



THE WORKFORCE STRATEGY MENTORSHIP PROJECT

The Learning Journey of Cohort Three
AND
2022 - 2025 Mentoring Project Data Analysis

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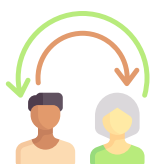
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ABOUT US

We are twelve mentors & mentees who came together from our early learning and child care community to engage in a ten month mentorship initiative.

We represent various programs within our sector from full day childcare, school age care, nursery school and EarlyON programs, representing both urban and rural programs.



Our Learning Journey - Day 1

On our first day together as a group, we shared who the mentors are in our lives as well as the skills and qualities that these mentors possess that we find inspiring.

They challenge my thinking

They ask questions from a place of curiosity

They nudge me forward

they have a calm presence

They model working from core values

They ask many questions to help me find my own answers

They give me confidence for difficult conversations

They put staff relationships first before processes & systems

They believe in co-designing and planning

They recognize my strengths

They model through their work ethic

They give me opportunities to try new things

Creating a Safe Space

Mentoring requires a safe space for thinking and learning. On our first day together, we took time to have meaningful conversations about how we would honour our time together and what conditions would be needed to support sharing honestly and respectfully.

We understood that a strong foundation was needed in order to build trusting relationships.

HONOURING OUR TIME TOGETHER

WFS MENTORSHIP INITIATIVE-COHORT 3-GROUP AGREEMENTS




Safe Space

We will create a safe space in which our conversations are kept confidential, and individuals feel comfortable to share their unique points of view.



Holding Space



We agree to assume the best of everyone and will hold space for others who may have different values or viewpoints.

Uncertainty

We agree that we do not have to have all the answers and that's ok.



Knowledge



We all have something to give and something to learn. We are all leaders who will be open to on-going learning.

Dance in the Moment



We will 'dance in the moment' and balance program learning priorities with group needs.

Live in Curiosity



We want to live into curiosity and ask questions to understand and deepen conversations.

We recognize that we may have biases about questioning, and we will challenge these biases when they arise

Relationships

We will above all put relationships first.

"No significant learning occurs without a significant relationship." James Corner

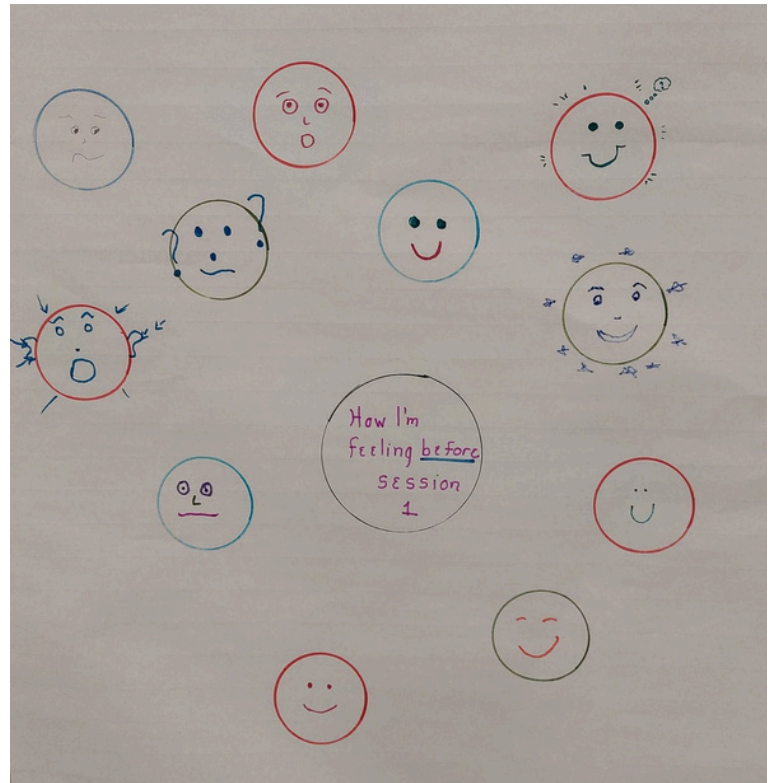




HOW WE FELT BEFORE DAY ONE

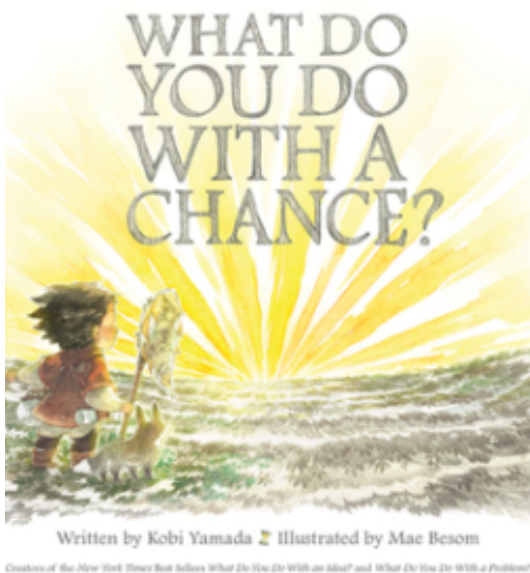
We felt:

- Nervous
- Curious
- Like an Imposter
- Excited
- Unsure



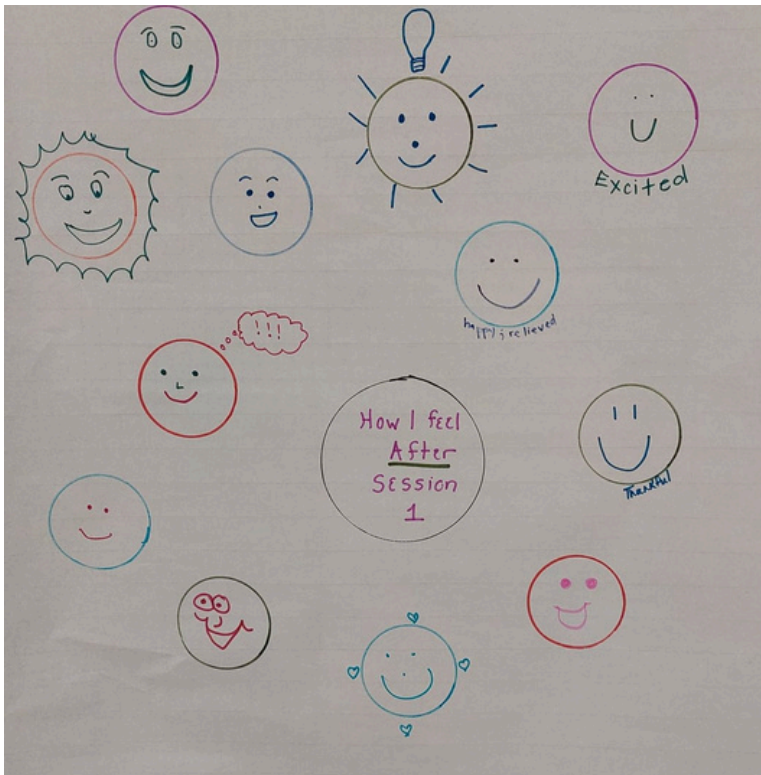
OUR THOUGHTS ON CHANCES

Children's literature provided an innovative opportunity to further explore and examine personal and collective professional leadership values and beliefs. Shared below are examples of our reflective thinking using to the book "What Do You Do With A Chance?"



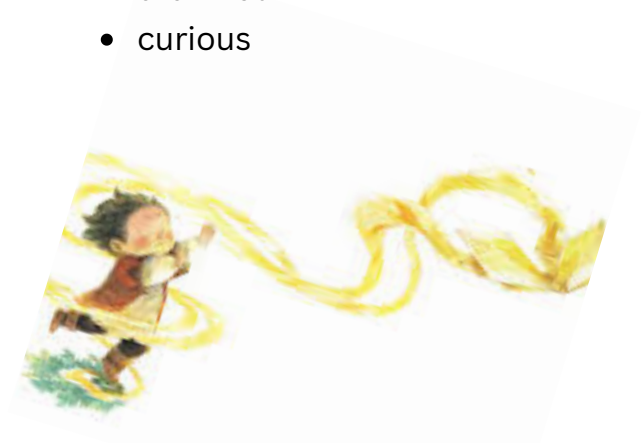
- Taking chances can be **scary**, you have to be willing to be **vulnerable** and sometimes chances don't work out.
- When we take a chance and do not succeed, it's important to allow time to **feel all the feelings** that comes with this. Then, ask yourself what I can learn from the situation and try again when the next chance comes along.
- Sometimes when we take a chance it **leads to doors and opportunities** we never would have imagined.

HOW WE FELT AT THE END OF DAY ONE



We felt:

- excited
- happy
- relieved
- thankful
- curious



Much of our first day together was spent getting to know each other better; mentees and mentors spent time in matched pairs introducing themselves and their current professional roles in community ELCC. Time was also taken to discuss and better understand the components, roles, and expectations of the WFS Mentoring Project.

One key component of the WFS Mentoring Project is **‘the three-dimensional model’ of mentoring**. In this model, three distinct but inter-related areas of discovery and learning provide a framework for both the mentees and mentors that guides their time and work together.

The three dimensions are: (pg. 11 WFS Mentoring Guide)

- building the relationship
- discover the individual
- planning for improvement

We know that relationship building takes time. Over the next few months, project participants continued to invest in learning more about each other, setting mutually beneficially agreements and creating a safe place for trust to grow as other aspects of the project were introduced slowly and intentionally.

Learning Strategies Used

The Workforce Strategy (WFS) Steering Committee influenced the design, development, and implementation of the community Mentorship Project using two key principles to support the early learning and child care community of Peterborough and County. These two principles are:

- **Sustain**-the existing workforce to ensure a more stable and high quality early years and child care system
- **Enhance**-access to opportunities for the workforce that promote retention and recruitment, including professional development and training.

In meeting these principles, the Mentoring Project offered a variety of ways for community educators to engage in the project using a lens of Universal Design. Not only were there different formats in which learning took place but also different mediums of learning were included (in-person and virtual formats).

Components of the Mentoring Project included:

- Monthly Community of Practice - In-person
- Subject Matter Experts (SMEs)
- Ontario Tech Leadership Courses - Certificate - Virtual
- Monthly Mentor-Mentee Meetings - goal setting
- Monthly Mentor/Mentee Meeting -Coach & Mentor or Coach & Mentee
- Monthly Mentoring Support Meetings - Mentor, Mentee and Project Coach

In the next section of this report, we will discuss each component of the Mentoring Project in more detail.





One aspect of the *Leadership Mentorship Project* was a monthly community of practice. We chose this learning strategy to increase leadership capacity as research indicates that communities of practice enable dialogue between people who come together to explore new possibilities, solve challenging problems, and create new, mutually beneficial opportunities.

