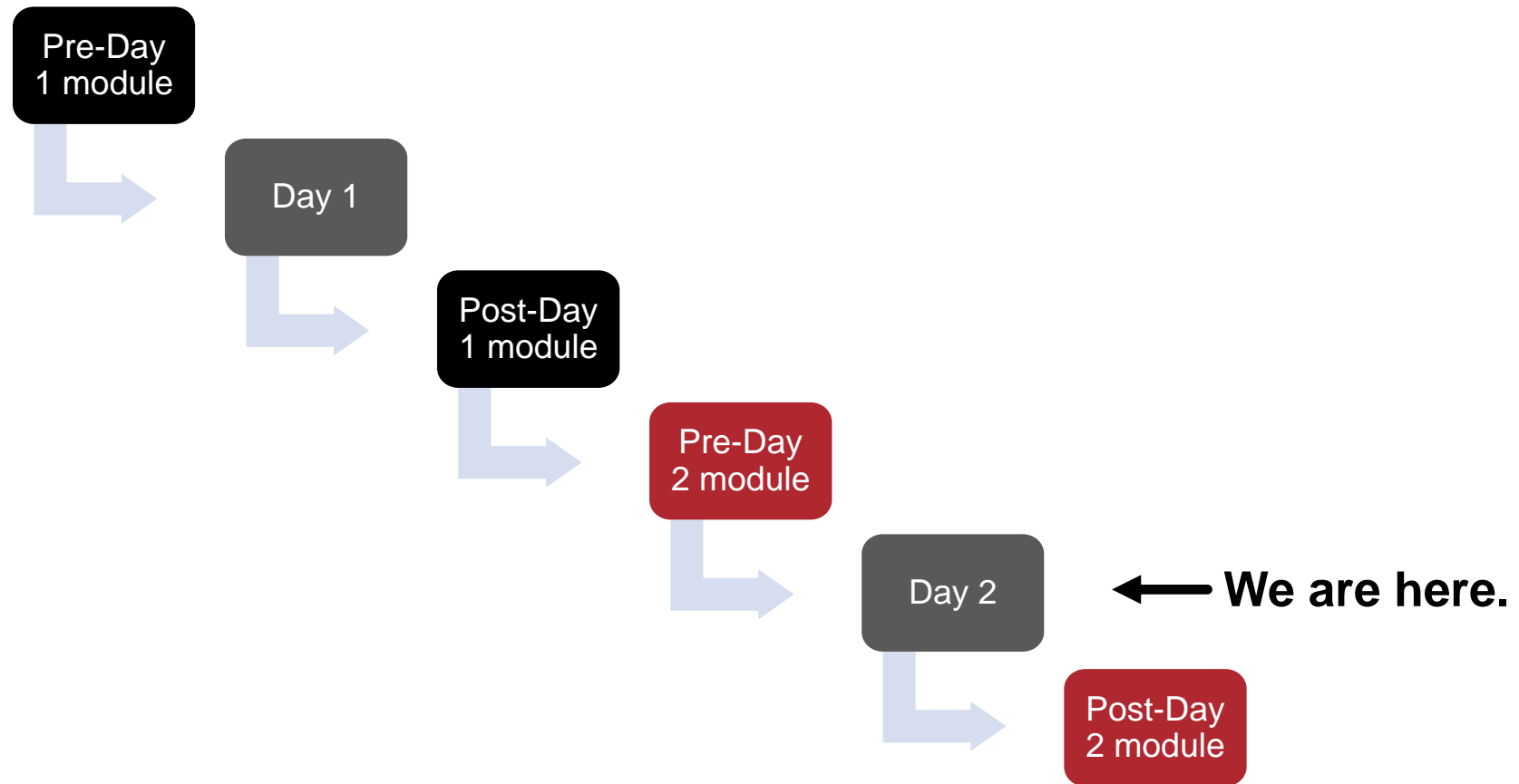


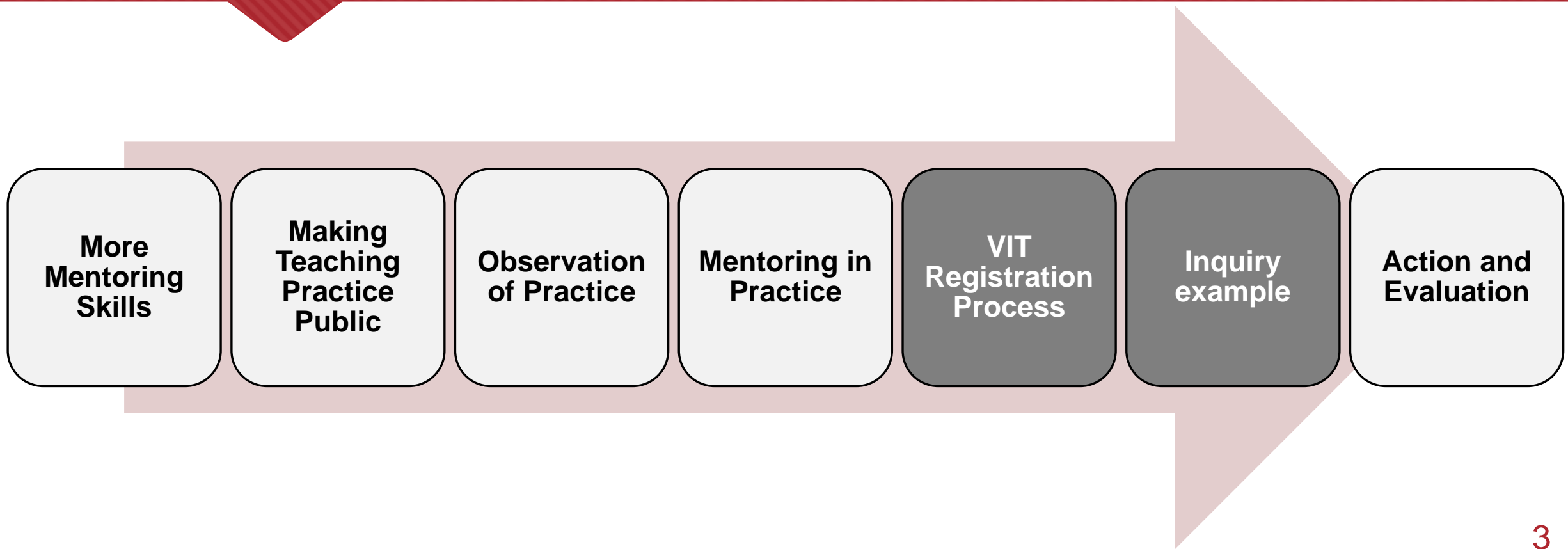
2020 Effective Mentoring Program Combined Program (School and Early Childhood) Day 2



2020 Effective Mentoring Program



How today will run...



Course requirements



Course requirements since Day 1

- Mentoring practice with your PRT/volunteer
- Identify one mentoring challenge and post to CELMS
- Readings 4 and 6
- Work on your Mentoring Plan
- Discuss the Code of Conduct with your PRT
- Read and discuss with your PRT the Supporting Provisionally Registered Teachers Guide
- Attendance at Day 2

Reflecting on your Mentoring Plan

1. **Identify priority** descriptors from the Mentoring Capability Framework that may 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>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?</p>	
<p>Actions: What actions (2-3) will you take to develop your practice?</p>	
<p>Resources and supports: What resources or supports will you need to implement these actions and by when?</p>	
<p>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?</p>	

Professional Stance: using metaphor as a provocation for reflection



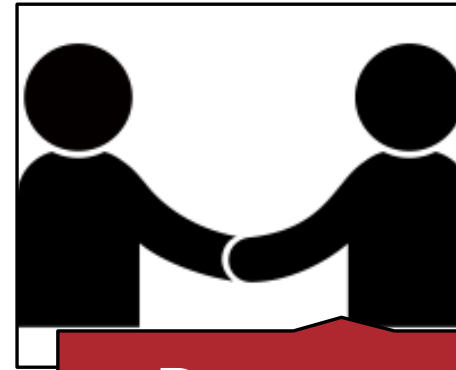
Conductor



Gardener



Enforcer



Partner



LifeGuard

We each bring a professional stance to the ways in which we work with others, which reflects our values, priorities, assumptions and what we believe to be important.
This influences what we say and do and how we work with those around us.

A Reflective Guide to Mentoring and being a Teacher Mentor by EdPartnerships International, commissioned by the Victorian Department of Education and Early Childhood Development (2014)

Teaching as public practice



Understanding the importance of observation of practice.

Observation of practice is a crucial part of professional growth and contributes to;

- A culture of continuous improvement
- Creating a learning organisation
- The recognition of effective and exemplary practice
- Shared understandings in a community of practice
- Building confident and informed beginning teachers.

Resources: Teacher tip: Peer observation, feedback and reflection

<https://www.education.vic.gov.au/school/teachers/classrooms/Pages/approachesppnpeerobstip.aspx>

Observing practice

Having agreed the purpose for observing practice, what are the practicalities?

1. Structure – what elements make up an observation?
2. Focus – what aspect of the lesson are you particularly interested in?
3. Documentation – how is the observation recorded, by whom, confidentiality, what happens to the record?
4. Feedback and reflection – what can we learn from the observation?

