

# Mentor Training for Experienced Teachers

## Frequently Asked Questions

### What is the Effective Mentoring Program?

The Effective Mentoring Program is two days of professional learning that equips experienced early childhood and school teachers with mentoring skills.

Teachers who do the training learn how to support provisionally registered teachers at the beginning of their careers and guide them through the Victorian Institute of Teaching's process to become fully registered.

At no cost to participants, this training provides the opportunity for experienced teachers to develop their mentoring skills to induct and build the professional practice of beginning teachers.

### Who should apply?

Experienced teachers who want to become a mentor and share their expertise and years of teaching experience with colleagues just starting out in their careers should register for the Effective Mentoring Program.

The training is most suitable for teachers working in an early childhood service or a school who currently mentor a provisionally registered teacher or plan to in the near future.

Teachers who register for the training must be able to attend both days.

### Why should I participate in the program?

Undertaking the Effective Mentoring Program will give you the opportunity to foster a culture of mentoring in your early childhood service or school and is an important step to becoming a great mentor to beginning teachers.

### How can I apply?

You can register for the Effective Mentoring Program on the Victorian Institute of Teaching's website:

[www.vit.vic.edu.au/registered-teacher/how-to-train-as-a-teacher-mentor](http://www.vit.vic.edu.au/registered-teacher/how-to-train-as-a-teacher-mentor)

### What are the training dates and locations?

Training dates and locations are listed on the Victorian Institute of Teaching's website:

[www.vit.vic.edu.au/registered-teacher/how-to-train-as-a-teacher-mentor](http://www.vit.vic.edu.au/registered-teacher/how-to-train-as-a-teacher-mentor)

To cater for different educational settings, training days and locations for early childhood teachers and school teachers are scheduled separately.

### Where do I get more information?

For further information about the Effective Mentoring Program and the requirements for provisionally registered teachers to become fully registered, visit the Victorian Institute of Teaching's website:

[www.vit.vic.edu.au](http://www.vit.vic.edu.au)

Early childhood teachers may also visit:

[www.education.vic.gov.au/childhood/professionals/profdev/Pages/mentoring.aspx](http://www.education.vic.gov.au/childhood/professionals/profdev/Pages/mentoring.aspx)

School teachers may also visit:

[www.education.vic.gov.au/school/teachers/profdev/Pages/mentor.aspx](http://www.education.vic.gov.au/school/teachers/profdev/Pages/mentor.aspx)



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## Information Sheet

### Benefits of mentoring

Quality teaching significantly influences learning outcomes for children and young people. Supporting beginning teachers to reflect upon their teaching is critical in assisting them to develop their practice. Mentors play a key role in supporting beginning teachers to become active agents in analysing and improving their own practice and in doing so develop their identity as teachers.

Mentoring is a reciprocal professional relationship which not only helps to improve the professional practice of new teachers, but also provides opportunities for more experienced teachers to gain fresh perspectives.

### Mentoring and induction

Induction is one of the earliest stages within the continuum of teacher professional learning and is focused on supporting new staff to become a part of a community of learners.

Mentoring is a central feature of successful teacher induction and offers more structured and individualised support to beginning teachers.

Beyond induction, mentoring skills are valuable in supporting other teachers at all stages of their career.

### Supporting beginning teachers

Beginning teachers need:

- to feel that they are supported and included within a professional learning community
- to be matched with a mentor who can support the development of their practice and provide constructive feedback to encourage professional reflective dialogue
- common time to formally meet and work with a mentor
- opportunities to share teaching practice through peer observation of self and others and through professional conversations
- regular and effective communication with, and support from, the principal or an educational leader.

### Tips for Effective Mentoring

1. Mentors need a good understanding of what mentoring is. Programs such as the Effective Mentoring Program are necessary in order to develop this understanding.
2. Begin the mentoring relationship with a dedicated session clarifying the roles and purpose of the mentoring relationship.
3. The mentoring pair should set up the parameters or 'ground rules' of the relationship together from the outset. Ensure there are clear and shared standards and goals.
4. Make sure there are agreed meeting times scheduled on a regular basis.
5. The choice of mentor should take into account practice skills and interests, physical proximity and competency.
6. The mentoring relationship should be focussed on teacher practice in response to learners' needs.
7. Provide opportunities to team-teach, shadow and observe, learn from and with others. The opportunity to build reflective practice is invaluable.
8. Keep discussions confidential. This is essential for developing mutual trust and will ensure that beginning teachers are comfortable sharing their ideas or concerns.
9. Don't make decisions on behalf of the beginning teacher. Listen and ask probing questions.
10. Share your professional network. Introduce your beginning teacher to other individuals who may be valuable resources or future collaborators and facilitate conversations with other beginning teachers.