- Our Communities of Practice sessions focused on the book, *The Visionary Director* by Margie Carter, Luz Maria Casio & Deb Curtis.
- A framework for discussion was used to guide our conversations.
- The book lead us through a number of topics related to leadership such as: values & vision work, a leadership framework, the coaching, pedagogical leadership and supervision roles, putting a vision into practice and the role of community in the profession.
- The participants shared their personal experiences and ideas and leaned on one another for solutions to challenges they were facing.

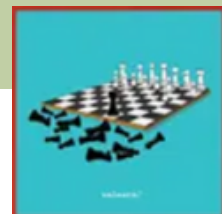
“I am really enjoying the hive mind aspect of coming together to tackle challenges and brainstorm solutions with steps for the process.”

JUSTICE, EQUITY, DIVERSITY & INCLUSION (JEDI)

Embedded in these discussions were themes about JEDI work.

Prompts were used at each session to elicit reflection to deepen our understanding of these critical themes.

Of particular interest to the group was UNLEARN[®] discussion resources. These cards offered a picture for consideration with reflective questions. It was interesting how one picture elicited so many different ways of seeing and reframing topics.



Subject Matter Experts

A number of 'experts' from our community shared their knowledge and skills in their area of specialty. Participants indicated that they gleaned a lot from these sessions and it helped them to build a stronger network and knowledge base.

Moira Vance, Executive Director of Trent Childcare Inc.

A Day in the Life of a Leader

“As a new leader, I appreciated Moira’s vulnerability in sharing her struggles as a leader because it helped me to realize I was not alone.”



Trish Bucholtz, Training and Professional Development Specialist for Social Services, City of Peterborough

Building a Team Culture

“I am using the toolkit Trish gave us and it has really been helping in developing a team charter within our program.”



Suzie Johnson- Smith, Coaching & Consulting

Coaching Fundamentals

“I really liked the tools Suzie shared with us as I feel it will be helpful when I have conversations with my team members.”



Jill Wickins, Link at Compass Early Learning and Care

Working with Volunteer Board of Directors

“I valued exploring how to plan collaboratively with a board and ways in which I can help them understand my role.”



Karen McGee, Human Resource Manager, Five Counties

Performance Management & Onboarding/Orienting

“These sessions gave me a lot to think about and I will use the coaching prompts and G.R.O.W. model with my team.”



Lorrie McGee, Pedagogical Link, Compass Early Learning and Care

Creating a Culture of Reflective Practice

“This session was fabulous. I could have listened to Lorrie for days. So many thoughtful questions to reflect on.”



Ontario Tech Leadership Certificate

Participants of the Initiative participated in an online Leadership certificate program through Ontario Tech University. This certificate included six courses which were each 7 hours in length.

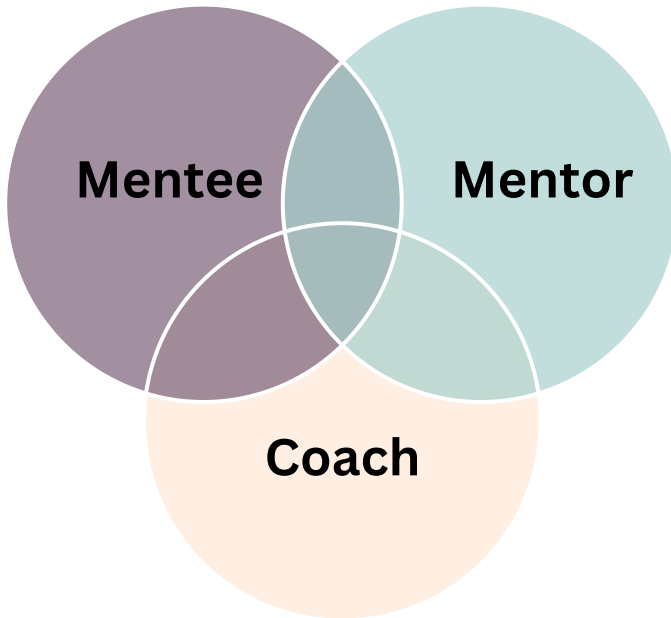
- Fundamentals of Leadership
- Change Management
- Strategic Management
- Workplace Innovation
- High Impact Communication Skills
- Conflict Management & Negotiation



Each course offered new ways of thinking strategically and within a systems lens framework about their work as leaders within their organizations.

Mentorship Model

Mentee and Mentor Pairs and Mentoring Meetings



The model that we used in the Leadership Mentorship Project, involved mentee and mentor pairs. These duos were matched by using a ‘thinking partner questionnaire.’ Pairs spent the first few months building their relationships and determining the ways that they wanted to work together by developing an alliance. The first few months, pairs focused solely on getting to know one another.

When the mentees were ready, the mentors began working on an individual goal plan with them which highlighted both short term and long term success for goal achievement.

These meetings took place monthly.

Coach & Mentee or Coach Mentor Sessions

Once a month both mentees and mentors had the opportunity to have coaching conversations about mentorship and goal development with the Mentoring Project Coach. These individual and specific role related meetings offered an opportunity for mentors to clarify their roles, discuss issues of practice that were relevant to them or problem solve issues together with the Project Coach. These sessions gave mentees the opportunity to have an additional sounding board, and the ability to dive deeper into what they were facing as a new leader.

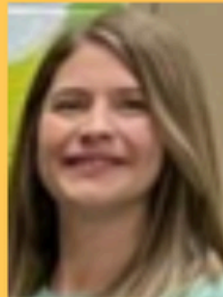
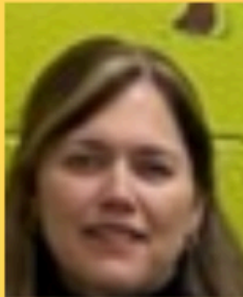
Trio Sessions (Mentee, Mentor, and Mentoring Project Coach)

Once a month the mentee, mentor and coach met together and explored dimensions of leadership which is outlined on page 13-Thinking to Influence Practice.

