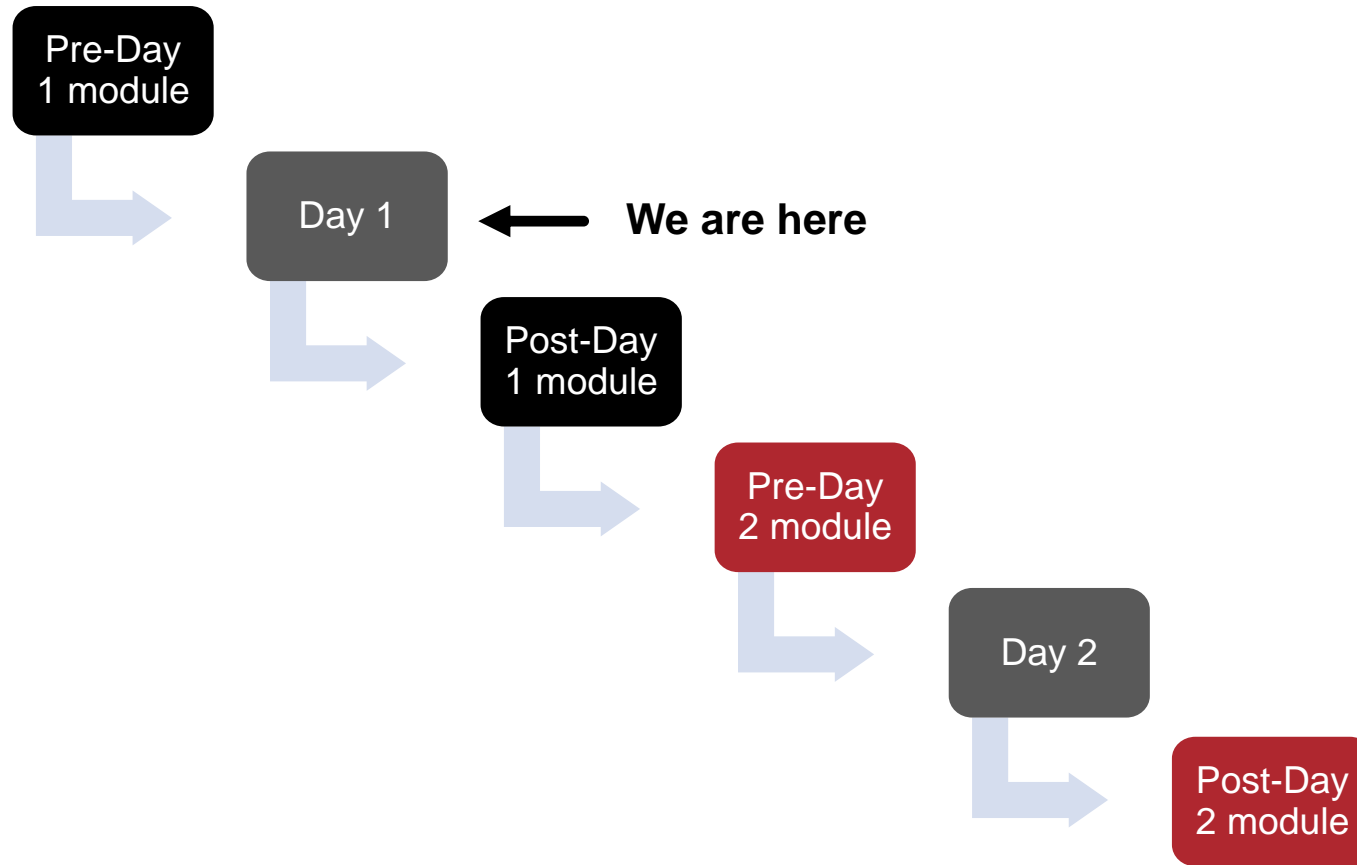


# 2020 Effective Mentoring Program Combined Program (School and Early Childhood) Day 1

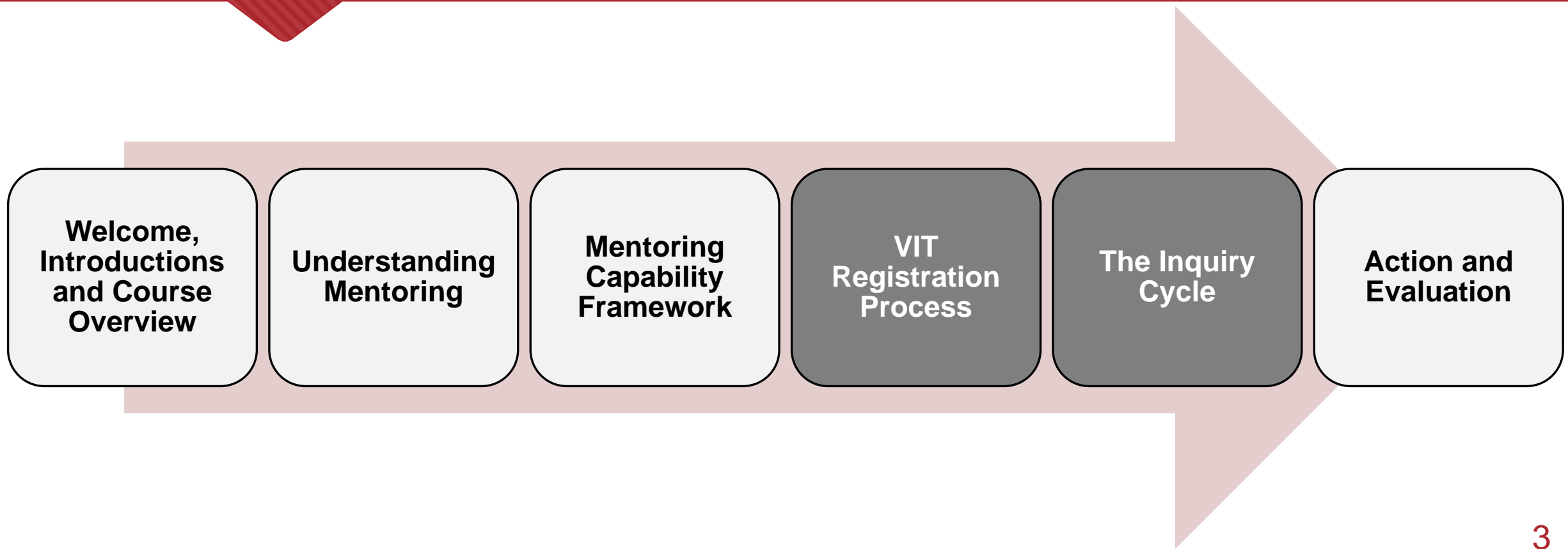


1

# The Effective Mentoring Program



# How today will run...





# CELMS – Learning Management System



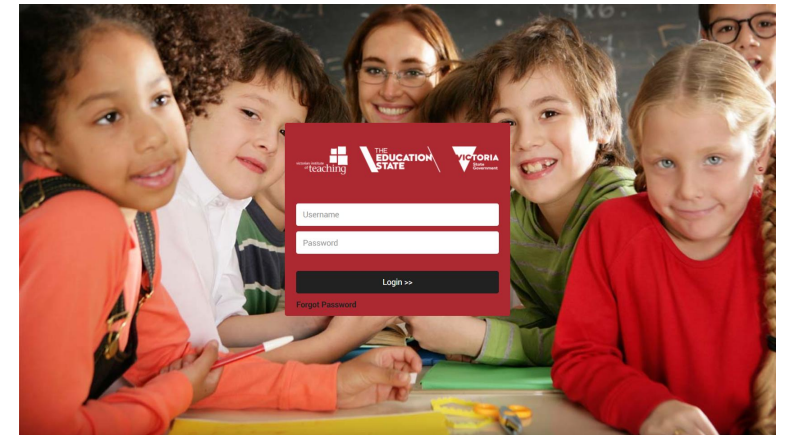
# CELMS - Learning Management System

## 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
- Supporting Provisionally Registered Teachers



## Aim of the Effective Mentoring Program

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.





