

OAKHILL COLLEGE



Mentoring of Provisional Graduate Teachers Policy

Policy Classification		
Policy Number:	Date of Origin: June 2016	By Whom: Director of Professional Learning
Policy Audience: Public Domain	Review Dates: June 2018 February 2021	Next Review Date: February 2023
Policy Approval: This policy was approved by the Board, May 2018.		
This policy supersedes all previous policies relating to matters contained herein.		
This policy is in accord with the Safeguarding Standards of Catholic Professional Standards Ltd which align with the National Principles of Child Safe Organizations.		

1.0 Rationale

- 1.1 This policy directly applies to Graduate Teachers who are typically in their first two or three years of teaching and are working towards Proficiency Level Accreditation of the Australian Professional Standards for Teachers overseen by NESA.
- 1.2 Mentors are experienced and inspiring teachers who have demonstrated commitment to, enthusiasm for and competence in teaching. Mentors are chosen because they are regarded as appropriate role models willing to learn and lead.
- 1.3 At Oakhill the specific context for Mentoring is to support the processes of Induction and Accreditation of Graduate Teachers. The key aims are to support, develop and retain Graduate Teachers at Oakhill and in the general teaching profession; develop and challenge the Mentor professionally; and contribute to the concept of Oakhill College as a Professional Learning Community.

2.0 Guiding Principles

- 2.1 The Mentoring Policy will:
 - Support Graduate Teachers in the Induction process;
 - Induct Graduate Teachers into the culture of the College, giving them a sense of belonging to the College community;
 - Support Graduate Teachers through the Accreditation process, challenging them to meet or exceed the Standards at the level of Proficient Teacher (PT);
 - Encourage these Teachers to consider teaching as their long-term career;
 - Contribute to the Mentor's professional development by providing an opportunity for leadership and professional learning due to their interaction with Graduate Teachers;
 - Contribute to the College as a Professional Learning Community via sharing of teaching ideas and resources, observation of peers' teaching, critical discussion on student learning and effective teaching, constructive feedback and a focus on improving professional practice.
 - Ensure First Year Graduate Teachers are aware of policy and procedures in regard to College Safeguarding and Child Protection Policies.

3.0 Policy

3.1 Role of the Mentor

The key role of Mentors at Oakhill is to contribute to the Induction and Accreditation of Graduate Teachers; and to guide and support them in the early stages of their teaching career so that their professional practice matches the Professional Standards at PT level.

4.0 Guidelines and Procedures

4.1 Induction: A Mentor is to:

- Act as a source of information on day-to-day matters;
- Explain College policies and procedures such as: pastoral care and the House system, student reports, bus /yard duties, absence/illness procedures and teacher/parent or carer communication;
- Set a good example professionally e.g. lesson preparation, inspiring teaching, assessment and feedback, and working as a member of a team.

4.2 Accreditation: A Mentor is to

- Support and supervise the Teacher in their progress towards Accreditation at PT level;
- Encourage discussion about teaching practice;
- Encourage the Teacher to work collaboratively with other teachers on professional tasks;
- Demonstrate the links between lesson plans, a learning sequence, units and programs;

- Share ideas/resources and explore, develop and evaluate new teaching strategies;
- Encourage the Provisional Teacher to observe and reflect on peers' teaching;
- Observe and provide constructive feedback on the Teacher's teaching and professional practice;
- Assist the Teacher in gathering evidence which demonstrates attainment of the Standards at PT level;
- Keep appropriate records of Mentor-Teacher meetings such as pre-Observation and post-Observation meetings;
- Write the Supervisor's Observation Report and Accreditation Report.

4.3 Features of the Provisional Teacher/Mentor Relationship

- Focus on improving teaching practice for better student outcomes;
- Mutual *partnership* whereby both learn, lead and develop;
- Regular contact
- The mentor's main role is to support the Teacher;
- Supervise the Teacher in the process of attaining Proficiency.

4.4 Role of the Provisional Teacher

- Understand the Professional Teaching Standards for Accreditation;
- Observe the teaching of the mentor and other teachers; discuss effective teaching and learning; accept feedback from the Mentor and other observers;
- Collect materials such as lesson plans, observation reports and resources (which the Provisional Teacher has developed) and arrange them via the seven Standards into a portfolio as per the Evidence Guide for Accreditation;
- Take responsibility for managing his/her own progress and communicating any needs to the Mentor.

4.5 Role of the Director of Professional Learning (re this Policy)

The Director of Professional Learning oversees the policies of Induction, Accreditation and Mentoring of the Graduate Teachers.

5.0 Supporting and Related Documents

This Mentoring of Graduate Teachers Policy links directly with the:

New Staff Induction Policy
First Year Provisional Teacher Induction Policy
Teacher Accreditation Policy.

6.0 Policy Review

This Policy is to be monitored and revised at least every two years and at other times to ensure procedural fairness and in response to changes in legislation.

7.0 Definitions

Mentoring is a learning relationship between an experienced colleague (Mentor) and a Graduate Teacher. It involves advising, coaching, role modelling, supporting and inspiring the Teachers early in their career. Hence the Mentors are respected by their peers, experienced in teaching, and enthusiastic about their career.