Re-connecting with the Mentoring Capability Framework

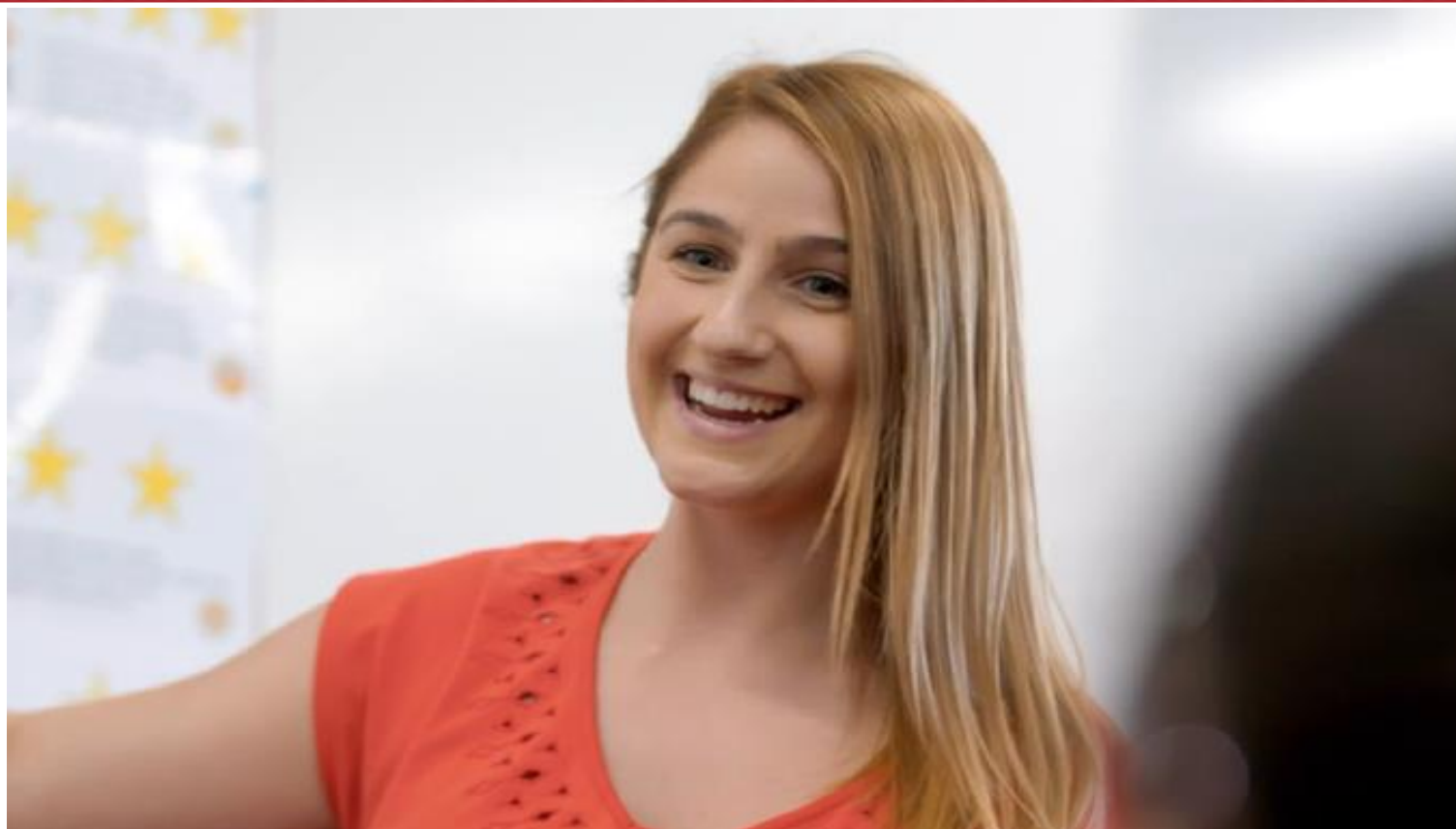


Balloons and weights



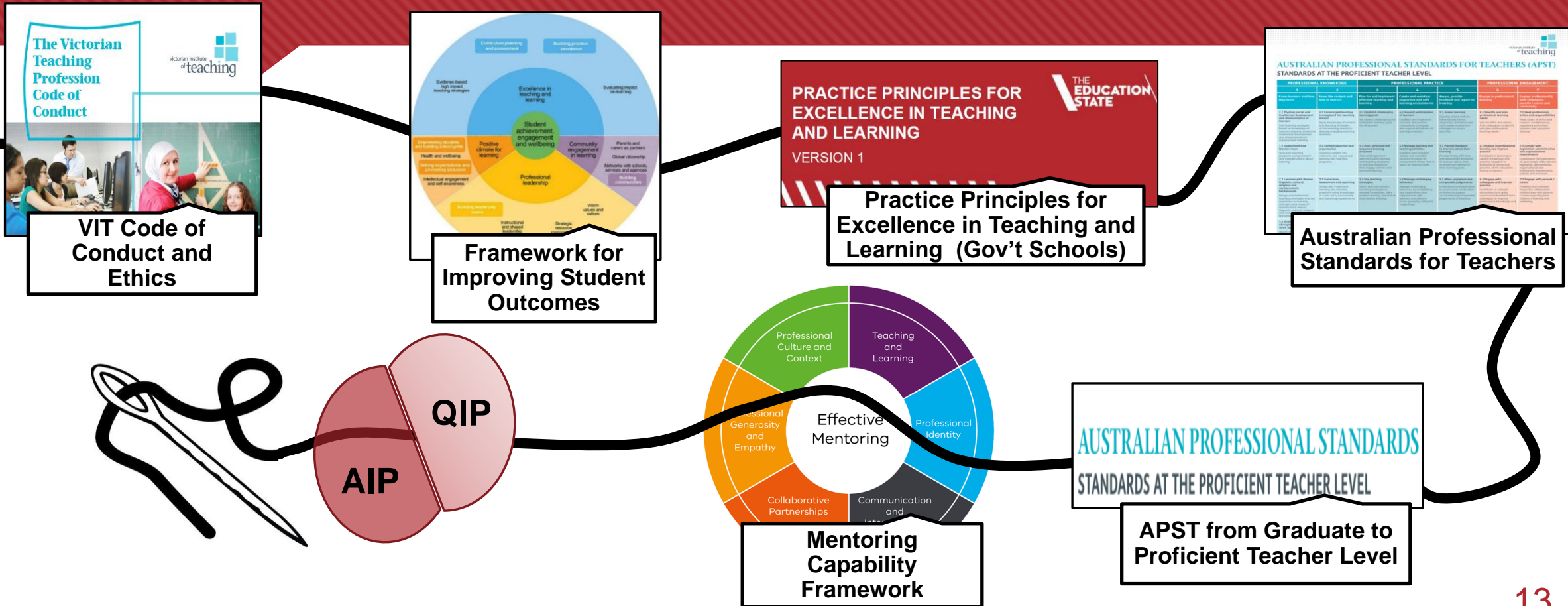
DET video

How Leaders Support Mentoring



12

Connections - from principles to practice



Connections – from principles to practice



Morning Tea

15

Our progress so far...

