2019 Effective Mentoring Program
School Based Program
Day 2
We are here.
How today will run…

1. Mentoring Skills
2. Registration Requirements
3. Inquiry Sample
4. Mentoring in Practice
5. Extending your Action Plan and Next Steps
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?

Deep Listening  Rapport

Building and Maintaining Trust  Openness

Emotional Intelligence
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.

- 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?
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
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 (5 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**
CLARIFYING
Asking questions to better understand a colleague, their context and circumstances, in order to more effectively support their learning and their practice

CONSULTING
Increasing beginning confidence, knowledge and professional practice

• 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
Advice from a mentor

- try to **timetable** times with the PRT to ensure they are supported on a regular basis
- be familiar with the documentation and requirements, and use the process as a learning experience
- be willing to ask for assistance at any stage - from leadership and VIT
- **be positive** and supportive – be aware of your attitude and how to give feedback in a constructive manner
Evidence of professional practice

Checklist

- Supporting Provisionally Registered Teacher pg 25
- Final check by PRT and mentor before workplace panel
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
• what descriptors do you see evidenced?
• annotate on ‘short guide to referencing the standards’

As a table
• Panel-discuss the evidence

As a group
• discuss mentor’s role during each phase
• feedback – what are the takeaways?
Evidence

FOUR TYPES of directly observable evidence of learning

- Writing
- Making
- Saying
- Doing

Evidence must be
- adequate
- authentic
- appropriate
- accurate
Lunch
12.30 – 1.15
The Inquiry Approach

To gather evidence of practice to meet the standards...
<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>A</th>
<th>R</th>
<th>T</th>
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<tbody>
<tr>
<td><strong>SPECIFIC</strong></td>
<td><strong>MEASURABLE</strong></td>
<td><strong>ACHIEVABLE</strong></td>
<td><strong>REALISTIC</strong></td>
<td><strong>TIMELY</strong></td>
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<tr>
<td>Does it encourage deep thinking rather than summarising?</td>
<td>Can you easily measure the changes in your learners?</td>
<td>Is the question complex enough for you to gather information but not too broad to be unmanageable?</td>
<td>Is the theme contemporary and relevant?</td>
<td>Is the timeframe manageable?</td>
</tr>
<tr>
<td>Does it focus on an area of interest in your workplace?</td>
<td>Can you easily learn from your successes or failures?</td>
<td>Are you interested in the topic?</td>
<td>Have you had a discussion with your mentor about the question and supports required?</td>
<td>Are you able to complete observations and assessment in the available timeframe?</td>
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<tr>
<td>Does it have potential to affect positive change in your classroom?</td>
<td>Will the inquiry improve your practice?</td>
<td>Can you gather information incidentally?</td>
<td>Is the question appropriate for your selected learners?</td>
<td>Do you have adequate time to reflect on the outcomes?</td>
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Opportunities for demonstrating APST through Inquiry Approach

<table>
<thead>
<tr>
<th>Professional Knowledge</th>
<th>Professional Practice</th>
<th>Professional Engagement</th>
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<tbody>
<tr>
<td>Inquiry approach</td>
<td></td>
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<tr>
<td>1. Know students and how they learn</td>
<td>Descriptors 1.1 - 1.6</td>
<td>Descriptors 1.1 - 1.6</td>
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<tr>
<td>2. Know the content and how to teach it</td>
<td>Descriptors 2.1 - 2.6</td>
<td>Descriptors 2.1 - 2.6</td>
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<tr>
<td>3. Plan for and implement effective teaching and learning</td>
<td>Descriptors 3.1 - 3.7</td>
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<tr>
<td>4. Create and maintain supportive and safe learning environments</td>
<td>Descriptors 4.1 - 4.5</td>
<td>Descriptors 4.1 - 4.5</td>
</tr>
<tr>
<td>5. Assess, provide feedback and report on student learning</td>
<td>Descriptors 5.1 - 5.5</td>
<td>Descriptors 5.1 - 5.5</td>
</tr>
<tr>
<td>6. Engage in professional learning</td>
<td>Descriptors 6.1 - 6.4</td>
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</tr>
<tr>
<td>7. Engage professionally with colleagues, parents / carers and the community</td>
<td>Descriptors 7.1 - 7.4</td>
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Establishing content and context for learning

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<tr>
<th>Professional conversations</th>
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<tr>
<td>1.1 1.2 1.3 1.4 1.5 1.6</td>
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<td>2.1 2.2 2.3 2.4 2.5 2.6</td>
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<td>3.1 3.2 3.3 3.4 3.5 3.6</td>
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<td>4.1 4.2 4.3 4.4 4.5 4.5</td>
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<td>5.1 5.2 5.3 5.4 5.5 5.5</td>
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<td>6.1 6.2 6.3 6.4 7.1 7.2</td>
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<td>7.1 7.2 7.3 7.4 7.4 7.4</td>
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The question for inquiry and professional learning

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Developing the action plan

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Implementing the action plan

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Evaluating the effectiveness of practice

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Annotated work samples
## Panel composition

<table>
<thead>
<tr>
<th>School Setting</th>
<th>Early childhood</th>
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<tbody>
<tr>
<td>• VIT registered Principal or their delegate</td>
<td>• Registered EC teacher</td>
</tr>
<tr>
<td>• Registered teacher who has completed an EMP or VIT program</td>
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</tr>
<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
   PRT gathers evidence of practice and completes checklist

2. REQUEST MEETING
   PRT requests meeting with the Panel

3. INITIATE APPLICATION PROCESS
   For PRTs with a registration no. starting with 1, 2, 3 or 4:
   Initiate application through MyVIT portal and submit form to the employer’s portal

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

5. PANEL REFLECTION
   Panel considers evidence and reaches consensus

6. COMPLETE REPORT
   For PRTs with a registration no. starting with 1, 2, 3 or 4:
   Panel Chair completes the recommendation report through the employer portal, PRT submits application to VIT
   For PRTs with a registration no. starting with 6:
   Panel Chair submits the completed recommendation report from their email to provisional_full@vit.edu.au

7. VIT AUDIT
   VIT audit may occur. PRT submits evidence to VIT

8. (FULL) REGISTRATION
   Granted, (full) registration and receives (full) registration card
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.
One of the hallmarks of a profession is adherence to publicly affirmed ethical standards.
Is there a situation here?

Looking at the Code of Conduct, which principles could be referenced here?

What would your conversation with this PRT be?

What advice would you give to PRT regarding his relationship with the student?

What would you do if the advice is ignored?
How Leaders Support Mentoring
Our progress so far…

- What is mentoring? And what is it not?
- How do effective mentors live their role? The good mentor
- The Mentoring Capability Framework: three perspectives – mentor, mentee, school
- The skill of making the implicit explicit: from principle to practice
- 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
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 your action plan in terms of the MCF
- Apply your further learning
- Decide the next 2 or 3 actions
Action Plan

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
- Consider using some of the stretch activities and additional resources
- Work with your school leadership team to develop a school-wide mentoring strategy, reflecting the MCF
Remember to download all of your files from CELMS
Course evaluation

- INTRODUCTION
- 1.1 DAY 1 PRE-COURSE
- 1.2 DAY 1 - PRESENTATION
- 1.3 DAY 1 POST-COURSE
- 2.1 DAY 2 PRE-COURSE
- 2.2 DAY 2 PRESENTATION
- 2.3 DAY 2 POST-COURSE
- DAY 1 EVALUATION SURVEY
- DAY 2 EVALUATION SURVEY

TELL US WHAT YOU THINK

Day 2 Evaluation Survey
Thank You