# Creating your Mentoring Plan

## Mentoring Plan Template 2020

<p><b>Identify priority descriptors from the Mentoring Capability Framework that may require further development.</b>  <i>Choose from any domain in the mentor column. Think about what makes you choose those?</i></p>	
<p><b>Actions:</b>  <i>What actions (2-3) will you take to develop your practice?</i></p>	
<p><b>Resources and supports:</b>  <i>What resources or supports will you need to implement these actions and by when?</i></p>	
<p><b>Evaluate effectiveness of practice – assess and reflect:</b>  <i>What evidence will you collect to track your progress? How will you capture your reflections and plan your next steps?</i></p>	



# Reflective dialogue





# DET video

## 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)

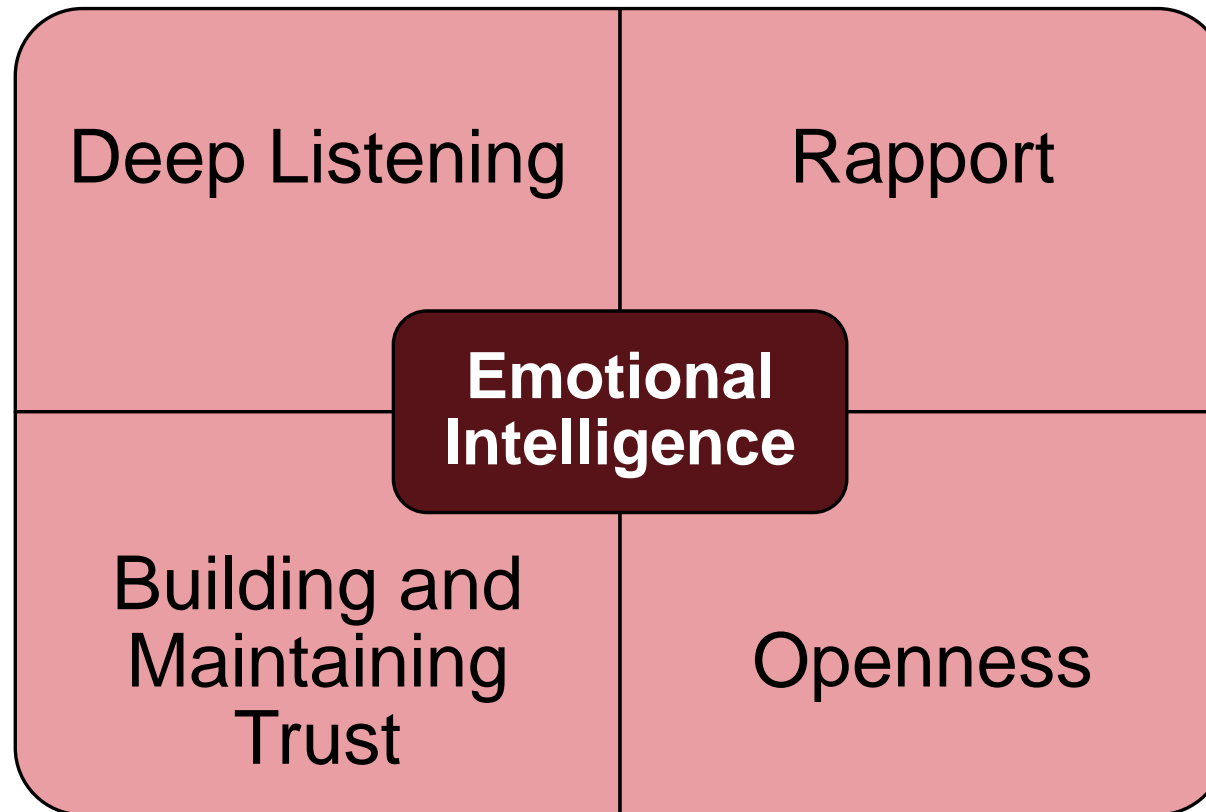
## What mentoring is not...

- Performance management
- Training
- Peer friendship and support
- Counselling
- Rescuing





# How do highly effective mentors live their role?



# Getting to know you



# Morning Tea

14



# Mentoring skills

- 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?

## 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**

## Evidence-Informed Conversations

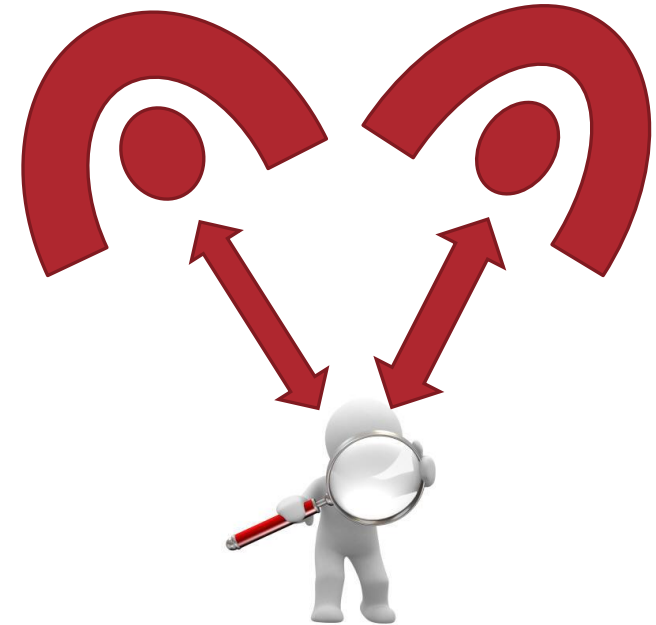
- Evidence provides an objective starting point for the mentee to examine, question and compare what happened with what they intended to happen in the lesson.
- Rigorously analysing the evidence together as mentor and mentee will provide a springboard for mentees and mentors to share ideas and insights.

## 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?



## Evidence

# Introducing the Mentoring Capability Framework



**Domain 1: Teaching and Learning**

Facilitating improvement in teaching and learning is the objective of an effective mentoring relationship. The mentor and mentee engage in ongoing reflective practice, including evaluating data, providing and seeking feedback, developing evidence, implementing strategies, monitoring progress and adjusting teaching to maximise the effectiveness of their learning.

**Mentor Expectations and Behaviours**

- Is a proficient teacher as identified by the Australian Professional Standards for Teachers (APST) or State/territory equivalent.
- Is open to having their collaborative mentoring relationship with mentee sharing student learning requirements, professional standards, code of conduct, ethics and professional bodies. Mentors and service leaders support mentees to develop their professional identities through role modelling, explicit coaching, recognition and involvement in professional networks.
- Has a high regard for the Victorian Professional Standards for Teachers (APST) or State/territory equivalent.
- Uses the Victorian Professional Standards for Teachers (APST) or State/territory equivalent to guide the identification and development of mentee's professional practice.

