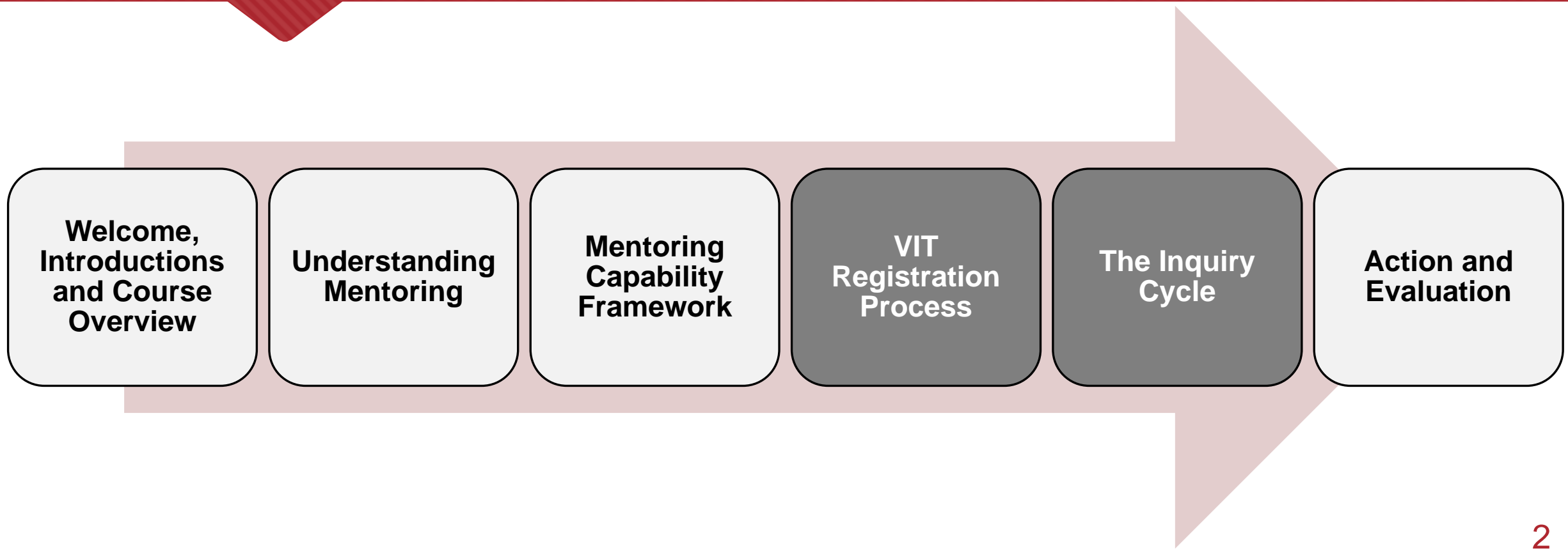


2020 Effective Mentoring Program Refresher Program



How today will run...



CELMS – Learning Management System



CELMS - Learning Management System

Course requirements so far

- Attendance at Workshop
- Two short professional readings
- Familiarisation with the Mentoring Capability Framework
- Complete the MCF Self Assessment

Downloaded documents on your device

- Mentoring Capability Framework
- Supporting Provisionally Registered Teachers



Aim of the Effective Mentoring Program

The aim of the Effective Mentoring Program is to build the capacity and capability of mentors to support provisionally registered teachers (PRTs) through ongoing professional learning embedded in the PRT's day-to-day practice.



Creating your Mentoring Plan

Mentoring Plan Template 2020

<p>Identify priority descriptors from the Mentoring Capability Framework that may require further development. <i>Choose from any domain in the mentor column. Think about what makes you choose those?</i></p>	
<p>Actions: <i>What actions (2-3) will you take to develop your practice?</i></p>	
<p>Resources and supports: <i>What resources or supports will you need to implement these actions and by when?</i></p>	
<p>Evaluate effectiveness of practice – assess and reflect: <i>What evidence will you collect to track your progress? How will you capture your reflections and plan your next steps?</i></p>	



Reflective dialogue

In groups of 3, introduce yourselves and share your experience and understanding of mentoring

- **WHAT** is mentoring?
- **HOW** do effective mentors live their role?



DET video

The Benefits of Mentoring



What is mentoring?

- Mentoring is to **support and encourage** people to manage their own learning in order that they may maximise their potential, develop their skills, improve their performance and **become the person they want to be.**

(Eric Parsloe, The Oxford School of Coaching & Mentoring)

- As a process, mentoring may be generally described as **a dynamic interpersonal relationship involving two or more people.** Mentoring in early childhood is often perceived as “a **peer relationship**” (Nolan, 2007, xvii), where a more experienced practitioner provides professional guidance to one or more novice practitioners, either on a 1:1 basis or as a group.

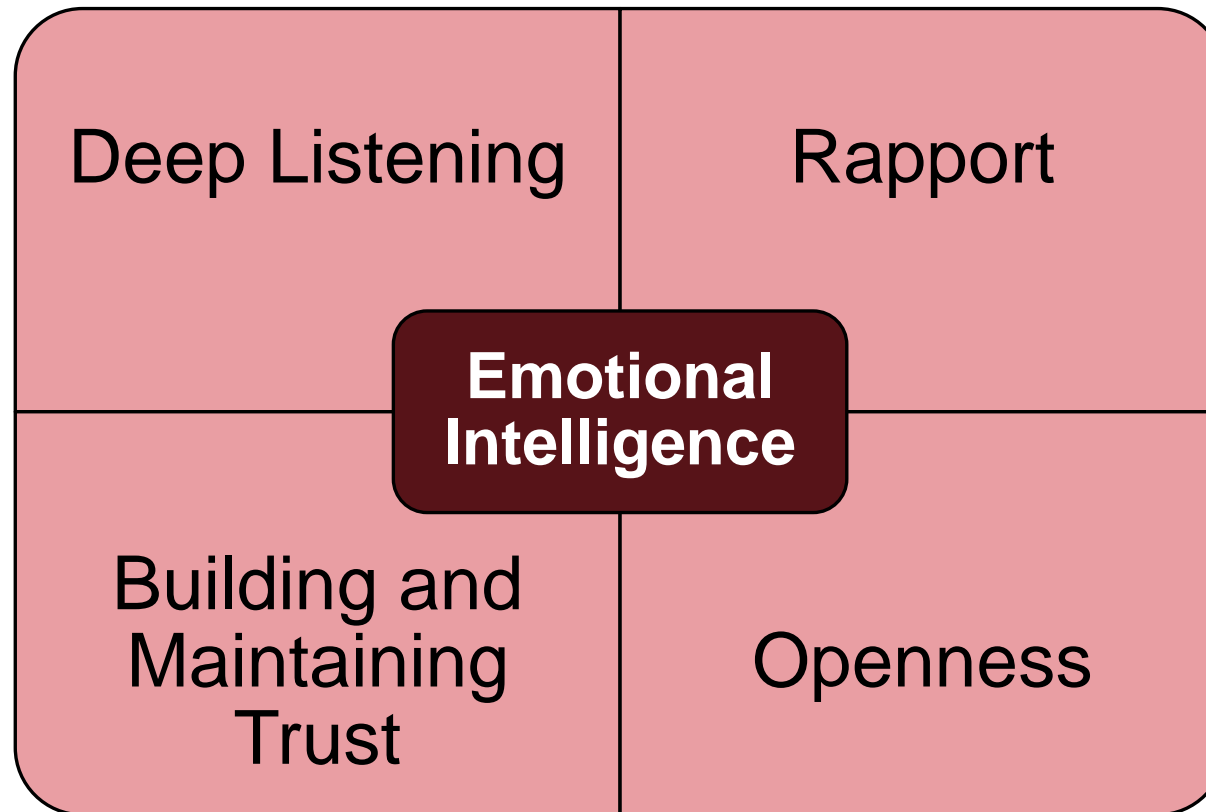
(Wong and Waniganayake 2013)

