The education of the young is one of the most noble enterprises in which mankind is destined to engage. Our entire existence rests on our ability to do it well. Our past, our present, and our future has been, is and will be, shaped by the quality of our educational activity. So teachers have an awesome responsibility in the nurture of future generations. Teaching is not a trade, it is a calling. It is not just a job, it is a profession. It is not something in which one engages merely for self-seeking rewards, but rather for the service which one can give to those who need and seek knowledge and skills (p. 262).

INTRODUCTION

The purpose of this booklet is to provide some guidance for the implementation of an induction program for Provisionally Registered Teachers (PRTs) that will be useful and relevant to all involved and tailored to suit the school community. The content has been designed to address current induction issues formally raised by PRTs and Principals.

This document can also provide assistance to those with Permission to Teach registration and experienced teachers who are new to the State, Diocese and/or school.

The induction of PRTs into the Catholic school is essentially a school-based activity shared by the staff and Canonical Administrator. The expectation of the Victorian Institute of Teaching (VIT), is that each school forms an "induction team." This team, at a minimum, would comprise of

- the Provisionally Registered Teacher,
- a Mentor Teacher - an experienced teacher, appointed by the Principal who has current knowledge of the VIT registration process and has attended Mentor training within the last three years
- the Principal.

The role of the Catholic Education Office (CEOB) in the induction process is three-fold.

1. To provide funds to the school to assist with the implementation of the induction program. It is at the discretion of the induction team as to how this funding is best utilized to support the PRT
2. To provide regular contact with the PRT and Mentor Teacher
3. To provide professional learning sessions, specifically targeting induction issues.

The success of an induction program relies on regular and informed input from all members involved. Whilst the PRT may be supported by experienced staff, s/he should also have ownership of the direction of the induction program based on perceived needs.

Induction should commence on appointment of the PRT, prior to the beginning of the school term and ideally continue for several years.
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Diocesan Personnel List

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Section A

Background Information

This section provides background information with regard to the Ballarat Diocese Induction Program for Provisionally Registered Teachers.

It is the supreme art of the teacher to awaken joy in creative expression and knowledge.

(Albert Einstein 1879 – 1955)
REGISTERED
TEACHERS IN THE BALLARAT DIOCESE.

Provisionally registered teachers (PRTs) are welcomed into the schools of the Ballarat Diocese with a practical and supportive professional development Induction Program. The program is comprehensive, yet flexible enough to adapt to individual PRTs, and their schools.

1. **Mentor Teacher.**

   For each PRT, a supportive, experienced and exemplary Mentor Teacher will be nominated within the school to implement the school-based Induction Program. Guidelines provided will be adapted to suit the professional development needs of the PRTs. *Release time will allow the Mentor teacher to guide the PRT through the school-based Induction Program towards achieving full registration with VIT.*

2. **Catholic Education Office.**

   A member of the Education Office has been appointed to coordinate the total Induction Program for the Diocese. Education Officers will assume the advisory and support role for the PRT and mentor through regular communication with the induction team. The organisation of in-service and support days for PRTs and Mentor Teachers will be the responsibility of school, Education Office and VIT.

3. **In-service and Support Days.**

   PRTs will be invited to come together for in-services on common professional learning needs, registration requirements and collegiate networking.

4. **Induction Program Handbook.**

   To assist PRTs and Mentor Teachers, this handbook for the Induction Program has been developed.
**IS ABOUT**
initiating beginning/new teachers into the teaching profession within the Catholic Secondary school, Parish Primary school and the wider Church community of the Ballarat Diocese.

**AIMS TO**
familiarise and support these teachers with all school procedures and policies, the Diocesan Religious Education Program *Awakenings*, the *Victorian Essential Learning Standards* now interwoven with the *Australian Curriculum*, particular learning programs, resources, the special needs of children, evaluation and assessment models.

**RELIES ON**
- the Principal to ensure that an effective program is provided
- the appointment of a VIT *knowledgeable* Mentor Teacher(s)
- clear role descriptions for PRT and Mentor Teacher
- induction program outline
- year overview eg parent teacher interviews, reporting, camps
- timeline for achieving VIT registration,
- sufficient time release (weekly/block)
- support from all school/parish personnel
- on-going evaluation of Induction process
- support from CEOB

**LEADS TO**
- quality, professional teachers
- enhanced teaching and learning
- students’ learning and well-being needs being met
- ongoing personal and professional fulfilment
- VIT full registration
THE INDUCTION PROCESS ALSO INCLUDES:

1. INDUCTION PROGRAM OBJECTIVES
   a) To equip the PRT with skills to respond appropriately to the needs of parents and the wider school community.
   b) To incorporate collegiate support at all levels of planning and development of curriculum.
   c) To familiarise the PRT with such aspects as:
      - Resource allocation, use and provision
      - Evaluation and assessment models
      - Identification of the particular needs of those students requiring intensive programming due to their lower OR higher special needs - academic, physical, emotional, behavioural.
   d) To assist the PRT to gain accreditation to teach Religious Education

