2020 Effective Mentoring Program
Refresher Program
How today will run...

- Welcome, Introductions and Course Overview
- Understanding Mentoring
- Mentoring Capability Framework
- VIT Registration Process
- The Inquiry Cycle
- Action and Evaluation
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

<table>
<thead>
<tr>
<th>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?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions:</strong> What actions (2-3) will you take to develop your practice?</td>
</tr>
<tr>
<td><strong>Resources and supports:</strong> What resources or supports will you need to implement these actions and by when?</td>
</tr>
<tr>
<td><strong>Evaluate effectiveness of practice – assess and reflect:</strong> What evidence will you collect to track your progress? How will you capture your reflections and plan your next steps?</td>
</tr>
</tbody>
</table>

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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?

- Deep Listening
- Rapport
- Building and Maintaining Trust
- Openness

Emotional Intelligence
Getting to know you
Morning Tea
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

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-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.

○ 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?
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?
Balloons and weights
DET video
How Leaders Support Mentoring
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?*
Lunch
VIT SECTION
Effective Mentoring Program

2020 - Refresher Workshop
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

<table>
<thead>
<tr>
<th>PRT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Beneficial changes to teaching</td>
<td>83%</td>
</tr>
<tr>
<td>Changed aspects of classroom practice for the better</td>
<td>84%</td>
</tr>
<tr>
<td>Allowed me to see what good professional practice looks like</td>
<td>87%</td>
</tr>
<tr>
<td>Likely to stay in teaching</td>
<td>72.25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mentor</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture of skill and knowledge transfer</td>
<td>71%</td>
</tr>
<tr>
<td>More motivated as a teacher</td>
<td>76%</td>
</tr>
<tr>
<td>Advocate for professional mentoring practice at school</td>
<td>76%</td>
</tr>
</tbody>
</table>
Understanding beginning teachers

Expanding vision of beginning teachers

Vision of self

Vision of class as a whole

Vision of individual learners
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**

<table>
<thead>
<tr>
<th>PROFESSIONAL KNOWLEDGE</th>
<th>PROFESSIONAL PRACTICE</th>
<th>PROFESSIONAL ENGAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Know learners and how they learn</td>
<td>2 Know the content and how to teach it</td>
<td>3 Plan for and implement effective teaching and learning</td>
</tr>
<tr>
<td>learners’ physical, social and intellectual development and characteristics to improve their learning.</td>
<td>develop engaging teaching activities.</td>
<td>learning activities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>learning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>learning needs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>settings.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Engage professionally with colleagues, parents / carers and community</td>
</tr>
</tbody>
</table>

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**Table continues below the diagram**
Supporting the registration process

1. APPROVED QUALIFICATION
   - Meets graduate teacher standards

2. PROVISIONAL REGISTRATION

3. REGISTRATION
   - Meets proficient teacher standards

4. ANNUAL RENEWAL
   - Maintains proficient teacher standards
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

<table>
<thead>
<tr>
<th>Inquiry approach</th>
<th>Professional Knowledge</th>
<th>Professional Practice</th>
<th>Professional Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional conversations</td>
<td>1. Know students and how they learn (Descriptors 1.1 - 1.6)</td>
<td>Descriptors 3.1 - 3.7</td>
<td>Descriptors 4.1 - 4.5</td>
</tr>
<tr>
<td>Establishing content and context for learning</td>
<td>Descriptors 2.1 - 2.6</td>
<td>Descriptors 3.1 - 3.7</td>
<td>Descriptors 4.1 - 4.5</td>
</tr>
<tr>
<td>The question for inquiry and professional learning</td>
<td>Descriptors 2.1 - 2.6</td>
<td>Descriptors 3.1 - 3.7</td>
<td>Descriptors 4.1 - 4.5</td>
</tr>
<tr>
<td>Developing the action plan</td>
<td>Descriptors 2.1 - 2.6</td>
<td>Descriptors 3.1 - 3.7</td>
<td>Descriptors 4.1 - 4.5</td>
</tr>
<tr>
<td>Implementing the action plan</td>
<td>Descriptors 2.1 - 2.6</td>
<td>Descriptors 3.1 - 3.7</td>
<td>Descriptors 4.1 - 4.5</td>
</tr>
<tr>
<td>Evaluating the effectiveness of practice</td>
<td>Descriptors 2.1 - 2.6</td>
<td>Descriptors 3.1 - 3.7</td>
<td>Descriptors 4.1 - 4.5</td>
</tr>
</tbody>
</table>
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
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.
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.
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
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?
**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?