What mentoring is not...

- Performance management
- Training
- Peer friendship and support
- Counselling
- Rescuing



How do highly effective mentors live their role?



Getting to know you



12

Morning Tea

13

Introducing the Mentoring Capability Framework



Understanding the Mentoring Capability Framework in your context

- Which domains and capabilities feel particularly important and why?
- What difference do you think these capabilities make in the success of mentoring?
- What questions/concerns might the MCF raise for you?
- In what ways is it helpful to consider the **interconnectedness** between mentor, mentee and school/service?



Using the MCF Self Assessment Tool.....



- In pairs, discuss the expectation and behaviour you plan to use as a focus
- Discuss the evidence that you used in your assessment of that expectation and behaviour
- Together (using mentoring skills) consider the following questions:
 - What is it about my context and that of my mentee that made me choose this particular focus?
 - What issues might I need to address in order to develop my practice in this area?
 - What learning might I need to undertake?
 - What resources should I seek out?

Mentoring skills

- What might be 2 benefits and 2 drawbacks of each paradigm?
- In what circumstances might each style be the best one to adopt?
- What stance does each require of the mentor and of the mentee?

Giving and Receiving Feedback

- One of the most effective ways to improve teaching skills in the classroom is through regular, precise, positive and constructive feedback.
- The main purpose of feedback is to promote the growth of teacher skills, building on the skills that the teacher already has, whilst also introducing new skills.



Evidence

Evidence-Informed Conversations

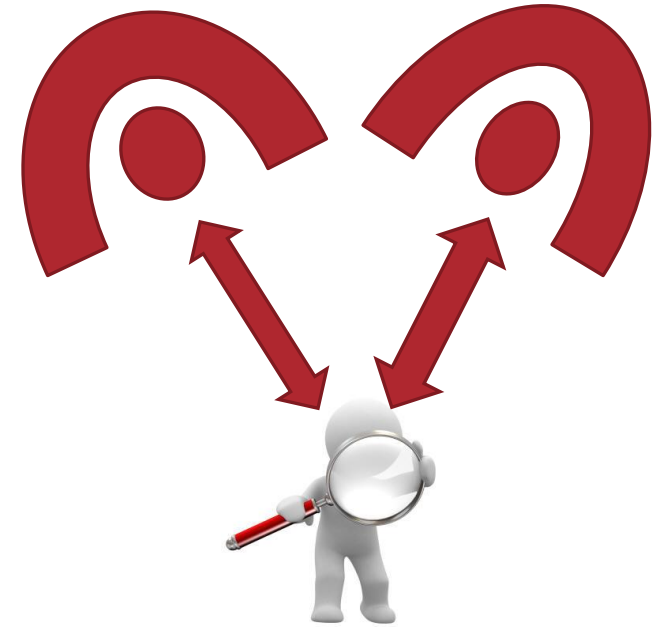
- Evidence provides an objective starting point for the mentee to examine, question and compare what happened with what they intended to happen in the session.
- Rigorously analysing the evidence together as mentor and mentee will provide a springboard for mentees and mentors to share ideas and insights.

Questions for evidence-informed conversations

How many great questions can you come up with?

For example:

- What did you notice? What else?
- What might this be evidence of? Anything else?
- How would you know?
- What caused that?
- What assumptions did you make?



