


G2P
Mentoring Early Career Teachers
 10 February 2017

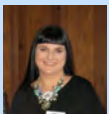


The order of things....


8.45 - 9.00	Welcome and Introduction
9.00 - 10.30	Mentoring an Early Career Teacher
<i>Morning Tea</i>	
11.00 - 12.30	Encouraging Reflective Practice through Collegial Conversations – Making the Familiar Strange
<i>Lunch</i>	
1.15 - 2.00	The Process and My Place In it – AITSL Induction Guidelines
2.00 - 3.00	Making a Workable Plan




Who are we?



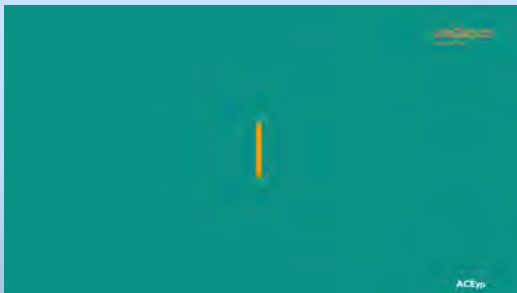
Samantha Wynne




Nicola Davidson



Anne Hey



The G2P program



- support ECT's as they make the transition from university studies to the workforce through specific, timely professional learning sessions, networking and contact with school based mentors
- responsive to the needs of ECT's™ co-constructed and developed in response to feedback from ECT's, mentors and leaders
- assist ECT's to demonstrate achievement of the proficient phase of the Australian Professional Teacher Standards through collections of evidence of practice.


Day 1 Mentors	Day 2 Mentors & ECT's
Welcome and course outline Mentoring an ECT	Welcome and course outline ECT Resilience Framework and Planning
Encouraging Reflective Practice™ the collegial conversation – Making the Familiar Strange	The G2P process How well do you know the Standards?
The G2P Process Making a Workable Plan	Cheers, Tears and Fears – Early Career Teachers

Day 3 Graduates	Day 4 Graduates
Developing a professional mindset	Behaviour Management
The First 6 Weeks of School Communicating with parents	Written reports and three way interviews
The Road Ahead Previous Grads tell their stories	Wellbeing for Early Career Teachers

Day 5 Graduates	Day 6 Graduates
What do we wish you knew Principals, psychologists, parents, colleagues	Where to From Now? Going beyond the day to day
The Power of Words	Presenting my journey
Portfolio Development and Individual Coaching Session	Certificate presentations


All about you

- Name
- School
- Role
- Volunteer or press ganged
- School context ~ long tradition of mentoring or new to your setting?
- Looking forward to
- Concerned about ...




Mentoring An Early Career Teacher

Anne Hey



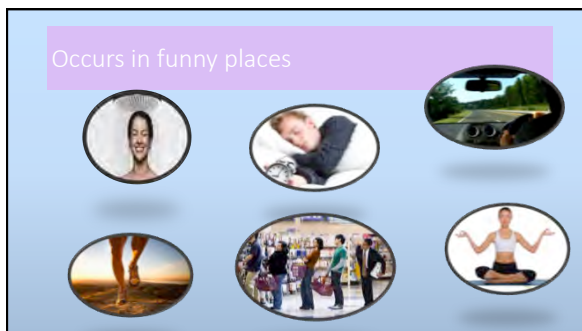
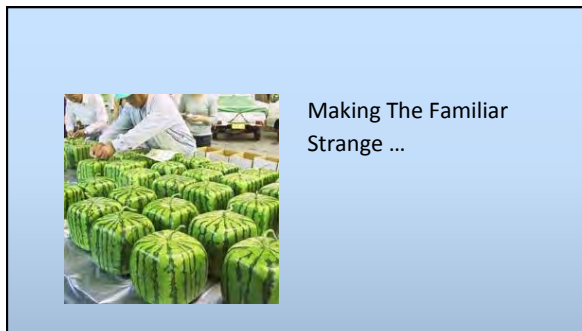
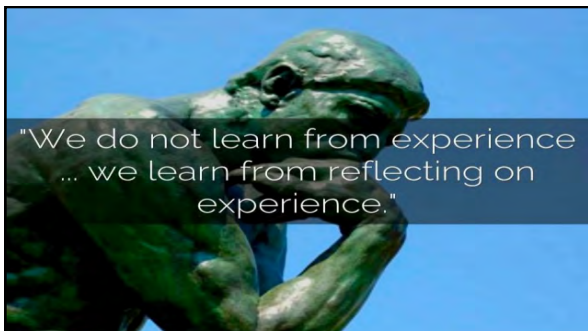