“I look forward to time spent with Beckie and my mentor. We have gotten to know one another and built a relationship. I thank them for their time and look forward to our meetings. I feel comfortable to speak freely and trust their confidentiality over all stories I share.”

WFS Mentorship Program

A Mentor Pair's Voices



Jan Smith, Mentor

"As a supervisor who thought she should enter into the program as a mentee, I have been surprised at the knowledge I have been able to share as a mentor. It has helped build my self confidence.

I love the relationships that have been forming not just between mentor and mentee but with the entire group. It has been a beneficial experience."

Heather Shaw, Mentee

"The WFS Mentorship Program has provided a much needed community to myself as a Mentee. Historically, the Supervisor at LCNS has been fairly isolated in their ability to participate in programs such as this due to lack of support in staffing and constant turnover of a Board of Directors, made up of volunteers. This program has enabled the Supervisor to participate in gaining knowledge and insight from like-minded and experienced members of the Early Learning profession in order to develop and support best practices at the micro and macro levels.

Also, the collective experience and knowledge of the Coach and Mentors has provided much needed, and sought after, guidance around sensitive issues in running a small, community school. The Coach and Mentor have been instrumental in guiding and building confidence in how the Supervisor approaches their job on a day to day basis.

I am so grateful to be a part of this program and for all the people invested in supporting their peers."

Thinking to Influence Practice

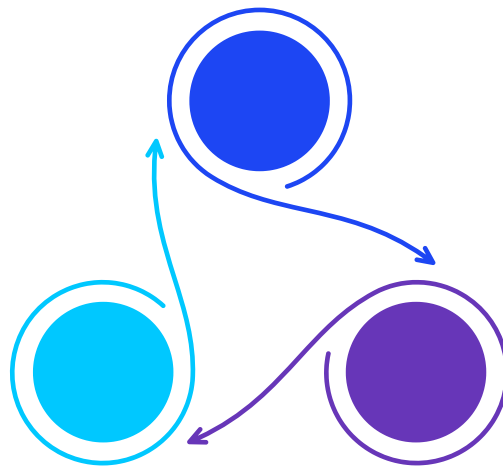
Once a month the mentor, mentee and coach came together to discuss topics that were relevant to them currently in their practice. These meetings often looked differently within each trio relationship as we wanted them to meet the needs of both the mentee and mentor.

Sometimes a meeting would be the mentee or mentor discussing a difficult situation that they were encountering in their workplace. The role of the others was to listen, ask questions for deeper understand and to support solution based thinking.

Some trios took turns in bringing videos, articles or quotes for the group to consider and have discussions about them to broaden and deepen their thinking.

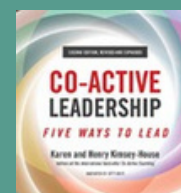
Other groups explored The different types of leadership from the book, *Co-active Leadership, Five Ways to Lead* by Karen and Henry Kimsey-House. An example of the reflections that were shared can be found on page fourteen.

As mentioned, these meetings were specific to each trio, thus authentic in nature with various topics and themes being explored.



***"The power of a leader isn't what you tell people, it's what you get them thinking about".
Cy Wakeman***

THE LEADER WITHIN



This is the foundation of the co-active leadership model

- **The Leader Within** works from a place of Self-Awareness
- **The Leader Within** takes responsibility by accepting themselves fully and living their lives with integrity in accordance with their personal values and a strong internal compass
- 1. **The Leader Within** leads by living life with integrity, modelling self-acceptance and self-authority · Self-Acceptance is focusing on the present – and we learn to accept our strengths and shadow and celebrate our triumphs and defeats and embrace our life with all its beauty and imperfection to truly develop
- **The Leader Within** must stop holding ourselves as a problem in the need of fixing and instead approach our development with the understanding that every part of us is there for a reason · The journey of Self-Authority begins the immediate moment we decide to take responsibility for the authorship of our life · We may not have control of the events that happen in our life – but we do have complete authority of the story we tell ourselves about those events
- **The Leader Within** works from a base of values and and lives into their values daily

“You belong everywhere and nowhere.” Maya Angelou



Brené Brown Leaves the Audience
SPEECHLESS | One of the Best
Motivational Speeches Ever
(youtube.com)

What does this quote mean to you? Did it make you rethink what belonging means?

What are 2 values you live by as a leader that are non-negotiable?

What does it mean to you to not negotiate who you are?

How does not negotiating who you are align with your leader within?

Long Term Goal Setting

Mentors and Mentees focused on goal achievement throughout the program. This process began by setting short term goals based on an interest and by determining 3 steps they could achieve in 30 days to get them closer to this goal. As relationships grew, pairs explored goals on a deeper level and set longer term goals. The chart below highlights the themes of the goals set by both mentors and mentees. All participants felt they were successful in achieving their goals even if just partially. Some supervisors felt there was still further work to do to complete their goals. Data related to goal accomplishment can be found in part 2 of this report which focuses on data from cohorts 1, 2, and 3.

As a newer supervisor within my site and with a new staff, I will focus on team development. Steps will specifically include developing team agreements and a team charter.

We are experiencing a lot of staff turn-over, therefore I will focus on exploring the processes we have in place for orientation and consider what more we might add to strengthen this process, to strengthen retention.

As a new site lead, I will focus on building a sense of belonging with team members. We will explore psychological safety. What is it? What conditions support it and how we can implement these in our site.