Evidence

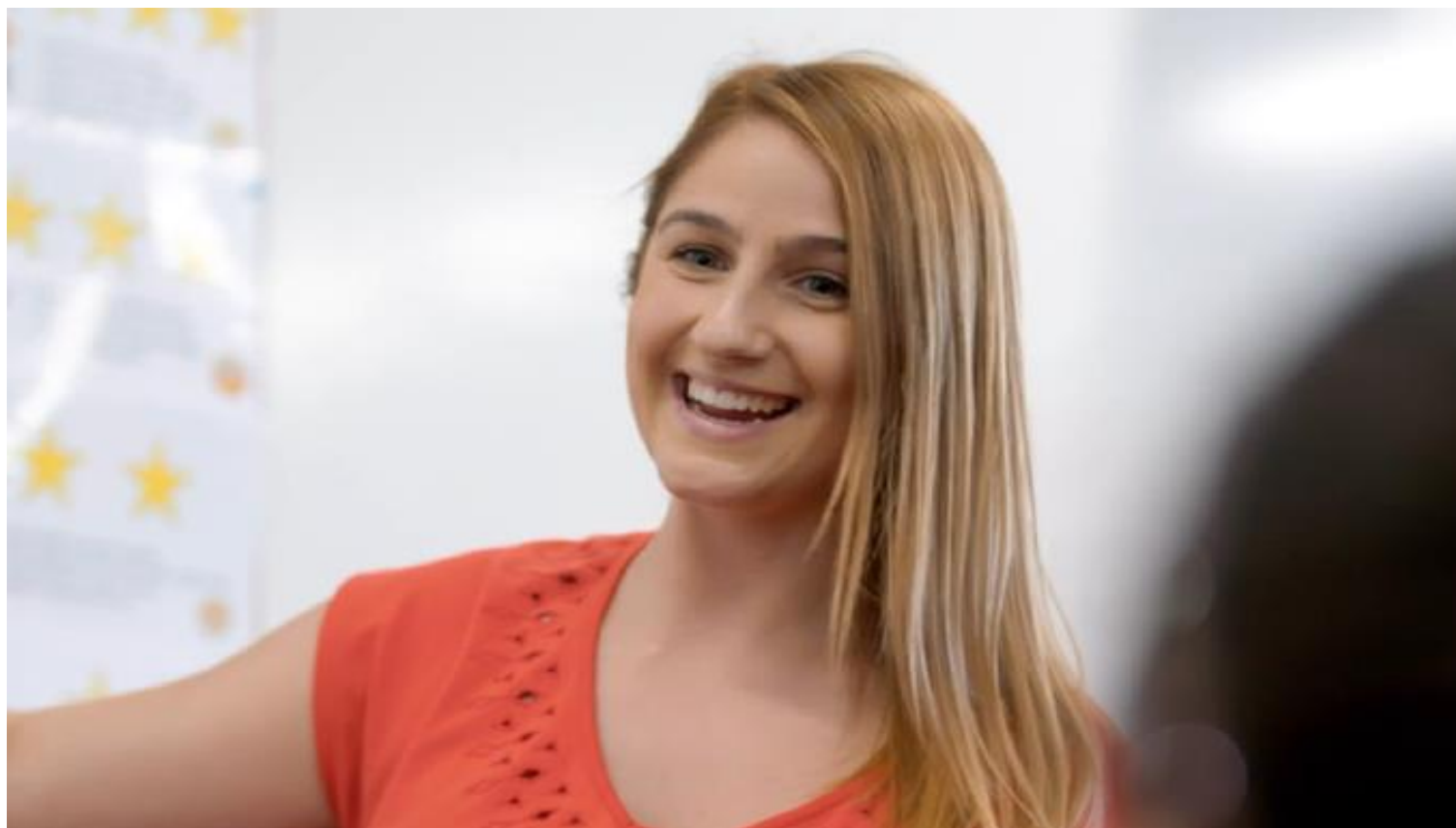
Balloons and weights



19

DET video

How Leaders Support Mentoring



20

Creating your Mentoring Plan

1. **Identify priority** descriptors from the Mentoring Capability Framework that may now require further development.

Choose from any domain in the mentor section.

Think about what makes you choose those?

2. **Actions:** What actions (2-3) will you take to develop your practice?

3. **Resources and supports:**

What resources or supports will you need to implement these actions and by when?

4. **Evaluate** effectiveness of practice – assess and reflect:

What evidence will you collect to track your progress?

How will you capture your reflections and plan your next steps?

Mentoring Plan Template 2020

<p>Identify priority descriptors from the Mentoring Capability Framework that may require further development. Choose from any domain in the mentor column. Think about what makes you choose those?</p>	
<p>Actions: What actions (2-3) will you take to develop your practice?</p>	
<p>Resources and supports: What resources or supports will you need to implement these actions and by when?</p>	
<p>Evaluate effectiveness of practice – assess and reflect: What evidence will you collect to track your progress? How will you capture your reflections and plan your next steps?</p>	

Lunch

22

VIT SECTION

23

Effective Mentoring Program

2020 - Refresher Workshop

Victorian Institute of Teaching's purpose

- To regulate for a highly qualified, proficient and reputable teaching profession.
- When performing any regulatory function, VIT must consider the wellbeing and safety of children, including by taking into account community expectations.

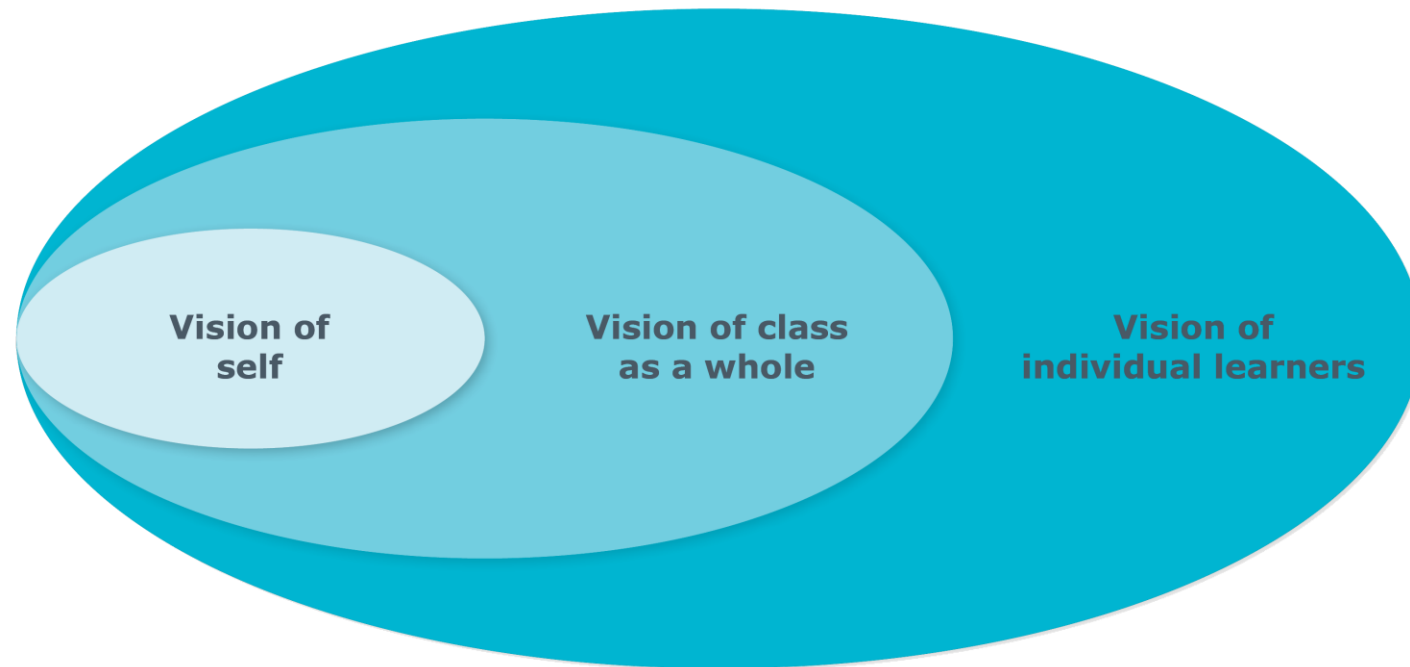
The value of mentoring

PRT	
Beneficial changes to teaching	83%
Changed aspects of classroom practice for the better	84%
Allowed me to see what good professional practice looks like	87%
Likely to stay in teaching	72.25

Mentor	
Culture of skill and knowledge transfer	71%
More motivated as a teacher	76%
Advocate for professional mentoring practice at school	76%

Understanding beginning teachers

Expanding vision of
beginning teachers



Provisional teacher / early childhood teacher registration

- 2 years
- > 80 days of teaching in Australia and / or New Zealand
- VIT (full) registration process
- Inquiry approach (evidence of APST)