Encouraging Reflective Practice through Collegial Conversations

Samantha Wynne



Learning Intentions

- Consolidate understandings about teacher reflective practice and it's importance
- To understand the enablers and barriers to professional conversations
- To identify some of the key characteristics around reflective conversations that support analysis and growth of practice

Research and evidence

Teacher performance has been shown to improve when the following conditions are present:


- > Opportunities for teacher **self-reflection** and **objective setting**
- > **Regular classroom observation** and **provision of constructive feedback** from their **school leader**, as well as their **peers**
- > Frequent **feedback on classroom performance** as an **ongoing dialogue**, not a once a year discussion
- > **Shadowing, coaching** and **mentoring** from peers and leaders
- > **Opportunities** to contribute to and **engage in teamwork, collaboration** and **action learning** with other teachers to obtain the best possible outcomes for students

Growing our Potential Hay Group, 2012

Some assumptions about good teaching...

- is technically sophisticated and difficult
- requires high levels of education and long periods of training
- is perfected through continuous improvement
- involves wise judgment informed by evidence and experience
- is a collective accomplishment and responsibility
- Maximises, mediates and moderates online instruction

(Hargreave, A. & Fullan, M. 2012)



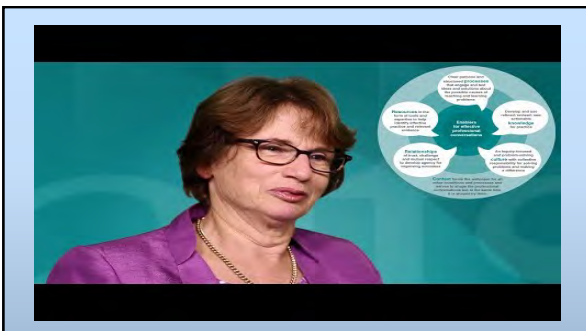
Teacher Reflective Practice ...



Professional Conversations

- Refers to formal and informal dialogue that occurs between education professionals including teachers, mentors, coaches and school leaders about educational matters
- The conversations that promote teacher collegiality and self efficacy through the sharing of practice and information

Professional Conversations and improvement focused feedback, AITSL 2015



Read and Connect

- Take a coloured slip from the centre of the table
- Read it silently
- Share it with a partner and discuss
 - How would you define reflective conversations?
 - Why is important to have reflective conversations?

From: Mandy Reynolds-Smith & Lucy Fisher 2015

What is a reflective conversation?

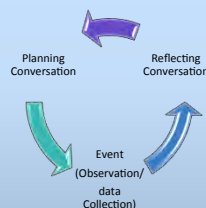
Reflective conversations about practice require teachers to understand and **analyse** the events in the classroom. In these conversations, teachers must consider the instructional decisions they have made and examine student learning in light of those decisions

Charlotte Danielson

Reflective Conversations require you to ...

- | | |
|--|---|
| <ul style="list-style-type: none"> • be a mirror • listen and clarify • be silent (and let that drag on) • focus on your partner • ask questions • not judge | <p>NOT</p> <ul style="list-style-type: none"> have the answers say what you would do talk make judgmental noises tch tch be the 'expert' |
|--|---|