2. INDUCTION PROGRAM IMPLEMENTATION
   a) It is the role of the School Leadership Team to include an Induction Program that aligns with the School Improvement Plan and Annual Action Plan
   b) Sufficient time release for the induction of the PRT should be provided for both Mentor and PRT.
   c) Monitoring of the program and its outcomes to be undertaken at specific stages throughout the year.
   d) Principal ensures that the PRT attends VIT and Diocesan Graduate professional learning sessions
   e) Mentor has current knowledge of VIT full registration requirements

3. INDUCTION PROGRAM ACCOUNTABILITY
   a) School Program proposal ideally submitted to and ratified by the Principal and/or School Leadership Team.
   b) Mentor Teacher and Provisionally Registered Teacher to be fully aware of the expectations and outcomes in line with VIT requirements this guide
   c) Mentor Teacher and Provisionally Registered Teacher encouraged to become aware of the range of support services available from Diocesan Education Office
   d) Action plan to be completed as part of the evaluation of the program and to indicate how the allocation of funds was spent.
   e) It is strongly recommended that notes be taken and kept of all formal meetings held between the Mentor and the PRT. Suggested proformas and topic discussions can be found on the following pages.
FORMAL PRT/MENTOR MEETINGS

Action Plan

When planning your Induction Program for each term, include as many details of proposed PRT/Mentor meetings, in-services, ideas, discussions points, visits to other schools, etc. as you can, even if they are not definite. Some topics for discussion could be:

- The school’s expectations of me as a teacher
  - Staff responsibilities
  - Communication
  - Classroom Care
  - Professional attire
  - Punctuality
- The Catholic Culture of the school
- School procedures and routines eg school assembly
- The school’s behaviour management procedures
- The school’s expectations when I am on playground/bus duty
- Establishing my own classroom management protocols
- Maintaining a work program
- Maintaining Assessment (as, of, for) records.
- The school’s expectations/procedures when I am planning an excursion

We suggest that you keep records of these discussions in case you need to refresh your memory at any stage.

The template below may be of assistance:

<table>
<thead>
<tr>
<th>Term ......</th>
<th>Date ......</th>
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<tbody>
<tr>
<td>Professional Development</td>
<td>Subject</td>
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<tr>
<td>Classroom visits</td>
<td>Teacher</td>
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<tr>
<td>Discussions</td>
<td>Topic</td>
</tr>
</tbody>
</table>
PRT/Mentor Teacher Discussions

This sheet is designed to keep a record of issues and needs that are discussed between the Provisionally Registered Teacher and Mentor Teacher (and other colleagues if requested.)

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<tr>
<th>Date</th>
<th>Issues/problems/needs</th>
<th>Actions taken/resolution</th>
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</table>
Section B

For the Provisionally Registered Teacher

This section provides the Provisionally Registered Teacher (or new teacher) with a range of topics to be developed over the year.

Good teaching above all is a highly creative and well-informed activity sustained over time.  
(Norman McCulla, 2007)
ORIENTATION TO SCHOOL ORGANISATION AND CULTURE

The School Vision and Mission statements:

As these documents underpin and develop the culture of the school, PRTs must centre their professional practice upon them. Therefore, it is important that the Principal and Teacher Mentor introduce the PRT to these documents as soon as possible. Opportunities for ongoing reflection of these documents should be provided throughout their teaching career.

The School Policies:

All policies are important!

Whilst it is not necessary to immediately view the range of policy statements found in the school, it is important that PRTs are aware of these policies, understand the context in which they were written and where they may be found for future reading and reference.

It is suggested that PRTs are particularly conversant with the Teaching & Learning and the Pastoral Care policies, as these will highlight the underlying school philosophy of how children develop and engage in learning and the best teaching practices to support individual growth. This will also assist PRTs when documenting demonstration of professional practice for VIT full registration.

Curriculum Planning

Many schools plan in "unit teams" or "learning group teams". This is a great asset.

However, it is vital that PRTs are given the opportunity to develop an understanding of the planning models in place for their particular level via discussion with colleagues.

As a new member of the formal planning team, it is important that the PRT is given the opportunity to have equal input in planning sessions.

Where there are insufficient numbers to form a planning team, PRTs should be encouraged to plan in an inter school situation.
Developing an understanding of presentation and resourcing of units of work is necessary before planning takes place. As these units further demonstrate professional practice for VIT full registration, planning teams should assist PRTs with:

- Viewing curriculum documentation. Pay particular attention to topic cycles, scope & sequence charts and assessment procedures.

- Planning methods:
  - Long Term planning
    - Yearly plans including cross domain mapping
    - Topic planning
    - Semester/Term plans
  - Short Term planning
    - Weekly plans
    - Work programs/Diaries
    - Daily Lesson plans
    - Individual Learning Plans (ILPs)

- Locating Resources
  - both physical & human
  - method of borrowing physical resources
WORK PROGRAM OR DIARY

- Ask your Mentor about the school’s expectations regarding format, detail, time to be handed in, planning arrangements and if it is available on the School Server
- Look at previous year’s Work Program. This should be retained in the school as it is an official document.
- Compare topics with Class Program. Which ones were selected? How were they developed? What resources were needed? What activities were used?
- Compare the February program with any copies of February programs you might have collected during School Experience Rounds
- Think about each student you will be teaching. What sort of program do they need as a group and as individuals? What did each student learn last year?