Australian Professional Standards for Teachers

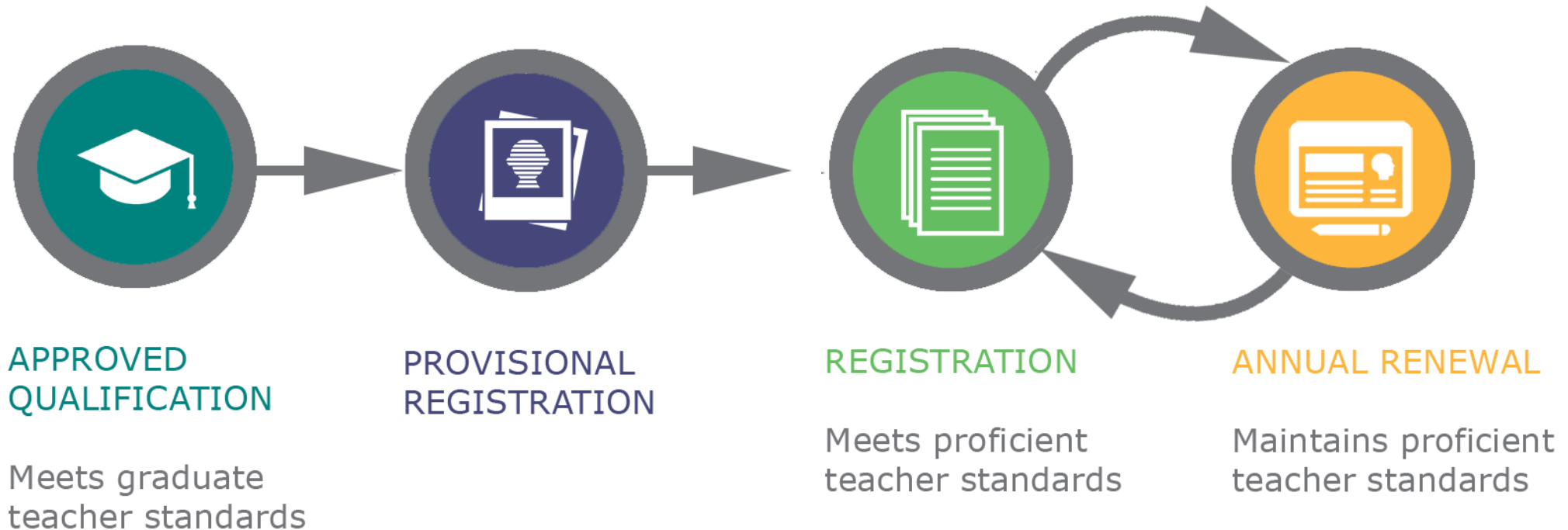
AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS (APST)

PROFESSIONAL KNOWLEDGE		PROFESSIONAL PRACTICE			PROFESSIONAL ENGAGEMENT	
1	2	3	4	5	6	7
Know learners and how they learn	Know the content and how to teach it	Plan for and implement effective teaching and learning	Create and maintain supportive and safe learning environments	Assess, provide feedback and report on learning	Engage in professional learning	Engage professionally with colleagues, parents / carers and community
learners' physical, social and intellectual development and characteristics to improve their learning.	develop engaging teaching activities.		learning activities.	learning.	learning needs.	settings.

<p>1.1 Strategies for teaching Design and implement effective teaching activities that are responsive to the local community and cultural setting. Identify background and histories of Aboriginal and Torres Strait Islander learners.</p> <p>1.2 Differentiate teaching to meet the specific learning needs of learners across the full range of ability. Develop teaching activities and resources differentiated to meet the specific learning needs of learners across the full range of ability.</p> <p>1.3 Strategies to support full participation of learners with disability. Design and implement teaching activities that support the learning and participation of learners with disability, and address support and specific requirements.</p>	<p>2.1 Understand and teach Aboriginal and Torres Strait Islander people to ensure respectful relations Indigenous and non-Indigenous Australians Provide opportunities for learners to develop understanding of and respect for Aboriginal and Torres Strait Islander knowledge, culture and languages.</p> <p>2.2 Literacy and numeracy strategies Apply knowledge and understanding of effective teaching strategies to support learners' literacy and numeracy achievement.</p> <p>2.3 Information and Communication Technology (ICT) Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.</p> <p>2.4 Engage parents / carers in the education process. Plan for opportunities and responsibilities for parents / carers to be meaningful in their learning.</p>	<p>3.1 Select and use resources Select and use a range of resources including ICT, to engage learners in their learning.</p> <p>3.2 Use effective communication skills Use effective verbal and non-verbal communication strategies to support understanding, participation, engagement and achievement of learners.</p> <p>3.3 Evaluate and improve teaching programs Evaluate personal teaching and learning programs using evidence, including feedback and assessment data from learners, to inform practice, to enhance learning.</p> <p>3.4 Engage parents / carers in the education process. Plan for opportunities and responsibilities for parents / carers to be meaningful in their learning.</p>	<p>4.1 Maintain safety of learners Ensure the wellbeing and safety of learners within the learning environment by implementing curriculum development requirements.</p> <p>4.2 Use ICT safely, responsibly and ethically Implement strategies to ensure the safe, ethical and responsible use of ICT in learning and teaching.</p> <p>4.3 Report on achievement of learners Report clearly, accurately and transparently to learners and parents / carers about achievement, making use of evidence and student records.</p>	<p>5.1 Apply professional learning and research Use professional learning and research to inform teaching practice.</p> <p>5.2 Engage with professional standards Participate in professional learning and research to develop and improve practice.</p>
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The Victorian Institute of Teaching acknowledges the diversity of teaching contexts and uses inclusive language to describe the professional standards for teachers.

Supporting the registration process



Getting to know the Standards

- Graduate: after graduation
- Proficient: after practising as a teacher

Activity: Standards 1-6

- what will you see...how could this be evidenced?
- 'make, do, say and write'.

Evidence documents

- evidence documents
- planning documents – lesson plans, unit plans, plans for learning and play
- observation records
- assessment data – formal and informal
- meeting logs / minutes (authentic)
- transition statements
- individual learning plans / individual behaviour management plans
- learner work samples – annotated
- records of professional conversations, notes
- VEYDLF learning outcome markers
- class newsletters, photos, videos, blogs.

