Effective Mentoring Program
Early Childhood
Day 1
The Effective Mentoring Program

Day 1

Pre-Day 1 module

Post-Day 1 module

Pre-Day 2 module

Day 2

Post-Day 2 module

We are here.
How today will run...

- Welcome, Introductions and Course Overview
- Understanding Mentoring
- VIT Registration Process
- The Inquiry Cycle
- Mentoring Capability Framework
- Mentoring in Practice
- Action and Evaluation
Course requirements so far

- Attendance at Day 1
- Three short professional readings followed by your reflection
- Reading and becoming familiar with the Mentoring Capability Framework for Early Childhood Education and Care

Downloaded documents on your device

- Mentoring Capability Framework for Early Childhood Education and Care
- 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
Mentoring at Moreland Community Child Care
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
- 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.
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

<table>
<thead>
<tr>
<th>1.1 Physical, social and intellectual development and characteristics of learners</th>
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## Professional Practice

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## Professional Engagement

| 1.1 Identify and plan professional learning needs |
| 2.1 Meet professional ethics and responsibilities |

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Use teaching strategies based on knowledge of learners' physical, social and intellectual development and characteristics to improve their learning. Use knowledge of content and teaching strategies of the teaching area(s) to develop engaging teaching activities. Set explicit, challenging and achievable learning goals for all learners. Establish and implement inclusive and positive interactions to engage and support all learners in learning activities. Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess learning. Use the APST and advice from colleagues to identify and plan professional learning needs. 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**

- **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.

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

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

You will be supported through the process by a mentor / experienced colleague. They will observe your practice at least three times and give you feedback.

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

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

You’ll then have a meeting with the recommendation panel who’ll present your evidence.

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

The principal / panel chair will compile a recommendation report. You’ll review the report in your MyVIT portal, and submit it to VIT.

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

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.

Provocatively registered teacher

(Fully) registered teacher or early childhood teacher

VIT will assess your application. You may be selected for audit. If you are audited, you will need to submit your evidence to VIT.
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 – early childhood

- planning documents – daily, routine, learning and play
- observation records and learning plans
- meeting logs
- records of learning and development that show an individual child’s learning interests and abilities
- learner work samples – annotated
- records of professional conversations, notes
- witness reports – from mentor / teaching colleagues
- 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.
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.
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 – early childhood

- How can I enable better parent participation with regards to their child’s diverse learning abilities?
- By what method can I manage the emotional well being of children during play to ensure learning occurs?
- Through which aspect of learning and play can I extend problem solving?
- What resources, and their application, will enable me to scaffold learner’s higher order thinking and problems solving?
- How can the learning environment be adapted to support positive behaviour and engagement in learning and play?
- How can I cater for the diversity of learning needs?
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

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
Documenting evidence

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 the 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>- VIT registered principal</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 teacher colleague nominated by the PRT who is familiar with their work</td>
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</table>
Registered teachers

Registered teachers are professionals who are qualified and suitable to practise as a teacher in a Victorian school or early childhood setting.

mentors@vit.vic.edu.au

prt@vit.vic.edu.au
Introducing the Mentoring Capability Framework for Early Childhood Education and Care

Domain 2: Professional Identity

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

<table>
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<td>Relate the mentors understanding of the National Quality Framework, Learning Principles, operative philosophy and values and support the mentor to put these into practice by critically reflecting on their practice and developing a plan to support the implementation of these values in practice.</td>
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<td>Support the mentor to implement the Victorian Institute of Teaching Learning Cycle or any other professional learning plan, design the mentorship goals and methods for collecting evidence and data that are personalised to the mentors development priorities.</td>
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<td>Use the Australian Professional Standards for Teachers to affirm the mentor’s progress towards the achievement of standards for professional practice.</td>
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<td>Observe the mentor’s practice and provide timely and targeted feedback and identify areas of support for the achievement of developmental goals.</td>
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Reference
Understanding the Mentoring Capability Framework for Early Childhood Education and Care 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

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
- ECA Code of Ethics
- VEYLDF Practice Principles
- Mentoring Capability Framework
- NQS Quality Area: STANDARD 4.2 PROFESSIONALISM
- Australian Professional Standards Standards at the Proficient Teacher Level
- APST from Graduate to Proficient Teacher Level

Effective Mentoring Program - Early Childhood Day 1 - V1.0
1. **Identify priority** descriptors from the Mentoring Capability Framework for Early Childhood Education and Care 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 task.

Pre-Page 1 module

Day 1

Post-Day 1 module

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. **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 on CELMS as a way of sharing your experiences.

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
Connecting early childhood mentors and provisionally registered teachers

Online map

Add yourself to the map
www.surveymonkey.com/r/EMPmentormap