2019 Effective Mentoring Program
Refresher Program
How today will run…

Welcome, Introductions and Program Overview

Effective Mentoring

Registration Requirement

Inquiry Cycle

Mentoring Capability Framework

Your Mentoring Skills

Action and Evaluation
CELMS – Learning Management System
**CELMS - Learning Management System**

**Course requirements**
- Attendance at Workshop
- Two short professional readings
- Familiarisation with the Mentoring Capability Framework
- Complete the MCF Self Assessment

**Downloaded documents** on your device
- Mentoring Capability Framework (pp1-12)
- 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.
In groups of 3, introduce yourselves and share your experience and understanding of mentoring

- **WHAT** is mentoring?
- **HOW** do effective mentors live their role?
The Benefits of 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
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.
## The value of mentoring

<table>
<thead>
<tr>
<th>PRT...</th>
<th></th>
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<tbody>
<tr>
<td>Beneficial changes to teaching</td>
<td>83%</td>
</tr>
<tr>
<td>Changed aspects of classroom practice for the better</td>
<td>84%</td>
</tr>
<tr>
<td>Allowed me to see what good professional practice looks like</td>
<td>87%</td>
</tr>
<tr>
<td>Likely to stay in teaching</td>
<td>72.25</td>
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</table>

<table>
<thead>
<tr>
<th>Mentor...</th>
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<tbody>
<tr>
<td>Culture of skill and knowledge transfer</td>
<td>71%</td>
</tr>
<tr>
<td>More motivated as a teacher</td>
<td>76%</td>
</tr>
<tr>
<td>Advocate for professional mentoring practice at school</td>
<td>76%</td>
</tr>
</tbody>
</table>
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
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)
Updates

• Provide evidence of all 37 descriptors of the APST
  ➢ 1.6
  ➢ 1.4

• Professional and Ethical responsibilities
  ➢ 4.4, 7.1, 7.2

• Recommendation Panel Guidelines
Australian Professional Standards for Teachers

<table>
<thead>
<tr>
<th>PROFESSIONAL KNOWLEDGE</th>
<th>PROFESSIONAL PRACTICE</th>
<th>PROFESSIONAL ENGAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Physical, social and intellectual development and characteristics of learners</td>
<td>2.1 Content and teaching strategies of the teaching area(s)</td>
<td>6.1 Identify and plan professional learning needs</td>
</tr>
<tr>
<td>Use teaching strategies based on knowledge of learners' physical, social and intellectual development and characteristics to improve their learning.</td>
<td>3.1 Establish challenging learning goals</td>
<td>7.1 Meet professional ethics and responsibilities</td>
</tr>
<tr>
<td>2.1 Content and teaching strategies of the teaching area(s)</td>
<td>3.1 Establish challenging learning goals</td>
<td>5.1 Assess learning</td>
</tr>
<tr>
<td>Apply knowledge of content and teaching strategies of the teaching area(s) to develop engaging teaching activities.</td>
<td>4.1 Support participation of learners</td>
<td>6.1 Identify and plan professional learning needs</td>
</tr>
<tr>
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<td>7.1 Meet professional ethics and responsibilities</td>
</tr>
<tr>
<td>Set explicit, challenging and achievable learning goals for all learners.</td>
<td>5.1 Assess learning</td>
<td>6.1 Identify and plan professional learning needs</td>
</tr>
<tr>
<td>4.1 Support participation of learners</td>
<td>Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess learning.</td>
<td>5.1 Assess learning</td>
</tr>
<tr>
<td>Establish and implement inclusive and positive interactions to engage and support all learners in learning activities.</td>
<td>5.1 Assess learning</td>
<td>Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess learning.</td>
</tr>
<tr>
<td>5.1 Assess learning</td>
<td>6.1 Identify and plan professional learning needs</td>
<td>Use the APST and advice from colleagues to identify and plan professional learning needs.</td>
</tr>
<tr>
<td>6.1 Identify and plan professional learning needs</td>
<td>7.1 Meet professional ethics and responsibilities</td>
<td>Meet codes of ethics and conduct established by regulatory authorities, systems and education settings.</td>
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</tbody>
</table>
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
Getting to know the Standards

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

Activity: Standards 1-6
- differentiation
- what will you see...how could this be evidenced?
- ‘make, do, say and write’.
Evidence

FOUR TYPES of directly observable evidence of learning

Writing

Making

Saying

Doing

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

- 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.
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’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, you’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 be supported through the process by a mentor / experienced 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.