**Mentee Expectations and Behaviours**

- With the support of the mentor, identifies and articulates the standards of professional practice, professional knowledge, professional practice, and professional engagement, as set out by the Australian Professional Standards for Teachers, the Victorian Institute of Teaching, the Victorian Early Years Learning and Development Framework, and the National Quality Framework or other relevant bodies.
- Raises the mentee's awareness of the National Quality Framework Guiding Principles, service philosophy and values and supports the mentee to put these into practice by explicitly reflecting on their purpose and relevance to practice and professional growth.
- Supports the mentee to implement the Victorian Institute of Teaching inquiry approach for professional learning by co-creating goals and methods for collecting evidence and data that are personalised to the mentee's development priorities.
- Uses the Australian Professional Standards for Teachers to affirm the mentee's progress towards the attainment of standards for professional practice.
- Observes the mentee's practice and provides timely and targeted feedback and identifies sources of support for the achievement of developmental goals.

**Domain 2: Professional Identity**

Professional identity describes how teachers see themselves in the profession and how they communicate that view of self to others. Professional identity encompasses knowledge, skills, dispositions and behaviours of a teacher. Mentors and service leaders support mentees to understand the expectations set out through professional standards, code of conduct, ethics and professional bodies. Mentors and service leaders support mentees to develop their professional identities through role modelling, explicit coaching, recognition and involvement in professional networks.

Mentor Expectations and Behaviours	Mentee Expectations and Behaviours	Service Expectations and Behaviours
<ul style="list-style-type: none"> <li>Articulates, models and supports the mentee to demonstrate the standards of professional knowledge, professional practice, and professional engagement, as set out by the Australian Professional Standards for Teachers, the Victorian Institute of Teaching, the Victorian Early Years Learning and Development Framework, and the National Quality Framework or other relevant bodies.</li> </ul>	<ul style="list-style-type: none"> <li>Is aware of and demonstrates the standards for professional practice set out by the Australian Professional Standards for Teachers, the Victorian Institute of Teaching, the Victorian Early Years Learning and Development Framework, and the National Quality Framework or other relevant bodies.</li> <li>Pro-actively collaborates with their mentor and other colleagues to design their professional learning.</li> <li>Uses the Victorian Institute of Teaching and Australian Professional Standards for Teachers, in conjunction with the service's Quality Improvement Plan to guide the identification and development of priorities, set measurable goals and affirm their own professional growth.</li> <li>Fulfills the Victorian Institute of Teaching registration requirements and responds to support and challenge for continually improving the effectiveness of their teaching and children's learning and development.</li> </ul>	<ul style="list-style-type: none"> <li>Service leaders lead a culture in which professional standards for behaviour are understood, role modeled and reinforced as a way the service community learns together. The culture is guided by the Australian Professional Standards for Teachers, Victorian Institute of Teaching, the Victorian Early Years Learning and Development Framework, and the National Quality Framework.</li> <li>The service's professional learning plan and the support offered to beginning teachers include simple protocols for creating opportunities to access support from relevant specialists and support organisations to improve, attain and exceed standards for professional practice.</li> <li>Simple protocols and actions are implemented to support the personalisation of professional learning and its alignment to career stages, the service's strategic plan and Quality Improvement Plan.</li> <li>The service leadership ensures that all mentors are highly professional and ethical and have no pending or previous conduct, ethics or child safe-guarding infringements.</li> </ul>

**Evidence base**

- Australian Professional Standards for Teachers (2011). Australian Institute of Teaching and School Leadership. [https://www.aistl.edu.au/docs/default-source/general/australian-professional-standards-for-teachers-20171006.pdf?sfvrsn=306a63c\\_12](https://www.aistl.edu.au/docs/default-source/general/australian-professional-standards-for-teachers-20171006.pdf?sfvrsn=306a63c_12)
- Mentoring Australia (2000). Mentoring Benchmarks for Effective and Responsible Mentoring Programs. <http://www.mentoringaustralia.org/benchmark.htm>
- Victorian Institute of Teaching, Australian Professional Standards for Teachers. Standards at the Proficient Teacher Level. <https://www.vit.vic.edu.au/australian-professional-standards-for-teachers>
- Victorian Institute of Teaching, Codes of Conduct and Ethics. <http://www.vit.vic.edu.au/professional-responsibilities/conduct-and-ethics>
- Victorian Institute of Teachers, Feb 2016). Supporting Provisionally Registered Teachers: A guide to the evidence-based process for full registration.
- Victorian Public Sector Commission, Employment Principles and Standards. <https://vpsc.vic.gov.au/ethics-behaviours/culture/employment-principles-and-standards/>



# 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?



# Understanding the Mentor's Perspective



- In your Domain groups discuss the points in the particular domain:
  - What are the main messages?
  - How might this apply in practice?
  - Identify any opportunities or challenges.

# Mentoring Capability Framework and you as a mentor



Now thinking from your own perspective as a mentor

- At this point in your mentoring 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?



# Creating your Mentoring Plan

1. **Identify priority** descriptors from the Mentoring Capability Framework that may now require further development.

*Choose from any domain in the mentor section.*

*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?*

**Mentoring Plan Template 2020**

<p><b>Identify priority descriptors from the Mentoring Capability Framework that may require further development.</b> Choose from any domain in the mentor column. Think about what makes you choose those?</p>	
<p><b>Actions:</b> What actions (2-3) will you take to develop your practice?</p>	
<p><b>Resources and supports:</b> What resources or supports will you need to implement these actions and by when?</p>	
<p><b>Evaluate effectiveness of practice – assess and reflect:</b> What evidence will you collect to track your progress? How will you capture your reflections and plan your next steps?</p>	

# Lunch

22

# VIT SECTION

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# Effective Mentoring Program

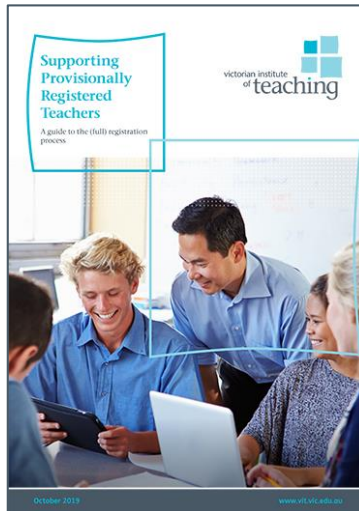
2020 - Day 1 Workshop



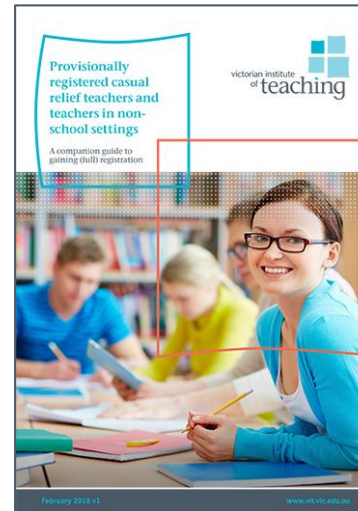
# Victorian Institute of Teaching's purpose

- 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.

