Effective Mentoring Program
Early Childhood
Day 2
The Effective Mentoring Program

We are here.

Pre-Day 1 module

Day 1

Post-Day 1 module

Pre-Day 2 module

Day 2

Post-Day 2 module

We are here.
How today will run…
Course requirements

Course requirements since Day 1
- Mentoring practice with your PRT/volunteer
- Identify one mentoring challenge and post to CELMS
- Readings 4 and 5
- Work on your Action plan
- Discuss the Code of Conduct with your PRT
- Read and discuss with your PRT the Supporting Provisionally Registered Teachers Guide
- Attendance at Day 2
How do highly effective mentors live their role? new diagram

Deep Listening

Rapport

Emotional Intelligence

Building and Maintaining Trust

Openness
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 lesson.

- 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?
Teaching as a public practice
Observing practice

1. **Purpose** – why use observations?
2. **Structure** – what elements make up an observation?
3. **Focus** – what aspect of the lesson are you particularly interested in?
4. **Documentation** – how is the observation recorded, by whom, confidentiality, what happens to the record?
5. **Feedback and Reflection** – what can we learn from the observation?
Balloons and weights
Morning Tea
10.30 – 10.50
Mentor and mentee relationship
Realistic tips for mentors during the process

As a table group, make a list of the tips to being a good mentor for each stage of the process.
Realistic tips for mentors

- Take some dots and move around to each list.
- Place your dots on the ideas that you think are the most helpful.
Your role as a mentor

- regularly meet with your mentee to ensure that the inquiry process is being undertaken and that the evidence is being collected.
- support your mentee with the evidence reminding them to use what they have from their regular practice rather than create extra workload.
- invite your mentee to observe you.
- be involved in professional discussions with your mentee.
- when possible, observe your mentee and provide them with feedback on their initial progress and then move to feedback upon their action plan.
- ensure that your mentee has completed the template and evidenced all that they need to before the panel meeting.

*Recommending a PRT to panel who is not ready can be damaging professionally and personally.*
Understanding beginning teachers

Expanding vision of beginning teachers

- Vision of self
- Vision of class as a whole
- Vision of individual learners
WOW: Wins, Obstacles and Wonderings

- Reflection and writing (2 mins)
  *Use 3 column WOW scaffold under the three headings*

- Share (2 mins)
  *Mentor 1 shares, colleague listens and makes notes*

- Clarifying and probing questions (2 mins)
  *Colleague asks probing and clarifying questions before offering any insights or ideas*

- Exchange roles
  *Repeat process for mentor 2*

- Review and discuss the process
4Cs method to support collegial learning

**CLARIFYING**
Asking questions to better understand a colleague, their context and circumstances, in order to more effectively support their learning and their practice

**CONSULTING**
- generate new ideas and thinking
- learn from more experienced colleague

**COLLABORATIVE**
- explore new ideas and challenges together
- support each other
- shared approach

**COACHING**
- focus on improving specific practices
- identify successes and any further PL needs

Increasing beginning confidence, knowledge and professional practice
Evidence of professional practice

Checklist

- Supporting Provisionally Registered Teacher pg 25
- Final check by PRT and mentor before workplace panel
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 using the short guide
• As a table
• Discuss what you noticed about how the descriptors were evidenced
Evidence

FOUR TYPES of directly observable evidence of learning

Evidence must be
- adequate
- authentic
- appropriate
- accurate
The Inquiry Approach

To gather evidence of practice to meet the standards...
**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?
Question activity

- How do I increase engagement in my learners?
- How do I differentiate the learning to cater for the diversity of my learning group?
- Will teaching vocabulary explicitly assist learners understanding of concepts and content?

