2019 Effective Mentoring Program
School Based Program
Day 1
The Effective Mentoring Program

We are here.

Day 1

Pre-Day 1 module

Post-Day 1 module

Pre-Day 2 module

Day 2

Post-Day 2 module
How today will run...

Welcome, Introductions and Course Overview
Understanding Mentoring
VIT Registration Process
The Inquiry Cycle
Mentoring Capability Framework
Creating your Action Plan
Evaluation
CELMS – Learning Management System
Course requirements so far

- Attendance at Day 1
- Three short professional readings
- Familiarisation with the Mentoring Capability Framework
- Post to Mentoring Journal

Downloaded documents on your device

- Mentoring Capability Framework (pp1-12)
- Supporting Provisionally Registered Teachers
The aim of the Effective Mentoring Program is to build the capacity and capability of mentors to support provisionally registered teachers (PRTs) through ongoing professional learning embedded in the PRT’s day-to-day practice.
Reflective dialogue
The Benefits of Mentoring
What is mentoring?

- Mentoring is to **support and encourage** people to manage their own learning in order that they may maximise their potential, develop their skills, improve their performance and **become the person they want to be.**
  
  (Eric Parsloe, The Oxford School of Coaching & Mentoring)

- As a process, mentoring may be generally described as **a dynamic interpersonal relationship involving two or more people.** Mentoring in early childhood is often perceived as “a **peer relationship**” (Nolan, 2007, xvii), where a more experienced practitioner provides professional guidance to one or more novice practitioners, either on a 1:1 basis or as a group.
  
  (Wong and Waniganayake 2013)
What mentoring is not...

- Performance management
- Training
- Peer friendship and support
- Counselling
How do highly effective mentors live their role?

Deep Listening

Rapport

Building and Maintaining Trust

Openness

Emotional Intelligence
Getting to know you
Morning Tea
10.30 – 10.50
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.
Understanding beginning teachers

The need

- for empathy and personal support
- to accurately see what is happening in practice
- for guiding questions learning
- for an action plan and resources
- for honesty.

*Mentoring Novice Teachers: Fostering a Dialogue Process*
Debra Eckerman Pitton, 2000
Understanding beginning teachers

Expanding vision of beginning teachers

- Vision of self
- Vision of class as a whole
- Vision of individual learners
Australian Professional Standards for Teachers

PROFESSIONAL KNOWLEDGE

1. Physical, social and intellectual development and characteristics of learners

2. Content and teaching strategies of the teaching area(s)

PROFESSIONAL PRACTICE

3. Establish challenging learning goals

4. Support participation of learners

5. Assess learning

PROFESSIONAL ENGAGEMENT

6. Identify and plan professional learning needs

7. Meet professional ethics and responsibilities

1.1 Physical, social and intellectual development and characteristics of learners

Use teaching strategies based on knowledge of learners’ physical, social and intellectual development and characteristics to improve their learning.

2.1 Content and teaching strategies of the teaching area(s)

Apply knowledge of content and teaching strategies of the teaching area(s) to develop engaging teaching activities.

3.1 Establish challenging learning goals

Set explicit, challenging and achievable learning goals for all learners.

4.1 Support participation of learners

Establish and implement inclusive and positive interactions to engage and support all learners in learning activities.

5.1 Assess learning

Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess learning.

6.1 Identify and plan professional learning needs

Use the APST and advice from colleagues to identify and plan professional learning needs.

7.1 Meet professional ethics and responsibilities

Meet codes of ethics and conduct established by regulatory authorities, systems and education settings.
Australian Professional Standards for Teachers (APST) articulate teacher practice and registration requirements

- **APPROVED QUALIFICATION**: Meets graduate teacher standards
- **PROVISIONAL REGISTRATION**: Meets proficient teacher standards
- **REGISTRATION**: Meets proficient teacher standards
- **ANNUAL RENEWAL**: Maintains proficient teacher standards
Provisional teacher / early childhood teacher registration

- 2 years
- >80 days of teaching in Australia and/or New Zealand
- VIT (full) registration process
- Inquiry Approach (evidence of APST)
Overview of the (full) registration process

You can complete your 80 days' teaching in one or more Australian or New Zealand schools or early childhood services at any time within the two year period you are granted provisional registration.

You'll need to complete 80 days of teaching before you can apply for (full) registration.

While you develop your teaching practice, you'll also need to gather evidence that you meet the APST to a proficient level.

To gather evidence - you'll use an inquiry approach. This requires you to address the learning needs of those you teach and to investigate the effectiveness of your practice.