The principal / panel chair will complete 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 obtained 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.

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

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

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.
Code of Ethics and Code of Conduct

One of the hallmarks of a profession is adherence to publicly affirmed ethical standards.
Is there a situation here?

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

What would your conversation with this PRT be?

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

What would you do if the advice is ignored?
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 and two examples of how you have implemented these obligations.

- 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
The Inquiry Approach

To gather evidence of practice to meet the standards...
# Opportunities for demonstrating APST through Inquiry Approach

<table>
<thead>
<tr>
<th>Professional Knowledge</th>
<th>Professional Practice</th>
<th>Professional Engagement</th>
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</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>Descriptors 5.1 – 5.5</td>
</tr>
<tr>
<td>4. Create and maintain supportive and safe learning environments</td>
<td>Descriptors 4.1 – 4.5</td>
<td>Descriptors 5.1 – 5.5</td>
</tr>
<tr>
<td>5. Assess, provide feedback and report on student learning</td>
<td>Descriptors 5.1 – 5.5</td>
<td>Descriptors 7.1 – 7.4</td>
</tr>
<tr>
<td>Establishing content and context for learning</td>
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<tr>
<td>Professional conversations</td>
<td>1.1 1.2 1.3 1.4 1.5 1.6</td>
<td>6. Engage in professional learning</td>
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<tr>
<td>The question for inquiry and professional learning</td>
<td>2.1 2.2 2.3 2.4 2.5 2.6</td>
<td>Descriptors 6.1 – 6.4</td>
</tr>
<tr>
<td>1. Observe colleagues’ practice</td>
<td>3.1 3.2 3.3 3.4 3.5 3.6</td>
<td>Descriptors 7.1 – 7.4</td>
</tr>
<tr>
<td>2. Observe colleagues’ practice</td>
<td>3.7 6.1 4.2 4.3 4.4 4.5</td>
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<td>5.1 5.2 5.3 5.4 5.5</td>
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<td>Evaluating the effectiveness of practice</td>
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The Inquiry Approach

Implement an Action Plan

• 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).
Evidence of professional practice

Checklist

- Supporting Provisionally Registered Teacher (pg 26)
- Final check by PRT and mentor before workplace panel
Short guide to referencing the standards

Purpose: final check before submitting to panel (pg 36)

Have all descriptors been evidenced?
- reference to page numbers and documents
- copies to panel for their information prior to meeting.
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.
Sample of evidence: Activity

In pairs
• what descriptors do you see evidenced?
• annotate on ‘short guide to referencing the standards’

As a table
• Panel-discuss the evidence

As a group
• discuss mentor’s role during each phase
• feedback – what are the takeaways?
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>• VIT registered EC teacher</td>
</tr>
<tr>
<td>• VIT registered teacher who has completed an EMP or VIT program</td>
<td>• VIT registered teacher who has completed an EMP or VIT program</td>
</tr>
<tr>
<td>• VIT registered colleague nominated by the PRT who is familiar with their</td>
<td>• VIT registered EC or Teacher colleague nominated by the PRT who is familiar with their work</td>
</tr>
<tr>
<td>work</td>
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</tbody>
</table>
Introducing the Mentoring Capability Framework

Effective Mentoring

Domain 2: Mentor Expectations and Behaviours
- Articulates, models and supports the mentee 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.
- Supports the mentee 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 mentee’s development priorities.
- Observes the mentee’s practice and provides timely and targeted feedback and identifies sources of support for the achievement of developmental goals.

Domain 2: Mentee Expectations and Behaviours
- 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.
- Takes an active role in collaborating 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 the school’s Annual Improvement Plan (AIP) to develop 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.

Domain 2: School Expectations and Behaviours
- Principals and school leaders lead a culture in which professional standards for behaviour are understood, role modeled, 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 to 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?
In pairs, discuss the expectation and behaviour you plan to use as a focus

Discuss the evidence that you used in your assessment of that expectation and behaviour

Together (using mentoring skills) consider the following questions:

- What is it about my context and that of my mentee that made me choose this particular focus?
- What issues might I need to address in order to develop my practice in this area?
- What learning might I need to undertake?
- What resources should I seek out?
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?
How Leaders Support Mentoring
Balloons and weights
CELMS and other resources

- AITSL’s “My Induction App”
- Induction Portal
- CELMS
# Evaluation

Tell us what you think

## General

### Feedback Survey

- Refresher Program Participant Feedback Survey
Remember to download all of your files from CELMS