

MENTORING



Foundation
to
Year 12

TABLE OF CONTENTS

[TABLE OF CONTENTS](#)

[RATIONALE](#)

[AIM](#)

[SCOPE](#)

[GUIDELINES FOR IMPLEMENTATION](#)

[SELECTION CRITERIA](#)

[REVIEW](#)

RATIONALE

Sirius College does not view mentoring as the process through which an experienced teacher mentors an inexperienced teacher; rather, it is the learning process through which a teacher with expertise in any given area, field or skill guides a fellow staff member who aspires to develop in this area.

Sirius College is committed to maintaining the professional learning culture of its learning and teaching environment. The College induction of new staff and mentoring policies constitute an important means to achieve this end; however, this process is something that all staff members can benefit from and aptly serves the College's approach to education as a lifetime endeavour, not just for its students, but also for its staff. As such, many teachers can find themselves in a situation where they may be mentoring a younger colleague in a particular discipline, while simultaneously being mentored in another area, such as ICT in the Curriculum.

AIM

Sirius College is committed to:

- Providing ongoing information, training, support, guidance and individual professional learning plans for teachers;
- Improving student outcomes by placing motivated, supported and confident teachers in the classroom;
- Increasing teachers' morale, job satisfaction and commitment to providing effective learning;
- Providing healthy and safe working environments for all staff members;
- Retaining high quality teachers; and
- Constantly improving its mentoring program.

SCOPE

This policy applies to all Sirius College campuses and serves as a guide for management in the provision of an effective mentoring program for Provisionally Registered Teachers (PRTs), Teachers with Permission to Teach (PTT), newly appointed teachers (including transfers between campuses), teachers returning to work after extended leave, teachers new to their positions and any teacher requesting a mentor in a particular area.

This policy should be read in conjunction with the Induction and Professional Development Policy.

GUIDELINES FOR IMPLEMENTATION

The Director of Curriculum and in smaller campuses the Principal, is responsible for the management and implementation of the mentoring program.

Teachers with PTT are required by VIT to be "under general supervision of a registered teacher. General supervision included oversight of the planning and implementation of class programs, and professional support with regard to:

- Teaching methods/practices
- Student welfare
- Assessment procedures and related matters" VIT Permission to Teach Policy 2007

The assigned mentor will undertake general supervision. In cases where the principal has PTT two mentors will be assigned with one on campus and the other the Victorian Curriculum Leader for the relevant department who may be on another campus.

A full-time teaching load is 28 periods, including duties; PRTs should be allocated no more than 27 periods. Mentors should be allocated a reduced teaching load. Mentors and inductees should have common planning periods timetabled. It is possible for a mentor to be from an intercampus team member.

Mentors should also attend Professional Development to equip them with the knowledge and skills to become effective mentors, as well allowing them to be familiar with VIT registration requirements for Provisionally Registered Teachers.

[Mentoring Policy]

Teachers interested in being mentors should approach the relevant coordinator, or in smaller campuses the Principal, and submit a Mentor Teacher Application Form. Management may nominate experienced teachers to act as mentors. Nominated mentors may decline the request.

Mentors must provide a minimum of two written recommendation statements from their colleagues illustrating their positive attitude, their collegial commitment, their high level interpersonal and communication skills and expertise in the given field.

Head teacher or team leader will automatically mentor teachers new to the College or to their position. Any teacher requesting a mentor in any given area should approach the Principal and put in a request.

Mentors should not mentor more than two inductees at a time. The Principal will meet with both mentor and inductee at least once a term to discuss progress. Both the mentor and the inductee have the right to approach the Principal and request a change if they have any concerns.

If an appropriate mentor cannot be allocated from within the campus, a mentor may be assigned from a nearby campus. This is especially pertinent when the inductee is a member of the management team, for instance, the Principal.

SELECTION CRITERIA

The following criteria should be used in the selection of teacher mentors:

- At least 3 years teaching experience;
- Completion of mentor training or agreement to undertake mentor training;
- Strong commitment to the promotion of the professional learning culture within the College and especially personal growth;
- Demonstrated commitment to the College's vision and mission statements, and embodying the College's ethos and values;
- Demonstrated exemplary knowledge of subject matter, pedagogy and school policies and procedures;
- Demonstrated effective communication and interpersonal skills; and
- Willingness to act as a role model for others and be tactful in the way they provide guidance.

REVIEW

The Sirius College management team will review the *Mentoring Policy and Procedures* and related documents in collaboration with staff representatives as part of the College's annual review process for new policies; the policy will then be added to the College's three year cyclic review.