Identifying and matching beginning teachers

How do I identify the beginning teachers at my school?
At the start of each term, regions will be provided with an indicative list of identified beginning teachers. This report will identify teachers who meet all of the following criteria:

- provisional registration with Queensland College of Teachers (QCT)
- fewer than 200 days (1000 hours) teaching experience
- permanently employed or on a term-long contract in a Queensland state school.

If you have any questions regarding staff members, please contact your regional Human Resources Manager.

Who is responsible for matching beginning teachers with mentors?
Principals are responsible for matching identified beginning teachers with mentors.

When matching mentors and beginning teachers, principals may consider:

- accessibility – mentors must make themselves available (being a mentor is an active role requiring commitment and dedication)
- location – where possible, teachers should be able to conduct face-to-face meetings and classroom observations
- year level – where possible, both the mentor and beginning teacher should have the same or similar year level or phase of learning
- subject area – particularly in a high school context, sharing the same subject area or faculty may be helpful
- teaching style and philosophy – to assist the development of rapport and trust.

A principal may consider online mentoring to be the best option for their beginning teacher. Details of online mentors can be accessed via MyHR Home, Corporate reporting.

What if I have more beginning teachers than mentors?
A mentor can work with more than one beginning teacher and this decision should be made at a local level. If a mentor is working with various beginning teachers, you may decide to use some of the MBT TRS funds to reduce their teaching fraction.
Funding arrangements

How do schools access the funds for mentor release time?

Schools that have identified beginning teachers will automatically receive payment of the equivalent of 18 hours of Teacher Relief Scheme (TRS) funding per full-time beginning teacher, per term.

Calculation of each term's grant is based on an end-of-term report of beginning teacher employment information from the department's HR systems. The payments will be made early in the following term, through the School Appropriation and Budget Application (SABA), and do not require a separate application.

In most circumstances, the mentor and beginning teacher will be in the same school. However if this is not the case, the schools involved will need to negotiate how best to distribute the funding that the beginning teachers attract.

How much funding will the school receive for each beginning teacher?

Schools with identified full-time beginning teachers will receive the equivalent of 18 hours of TRS ($1512.18) each term per beginning teacher. For part-time teachers, schools will receive a pro-rata amount of the 18 hours (please see the table below). These figures are based on the TRS rate for Semester 1, 2015.

### MBT TRS funding amounts

<table>
<thead>
<tr>
<th>Hours per term</th>
<th>Funding per term</th>
<th>Hours per year</th>
<th>Funding per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.1 FTE</td>
<td>1.8</td>
<td>7.2</td>
<td>$604.87</td>
</tr>
<tr>
<td>0.2 FTE</td>
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<td>$1209.74</td>
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<td>72</td>
<td>$6048.72</td>
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</tbody>
</table>

How should the mentor release time be used?

Principals will have flexibility to decide how to use the 18 hours mentor release time (per full-time beginning teacher, per term) to best support beginning teachers according to their school context and needs.

Some options may include:

- releasing both the mentor and beginning teacher to allow them to meet regularly to build rapport and develop an ongoing professional relationship
- releasing the mentor to observe the beginning teacher’s classroom practice
- releasing the beginning teacher to observe the mentor’s classroom practice
releasing the beginning teacher to observe another staff member’s classroom practice, where appropriate.

During their release time, mentors may:
- support mandatory and school-based induction
- observe classroom practice
- conduct feedback conversations
- have professional conversations and build rapport
- participate in web conferences
- attend professional learning sessions
- access the Teacher Induction and Development program, where appropriate
- discuss the transition to full registration and associated annotated evidence.

**How can I use the TRS funding when it is difficult to find supply teachers to release my mentor?**

If your school has limited access to supply staff to provide release time for mentors, some alternative suggestions include:
- accessing an online mentor for your beginning teacher through MyHR Home, Corporate reporting
- using one mentor teacher to work across a group of schools.
Mentoring in schools

How will the mentoring program work in schools?
Principals will decide how to manage the mentoring arrangements in their schools to best suit their context. The following models may be used to meet local needs.

School-based mentoring
School-based mentoring refers to the beginning teacher and mentor being in the same location. It is expected school-based mentoring will include:

- meeting regularly face-to-face
- modelling lessons for beginning teachers to observe
- observing beginning teachers in the classroom.

It is possible one mentor teacher could work within their school or across schools, to support more than one beginning teacher.

Online mentoring
Online mentoring refers to the beginning teacher and mentor working together in an online environment. Online mentoring may involve:

- meeting online using synchronous technology (e.g. web conference, Skype, FaceTime)
- communicating using asynchronous technology (e.g. email, text message)
- organising a school-based teacher to model lessons for the beginning teacher to observe
- organising a school-based teacher to observe the beginning teacher in the classroom.

Do I have to use a trained mentor?
No, you do not need to match beginning teachers with trained mentors. If there are no trained mentors at your school, you should match an experienced teacher to work with the beginning teacher and suggest they register for upcoming mentor training workshops.

The following online support is available for untrained mentors:

- OneChannel recordings giving an overview of the MBT training workshops
- access to the Learning Place MBT online community and all MBT training resources
- access to all trained mentors via the MBT discussion list.

Can I be both a master teacher and a beginning teacher mentor?
As one of the key responsibilities of a mentor is to model best practice teaching and learning approaches, ideally the mentor should be in a current classroom teaching position.

However, schools and principals have autonomy to make local decisions about how to manage the resources of master teachers and beginning teacher mentors to best suit their needs. They may therefore allocate the role of mentor teacher to their master teacher if there are no other suitable mentors at the school.
Where can I find a trained mentor if there is not one at my school?
If there are no suitable mentors at your school, you will be able to access all trained mentors through the Teacher Mentor report on MyHR Home, Corporate reporting.
For more information regarding the mentor database, contact the MBT team at mentoringbeginning.teachers@det.qld.gov.au.

When is the next mentor training intake?
All information regarding upcoming intakes can be found on the Mentoring Beginning Teachers OnePortal page. Alternatively, you can also register to be notified of upcoming intakes.
Mentoring resources

What support is available to mentors?
Besides the two-day mentor training and MBT TRS funding, mentors will also have access to:

- a QUT academic for six months following their MBT workshop
- a MBT online community and discussion list for mentors
- online teacher capability development including:
  - Teacher Induction and Development program
  - online coaching modules

What resources are available for beginning teachers?
The department has developed the following online resources to support beginning teachers during their induction and as they transition to full registration. These online resources include:

- DET induction website
- Teacher Induction and Development program
- online coaching modules

It is important for mentors and schools to be aware of these resources so that they can direct their beginning teacher, as appropriate.