- What is mentoring? And what is it not?
- How do effective mentors live their role? The good mentor
- The Mentoring Capability Framework: three perspectives – mentor, mentee, school
- The core mentoring skills – EI, listening, trust, rapport
- Giving and receiving feedback & evidence-informed conversations – with great questions
- Public rather than private practice – the place of observation
- The skill of making the implicit explicit: from principle to practice

Applying your learning

Feedback is a gift.

Ideas are the currency of
our next success.

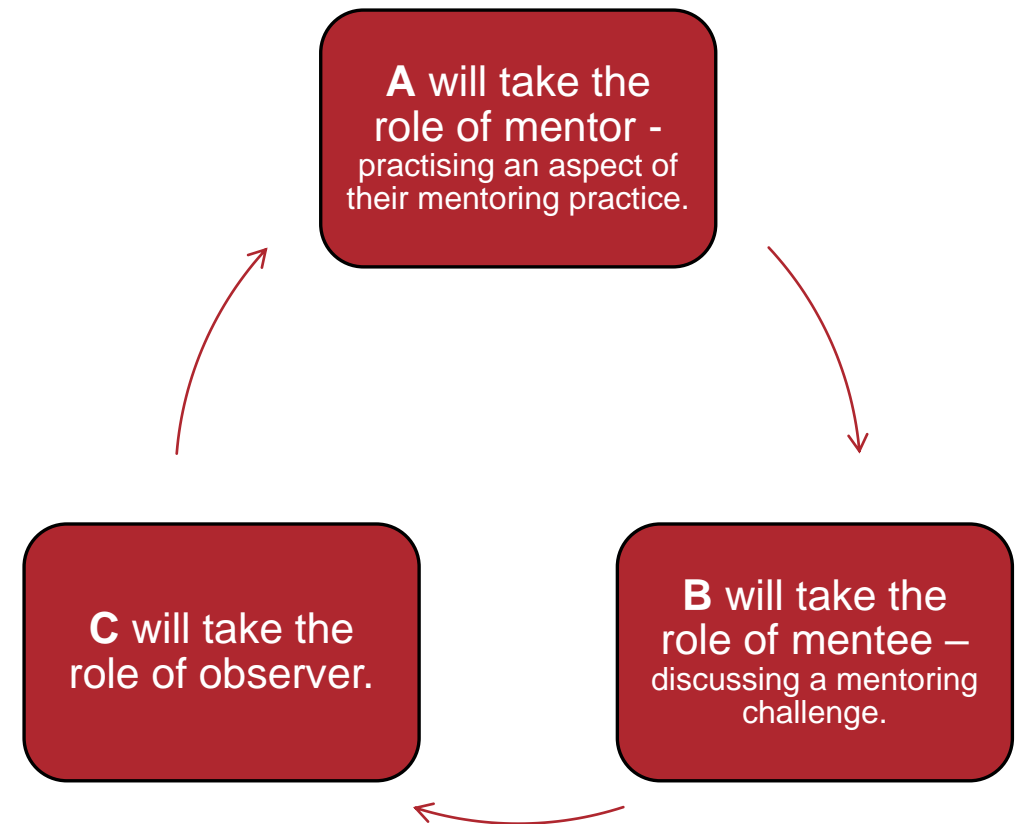
Let people see you value
both feedback and ideas.

Jim Trinkka and Les Wallace



Mentoring practice

- In your triad decide who is **A**, **B** and **C**.
- **A** will take the role of mentor – practising an aspect of their mentoring practice.
- **B** will take the role of mentee – discussing a challenge in their mentoring practice.
- **C** will take the role of observer and will offer professional feedback to A
- There will be 3 rotations so everyone will take the roles in turn.
- **This is a mentor to mentor conversation**



Your next steps...

- Extend and/or refine your action plan in terms of the MCF
- Apply your further learning
- Decide the next 2 or 3 actions for your Mentoring Plan



Mentoring Plan.....

Return to your **Mentoring Plan**, draft your next steps and plans for your post-Day 2 work

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

Choose from any domain in the mentor 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>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?</p>	
<p>Actions: What actions (2-3) will you take to develop your practice?</p>	
<p>Resources and supports: What resources or supports will you need to implement these actions and by when?</p>	
<p>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?</p>	



Lunch

21

VIT SECTION

22

Effective Mentoring Program

2020 - Day 2 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.

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.

