

# Environmental Scan of Mentoring Programs

Informing the development of teaching practice through a scan of international and Australian mentoring programs

February 2023



## Acknowledgement of Country

The Australian Institute for Teaching and School Leadership (AITSL) acknowledges the traditional custodians of the land, sea country and waterways from across Australia. We honour and pay our respects to their Elders, past, present and future.

AITSL worked closely with key stakeholders in the development of this scan. Thank you to all those who participated in the development of the document.

© 2023 Australian Institute for Teaching and School Leadership Limited (AITSL)

Please cite this publication as:

Australian Institute for Teaching and School Leadership, 2022, Environmental Scan of Mentoring Programs, Review of international and Australian mentoring programs, AITSL, Melbourne.

ISBN 978-1-925192-79-7

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The Australian Institute for Teaching and School Leadership was formed to provide national leadership for the Commonwealth, state, and territory governments in promoting excellence in the profession for teaching and school leadership with funding provided by the Australian Government.

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# Introduction

Attraction, retention and professional growth of pre-service and early career teachers are important policy objectives in Australia, particularly given the current context of significant teacher shortage and the growing socio-economic gap in educational achievement for students. Yet, these challenges are not new.

The Organisation for Economic Co-operation and Development (OECD) in 2005

- identified the need for more support for beginning teachers as a strategy to increase the retention of teachers in schools
- recognised the need for increased interconnection between initial teacher education, induction and professional development
- suggested that many countries could improve teacher effectiveness by offering more support for teachers in the early stages of their career to adequately establish a greater focus on a lifelong learning perspective <sup>1</sup>.

Over the last 20 years, mentoring has become a ubiquitous form of support offered to professionally develop pre-service and early-career teachers <sup>2</sup>. Indeed, 90% of Australian teachers surveyed through the Teaching and Learning International Survey (TALIS) reported that their school has a mentoring program<sup>3</sup>. Against this historical backdrop of a call for increased support and the significant growth in the use of mentoring, AITSL decided to undertake an environmental scan of the resources being provided to those who are actively engaged in mentoring-supervision of pre-service and early-career teachers.

Within Australia, the scan includes the actions of a range of Government, Catholic and Independent sectors, Initial Teacher Education (ITE) providers, Teacher Regulatory Authorities (TRA) and professional associations.

Internationally, the scan draws on a desktop scan of a selection of mentoring programs operating in some high-performing systems outside Australia. Nationally, the scan draws on the findings from a survey of Australian key stakeholders in education, enhanced by additional information requests, targeted interviews and a review of resources.

The scan reveals that there are mentoring programs operating for pre-service and early-career teacher across most states and territories. These programs have considerable variation in the expectations of mentors, their role, the mentoring processes expected; the pre-requisite experiences and qualities; the training available and the resources to support them. Effectively this range creates a disparity in mentoring experiences for pre-service and early career teachers, leading to variation in the rate of development of their teaching quality and effectiveness.

The scan identifies:

- key elements which are common features of effective programs and resources which are essential to their success, and
- areas for improvement in the current Australian programs.

The intent of this paper is to provide a high-level overview, not an exhaustive identification and analysis of all international and national programs and resources. Nor does this paper suggest that programs successful in one context should be duplicated across contexts. The Environmental Scan provides an opportunity to pause, reflect and consider options for improvement.

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1 (OECD, 2005)

2 (Ellis, Alonzo, & Nguyen, 2020)

3 (Hay Group, 2022)

# Rationale

### Why undertake this scan?

Teachers starting their career need structured support from expert practitioners. It does not always follow that expert practitioners provide the best support to early career teachers. Currently, the Australian Professional Standards for Teachers describe the skills, knowledge and understandings required of early career teachers. However, the combination of the Standards and expert practitioners does not necessarily result in high quality support to teachers at the start of their career. The purpose of this scan is to identify the elements and actions required of expert teachers to provide high-quality mentoring to early career teachers.

### Why use the term mentor?

A range of terms is used across Australian education systems to describe the teachers who supervise pre-service teachers on professional experience and those who supervise early-career teachers, most commonly supervisor or mentor. In a formal sense, it is often the supervisor who is responsible for ensuring that policies to guide professional experience or induction are implemented to support the pre-service or early-career teacher. The supervisor may also be responsible for assessing these teachers progress against standards. For some, the term supervisor has been historically aligned with traditional models of apprenticeship and the power-based interpersonal relationships which often accompanied them <sup>4</sup>. However, the term supervisor is currently used in Australia with a more contemporary meaning, often encompassing roles and establishing relationships more typically associated with the concept of a mentor. The popularity of the concept of a mentor can be seen in a recent national survey <sup>5</sup> where 89% of respondents identified that improvements in support for pre-service teachers and early career teachers could best be achieved through the use of 'teacher mentors'. This paper will use the term mentor to capture the mentoring component of a supervisor's role and to include others who may have a mentoring role.

### What is mentoring?

Mentoring in the early stages of a teaching career can be described as the actions of an experienced teacher to guide and support a beginning teacher <sup>6</sup>. It is also recognised as a mechanism for professional learning. However, the term mentoring has become somewhat generic in nature, with variation in mentoring in different settings revealing a wide range of purposes, actions, concepts, meanings and ways of relating <sup>7</sup>.

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4 (Keogh, Dole, & Hudson, 2006)

5 (Australian Government, 2021)

6 (Langdon, 2014)

7 (Heikkinen, Wilkinson, Aspfors, & Bristol, 2018)

The figure below illustrates some of the concepts identified with mentoring through a scan of the literature.



Figure 1 – Concepts in mentoring literature

The table below provides snippets from the literature about the applications of mentoring.

**Table 1 Literature- base snippets**

<p>Most (studies) indicate that the primary purpose of mentoring is easing novices' entry into the profession and helping them with the immediate questions and uncertainties that arise when a teacher enters the classroom for the first time' (Feinman-Nemser, 2001 as cited in (Langdon, 2014))</p>	<p>School-based mentors should consider individual beginning teachers characteristics and needs; emotional states; welfare; and support them to 'develop strategies to manage their workloads and student behaviour'. (Hobson AJ, 2009)</p>	<p>Some papers describe expectations of social integration in programs. 'Mentors were often expected to help their mentees become effective teachers, be active members of staff within the school community, and contribute to the broader community of educators. p92. (Kutsyuruba B. W., 2019)</p>
<p>Supervising teachers are meant to be mentor and assessor, providing support and challenge. (Le Cornu, 2015)</p>	<p>Mentoring as building new knowledge through discussion, with reciprocal benefits for mentor and mentee as they co-learn. (Ellis, Alonzo, &amp; Nguyen, 2020)</p>	<p>'Effective mentors are outstanding teachers and subject experts, who are skilled in explaining their own practice' p 12. (Carter, 2015)</p>
<p>The structure of the conversation between mentee and mentor is important to its success in promoting learning in the mentee. (Timperley H., 2001)</p>	<p>The predominant theme in mentoring conversations was classroom management. (Miller, 2019)</p>	<p>Mentoring was found to have a strong correlation with wellbeing (Kutsyuruba B. G., 2019)</p>
<p>The changes in teachers practice subsequent to experiencing traditional forms of professional learning are substantially improved when coaching is added (ACER, 2016).</p>	<p>Clinical practice in ITE, through mentoring with structured learning and knowledge engagement is one of the 'hallmarks of the most successful systems'. (Sahlberg, 2014)</p>	<p>Practice-focused mentoring is seen as the most powerful focus in supporting the transition of a teacher from Graduate to Proficient (AITSL, 2016)</p>

## National definitions in use

In the Australian national context, mentoring is a form of professional development where more experienced individuals engage in a relationship with those who are less expert to share their knowledge and skills<sup>8</sup>.

AITSL has used the term mentor in the *Australian Guidelines for teacher induction into the profession* to describe a mentor as a 'knowledgeable, experienced, highly effective teacher who works with or alongside a beginning teacher or less experienced colleague'<sup>9</sup>.

8 (ACER, 2016)

9 (AITSL, 2020)



Mentoring is further described in this document as a 'structured relationship with clear planning for the type of support sought and the goals of the relationship'. Highly successful mentoring is described as 'practice-focused' with an expert teacher who is 'intent on improving impact', of beginning teachers. Mentoring is 'embedded in daily practice', including 'regular meetings, classroom observations and feedback'. More information describing effective mentoring is included in the [Australian guidelines for teacher induction into the profession](#). The table below is extracted from the Guidelines and is included in that document to ensure high-quality mentoring is occurring in induction.

+	-
Practice-focused mentoring is...	Practice-focused mentoring is not...
<ul style="list-style-type: none"> <li>• a mentor and early career teacher having a common teaching area</li> </ul>	<ul style="list-style-type: none"> <li>• randomly assigning a mentor to an early career teacher</li> </ul>
<ul style="list-style-type: none"> <li>• the mentor coaching, supporting and challenging the early career teacher to improve practice</li> </ul>	<ul style="list-style-type: none"> <li>• criticising 'weak' practice</li> </ul>
<ul style="list-style-type: none"> <li>• the mentor modelling good practice addressing agreed subject content and teaching practices</li> </ul>	<ul style="list-style-type: none"> <li>• just sharing lesson plans or tips garnered over a career</li> </ul>
<ul style="list-style-type: none"> <li>• using observations and data to focus attention on learner outcomes and encourage reflection by the early career teacher and mentor on their practice</li> </ul>	<ul style="list-style-type: none"> <li>• advice based on only 'gut instinct' or personal past experience</li> </ul>
<ul style="list-style-type: none"> <li>• using information about learner outcomes to enable the early career teacher to improve the effectiveness of teaching approaches</li> </ul>	<ul style="list-style-type: none"> <li>• setting goals and finding learning opportunities that are not related to the needs of the learners and early career teacher</li> </ul>
<ul style="list-style-type: none"> <li>• the mentor playing a role in support of the early career teacher's wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• simple, sporadic check-ins on the early career teacher's wellbeing</li> </ul>
<ul style="list-style-type: none"> <li>• regular, scheduled discussions and activities taking place, and sanctioned time set aside for mentor-teacher interactions</li> </ul>	<ul style="list-style-type: none"> <li>• impromptu conversations that have no set purpose and no support from leadership in structuring the time</li> </ul>
<ul style="list-style-type: none"> <li>• using multiple mentors, online media or networks to draw on expertise</li> </ul>	<ul style="list-style-type: none"> <li>• always a one-to-one relationship</li> </ul>

Table 2: Extract from Australian Guidelines for Teacher Induction into the Profession

## Why does mentoring matter?

It is clear that when mentoring programs are designed to include high-impact, evidence-based components, mentoring can improve the practice of teachers and therefore increase their effectiveness in improving student learning progress. An extensive review of the empirical research provides support for the positive impact induction, often inclusive of mentoring, has on 'student achievement, teacher commitment and retention and teacher classroom instructional practice'. However, the research does not establish a direct link between induction and mentoring.<sup>10</sup> Nevertheless, mentoring is widely accepted as a key feature of effective early teacher development.

