



HIGHVIEW COLLEGE
STAFF PROFESSIONAL MENTORING POLICY
Person Responsible – The Director of Professional Practice

(Reviewed in even years)

Rationale

All staff new to a school need assistance to understand the unique school culture, expectations, processes and relationships.

Aims

To ensure that new staff are welcomed, extended consideration and support as they settle in to the Highview College family.

Implementation

- New staff will undertake an induction and are assigned a peer mentor/buddy.
- For all new staff commencing at the beginning of the year – the induction process is streamlined and generally precedes the return date for general teaching staff.
- For new staff commencing throughout the school year – induction is facilitated by the Director of Professional Practice (DPP), in conjunction with other relevant staff, such as specific Head of Departments (HODs).
- Induction encompasses the formal introduction to professional processes, classroom management advice, who to seek for specific assistance, policies, technology access, salaries and an orientation to the school environment.
- Induction is the beginning of our orientation process.
- New staff will continue to need support as they adjust to their classrooms, their curriculum and the broader school environment. This is where staff, particularly those within the same departments, are encouraged to extend their professional support.
- Relevant HODs will meet formally and informally with new members of their team.
- Relevant HODs will conduct mutually arranged lesson observations (using an EBO approach) of all new staff within their department.
- The DPP will also meet with each new member of staff in their first term at the College, as well as consult with relevant HODs to monitor the progress of new staff. This consultative process can also determine possible levels of support as needed.
- The Principal is updated regarding the progress of new staff by the DPP. This enables the authorization of any extra support strategies that may need to be offered.
- In cases where extra support is implemented, the progress of the staff member is monitored closely to observe improvement or the need for further strategies to be implemented. In such cases, the Principal is consulted to authorize implementation.

Support for Pre-Registered Teachers

1. New teaching staff that are provisionally registered, and in the process of gaining their full registration with VIT – are also assigned a VIT Mentor to assist them with this specialized process. VIT Mentors are usually a relevant HOD or the DPP.
2. A one lesson allowance applies in the first year of a pre-registered teacher's employment. (for both the PRT and the VIT Mentor)
 - This allows them to meet on a weekly basis to regularly discuss their development.
 - This is a safe and supportive time where concerns, ideas and solution pathways are shared.
 - These collaborative meetings both support and strengthen a PRT's confidence and competence to develop their teaching resources, strategies and skillsets.
 - These meetings also have two more focus areas, as required to gain full registration
 - a. assistance in developing a suitable 'Enquiry Project' as part of their VIT registration process, and
 - b. to evidence and demonstrate the PRT's ability to meet all of the professional teaching standards – as developed by AITSL (also a VIT requirement).
3. VIT studies have shown that there is a concerning turnover of new teachers in the first few years of this profession. They believe that institutions that offer supportive VIT programs are a critical link to improving retention rates.
4. The DPP co-ordinates the VIT Mentoring program and checks regularly with Mentors regarding PRT progress. The DPP can also offer meta- coaching support where and when needed.
5. Once per Term, the school Calendar facilitates a collaborative meeting with all PRT staff, Buddies and Mentors, as part of the Monday meeting rotations. This is led by the DPP and is arranged in a less formal setting to facilitate more open discussions.
6. For purposes of evaluation and developing effective and progressive mentoring support, PRT's are asked to share feedback on the support they have received throughout the year. This is the main topic during the final collaborative meeting, in Term 4. Feedback is noted and can be used to help continue the development of a strong and sustainable support program for Highview.

Policy developed by Wendy Hare - 2017
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Due for Review – March 2020