WOW: Wins, Obstacles and Wonderings

- Reflection and writing (2 mins)
Use 3 column WOW scaffold under the three headings
- Share (2 mins)
Mentor 1 shares, colleague listens and makes notes
- Clarifying and probing questions (2 mins)
Colleague asks probing and clarifying questions before offering any insights or ideas
- Exchange roles
Repeat process for mentor 2
- Review and discuss the process

Realistic tips for mentors

As a table group, make a list of the behaviours and coaching/guiding questions that may be useful at the stage your group has been allocated.



Realistic tips for mentors

- Display your tips around the room and stand with your tips as a group.
- Move in a clockwise direction around the room. Discuss and add to each stage and / or place a tick against the most useful tips. (2 mins per stage)

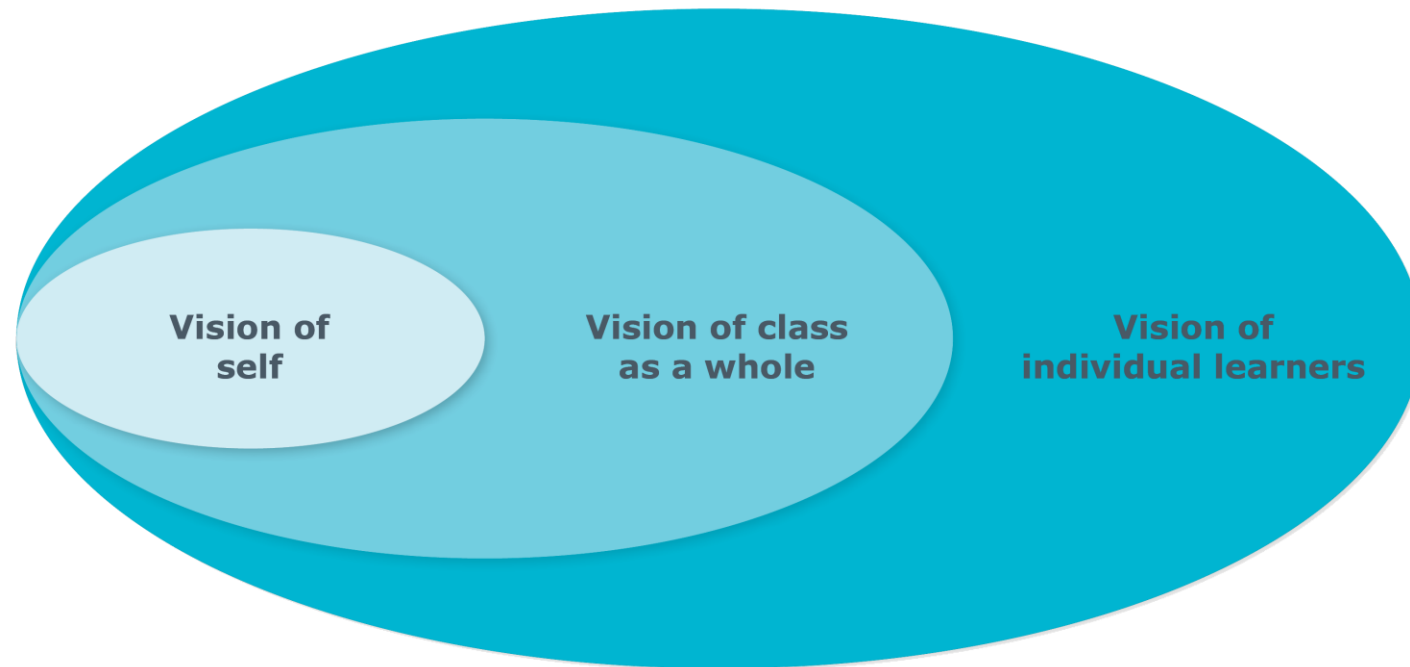
Your role as a mentor

- regularly meet with your mentee to ensure that the inquiry process is being undertaken and that the evidence is being collected
- support your mentee with the evidence reminding them to use what they have from their regular practice rather than create extra workload
- invite your mentee to observe you
- be involved in professional discussions with your mentee
- when possible, observe your mentee and provide them with feedback on their initial progress and then move to feedback upon their action plan
- ensure that your mentee has completed the template and evidenced all that they need to before the panel meeting.

Recommending a PRT to panel who is not ready can be damaging professionally and personally.

Understanding beginning teachers

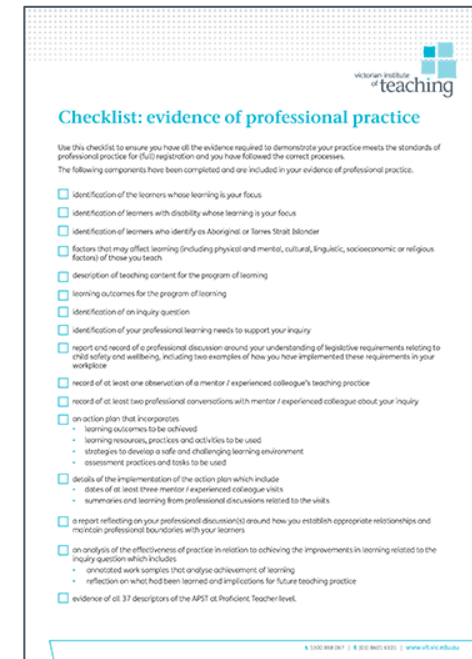
Expanding vision of
beginning teachers



Evidence of professional practice

Checklist

- Supporting Provisionally Registered Teacher
- Final check by PRT and mentor before workplace panel



The image shows a document titled "Checklist: evidence of professional practice" from the Victorian Institute of Teaching. It includes instructions on how to use the checklist and a list of 20 items to be completed, each with a checkbox. The items cover various aspects of professional practice, including identification of learners, teaching content, learning outcomes, inquiry questions, professional learning needs, legislative requirements, mentor observations, action plans, implementation details, effectiveness analysis, and evidence of APST proficiency.