I will focus on developing agreements with the team which will include processes for communication, especially when needing to have hard conversations. I will also work towards strategies to strengthen my confidence in having difficult conversations with both team members and families.

I will focus on advocacy for children with special needs by broadening my community work on this issue and by developing and providing professional learning for my organization.

I will learn strategies that I can share with educators to support team members about how to have difficult conversations.

I will strengthen my relationships with team members from my broader organization through leading team members through advocacy work.

Once again we have a new team, therefore I will focus on team belonging this year which will include building team-agreements. I will also work on strengthening my delegation skills by offering choices to staff to take on various projects that I have typically done.

I will work on accepting constructive feedback by staying open minded and looking at feedback as a gift.

I am exploring what my journey might look like in the next 10 years. What professional aspirations do I have and what steps do I need to take to achieve my career goal path?



Wrap-Up Session

We came together in this session to reflect on and celebrate our accomplishments and next steps as we wrap-up the mentorship project.

The morning included a writing and art exercise to help us reflect and process what we have learned and how our leadership has changed since day one. Mentor and Mentee pairs also reflected about their journey together.

It was a meaningful way to wrap-up ten months of learning and hard work.



Some Final Thoughts from Cohort 3

What I am most proud of about my engagement with the mentorship program?

- I have developed a support system and feel comfortable asking for help
- I navigated a transition in roles successfully and am continuing my goal in advocacy
- I have broadened my community of peers to support my future growth as a leader
- The relationship I developed with my mentee and watching their confidence grow
- I have learned to slow down and allow my time to reflect before responding when educators come to me with an issue
- I am confidently facilitating groups with my team now
- I have a clear vision and aspiration of the leader I want to be and steps to get there

PROUD
of my
JOURNEY

What I have learned about myself as a leader?

- I want to collaborate in planning to ensure everyone has a voice
- I deeply care about advocacy and want to continue to live into this
- That it is important to find time for me to focus on and find my joy
- That I do better work when I work within the structure of a support system such as the mentorship group
- I have much more confidence and a belief that my opinions matter
- This program confirmed that I am a leader who believes in compassion and empathy



If you were to give yourself one message to sum up what you learned to carry forward in your leadership journey, what would it be?

- Reach out for help and rest
- Give myself grace (this is a busy role and no one is perfect)
- There are many different ways to lead...with no right or wrong ways. What is important is that your leadership aligns with your values.
- Slow down. Meaningful change takes time and reflection
- Lead with compassion and empathy
- Some days I feel like Julie Andrews in the Sound of Music and some days I feel like the goat going over the cliff and that's ok
- Believe in myself
- What we pay attention to grows

KEEP
MOVING
FORWARD

2022-2025

Mentorship Experience

“Thinking Together About
Opportunities and Possibilities”



Mentorship Focus Group

November 2024

In November of 2024, mentors and mentees from Cohorts 1 and 2 gathered at the Peterborough Canoe Museum to reflect on what learning from the project they have brought forward into practice as result of the WFS Mentorship Project. This group also reflected on how our community might continue to support and grow mentorship in our community looking forward.

16 Mentors and Mentees attended this session



What are you noticing about your leadership since taking the mentorship program? What skills or strategies have you put into practice?

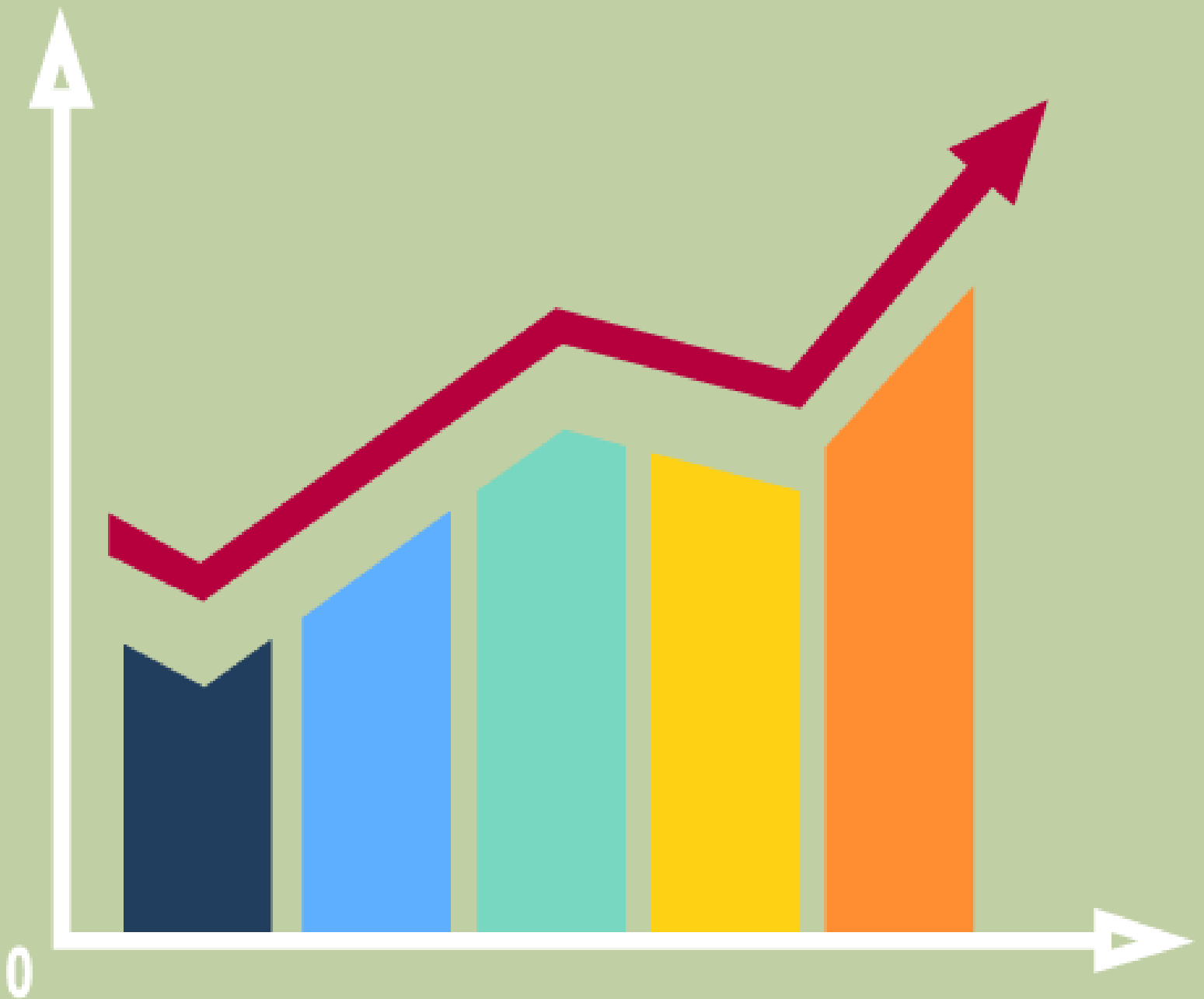
- No longer feeling imposter syndrome-more confident in my leadership
- When a challenge arises, I do not automatically fix it, I step back and ask questions
- I felt isolated before and now I reach out to other educators for support
- I used to feel like I needed to have answers for everything and therefore was less open to discussion
- I ask what type of support they need and lead from beside and behind