'Recent reports, both in Australia and internationally, emphasise the critical role of mentoring in preparing highly qualified teachers'<sup>11</sup>

Collaboration between teachers is identified as an important component for improving the practice and effectiveness of teachers. Not all collaboration, however, is effective. The most useful form of collaboration is structured, based on evidence of improvement in student learning,<sup>12</sup> research evidence<sup>13</sup> and inquiry<sup>14</sup>.

Mentoring, when it is designed well, and inclusive of such aspects as being collaborative, practice-focused and informed by evidence, is likely to successfully support the mentee teacher to develop their teaching practice and most importantly, improve student learning.

Mentoring programs can also include the use of coaching conversations to assist teachers to improve<sup>15</sup> their practice. Indeed, the changes in teachers practice after experiencing traditional forms of professional learning are substantially improved when coaching is added (ACER, 2016).

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<sup>10</sup> Page 15 Ingersoll and Strong, 2011 as cited in (Hay Group, 2022)

<sup>11</sup> Darling-Hammond et al., 2017; Schleicher, 2011 as cited on page 2 in (Ellis, Alonzo, & Nguyen, 2020)

<sup>12</sup> (Hattie, 2018);

<sup>13</sup> (Cordingley, 2015)

<sup>14</sup> (Jensen, Sonnemann, & Roberts-Hull, Beyond PD: Teacher Professional Learning in High-Performing Systems, 2016)

<sup>15</sup> (AITSL, 2016)

## Section 2

# International Overview

## What is happening outside Australia?

The purpose of this section is to describe briefly the experience of mentoring in high-performing systems around the world. A more fulsome overview is provided for each country in the appendices section.



### Singapore <sup>16</sup>

#### Purpose and Context – Singapore

Mentoring is widely used as an important approach to professional development throughout the education system in Singapore. It is embedded across all levels of staffing through a cascading mentoring structure. All staff are involved in mentoring or are being mentored. The application of mentoring extends from developing pre-service and early career teachers to assisting Master teachers to further develop the capabilities of highly effective teachers. The Master Teacher program uses a very small, elite group of subject-specific expert teachers to lead improvement of teaching effectiveness at the national level through a cascading model. Mentoring is usually subject specific, with content and subject-specific pedagogical knowledge valued in the system.

Mentoring in Singapore is enacted in an education paradigm of continuous professional development. A teacher's ability to improve the practice of others is a key criterion in annual performance appraisal processes. Effective mentoring is also a condition of promotion.

Singapore has systematically implemented strategic measures to improve its education system. The success of these measures is most evident in their steady rise through the Program for International Student Assessment (PISA) rankings, to be consistently ranked in the top performing education systems in the world for some time <sup>17</sup>.

<sup>16</sup> Information in this section draws significantly from (Jensen, Sonnemann, & Roberts-Hull, Beyond PD: Teacher Professional Learning in High-Performing Systems, 2016); (Jensen, Sonnemann, & Roberts-Hull, Beyond PD: Teacher Professional Learning in High Performing Systems - Appendices, 2016) (Jensen B. H., 2012) and (Hay Group, 2022)

<sup>17</sup> (OECD, 2019)

## Description – Singapore













Instructional mentoring is the name given to the type of mentoring used in Singapore. It is focused on professionally developing teachers to improve their teaching practice with the goal to improve student performance. It is also seen as an opportunity for the effective teaching practice of the mentor to be recognised and for the mentor teacher to grow together<sup>18</sup> with the mentee. It achieves improvement of teaching practice through the implementation of reflective inquiry, collaborative processes of observation, consideration of student learning progress and effective feedback conversations with the mentee.

A professional learning program conducted by the *Academy of Singapore Teachers* offers certification for those teachers who wish to attain recognition of their status as instructional mentors.

Mentoring pre-service and early career teachers is seen as very important. The mentor is responsible for inducting the early-career teacher into processes of reflective inquiry to embed the concept of continuous improvement of practice in the beginning of their careers.

## Key components – Singapore

Table 3 The key components of instructional mentoring in Singapore

 <p>A professional development culture using teacher mentoring to improve impact on student learning is established within the system</p>	 <p>Integrated actions across the system coherently support and enable expert mentoring to improve teacher effectiveness.</p>	 <p>Mentoring is expected to be provided and received as part of an experienced teacher's practice</p>	 <p>Mentor works collaboratively, engaging in cycles of improvement with mentee.</p>
 <p>The mentoring focus is predominantly on improving teacher effectiveness and feedback is based on student evidence and observation.</p>	 <p>The mentor receives specific mentor training</p>	 <p>The mentor is supported to develop their mentoring capabilities in an ongoing manner</p>	 <p>The mentor is expected to have pedagogical and content expertise relative to the mentee</p>
 <p>A mentor selection process is established.</p>	 <p>Resources are provided to assist the mentor to effectively fulfill the role</p>	 <p>Wellbeing is not the primary purpose of mentoring</p>	 <p>Teachers are allocated time to engage in their mentoring work</p>

A detailed report on the components is provided in Appendix 1.

<sup>18</sup> (Academy of Singapore Teachers, 2022)



## Shanghai

### Purpose and Context – Shanghai

Shanghai uses mentoring as a key element of teacher professional development, all teachers have a mentor, with lesson observation and feedback being core aspects of their mentoring program. Shanghai's comprehensive, integrated mentoring system is focused on improving individual student learning by improving teaching quality and effectiveness. Shanghai has used teacher professional development as a central plank of strategic school improvement, with all teachers being members of a practice-based research group. Indeed, the quality of its mentoring programs has been described as the 'gold standard'<sup>19</sup>. Shanghai, although a city, has been included in this scan since it has a population of about 24 million people, is larger than many of the countries listed in PISA and comprises a significant internal migrant population<sup>20</sup>. Shanghai, like Singapore is one of the world's top performing education systems on that OECD assessment. In the 2018 PISA results, Shanghai with three other Chinese cities, was ranked in first place.

### Description<sup>21</sup> – Shanghai

All teachers are mentored in Shanghai, and they are expected to engage collaboratively in practice-based, action research to improve their impact on student progress. As part of their improvement cycle, lesson observation informed by evidence of individual student learning is common. In addition, mentors provide feedback to mentees identifying areas for teacher improvement and suggesting strategies to achieve this improvement.

Like Singapore, Shanghai has a cascading mentoring structure with the most expert in-school mentors also invited to engage in cross-school mentoring. For early-career teachers in Shanghai, the first year of their career is viewed as an important part of their training, since their initial teacher training is focused on theory, not practice. As a result, these early-career teachers have significant opportunities provided for them to engage in collaboration with more expert, experienced teachers, observe expert practice, receive regular, constructive feedback on their practice and receive support for planning and assessment. This mentoring support is provided by a range of teachers. Some are more expert teachers within their school, others are recognised experts from nearby high-performing schools as well as district-based mentors. Indeed, in their first year the teachers are likely to be consistently professionally developed by multiple mentors, having at least two school-based mentors, one to support classroom management and another to support development of subject knowledge.

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<sup>19</sup> Page 23 (Jensen B. H., 2012)

<sup>20</sup> (National Center on Education and the Economy, 2020)

<sup>21</sup> Information in this section draws significantly from (Jensen, Sonnemann, & Roberts-Hull, Beyond PD: Teacher Professional Learning in High-Performing Systems, 2016); (Jensen B. H., 2012) and (Hay Group, 2022)

## Key components – Shanghai

Table 4 The key components of the mentoring program in Shanghai

 <p>A professional development culture using teacher mentoring to improve impact on student learning is established within the system</p>	 <p>Integrated actions across the system coherently support and enable expert mentoring to improve teacher effectiveness.</p>	 <p>Mentoring is expected to be provided and received as part of an experienced teacher's practice</p>	 <p>Mentor works collaboratively, engaging in cycles of improvement with mentee.</p>
 <p>The mentoring focus is predominantly on improving teacher effectiveness and feedback is based on student evidence and observation.</p>	 <p>The mentor receives specific mentor training</p>	 <p>The mentor is supported to develop their mentoring capabilities in an ongoing manner</p>	 <p>The mentor is expected to have pedagogical and content expertise relative to the mentee</p>
 <p>A mentor selection process is established.</p>	 <p>Resources are provided to assist the mentor to effectively fulfill the role</p>	 <p>Wellbeing is not the primary purpose of mentoring</p>	 <p>Teachers are allocated time to engage in their mentoring work</p>

A detailed report on components is provided in Appendix 2.



## Finland <sup>22</sup>

### **Purpose and Context – Finland**

Finland's current mentoring system, peer-group mentoring (PGM) was introduced in 2010 as a component of its national program of professional development. While it is intended to support early career teachers, other teachers with a range of experience and expertise also take part. The primary purpose of PGM is to support wellbeing at work through professional development and provision of emotional support. Teaching in Finland is seen a highly respected career and has very high benchmarks for entry. Many applicants to university education courses are denied entry. All graduates enter teaching after 5 years of university education with a master's degree and are fully qualified, with no further requirements for registration.

### **Description – Finland**












Unlike other mentoring programs which occur on a one-to one-basis, Finland's model is one of peer-group mentoring with a mentor teacher to lead the group of 4-10 individuals when they meet monthly. The relationships in the group are based on principles of equality of membership, with all members engaged in reciprocal learning through collaborative sharing of issues and reflections. A plan of professional learning is established by the group, with the mentor facilitating the meetings as well as sometimes providing resources to stimulate discussion.

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<sup>22</sup> The information in this section is drawn from (Heikkinen, Wilkinson, Aspfors, & Bristol, Understanding mentoring of new teachers: Communicative and Strategic Practices in Australia and Finland, 2018); (Pennanen, Bristol, & Wilkinson, 2015); (Institute for Research in Education, 2013) (University of Jyväskylä, 2013)

## Key components – Finland

Table 5 The key components of the mentoring program in Finland

 <p>A professional development culture using teacher mentoring to improve impact on student learning is established within the system</p>	 <p>Integrated actions across the system coherently support and enable expert mentoring to improve teacher effectiveness.</p>	 <p>Mentoring is expected to be provided and received as part of an experienced teacher's practice</p>	 <p>Mentor works collaboratively, engaging in cycles of improvement with mentee.</p>
 <p>The mentoring focus is predominantly on improving teacher effectiveness and feedback is based on student evidence and observation.</p>	 <p>The mentor receives specific mentor training</p>	 <p>The mentor is supported to develop their mentoring capabilities in an ongoing manner</p>	 <p>The mentor is expected to have pedagogical and content expertise relative to the mentee</p>
	 <p>Resources are provided to assist the mentor to effectively fulfill the role</p>	 <p>Wellbeing is not the primary purpose of mentoring</p>	 <p>Teachers are allocated time to engage in their mentoring work</p>

A detailed report on components is provided in Appendix 3.