Checklist: evidence of professional practice

Use this checklist to ensure you have all the evidence required to demonstrate your practice meets the standards of professional practice for VITI registration and you have followed the correct processes.
The following components have been completed and are included in your evidence of professional practice.

- ☐ Identification of the learners whose learning is your focus
- ☐ Identification of learners with disability whose learning is your focus
- ☐ Identification of learners who identify as Aboriginal or Torres Strait Islander
- ☐ Factors that may affect learning (including physical and mental, cultural, linguistic, socioeconomic or religious factors) of those you teach
- ☐ Description of teaching content for the program of learning
- ☐ Learning outcomes for the program of learning
- ☐ Identification of an inquiry question
- ☐ Identification of your professional learning needs to support your inquiry
- ☐ Report and record of a professional discussion around your understanding of legislative requirements relating to child safety and wellbeing, including two examples of how you have implemented these requirements in your workplace
- ☐ Record of at least one observation of a mentor / experienced colleague's teaching practice
- ☐ Record of at least two professional conversations with mentor / experienced colleague about your inquiry
- ☐ An action plan that incorporates
 - learning outcomes to be achieved
 - learning resources, practices and activities to be used
 - strategies to develop a safe and challenging learning environment
 - assessment practices and tasks to be used
- ☐ Details of the implementation of the action plan which include
 - dates of at least three mentor / experienced colleague visits
 - summaries and learning from professional discussions related to the visits
- ☐ A report reflecting on your professional discussion(s) around how you establish appropriate relationships and maintain professional boundaries with your learners
- ☐ An analysis of the effectiveness of practice in relation to achieving the improvements in learning related to the inquiry question which includes
 - annotated work samples that analyse achievement of learning
 - reflection on what had been learned and implications for future teaching practice
- ☐ Evidence of all 37 descriptors of the APST at Proficient Teacher level.

6 1300 800 267 | 6 800 800 4330 | www.viti.vic.edu.au

Short guide to referencing the standards

Purpose: final check before submitting to panel

Have all descriptors been evidenced?

- reference to page numbers and documents
- copies to panel for their information prior to meeting.



Sample of evidence: activity

In pairs

- briefly read over the evidence sample using the checklist
- discuss how the observations and professional discussions were recorded
- using the checklist, can you locate the required information?
- using the short guide, focus upon your table's allocated area – discuss the evidence presented in the sample(s) – what learning or questions does your discussion raise?

As a table

- discuss what you noticed about how the descriptors were evidenced
- are there any tips that you can take back to your PRT about how to reference the standards or present their evidence?

Evidence

FOUR TYPES
of directly
observable
evidence
of learning



Evidence must be

- adequate
- authentic
- appropriate
- accurate

Break

**Please return to your seats promptly for the final session of the day
2.30-2.45**

Opportunities for demonstrating Australian Professional Standards for Teachers through the inquiry approach