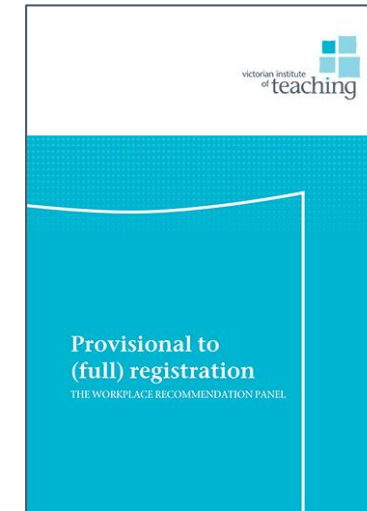
# Key resources



Supporting PRTs  
guide

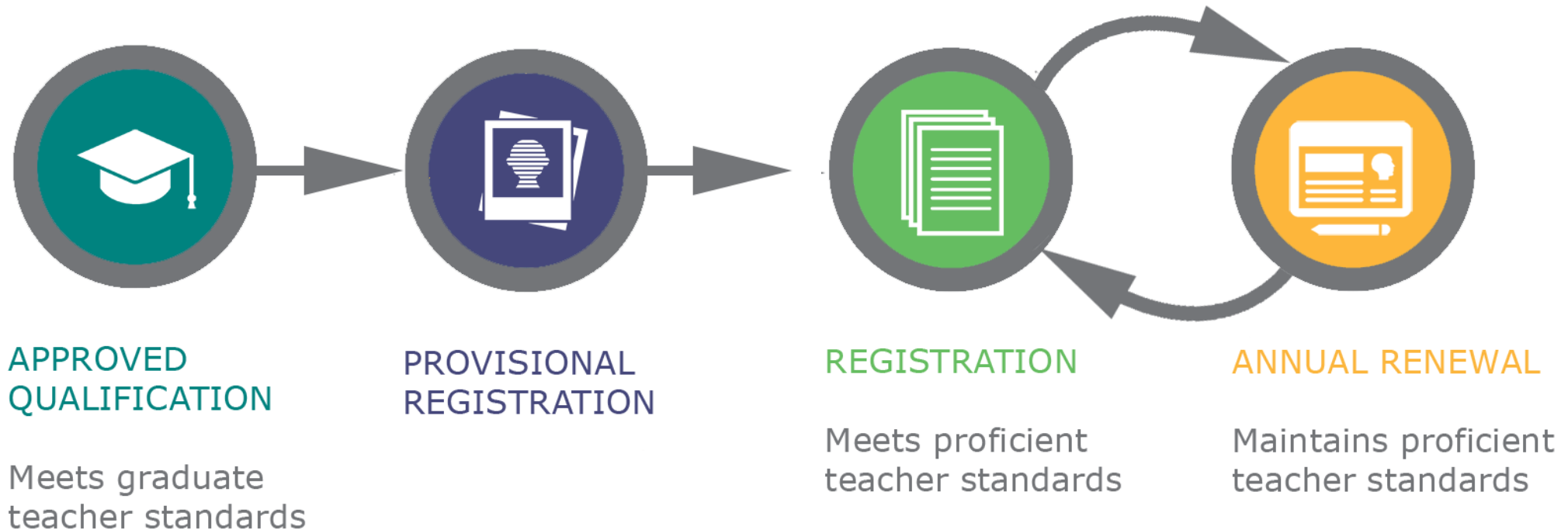


Supporting PRTs  
guide (CRTs and  
non-school settings)



Workplace  
recommendation  
panel guide

# Supporting the registration process

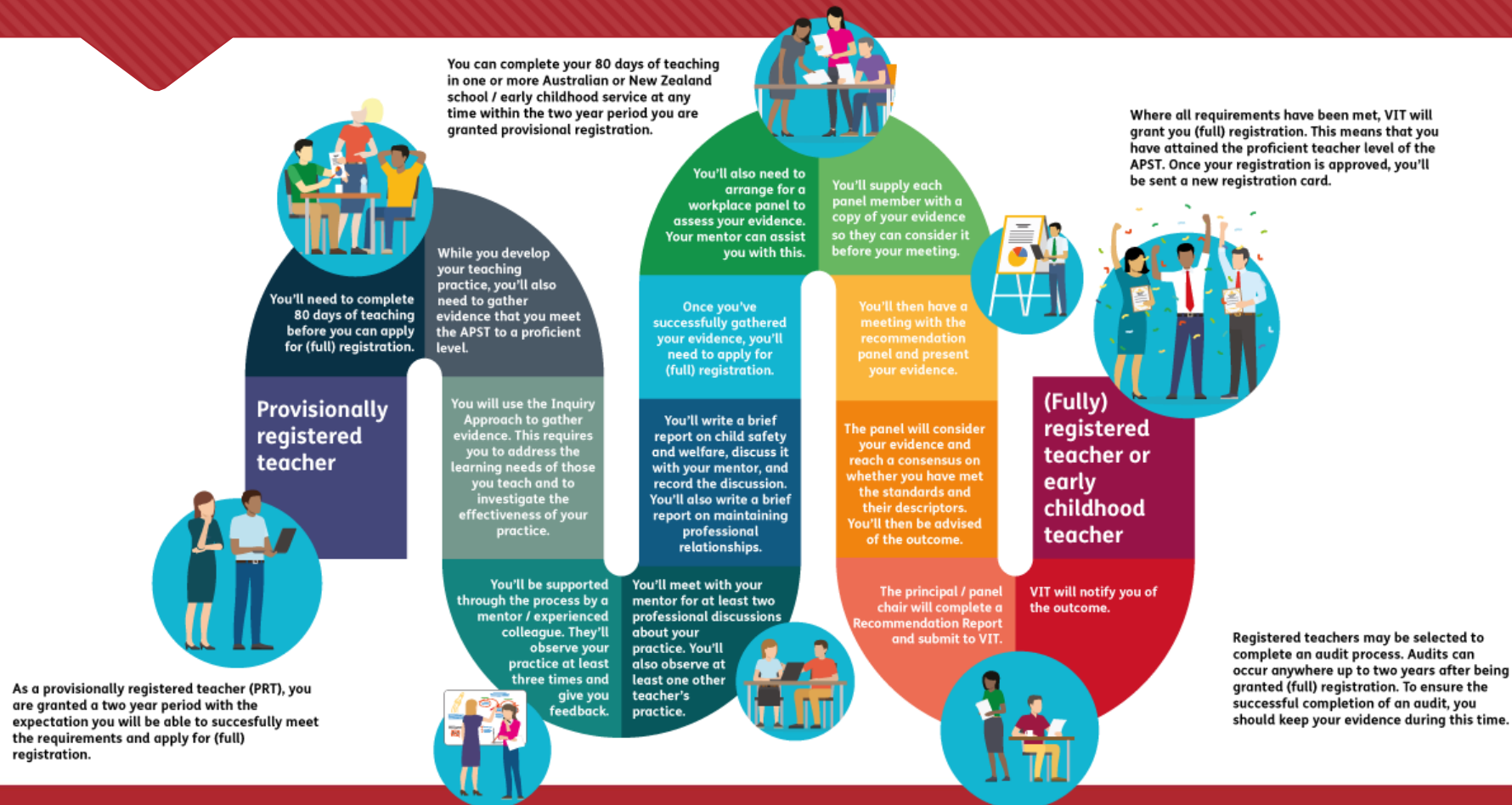


# Provisional teacher / early childhood teacher registration

- 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



# Australian Professional Standards for Teachers



PROFESSIONAL KNOWLEDGE		PROFESSIONAL PRACTICE			PROFESSIONAL ENGAGEMENT	
1	2	3	4	5	6	7
Know learners and how they learn	Know the content and how to teach it	Plan for and implement effective teaching and learning	Create and maintain supportive and safe learning environments	Assess, provide feedback and report on learning	Engage in professional learning	Engage professionally with colleagues, parents / carers and community
learners' physical, social and intellectual development and characteristics to improve their learning.	develop engaging teaching activities.		learning activities.	learning.	learning needs.	settings.