How can we continue to Invest in professional growth and leadership as a community?

- Provide opportunities for a safe community to learn
- Build on our already existing strengths
- Support open mindsets for learning and explore mentorship through an equity lens
- Continue to support us in building connections and opportunities to learn together
- Sub committees for our community (focused on professional learning)
- Cohort 1, 2, & 3- offer a leadership course to keep us all connected and engaged

2022-2025

Workforce Strategy Mentoring Project Data



3

Mentorship Leadership Cohorts

38 ELCC Educators in Leadership Roles**2**

Mentoring Project Coaches

Cohort 1: (2022-2023)=10 participants



Cohort 2: (2023-2024)= 18 participants



Cohort 3: (2024-2025)=10 participants



2022- 2025 Workforce Mentorship Project

Comparative Data Analysis

Analysis completed by Yashaswini Terala, Data Analysis Co-ordinator, City of Peterborough

Component of Analysis - Time

All the three cohorts reported overall positive experiences with mentorship, **noting high value in the quality of time spent.**

Cohort 1 - emphasized the value of structured goal-oriented meetings

Cohort 2 - highlighted the value of leadership growth despite time challenges

Cohort 3 - offered the most comprehensive feedback, praising formats and relationship-building.

Time constraints for the mentors/mentees were the only recurring challenge.

Staff shortages, work & personal schedule conflicts, balancing sessions with workload and greater difficulty in summer due to summer holidays are few of the challenges reported.

One key insight from Cohort 1 is that, for the most part, participants found the time commitment manageable, though it remained susceptible to external factors.

In contrast, Cohort 2 participants experienced significant time pressure, with responses evenly split between those who could meet the demands and those who struggled.

As the Mentorship Project progressed with each cohort, lessons were learned about scheduling that supported engagement. For example, in Cohort 3, when a mentor/mentee needed to cancel a coaching session, and a rescheduled meeting time was difficult to book, longer meetings were held less often to keep the purpose and integrity of the meetings while being flexible with educator's time.

Theme	Cohort 1	Cohort 2	Cohort 3
Perception of Time	Meaningful & goal driven	Exceptional, but hard to schedule 1 on 1 sessions	Valuable, reflective, holistic

Component of Analysis - Learning & Transfer of Skills

Across all three cohorts, participants consistently highlighted the **Community of Practice (COP)** sessions and **Subject Matter Expert (SME)** presentations as the most impactful components of the program. Over time, mentorship meetings (particularly in Cohort 3) and other relationship-focused, reflective formats gained even more importance. The resources were appreciated not only for the learning they provided but also for fostering connection, real-time problem-solving, and peer-led growth. As the program evolved, feedback shifted toward valuing practical application, personalized support, and community relevance.

Key Insights:

- **Community of Practice** sessions were highly appreciated and consistently seen as a central element across all cohorts. Mentors/Mentees valued the collaborative and peer-based learning component of the Community of Practice sessions.
- **Subject Matter Expert** presentations maintained a strong value across cohorts for offering access to expertise and external perspectives within our early learning community.
- **Mentorship Meetings** became increasingly crucial by cohort 3, reflecting a growing need for tailored, relational, and action-oriented support.

The overall feedback indicated that cohorts 1 and 2 valued the structured learning, while cohort 3 placed more value on interactive, personalized, and community-rooted elements of learning.

Component of Analysis - Skills Gained through the Program

Participants across all the cohorts reported gaining and embedding a variety of practical, leadership skills through this program. These ranged from foundational competencies such as communication and decision-making, to more advanced, reflective leadership practices like coaching, self-awareness, and cultural visioning. A consistent trend across cohorts was the transfer of learning with their teams. Participants not only applied these skills themselves but also modeled and shared them with staff to influence broader organizational growth.

