

Mentor Training for Experienced Teachers

Frequently Asked Questions (FAQs)

What is the Effective Mentoring Program (EMP)?

The EMP is a program of professional learning that equips experienced teachers with mentoring skills.

Teachers who do the training learn how to support Provisionally Registered Teachers (PRTs) at the beginning of their careers or teachers returning to the classroom in Victoria and guide them through the Victorian Institute of Teaching's (VIT) process to become fully registered.

This training is provided at no cost to participants and provides the opportunity for experienced teachers to develop their mentoring skills and to provide the support required to induct and build the professional practice of PRTs.

The EMP is developed for educators in early childhood, primary and secondary educational contexts (and includes educators working in non-school settings e.g. zoos and hospitals). Participants from government, independent and catholic educational settings are invited to attend.

What is the Mentoring Capability Framework?

A key component of the refreshed EMP is the Mentoring Capability Framework (MCF) which has been developed to support the learning and development of Provisionally Registered Teachers.

The MCF is a comprehensive guide to mentoring PRTs in Victorian government schools and other educational settings.

Who should apply for the EMP?

Experienced teachers who have enthusiasm for mentoring should register for the EMP in order to share their teaching experience and expertise with colleagues just starting out in their careers.

Why should I participate in the EMP?

The Australian Institute for Teaching and School Leadership (AITSL) have released Australian guidelines for teacher induction into the profession. The research identified mentoring as one of the most effective forms of support for PRTs.

Undertaking the EMP will give you the opportunity to foster a culture of mentoring in your school and is an important step to becoming a great mentor to PRTs.

This is a free professional development opportunity where you will be able to attribute your participation in the Program to the VIT's requirement to engage in professional development activities as part of your annual registration process.

How do I apply?

To register for the EMP visit the [Effective Mentoring Program](#) on the VIT web site

Teachers who register for the EMP are required to attend both days and complete the pre and post online modules.

What assistance is provided?

The program is offered at no cost to schools or participants.

What are the course dates and locations

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

Course dates and locations can be found on VIT's web site at the [Effective Mentoring Program](#)

More information

For further information about the requirements for PRTs to become fully registered, visit the [Victorian Institute of Teaching](#)

School teachers can visit: [Mentor training for experienced school teachers](#)

Early childhood teachers can visit: [Mentor training for experienced early childhood teachers](#)

Further information about the national guidelines published by the Australian Institute for Teaching and School Leadership can be found at: [Graduate to Proficient – Australian guidelines for teacher induction into the profession](#)

The Department provides guidance, tools and training for mentors to support the induction of new teachers. For tools and resources (for government schools) see the central [Induction Portal](#)

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Fact Sheet

Why do we need to mentor PRTs?

Quality teaching significantly influences student learning outcomes. Supporting PRTs to reflect upon their teaching is critical in assisting teachers to develop their practice. Mentors play a key role in supporting PRTs to become active agents in analysing and improving their own practice and in doing so develop their own practice as teachers. During these challenging times, PRTs more than ever are going to require quality support. Having **regular access to a classroom mentor** is profoundly important to new teachers and their development as proficient teachers. Without mentor support new teachers can flounder and may leave a profession they have spent years studying in order to join.

AITSL's induction guidelines indicate that mentoring strengthens the skills and knowledge of graduate teachers, expands their teaching repertoire, improves job satisfaction and their commitment in the early years of their career.

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.

How does mentoring relate to an induction program?

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 structured individualised support to PRTs.

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

What do PRTs need?

PRTs need:

- to feel that they are supported and included within a professional learning community
- to be matched with a mentor who can support development of their practice and provide

- constructive feedback to encourage professional reflective dialogue
- common time to 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. The Effective Mentoring Program and the Mentoring Capability Framework will help teachers 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, 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 PRTs are comfortable sharing their ideas or concerns.
9. Don't make decisions on behalf of the PRT. Listen and ask probing questions.
10. Share your professional network. Introduce the PRT to other colleagues who may be valuable resources or future collaborators and facilitate conversations with other beginning teachers.