

Fact sheet

The value of effective mentoring

Mentoring has been identified as the most effective form of support for provisionally registered teachers (PRTs) who are progressing to full registration.

The role of a mentor

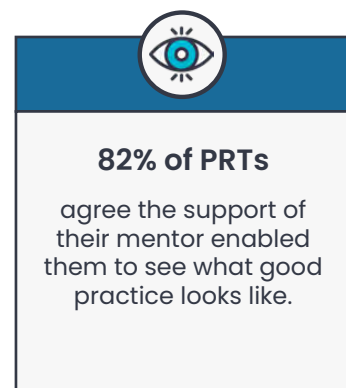
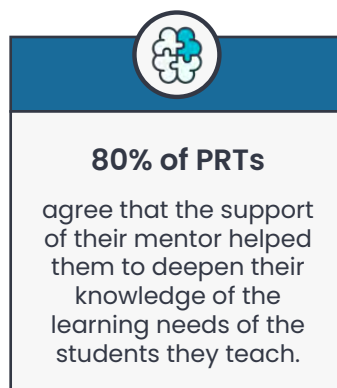
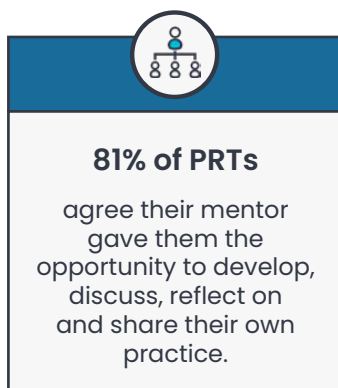
Mentors play a vital role in the continuum of teacher development by

- inducting PRTs into the workplace
- supporting the growth of their teacher identity
- developing a PRT's skills to move their practice from the graduate to proficient level.

Some mentors take on roles with additional challenges, such as supporting PRTs

- outside of their own workplace, particularly common in early childhood settings
- undertaking casual relief work, which is essential to the workforce
- who work in non-school settings, such as hospitals and zoos.

VIT survey results indicate that PRTs find value in the mentorship and support they receive from experienced teachers and colleagues.



Dan Koole (registered teacher) with learner Our Lady of Fatima School

The Effective Mentoring Program

The [Effective Mentoring Program](#) (EMP) is a free professional learning program developed and delivered in partnership with the Department of Education, and is open to fully registered teachers working in government, Catholic and independent schools and early childhood services.

The two-day program equips participants with mentoring skills to support beginning teachers and guide them through the provisional to full registration process.

The EMP, and [other mentoring programs](#) run by VIT, provide experienced teachers with an opportunity to develop their skills as leaders and improve their skills as reflective teachers.

Hear what mentors have to say

Mentorship can be beneficial to both PRTs and the mentor. We spoke to some experienced teachers who have found their mentoring role beneficial to their own development and professional practice.

Buck

Having recently completed the EMP, Buck identifies how the program has made him “a better teacher, a better listener and a better leader”, which he has found is a sentiment that’s shared by many other mentors.

Alicia

After recently completing the EMP, Alicia finds the tools and resources gained from the program essential to her mentor role. “It is important for PRTs to have a specific Inquiry question so that their action plan is strong. Using the VIT SMART Tool can help them to achieve that.”

Chloe

Currently completing her EMP training, Chloe has found the process useful so far and “one of the best PDs (I’ve) ever done”. She’s looking forward to the next session and completing the training to become an effective mentor.

Glenn

After recently completing the EMP, Glenn believes the program is “really insightful” and recognises how it helped him reflect on his own practices, allowing him to “feel more confident and better equipped” to support the PRTs he mentors.

Kristen

Kristen enjoyed the opportunity to engage and collaborate with other teachers during the program. She found the training to be “insightful with some good tips” to assist with her own practice and mentoring skills.



Tianjiano Lin (registered teacher) with learners
Richmond West Primary School