Collegial Coaching Cycle

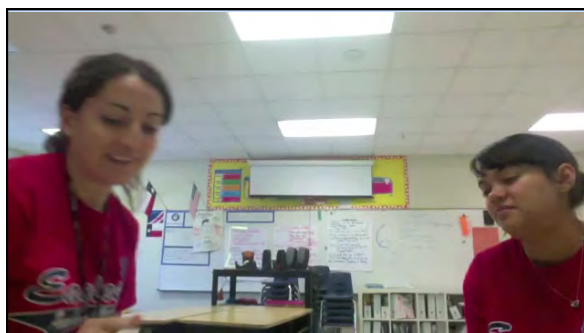


Charles Darwin University, 2014

The reflecting conversation ~ not just a 'chat'

Through your **questions** help your colleague to:

- Summarise impressions and recall supporting information
- Analyse causal factors
- Construct new learnings
- Commit to application
- Reflect on the coaching process and explore refinements



Turn to your partner and discuss ...

- What are some of the things that the coach does that might be distracting or judgemental to the Early Career Teacher?
- What are some of the things that the coach does to support the teacher to analyse her practice?

This time record the questions asked by the coach.
What did you notice about those questions?

Reflective Practice Video 1



Turn to your partner and discuss ...

- What do you think the advantages are of an Early Career Teacher observing a Highly Accomplished Teacher?
- Do you see a role for your Early Career Teacher/s to observe a Highly Accomplished Teacher?
- Would would they observe? You? Or another staff member?

Some things to think about ...

- Appraisal or development
- Confidentiality & trust who knows what
- Focus on student learning or teacher practise
- Colleagues or novice and expert
- Evidence based conversations
- Regularity
- Invitation or invasion
- Accountability



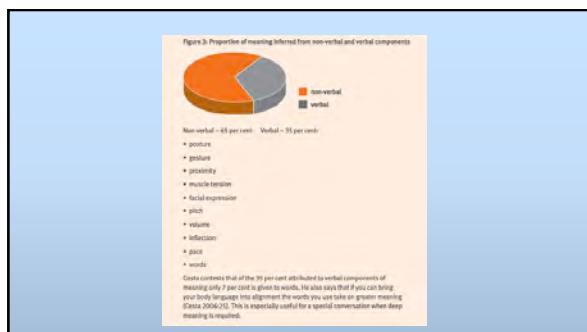
Accountability must be a reciprocal process. For every increment of performance I demand from you, I have an equal responsibility to provide you with the capacity to meet that expectation.

Likewise, for every investment you make in my skills and knowledge, I have a reciprocal responsibility to demonstrate some new increment in performance.

Elmore, 2000

Many, and sometimes most, of the critical meaning generated in human encounters are elicited by touch, glance, vocal nuance, gesture or facial expression with or without the aid of words. From the moment of recognition until the moment of separation, people observe each other with all of their senses, hearing pauses, intonation, attending to dress and carriage, observing glance and facial tension, as well as noting word choice and syntax. Every harmony or disharmony of signal guides the interpretation of passing mood or enduring attribute. One of the evaluations of kinetic, vocal, and verbal decisions are made to argue or to agree, to laugh or to blush, to relax or resist to continue or cut off conversations.

Barnlund in Costa 2006



Never in	Anger
Confront	Immediately – unless you're angry – otherwise you rely on your memory and memory is subjective
Be	Specific about behaviour Clear – check communication
Use	Data – clear information
Provide	Examples of behaviour – often people have different perception
Follow-up	Rather than thinking it will all blow over

A Learning Guide For Teacher Mentors – Victoria

Reflective Questions

- What went how you expected it to go? What were the surprises?
OR
- What were some of the differences between what you planned and what occurred?
- What were your intentions in using this strategy?
- How do you know your lesson's learning intentions were met?
- Which of your skills seemed most useful?

Expose Assumptions

- Please tell me a little more about ...?
- Help me to understand that idea; what you're saying here is ...
- Can you give me an example to help me understand ...?
- To what extent ...?
- So, you are suggesting...?
- I'm curious about...
- What assumptions were you making when?
- How did you decide ...?