Opportunities for demonstrating Australian Professional Standards for Teachers through the inquiry approach

	Professional Knowledge												Professional Practice															Professional Engagement									
Inquiry approach	1. Know students and how they learn						2. Know the content and how to teach it						3. Plan for and implement effective teaching and learning						4. Create and maintain supportive and safe learning environments					5. Assess, provide feedback and report on student learning					6. Engage in professional learning				7. Engage professionally with colleagues, parents / carers and the community				
	Descriptors 1.1 – 1.6						Descriptors 2.1 – 2.6						Descriptors 3.1 – 3.7						Descriptors 4.1 – 4.5					Descriptors 5.1 – 5.5					Descriptors 6.1 – 6.4				Descriptors 7.1 – 7.4				
Establishing content and context for learning	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	5.1	5.2	5.3	5.4	5.5	6.1	6.2	6.3	6.4	7.1	7.2	7.3	7.4
	Professional conversations																																				
The question for inquiry and professional learning	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	5.1	5.2	5.3	5.4	5.5	6.1	6.2	6.3	6.4	7.1	7.2	7.3	7.4
							Observe colleagues' practice						Observe colleagues' practice						Observe colleagues' practice										Observe colleagues' practice								
Developing the action plan	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	5.1	5.2	5.3	5.4	5.5	6.1	6.2	6.3	6.4	7.1	7.2	7.3	7.4
	Professional conversations Observe colleagues' practice												Observation by mentor / experienced colleague						Observation by mentor / experienced colleague					Observation by mentor / experienced colleague Annotated work samples													
Implementing the action plan	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	5.1	5.2	5.3	5.4	5.5	6.1	6.2	6.3	6.4	7.1	7.2	7.3	7.4
													Observation by mentor / experienced colleague						Observation by mentor / experienced colleague					Observation by mentor / experienced colleague													
Evaluating the effectiveness of practice	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	5.1	5.2	5.3	5.4	5.5	6.1	6.2	6.3	6.4	7.1	7.2	7.3	7.4
																								Annotated work samples													

What is adaptive expertise?

The inquiry approach

To gather evidence of practice to meet the standards...





The inquiry approach

Establish content and context for learning

36

Establish context for learning

- What is the broader school / EC context?
 - What is the class / group context?
 - Who are my focus learners?
 - Why did I choose these focus learners?
- Learning levels and learning characteristics
 - literacy and numeracy level
 - factors affecting learning
 - other relevant data.



Focus learners

**Choose 3 or 4 (2 if special setting) focus learners to demonstrate the progress of your inquiry.
Give a context for each learner.**

- **Learner A:** High SES background with very involved parents. She is an only child with advanced skills in reading and writing. Her numeracy skills are at level, but are the weaker area of her skill set. She socialises well and adapts well to change in routine.
- **Learner B:** High SES background, with very involved parents who are concerned for his learning. He appears disinterested in formal learning and is below level in all areas of literacy and numeracy. He socialises well and appears to excel at sporting and physical pursuits.
- **Learner C:** High SES background. The second of 4 children, 2 of whom have diagnosed learning disabilities. She is often tired in the mornings and does not complete suggested home tasks. She is at level for reading, but behind in writing and all areas of numeracy. She finds it difficult to socialise with other learners and prefers to work alone rather in group activities.



Learners with a disability 1.6

Victorian government initiative

- recognising the importance of providing opportunities for all learners and making education settings more inclusive
- focussing on ensuring teachers can support the learning of those they teach who have a disability.

What do we mean by disability?

- defined by the *Disability Discrimination Act 1992*
- mental or physical disability
- disorder, illness or disease that results in disturbed behaviour
- requires supplementary or higher level of adjustment or support through quality differentiated teaching
- does not necessarily require formal recognition of the disability or targeted specialist education services and support.



Aboriginal & Torres Strait Islander learners 1.4

- Consider the modifications to the curriculum and / or your practice you will need to make for Aboriginal and Torres Strait Islander learners to access the learning.
- VIT website has advice and links to resources that will assist you in your inquiry.
- VAEAI resources
- Marrung – Aboriginal Education Plan.

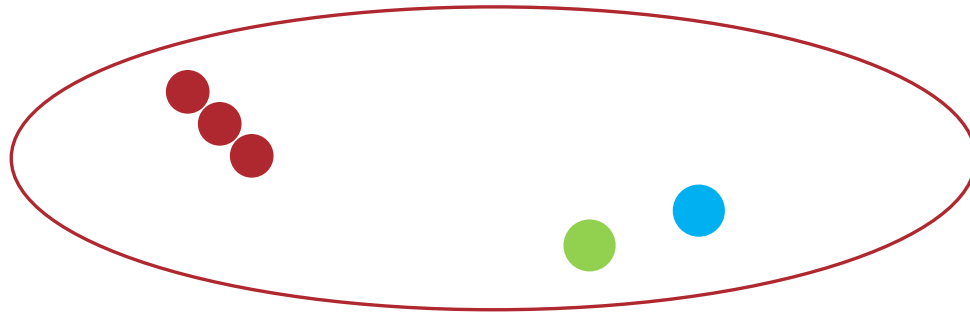


Focus learner groups + 1.4 & 1.6

The applicant will need to reference

- 1.4 Aboriginal and Torres Strait Islander learners ●
- 1.6 Learners with a disability. ●

These do not have to be part of their focus learners, they can be referenced separately.



Aboriginal & Torres Strait Islander learners 2.4

- 2.4 refers to how you can promote understanding and respect for Aboriginal and Torres Strait Islander people to all learners.
- Narragunnawali – Reconciliation Australia
- Think about how you can integrate learning around this area in your classroom topics.
- Victorian Curriculum – VCAA (cross-curriculum priorities).



Establish content for learning

- 4-6 week program of learning (enough time to assess a program of learning)
- What is the content (knowledge and skills)?
- What is the curriculum that you are using to plan your program of learning?





The inquiry approach

Define question for inquiry and undertake professional learning

44

Professional responsibilities

- Professional discussion about child safety and wellbeing (at least 1).
- Brief report and professional discussion describing an overview of your legal obligations in relation to child safety and wellbeing.
- Brief report around how you establish appropriate relationships and maintain professional boundaries with your learners.



Professional learning

- What research do I need to do before planning for the learners perceived needs?
- Professional discussions about the inquiry (at least 2)
- Observation of mentor or fully registered experienced colleague (at least 1)



Inquiry question

- What are my learner's needs (based on data and context)?
- How do I know?
- How does this fit with the content of my teaching program?
- Why is this important for my learners?
- Is there a school / centre focus for learning?



S

SPECIFIC



Does it encourage deep thinking rather than summarising?

Does it focus on an area of interest in your workplace?

Does it have potential to affect positive change in your classroom?

M

MEASURABLE



Can you easily measure the changes in your learners?

Can you easily learn from your successes or failures?

Will the inquiry improve your practice?

A

ACHIEVABLE



Is the question complex enough for you to gather information but not too broad to be unmanageable?

Are you interested in the topic?

Can you gather information incidentally?

R

REALISTIC



Is the theme contemporary and relevant?

Have you had a discussion with your mentor about the question and supports required?

Is the question appropriate for your selected learners?

T

TIMELY



Is the timeframe manageable?

Are you able to complete observations and assessment in the available timeframe?

Do you have adequate time to reflect on the outcomes?

S

SPECIFIC

- What particular area does your data and research indicate you should focus on?
- How do you know this is the right area for your next level of work with this group of learners?
- What specific change do you want to see as an outcome of your inquiry?