<p><b>1.1 Strategies for teaching</b> Design and implement effective teaching activities that are responsive to the local community and cultural setting. Identify background and histories of learners and how this shapes their learning.</p> <p><b>1.2 Differentiate teaching to meet the specific learning needs of all learners across the full range of ability</b> Develop teaching activities and strategies that meet the specific learning needs of all learners across the full range of ability.</p> <p><b>1.3 Strategies to support full participation of learners with disability</b> Design and implement teaching activities that support the learning and participation of learners with disability, and address support and appropriate requirements.</p>	<p><b>2.1 Understand and respect Aboriginal and Torres Strait Islander people to ensure respectation between Indigenous and non-Indigenous Australians</b> Provide opportunities for learners to develop understanding of and respect for Aboriginal and Torres Strait Islander knowledge, culture and languages.</p> <p><b>2.2 Literacy and numeracy strategies</b> Apply knowledge and understanding of effective teaching strategies to support learners' literacy and numeracy achievement.</p> <p><b>2.3 Information and Communication Technology (ICT)</b> Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content, support and resources available.</p>	<p><b>3.1 Select and use resources</b> Select and use a range of resources including ICT, to engage learners in their learning.</p> <p><b>3.2 Use effective communication skills</b> Use effective verbal and non-verbal communication strategies to support understanding, participation, engagement and achievement of learners.</p> <p><b>3.3 Establish and improve teaching programs</b> Evaluate personal teaching and learning programs using evidence, including feedback and assessment data from learners, to inform planning, reflection and improvement.</p> <p><b>3.4 Engage parents / carers in the education process</b> Plan for opportunities and communication for parents / carers to engage in their children's learning.</p>	<p><b>4.1 Maintain safety of learners</b> Ensure the wellbeing and safety of learners within the learning environment by implementing curriculum and pedagogical requirements.</p> <p><b>4.2 Use ICT safely, responsibly and ethically</b> Implement strategies to ensure the safe, ethical and responsible use of ICT in learning and teaching.</p>	<p><b>5.1 Interpret data from learners</b> Use assessment data from learners to inform and improve understanding of learners, including learning progress and needs, and to inform teaching practice.</p> <p><b>5.2 Report on achievement of learners</b> Report clearly, accurately and transparently to learners and parents / carers about achievement, making use of evidence and student records.</p>	<p><b>6.1 Apply professional learning and improve teaching practice</b> Engage in professional learning programs designed to improve teaching practice.</p>	<p><b>7.1 Engage with professional standards, networks and broader communities</b> Participate in professional and community networks and forums to broaden knowledge and improve practice.</p>
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The Victorian Institute of Teaching acknowledges the diversity of teaching contexts and uses inclusive language to describe the professional standards for teachers.

# Getting to know the Standards

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

What is the difference between the Graduate and Proficient Standards?

## Activity: Standards 1-6

**Look at the nominated standard and choose one or two descriptors**

- What would you see a proficient teacher do to address this descriptor?
- How would you evidence proficient practice of the descriptor?

Each table report back on one of the descriptors you discussed.

# Evidence documents

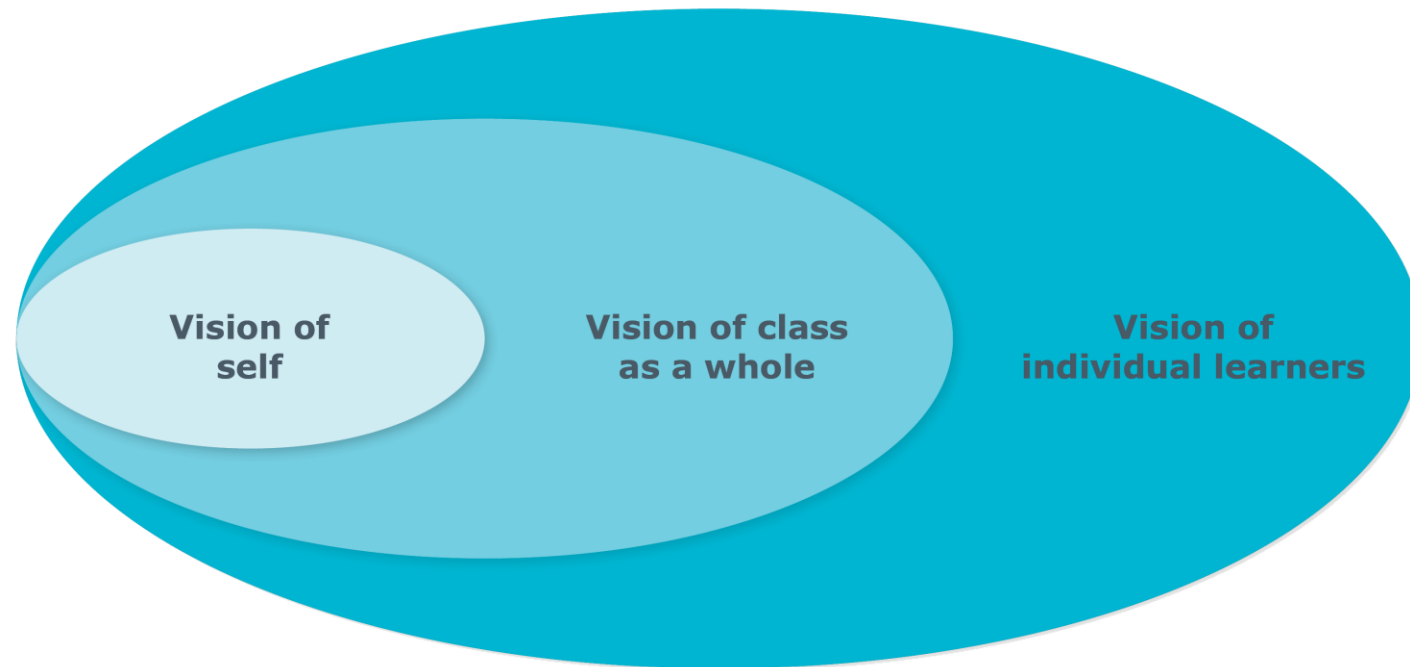
- evidence documents
- planning documents – lesson plans, unit plans, plans for learning and play
- observation records
- assessment data – formal and informal
- meeting logs / minutes (authentic)
- transition statements
- individual learning plans / individual behaviour management plans
- learner work samples – annotated
- records of professional conversations, notes
- VEYDLF learning outcome markers
- class newsletters, photos, videos, blogs.