## New Zealand

### **Purpose and Context – New Zealand**

New Zealand has a national model of pedagogically focused mentoring, known as 'educative mentoring' which draws on evidence of teachers' practice as a stimulus for mentoring. The purpose of this learner-focused, New Zealand model is to accelerate the growth of expertise of early career teachers. It is also used to collegially support all teachers to improve their practice. All early-career teachers are required by national mandate to be supported for the first two years of their career, with this model of mentoring a key part of their induction support. Early-career teachers are provisionally registered upon graduation and are required to gain full registration by completing a set of requirements within the first two years. The NZ education system has been ranked by PISA as a high performing system for some time, although a decline in mean performance saw New Zealand ranked 15th overall in 2018, the country remains in the top end of results.













### **Description – New Zealand**

Educative mentoring is underpinned by a comprehensive set of guidelines and policies. These tools ensure mentoring support for early-career teachers is equitable across the nation. National funding for mentoring is provided to all schools with early-career teachers. The National Guidelines for Mentoring and Mentors, and a model for a national mentoring program were the result of a two-year pilot program in 2007-8 to ensure the coherency, consistency and high quality of mentoring for early-career teachers. The pilot and subsequent guidelines, policies and resources were inclusive of early childhood, primary and secondary settings, with recommendations from the trial expanding its use for any suitable teachers.

The guidelines are designed to enable skilled discussion focusing on evidence of teachers practice, with mentor teachers working collaboratively and often reciprocally to 'co-construct' professional learning with mentees.

### Key components – New Zealand <sup>23</sup>

Table 6 The key components of the mentoring program in New Zealand

 <p>A professional development culture using teacher mentoring to improve impact on student learning is established within the system</p>	 <p>Integrated actions across the system coherently support and enable expert mentoring to improve teacher effectiveness.</p>	 <p>Mentoring is expected to be provided and received as part of an experienced teacher's practice</p>	 <p>Mentor works collaboratively, engaging in cycles of improvement with mentee.</p>
 <p>The mentoring focus is predominantly on improving teacher effectiveness and feedback is based on student evidence and observation.</p>	 <p>The mentor receives specific mentor training</p>	 <p>The mentor is supported to develop their mentoring capabilities in an ongoing manner</p>	 <p>The mentor is expected to have pedagogical and content expertise relative to the mentee</p>
 <p>A rigorous mentor selection process is established.</p>	 <p>Resources are provided to assist the mentor to effectively fulfill the role</p>	 <p>Wellbeing is not the primary purpose of mentoring</p>	 <p>Teachers are allocated time to engage in their mentoring work</p>

A detailed report on components is provided in Appendix 4.

<sup>23</sup> This section has been informed by (Education Council New Zealand | Matatu Aotearoa, 2015) and (Langdon, 2014); (Sankar, Brown, & Teague, 2009); (Ministry of Education, 2018)



## United Kingdom – England <sup>24</sup>

### Purpose and Context – England

In the UK mentoring is viewed as an important professional development tool to support the growth of teacher practice. Considerable resourcing is provided to support its use in the development of pre-service and early career teachers. Often referred to as 'effective mentoring', it is used to develop pre-service teachers through their school-based professional experience. For graduate pre-service teachers, the 24 weeks of professional experience represents 50% of their Initial Teacher Training (ITT) program. Mentoring is also required by policy <sup>25</sup> as a key professional growth mechanism for early-career teachers during their statutory 2-year induction period. The policy focus on mentoring aims to standardise its use and ensure consistency of quality of mentoring to improve teacher practice. Mentoring is also a component of the professional development of all teachers.

The 2018 PISA results saw improvement in the United Kingdom's mean performance in mathematics from 2012 which led to improvement in their overall ranking. The percentage of top performers in reading has also improved. The United Kingdom was ranked 13th in PISA 2018 <sup>26</sup>.

The education system in England has been moving towards what is referred to as a school-led system for some time. This is supported by government policies which increase the independence of schools, often working as groups of schools and operationalise local decision-making within a policy framework. Independence was accompanied by increasing levels of responsibility and accountability, ultimately with a focus on improving student progress and achievement. The policy changes to create a school-led system also extend to the initial training of teachers.

### Description – England

The professional experience of pre-service teachers is structured as an active component of their training with 50% of a graduates' initial teacher training occurring in the school. This has changed the role of the supervising teacher from a guide who gives the pre-service teacher an opportunity to practice what they have learned, into a school-based mentor who is an expert teacher with a key role to play in actively training the pre-service teacher. School-based mentors are expected to have a clear understanding of the ITT core content and use their deep knowledge of teaching theory and practice to provide substantive feedback based on strong evidence, to improve the practice of the pre-service teacher. The mentors are expected to work collaboratively, in partnership with the ITT provider. Effective mentors are expected to 'set high expectations for pupil achievement', to model 'high-quality teaching, and act as ambassadors for the profession' <sup>27</sup>.

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24 Information in this section has been provided by a number of documents: (Carter, 2015); (UK Department for Education, 2019); (UK Department for Education, 2021); (UK Department for Education, 2020); (UK Department for Education, 2016); (UK Department for Education, 2016); (UK Department for Education, 2019); (UK Education Development Trust, 2022); (Schleicher, 2019); (OECD, 2019)

25 (UK Department for Education, 2019)













26 (OECD, 2019)

27 Page 11, (UK Department for Education, 2016)

UK's [National standards for school-based initial teacher training \(ITT\) mentors](#), clearly articulate the minimum expectations of a school-based ITT mentor. However, the mentors are also expected to use their expertise and skills to support early-career teachers through their induction period and beyond. Funding to enable teacher release, training and explicit expectations are provided to ensure this occurs for early career-teachers. Policy and guidelines for professional development ensure mentoring for all teachers occurs to support improvement in student learning progress and achievement.

**Key components – England**

Table 7 The key components of the mentoring program in England

 <p>A professional development culture using teacher mentoring to improve impact on student learning is established within the system</p>	 <p>Integrated actions across the system coherently support and enable expert mentoring to improve teacher effectiveness.</p>	 <p>Mentoring is expected to be provided and received as part of an experienced teacher's practice</p>	 <p>Mentor works collaboratively, engaging in cycles of improvement with mentee.</p>
 <p>The mentoring focus is predominantly on improving teacher effectiveness and feedback is based on student evidence and observation.</p>	 <p>The mentor receives specific mentor training</p>	 <p>The mentor is supported to develop their mentoring capabilities in an ongoing manner</p>	 <p>The mentor is expected to have pedagogical and content expertise relative to the mentee</p>
 <p>A rigorous mentor selection process is established.</p>	 <p>Resources are provided to assist the mentor to effectively fulfill the role</p>	 <p>Wellbeing is not the primary purpose of mentoring</p>	 <p>Teachers are allocated time to engage in their mentoring work</p>

A detailed report on components is provided in Appendix 5.



## Canada (Ontario) <sup>28</sup>

### Purpose and Context – Ontario

Education in Canada is the responsibility of provinces. Publicly funded education in Ontario is administered by the Ontario Ministry of Education working collaboratively with 72 school boards. Mentoring is used in Ontario at a variety of levels. Funding is provided to support mentoring for newly appointed principals and vice-principals as well as being a key component of Ontario’s New Teacher Induction Program (NTIP). The NTIP program has been in operation since 2006, with the most recent iterations in 2018 and 2021. The NTIP is described as the ‘second job-embedded step along a continuum of professional learning for new teachers’ <sup>29</sup>. The first step is the Initial Teacher Education Program. Education boards have the flexibility to offer early-career teachers continuous support for the first five years of teaching, with mentoring supporting their development. Early-career teachers are formally assessed twice in their first year of teaching.

Canada continues to be a high-ranking country on PISA data. In 2018 PISA averaged assessment results, Canada ranked 8th<sup>30</sup>.

### Description – Ontario

The ultimate outcomes of the NTIP with its core mentoring element are described as ‘improving student wellbeing and learning’ <sup>31</sup>. The NTIP has three key elements which provide personalised support for early-career teachers– orientation; mentoring by experienced teachers and thirdly, ongoing, needs-relevant, professional learning. Four key goals are identified as areas of growth for the mentees <sup>32</sup>:

<b>confidence</b>	‘feeling they have the supports they need to be a successful teacher’
<b>efficacy</b>	‘believing they can help all students learn’
<b>commitment to continuous learning</b>	‘having a desire and willingness to improve their teaching’
<b>instructional practice’</b>	having an array of effective instructional strategies to meet student need.

28 The information on Ontario is drawn from the following sources: (Christine Frank and Associates, 2021); (Ontario Ministry of Education, 2022) (Ontario Ministry of Education, 2021); (Kitchen, 2022); (Ontario Ministry of Education, 2022);

29 Page 2 (Ontario Ministry of Education, 2021)

30 (OECD, 2019)

31 Page 3, (Ontario Ministry of Education, 2021)

32 (Ontario Ministry of Education, 2021) and direct quotes from page 34 (Christine Frank and Associates, 2021)

The role of the mentor in this program is to assist in deprivatising teaching and fostering collaboration. The mentor-mentee relationship is described as an example of 'collaborative professionalism in action'<sup>33</sup>. Mentoring also provides an opportunity for teacher leadership and professional growth. Having been in operation for 16 years, the program has responded to the changes in understanding of the experienced teacher mentors during that time, as the cohort of mentees has iteratively become the mentors and capabilities of teachers have been improved.

The NTIP program has some firm guidelines related to funding and administration, but has considerable flexibility to meet board, school and mentee needs. The flexible guidelines are a contributing factor in the longevity of the program. It has been able to move from using a checklist of core content which the mentor followed, to support which is differentiated to the various needs of the early-career teacher by the mentor. This differentiation has been facilitated by the concept of schools offering a learning menu. For example, early-career teachers, based on their needs, could choose to engage in the following activities from a learning menu with mentors: '#1 Classroom Observation and Debriefing; #2 Co-planning /Co-teaching; 3# Collaboratively Assessing Student Work; #4 Communities of Practice and #5 Choice of Formal Learning Opportunities'<sup>34</sup>.

One-to one mentor matching has the flexibility to expand to become support from a pool of mentors. This support is brokered by the matched mentor who works to address the needs of the mentee, with group mentoring, informal mentoring, online mentoring and communities of practice. Mentor training has expanded to include mentoring for mentors, focusing on improving 'foundational mentoring skills'.

In a recent longitudinal study<sup>35</sup> of three cohorts of their early career teachers, 71% of permanent teachers on the NTIP reported having a formal mentor as part of a suite of supports, and mentoring, both formal and informal was found to be particularly helpful by 84% of respondents.

