Every student succeeding
State Schools Strategy 2014–2018

Mentoring Beginning Teachers program

Beginning teacher handbook
The purpose of this document is to provide beginning teachers with an overview about the Mentoring Beginning Teachers (MBT) program and should be used in consultation with a mentor.

**What is mentoring?**

Mentoring is a non-evaluative process by which an experienced educator facilitates the development of a beginning teacher. It is a structured and sustained support process with a strong focus on improving instructional practices. Mentoring relationships are confidential.

The MBT program seeks to lift teaching standards across Queensland by skilling mentors to support beginning teachers as they:

- transition to full registration with the Queensland College of Teachers
- work through induction in their local context.

**Benefits for beginning teachers**

A mentor will help beginning teachers feel:

- supported
- connected to their peers
- confident
- enthusiastic about their work
- valued as a professional teacher.
**Roles and responsibilities**

The following table sets out roles and responsibilities for principals, mentors and beginning teachers as described in the *MBT guidelines for principals*.

You may wish to use this as a basis for your initial conversation, negotiating your own roles and responsibilities, for your mentoring relationship.

<table>
<thead>
<tr>
<th>Principals</th>
<th>Mentors</th>
<th>Beginning teachers</th>
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<tbody>
<tr>
<td>• Ensure all beginning teachers have a mentor during the first 12 months of their teaching career</td>
<td>• Participate in mentor training</td>
<td>• Complete the mandatory induction program</td>
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<td>• Promote the opportunities available to appropriate staff</td>
<td>• Commit to at least one year of mentoring beginning teachers</td>
<td>• Play an active role in the mentoring relationship</td>
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<td>• Identify suitable teachers to participate in the Mentoring Beginning Teachers program</td>
<td>• Network with other mentors and, where possible, provide support to other mentoring partnerships</td>
<td>• Remain open to giving and receiving feedback in order to develop as a professional</td>
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<td>• Ensure prospective mentors understand the expectations of the role</td>
<td>• Model best practice teaching and learning approaches</td>
<td>• Critically reflect on their own practices</td>
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<td>• Ensure beginning teachers are effectively inducted (see Induction guidelines for state school-based employees and Induction planners for Queensland state school teachers)</td>
<td>• Meet regularly with beginning teachers, building a rapport and developing an ongoing professional relationship</td>
<td>• Observe their mentor teachers in the classroom</td>
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<td>• Continue to develop a collegial and supportive school culture and practical arrangements for mentoring relationships</td>
<td>• Be available and responsive to the needs of beginning teachers; supporting them to build their confidence in the classroom and to problem solve</td>
<td>• Complete the Teacher Induction and Development program, where appropriate</td>
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<td>• Respect and support the relationship between the beginning teacher and the mentor</td>
<td>• Engage with the Australian Professional Standards for Teachers</td>
<td>• Complete appropriate online coaching modules</td>
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<td>• Manage the Mentoring Beginning Teachers program funding to maximise support for the beginning teacher and mentor</td>
<td>• Assist beginning teachers to identify their capability development needs</td>
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<td>• Provide beginning teachers with feedback, facilitate their reflection on practice</td>
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<td></td>
<td>• Support beginning teachers to grow effective practice</td>
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<td></td>
<td>• Support beginning teachers as they transition to full registration</td>
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Alignment of the MBT program and the Annual Performance Review process for teachers

Although mentors are not responsible for conducting the beginning teacher’s annual performance review conversation, the mentoring program should align with the beginning teacher’s annual performance development plan.
## Suggestions to guide your mentoring plan

Please note these ideas were collated from the MBT mentor training workshops and have been aligned to the school terms.