Communication and coaching emerged as universal skill areas across all cohorts, pointing to a shared emphasis on interpersonal leadership. Cohort 1 leaned into strategic thinking and values-based decision making, with an eye toward staff impact. Cohort 2 emphasized confidence-building and practical communication, especially in leading teams and meetings. Cohort 3 demonstrated the deepest level of reflection, embedding leadership skills into organizational culture and everyday interactions.

Component of Analysis - Goals



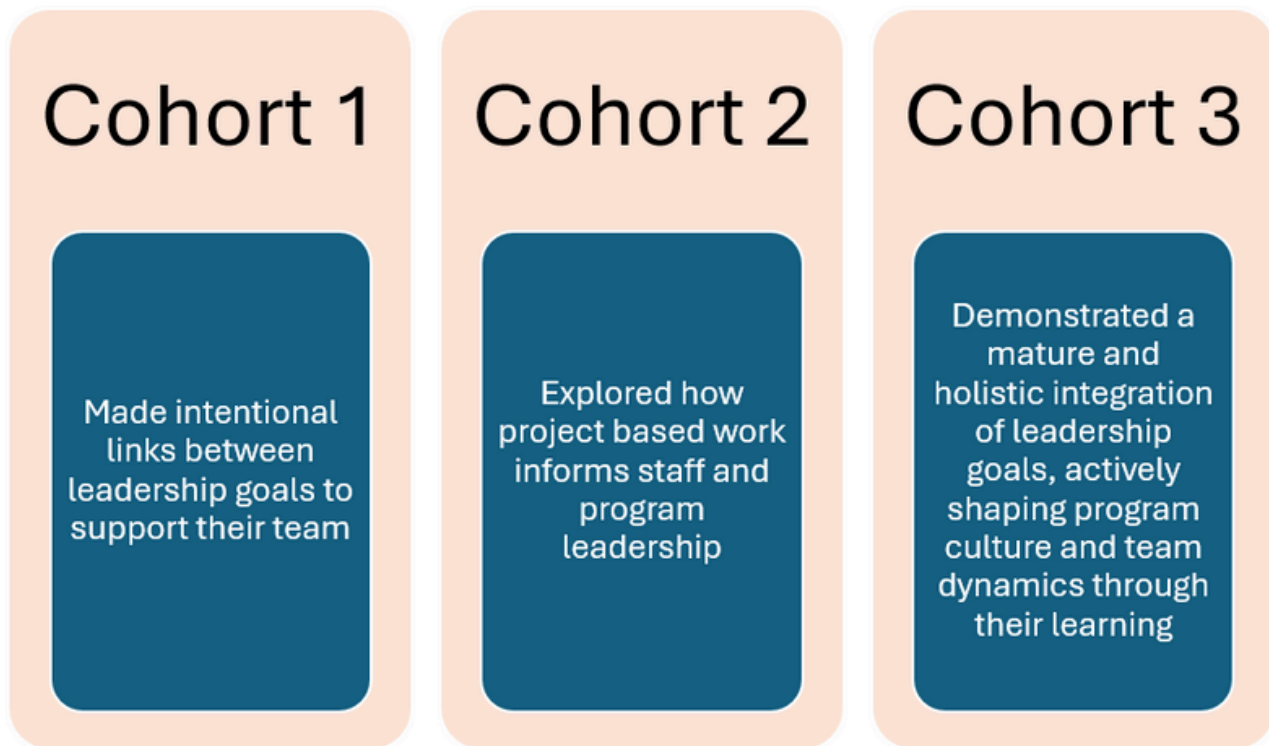
Across all three cohorts, participants consistently reported that the program effectively supported their individual leadership goals. While mentorship remained a core driver of this support throughout, participants increasingly appreciated the multi-faceted design of the program — particularly the blend of mentorship, Community of Practice (COP), coaching, and peer learning. By Cohort 3, responses reflected a deeply integrated, personalized, and reflective experience, empowering participants to take ownership of their growth and build the confidence to lead effectively.

Aspect	Cohort 1	Cohort 2	Cohort 3
Tone of Feedback	Appreciative, focused on mentor encouragement	Positive and affirming, highlighting structure and design	Empowered, intentional, and confident in applying leadership growth
Unique Highlights	Feedback from mentors helped participants feel they were progressing	Emphasis on how different program components work together to support goals	Confidence-building, clarity in goals, practical strategies, and community validation
Key Support Mechanisms	<ul style="list-style-type: none"> • Mentorship • Active Listening • Valuable Feedback 	<ul style="list-style-type: none"> • Mentor Meetings • Community of Practice • Multi-Faceted Program Design 	<ul style="list-style-type: none"> • Mentorship & Coaching • Community of Practice • Peer Collaboration

When asked about integrating individual goals into daily work and leadership practice, in all the cohorts, participants reported that their leadership goals were meaningfully reflected in their work and the program.

As the Mentoring Project evolved over time, participants moved from basic intentional application (Cohort 1) to deeper integration into team leadership, staff development, and program culture (Cohorts 2 and 3). By Cohort 3, the connection between learning and practice was strongly embedded, supported by mentorship, peer dialogue, and reflective tools that helped participants align leadership intentions with daily actions.

