Effective Mentoring Program

You will require a pen and paper for one of our activities

2020 - Day 2 Workshop Online School Teachers
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 a mentor

- 87% of PRTs – working collegially allowed them to see what good professional practice looked like
- 83% of PRTs – mentoring process was supportive and beneficial to changes in practice
- 73% of PRTs – working with a mentor influenced their likelihood of staying in the profession
- 87% of mentors (your colleagues) – professional learning benefits to being a mentor.
Reflection and writing (2 mins)
Use 3 columns on a sheet of paper and divide it up into 3 headings WOW scaffold under the three headings

<table>
<thead>
<tr>
<th>Wins</th>
<th>Obstacles</th>
<th>Wonderings</th>
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WOW: Wins, Obstacles and Wonderings

- 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
Realistic tips for mentors

In your breakout room, make a list of the behaviours and coaching/guiding questions that may be useful at the stage your group has been allocated.

Choose one person from your group to report back.
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
Checklist

- Supporting Provisionally Registered Teacher
- 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 your breakout rooms, download the following samples of evidence:

Early Childhood Sample

Or

Secondary English Sample

Try to look at both samples. The process is the same regardless of the sector.

- Discuss what you notice about how the sample has been presented.
- How easy is it to find references to the standards?
- Does it follow a logical sequence?
- Is the evidence appropriate and demonstrative of the standards?
- What tips could you give your PRT after looking at the sample?
Evidence

FOUR TYPES of directly observable evidence of learning

- Writing
- Making
- Saying
- Doing

Evidence must be
- adequate
- authentic
- appropriate
- accurate
# Panel composition

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

<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>
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</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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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.
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
Aboriginal and Torres Strait Islander Resources

- www.vaeai.org.au
- Local Aboriginal Education Consultative Groups
- Narragunnawali – Reconciliation Australia
- Marrung – Aboriginal Education Plan.
- VCAA- Cross Curriculum priority
One of the hallmarks of a profession is adherence to publicly affirmed ethical standards.
CASE STUDY: 'BRENDAN' AND 'ELLA'
1.5 Teachers are always in a professional relationship with their learners, whether at the education setting where they teach or not.

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.
Working in a digital environment

While working online, the same expectations of professional conduct apply;

- Use approved lines of communication - not personal accounts or platforms
- Communicate within the usual business hours
- Ensure that your instructions are unambiguous and related to the activity at hand
- DET has an online module that is useful for all schools trying to navigate the online environment
Digital Professionalism

Minimising the risks
Questions?

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