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33 P 4 (Ontario Ministry of Education, 2021)

34 P11 (Ontario Ministry of Education, 2021)

35 (Christine Frank and Associates, 2021)

## Key components – Ontario

Table 8 The key components of the mentoring program in Ontario, Canada.

 <p>A professional development culture using teacher mentoring to improve impact on student learning is established within the system</p>	 <p>Integrated actions across the system coherently support and enable expert mentoring to improve teacher effectiveness.</p>	 <p>Mentoring is expected to be provided and received as part of an experienced teacher's practice</p>	 <p>Mentor works collaboratively, engaging in cycles of improvement with mentee.</p>
 <p>The mentoring focus is predominantly on improving teacher effectiveness and feedback is based on student evidence and observation.</p>	 <p>The mentor receives specific mentor training</p>	 <p>The mentor is supported to develop their mentoring capabilities in an ongoing manner</p>	 <p>The mentor is expected to have pedagogical and content expertise relative to the mentee</p>
 <p>A rigorous mentor selection process is established.</p>	 <p>Resources are provided to assist the mentor to effectively fulfill the role</p>	 <p>Wellbeing is not the primary purpose of mentoring</p>	 <p>Teachers are allocated time to engage in their mentoring work</p>

A detailed report on components is provided in Appendix 6.

## Key Findings: common elements and actions of international large-scale mentoring programs in high performing systems

Despite the differences in international mentoring programs, there were a considerable number of common elements which occurred in many of those systems scanned and actions which were commonly taken to implement mentoring.

### Common elements of successful international, large-scale mentoring programs <sup>36</sup>

In their mentoring programs, all systems identify key areas of focus and a range of mandatory requirements. The following themes commonly occurred across the programs. They frame and shape the focuses and actions of the system, school leaders, mentors and mentees.

<p><b>≡1</b></p> <p>Evidence-based collaboration</p>	<p><b>≡2</b></p> <p>Mentoring focused on improving student learning</p>	<p><b>≡3</b></p> <p>Effective mentoring is also a learning opportunity for the mentor</p>	<p><b>≡4</b></p> <p>Expertise is important</p>
<p><b>≡5</b></p> <p>Mentors need training</p>	<p><b>≡6</b></p> <p>Evidence-based practices</p>	<p><b>≡7</b></p> <p>Ongoing, collaborative improvement cycles can improve practice</p>	<p><b>≡8</b></p> <p>Effective feedback with challenge can improve practice</p>
<p><b>≡9</b></p> <p>Positive professional relationships underpin mentoring</p>	<p><b>≡10</b></p> <p>Pre-service and early-career teachers require intensive professional development</p>	<p><b>≡11</b></p> <p>Mentoring should occur in teacher specialties</p>	<p><b>≡12</b></p> <p>Teacher professional development should be continuous and coherent</p>

Table 9 Common elements of successful international, large scale mentoring programs

<sup>36</sup> This frame of reference is drawn from (Robinson, 2018)



## 1. Evidence-based Collaboration

Teachers working collaboratively to improve teaching practice, using evidence of student learning to guide their improvement actions is valued. Collaboration is effective when it focuses on the impact of teaching on student learning and includes an opportunity for challenge. Collaboration can be achieved through mentoring or in larger communities of practice<sup>37</sup>. Teachers working together 'fed by evidence of their impact' is identified as collective teacher efficacy, an approach which is suggested to have a high impact on student learning progress<sup>38</sup>. In Singapore and Shanghai, collaborative consideration of student work is used to inform improvement to teaching practice, with 'mentors encouraging teachers to measure the impact of their teaching practices on student learning'<sup>39</sup>. Another example of this can be seen in New Zealand where their documentation explicitly requires the educative mentoring approach to be based on 'learning conversations focusing on evidence of teachers practice'<sup>40</sup>. In the UK, the English identify an evidence-base to teaching as a component of early career teacher development<sup>41</sup>. Ontario requires that early career teacher learning is connected to student learning with mentor and early career teacher working collaboratively to assess student work and subsequently using that information to inform teaching practice<sup>42</sup>.

## 2. Mentoring focused on improving student learning

It has been suggested that 'high performing education systems around the world have known and demonstrated that improving the quality and effectiveness of teaching can dramatically improve student outcomes'<sup>43</sup>. This element recognises that most systems identify a dual focus in which the mentor is working with the mentee to not only identify improvements to the quality of their teaching, but also to look for evidence of improvement in teacher effectiveness as a result. So, many of the systems are focused on using mentoring to focus on improving student learning. The literature acknowledges different versions of this purpose for mentoring with learning-focused mentoring<sup>44</sup> and research-informed clinical practice<sup>45</sup> being two examples. While all systems demonstrate this element, the English resources quite clearly articulate that the mentor assisting their colleague to improve their practice will lead to 'improved outcomes for children'<sup>46</sup>. Similarly New Zealand, with their 'educative mentoring approach' view one of the mentor's roles during induction as supporting the development of the early career teacher so that they can become 'accomplished and effective teachers' who can improve student learning outcomes<sup>47</sup>. While Ontario describes the focus of their induction and mentoring as being on 'student wellbeing and learning'<sup>48</sup>. Singapore have adopted an instructional mentoring approach which enables mentors to 'integrate the Singapore Teaching Practice into their mentoring conversations'<sup>49</sup>.

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37 Page xxvii (Timperley, Wilson, Barrar, & Fung, 2007)

38 (Hattie, 2018)

39 Page 41 (Jensen, Sonnemann, & Roberts-Hull, Beyond PD: Teacher Professional Learning in High-Performing Systems, 2016)

40 Page 4 (Education Council New Zealand | Matatu Aotearoa, 2015)

41 (Carter, 2015)

42 (Ontario Ministry of Education, 2021)

43 P 6 (Clinton, 2016)

44 (Miller, 2019) citing Lipton and Wellman, (2007) and Wellman and Lipton, (2014).

45 (Mutton, 2022)

46 Page 3 (UK Department for Education, 2016)

47 Page 4 (Education Council New Zealand | Matatu Aotearoa, 2015)

48 (Ontario Ministry of Education, 2021)

49 (Academy of Singapore Teachers, 2022)

### 3. Effective mentoring is also a learning opportunity for the mentor

Mentoring is viewed as an important professional learning tool which can provide simultaneous learning opportunities for both the mentor and mentee. New Zealand, for example, is quite clear that the focus of their 'intensive, pedagogically focused mentoring'<sup>50</sup> is to co-construct professional learning'. Many of the systems are aware that this type of learning is often mutually beneficial with both mentor and mentee development occurring. Ontario is an example of a system which explicitly describes the reciprocal nature of professional learning through mentoring. Singapore describes mentors as growing together with their mentees<sup>51</sup>.

### 4. Expertise is important

The support of an expert teacher is seen as an important component of classroom-based professional learning. Most systems valued a mentor who is either an expert or an expert relative to the mentee. This is a theme which is supported by literature<sup>52</sup>. Ontario and Finland suggested that the teacher-mentor should be experienced, rather than expert. With Ontario further suggesting that the mentor should identify and facilitate access to additional expertise needed by the mentee. Singapore also similarly acknowledge that the mentor should seek other expert teachers where required. The UK Carter Review of Initial Teacher Training which found great variation in the quality of mentors, determined that:

'Effective mentors are outstanding teachers and subject experts, who are also skilled in explaining their own practice' p 12 (Carter, 2015)

### 5. Mentors need training

The belief that mentors need training is a theme which is supported by literature<sup>53</sup>. It seems that the systems are aware that being an outstanding teacher does not mean that you have the required skill-set to automatically be an outstanding mentor<sup>54</sup>. All systems scanned provide training for their mentors. Indeed, England identified the need for consistency of training to ensure equitable quality of mentoring, recommending that there was 'rigorous training for mentors' that focused on 'how teachers learn and the skills of effective mentoring'<sup>55</sup>. New Zealand documentation suggests that professional development to learn the skills of educative mentoring and to enhance the relational skills of mentors is required<sup>56</sup>. Singapore, Shanghai and Ontario also provide initial and ongoing mentor training. Finland provides initial training to its mentors. The content of training across countries includes development of relational skills to build trust and communication patterns associated with effective mentoring and coaching; observation and feedback skills; reflection and inquiry skills; effective pedagogy, content and contemporary behaviour management strategies. The latter two points are important, since engaging in rich conversations to improve teaching practice will require the mentor to have deep understandings in order to establish and share a common language with the mentees.

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50 Page 3 (Education Council New Zealand | Matatu Aotearoa, 2015)

51 (Academy of Singapore Teachers, 2022)

52 (Ellis, Alonzo, & Nguyen, 2020); (Mutton, 2022); (Timperley H. , 2001)

53 (Ellis, Alonzo, & Nguyen, 2020); (Hobson AJ, 2009) (Timperley H. , 2001); (Jensen, Sonnemann, & Roberts-Hull, Beyond PD: Teacher Professional Learning in High-Performing Systems, 2016); (Keogh, Dole, & Hudson, 2006);

54 (Sahlberg, 2014)

55 Page 12 (Carter, 2015)

56 Page 11 (Education Council New Zealand | Matatu Aotearoa, 2015)

## 6. Evidence-based practices

Using an evidence-base to inform decisions, whether at the system level or within the classroom can be seen as important. Singapore and Shanghai were informed by the evidence-base when they established their current directions in professional learning<sup>57</sup>. Singapore, Shanghai, New Zealand, England and to a lesser extent Ontario set mentee professional learning goals using evidence of student learning, observation and feedback from expert or, in the case of Ontario, experienced teachers. It is common for these systems to require the research-base to be used to inform choices about pedagogy. Indeed, England can be seen to be using the expertise of the Education Endowment Foundation<sup>58</sup> to validate the quality of the evidence cited in some of their more recent policy documents.

## 7. Ongoing, collaborative Improvement cycles based in classrooms can effect change

Teacher professional growth can be achieved through ongoing, collaborative cyclical inquiry processes based in classrooms. This element manifests in different ways with professional growth recognised as iterative and that growth may be the result of an [inquiry cycle](#) such as that provided by action research<sup>59</sup> or spirals of inquiry<sup>60</sup>. Ontario describes professional learning as 'recursive', while New Zealand suggests that teachers should be committed to ongoing inquiry into their own teaching and working collaboratively<sup>61</sup>. Singapore and Shanghai, like other high-performing systems, organise their professional learning around 'an improvement cycle in schools which is tied to student learning<sup>62</sup>' with the mentor collaboratively engaging in that cycle with the mentee teacher. Jensen (2016) suggests that the successful use of improvement cycles requires the establishment of 'a culture of continuous professional learning'<sup>63</sup>. New Zealand describe this as a 'culture of collaborative professional inquiry' and require their early career teachers to receive 'sustained professional learning'.<sup>64</sup> The continuous nature of professional learning in these systems is seen beginning at the pre-service teacher stage and extending on a clear path through early career teaching for the full length of a teaching career.

