2019 Effective Mentoring Program
School Based Program
Day 2
2019 Effective Mentoring Program

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...

Mentoring Skills

Registration Requirements

Inquiry Sample

Mentoring in Practice

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
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

Writing

Making

Saying

Doing

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

To gather evidence of practice to meet the standards...
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>
<tr>
<th>Professional Knowledge</th>
<th>Professional Practice</th>
<th>Professional Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiry approach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Know students and how they learn</td>
<td>Descriptors 1.1 – 1.6</td>
<td>Descriptors 6.1 – 6.4</td>
</tr>
<tr>
<td>2. Know the content and how to teach it</td>
<td>Descriptors 2.1 – 2.6</td>
<td>Descriptors 7.1 – 7.4</td>
</tr>
<tr>
<td>3. Plan for and implement effective teaching and learning</td>
<td>Descriptors 3.1 – 3.7</td>
<td></td>
</tr>
<tr>
<td>4. Create and maintain supportive and safe learning environments</td>
<td>Descriptors 4.1 – 4.5</td>
<td></td>
</tr>
<tr>
<td>5. Assess, provide feedback and report on student learning</td>
<td>Descriptors 5.1 – 5.5</td>
<td></td>
</tr>
<tr>
<td>Establishing content and context for learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional conversations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The question for inquiry and professional learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observe colleagues’ practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observe colleagues’ practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observe colleagues’ practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing the action plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional conversations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observe colleagues’ practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation by mentor / experienced colleague</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation by mentor / experienced colleague</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation by mentor / experienced colleague</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation by mentor / experienced colleague</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation by mentor / experienced colleague</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementing the action plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation by mentor / experienced colleague</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation by mentor / experienced colleague</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation by mentor / experienced colleague</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation by mentor / experienced colleague</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluating the effectiveness of practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation by mentor / experienced colleague</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation by mentor / experienced colleague</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation by mentor / experienced colleague</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation by mentor / experienced colleague</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation by mentor / experienced colleague</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Descriptors: 1.1 – 1.6, 2.1 – 2.6, 3.1 – 3.7, 4.1 – 4.5, 5.1 – 5.5, 6.1 – 6.4, 7.1 – 7.4.

28
## Panel composition

<table>
<thead>
<tr>
<th>School Setting</th>
<th>Early childhood</th>
</tr>
</thead>
<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>
<td>• Registered teacher who has completed an EMP or VIT program</td>
</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>
</tr>
</tbody>
</table>
Moving to full registration

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

2. REQUEST MEETING
   PRF / mentor 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 5:
     Email vithelp@vit.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 5:
     Panel Chair composes the completed recommendation report from their e-mail 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
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**
  - Find out more about the requirements for each registration category.

- **Maintaining my registration**
  - Maintain registration if you are a PST, work in educational leadership, or need to reinstate registration. Change of details notification.

- **Renewing my registration**
  - Find out how to renew your registration.

- **Moving to (Full) registration**
  - View the requirements you will need to address to move from provisional to (Full) registration.

- **Effective Mentoring Program**
  - Advice and information for those wishing to train as a teacher mentor.

- **Online access: MyVIT**
  - Learn about MyVIT and how to access your information.

- **Returning to teaching**
  - How to return to teaching from non-practising registration.

- **I am not currently teaching**
  - Find out who can apply for non-practising registration.

- **Special Needs Plan**
  - Teachers are now required to build their capacity to teach learners with disability. Find out how it will affect you.

**Contact Information**

- [mentors@vit.vic.edu.au](mailto:mentors@vit.vic.edu.au)
- [prt@vit.vic.edu.au](mailto:prt@vit.vic.edu.au)
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
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

<table>
<thead>
<tr>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
</tr>
<tr>
<td>1.1 DAY 1 PRE-COURSE</td>
</tr>
<tr>
<td>1.2 DAY 1 - PRESENTATION</td>
</tr>
<tr>
<td>1.3 DAY 1 POST-COURSE</td>
</tr>
<tr>
<td>2.1 DAY 2 PRE-COURSE</td>
</tr>
<tr>
<td>2.2 DAY 2 PRESENTATION</td>
</tr>
<tr>
<td>2.3 DAY 2 POST-COURSE</td>
</tr>
<tr>
<td>DAY 1 EVALUATION SURVEY</td>
</tr>
<tr>
<td>DAY 2 EVALUATION SURVEY</td>
</tr>
</tbody>
</table>

TELL US WHAT YOU THINK

Day 2 Evaluation Survey
Thank You