What is adaptive expertise?

# Understanding beginning teachers

Expanding vision of  
beginning teachers



# The inquiry approach

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





# The inquiry approach

Establish content and context for learning

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# Establish context for learning

- What is the broader school / EC context?
  - What is the class / group context?
  - Who are my focus learners?
  - Why did I choose these focus learners?
- Learning levels and learning characteristics
    - literacy and numeracy level
    - factors affecting learning
    - other relevant data.



# Focus learners

**Choose 3 or 4 (2 if special setting) focus learners to demonstrate the progress of your inquiry.  
Give a context for each learner.**

- **Learner A:** High SES background with very involved parents. She is an only child with advanced skills in reading and writing. Her numeracy skills are at level, but are the weaker area of her skill set. She socialises well and adapts well to change in routine.
- **Learner B:** High SES background, with very involved parents who are concerned for his learning. He appears disinterested in formal learning and is below level in all areas of literacy and numeracy. He socialises well and appears to excel at sporting and physical pursuits.
- **Learner C:** High SES background. The second of 4 children, 2 of whom have diagnosed learning disabilities. She is often tired in the mornings and does not complete suggested home tasks. She is at level for reading, but behind in writing and all areas of numeracy. She finds it difficult to socialise with other learners and prefers to work alone rather in group activities.



# Learners with a disability 1.6

## 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.



# Aboriginal & Torres Strait Islander learners 1.4

- Consider the modifications to the curriculum and / or your practice you will need to make for Aboriginal and Torres Strait Islander learners to access the learning.
- VIT website has advice and links to resources that will assist you in your inquiry.
- VAEAI resources
- Marrung – Aboriginal Education Plan.

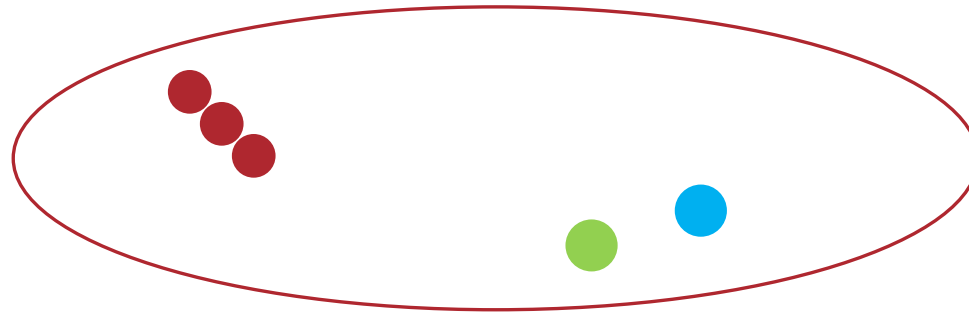


# Focus learner groups + 1.4 & 1.6

## The applicant will need to reference

- 1.4 Aboriginal and Torres Strait Islander learners ●
- 1.6 Learners with a disability. ●

These do not have to be part of their focus learners, they can be referenced separately.





# Aboriginal & Torres Strait Islander learners 2.4

- 2.4 refers to how you can promote understanding and respect for Aboriginal and Torres Strait Islander people to all learners.
- Narragunnawali – Reconciliation Australia
- Think about how you can integrate learning around this area in your classroom topics.
- Victorian Curriculum – VCAA (cross-curriculum priorities).



# Establish content for learning

- 4-6 week program of learning (enough time to assess a program of learning)
- What is the content (knowledge and skills)?
- What is the curriculum that you are using to plan your program of learning?





# The inquiry approach

Define question for inquiry and undertake professional learning

44

# Professional responsibilities

- Professional discussion about child safety and wellbeing (at least 1).
- Brief report and professional discussion describing an overview of your legal obligations in relation to child safety and wellbeing.
- Brief report around how you establish appropriate relationships and maintain professional boundaries with your learners.



# Professional learning

- What research do I need to do before planning for the learners perceived needs?
- Professional discussions about the inquiry (at least 2)
- Observation of mentor or fully registered experienced colleague (at least 1)





# Break

**Please return to your seats promptly for the final session**

**2.30pm – 2.45pm**

# Inquiry question

- What are my learner's needs (based on data and context)?
- How do I know?
- How does this fit with the content of my teaching program?
- Why is this important for my learners?
- Is there a school / centre focus for learning?



# S

## SPECIFIC



Does it encourage deep thinking rather than summarising?

Does it focus on an area of interest in your workplace?

Does it have potential to affect positive change in your classroom?

# M

## MEASURABLE



Can you easily measure the changes in your learners?

Can you easily learn from your successes or failures?

Will the inquiry improve your practice?

# A

## ACHIEVABLE



Is the question complex enough for you to gather information but not too broad to be unmanageable?

Are you interested in the topic?

Can you gather information incidentally?

# R

## REALISTIC



Is the theme contemporary and relevant?

Have you had a discussion with your mentor about the question and supports required?

Is the question appropriate for your selected learners?

# T

## TIMELY



Is the timeframe manageable?

Are you able to complete observations and assessment in the available timeframe?

Do you have adequate time to reflect on the outcomes?

# S

## SPECIFIC

- What particular area does your data and research indicate you should focus on?
- How do you know this is the right area for your next level of work with this group of learners?
- What specific change do you want to see as an outcome of your inquiry?

# M

## MEASURABLE

- How will you measure this outcome?
- What will be your milestone markers?

# A

## ACHIEVABLE

- Is this accessible for all learners?
- Are your expectations challenging and achievable for all?

# R

## REALISTIC

- Will this progress the learner's current needs?
- Will this question allow you to address your desired outcomes and curriculum priorities?
- Is this approach appropriate for your context?

# T

## TIMELY

- Is the timeframe manageable to complete the implementation of your action plan?
- Is this intervention currently needed for your learners

**Inquiry question:**

# Inquiry question

- 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?
- How can the learning environment be adapted to support positive behaviour and engagement in learning and play?
- How do I cater for learners who are disengaged with the learning experience?
- By what method can I manage the emotional well being of children during play to ensure learning occurs?

Think about a group of learners who you are working with. What is the next topic? Use the SMART template to assist you in formulating an Inquiry question for this group.







# The inquiry approach

Apply knowledge to teaching practice through action plan

52

# Preparing for the action plan

**“A clear vision, backed by definite plans, gives you a tremendous feeling of confidence and personal power”.**

Brian Tracy – motivational speaker & self development author.

- research & professional learning
- data
- learning intentions / outcomes
- resources
- strategies
- activities
- assessment (multiple forms)
- evidence of learning
- safety & inclusion considerations
- reflection process.



# Making the wish happen – let's plan!

- Take your action plan templates.
- Have a go at putting together your own action plan for the question you formulated earlier.
- Note any challenges that you encounter.
- How would you explain this process to your PRT?





# The inquiry approach

Implement action plan

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# Implementing an action plan

- implementation over 4-6 weeks (depending upon teaching context)
- observation of PRT's practice (at least 3 times)
- gather evidence of proficiency against the APST including annotated work samples
- ensure that when things start to deviate from the plan (and they will), you consider your options from your plan, consult your colleagues and be open and adaptable.