<table>
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<th>Term</th>
<th>Stage</th>
<th>Description</th>
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| **Term 1** | Stage 1: Self-awareness check and skill development for mentors | • Unpack the [Australian Professional Standards for Teachers (APST)](https://www.aistl.edu.au) and investigate the resources on the [AITSL](https://www.aistl.edu.au) and the [QCT](https://www.qct.qld.edu.au) websites  
  • Visit the [DET Induction website](https://www.det.qld.gov.au/induction), Teacher Induction and Development program, online coaching modules and PD calendars  
  • Use the MBT online community and MBT discussion lists  
  • Plan or update your school-based mentoring program, including liaising with your leadership team to clarify roles and expectation |
| **Term 1** | Stage 2: Building and maintaining the mentor-beginning teacher relationship | • Support the school-based induction by discussing:  
  − planning and reporting requirements  
  − school communication procedures, including parent-information night, class e-newsletter and parent teacher interviews  
  − the use of OneSchool, Learning Place, MIS email, OnePortal  
  − mandatory induction program  
  − school culture and community  
  − how to access the department’s policy and procedures register  
  − specialist support staff and services available  
  − Code of School Behaviour and school-based behaviour management  
  − classroom management strategies  
  − probation – state school teachers requirements  
  − transition to full registration requirements – download the QCT evidence guide  
  − QCT Code of Ethics for Teachers in Queensland  
  − school planning and curriculum documents  
  • Show the beginning teacher around the school  
  • Discuss the Annual Performance Review process for teachers – phase 1: reflection and goal setting  
  • Commit to a mentoring agreement – meeting times, duration, frequency  
  • Schedule a time to have the beginning teacher observe your classroom practice  
  • Observe the beginning teacher's classroom practice and provide feedback  
  • Encourage the beginning teacher to share their own innovative ideas and practices  
  • Work together to develop pedagogical knowledge and teaching strategies  
  • Be available and use active listening  
  • Be interested in your beginning teacher, both personally and professionally  
  • Be encouraging, non-judgmental, empathic and mindful  
  • Determine effective SMART goals  
  • Collect evidence along the way – i.e. emails, meeting notes, observations |
| **Term 2** | Stage 3: Establishing the needs of the beginning teacher | • Use reflective thinking  
  • Use goals from the beginning teacher’s annual performance development plan to inform observations and meetings  
  • Identify the beginning teacher’s needs using observations, feedback and discussions  
  • Discuss school-based reporting and assessment protocols  
  • Discuss differentiation for students  
  • Discuss transitioning to full registration  
  • Discuss Annual Performance Review process for teachers – phase 2: professional practice and learning  
  • Use the Learning Place as a resource  
  • Participate in OneChannel sessions  
  • Review mentoring evidence |
| **Term 2 & 3** | Stage 4: Developing a needs-based mentoring plan | • Use observations, feedback and discussions to:  
  − regularly revisit and readjust goals based on needs  
  − discuss Annual Performance Review process for teachers – phase 3: feedback and review  
  − review annotated evidence for transition to full registration report  
  • Use self-reflection tools  
  • Actively seek feedback from the beginning teacher and principal regarding the effectiveness of the mentor plan  
  • Review the beginning teacher’s annual performance development plan to see if goals have been met  
  • Use the Classroom Practice Continuum to guide self-reflection in regards to the graduate and proficient career stage  
  • Complete further AITSL self-assessment tools to track progress  
  • Celebrate success! |
| **Term 3** | Stage 5: Implementing the mentoring plan | • Use observations, feedback and discussions to:  
  − regularly revisit and readjust goals based on needs  
  • Use self-reflection tools  
  • Actively seek feedback from the beginning teacher and principal regarding the effectiveness of the mentor plan  
  • Review the beginning teacher’s annual performance development plan to see if goals have been met  
  • Use the Classroom Practice Continuum to guide self-reflection in regards to the graduate and proficient career stage  
  • Complete further AITSL self-assessment tools to track progress  
  • Celebrate success! |
## Appendix 1 – Beginning teacher pre-meeting preparation

In preparation for your first mentoring conversation, you may want to complete the following questions:

### My goals for this mentoring relationship

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### My expectations of myself for this mentoring relationship

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### Expectations I have of the mentor for this mentoring relationship

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### Some things my mentor should know about me

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Please note – an editable template is available on the [MBT website](https://mbtwebsite.com).
Resources

Department of Education and Training (DET)
- DET induction strategy
- DET induction for Queensland state schools
- Induction guidelines for school-based employees
- Mandatory induction
- Annual Performance Review process for teachers
- Mentoring beginning teachers
- Developing Performance Mentoring handbook
- Teacher Induction and Development program
- Online coaching modules
- Contemporary Practice Resource
- Caldwell and Sutton Report

Queensland College of Teachers (QCT)
- APST (extract) Graduate career stage
- APST (extract) Proficient career stage
- QCT web conferences

Australian Institute for Teaching and School Leadership (AITSL)
- Teacher toolkit
- My Standards app
- Illustrations of practice
- Self-assessment tool
- Classroom practice continuum
- Learning from practice – workbooks