M

MEASURABLE

- How will you measure this outcome?
- What will be your milestone markers?

A

ACHIEVABLE

- Is this accessible for all learners?
- Are your expectations challenging and achievable for all?

R

REALISTIC

- Will this progress the learner's current needs?
- Will this question allow you to address your desired outcomes and curriculum priorities?
- Is this approach appropriate for your context?

T

TIMELY

- Is the timeframe manageable to complete the implementation of your action plan?
- Is this intervention currently needed for your learners

Inquiry question:

Inquiry question

- Will using technology encourage learners to take control of their own learning?
- How do I cater for the diversity of learning needs I am encountering?
- How can the learning environment be adapted to support positive behaviour and engagement in learning and play?
- How do I cater for learners who are disengaged with the learning experience?
- By what method can I manage the emotional well being of children during play to ensure learning occurs?

Think about a group of learner who you are working with. What is the next topic? Use the SMART template to assist you in formulating an Inquiry question for this group.





The inquiry approach

Apply knowledge to teaching practice through action plan

51

Preparing for the action plan

“A clear vision, backed by definite plans, gives you a tremendous feeling of confidence and personal power”.

Brian Tracy – motivational speaker & self development author.

- research & professional learning
- data
- learning intentions / outcomes
- resources
- strategies
- activities
- assessment (multiple forms)
- evidence of learning
- safety & inclusion considerations
- reflection process.



Making the wish happen – let's plan!

- Take your action plan templates.
- Have a go at putting together your own action plan for the question you formulated earlier.
- Note any challenges that you encounter.
- How would you explain this process to your PRT?



Break

Please return to your seats promptly for the final session

2.30pm – 2.45pm



The inquiry approach

Implement action plan

55

Implementing an action plan

- implementation over 4-6 weeks (depending upon teaching context)
- observation of PRT's practice (at least 3 times)
- gather evidence of proficiency against the APST including annotated work samples
- ensure that when things start to deviate from the plan (and they will), you consider your options from your plan, consult your colleagues and be open and adaptable.





The inquiry approach

Evaluate effectiveness of practice – assess and reflect

57

Evaluating effectiveness of practice

- Did changes to my practice improve the learning of my learners?
- How do I know?
- What impact did it have on my teaching practice?
- How will I develop my learning further?
- Can I share my learning with others?



Common issues

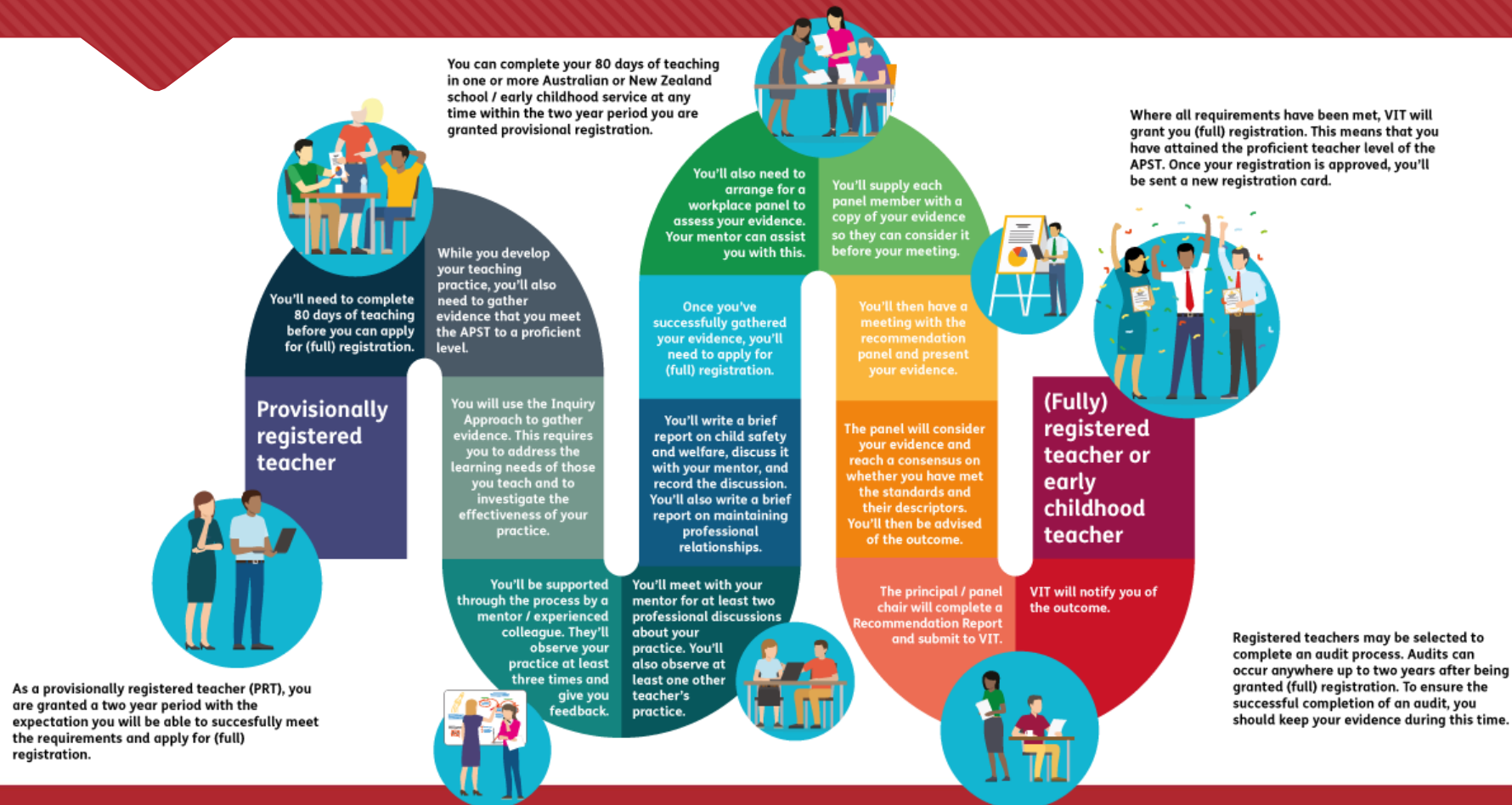
2019 audit data – most common reasons for not meeting requirements for full registration

- child safety and welfare report with two examples of how they have implemented their obligations
- professional boundaries report
- 3 mentor visits and 3 professional conversations.

