Effective Mentoring Program

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

2020 - Day 2 Workshop Online Early Childhood 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.
WOW: Wins, Obstacles and Wonderings

- 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>
</tr>
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<tbody>
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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
Evidence of professional practice

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

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

<table>
<thead>
<tr>
<th>School setting</th>
<th>Early childhood setting</th>
</tr>
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<tbody>
<tr>
<td>- VIT registered principal</td>
<td>- Registered EC teacher</td>
</tr>
<tr>
<td>- Registered school teacher or EC teacher who has completed an EMP or VIT program</td>
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</tr>
<tr>
<td>- 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.
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](http://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.
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.

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