs. collaborative), providing critical data on their effectiveness against different theoretical models.

9.Question:What is the benefits of using Artificial Intelligence in Ontario Elementary Schools? Answer: AI in elementary schools advances learning by creating personalized learning experiences, providing instantaneous feedback on student work, generating dynamic educational content, and

9.Question:What is the benefits of using Artificial Intelligence in Ontario Elementary Schools? Answer: AI in elementary schools advances learning by creating personalized learning experiences, providing instantaneous feedback on student work, generating dynamic educational content, and automating administrative tasks for teachers. AI tools can also offer accessible resources for students with Special needs, create engage interactive activities, and provide AI tutor bots for one-on-one mentoring support, helping students group mentoring learn at their own pace and improving overall engagement and outcomes. For Students in Personalized Dyad Mentoring Learning: AI analyzes student data to identify strengths and weaknesses, tailoring content and instruction to individual learning styles and pace. Instant Feedback: AI provides immediate and detailed feedback on assignments, helping students understand their progress and areas for improvement. Interactive Content: AI can generate networks in diverse and engaging educational materials, such as personalized exercises and interactive games, to keep students motivated and interested. AI Digital Mentoring with Tutor Bots: Sophisticated Chabot's. We can offer on-demand, one-on-one support, answering questions and providing explanations to help students learn independently with accessibility tools like text-to-speech and speech. Recognition can make learning materials. More accessible for students with special needs, creating more inclusive classrooms. For Teachers in their Content Creation: Teachers can use AI to generate lessons, quizzes, and presentations by providing simple prompts, saving time on lesson planning.

Data-Driven AI Input

Administrative Support: AI can automate tasks like grading and scheduling, Reducing teacher workload and freeing up time for more direct student interaction. **Data Analysis:** AI provides insights into student performance and learning trends, helping teachers understand what to focus on in future lessons and identify students needing extra support.

Examples of AI in Action: **Adaptive Learning Platforms:** These systems adjust the difficulty and type of content presented based on a student's responses, ensuring they are challenged appropriately. **Interactive Games:** AI can power educational games that make learning fun and engaging, such as quiz-show-style games designed around specific curriculum topics. **AI-Powered Assistants:** These assistants can help teachers and students by providing on-

Demand assistance and resources, supporting the entire learning process.



Mentoring Learning Community in our School and System

Mentoring

A mentor empowers the expertise potential in accountability, actionable correspondence and servitude in employment education landscapes leveraging staff experience as well as delegating many students endeavours in nurturing classic visionary to new wave school learning radiating profound elements of positivity in powerful sustainability in school teaching and leadership to activate and maintain your complete success by job shadowing your role model. Blend and balance both management and leadership in school administration is essential to coordinate top level educational system to students results in order to conceptualize then execute great school strategic plan programming and policies thriving in high resolution, complimentary team skills, good

risk-management, allocating resources and achieving consciousness in each of our expectations. Demonstrating from mini to macro management initiatives, democratic career competencies sustain new to historical projects for educational and career mapping for grandeur in growth and development. Glorification in mentoring planning clarification combating various points of views and perspectives purports higher level of reinforcement explaining prompting perseverance process in educational sustainability in school practice and exercise daily in authentic notable promotional branding achievements but don't mistakenly use undue judgmental influence on your mentee negatively especially in school politics and system bureaucracy. It's imperative for mentoring relationships in peer and group circles to set design awareness of profound personal, education and professional

comments to embark negative outcomes on you. Focus on life sophisticated examples of measurements in our inheritances of ownership seeking allies accomplishments in past biologically and familial intellectualism. Cultivate repeated accomplishing behaviours of potential growth and current ways exercising autonomy by scaffolding competency in daily alliance advantages with assured complimentary actions both domestically and globally. Bring life choice corrections and acknowledgements in experimental indulgence and audacity to practice new methods of learning to distributing principles in praising powerful accelerate sustainability in various bold clear and concise chemistry in reliance in relationship capacities and interactions in our greater manners of development. Having witty attentive adjustments gives betterment in advancement in your operationalized teaching and learning

honed in style to honour rewarded approaches in adaptive advance improvement structure to foster, help and support your gracious presence together to sacrifice your mentor-mentee relationship in furthering both your commitment to each other's forthcoming fortitude in your thoughtful togetherness in intentional instructions and fair work in multidimensional scaling delegation as a coaching facilitator on behavioural change in education mentoring within teaching and learning classroom, school and systemwide leadership in giving alternative solutions.

