Support Package for Mentors of Graduate Teachers in Primary Schools

The more the members of the educational community develop a real willingness to collaborate among themselves, the more fruitful their work will be.

(The Religious Dimension of Education in a Catholic School, n.39)

Thank you for volunteering to Mentor the new teacher in your school.

Please do not hesitate to consult with other leadership members in your school, or CEOB personnel if you require further support in your role as mentor, or if you believe that your mentee requires further support.
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Tuesday 15th February  
Horsham
Thursday 24th February  
Warrnambool
Monday 28th February  
Ballaarat
Tuesday 8th March  
Mildura
Thursday 10th March  
Swan Hill
INTRODUCTION

The purpose of this booklet is to provide some guidance for the Mentor as s/he guides the Provisionally Registered Teachers (PRTs) through a school Induction Program 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 Mentors, PRTs and Principals.

This document can also provide assistance to those who are mentoring colleagues who have 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,
- the Mentor Teacher - an experienced teacher, appointed by the Principal who has current knowledge of the VIT registration process
- the Principal.

The role of the Catholic Education Office Ballarat (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 a quality induction program relies on careful planning based on current research. It also depends on regular and informed input from all members involved - particularly the Mentor. 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.

The program should commence on appointment of the PRT, prior to the beginning of the school term and ideally continues for several years.
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)
THE INDUCTION PROGRAM FOR PROVISIONALLY 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.

**Mentor Teacher.**

For each PRT, a supportive, experienced and exemplary Mentor Teacher should 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.*

**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.

**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.

It is recommended that Mentors attend the two days of Mentor Training as facilitated by VIT. Dates for this year can be found at the back of this booklet.

**Induction Program Handbook, Mentor Support Package, Principal Support Documents**

To assist PRTs, Mentor Teachers and Principals, these documents have been developed to provide co-ordinated support to the various groups involved in the induction process within the Ballarat Diocese.
INDUCTION

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 (PRT and Mentor)
- 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
- 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.
For the Mentor Teacher

This section provides the Mentor Teacher with information that may be worthwhile 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)
# Should I become a Mentor? - a checklist.

<table>
<thead>
<tr>
<th>Qualities conducive to successful mentoring</th>
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<th>2</th>
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<th>5</th>
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<tbody>
<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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<tr>
<td>I want to contribute to the professional development of others and share what I have learned</td>
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<tr>
<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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<tr>
<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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<tr>
<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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<tr>
<td>I recognise the importance of completing my work program and keeping it up to date</td>
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<tr>
<td>I recognise the importance of religious Education in the school</td>
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<tr>
<td>I understand that we are all teachers of Religion in the school</td>
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<tr>
<td>Overall, I see myself as a competent professional</td>
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<tr>
<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>
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<tr>
<td>Others are interested in my professional ideas</td>
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</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

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) completing Catholic Education Office forms
(j) 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
(k) renewing enthusiasm in PRT through support and encouragement
(l) completing evaluation of Induction Program and making contributions for its continuing 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 Mentor Teacher and PRT 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.

It may benefit both Mentor and PRT to consult information regarding active listening and questioning at:

http://www.mindtools.com/pages/article/newTMC_88htm
## A Checklist on Empathic Listening Attitudes and Techniques

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<thead>
<tr>
<th></th>
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<th>YES</th>
<th>NO</th>
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<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>
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<tr>
<td>2</td>
<td>I systematically apply reflecting skills and empathic listening in my personal and professional life.</td>
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<tr>
<td>3</td>
<td>I have a win-win attitude.</td>
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<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>
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<tr>
<td>5</td>
<td>I am open to the possibility that other perspectives exist.</td>
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<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>
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<tr>
<td>7</td>
<td>I accurately reflect back to the other person.</td>
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<tr>
<td>8</td>
<td>I focus on feelings as well as words.</td>
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<tr>
<td>9</td>
<td>I am sensitive to non-verbal cues in discovering feelings and meanings.</td>
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(DEET 2004 Mentor Program)
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.*
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

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

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Focus points/Issues</th>
<th>Actions taken/resolution</th>
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CHECKLIST

This section provides a checklist for the Mentor Teacher to assist with making the Graduate/New Teacher feel comfortable and confident in his/her new school.