WHO ARE THEY?

WHAT do I need to teach?
WHY do I need to teach this?
HOW shall I present this to students?
WHAT RESOURCES are available to assist the learning?
WILL I need to modify or extend aspects of the program to suit the individual needs of the students?
HOW will I know what has been learnt?

Before you write your Work Program/Diary, ask yourself the above questions.
Use them for ALL your planning.

- Write a tentative program for the first 2 - 3 weeks
- Use the School and Class programs, Getting Started Books, University Notes and any other references in your school to help you plan your Work Program. Some Primary schools may already have planned a Learning to Learn unit of work
- Remember to use the first two weeks for finding out what each student can do.
- Make your activities interesting and challenging - these help to develop a good learning environment in your class. Attempt to use a variety of teaching and assessment strategies
- Write some strategies on how you will evaluate what you have taught
- Check your tentative program - does it contain enough detail, particularly in relation to the individual needs of each student?
- Discuss your program with your Mentor Teacher prior to the commencement of the school year, or during the first two weeks
- Refer constantly to your program as your teaching proceeds. Be prepared to make adjustments as needs emerge.
- Look at language backgrounds and the influence of language on learning
DIFFERENTIATED INSTRUCTION

Increasingly, teachers in our schools are finding that students within any class grouping vary greatly in their skill and prior knowledge levels. It is not uncommon to have students whose NAPLAN or On Demand test scores may indicate a variation of up to five expected year level ranges within one classroom. As a result, teachers are finding it necessary to differentiate the learning tasks and levels of scaffolding required for individuals within classes, to cater for those who may struggle in a particular subject area, to those who are able to excel.

Differentiated Instruction:

<table>
<thead>
<tr>
<th>IS:</th>
<th>IS NOT:</th>
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<tbody>
<tr>
<td>students having options for taking in information, making sense of ideas &amp; expressing what they learn</td>
<td>students all reading the same chapter at the same time, taking the same notes, completing the same end-of-chapter questions, and then the same quiz</td>
</tr>
<tr>
<td>more like a ‘one room schoolhouse’</td>
<td>a totally separate learning program for every single student</td>
</tr>
<tr>
<td>whole class, small group &amp; working with individuals</td>
<td>set groups that stay together for the term / semester</td>
</tr>
<tr>
<td>flexible groupings that change frequently</td>
<td>just providing some more complex questions / problems for high achievers, or simpler work for strugglers</td>
</tr>
<tr>
<td>qualitative rather than quantitative</td>
<td>giving some students more work and others less</td>
</tr>
<tr>
<td>linked to regular, ongoing assessments - formative and summative</td>
<td>a ‘normal’ assignment for most, and ‘different’ assignments for those who are advanced or struggling</td>
</tr>
<tr>
<td>student centred</td>
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<tr>
<td>acknowledging prior knowledge and learning entry points</td>
<td></td>
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</tbody>
</table>

When students are engaged, they have no motivation to misbehave.

Carol Anne Tomlinson, 2010.
The following template has been adapted for Primary teachers’ use, from a template devised and used at Loreto College, to support the planning of curriculum with differentiation in mind.

**TIERED INSTRUCTIONAL PLANNING TEMPLATE FOR DIFFERENTIATED LEARNING**

**Topic**___________  **Date:**___________

1. **Learning intention / outcome** (What is it that you want students to know / understand / be able to do at the end of this learning plan?)

1b. How will you ascertain each student’s ‘starting point’ for this learning? How will you check for understanding during the learning?

<table>
<thead>
<tr>
<th>2a. Supports to be provided for struggling learners.</th>
<th>2. <strong>Learning activities</strong> and/or instruction for whole group or on-level learners.</th>
<th>2b. Adjustments to increase the rigour or breadth of the learning for additional challenge.</th>
</tr>
</thead>
</table>

3. **Formative and summative assessments** - (What is it that you want students to demonstrate after the learning activities? How will you identify the level of achievement attained in relation to the learning intentions?)

4. **Teacher reflections**: What worked well? What didn’t? What would you differently if teaching this again? Why?
REPORTING & COMMUNICATION

Procedures for record keeping and assessment gathering need to be made clear early in the year.

- View Assessment and Reporting policy
- View record keeping requirements - format and expectations
- Provide PRT with timeline for preparing reports
- Provide PRTs with examples of reports and models of statements
- Encourage PRT to work with colleagues for initial report writing
- Consider offering the PRT extra release time for initial report writing
- Ensure that PRT provides examples of their reports for scrutiny before completing a class set

Communication between parent and teacher is a vital source of shared information and understanding about children. Communicating with parents for the first time as a professional can be a rather challenging experience. Knowing what to say about a child and the level of confidentiality that is maintained is imperative. Consequently, PRTs need to be aware of their professional conduct when communicating with parents and children.

- Formal Communication
  - Parent teacher interviews - How to prepare, what to report, confidentiality, professionalism, time management, only discuss the child in question, do not make comparisons.
  - Official appointments to discuss issues
  - Written communication eg. class newsletter: grammar, spelling, formal language.
  - Information nights
- Informal Communication
  - Unplanned interactions with parents who "drop in".
  - Communicating with parents outside school - maintaining professional standards - what is acceptable.
  - Incidental conflict management - students in the school grounds and parents

‘Children with special needs’ is a crucial area to be discussed with PRTs.