We need to be willing to help others with positive spirited postures in polite advice to advancement operational outcomes at school, at home and in the community for full mentoring detailed involvement. School mentors are a liaison between soulful journeys in emotional intelligence venues to

between soulful journeys in emotional intelligence venues to logical outpouring of smart thinking. There should be a declaration of privacy and utter confidentiality to protect of students and staff with integrity that as both the mentor or mentee this agreement of responsibility to respect and embrace integrity for your mentor expectations as well as your mentee security in safety and quality health upholding standards of strength and relaxation relationship honouring it's precedent.

Our description of our various mentorship needs are pinnacle to our role as a mentor for full adaptive challenges to overcome. Mentors resourceful stimulation in personal, professional, academic and developmental experiences share highlighted plethora of life philosophical lessons and transactions to be livable school change agents for residential and school positive responses, practices and procedures safeguarded school and broader future career goals for n growth in life opportunities formed in forward thinking mentors



and school positive responses, practices and procedures to set safeguarded school and broader future career goals for mind growth in life opportunities formed in forward thinking mentors for our student mentees.

Our indulgence in schooling has pursues of elongated learning tools for lifelong benefits. Significant training in esteemed fruitfulness establishment of productive mentor-mentee reciprocal relationships in peer or staff relationships to school leader mentoring programs. Ask good suggestions for your betterment and there's as well like the question stating of mutual notice of responsibility and narrative recognition asking "if you were your own mentor, how would you help serve yourself better?"

When evaluating your school environment to produce a school wide mentoring program, you have to research the specification for each grade, special needs and individual student requirements to elevate each child and adolescent participants. School leadership have to role model effective listening, coaching, sharing and caring mentoring to satisfy each students needs in various interactions from dyad peer partnership mentoring to classroom group networking.

We look to our whole staff qualities to ensure proper paramount supportive delivery of your school's mentoring program. We do this to avoid mentoring mistakes. It's essential to maintain momentum in positive moments and memories for meaningful enhancement within our characterization of our multitude of different specialty mentor in various capacities in curriculum and otherwise various versions in developmental

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Specific: The goal is clearly defined, stating exactly what needs to be done, who will do it, and the desired outcome. Measurable: Progress can be tracked through specific criteria that quantify the goal's achievement. Achievable: The goal is realistic and attainable, ensuring it is not impossible to reach. Relevant: The goal aligns with broader objectives and purposes, making it meaningful and worthwhile. Time-bound: A deadline is set for achieving the goal, creating a sense of urgency and accountability.

Therefore, bringing our Ontario Ministry of Education policies and goals as well as education leadership, teacher, education staff in schools and school board systems outlines familiarization in what we should comprise our know how to make our mentor-mentee reciprocal relationships mend well in

staff in schools and school board systems outlines familiarization in what we should comprise our know how to make our mentor-mentee reciprocal relationships mend well in two way informative sharing connections and ideas holding input social school services and career channeling guidance network is the heavy duty to upkeep the mentoring program successful goal life and school future career opportunities and reality story exchanges to conceptualize influential platforms of pedagogical pathway to school success.

Discover each others diligent details and description of career and life winnings. Crafting an abundant agenda to absorb the needs and it's conditions for your mentee to accept your guidance insights as their mentor to understand and appreciate the importance of fulfilling their respective future aspirations.

WE
ARE IN
THIS
TOGETHER.

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