In table groups, discuss the question that you have been allocated in the light of the SMART test. Report back to the room whether:

It is a SMART question. Why? Why not?
How could it be developed further to meet the SMART criteria?
Lunch

1.00 – 1.30
A strong action plan is reliant upon a strong question

If an Inquiry question does not meet all of the SMART 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.
Opportunities for demonstrating Australian Professional Standards for Teachers through Inquiry Approach

<table>
<thead>
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## Panel composition

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<tr>
<th>School Setting</th>
<th>Early childhood</th>
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<tr>
<td>• VIT registered Principal or their delegate</td>
<td>• Registered EC teacher</td>
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<td>• Registered teacher who has completed an EMP or VIT program</td>
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<tr>
<td>• Registered colleague nominated by the PRT who is familiar with their work</td>
<td>• Registered EC or school teacher colleague nominated by the PRT who is familiar with their work</td>
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Moving to full registration

1. **GATHER EVIDENCE**
   - PRF gathers evidence of practice and completes checklist

2. **REQUEST MEETING**
   - PRF requests meeting with the Panel

3. **INITIATE APPLICATION PROCESS**
   - For PRFs with a registration no. starting with 1, 2, 3 or 4:
     - Initiate application through MyVIT portal and submit form to the employer’s portal
   - For PRFs with a registration no. starting with 6:
     - Email vit@edut.vic.edu.au to request a recommendation report and forward it to your panel prior to your meeting

4. **PROVIDE EVIDENCE**
   - PRF provides copies of evidence to the Panel

5. **PANEL REFLECTION**
   - Panel considers evidence and reaches consensus

6. **COMPLETE REPORT**
   - For PRFs with a registration no. starting with 1, 2, 3 or 4:
     - Panel/Chair completes the recommendation report through the employer portal. PRF submits application to VIT
   - For PRFs with a registration no. starting with 6:
     - Panel Chair forwards the completed recommendation report from their email address to provisional_full@vit.vic.edu.au

7. **VIT AUDIT**
   - VIT audit may occur. PRF submits evidence to VIT

8. **(FULL) REGISTRATION**
   - Granted, (full) registration and receives (full) registration card

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Common issues

2018 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
VIT’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.
Code of Ethics and Code of Conduct

One of the hallmarks of a profession is adherence to publicly affirmed ethical standards.
Registered teachers
Registered teachers are professionals who are qualified and suitable to practise as a teacher in a Victorian school or early childhood setting.

- Registration categories
- Maintaining my registration
- Renewing my registration
- Moving to (full) registration
- Effective Mentoring Program
- Online access: MyVIT
- Returning to teaching
- I am not currently teaching
- Special Needs Plan

- Find out more about the requirements for each registration category.
- Maintain registration if you are an initial teacher or in a probationary or provisional registration.
- Full-time, part-time, or casual teacher. Change of details notification.
- Read about the requirements you will need to address to move from provisional to (full) registration.
- Advice and information for those wishing to train as a teacher mentor.
- Learn about PVST and how to access your information.
- Find out if you are eligible for non-practising registration.
- Find out who can apply for non-practising registration.
- Teachers are now required to build their capacity to teach learners with disability. Find out how it will affect you.

mentors@vit.vic.edu.au
prt@vit.vic.edu.au
What has been covered so far?

- What is mentoring? And what is it not?
- How do effective mentors live their role? The good mentor
- The Mentoring Capability Framework expectations and behaviours from the perspective of mentor and mentee: your strengths and the areas you plan to work on
- The skill of making the implicit explicit: from principle to practice
- Applying the inquiry cycle approach to your mentoring practice – the same approach that your PRTs are required to use
- The core mentoring skills – EI, listening, trust, rapport
- Giving and receiving feedback & evidence-informed conversations – with great questions
- Public rather than private practice – the place of observation
- Optimising observation as a tool for mentors.
Applying your learning
Mentoring practice

In your pairs

- B briefly explains the mentoring challenge
- A and B agree on the purpose of the mentoring conversation
- A and B have their mentoring conversation, lasting about 10 minutes
- At the end of the conversation, B commits to an action

- The pair then rotates and repeats the exercise until they have both had the opportunity to take both roles.
Your next steps…

- Extend and/or refine action plan in terms of the MCF
- Apply your further learning
- Decide the next 2 or 3 actions
Using the **action plan template**, draft your next steps and plans for your post-Day 2 work

1. **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?

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?
Post-Day 2 module

- Continue to reflect on the MCF
- Continue to mentor, create the next iteration of your action plan and implement
- Review and discuss AITSL mentoring videos
- Work with your school leadership team to develop a school-wide mentoring strategy, reflecting the MCF
CELMS – End of Program

Remember to download all of your files from CELMS.
Connecting early childhood mentors and provisionally registered teachers

Online map

Add yourself to the map
www.surveymonkey.com/r/EMPmentormap
Course Evaluation

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TELL US WHAT YOU THINK