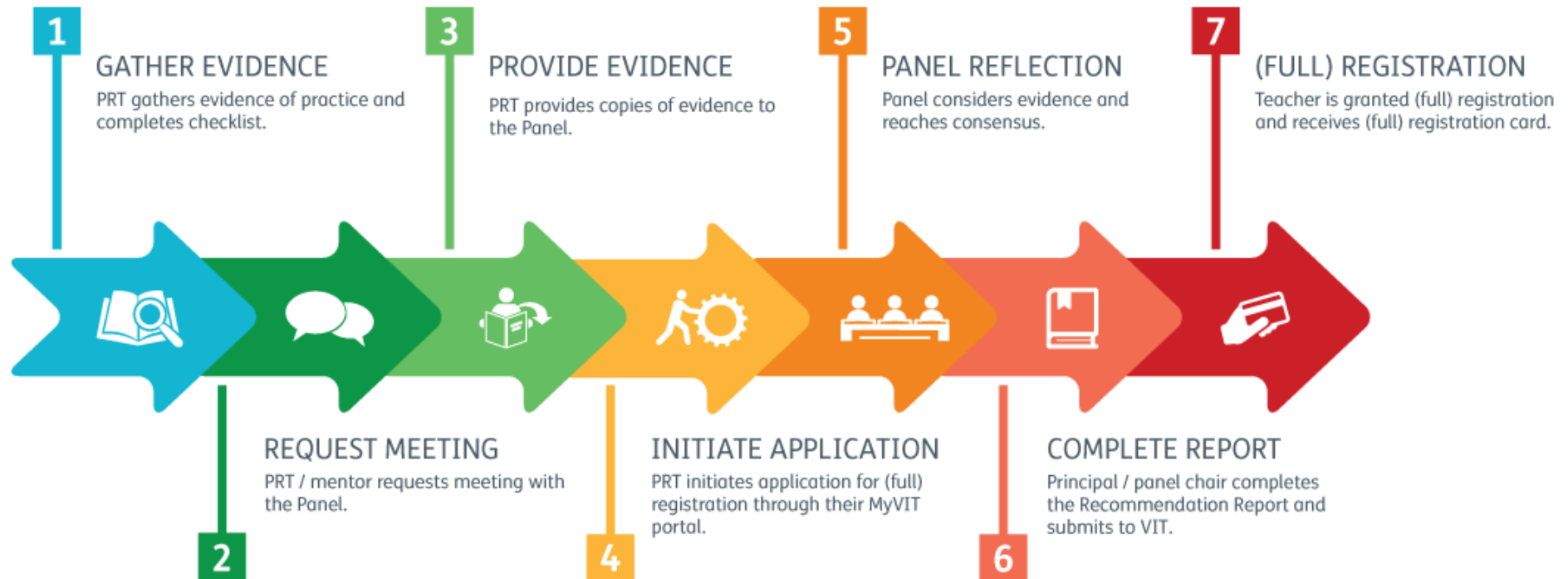
	Professional Knowledge												Professional Practice															Professional Engagement									
Inquiry approach	1. Know students and how they learn						2. Know the content and how to teach it						3. Plan for and implement effective teaching and learning						4. Create and maintain supportive and safe learning environments					5. Assess, provide feedback and report on student learning					6. Engage in professional learning				7. Engage professionally with colleagues, parents / carers and the community				
	Descriptors 1.1 – 1.6						Descriptors 2.1 – 2.6						Descriptors 3.1 – 3.7						Descriptors 4.1 – 4.5					Descriptors 5.1 – 5.5					Descriptors 6.1 – 6.4				Descriptors 7.1 – 7.4				
Establishing content and context for learning	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	5.1	5.2	5.3	5.4	5.5	6.1	6.2	6.3	6.4	7.1	7.2	7.3	7.4
	Professional conversations																																				
The question for inquiry and professional learning	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	5.1	5.2	5.3	5.4	5.5	6.1	6.2	6.3	6.4	7.1	7.2	7.3	7.4
							Observe colleagues' practice						Observe colleagues' practice						Observe colleagues' practice										Observe colleagues' practice								
Developing the action plan	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	5.1	5.2	5.3	5.4	5.5	6.1	6.2	6.3	6.4	7.1	7.2	7.3	7.4
	Professional conversations Observe colleagues' practice												Observation by mentor / experienced colleague						Observation by mentor / experienced colleague					Observation by mentor / experienced colleague Annotated work samples													
Implementing the action plan	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	5.1	5.2	5.3	5.4	5.5	6.1	6.2	6.3	6.4	7.1	7.2	7.3	7.4
													Observation by mentor / experienced colleague						Observation by mentor / experienced colleague					Observation by mentor / experienced colleague													
Evaluating the effectiveness of practice	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	5.1	5.2	5.3	5.4	5.5	6.1	6.2	6.3	6.4	7.1	7.2	7.3	7.4
																								Annotated work samples													

Panel composition

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

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

Moving to (full) registration



Teachers may be subject to an audit process. **38**

Common issues

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

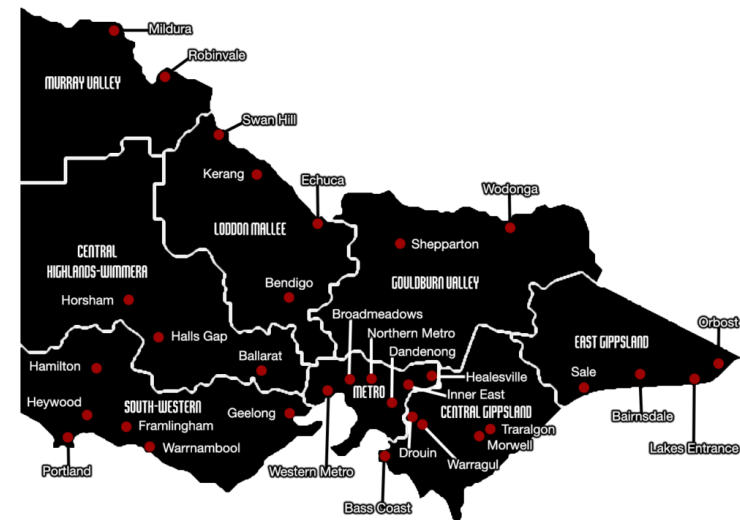
- child safety and welfare report with two examples of how they have implemented their obligations
- professional boundaries report
- 3 mentor visits and 3 professional conversations.

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

Aboriginal and Torres Strait Islander Resources

- www.vaeai.org.au
- Local Aboriginal Education Consultative Groups
- Narragunnawali – Reconciliation Australia
- Marrung – Aboriginal Education Plan.