# The inquiry approach

Evaluate effectiveness of practice – assess and reflect

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# Evaluating effectiveness of practice

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



# Documenting evidence

## The template: a framework for documenting evidence

- to assist in organising and collating evidence
- to ensure all standards descriptors are addressed
- sections can be annotated or modified to suit.

**4. EVIDENCE OF PROFESSIONAL PRACTICE FOR (FULL) REGISTRATION**

**1. CONTENT AND CONTEXT FOR LEARNING**

**1A. THE LEARNERS**  
My learners and research I selected them (including those with a disability)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**1B. LEARNING CONTEXT**  
The range of learning levels of my selected learners, and how I know this

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Factors affecting learning of my selected learners and how I address in my planning

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

PITs guide to the evidence-based process for full registration

# Panel composition

School setting	Early childhood setting
<ul style="list-style-type: none"><li>○ VIT registered principal</li><li>○ Registered school teacher or EC teacher who has completed an EMP or VIT program</li><li>○ Registered school teacher or EC teacher colleague nominated by the PRT who is familiar with their work</li></ul>	<ul style="list-style-type: none"><li>○ Registered EC teacher</li><li>○ Registered EC teacher or school teacher who has completed an EMP or VIT program</li><li>○ Registered EC teacher or school teacher colleague nominated by the PRT who is familiar with their work</li></ul>

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

# Common issues

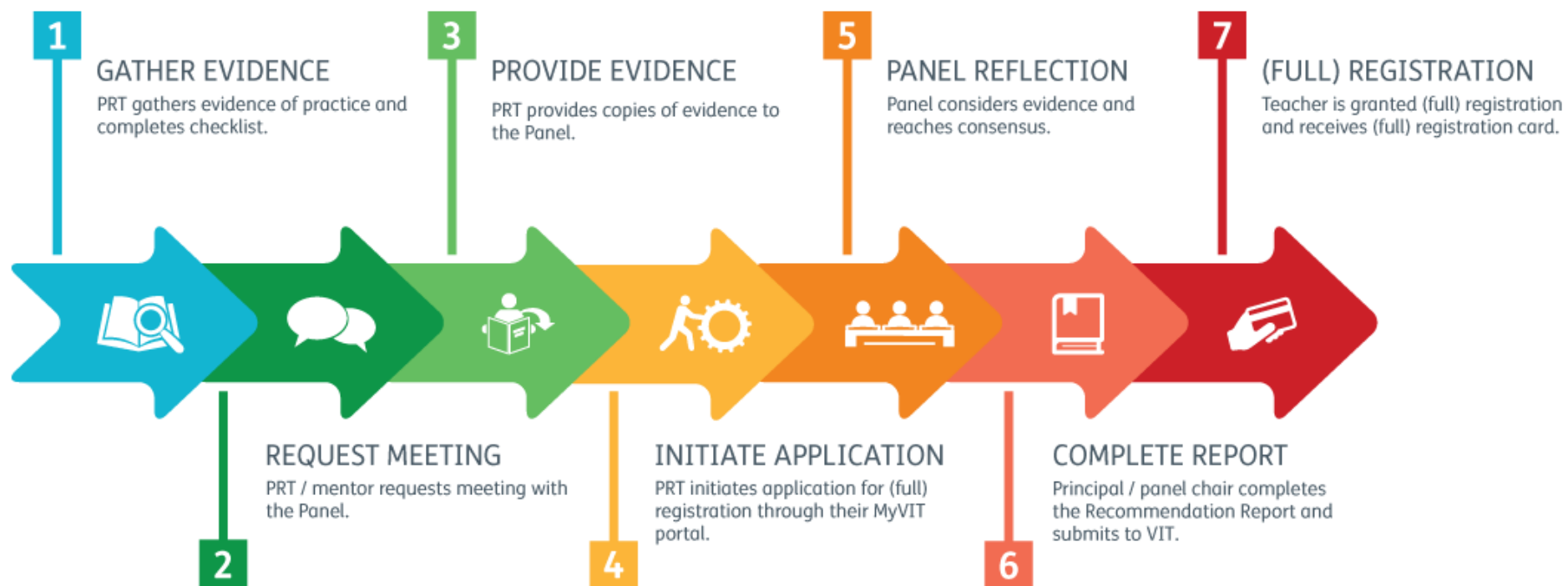
2019 audit data – most common reasons for not meeting requirements for full registration

- 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

# Moving to (full) registration



Teachers may be subject to an audit process. **62**



# Code of Ethics and Code of Conduct

One of the hallmarks of a profession is adherence to publicly affirmed ethical standards.