- Be aware of children's histories e.g. special needs, family background, custody arrangements
- Classroom management strategies
- The appropriate channels/procedures for communication with parents - school and CEOB personnel.
• Access to appropriate resources for special needs children
• Assist PRT to become familiar with reporting differentiation and requirements

Specific considerations will be needed for:
• A Funded Integration child
  ▪ Guidelines and timetable for PSG meetings
  ▪ Provide an example of Individual Learning Plan (ILP)
• English as Second Language (ESL)
  ▪ Suggest ways on how to promote learning and teaching practices in the PRT’s classroom
  ▪ Assist PRT to identify ESL students and their needs
• New Arrivals (NA/ESL)
  ▪ Assist PRT to enquire about documentation for funding
  ▪ Provide and assist in completion of ILP
• Indigenous Child
  ▪ Ensure PRT is familiar with Indigenous Supplementary Assistance (ISA), formally the Indigenous Education Strategic Initiatives Program (IESIP) documentation, expectations and assistance.
• A Gifted Child
  ▪ Ensure PRT has an understanding of differentiated curriculum.
RESPONSIBILITIES AS A STAFF MEMBER

As a staff member it is important to remember that you are part of a team. Knowing the following will assist you in this area.

- Protocols for keeping the Principal informed
- Yard duty - expectations and professional conduct whilst on duty,
- Bus duties
- First Aid and medication procedures
- Emergency/evacuation procedures - injury, fire etc.
- Assembly times - when and where?
- Who to contact when ill
- Expectations when covering teacher absences
- Protocol for leaving school premises during school hours
- Meeting times and meeting protocol
- Sharing ideas at meetings
- Inclement weather procedures
- Represent the school to outside bodies
- Take the initiative to do extras
- Support procedures for student incidents/critical incidents

When things get busy, take the initiative and help out other members of staff.

ORGANISATION & SCHOOL ROUTINES

It is often the little day-to-day routines that staff take for granted, that cause a great deal of anxiety for new teachers.

These routines and procedures can often be easily and quickly explained.

- Setting up the room - displays, desk arrangement and general cleanliness
- Filling in the roll book - how and when?
- Keys - which keys open which doors?
- Alarm systems - how do they work?
- Tour of the school facilities
- Lunch orders - how they are dealt with
- Collection of money for excursions
- Assembly times - when and where?
- Prayer times - expectations, when and where?
- Dismissal times
- Bus duty
- Yard supervision
- Daily timetables & how they operate
- Budgets - classroom, art supplies, photocopying, ordering supplies etc.
- Hierarchical roles - leadership teams, co-ordinators, level teams
- Protocol for students leaving grounds during school hours
RELATIONSHIPS AND PASTORAL CARE

Throughout the period in which the new teacher is "settling in" to the school community, the Mentor Teacher and the Principal need to be mindful of the social needs and ensure the PRT is fully embraced by existing staff. Welcoming new staff and making them feel valued is essential.

The PRT will benefit from:
- Identifying key people in the community, parish, school, CEOB
- Allowing and creating opportunities to visit other classrooms to observe particular lessons
- Allowing other teachers to visit and observe the classroom
- Ensuring you do not take on too much - at times the Mentor Teacher may need to be your spokesperson
- Introducing him/herself to the rest of the staff - participating in conversations and becoming part of the group
- Going along to social gatherings
- Sharing skills, talents and interests
- Taking time to "have a chat" if needed
- Identifying the expectations of the Parish Priest, Principal, other staff and the community
- Recognising that there will be challenges in the first years as the roles of teacher, sports/arts person, young community member are combined.

TEACHERS AND THE LAW

Matters of litigation tend to influence a great deal of what we do as teachers. Teachers must be aware of the legal liabilities that exist and be constantly encouraged to seek assistance FROM THEIR Mentor or a school leader, if they are unsure of any situation with which they are faced.

Legalities of being a teacher:
- Teaching and Learning
  - Professional Knowledge
  - Professional Practice
  - Professional Engagement
- Duty of Care
  - Classroom
  - School Yard
  - After/Before School hours
  - Excursions and Camps
• Extra Curricular activities
• Mandatory Reporting

Further reading to support teachers to examine and reflect upon their own practice can be found in the:

• VIT Standards document,
• VIT Code of Ethics
• VIT Code of Conduct
• Principles of Learning and Teaching (PoLT)
• e5 Instructional Model
• Teachers, Students & the Law - Victorian Law Society
PROFESSIONAL IDENTITY

Professional teachers are role models to both students and the school community.

Communication:
It is necessary to be aware that as a professional, we have a responsibility to distinguish between the contexts, purposes and audience of the many different situations that we find ourselves in as teachers. The various communication conventions, including the use of correct grammar, pronunciation, varying volume and pace and making eye contact with the audience will enhance professional communications.

Attire
While the school setting provides for a slightly less formal dress code than other professions in order to allow for activities with students, we still need to be aware of how students, parents and other community members may respond to our choices. At times current fashions may not be suitable attire.

