Effective Mentoring Program

2020 - Day 1 Workshop Online
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.
Key resources

Supporting PRTs guide
Supporting PRTs guide (CRTs and non-school settings)
Workplace recommendation panel guide
Supporting the registration process

- APPROVED QUALIFICATION
  Meets graduate teacher standards
- PROVISIONAL REGISTRATION
- REGISTRATION
  Meets proficient teacher standards
- ANNUAL RENEWAL
  Maintains proficient teacher standards
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)
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’ll need to complete 90 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 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 be supported through the process by a master / experienced colleague. They’ll observe your practice at least three times and give you feedback.

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

You can complete your 90 days of teaching in one or more Australian or New Zealand school/early childhood service at any time within the two year period you are granted provisional registration.

You’ll also need to arrange for a workplace panel to assess your evidence. Your mentor can assist you with this.

Once you’ve successfully gathered your evidence, you’ll need to apply for (full) registration.

You’ll write a brief report on child safety and welfare, discuss it with your mentor, and record the discussion. You’ll also write a brief report on maintaining professional relationships.

You’ll then have a meeting with the recommendation panel and present your evidence.

The panel will consider your evidence and reach a consensus on whether you have met the standards and their descriptors.

You’ll then be advised of the outcome.

The principal / panel chair will complete a recommendation report and submit to VIT.

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.

VIT will notify you of the outcome.

Registered teachers may be selected to complete an audit process. Audits can occur anywhere up to two years after being granted (full) registration. To ensure the successful completion of an audit, you should keep your evidence during this time.
# Australian Professional Standards for Teachers

<table>
<thead>
<tr>
<th>Australian Professional Standards for Teachers (APST)</th>
<th>Standards at the Proficient Teacher Level</th>
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Getting to know the Standards

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

What is the difference between the Graduate and Proficient Standards?

**Activity: Standards 1-6**

**Look at the nominated standard and choose one or two descriptors**

- What would you see a proficient teacher do to address this descriptor?
- How would you evidence proficient practice of the descriptor?

Each break out room to report back on one of the descriptors you discussed.
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.
Understanding beginning teachers

Expanding vision of beginning teachers

- Vision of self
- Vision of class as a whole
- Vision of individual learners
What is adaptive expertise?
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.
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
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?
<table>
<thead>
<tr>
<th>SPECIFIC</th>
<th>MEASURABLE</th>
<th>ACHIEVABLE</th>
<th>REALISTIC</th>
<th>TIMELY</th>
</tr>
</thead>
<tbody>
<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>
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<tr>
<td>What specific change do you want to see as an outcome of your inquiry?</td>
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**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?

Looking at dot point 2 – do you think this meets the SMART test?

Discuss in your breakout rooms and nominate one person to be prepared to report back. Upon return I will nominate random rooms. The person reporting will need to unmute themselves and turn on their video.
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.
A strong action plan is reliant upon a strong question

- If an Inquiry question does not meet all of the S.M.A.R.T criteria, then the action plan will be difficult to write.
- This is an indication to the PRT that they will need to revisit the question. It also highlights the importance of good action planning.
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?
One of the hallmarks of a profession is adherence to publicly affirmed ethical standards.
Code of conduct

**Principle 1.1** Teachers provide opportunities for all learners to learn

**Principle 1.2** Teachers treat their learners with courtesy and dignity

**Principle 1.3** Teachers work within the limits of their professional expertise

**Principle 1.4** Teachers maintain objectivity in their relationships with learners

**Principle 1.5** Teachers are always in a professional relationship with their learners, whether at the education setting where they teach or not

**Principle 1.6** Teachers maintain a professional relationship with parents / carers

**Principle 1.7** Teachers work in collaborative relationships with learners’ families and communities

**Principle 1.8** Collegiality is an integral part of the work of teachers

**Principle 2.1** The personal conduct of a teacher will have an impact on the professional standing of that teacher and on the profession as a whole

**Principle 3.1** Teachers value their professionalism, and set and maintain high standards competence

**Principle 3.2** Teachers are aware of the legal requirements that pertain to their profession. In particular, they are cognisant of their legal responsibilities
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.

In your break out room, discuss;
1. What you would expect to see in any report about what their legal obligations are in relation to child safety and wellbeing, and
2. What are some examples of how teachers can maintain professional boundaries with their learners and their families?
3. One person from each group write one answer to each of these questions in the chat box upon returning to the main room. Try not to double up if you see your best answers posted already.
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.
Panel composition

<table>
<thead>
<tr>
<th>School setting</th>
<th>Early childhood setting</th>
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<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>
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Any deviation from the expected panel composition must be approved by VIT.
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
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 to VIT.

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

Teachers may be subject to an audit process.
Questions?

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