Promote Thinking

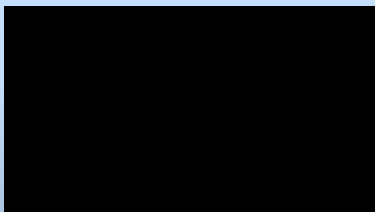
- What might you see happen in your classroom if?
- What do you think would happen if ...?
- How did you decide/come to that conclusion? Have you thought about?
- What results do you expect.....?
- What criteria did you use to decide ...?
- What did you see your students doing (or hear them saying) that made you feel positive/concerned?

Consider Alternatives

- What did you learn from this?
- How could you approach this problem flexibly?
- How might you look at the situation in another way? How could you draw upon your repertoire of problem-solving strategies?
- How could you look at this problem form a fresh perspective? How could you illuminate this?

Reflective conversations should be rich in open-ended questions.


Activity



The role of the mentor is to.....?


a brain to pick, an ear to listen and a push in the right direction

John Crosby


AISWA
 Association of Independent Schools
 of Western Australia

Graduate to Proficient Full Registration Requirements

Nicola Davidson



Learning intentions

- Develop an understanding of the TRBWA requirements for graduate teachers and your place within that process
- Sneak a peak beyond compliance



Provisional Registration

To be eligible for the grant of Provisional Registration you must:

- hold a teaching qualification recognised by the Teacher Registration Board of Western Australia
- have the [English language skills](#) required for teachers in Western Australia; and
- be a fit and proper person to be registered
- be able to demonstrate that you meet the [Professional Standards for Teachers in Western Australia](#) at the Graduate Level or have done so in the previous 5 years
- have either taught or studied in the Australian or New Zealand teaching and educational context .

Transition time

*Provisional Registration is generally granted to graduate teachers. It allows **up to three years** for new teachers to strengthen their classroom knowledge and skills and develop their professional practice. During this time it is expected that teachers, with the support of their school or workplace, will move to Full Registration. Provisional Registration cannot be renewed unless there are exceptional circumstances.*

TRBWA 2015

<http://www.trb.wa.gov.au/>



Assessment

A determination by the TRBWA of whether the Professional Standards (Proficient Level) have been met is based on a recommendation from the school or workplace that the teacher has satisfied all the Standards. The recommendation is made by way of a supporting declaration from an appropriate person.

An appropriate person



The person delegated by the Principal, or equivalent, to determine whether an applicant meets the standards:

- may be a Deputy Principal, head of department, experienced/senior teacher, supervisor or line manager
- must hold Full Registration in Australia or New Zealand
- must be in a reasonable position to assess an applicant and make a declaration to the TRBWA in relation to the Professional Standards

Signing off...



The appropriate person is required to sign a declaration summary of the reasons why they consider that the applicant has met the Professional Standards at the Proficient Level. The declaration will confirm that the Professional Standards have been met to the required level.

The person making the declaration is responsible for ensuring that the Standards have been met at the Proficient Level.

Evidence



- Evidence presented by a teacher seeking Full Registration should cover a broad scope of the teacher's knowledge, practice and engagement.
- Supporting evidence must take into account all of the focus areas and level descriptors under each of the seven standards.
- A determination of whether an applicant has met the Professional Standards will generally be based on the declarations contained in the application.
- Those making the declaration must be satisfied that the Standards have been met to the Proficient Level.



Evidence

Evidence must be directly observable. Human beings can only provide four types of directly observable evidence of abstract learning. We can *do* things, *say* things, *make* or *write* things. It is from the things people do, say, make or write that we infer learning, emotions, knowledge, understanding and learning in general.



Demonstrating achievement

Evidence used to demonstrate achievement against the Professional Standards should:

- be drawn directly from the teacher's work
- be derived from a range of sources and must include:
 - evidence of student learning
 - observation of the teacher's teaching
- be annotated to reflect achievement of the Standards by taking account of each of the descriptors
- show impact on student learning

Using Annotations



- Annotation may take different forms such as handwritten notations attached to a sample of student work or lesson plan, or an explanatory typed paragraph attached to the evidence.
- A piece of evidence may have one annotation that provides information across a number of areas or multiple annotations covering individual issues.