Punctuality:
Duty of care responsibilities require teachers to be on time in order for adequate supervision and safety to be provided to students.

TEACHERS SETTLING INTO A TOWN FOR THE FIRST TIME

Starting a new teaching position can be difficult enough, however this can be compounded even further when moving into a new town. Before you arrive:

- Locate a map of the town
- Make an opportunity to visit the school and town
- What accommodation is available
- Find out information about local facilities and sporting clubs
- Remember Professional protocol and behavior in public

You will need to be fully supported by the staff until professional and social networks are established.
Section C

Information to support the Mentor Teacher role.

This section outlines information provided to assist the Mentor Teacher when working with the Provisionally Registered Teacher.

It is right that we encourage, identify and celebrate good teaching as a profession; that we hold up models of exemplary teaching practice in the public domain; and that we publicly acknowledge people who are outstanding practitioners of the art and craft of teaching.

(Norman McCulla, 2007)
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<tr>
<th>Qualities conducive to successful mentoring</th>
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<tr>
<td>I see myself as being people oriented; I like and enjoy working with other professionals</td>
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<td>I am a good listener and respect my colleagues</td>
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<td>I am sensitive to the needs and feelings of others</td>
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<td>I recognise when others need support or independence</td>
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<td>I want to contribute to the professional development of others and share what I have learned</td>
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<td>I am willing to find reward in service to someone who needs my assistance</td>
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<td>I am able to support and help without smothering, parenting or taking charge</td>
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<td>I see myself generally as flexible and willing to adjust my personal schedule to meet the needs of someone else</td>
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<td>I usually am patient and tolerant when teaching someone</td>
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<td>Am confident and secure in my knowledge of the field and make an effort to remain up-to-date</td>
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<td>I enjoy the subjects I teach</td>
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<td>I set high standards for myself and my students</td>
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<td>I use a variety of teaching methods and strategies and my students achieve well</td>
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<td>Others look to me for information about my subject matter and methods of teaching</td>
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<td>I recognise the importance of assessment as a component of planning</td>
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<td>I recognise the importance of maintaining student records</td>
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<td>I recognise the importance of completing my work program and keeping it up to date</td>
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<td>I recognise the importance of religious Education in the school</td>
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<td>I understand that we are all teachers of Religion in the school</td>
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<td>Overall, I see myself as a competent professional</td>
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<td>Am able to offer assistance in areas that give others problems</td>
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<tr>
<td>I am able to explain things at various levels of complexity and detail</td>
<td></td>
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<tr>
<td>Others are interested in my professional ideas</td>
<td></td>
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</tr>
</tbody>
</table>

1. **Strongly Agree**  2. **Agree**  3. **Neutral**  4. **Disagree**  5. **Strongly Disagree**
THE TOP TEN TASKS OF A MENTOR:

The following list, collected from Australian first-year and experienced teachers and leaders, suggests the kinds of activities that trained mentors might undertake.

All mentors may:

- Provide an orientation to the school focusing on the classrooms and students, school layout, resources and staff contacts and community and district resources.
- Inform teachers of local school policies and expectations of teachers in the school and the community.
- Help new teachers locate needed school and classroom resources, equipment and services for setting up their classrooms and programs.
- Set aside time to regularly meet with teachers to discuss joint work, the students and team responsibilities.
- Be a one-to-one coach and staff developer for teachers, when asked, by helping to reflect, analyse and evaluate ideas and experiences; develop and demonstrate solutions to problems; and develop the learning and confidence of teachers.
- Be a current resource in identifying useful educational research and practices and model these practices to help improve the school’s student learning and teaching.
- Model effective instructional practices and openness to feedback about their teaching and its impact on student learning.
- Facilitate other experiences with networks outside the school to meet other teachers and mentors in surrounding schools or programs.
- Use agreed and invited classroom visits and observation for identified coaching sessions to help (graduate) teachers gain feedback and discuss their own teaching and development.
- Continually evaluate the effectiveness of the mentoring program and how it can be improved.

(Salzman, J. 2003. Becoming a Mentor: Are you the right one for the Job? p. 10 - 11)
SUGGESTED ROLE DESCRIPTION

Position: Mentor Teacher
Reports to: Principal/Leaderships Team

Specific accountabilities:
To support the Provisionally Registered Teacher in the following areas:

* Relationships and Pastoral Care
* School Policy
* Curriculum planning
* Organisation and school routines
* Communication and reporting
* Classroom Management

Primary goals:
The Mentor Teacher is responsible for:
(a) assisting the PRT to identify and contribute to the Catholic ethos of the school
(b) providing pastoral care and professional support for the PRT
(c) assisting with the planning of the school-based Induction Program
(d) co-ordinating time for the Induction Program in the school, allowing for the needs of the PRT and class timetables
(e) fostering communication and liaison between PRT, Staff, Principal and Catholic Education Office personnel.
(f) alerting PRT to resources and practices in the school
(g) helping to identify strengths and weaknesses of PRT
(h) implementing the term by term professional development for PRT
(i) alerting the Principal/Catholic Education Office Personnel when there are concerns about a PRT requiring their intervention or support, and advising PRT of the need to enlist further help
(j) renewing enthusiasm in PRT through support and encouragement
(k) completing evaluation of Induction Program and making contributions for its continuing development.
(l) attending Mentor training professional development
(m) assisting the PRT to complete the VIT full registration requirements

Organisational Environment:

(i) The Mentor Teacher is responsible for meeting regularly with the Principal to:
   ▪ keep him/her updated as to the progress and success of the Induction Program
   ▪ keep him/her aware of issues, problems, and needs which have been discussed and/or resolved between the PRT and the Mentor Teacher.