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57 (Jensen, Sonnemann, & Roberts-Hull, Beyond PD: Teacher Professional Learning in High-Performing Systems, 2016)

58 The Education Endowment Foundation is an independent charity dedicated to breaking the link between family income and educational achievement.

59 (AITSL, 2017)

60 (Timperley, Kaser, & Halbert, A framework for transforming learning in Schools, 2014)

61 Page 13 (Education Council New Zealand | Matatu Aotearoa, 2015)

62 Page 4 (Jensen, Sonnemann, & Roberts-Hull, Beyond PD: Teacher Professional Learning in High-Performing Systems, 2016)

63 Page 4 (Jensen, Sonnemann, & Roberts-Hull, Beyond PD: Teacher Professional Learning in High-Performing Systems, 2016)

64 (Education Council New Zealand | Matatu Aotearoa, 2015)

## 8. Effective feedback, with challenge, can improve practice

Effective feedback from the mentor is seen as important in improving mentee practice. It is frequently combined with observation. Feedback and appraisal of teaching has been shown<sup>65</sup> to improve teaching effectiveness. An American study<sup>66</sup> showed that without appropriate guidance, most frequently the feedback provided to pre-service teachers by mentors is about behaviour management, while necessary, it is insufficient to support development of teaching effectiveness. Almost all systems scanned found the provision of effective feedback by mentors important, several also described the importance of challenge in promoting professional learning in the mentee, with a significant study supporting its importance<sup>67</sup>. A developmental model of mentoring<sup>68</sup> suggests that mentoring relationships which have high challenge and high support are optimal for the growth of the mentee. This model refers to 'stretching the mentee' by asking questions which encourage the mentee to reflect on their values, beliefs and behaviours'. In reference to support, it was suggested that mentors were listening and encouraging mentees. Many of the systems value feedback which at times challenges the mentee. New Zealand, for example, suggests that educative mentoring involves the mentor commonly using questions which 'enquire into and challenge practice<sup>69</sup>'. England's documentation suggests that pre-service and early career mentors should provide 'modelling and challenge'<sup>70</sup> for mentees. Furthermore, the English professional development policy states that 'professional development should include collaboration and challenge<sup>71</sup> as a component of all teachers' professional development. Effective feedback is seen by most of the systems which were scanned as an important component of professional learning, with consideration of evidence of student learning and observation as important inclusions<sup>72</sup>. Other English documents describe mentors as providing 'constructive feedback<sup>73</sup>', while Ontario information suggests mentors should provide 'meaningful feedback<sup>74</sup>'. New Zealand request that their mentors provide 'formative and progressive feedback<sup>75</sup>' to their mentees. Singapore and Shanghai have embedded provision of feedback to teachers in many of their processes, including collaborative professional learning processes such as mentoring<sup>76</sup>.

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65 (Hay Group, 2022) citing

66 (Miller, 2019)

67 (Timperley, Wilson, Barrar, & Fung, 2007)

68 Daloz, L.A. (2012) as cited in (Ehrich, 2020)

69 Page 25 (Education Council New Zealand | Matatu Aotearoa, 2015)

70 (UK Department for Education, 2016)

71 Page 9 (UK Department for Education, 2016)

72 (Jensen, Sonnemann, & Roberts-Hull, Beyond PD: Teacher Professional Learning in High-Performing Systems, 2016)

73 Page 7 (UK Department for Education, 2016)

74 Page 4 (Ontario Ministry of Education, 2021)

75 Page 10 (Education Council New Zealand | Matatu Aotearoa, 2015)

76 (Jensen, Sonnemann, & Roberts-Hull, Beyond PD: Teacher Professional Learning in High-Performing Systems, 2016)

## 9. Positive professional relationships underpin mentoring

Building positive professional relationships between mentors and mentees was seen as important to successful mentoring in all systems. New Zealand documents note that high quality mentoring should be based on relationships which are supportive and co-constructive<sup>77</sup>. Ontario considers relational trust to be a core component of the mentor-mentee relationship and consider collaboration as one of the mechanisms to build it <sup>78</sup>. In England, the mentor standards require mentors to ‘establish trusting relationships’ <sup>79</sup>. Singapore describes their instructional mentoring approach as enabling mentors to grow fellow teachers and building professional development which ‘nurtures trusting and developmental mentoring relationships’<sup>80</sup> While the wellbeing of the mentee is important, it is not seen as the main focus of mentoring. Some systems clearly identify that distinction such as NZ who acknowledge that a high-quality induction program should be based in a supportive community, but state that ‘an educative mentoring approach is skilled facilitation of learning conversations focusing on evidence of teachers practice’ <sup>81</sup> Shanghai allocate a ‘buddy’ to specifically provide emotional support to the mentee.

## 10. Pre-service and early-career teachers require intensive professional development

School-based professional experience and early-career phases of a teacher’s career are seen clearly as intensive periods of professional development with mentors having an important role in the system to improve the teaching practice and effectiveness of the pre-service teacher and early career teacher. For example, the English Government recognises that pre-service and early-career teachers require ‘high quality, structured support’. They enable this professional development by providing a reduction in class allocation, curriculum materials, training programs, funded time for mentor release and ‘fully funded mentor training’ <sup>82</sup> Ontario similarly believe that early-career teachers require intense support and developed their New Teacher Induction Program facilitated by funded mentors in response to the need. The New Zealand mentoring program was similarly designed to address the needs of early-career teachers as was the original mentoring program in Finland. While Singapore provides a clear focus on pre-service and early-career teachers, in Shanghai early career teaching is critical since ITT in Shanghai focuses on theory, rather than practical experience.

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77 Page 11 (Education Council New Zealand | Matatu Aotearoa, 2015)

78 (Ontario Ministry of Education, 2022)

79 Page 10 (UK Department for Education, 2016)

80 (Academy of Singapore Teachers, 2022)

81 (Education Council New Zealand | Matatu Aotearoa, 2015)

82 (UK Department for Education, 2019)

## 11. Mentoring should occur within teaching specialties

In most of the systems, where possible, mentors and mentees are matched from the same content specialty. In many of these systems the mentor's content and pedagogical knowledge is used as a factor in matching mentors with mentees. Shanghai has established systems to identify and promote subject specialist mentors, with demonstrated expert pedagogical content knowledge. Singapore has a Master Teacher program in which a very small, elite group of subject experts working at the national level can use a structure of cascading mentoring to improve teaching effectiveness within subject areas. Singapore's mentoring program and Ontario's new teacher induction program aim to match mentor and mentee subject specialties, depending on availability within the school. The most recent English ITT review suggested that mentors should have a 'strong grasp of subject specific pedagogy'.<sup>83</sup>

## 12. Teacher professional development should be continuous and coherent

Most systems which were reviewed considered professional development as a continuous process which should occur over the full length of a teacher's career. Professional learning in these systems is seen beginning at the pre-service teacher stage and extending on a clear path through early career teaching to the most experienced teachers. Both the most recent English review of ITT<sup>84</sup> and the NTIP manual<sup>85</sup> from Ontario suggest that the professional development of a teacher starts with ITT and that the second step is taken as an early-career teacher. The English ITT review found that there were very weak links between the course content in ITT and the knowledge of the mentor who is supporting pre-service and early career teachers, suggesting that coherence was required. Explicit documentation in New Zealand<sup>86</sup>, England<sup>87</sup> and Ontario address the coherence. The English Professional Development standards<sup>88</sup> state that 'professional development programmes (sic) should be sustained over time' and iterative. This belief in continuous professional development also extends to supporting mentor development, frequently in an ongoing way and by identifying that being a mentor is an opportunity for professional growth. New Zealand has a paradigm of continuous improvement embedded into their system, recently changing their performance development process to be one of continuous improvement<sup>89</sup>.

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83 Page 8 (Carter, 2015)

84 (Carter, 2015)

85 (Ontario Ministry of Education, 2021)

86 (Education Council New Zealand | Matatu Aotearoa, 2015);

87 (UK Education Development Trust, 2022); (UK Department for Education, 2016); (UK Department for Education, 2019)

88 Page 10 (UK Department for Education, 2016)

89 (Education Council New Zealand | Matatu Aotearoa, 2015)

## Common actions to establish mentoring programs in high-performing systems

A number of common actions have been taken by systems which have been valuable in establishing effective mentoring over the long term.

### 1. Development of Resources

An extensive array of resources has been provided by most systems. These include financial support providing time or training and resources to make expectations for mentoring explicit such as guidelines, manuals, strategies, handbooks, professional learning reference documents and initial and ongoing training. The following examples are particularly useful.

#### Resources to make expectations explicit

##### a) National Standards for Mentors

National Standards for school-based initial teacher training (ITT) mentors were introduced in England in 2016. Their application was expanded to all early career teachers and other teachers in subsequent policy documents<sup>90</sup>. They were developed in response to a recommendation of a report<sup>91</sup> into initial teacher education which found that there was considerable inconsistency in the quality and training of ITT mentors. They aimed to provide: a more coherent experience for mentees with greater consistency in mentoring, to raise the profile of mentoring, provide a framework for professional development and to contribute to building a culture of coaching and mentoring in schools for pre-service and early-career teachers. Underpinned by the Teachers' Standards, the Standards for Mentors are not mandatory, but are required to be considered by the Office for Standards in Education (OFSTED), who inspect the quality of mentoring in schools and ITE. Training materials and detailed resources for mentors to use with mentees were also provided.

##### b) New Zealand Guidelines for Induction and Mentoring and Mentoring Teachers

The New Zealand Guidelines primarily target mentoring for early career teachers, but could be used to assist any teachers who require support. They were introduced in 2015 following a discussion with professional organisations, review by international experts and a literature review into the use of mentoring and a pilot. They aimed to standardise the mentoring experience for all early career teachers. They used the evidence base to define high quality mentoring in a way which would impact positively on student progress and achievement. As a result, they introduced educative mentoring to replace the previous type of 'limited' mentoring which provided 'advice and emotional support'<sup>92</sup>. The guidelines provide clear information about the role of the mentor and identify requirements necessary for their training.

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90 (UK Department for Education, 2021) (UK Department for Education, 2016)

91 (Carter, 2015)

92 Page 3 (Education Council New Zealand | Matatu Aotearoa, 2015)

## 2. Ensuring consistency of mentoring delivery

Consistency in mentoring support is a goal of all systems. Apart from resources to make explicit the role and support training of mentors, systems also established mechanisms to support mentor consistency.

### a) Cascading mentoring structure

Singapore and Shanghai have both established a cascading structure to provide mentors with expert mentoring support. The most capable mentors are selected for senior positions and they support a model where all mentors are mentored and receive feedback. Promotion is contingent on consistent demonstration of the ability to improve the practice of others.