You'll support through the process by a mentor/expertised colleague. They'll observe your practice at least three times and give you feedback.

You'll meet with your mentor for at least two professional discussions about your practice. You'll also observe at least one other teacher's practice.

You'll also need to arrange for a workplace panel to assess your evidence. Your mentor can assist you with this.

Once you've successfully gathered your evidence - you'll need to apply for (full) registration in your MYVIT account.

You'll write a brief report on child safety and welfare, discuss it with your mentor, and record the discussion. You'll also write a brief report on maintaining professional relationships.

The panel will consider your evidence, and reach a consensus on whether you have met the standards and their descriptors. You'll then be advised of the outcome.

You'll then have a meeting with the recommendation panel, you'll present your evidence.

You'll supply each panel member with a copy of your evidence so they can consider it before your meeting.

Where all requirements have been met, VIT will grant you (full) registration. This means that you have obtained the proficient teacher level of the APST. Once your registration is approved, you'll be sent a new registration card.

(VFully) registered teacher or early childhood teacher

As a provisionally registered teacher (PRT), you are granted a two year period with the expectation you will be able to successfully meet the requirements and apply for (full) registration.
Learners with disability

Victorian government initiative
- recognising the importance of providing opportunities for all learners and making education settings more inclusive
- focussing on ensuring teachers can support the learning of those they teach who have a disability.

What do we mean by disability?
- defined by the Disability Discrimination Act 1992
- mental or physical disability
- disorder, illness or disease that results in disturbed behaviour
- requires supplementary or higher level of adjustment or support through quality differentiated teaching
- does not necessarily require formal recognition of the disability or targeted specialist education services and support.
Getting to know the Standards

- Graduate: after graduation
- Proficient: after practising as a teacher

**Activity: Standards 1-7**

- differentiation
- what will you see...how could this be evidenced?
- ‘make, do, say and write’.
Evidence

FOUR TYPES of directly observable evidence of learning

Evidence must be
- adequate
- authentic
- appropriate
- accurate
Evidence documents - school

- planning documents - lesson plans, unit plans,
- observation records and learning plans
- assessment data – formal and informal
- meeting logs
- individual learning plans
- work samples – annotated
- records of professional conversations, notes
- witness reports – from mentor / teaching colleagues
- class newsletters, photos, videos, blogs.
Code of Ethics and Code of Conduct

One of the hallmarks of a profession is adherence to publicly affirmed ethical standards.
Code of Ethics and Code of Conduct
Professional and Ethical Responsibility

Activity: Time to speak and be heard – time to listen

- **maintaining child safety and welfare (pg 15)**
  - Brief report and professional discussion describing an overview of your legal obligations in relation to child safety and welfare.

- **maintaining professional relationships (pg19)**
  - Brief report around how you establish appropriate relationships and maintain professional boundaries with your learners.

Supporting PRT guide v2019
Lunch
12.30 – 1.15
Adaptive expertise

Teachers are **adaptive experts** at every stage of their career.

Adaptive expert teachers

- are flexible in response to new challenges
- review their practice for effectiveness
- focus on improving learning outcomes
- take responsibility for continued development.

*Insights – Professional Conversations and Improvement-Focused Feedback*
Helen Timperley, 2015
The Inquiry Approach

To gather evidence of practice to meet the standards...
Activity

1. **Process** – Questions from PRTs / mentor role

2. **Reflection**
   - **Connect** – How are the ideas / information connected to what you know / already doing?
   - **Extend** – What new ideas extended or pushed your thinking?
   - **Challenge** – What is still challenging for you? What questions or wonderings do you have?
The Inquiry Approach

Establish content / context for learning *(pg11-13)*

- Who are the learners for my focus? (Are there any learners with a disability?)
- Learning levels? Learning characteristics?
- What do I know about their learning?
- Factors affecting their learning?

Program of learning (4-6 weeks)

- learning outcomes
- prior knowledge.

Supporting PRT guide v2019
The Inquiry Approach

Inquiry question *(pg13-15)*

- What area of learning improvement do I need to focus on for my selected learners?

- How does this fit with the content of my teaching program?

- Why is this important for my learners?
Inquiry questions – school

- Will using technology encourage learners to take control of their own learning?
- How do I cater for the diversity of learning needs I am encountering?
- Will the use of high order questioning deepen levels of learner understanding?
- How do I cater for learners who are disengaged with the learning experience?
- What resources, and their application, will enable me to scaffold learner’s higher order thinking and problems solving?
- Does group work and discussion help students develop a deeper understanding and overcome misconceptions?
- Can building an understanding of task words support students to structure responses?
The Inquiry Approach

**Develop an action plan** *(pg16-17)*

- learning outcomes
- assessment
- accessibility of learning
- teaching activities, strategies, practices and resources
- evidence of the learning outcomes.