(ii) The Mentor Teacher is responsible for meeting regularly with the PRT as part of the school-based Induction Program and VIT requirements for full registration

(iii) In discussion with Principal and PRT, be a member of the panel to assist PRT gain VIT full registration.
A Personal Ethos for the 21st Century Mentor

As you continue the journey of mentoring at your school, it is time to reflect on the reason for participating in this program, both professionally and personally. If one of the reasons is to improve the quality of learning and teaching in your school, then consider the following. Take the time to discuss your thoughts with not only the PRT, but other teachers in the school. How do your thoughts compare with what some would argue should be the emphasis in education for the 21st century?

<table>
<thead>
<tr>
<th>Aspect/approach</th>
<th>Conventional</th>
<th>Learning for the 21st Century</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Imposed</td>
<td>Negotiated</td>
</tr>
<tr>
<td>Mistakes</td>
<td>Should not be made</td>
<td>To be learned from</td>
</tr>
<tr>
<td>Assessment</td>
<td>Exams</td>
<td>Profiles and results</td>
</tr>
<tr>
<td>View of World</td>
<td>Right - Wrong</td>
<td>Uncertainty/Shades of grey</td>
</tr>
<tr>
<td>Determined</td>
<td>Supervisory board</td>
<td>Local needs</td>
</tr>
<tr>
<td>Staffed by</td>
<td>Subject expert</td>
<td>Cross-curricula team</td>
</tr>
<tr>
<td>Aim</td>
<td>Theory to practice</td>
<td>Practice to theory</td>
</tr>
<tr>
<td>Approach</td>
<td>Content - driven</td>
<td>Process – driven</td>
</tr>
<tr>
<td>Focus</td>
<td>Teacher - centred</td>
<td>Student – centred</td>
</tr>
<tr>
<td>Teacher role</td>
<td>Expert</td>
<td>Fellow – learner/facilitator</td>
</tr>
<tr>
<td>Emphasis</td>
<td>Knowing that</td>
<td>Knowing how and why and how to find out</td>
</tr>
<tr>
<td>Student activity</td>
<td>Working alone</td>
<td>Working collaboratively</td>
</tr>
<tr>
<td>Ethos</td>
<td>Competitive against others</td>
<td>Striving for personal best against standards/criteria</td>
</tr>
<tr>
<td>Student role</td>
<td>Passive/receptive</td>
<td>Active/generative</td>
</tr>
<tr>
<td>Learning experiences</td>
<td>Programmed</td>
<td>Flexible/opportunity guided by framework of outcomes and learners’ interests/needs</td>
</tr>
</tbody>
</table>

(Reference: Unknown)
DEVELOPING RAPPORT WITH AND TRUST BETWEEN MENTOR AND PRT

Together the Provisionally Registered Teacher and Mentor Teacher Can:

<table>
<thead>
<tr>
<th>Plan</th>
<th>Document</th>
<th>Communicate</th>
<th>Listen</th>
</tr>
</thead>
</table>

However, prior to these actions occurring they must have established rapport and trust:

**Plan:**
- How frequently will you meet?
- When, where and at what time?
- What format will these meetings take?
- Who is responsible for these meetings, will this change over time?
- Has a timeline regarding issues, school events been drawn up?
- What action will be taken if either person is dissatisfied with the process.
- Who will take issues further that are school related?
- Has a procedure been put in place for the PRT to tackle issues or are you expecting the MT to have/give all the answers?

**Document:**
- How will minutes of these meetings be kept?
- What follow-up will occur based on these minutes?
- How will the PRT keep a record of issues that are of concern?
- How will the Mentor present information to the PRT?
- Has an evaluation procedure been drawn up to review the benefits of the Mentor/ PRT relationship.

**Communication Skills:** Some brief thoughts

‘The greatest need of the human soul is to be understood’

Without doubt communication is the most important skill in life.

We primarily use four forms of communication - reading, writing, speaking & listening. How many people in the population have had formal and systematic training in listening skills? Compare the amount of time you have spent in learning to read, write and speak, with your training time in listening.

The fundamental principle in effective listening is to firstly try to understand, and then be understood. We all have a natural tendency to listen with the intent to
REPLY, not understand the issue from the others' perspective. We also have a natural tendency to project our home video onto the other person's experience - "the same thing happened to me."

There are five types of listening (or non-listening.)