Annotations help



- Annotation can help teachers:
- identify and explain links between their evidence and specific Standards/descriptors
 - demonstrate how their teaching practice meets the relevant Standards/descriptors
 - reflect on, analyse practice and propose next steps against specific Standards/descriptors
 - provide context to the evidence to situate the work such as what, why and when
 - show the impact on student learning
 - show the achievement of stated goals and objectives.

At a minimum an annotation should:

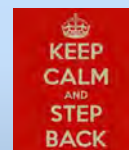
- identify the descriptors being accounted for and explain links between their evidence and the specific descriptors
- provide context to the evidence
- demonstrate how the evidence shows achievement of the Standards/descriptors
- identify impact on student learning

An example

My comments to the student on their maths work illustrate how I provided feedback to help learning (Standard 5, descriptor 5.2). By providing feedback during the lesson I helped the student understand how to work through the problem. This enabled the student, as demonstrated in the completion of her work to successfully finish the set tasks.

Take a step back, look beyond compliance, think about ...


- The standard domains
- Career phases
- What improving classroom practice looks like, is there a road map?



And...


- AITSL Induction guidelines
- TRBWA Professional boundaries policy





Making a Workable Plan

Samantha Wynne



Induction



Things to Consider

- What time resource does the school have to sustain the process of Mentoring?
- When will you meet?
- How often will you meet?
- What professional learning will be provided at school level?
- Will your school support access to other professional learning?
- If you have more than one graduate teacher you are mentoring can you meet with them together?
- How will you handle – a bad day? – a bad week?

Suggested Meetings

Term 1

- Meet every week

Term 2 and 3

- Meet every two weeks

Term 4

- Meet every 3 weeks with a meeting to plan for the next year

Induction Process

- What is your schools Induction process?
- Know your role – what parts of the induction process are you responsible for beyond the mentoring relationship?

Induction - Things to Think about ...

- An introduction of all people present and their roles.
- The clear expectations of the Principal for all employees of the School.
- A brief history of the School.
- The Vision, Mission and Cultural and/or Religious ethos of the School.
- Administrative matters, annual leave, sick leave and superannuation
- Learning technologies and the correct use of these including the use of email, the internet and intranet, laptops/computers, mobile phones, iPads, smart boards and so forth.
- Staff Policies and Procedures- distribution of a Staff Handbook or Staff Procedures Guide.
- School security matters including access onto site, passwords and codes for alarms, keys for entry and safe practices for after-hours entry and use of facilities.
- School timetable details, staff duties, general daily procedures
- General Staff information such as Tea-Room organisation, amenities charges, uniforms, First Aid, OH&S, evacuation procedures, employee parking and insurance of personal property.

Policies Your ECT will need to become familiar with

- Child Protection
- Staff Code of Conduct
- Standard Operating Procedures
- Accident/Injury/First Aid including Anaphylaxis and Asthma
- Occupational Health and Safety
- Information Communication Technology
- Social Media
- Staff Grievances
- Staff Appraisals

When creating your mentor plan think about... the first weeks of school

- Availability and location of curriculum materials and teaching resources
- Information about the students
- Timetable
- Reporting to parents - expectations
- School rules and policies
- How to access school facilities and equipment (photocopying, resources, budgets)
- Staff – who is who?
- Facilities – where's where?
- Expectations about teaching role and responsibilities
- TRBWA – registration processes

When creating your mentor plan think about... the first term of school

- Managing student behaviour and classroom management
- Building a repertoire of effective teaching and learning strategies
- Organising student learning
- Student assessment and reporting
- How to talk to and deal with parents
- Record-keeping
- Developing sequenced learning programs, curriculum planning
- TRBWA

When creating your mentor plan think about... the first year of school

- Managing challenging behaviours
- Tracking student learning
- Differentiating the curriculum
- Catering for students with a range of learning needs and inclusion of children with a disability
- Building Effective teaching and learning strategies
- How to write report comments
- Meeting with parents for conversations about children
- Student engagement and motivation
- Developing sequenced learning programs
- Teaching strategies for particular content areas
- TRBWA

Time To Plan