*Supporting PRT guide v2019*
The Inquiry Approach

Implement an Action Plan (pg18-20)

- implementation over 4-6 weeks (depending upon teaching context)
- joint planning, interaction and professional discussion (>3)
- observation of practice (>3)
- observation of mentor / experienced colleague’s teaching practice (>1).

Supporting PRT guide v2019
The Inquiry Approach – developing a question

* Teaching demographics
  - who are your learners?
  - what are they like?
  - how do you know?

1. Context/Content

* What do learners already know?
* What do they need to learn?
* What do I need to know to be more effective with my teaching?

2. Inquiry question
The Inquiry Approach

Evaluate effectiveness of practice (pg 20-21)

- Did changes to my practice improve the learning of my learners?
- How do I know?
- Impact on my learners?
- What impact did it have on my teaching practice?
- How will I develop my learning further?
- Can I share my learning with others?

Supporting PRT guide v2019
Evidence of professional practice

Checklist

- Supporting Provisionally Registered Teacher (pg 26)
- Final check by PRT and mentor before workplace panel
The template: a framework for documenting evidence (pg 27)

- to assist in organising and collating evidence
- to ensure all standards descriptors are addressed
- sections can be annotated or modified to suit.
Moving from provisional 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. **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 employer's portal.
   - For PRTs with a registration no. starting with 6, email vit@vit.vic.edu.au to request a recommendation report and forward it to your panel prior to your meeting.

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 emails the completed recommendation report from their official email address to provisional_full@vit.vic.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.
## Panel composition

<table>
<thead>
<tr>
<th>School Setting</th>
<th>Early childhood</th>
</tr>
</thead>
<tbody>
<tr>
<td>o VIT registered principal</td>
<td>o Registered EC teacher</td>
</tr>
<tr>
<td>o Registered teacher who has completed an EMP or VIT program</td>
<td>o Registered teacher who has completed an EMP or VIT program</td>
</tr>
<tr>
<td>o Registered colleague nominated by the PRT who is familiar with their work</td>
<td>o Registered EC or teacher colleague nominated by the PRT who is familiar with their work</td>
</tr>
</tbody>
</table>
mentors@vit.vic.edu.au

prt@vit.vic.edu.au
Common Issues

2018 Audit Data - common reasons for **not meeting** requirements for full registration:

1.4 Strategies for teaching Aboriginal and Torres Strait Islander Learners

1.6 Strategies to support full participation of learners with a disability

2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians
Introducing the Mentoring Capability Framework

Domain 2: Mentor Expectations and Behaviours
- Articulates, models and supports the mentor to demonstrate the standards of professional knowledge, professional practice, and professional engagement, as set out by Australian Professional Standards for Teachers (APST), Victorian Institute for Teaching (VIT) and Victorian Public Sector Commission (VPSC) or other relevant bodies.
- Raises the mentor’s awareness of departmental and school values and supports the mentor to put these into practice by explicitly reflecting on their purpose and relevance to practice and professional growth.
- Supports the mentor to implement the Victorian Institute for Teaching (VIT) Inquiry approach for professional development by co-designing monthly goals and methods for collecting evidence and data that are personalised to the mentor’s development priorities.
- Uses the Australian Professional Standards for Teachers (APST) to affirm the mentor’s progress towards the attainment of standards for professional practice.
- Observes the mentor’s practice and provides timely and targeted feedback and identifies sources of support for the achievement of developmental goals.
- Is aware of and demonstrates the standards for professional practice set out by Australian Professional Standards for Teachers (APST), Victorian Institute for Teaching (VIT) and Victorian Public Sector Commission (VPSC) or other relevant bodies.
- Pro-actively collaborates with their mentor and other school colleagues to design their professional development.
- Uses the Victorian Institute for Teaching (VIT) and Australian Professional Standards for Teachers (APST), in conjunction with school’s Annual Improvement Plan (AIP) to guide the identification of developmental priorities, set measurable goals and affirm their own professional growth.
- Fulfils the Victorian Institute for Teaching (VIT) registration requirements and responds to support and challenge for continually improving the effectiveness of their teaching and student learning.
- Principals and school leaders lead a culture in which professional standards for behaviour are understood, modelled, reinforced as a way the school community learns together. The culture is guided by Departmental Codes of Conduct and Ethics, the Australian Professional Standards for Teachers (APST), the Victorian Institute for Teaching (VIT) and the Victorian Public Sector Commission (VPSC).
- A school professional learning plan includes simple protocols for creating opportunities for new teachers to access support from Learning Specialists, Literacy Leaders and other relevant specialists to improve, attain and exceed standards for professional practice.
- Simple protocols and actions are implemented to support the personalisation of professional development and its alignment to career stages, the school’s Annual Improvement and Strategic Plans (AIP, SSP).
- The principal ensures that all mentors are highly professional and ethical and have no pending or previous conduct, ethics or child safe-guarding infringements.
Understanding the Mentoring Capability Framework in your context