1. **Ignoring**: we pay no attention
2. **Pretend listening**: we acknowledge the other person and act like we’re listening, but attend elsewhere
3. **Selective listening**: you hear what you want to hear
4. **Attentive listening**: where we listen fully, but with our ears only, and ignore deeper issues
5. **Empathic listening**: where we listen with our ears but also with our eyes and our heart. We go below the surface to the feelings and issues that are of real concern.
   - i. We get inside their frame of reference and see how
   - ii. They see it, feel how they feel it

**Listen:**

**A few tips on empathic listening techniques**

1. **The Golden Rule**
   - Be genuine and care about the other person(s). How would you like to be treated in the situation of the other person? Use The Mutual Respect Model. If you are not sincere you will be damaging and manipulative.

2. **Empathy**: Listen with the intention of being able to reflect back to the other person what they are saying and feeling more accurately than they are communicating it to you.
   - THAT IS: you put yourself in their shoes PLUS try to clarify further for both the other person and yourself what they are saying and feeling.
   - Listen until you genuinely experience the other side and can state the other person’s position tentatively to THEIR satisfaction. Listen with your ears, eyes and heart.

3. Keep your body language open, relaxed and focused. Adopt a posture of involvement. Then be sensitive to the other person’s body language including eye contact.

4. Use reflective responses so that you diagnose from the others' experience, not your autobiography.

5. Use open rather than closed questions. Don’t ‘cross examine’.

6. Be non-judgmental. Judging is a major barrier to effective active listening and communication. Remember we all have a natural tendency to judge.

7. It is useful to see empathic listening as a five stage process:
   - i. mimic the content
   - ii. rephrase content
   - iii. reflect feelings
iv. rephrase content and reflect feelings (ie 2 and 3 combined)
v. use discretion to decide when not to reflect

8. At all costs, avoid defensiveness, which is a natural tendency we all have at all ages.
9. Be solution focused, but not a solution giver.
10. Stay with the other person’s concerns, not diverting to your concerns and autobiography.
11. The presenting problem may not be the major problem. Actively listen for thoughts and feelings that may give a clue to deeper or other issues.
12. When you have genuinely listened and experienced the other position briefly state your own views, needs and feelings in an assertive (as opposed to passive or aggressive) way.

*Check that the other person has heard what you have said, just as you thoroughly checked their position.
### A Checklist on Empathic Listening Attitudes and Techniques

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I have the attitude and intention to discover as accurately as possible the other person's feelings, wants and thoughts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I systematically apply reflecting skills and empathic listening in my personal and professional life.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I have a win - win attitude.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I am secure enough in my own position to release attachment from my attitudes and positions to seek to understand the other's position. If I am defending my own position I can't understand the other's position.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I am open to the possibility that other perspectives exist.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I do not advise, cross-examine, interpret and evaluate from my experience, which would impose my life experience on the other person's experiences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I accurately reflect back to the other person.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I focus on feelings as well as words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I am sensitive to non-verbal cues in discovering feelings and meanings.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(DEET 2004 Mentor Program)
FEEDBACK

Giving and receiving constructive feedback can be amongst the most challenging interactions in the mentoring relationship. To ensure that feedback becomes a relationship-building experience for all stakeholders, we need a sound mindset and techniques that observe the principles previously outlined.

When providing feedback, the focus is on assisting the other person to build their own journey to improve their practice. It is a coaching situation and may be assisted by the utilization of the GROW model to identify what the PRT wants to achieve and how they can make it happen. GROW stands for:

- **GOALS** - What do you want to achieve?
- **REALITY** - What is the present situation?
- **OPTIONS** - What are the possibilities?
- **WILL** - What will you do? When will you do it?

When identifying the GOALS, it is helpful to base them on the SMART goal setting approach:

- **S** - Specific and stretching
- **M** - Measurable
- **A** - Achievable
- **R** - Realistic
- **T** - Time framed


To ensure that feedback becomes a relationship-building experience for all participants, a framework is needed that includes the following:

- Clarify the purpose in giving the feedback;
- Describe what you have observed - the behaviour and actions and the impact of this behaviour;
- Use open ended questions to elicit a comment or response;
- There may be a need for a solution; it may also only be an opportunity for a reflective conversation with improvement in mind but not a specific solution.
Teacher Mentor Support Training provides the following as positive lead-ins to fruitful conversations:

**Expose assumptions**
- Please tell me a little more about...
- Help me to understand that idea...
- What you are saying here is...
- Can you give me an example to help me understand...?
- To what extent...?
- So, you are suggesting...
- I'm curious about...

**Promote thinking**
- What might you see happening if...?
- What do you think would happen if...?
- How did you decide / come to that conclusion?
- Have you thought about...?
- What results did you expect?

**Consider alternatives**
- How can I learn from this?
- How can I approach this problem flexibly?
- How might I look at the situation in another way?
- How can I draw on my repertoire of problem solving strategies?
- How can I look at this problem from a fresh perspective?
- How can I illuminate this problem to make it clearer, more precise?
- How might I break this problem down into its component parts and develop a strategy for understanding and accomplishing each step?
- What do I know or not know?
- What questions do I need to ask?
- What strategies are in my mind now?
- What am I aware of in term of my own beliefs, values and goals with this problem?
- What feelings or emotions am I aware of which might be blocking or enhancing my progress?
- How can we solve it together?
- What can I learn from others that would help me to become a better problem solver?