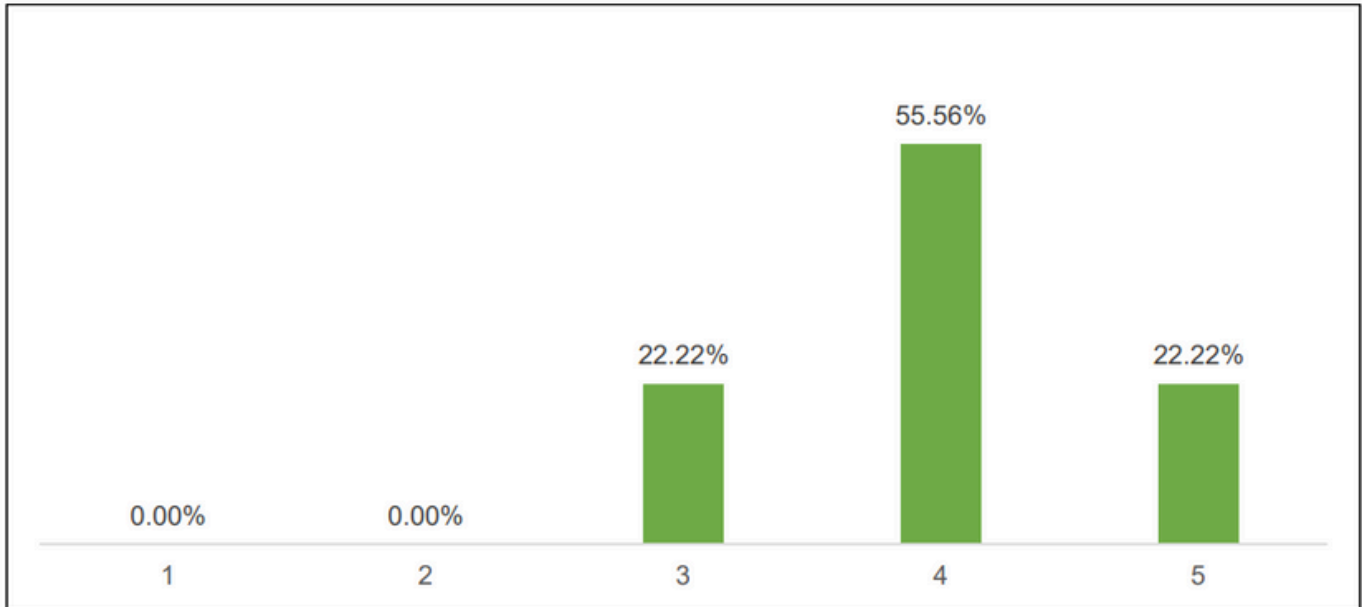
Goal Themes for Each Cohort of the Mentoring Project



“My goal was hard to measure because it was based on strengthening relationships, but I can see the change that I have created through the interactions with those individuals now. I can see and feel that those relationships are less strained, more comfortable and even joyous. We are connecting as humans, as well as colleagues. This has inspired others to advocate for what they need, and we are seeing them working together to achieve goals. Just today I received wonderful feedback and gratitude from one of the individuals, which shows me that we are moving in the right direction.”

Participants across all cohorts viewed the practice of setting short-term goals alongside long-term goals as a beneficial and motivating component of the program. This approach helped break down larger, sometimes abstract goals into achievable, actionable steps. It also supported ongoing engagement, reflection, and a sense of progress. As the program evolved, Cohort 3 emphasized the emotional and relational value of short-term wins, while earlier cohorts focused on structure and motivation. A few participants across cohorts suggested that more flexible or reflective goal-setting methods might enhance personal meaning and alignment with leadership vision. All in all, Short-term goals became a powerful tool across all cohorts for maintaining momentum and making progress feel tangible. Cohorts 1 and 2 appreciated structure and motivation, while Cohort 3 leaned into reflection, flexibility, and emotional impact.

Component of Analysis - Leadership Development



Mentors and Mentees, were asked to rate the increase in their leadership development from day one of the program to the final day. No ratings below 3 were selected, highlighting that all respondents experienced at least moderate leadership development. **The majority of participants (78%) rated their growth at 4 or 5**, demonstrating that the program had a substantial positive impact on their leadership skills. These results suggest that while there is always room for further growth, the mentorship program effectively supported leadership development across the cohorts.

“This is so hard. Growth is such an abstract thought. The way that I knew that this program was improving me as a leader was how I felt after every meeting or workshop. I felt inspired to be learning new information and bringing it back to the team. I felt connected to those in the program and supported by those people to be vulnerable and open. I would say a 4 because this program exceeded my expectations, and I truly wish it could continue on but there is always room for growth. I look forward to my continued connection with the individuals in the program and feel incredibly blessed to have been a part of this cohort.”



Next Steps for Mentor/Mentees

When asked about the strategies participants plan to follow in future, they shared thoughtful and proactive strategies for continuing their leadership development beyond the program, demonstrating a strong commitment to ongoing learning, reflection, and relationship building.

Many intend to maintain connections with their mentors, coaches, and peers to preserve the supportive and reflective networks built during the program. Continued learning through books, podcasts, and professional development opportunities was commonly mentioned, with some exploring book studies and community events to deepen their leadership understanding. Participants also expressed a desire to strengthen their coaching practices, particularly through reflective questioning, active listening, and collaborative problem-solving. Key leadership practices such as delegation, regular staff check-ins, advocacy, and relationship building remain a focus, alongside a strong emphasis on community and peer connection. Collectively, these intentions reflect participants' readiness to sustain and expand their leadership growth well beyond the program's conclusion.



Conclusion

It is clear from the data, the Mentorship Project was successful in helping supervisors/leaders to further strengthen and grow their leadership and mentorship skills.

Some aspects of the project seemed to have been held in higher value for learning and relevance for future impact such as mentor meetings and the Community of Practice. This speaks to the learning gleaned through peer connections. Investing in Quality Peterborough is exploring how to continue those peer connections in our work moving forward. Our early learning community has benefited greatly and will continue to benefit as these leaders share their learning within their program.