 Which domains and capabilities feel particularly important and why?
 What difference do you think these capabilities make in the success of mentoring?
 What questions/concerns might the MCF raise for you?
 In what ways is it helpful to consider the **interconnectedness** between mentor, mentee and school/service?
Each table has an allocated Domain and will consider just the first column (Mentor perspective only):

- Agree two priority descriptors – one should be “What” statement and one a “How” statement
- Use a highlight pen to mark the descriptors
- The table’s ambassador hands the marked-up domain extract to the next table, briefly explaining why the two descriptors were chosen.
- The table repeats the activity with its new domain
Mentoring Capability Framework and you as a mentor

Now thinking from your own perspective as a mentor

- Which priority descriptors are most relevant to you?
- Which three expectations and behaviours do you feel might be more of a stretch – and would be something that you would want to work on over the next few months? Why?
Connections - from principles to practice

VIT Code of Conduct and Ethics

Framework for Improving Student Outcomes

Practice Principles for Excellence in Teaching and Learning (Gov't Schools)

Australian Professional Standards for Teachers

Practice Principles for Excellence in Teaching and Learning

Mentoring Capability Framework

2019 SB Course - Day 1 Workshop V2.1
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?*
Preparing for Day 2

Your next activities

Pre-Day 1 module

Post-Day 1 module

Day 1

Pre-Day 2 module

Day 2

Post-Day 2 module
1. **Mentoring Practice**: Work with your mentee or volunteer early career teacher(s). As a minimum, hold regular mentoring conversations with your mentee – could be more and could also include other activities (shadowing, observations, shared resources, etc).

2. **Complete Reading 4**: Professional Conversations – From Understanding to Evidence

3. **Mentoring Journal**: update with further reflections

Preparing for Day 2
Pre-Day 2 online module

1. **Mentoring Practice Challenge**: You are asked to identify one mentoring challenge you have faced in your practice and post a brief description of the challenge in your Mentoring Journal.

2. **Reading 5: Classroom Observation as a means of supporting professional learning**

3. **Professional and Ethical responsibility worksheet** – discuss with your PRT about any principles from Code of Conduct you and or the PRT require clarification.

4. **Read and discuss** with your PRT the ‘Supporting Provisionally Registered Teachers Guide’. Record any questions you or they have regarding the VIT registration process.
CELMS and other resources

- AITSL’s “My Induction App”
- Induction Portal
- CELMS
INITIAL TEACHER EDUCATION FEEDBACK SURVEY 2019

When: 15 July - 11 August, 2019

How: Principals, mentors and first year teachers will receive an email from the Victorian Institute of Teaching inviting them to take part in the Initial Teacher Education Feedback Survey 2019. It should take no longer than 10 minutes to complete.

Why: We encourage all schools and individuals to take part in this important research to help improve initial teacher education programs and support in schools for new teachers.

Note: Your institution and / or employer will NOT know whether you have taken part. Your responses will remain confidential.

Contact: Nick Brown - Manager, Teacher Education Reform Unit
T: 7022 1227 or E: brown.nick.s@edumail.vic.gov.au
# Evaluation

## Evaluation Options

<table>
<thead>
<tr>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>EARLY CHILDHOOD BASED PROGRAM OVERVIEW</td>
</tr>
<tr>
<td>1.1 DAY 1 PRE-COURSE</td>
</tr>
<tr>
<td>1.2 DAY 1 - DAY 1 WORKSHOP</td>
</tr>
<tr>
<td>1.3 DAY 1 POST-COURSE</td>
</tr>
<tr>
<td>DAY 1 EVALUATION SURVEY</td>
</tr>
</tbody>
</table>

Tell us what you think.

Day 1 Evaluation Survey

<table>
<thead>
<tr>
<th>Section</th>
</tr>
</thead>
<tbody>
<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 2 EVALUATION SURVEY</td>
</tr>
<tr>
<td>CERTIFICATE OF COMPLETION</td>
</tr>
</tbody>
</table>
Thank You