Teacher Mentoring Support: A learning guide for mentors; DEECD; 2008

*These questions may also be useful for teacher-student conferences to promote feedback conversations through which both parties can learn.*
Section D

This section is to provide the Provisionally Registered Teacher with essential information and forms.

PRTs are encouraged to gather documents such as:

<table>
<thead>
<tr>
<th>Class list of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>List of students with allocated funding</td>
</tr>
<tr>
<td>List of staff with contact numbers/extension numbers</td>
</tr>
<tr>
<td>Emergency contact numbers</td>
</tr>
<tr>
<td>School timetable of specialist teachers</td>
</tr>
<tr>
<td>Calendar of important school dates</td>
</tr>
<tr>
<td>Student &amp; teacher stationery requisites</td>
</tr>
<tr>
<td>Example of current reporting format</td>
</tr>
<tr>
<td>Map of the town/school</td>
</tr>
<tr>
<td>Parish contacts</td>
</tr>
<tr>
<td>Duty Procedures</td>
</tr>
<tr>
<td>List of Students with Medical alerts</td>
</tr>
</tbody>
</table>

(Tick off as you acquire the document)

Each day is a gift.
Open it.
Celebrate.
Enjoy it.

Stuart & Linda MacFarlane
STUDENTS WITH SPECIAL NEEDS

Basic Philosophy.
"We as educators in Catholic schools have a professional and ethical duty, as well as a responsibility of the highest order, to teach and develop all children to the best of our ability, within the religious and educational policies and beliefs of our school community and system."

Given this philosophy, we have a professional responsibility to accommodate students at all levels of the academic and social spectrum.

If I have a student I am concerned about, what should I do?
These are students who clearly indicate that they are not learning or thriving, or that some factor impedes their learning. Usually immediate strategies have been exhausted, and the situation requires the assistance of some one else.

A suggested process:
- Ascertain the situation
- What is the problem?
- Is it global, or area (curriculum) specific?
- Is there a welfare issue here?
- Take running notes or a record of the problem
- Take note of what strategies have been used.

Collegiate Support.
- Refer to your local colleagues and in particular the Special Needs Co-ordinator in your school.
- Study and investigate the area of concern. (i.e.: Reading Difficulties.)
- Discuss the matter with the parents and families. (based on your documented notes.)

Request for Student Support Services.
Refer to the Student Support Services information manual. (C.E.O.)

After Student Support Services Intervention.
- Case conference with the student’s family present.
- Strategic plan the curriculum and learning environment.
- Discuss and plan the remediation required.
- Plan goals, objectives, and evaluation procedures.
- Plan reporting procedures.
- Plan support mechanisms required.
- Student Support Groups (SSG) are a good way of reviewing progress and implementing case plans.
INDIVIDUAL LEARNING PLAN

<table>
<thead>
<tr>
<th>I.L.P.  ____ / ____  (No. of ILPs in current year / Total number ILPs)</th>
<th>Review Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Devised:</td>
<td></td>
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<tr>
<td></td>
<td></td>
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<tr>
<td>Student:</td>
<td>Year Level:</td>
</tr>
<tr>
<td>Program Support Group Members consulted in devising this plan:</td>
<td></td>
</tr>
<tr>
<td>Class Teacher:</td>
<td></td>
</tr>
<tr>
<td>Parents:</td>
<td></td>
</tr>
<tr>
<td>Principal Rep(PSG Chair):</td>
<td></td>
</tr>
<tr>
<td>Consultants to the PSG:</td>
<td></td>
</tr>
<tr>
<td>Additional Reports:</td>
<td></td>
</tr>
</tbody>
</table>

Entry Skills (What the student has achieved)

Challenges (Areas for Improvement)

Learning Priorities (Future Learning)
# INDIVIDUAL LEARNING PLAN

**STUDENT NAME:**

<table>
<thead>
<tr>
<th>Semester Goals (Long Term)</th>
<th>Short Term Goals (WHAT)</th>
<th>Strategies/Methods (HOW)</th>
<th>Mode of Delivery (WHO / WHEN)</th>
<th>Mode of Assessment</th>
<th>Evaluation dd/mm/yy</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1 2 3</td>
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</tbody>
</table>

**KEY:**
- 1 = Little or No Progress
- 2 = Satisfactory Progress
- 3 = Excellent Progress/Goal Achieved

Below is a list of learning priorities that may be included in the Individual Learning Plan:

<table>
<thead>
<tr>
<th>Daily Living Skills</th>
<th>Social Skills</th>
<th>Behaviour</th>
<th>Motor Skills</th>
<th>Communication</th>
<th>Literacy</th>
<th>Numeracy</th>
</tr>
</thead>
</table>

**Evaluation** (Comments pertaining to the students’ performance/learning against the set goals).

___________’s achievements as of dd/mm/yy

Number of days absent:

---

Induction Booklet 2011. Catholic Education Office, Ballarat. 38
REFLECTIVE MATERIALS


e5 Instructional Model

Education Department of South Australia (1992). _Teacher’s Work: The quality of teaching in our schools_.


Principles of Learning and Teaching P - 12

Salzman, J. (2002). _Becoming A Mentor_. Hawker Brownlow

www.legislation.vic.gov.edu

www.legislation.vic.gov.edu