Code of Ethics and Code of Conduct

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



CASE STUDY: 'BRENDAN' AND 'ELLA'

Digital Professionalism

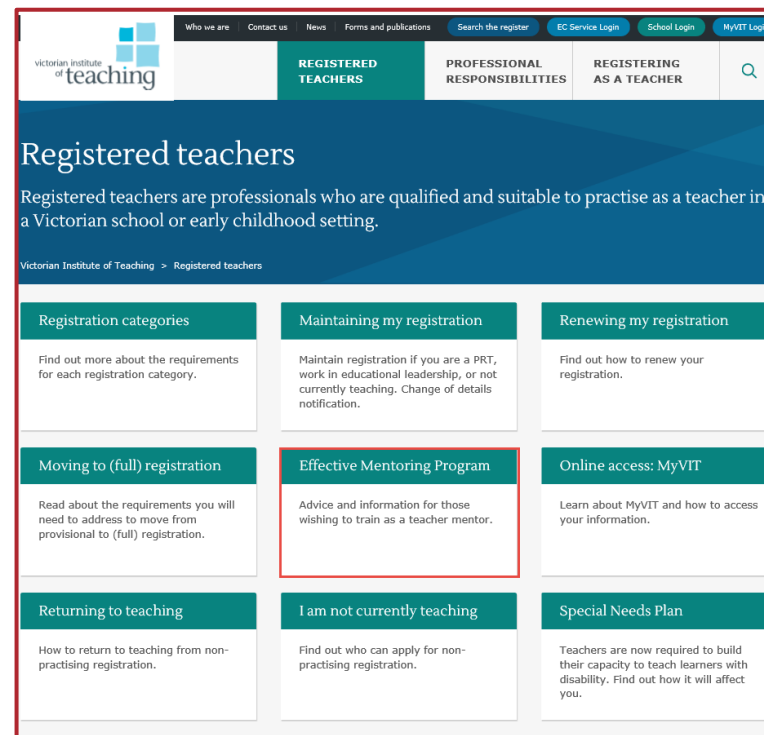
Minimising the risks

The Education Legislation Amendment

Questions?

mentors@vit.vic.edu.au

prt@vit.vic.edu.au

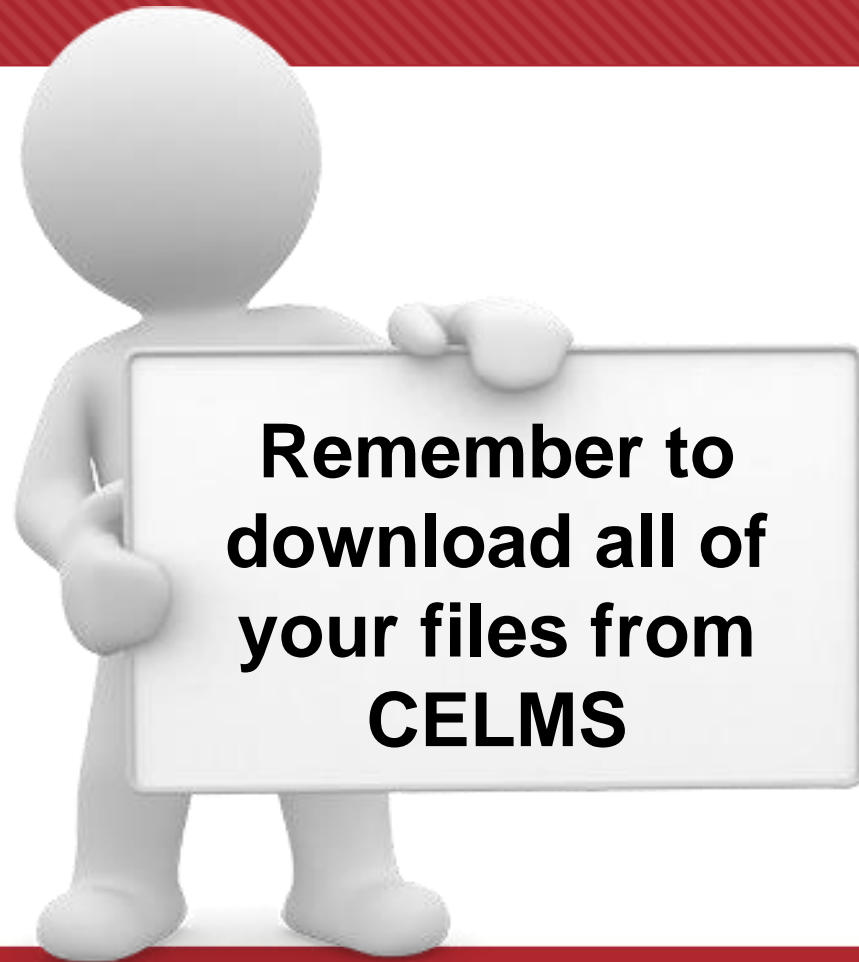


Post-Day 2 module

- Continue to reflect on the MCF
- Continue to mentor, create the next iteration of your action plan and implement
- Consider using some of the stretch activities and additional resources
- Work with your school leadership team to develop a school-wide mentoring strategy, reflecting the MCF



CELMS – End of Program



Course evaluation



TELL US WHAT
YOU THINK

▶ INTRODUCTION

▶ 1.1 DAY 1 PRE-COURSE

▶ 1.2 DAY 1 - PRESENTATION

▶ 1.3 DAY 1 POST-COURSE


▶ 2.1 DAY 2 PRE-COURSE

▶ 2.2 DAY 2 PRESENTATION

▶ 2.3 DAY 2 POST-COURSE

▶ DAY 1 EVALUATION SURVEY

▼ DAY 2 EVALUATION SURVEY

 Day 2 Evaluation Survey

48

Thank You