Introduction

In order to support beginning teachers and teachers new to JCCC, a mentor will be appointed to assist in providing ongoing support and guidance. This document serves to provide a framework for the mentor and teacher being mentored to work with. Much of the content has been taken from *A Learning Guide for Teacher Mentors*, published by Teacher and Education, Support Development Unit, School Improvement Division, DoE Victoria. The full version can be found at: http://www.education.vic.gov.au/Documents/about/programs/partnerships/learningguide.pdf

Mentor Attributes

The four key attributes of an effective beginning teacher mentor may be summarised as follows:

• Accessibility – being accessible to the beginning teacher; having time to spend with them; being responsive to their needs; having physical proximity to the beginning teacher's location in the school.

• Empathy – being understanding and supportive; and being patient with an inexperienced teacher's questions and uncertainty. What is crucially important in terms of empathy is whether the beginning teacher has actually felt understood by their mentor.

• Knowledge and experience – being an experienced teacher (although not necessarily a long-serving or older teacher); having ideas on, and strategies for, effective teaching (e.g. classroom management, planning and assessment, communication with students and parents); possessing relevant curriculum knowledge (desirable but not essential); and being a role model for teachers (and acknowledged and respected as such by other teachers).

• Listening skills – willing to listen; being reflective and sharing ideas; and providing honest and constructive feedback to the beginning teacher.

The mentor and teacher being mentored must always be mindful that **mentoring is not**:

• Cloning, or becoming a substitute parent, or acquiring a disciple, or an opportunity to prove how marvellous we are, or an opportunity to establish a power base.

• An alternative to a counselling or confessional relationship.

• About one person (the beginning teacher) becoming knowledgeable; it is about two people in a developmental relationship who are supporting mutual learning and growth.

• A job – it is a privilege and an opportunity.

Mentoring process
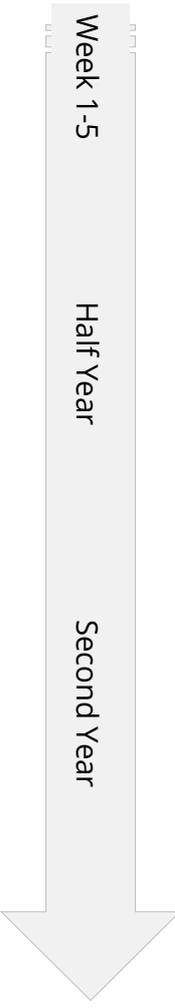
Simply put, the mentoring process aims to achieve

• Support in areas of need for day to day teaching

• Support for ongoing growth and development in the teaching career

The following phases are ascribed to the mentoring process.

• Early (or the first few weeks)

• Foundational (day to day teaching; first half year)

• Professional learning (beyond first half year)

Whilst the time cut-offs are indicators only, there is a development in the nature of support given which can be described as "holding one's hand through to independence".

The following serves as a guide for some of the activities mentors will be engaged in. The list is not descriptive, not conclusive; the mentor may find it necessary to be engaged in other activities as this will depend on the needs of the teacher being mentored.

Week 1-5	**Phase One: Early**
	Availability and location of curriculum materials and teaching resources Timetable allocation Access to School database School rules and policies How to access school facilities and equipment (e.g. sport/resource store, ICT) Who's who and what's where? Expectations about teaching role and responsibilities Establishing class routines and expectations 'how was your day?' discussions
Half Year	**Phase Two: Foundational**
	Managing student behaviour/classroom management Catering for students with a range of learning needs Effective teaching and learning strategies Organising student learning Student assessment Communicating/dealing with parents How to manage/coordinate EA's Teaching strategies for particular content areas Inclusion of students with a disability Record-keeping Developing sequenced learning programs; curriculum planning
Second Year	**Phase Three: Professional**
	Managing student behaviour Student assessment and recordkeeping Catering for students with a range of learning needs and inclusion of students with a disability Writing IEP's where necessary Effective teaching and learning strategies Report writing Organising student learning including student motivation Engaging with Teacher Standards Assistance in record keeping for teacher registration purposes

Mentoring Schedule

Where possible, mentors will make time to visit the teacher's classroom on a regular basis. There may also be opportunities for teachers to observe their mentors in teaching action. The following schedule provides an overview and direction; it is not to be prescriptive in that what is mentioned *must* be done, and what is not mentioned *cannot* be done.

Term 1

Week 1-3: Daily as required. As a guide, mentor should be available to answer all those questions which crop up in the daily demands of teaching. Mentor and 'mentoree' should realise that there are more people on staff who can answer those questions. Focus should be on helping the new teacher settle in.

Week 4-7: Mentor observes 1 or 2 lessons each week (depending on need) and provides feedback accordingly. Observations will focus on general teacher (the art of teaching) and student management. It may be onerous to observe full lessons and consequently drop in visits may be a better method. What is important is that the teacher is not left without support. Focus moves to daily schedules, student management issues and early effective teaching strategies.

Week 8-10: Mentor observes 1 or 2 lessons per week and provides feedback accordingly (as per week 4-7). A discussion should also take place regarding assessments of student work. Mentor assists in any planning activities eg excursion planning as they arise.

Term 2

Lesson observations continue; at this point the focus for observations and amount of observations will be mutually determined.
Program Development: discuss in fine detail one of the teaching programs and collaboratively refine the program for student delivery. Consider aspects of Aust Curriculum alignment of content, and the inclusion of general capabilities.
Work samples: discuss, share and moderate work samples of assessment tasks.
Student Reporting: Assist in developing comments for student reports to meet school expectations.

Term 3:

Lesson Observation: repeat Term 2
Program Development: repeat with a different program
Work Samples: repeat
Assessment samples: discuss, share and moderate assessment items. Focus should be on the nature and type of assessment task, not the student results.
Teacher Standards: engage and formally discuss teacher standards

Term 4:

Teacher Standards: engage and formally discuss teacher standards

Beginning teacher will receive an appraisal (principal directed) with regards to permanency status. Mentor to assist in self-evaluation.

Second Year:

Beginning Teacher to set a plan/program to formally achieve TRB registration.

The program should indicate timeframes for key aspects, including the engagement with teacher standards to produce evidence required for teacher registration requirements.

Whilst it is preferable that this is formulated early in the school term, the deadline for will be prior to the end of Week 6 of Term 1.

Collection of evidence and building of file to progress throughout the year. It is preferable that the folio is complete by the end of the second year for submission to TRBWA. However, this may vary, dependant on the needs and abilities of the beginning teacher.