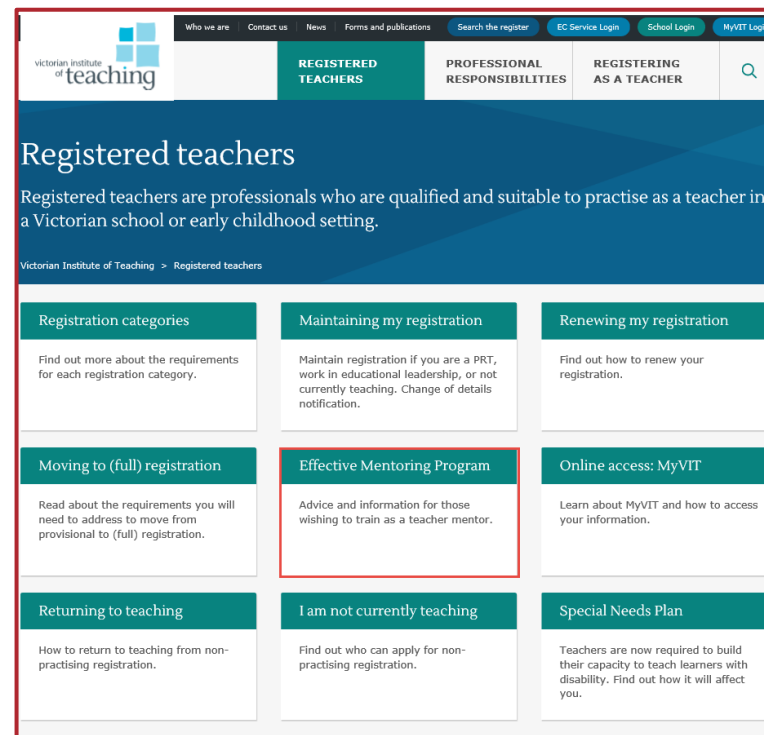
# Code of Ethics and Code of Conduct



# Questions?

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

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



# Post-Day 1 online module

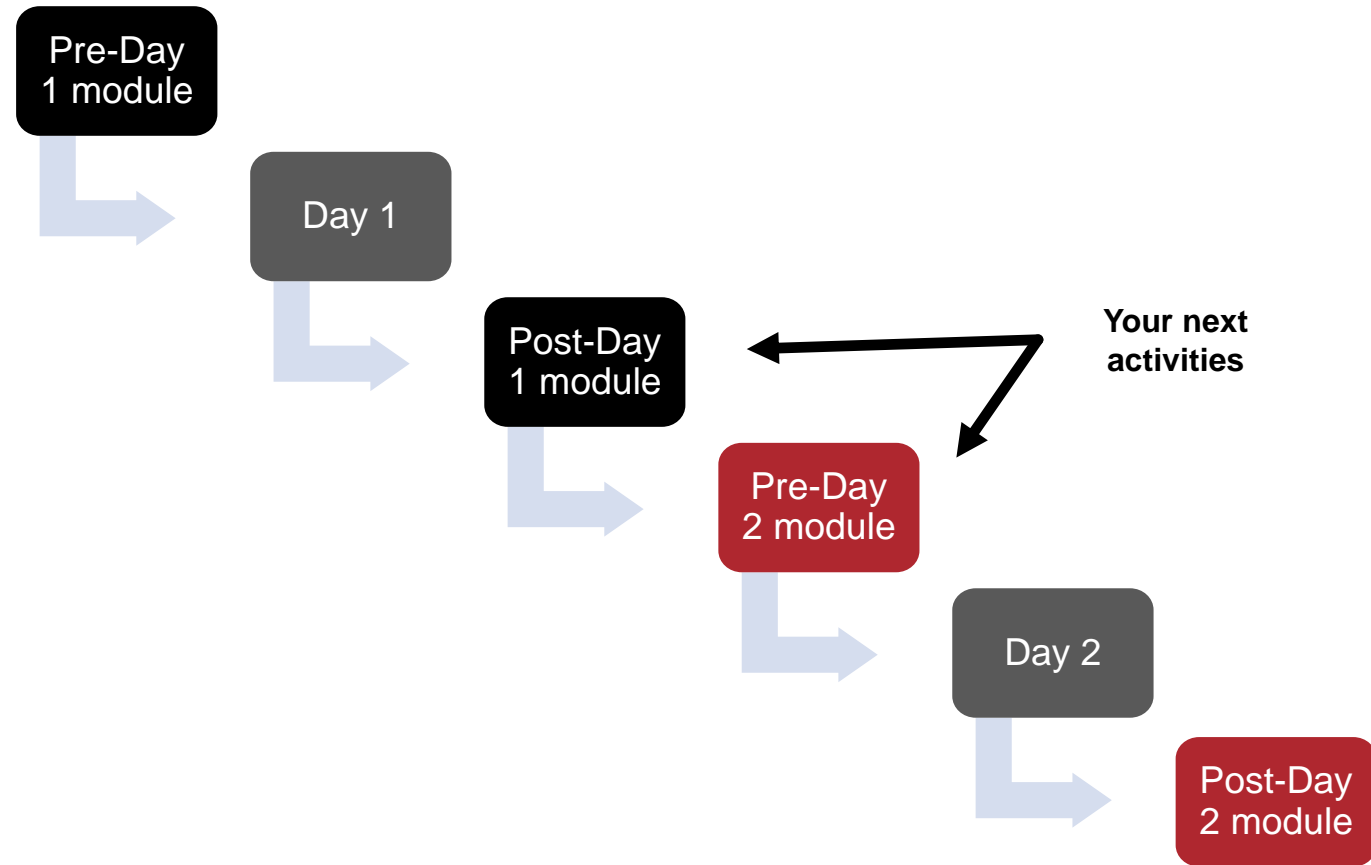
- 1. Mentoring Practice:** Work with your mentee or volunteer early career teacher(s). As a minimum, hold regular mentoring conversations with your mentee – could be more and could also include other activities (shadowing, observations, shared resources, etc).
- 2. Complete Reading 4:** Professional Conversations – From Understanding to Evidence
- 3. Mentoring Journal:** update with further reflections
- 4. Action Plan:** Refine your Action Plan and start to implement.

# 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 6: Classroom Observation as a means of supporting professional learning**
- 3. Code of Ethics and Code of Conduct** – discuss with your PRT about any principles from the 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.

# Preparing for Day 2

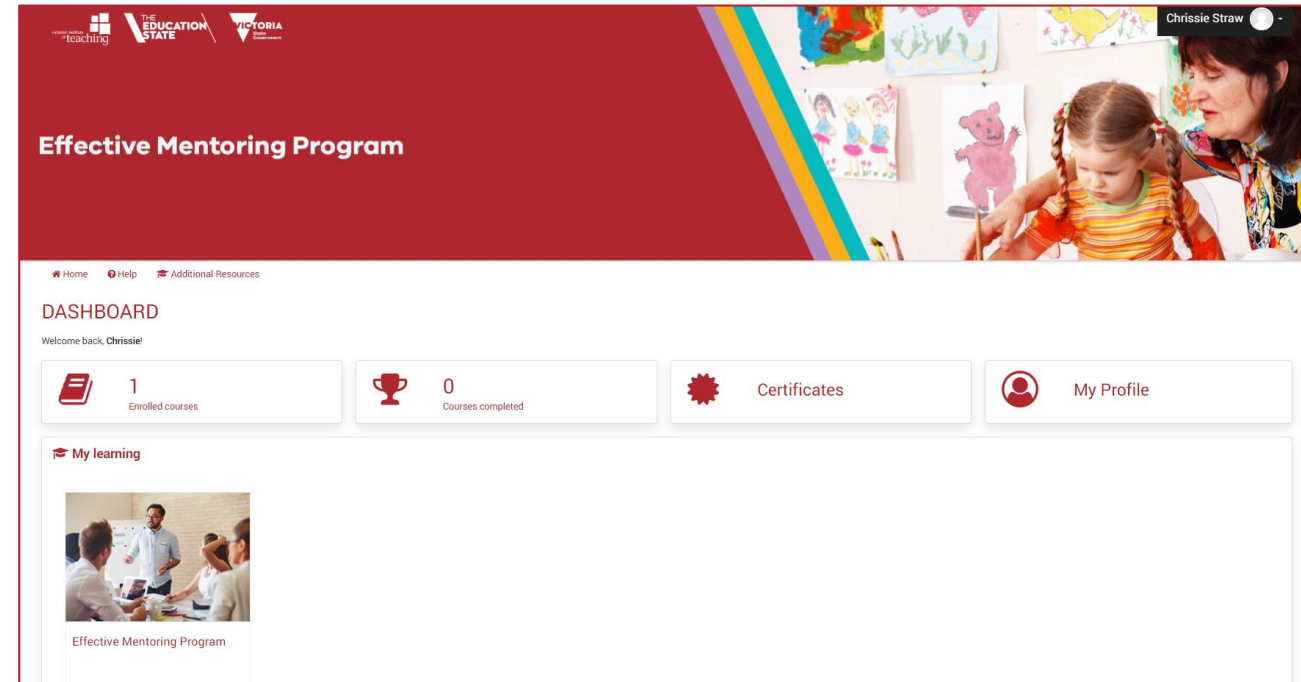




# CELMS and other resources




- AITSL's "My Induction App"
- Induction Portal (*edugate*)
- CELMS



# Evaluation



▶ EARLY CHILDHOOD BASED PROGRAM OVERVIEW	Your progress ?
▶ 1.1 DAY 1 PRE-COURSE	
▶ 1.2 DAY 1 - DAY 1 WORKSHOP	
▶ 1.3 DAY 1 POST-COURSE	
▶ DAY 1 EVALUATION SURVEY	

 Day 1 Evaluation Survey



TELL US WHAT  
YOU THINK

▶ 2.1 DAY 2 PRE-COURSE
▶ 2.2 DAY 2 PRESENTATION
▶ 2.3 DAY 2 POST-COURSE
▶ DAY 2 EVALUATION SURVEY
▶ CERTIFICATE OF COMPLETION

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# Thank You