**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?

**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?

**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?

**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?
Inquiry question:

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>A</th>
<th>R</th>
<th>T</th>
</tr>
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<tbody>
<tr>
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<td><strong>MEASURABLE</strong></td>
<td><strong>ACHIEVABLE</strong></td>
<td><strong>REALISTIC</strong></td>
<td><strong>TIMELY</strong></td>
</tr>
<tr>
<td>What particular area does your data and research indicate you should focus on?</td>
<td>How will you measure this outcome?</td>
<td>Is this accessible for all learners?</td>
<td>Will this progress the learner’s current needs?</td>
<td>Is the timeframe manageable to complete the implementation of your action plan?</td>
</tr>
<tr>
<td>How do you know this is the right area for your next level of work with this group of learners?</td>
<td>What will be your milestone markers?</td>
<td>Are your expectations challenging and achievable for all?</td>
<td>Will this question allow you to address your desired outcomes and curriculum priorities?</td>
<td>Is this intervention currently needed for your learners</td>
</tr>
<tr>
<td>What specific change do you want to see as an outcome of your inquiry?</td>
<td></td>
<td></td>
<td>Is this approach appropriate for your context?</td>
<td></td>
</tr>
</tbody>
</table>

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2020 - Day 1 Workshop
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 learners 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
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
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
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

As a provisionally registered teacher (PRT), you are granted a two year period with the expectation you will be able to successfully meet the requirements and apply for (full) registration.

You will be supported through the process by a mentor / experienced colleague. They will observe your practice at least three times and give you feedback.

You will meet with your mentor for at least two professional discussions about your practice. They will also observe at least one other teacher's practice.

You will use the Inquiry Approach to gather evidence. This requires you to address the learning needs of those you teach and to investigate the effectiveness of your practice.

You'll need to complete 60 days of teaching before you can apply for (full) registration.

While you develop your teaching practice, you'll also need to gather evidence that you meet the APST to a proficient level.

You'll meet with your mentor for at least two professional discussions about your practice. They will also observe at least one other teacher's practice.

You'll be supported through the process by a mentor / experienced colleague. They will observe your practice at least three times and give you feedback.

You'll need to complete 60 days of teaching before you can apply for (full) registration.

Where all requirements have been met, VIT will grant you (full) registration. This means that you have attained the proficient teacher level of the APST. Once your registration is approved, you'll be sent a new registration card.

You'll supply each panel member with a copy of your evidence so they can consider it before your meeting.

You'll be supported through the process by a mentor / experienced colleague. They will observe your practice at least three times and give you feedback.

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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
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.
Moving to (full) registration

1. GATHER EVIDENCE
   PRT gathers evidence of practice and completes checklist.

2. REQUEST MEETING
   PRT / mentor requests meeting with the Panel.

3. PROVIDE EVIDENCE
   PRT provides copies of evidence to the Panel.

4. INITIATE APPLICATION
   PRT initiates application for (full) registration through their MyVIT portal.

5. PANEL REFLECTION
   Panel considers evidence and reaches consensus.

6. COMPLETE REPORT
   Principal / panel chair completes the Recommendation Report and submits it to VIT.

7. (FULL) REGISTRATION
   Teacher is granted (full) registration and receives (full) registration card.

Teachers may be subject to an audit process.
Panel composition

<table>
<thead>
<tr>
<th>School setting</th>
<th>Early childhood setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>o VIT registered principal</td>
<td>o Registered EC teacher</td>
</tr>
<tr>
<td>o Registered school teacher or EC teacher who has completed an EMP or VIT program</td>
<td>o Registered EC teacher or school teacher who has completed an EMP or VIT program</td>
</tr>
<tr>
<td>o Registered school teacher or EC teacher colleague nominated by the PRT who is familiar with their work</td>
<td>o Registered EC teacher or school teacher colleague nominated by the PRT who is familiar with their work</td>
</tr>
</tbody>
</table>

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