### b) Mentoring for mentors

Like Singapore and Shanghai, in Ontario consistency in mentoring delivery is assisted because all mentors are mentored. This provides each mentor with an opportunity to receive feedback and ongoing support.

### c) Established systems of appraisal and review

Shanghai<sup>93</sup> has established systems of appraisal which include mentoring. Singapore has a system of appraisal which includes professional development of others to improve their practice. Mentoring can be used as evidence of the improvement of another. Shanghai directly assesses mentoring capability through established annual systems of appraisal. In Shanghai, 360-degree evaluations are used to assess the impact of the mentor on the mentee and capture the assessments of their line managers. In England, mentoring in schools and initial teacher training providers is reviewed by OFSTED.

### d) Explicit selection processes

England and Shanghai have rigorous selection processes established to ensure mentors have the requisite capabilities. In England this is a requirement of initial teacher training providers. In Singapore, assessment of suitability for mentor training is conducted by schools. Considering both teaching expertise and personal attributes.

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93 (Jensen, Sonnemann, & Roberts-Hull, Beyond PD: Teacher Professional Learning in High Performing Systems - Appendices, 2016)



### 3. Integration across the system

Another key action of several of these successful systems has been careful integration of mentoring within and across policy areas. This has enabled policy users to understand the value of mentoring to system improvement and recognise and reward effective mentors, while also supporting the development of consistent and cohesive mentoring practices.

**a. System integration to establish the value of professional learning (mentoring) to system improvement and to ‘recognise and encourage excellent practice’<sup>94</sup>.**

Singapore and Shanghai<sup>95</sup> provide very good examples of system integration to establish the value of professional learning to system improvement and for recognition and encouragement of excellent practice. Both systems use mentoring as a key mechanism to drive professional learning<sup>96</sup>, with teachers believing that improving the practice of others is every teacher’s responsibility. They have strategically integrated expectations of mentoring (Shanghai) or professional learning to improve the practice of others (mentoring) across systems for teacher performance, career development and promotion<sup>97</sup>. Demonstration of mentoring capability (Shanghai) or as evidence of collaboration and improving the practice of others (Singapore) is embedded into their systems of appraisal of teachers and leaders. As teachers become more senior in Shanghai, the expectations on them to mentor those with less expertise increases. In Shanghai, those being mentored provide feedback on the effectiveness of their mentors. Feedback from the mentors’ mentor is also gathered. This 360-degree feedback is included in the line-managers appraisal of the mentors’ capabilities. Indeed, in Shanghai the quality of mentoring is specifically considered in promotions, with promotions only being available to those who receive positive feedback from their mentees. In both Singapore and Shanghai, career pathways have been created for effective teacher mentors. The most senior mentors work at a system level, leading processes of cascading mentoring. In Singapore a cascading model of subject experts, led by Master Teachers, use mentoring in their practice.

**b. Policy Integration to support consistency and cohesion of mentoring practices**

England provides a very clear example of policy integration which supports consistency and cohesion of mentoring practices. The Carter Review into ITT in 2015 (see Appendix 8) prompted several recommendations for improvement. Mentoring was one of those areas which required change to improve the consistency and coherence of mentoring practices across England. A range of policy changes have occurred after this review which have been consistent in addressing issues or supporting changes raised by the review. The changes expanded mentoring from pre-service teachers to be used by early career teachers. Subsequently, following the release of the Standards for Teachers’ Professional Development, mentoring was used as a lever for supporting all teachers to improve their practice in a collaborative manner. Guidelines and frameworks associated with these policies have made clear the connections, actions and roles necessary to consolidate mentoring. Connections exist between the teaching standards, mentor standards, early career framework, induction guidelines, ITT core content framework and the staffing recruitment and retention strategy. The Education Endowment Foundation (EEF) appears to be increasingly being asked to review and ultimately endorse the evidence base of some government documents released. The following two documents demonstrate the interconnection.

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94 Page 41 (Jensen, Sonnemann, & Roberts-Hull, Beyond PD: Teacher Professional Learning in High-Performing Systems, 2016)

95 Information about Shanghai in this section is sourced from (Jensen, Sonnemann, & Roberts-Hull, Beyond PD: Teacher Professional Learning in High-Performing Systems, 2016); (Jensen, Sonnemann, & Roberts-Hull, Beyond PD: Teacher Professional Learning in High Performing Systems - Appendices, 2016)

96 (Jensen, Sonnemann, & Roberts-Hull, Beyond PD: Teacher Professional Learning in High-Performing Systems, 2016)

97 (Jensen, Sonnemann, & Roberts-Hull, Beyond PD: Teacher Professional Learning in High-Performing Systems, 2016)

#### i) Early-Career Framework

The early career framework explicitly articulates what the early career teacher is expected to know and be able to do. This not only provides clarity for the early career teacher, but also provides effective support for mentoring. The mentor is able to use the framework's clear set of evidence-based content knowledge and practices to assess what the mentee knows and can do and use this information to create learning pathways for the mentee. It also provides a reference point, in conjunction with the mentor standards, for the mentor to self-assess and develop their own professional learning goals.

#### ii) ITT Core Content Framework

The explicit nature of the ITT Core Content Framework enables some knowledge of evidence-based course content being taught by the university to be shared with mentors in schools, assisting with a seamless progression of learning for PSTs and ECTs.

## 4. Comprehensive Mentor Training

All systems provide training to mentors. They understand that being an effective classroom teacher is very important, but not sufficient for being a mentor. Most systems provide both initial training and ongoing training with some systems encouraging all mentors to have mentors who guide their ongoing development in improving the practice of others. In Singapore all training of mentors for government schools, both initial and ongoing, is provided by the *Academy of Singapore Teachers*. ITT providers and universities in England most often deliver mentor training for schools on behalf of the government. A new leadership training program for professional development has joined the suite of the prestigious National Professional Qualifications<sup>98</sup>. The new program is called the National Professional Qualification for Leading Teacher Development and has been designed by the government for those who seek to improve their understanding of how to lead the development of other teachers.

It is designed to build capability in leading groups of teachers such as groups of mentors who work with pre-service teachers and early-career teachers. Singapore and Shanghai use a cascading model of mentoring, which provides ongoing mentor development. Ontario provides initial and ongoing training for mentors and recommends that the mentors of early career teachers are themselves mentored.

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98 (UK Department for Education, 2020)

## Section 3

# Australian Overview

## Mentoring Survey

In April 2022, AITSL conducted a survey of its key stakeholders to seek information about mentoring programs occurring within Australia. AITSL targeted mentoring programs which were centrally structured and supported by an organisation for wide adoption. The survey initially captured all mentoring programs, but specifically sought information about systemic, centrally framed mentoring programs for pre-service and early-career teachers.

### AITSL Mentoring Survey APRIL 2022



Sent to **59** stakeholder organisations

(Including the Australian Councils of Dean of Education for further distribution)

**35** respondents

AITSL received 35 responses to its Australia-wide mentoring survey. The respondents included professional associations, ITE providers, teacher registration authorities, government, Catholic and independent sectors. Of the 35 responses received, 17 programs were being conducted for pre-service and early-career teachers:



Fig 2 Pre-service or early-career mentoring programs currently being conducted in Australia

Seven mentoring programs for pre-service teachers and ten programs for early career teachers were reported as being conducted in Australia, as Figure 3 below shows.

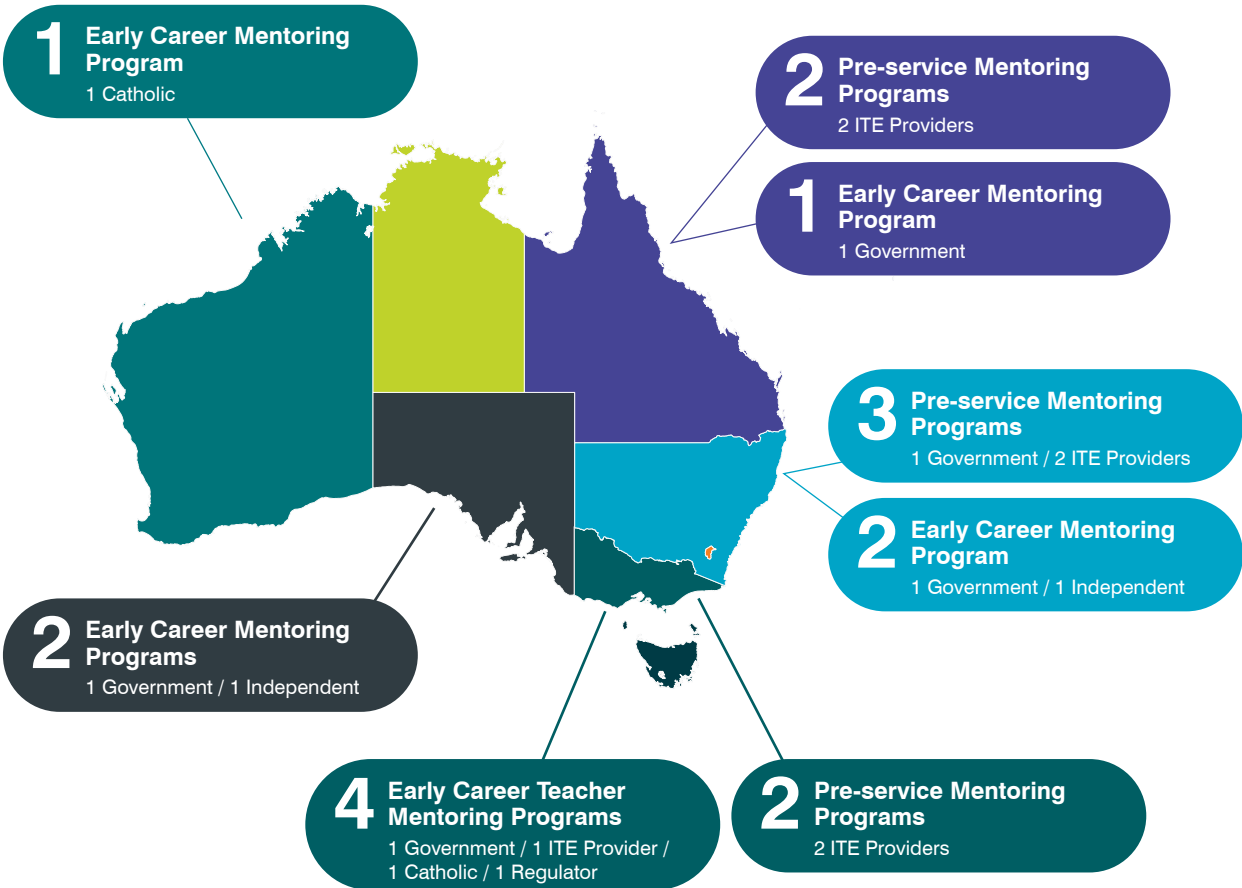


Figure 3 Mentoring programs identified by survey respondents

## Survey Summary

A summary of survey results is provided for pre-service teacher mentoring programs in Appendix 9 and for early-career teacher mentoring programs in Appendix 10.