Standards

- 1.4. Strategies for teaching Aboriginal and Torres Strait Islander Learners
- 1.6. Strategies to support full participation for learners with a disability
- 2.4. Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians

Overview of the (full) registration process



Evidence of professional practice

Checklist

- Supporting Provisionally Registered Teacher
- Final check by PRT and mentor before workplace panel
- Good for workplace panel to check all requirements have been met



The image shows a document titled "Checklist: evidence of professional practice" from the Victorian Institute of Teaching. It includes instructions on how to use the checklist and a list of 20 items to be checked, each with a checkbox. The items cover various aspects of professional practice, including learner identification, teaching content, learning outcomes, inquiry questions, professional learning needs, legislative requirements, mentor observations, professional conversations, action plans, implementation details, and evidence of APST proficiency.

Checklist: evidence of professional practice

Use this checklist to ensure you have all the evidence required to demonstrate your practice meets the standards of professional practice for full registration and you have followed the correct processes. The following components have been completed and are included in your evidence of professional practice.

- ☐ Identification of the learners whose learning is your focus
- ☐ Identification of learners with disability whose learning is your focus
- ☐ Identification of learners who identify as Aboriginal or Torres Strait Islander
- ☐ Factors that may affect learning (including physical and mental, cultural, linguistic, socioeconomic or religious factors) of those you teach
- ☐ Description of teaching content for the program of learning
- ☐ Learning outcomes for the program of learning
- ☐ Identification of an inquiry question
- ☐ Identification of your professional learning needs to support your inquiry
- ☐ Report and record of a professional discussion around your understanding of legislative requirements relating to child safety and wellbeing, including two examples of how you have implemented these requirements in your workplace
- ☐ Record of at least one observation of a mentor / experienced colleague's teaching practice
- ☐ Record of at least two professional conversations with mentor / experienced colleague about your inquiry
- ☐ An action plan that incorporates
 - learning outcomes to be achieved
 - learning resources, practices and activities to be used
 - strategies to develop a safe and challenging learning environment
 - assessment practices and tasks to be used
- ☐ Details of the implementation of the action plan which include
 - dates of at least three mentor / experienced colleague visits
 - summaries and learning from professional discussions related to the visits
- ☐ A report reflecting on your professional discussion(s) around how you establish appropriate relationships and maintain professional boundaries with your learners
- ☐ An analysis of the effectiveness of practice in relation to achieving the improvements in learning related to the inquiry question which includes
 - annotated work samples that analyse achievement of learning
 - reflection on what had been learned and implications for future teaching practice
- ☐ Evidence of all 37 descriptors of the APST at Proficient Teacher level.

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Short guide to referencing the standards

Purpose: final check before submitting to panel

Have all descriptors been evidenced?

- reference to page numbers and documents
- copies to panel for their information prior to meeting.



Sample of evidence: activity

In pairs

- briefly read over the evidence sample using the checklist
- discuss how the observations and professional discussions were recorded
- using the short guide
 - look for the identified problem areas – 1.4, 1.6, 2.4
 - choose a standard to reference.

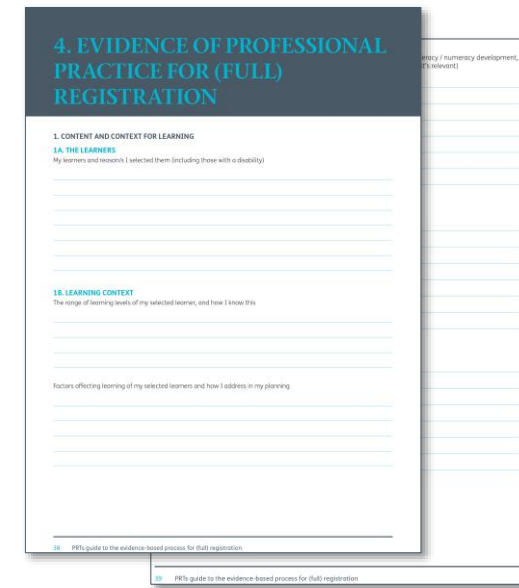
As a table

- discuss what you noticed about how the descriptors were evidenced

Documenting evidence

The template: a framework for documenting evidence

- to assist in organising and collating evidence
- to ensure all standards descriptors are addressed
- sections can be annotated or modified to suit.



4. EVIDENCE OF PROFESSIONAL PRACTICE FOR (FULL) REGISTRATION

1. CONTENT AND CONTEXT FOR LEARNING

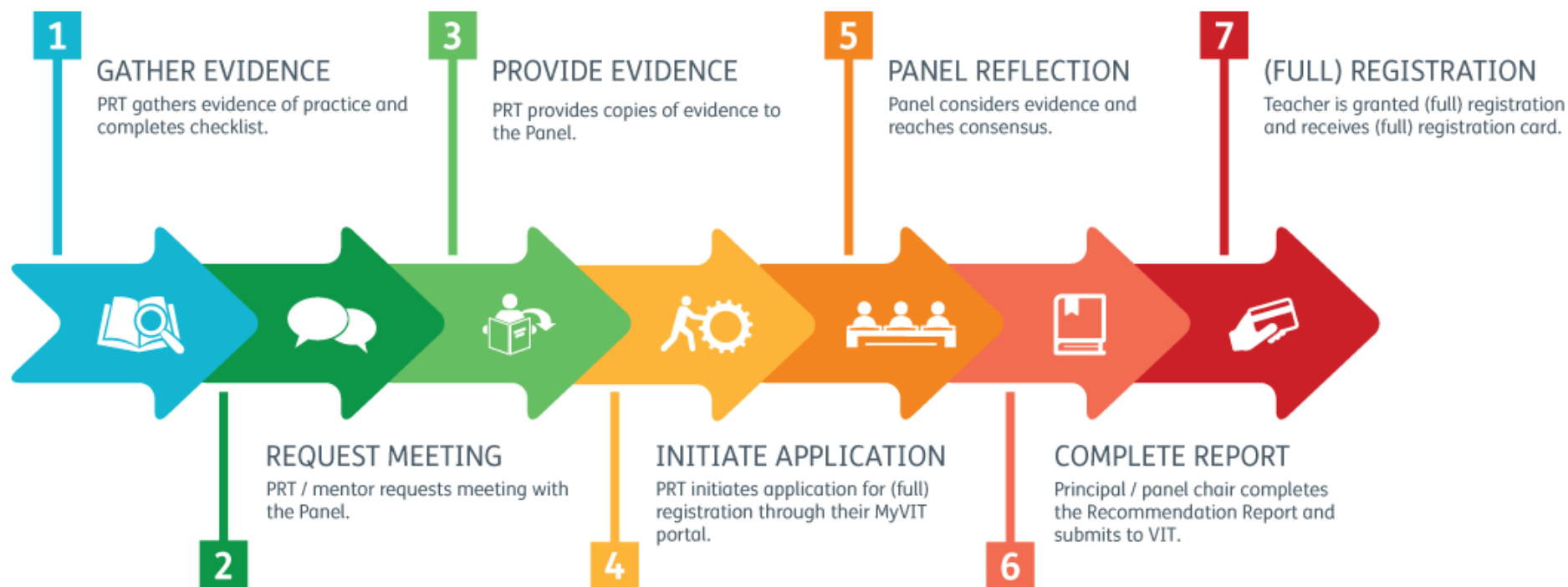
1A. THE LEARNERS
My learners and research I selected them (including those with a disability)

