2014 Mount Stuart Cluster
Teacher Education Centre of Excellence
Mentor’s Handbook

(Acknowledgements to all other TECE Heads of Mentoring for their ideas and contributions)

TEACHER MENTORS

As highly performing teachers, the prime expectations are about pedagogy:

- Quality teaching in the provision of education for all students
- Improving student outcomes
- Integrating ICTs into classroom practices
- Data driven differentiated instruction
- A mindset of being United in our Pursuit of Excellence
- Demonstrating effective teaching
- High level pedagogical content knowledge relating to curriculum area(s)

Recognising that mentors are leaders, there are expectations around relationships:

- Welcoming the preservice teacher as a valued colleague with fresh and special knowledge and skills to offer as a basis for developing a genuine mentoring relationship based on trust, respect and confidentiality
- Devoting the time needed to develop the skills required of an outstanding teacher applicant and providing quality mentoring to the preservice teacher
- Providing support to the preservice teacher in their new role as practitioner with responsibility for student learning by listening to and helping the preservice teacher to solve problems and serving as a role model and leading by example
- Facilitating professional learning conversations that challenge and support the preservice teacher to use evidence to develop teaching strengths and assisting the preservice teacher to gather and analyse learner data in order to inform differentiation in approaches to teaching
Promoting the profession and public education through expressing positive feelings about teaching and helping the preservice teacher attain the same feelings

Specifically, teacher mentors will

- Model good teaching practice and be prepared to discuss own teaching beliefs, strengths and knowledge of how students learn, provide opportunities for classroom visits and encourage visits to other classrooms
- Observe the preservice teacher and engage in a professional learning conversation and facilitate the preservice teacher’s ability to reflect. It will be focused on the teaching observed, and on progress relating to the AITSL Professional Standards for Teachers.
- Willingly arrange regular meeting times with the preservice teacher to structure conversations around samples of student work and other achievement data, so that you can assist the preservice teacher to see what this work or data shows about student understanding and learning and what future learning and teaching is needed
- Keep notes of key areas of development discussed, planning and action taken
- Assist the preservice teacher and the HOM in the development of a Professional Development Plan for the preservice teacher
- Help the preservice teacher cope with the practical details of becoming and being a teacher, assisting with their understanding and management of the school and classroom environment, and serving as a source of ideas

Other expectations may include

- Reflecting on how you can develop your existing skills and knowledge further to become an effective, educative mentor to the preservice teacher
- Participating in fully funded mentoring and coaching PD, and PD regarding improving pedagogy, differentiation of instruction and evidence driven practice
- Being rewarded with funding for educational purposes (PERT) and regular reporting of PERT as required by the HOM
- Allocating the time needed for mentoring activities
- Providing the HOM with advice and feedback on the Centre program
- Providing formal assessment of the preservice teacher’s progress in relation to the AITSL Professional Standards for Teachers
Suggesting suitable professional development for the preservice teacher

Please remember, we are seeking to have the preservice teachers “DETE ready’ for employment next year. Some areas to consider:

- Developing evidence based practice
- Catering for diversity
- Lesson introductions and conclusions
- Questioning techniques
- Lesson design
- Assessment strategies including teacher feedback to improve student achievement
- Teacher/student interaction
- Classroom environment and culture
- Learning strategies/structures
- Student learning- both social and academic
- Teacher’s role , including in the classroom, faculty/year level team , broader school and community
- Student engagement
- Personalising learning
- Incorporating digital tools

Developing an Action Plan

This is best done in consistency with school templates in existence around The Developing Performance Framework.

As somewhere to begin, consider undertaking the following activity to assist the preservice teacher develop a clear plan of action to achieve their goal. This simple scaling activity can be revisited throughout the year to assess distance travelled, to assist in refocussing student goals and to give the mentor clearer direction on what is required to support the preservice teacher to meet their goals.

Benefits for the Teacher Mentor

There are a range of financial and professional benefits for Mentors who participate in this program.
Incentives to access Professional Development through PERT. PERT may also be used for the purchase of resources or payment towards professional associations or payment of fees for university or other study, it may be used to purchase resource (these remain the property of the school). When the 5 days have been completed and signed by the mentor and preservice teacher it need to be sent into the HoM and then the school will be contacted to invoice the centre for 1 TRS day.

Participation in MSCTECE training will contribute 10 hours towards their Queensland College of Teachers Continuing Professional Development.

Opportunity to work with a high achieving preservice teacher who has been accepted into the program through a rigorous application and interview process.

Evidence towards Senior Teacher and Experienced Senior Teacher pay points and the potential for teacher mentors to access benefits in line with the National Professional Standards after these have been announced e.g. Highly Achieving Teacher and Lead Teacher

Influencing the training of exceptional preservice teachers – making a difference to the future of the profession

Remember you are a role model, so model the behaviours you expect the preservice teachers to develop.

The Recruitment Process

As a lead teacher in this project, it is important that you understand the DET recruitment process.

The Significance of Practicum Reports written by Mentor Teachers

All graduate applicants are required to submit two DET Professional Experience/Internship Overviews completed by their supervising/mentor teachers when they undergo assessment for suitability for employment. For MSCTECE preservice teachers these will be the two practicum reports written by mentor teachers and internship teachers. Copies of these documents are on Make a Difference – Teach website together with guidance on how they are to be completed.

Information is available for mentors to assist in completing the DET Professional Experience/Internship Overview and can be downloaded from: Make a Difference – Teach website, specifically the Information for Supervising Teachers.

The Overviews should provide information about the applicant in at least two different contexts and from at least two different supervising/mentor teachers.

The Suitability Panel is required to allocate a numeric indicator for each report.
This score then contributes 50% (25% for each semester report or 10/20 points) of the total points towards determining suitability assessment ranking.

<table>
<thead>
<tr>
<th>Suitability Ranking to be Awarded</th>
<th>Numeric Indicators (Total from above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding Applicant (OA)</td>
<td>19 or 20</td>
</tr>
<tr>
<td>High Performing Applicant (HA)</td>
<td>17 or 18</td>
</tr>
<tr>
<td>High Sound Applicant (HS)</td>
<td>15 or 16</td>
</tr>
<tr>
<td>Sound Applicant (LS)</td>
<td>12, 13 or 14</td>
</tr>
<tr>
<td>Marginal Applicant (MA)</td>
<td>9, 10 or 11</td>
</tr>
<tr>
<td>Unsuitable Applicant (UA)</td>
<td>Less than 8</td>
</tr>
</tbody>
</table>

To be prioritised for employment in North Queensland and Far North Queensland regions MSCTECE preservice teachers must be assessed as **Outstanding or High Performing Applicants** i.e. with a suitability score of 17 to 20.