### Who are the mentors?

The survey revealed that the type and experience of the person who filled the role of mentor was variable.



**In pre-service teacher programs** the mentor was identified variably as 'an experienced teacher, a school leader, a reflective staff member, an allocated teacher, a casual teacher employed by the ITE provider, an available classroom teacher, a tertiary supervisor with significant classroom and leadership experience, a professional experience coordinator or senior school staff member'.

For 50% of pre-service teacher respondents, the supervising teacher was also the mentor.

**For early-career teacher programs** the survey did not identify the type of mentor, although several respondents suggested that it should be a fully registered teacher.

### How are they selected?

The survey revealed that mentor selection processes are variable in occurrence and that the nature of selection criteria, when suggested, is broad ranging.



**In pre-service teacher programs only 29% of organisations** reported providing criteria to schools to aid mentor selection

When provided, advice about attributes required of mentors of pre-service teachers ranged from short statements concerning attitudes to a descriptive list of expectations and skills.

**In early career teacher programs 56% of organisations** reported suggesting criteria to schools to aid in the local selection of mentors.

When provided, suggestions ranged from precise requirements to very high-level statements of experience, knowledge or attitude.

### How well is their role described?

Overall, the survey revealed that approximately half of respondents provided role descriptions for mentors. However, it was uncommon for descriptions to be detailed about the role.



**29% of pre-service teacher programs** reported providing a role description for the mentor

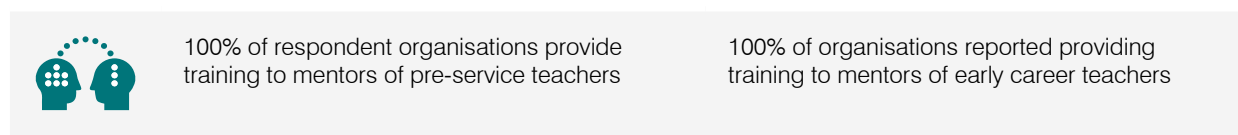
**50% of early career teacher programs** reported providing a role description for the mentor

Of those shared, there was variation in the types of descriptions included in the role, with one being reasonably explicit about expectations and others providing high-level statements about ideal mentor attitudes towards working with a mentee.

## What does this mean about mentors and their roles?

There is inconsistency in expectation of the expertise required and types of prior experience that the mentor brings to the role in the organisations surveyed. There is also a difference apparent in the responsibilities of the mentor and criteria used to select the mentors. This variation is likely to impact on the efficacy of the mentoring support received by different pre-service and early career teachers. Most of the systems reviewed in high performing countries considered the expertise or relative expertise of the mentor important and have a clear expectation of the mentoring processes being implemented. This clarity of expectation contributes to consistency in experience for those teachers being mentored.

## How common is mentor training?



There was however, great variability in the structure, mode, length and content of training, with the examples of most comprehensive training occurring for some mentors of early career teachers, see Figure 4 below.

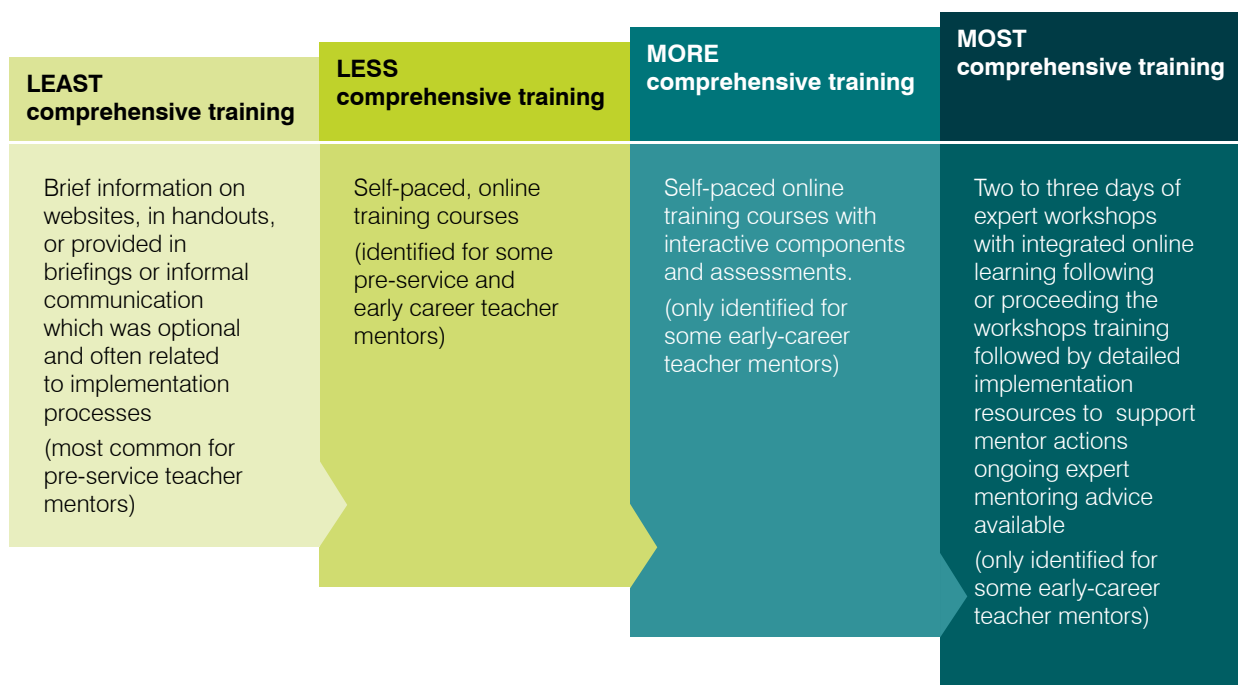


Figure 4 Examples of variability in professional learning for mentors of pre-service and early career teachers.

## Were any commonly used resources to assist mentors identified?


Three resources were commonly used.

<b>Australian Professional Standards for Teachers</b>	29% pre-service teacher programs 70% early-career teacher programs
<b>AITSL Graduate to Proficient Australian Guidelines for induction into the profession (especially practice focused mentoring)</b>	40% early-career teacher programs
<b>Victorian Mentoring Capability Framework</b>	30% of early-career teacher programs

The Australian Professional Standards for Teachers underpin the development of teachers in Australia, so it is expected that 100% of the programs use the standards to guide professional growth of mentees to both Graduate and Proficient career stages. However, the use figures of 29% and 70% were drawn from the survey data and the summaries provided about support for mentors and may not fully reveal the use.

This interagency asset integration, as revealed using the documents above, can be an effective approach. An independent NSW program review described the impact of the use of the AITSL 'supervising pre-service teachers' course for pre-service teacher mentors as very favourable <sup>99</sup>

## How many programs provide a framework to support the mentor to identify and guide the development of their own skill set?

	<b>28% of pre-service teacher programs</b> reported providing a framework to support the mentor	<b>70% of early career teacher programs</b> reported providing a framework to support the mentor
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The Australian Professional Standard for Teachers was the most common framework used across both pre-service and early career teacher programs, with four programs using it alone and two programs using it in combination with another framework. Two programs used AITSL Graduate to Proficient: Australian guidelines for teacher induction into the profession (one in combination) as a framework for mentors. One organisation used a relationships framework. However, the most detailed and fit-for-purpose support for the mentor to identify and guide the development of their own skill set was the Victorian Mentoring Capability Framework.

'The [Mentoring Capability Framework](#) is designed to support the effective and ongoing mentoring of new teachers in Victorian schools and other educational settings'. The framework has 6 domains which represent evidence-based characteristics of effective mentoring. Each domain identifies the mentor expectations and behaviours, mentee expectations and behaviours and school expectations and behaviours. It is similar in intent to the [National Standards for school-based initial teacher training](#) (UK Government, 2016) and to components of the [Guidelines for Induction and Mentoring and Mentor Teachers](#) (New Zealand Education Council, 2015).

99 P 8, (CESE, 2018)

## Section 4

# How does Australia compare with international high performing systems?

**Key Findings:** elements of successful international large-scale mentoring programs which exist in Australia

### i) Pre-service Teacher Mentoring Programs

In many of the international high-performing systems the professional experience phases of undergraduate teacher training were seen as the first step on a career-long pathway of continuous improvement. This step was commonly viewed as an intensive professional development period in which undergraduates were strongly supported to learn in context by their school-based mentors.

The commonality in evidence-based pedagogy between some international school systems and universities enabled coherence between university and schools. This commonality provided coherence for pre-service teachers between their university learning and the learning being scaffolded by school-based mentors. Clear school-based mentoring processes were established, with the role or expectations of the mentor made clear, as well as the expectations of others in the school. Professional learning for mentors was provided, with the type of mentoring expectation and hence the training being common for pre-service, early-career teacher mentors and other levels of mentoring. In some international systems, the mentoring of pre-service teachers and early career teachers inducted the mentees into a career-long, evidence-based, cyclical, collaborative, system-wide professional learning approach to improving their teaching practice.

The information in the AITSL Mentoring survey and a review of any resources shared, provides a very limited snapshot of mentoring for pre-service teachers. On that mentor-facing evidence-base, the following elements could be identified:

International Element	Comment
2. Mentoring focused on improving student learning	<p>Mentoring is recognised and is being used to meet the learning needs of pre-service teachers on professional experience by 6 ITE providers and one sector.</p> <p>It could be concluded from 29% of respondents that they provide advice which asks the mentor to focus their mentoring on achieving improved student learning by focusing on improved quality and effectiveness.</p> <p>All ITE students are required to complete a teaching performance assessment which focuses the student on their impact and improvement of their effectiveness.</p>



International Element	Comment
4. Expertise is important	More than half (57%) of respondents reported providing criteria to schools to aid in mentor selection, with a much smaller proportion (29%) reporting that they provide a role description for mentors. One respondent referred to the Victorian Mentoring Capability which provided comprehensive information, while the other respondents provided short statements with varying requirements.
5. Mentors need training	100% of initial teacher education respondents and one school sector offer some form of resources or training to orient the mentors to their role, although the most common training provided did not appear to be comprehensive. It is worth noting that at least one of the ITE providers identified that they offered formal academic courses to assist the mentor to develop, while others offers information. A series of online videos was offered by another provider and workshops were offered by another respondent to support a particular approach.
8. Effective feedback with challenge can improve practice	43% of respondents identified that they provide advice to the mentor about how to provide effective feedback. However, it was not possible to determine whether the use of challenge is a component of that advice.
10. Pre-service and early career teachers require intense professional development	The concept that professional experience is an opportunity for the mentor to work with the mentee to improve their practice was not made explicit in the responses to the survey or the resources provided. Most commonly the mentor is offering support or guidance to develop the mentee, which could be interpreted as a passive role. However, articulating the purpose of the support or guidance to specifically improve the practice of the mentee using the Standards as both a benchmark and a common language was less explicit in the limited resources reviewed. It is acknowledged that all ITE providers are working to develop students to graduate career stage using the standards.