1B. LEARNING CONTEXT
The range of learning levels of my selected learners, and how I know this

Factors affecting learning of my selected learners and how I address in my planning

PfW's guide to the evidence-based process for full registration

Moving to (full) registration



Teachers may be subject to an audit process. **65**

Panel composition

School setting	Early childhood setting
<ul style="list-style-type: none">○ VIT registered principal○ Registered school teacher or EC teacher who has completed an EMP or VIT program○ Registered school teacher or EC teacher colleague nominated by the PRT who is familiar with their work	<ul style="list-style-type: none">○ Registered EC teacher○ Registered EC teacher or school teacher who has completed an EMP or VIT program○ Registered EC teacher or school teacher colleague nominated by the PRT who is familiar with their work

Any deviation from the expected panel composition must be approved by VIT.

Code of Ethics and Code of Conduct

One of the hallmarks of a profession is adherence to publicly affirmed ethical standards.



CASE STUDY: 'ELISHA'

Code of Ethics and Code of Conduct



Digital Professionalism

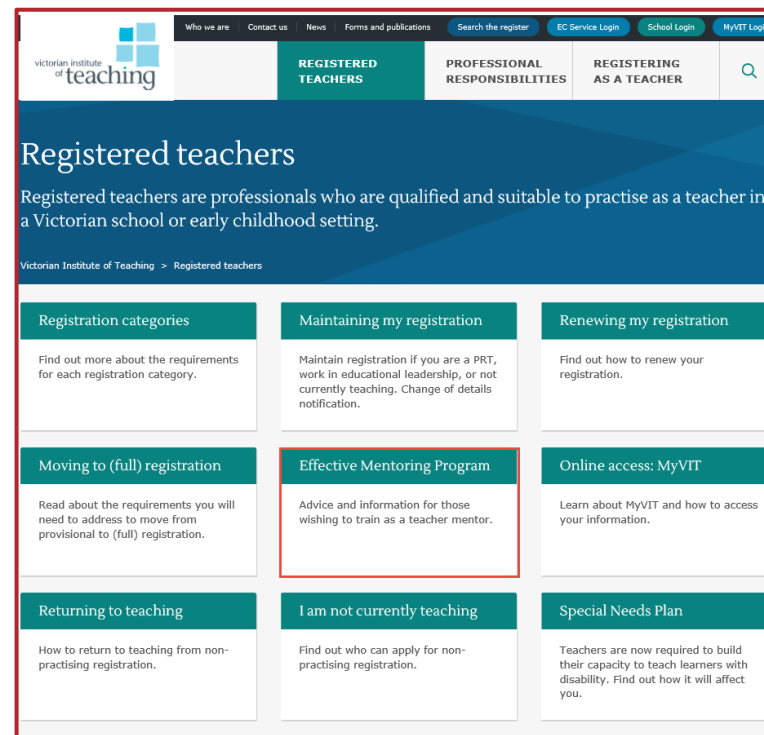
Minimising the risks

The Education Legislation Amendment

Questions?

mentors@vit.vic.edu.au

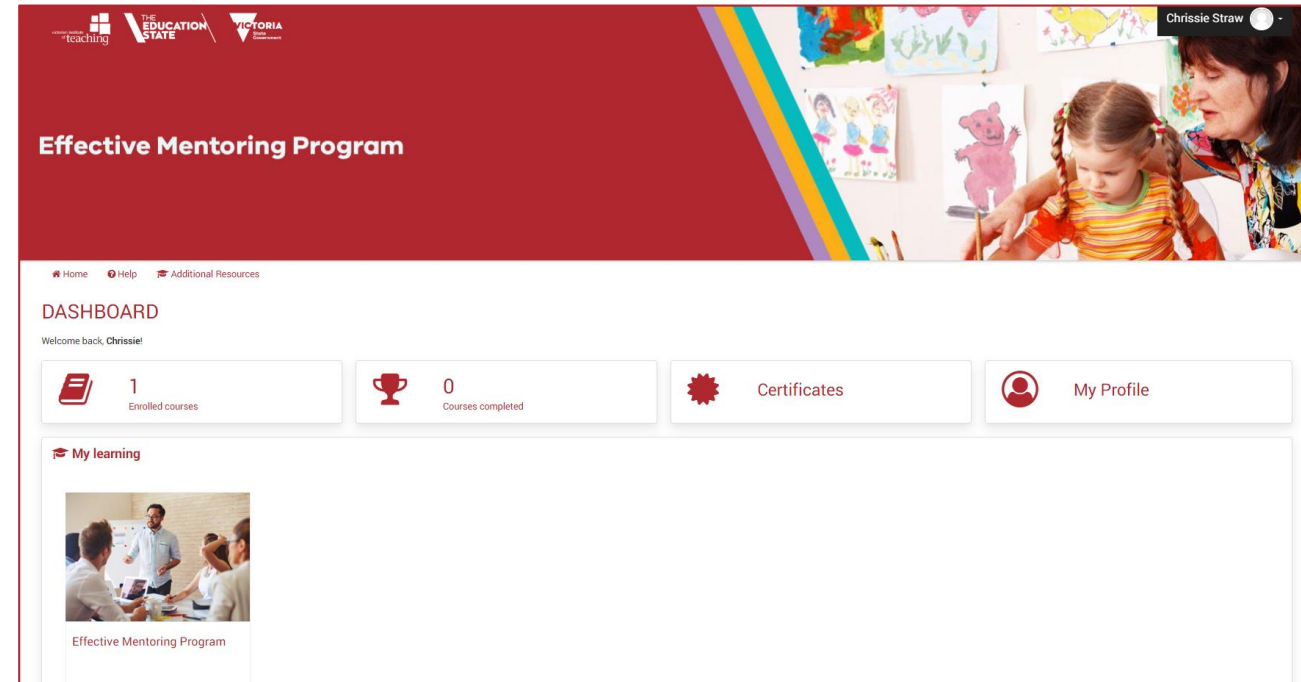
prt@vit.vic.edu.au



CELMS and other resources



- AITSL's "My Induction App"
- Induction Portal (*edugate*)
- CELMS



Evaluation



TELL US
WHAT YOU
THINK

REFRESHER PROGRAM OVERVIEW

DAY 1 PRE-COURSE

1.2 - DAY 1 WORKSHOP

ATTENDANCE

EVALUATION SURVEY

CERTIFICATE OF COMPLETION

Your progress ?

 Evaluation Survey ☐

Thank You