A Prayer for Teachers

Enable me to teach with WISDOM
For I help to shape the mind.

Equip me to teach with TRUTH
For I help to shape the conscience.

Encourage me to teach with VISION
For I help to shape the future.

Empower me to teach with LOVE
For I help to shape the world.
BEFORE SCHOOL BEGINS

To guarantee that the Graduate Teacher feels confident before school begins the Mentor should:

- Ensure that the graduate teacher has been introduced to other staff members
- Ensure graduate teacher has a copy of last year's work program appropriate to grade level
- Inform graduate about daily routine ie when does school begin, recess times, lunch time, protocols for entering classrooms
- Check duty rosters and ensure they understand their responsibilities with these
- Help graduate teacher familiarise him/herself with policies/procedures on:
  - Behaviour Management Program - whole school process
  - Pastoral Care
  - Relationship building with students and staff
  - First Aid
  - Reporting Accidents
  - Giving Medication to students
  - Homework
  - Reporting procedures
  - Timetabling of Gymnasium/Art Room/Library/Computer-Laboratory
  - Parental Access Protocols
  - Student access to classrooms
  - Lunch arrangements
  - Use of Playground
  - Collection and recording of monies/notes etc
  - Applying for leave processes eg sick leave, bereavement leave, graduation leave.
  - Use of Internet and Intranet
  - Copyright compliance
  - Car Parking
  - Telephone protocols - teachers and students
  - Morning Tea Money
  - Use of coffee cups - do you bring your own?
- Ensure graduate has copies of school documentation on Victorian Essential Learning Standards. Assist them with becoming familiar with how this is implemented and if there is a cycle of topics followed
- Ensure graduate has a copy of Awakenings the school Religious Education program and help them become familiar with how this is implemented.
- Discuss how the school may implement specific learning programs such as Inquiry Learning, Habits of Mind, de Bono's Thinking Hats.
- Visit the Resource Centre/Library - introduce the graduate teacher to the staff and organise access for personal borrowing and inform him/her about procedures for class use and copyright
- Inform graduate about tuck-shop procedures
- Inform graduate about dismissal procedures and school bus routines
- Inform graduate teacher when assemblies are held and how often  Explain the routine for assemblies
- Outline what is expected of graduate in terms of:
  - Work Program
  - Maintaining Attendance Roll
Assessment procedures

Maintaining records on progress of children
☐ Outline the arrangements for duplicating material required in their teaching
☐ Outline the school rules regarding the absence of children from school grounds and which areas are out of bounds
☐ Explain the arrangements for the collection of children at times outside the normal dismissal times
☐ Outline the yard duties of the graduate and explain protocols for the duty
☐ Inform graduate teacher about the extreme weather procedures (wet/hot days) in the school
☐ Assist graduate to check class list for any alterations
☐ Assist graduate to check spelling and pronunciation of children’s names
☐ Show graduate where they can collect all materials needed for their first teaching days
☐ Discuss with graduate collection and distribution of books/stationery to ensure children are adequately equipped, according to book lists.
☐ Assist graduate to plan a tentative class time-table
☐ Encourage graduate to have name tags on children’s desks/tables to assist them in memorising children names
☐ Encourage graduate to have name tags on children’s storage dishes to enable the children to find their books etc.
☐ Encourage the graduate to arrange attractive and meaningful displays in their classroom – preferably related to the first topic. Show them where they can find appropriate materials for the display
☐ Outline who is responsible for keeping classrooms tidy – vacuumed/dusted
☐ Explain the policy/protocol on pin-up space and sticking materials on walls/windows
☐ Assist graduate to prepare a temporary floor plan for the classroom – do you have sufficient desks/chairs/storage for their needs?
☐ Encourage the graduate to have plenty of materials and activities planned for their first days of school.
☐ Outline the staffroom responsibilities – wash up duties etc
☐ Show where will they find:
  - Art supplies
  - Musical instruments
  - Physical Education equipment
  - Teaching resources for Domains in VELS
  - Books for children
  - Paper for duplicating
☐ Ensure that Principal or Technology Co-ordinator has set up the graduate’s email address and/or have them assist you to do so
☐ Discuss dress code of the school/teacher