Table 10: Elements identified in preservice teacher mentoring programs in Australia

## ii) Early Career Teacher Mentoring Programs

A qualitative review of the information made available by survey respondents to support early-career teacher mentoring programs was undertaken. Evidence from the resources was mapped to 12 common elements of mentoring programs from a sample of international high-performing systems. The survey comments and resources examined were used as indicators of the degree of alignment to the elements across a three-level scale. This information is summarised in Table 11 below. Respondents are not identified.













Element	Degree of alignment
1. Value evidence based collaboration	
2. Value mentoring focused on improving student learning	
3. Believe effective mentoring is also a learning opportunity for the mentor	
4. Believe expertise is important	
5. Believe mentors need training	
6. Value evidence-based practices	
7. Believe ongoing, collaborative improvement cycles can improve practice	
8. Believe effective feedback with challenge can improve practice	
9. Believe positive, respectful, professional relationships underpin mentoring	
10. Believe that PST and ECT require intensive professional development	
11. Believe in mentoring teacher specialties	
12. Believe that teacher professional development should be continuous and coherent	

Table 11: Mapped evidence provided by Australian survey respondents against the common elements of programs from a sample of international high performing systems.

Commentary on the international elements to which there was the greatest degree of alignment of Australian evidence is provided below.

International Element	Comment
5. Mentors need training	<p>Internationally, mentor training was a common element reflecting the awareness that being a highly effective teacher does not necessarily give you the skill set to be a highly effective mentor.</p> <p>The need for mentor training was identified by all Australian survey respondents. There was however, great variability in the structure, mode, length and content of training, with the most comprehensive training being provided for some mentors of early career teachers.</p> <p>The differences can be seen in two examples of comprehensive training programs. One sector's program provided extensive, effective face-to face training, with supporting resources to develop an understanding of the Standards, registration processes, observation and feedback.</p> <p>While another provided similarly comprehensive training which also included the Standards and registration processes, and additionally included learning related to implementing an inquiry process and how to integrate other existing resources into the mentoring process. For example, a sector-wide framework to improve student outcomes. The mentoring program also used resources to explain key mentoring capabilities and how to establish effective mentoring.</p>
9. Positive, professional relationships underpin mentoring	<p>The fundamental importance of establishing and maintaining positive, professional relationships between mentor and mentee is a common feature of mentoring programs internationally. Similarly, Australian mentoring programs are rich in references to this importance. Development of these important interpersonal relationships are signaled through references to 'respect'; 'building and maintain rapport'; 'successful relationships' being 'built on trust'; 'nurturing'; 'building emotional wellbeing'; 'listening skills'; 'mutual respect'.</p>
1. Evidence-based collaboration	<p>This element refers to mentors and mentees working collaboratively to improve teaching effectiveness, using evidence of student learning to guide their improvement actions. Evidence of this element could be found, to some extent, across nearly all the resources reviewed. Mention of working collaboratively was most common, although references to the mentor and mentee working together to 'analyse practice and look for impact' was not commonly articulated in an explicit manner. Another explicit reference to this element referred to mentors and mentees being part of a school culture where groups of teachers meet to 'analyse student data and feedback, engage in peer observations and support each other's teaching improvement'.</p>

International Element	Comment
2. Mentoring focused on improving student learning	<p>Almost all the reviewed mentoring programs referenced mentoring which is attentive to evidence of student learning progress to monitor teaching effectiveness, while focusing on improving the mentees quality of teaching practice. Australia is fortunate to have the Standards to outline what Australian teachers know and should be able to do. The standards form a guide to development of teaching quality. The Standards are used as the reference point for practice improvement in nearly all the mentoring programs reviewed. This is a strength of Australian teacher mentoring. However, resources from some respondents suggest that consideration of teacher effectiveness, is not as consistently foregrounded. References in materials to this element also include common references to observation of teaching practice and feedback to improve teaching quality, for example mentees receiving 'targeted support through mentoring, observation and reflection'. Another common reference was to the AITSL's 'practice-focused mentoring'. Examples of reference to teacher effectiveness include advice that 'reflective practice of the mentor and mentee is focused on the impact of the mentee's teaching on student learning' and that mentors are helping 'mentees to build capability and improve performance'.</p>

Table 12: Commentary on the international elements to which there was the greatest degree of alignment of Australian evidence from early career teacher mentoring programs

## Key Findings: weaknesses in existing mentoring programs in Australia when compared with international system trends

The scan identified areas of strength in mentoring programs in Australia as well as areas of weakness. The following 6 elements, represent those programs that had the least alignment with common international elements.

### 7

#### **Element 7: Ongoing, collaborative improvement cycles based in classrooms can improve practice**

Evidence suggests that the reviewed programs had the least degree of alignment with this element. In the international component of the scan, collaborative inquiry cycles were seen as an effective mechanism for improvement in teaching practice and effectiveness. In the Australian samples, only 29% of respondents referred to an improvement cycle. One respondent's resources suggested using 'a spiral of inquiry to guide the mentoring process'. However, the strongest example of this element was provided by a respondent which required the use of an inquiry approach to 'identify student learning needs, select appropriate teaching responses, evaluate the effectiveness of the strategies and identify further areas for professional development'. In the latter example the mentor was advised to work collaboratively with the mentee to implement the inquiry. The evidence from this inquiry was subsequently used as a major component of evidence of practice at proficient career stage in the registration process.

### 11

#### **Element 11: Mentoring should occur in teaching specialties**

Internationally, it was common for the mentee and mentor to share a teaching specialty. However, in Australia while it may be different in practice, in the resources reviewed it was not commonly referenced. One respondent's resources suggested that schools should 'align mentoring expertise with need'. A stronger example suggested that early-career teachers should 'engage in mentoring relevant to particular skills, curriculum areas or year levels'. Another strong example of this element suggested that opportunities should be created for early-career teachers to 'access support from learning specialists, literacy leaders and other relevant specialists to improve teaching practice', in addition to the mentor.

### 3

#### **Element 3: Effective mentoring is also a learning opportunity for the mentor**

The scan of mentoring in high-performing systems demonstrated that mentoring was commonly viewed as providing simultaneous learning opportunities for both the mentor and mentee.

However, as Table 11 shows, the average level of alignment to this element in the Australian examples was weak. One of the respondents in describing a process by which mentor learning might occur, suggested that the 'mentor is open to learning from collaborative mentoring relationships that involve sharing student learning experiences with mentees, reflecting on their own teaching experiences and identifying sources of support for developing more effective teaching and learning practices'. Another strong respondent's materials suggested that 'as a mentor you have a great opportunity to build your own capacity as an educator and aspire for recognition as a highly accomplished or lead teacher'. Another similar strong example suggested 'being a mentor will give you the opportunity to not only help a colleague, but also revisit and improve your own practice'.

## 10

### **Element 10: Pre-service and early-career teachers require intensive professional development**

The international scan identified that pre-service and early career teachers are commonly seen as requiring intensive professional development to improve their teaching practice and effectiveness.

In Australia, it is assumed that respondents share that belief since they have developed mentoring programs to address these career stages. However, respondents have not made this belief explicit in the materials provided, for the mentor or the mentee. While most documents refer in some form to mentoring improving teaching practice, they do not specifically articulate that this mentoring is a time of intense professional learning and growth for the mentee. Respondent materials also often state that the mentor assists the mentee to move to the proficient career stage, with phrases like 'practice-focused mentoring is powerful' in helping early career teachers to move towards the proficient career stage. However, it is not explicitly stated that the mentee needs intense professional development tailored to their needs to make the transition. A clearer statement found in the materials of one respondent tells the mentee that the purpose of mentoring for them is to build 'knowledge of and ability to implement effective, evidence-based teaching practices'.

## 12

### **Element 12: Teacher professional development should be continuous and coherent**

Most systems reviewed considered professional development as a continuous process which should occur over the full length of a teacher's career. The pre-service and early-career phases were described by some international systems as the first and second steps on a pathway of continuous development.

However, in the Australian materials reviewed this concept was not explicitly referenced by most respondents. One respondent's materials suggest clearly that mentees 'continuously improve' and further suggests that 'an effective mentoring relationship relies on both mentor and mentee undertaking ongoing self-reflection towards continuous improvement'. It is noted that the Standards provide a continuum of practice development and in that way are available to provide coherence to the developmental pathway.

## 4

### **Element 4: Expertise is important**

Most systems valued a mentor who is either an expert or an expert relative to the mentee as an important component of classroom-based professional learning.

In Australia, the documents reviewed had a range of views about what the mentor should bring to the role. Some respondents made no reference to expertise, instead suggesting attitudinal requirements such 'a desire to be a mentor'. Others suggested a minimal requirement was to be a proficient teacher or suggested that 'mentors tend to be more experienced than their mentees rather than older in years'. Another respondent's materials suggested that mentors should be 'an expert teaching colleague to provide practice-based mentoring support', while yet another suggested that the mentor should be 'experienced and trusted advisors'. The strongest statement of this element suggested that 'experienced and expert practitioners' should be assigned as mentors. Interestingly, only two respondent's documents linked mentoring to higher levels of certification – Highly Accomplished and Lead.

## Key Findings: elements for improving

**Strengthen element 7** to increase the inclusion of ongoing, collaborative improvement cycles in pre-service and early-career teacher classrooms to effect improvement in practice and effectiveness of both mentor and mentee.

**Strengthen element 8** by increasing the use of challenge in feedback and providing guidance about evidence-based, high impact teaching strategies which could be included in feedback. Effective feedback, incorporating evidence from observation and student learning is known to improve teaching quality and effectiveness.

**Strengthen element 2** by clarifying the dual teaching focus in which the mentor is working with the mentee. The mentor is not only collaboratively identifying improvements to the quality of the mentees teaching, but also looking for evidence of improvement in teacher effectiveness by considering evidence of student learning.

**Strengthen element 4** by increasing the use of experts or experts relative to the mentee as mentors. The use of additional experts as mentors to address areas of specific learning need should be encouraged where required.

# How can Australia improve?

### **A national set of mentoring standards.**

The purpose of the standards is to enable the effective actions, qualities and behaviours of mentors, mentees, schools and ITE providers to be more consistently understood across Australia. ITE providers, systems and sectors would be able to use the framework to devise effective mentoring programs with more consistent outcomes of teaching practice growth and effectiveness for pre-service, early-career teachers and any other teachers who have a mentor. The document could provide the basis for the development of resources such as mentor selection criteria, role descriptions and expert professional learning. The standards and associated resources would make transparent the knowledge and skills which mentors and aspiring mentors require and actions they need to implement to maximise their effectiveness. Integrating this with the Standards enables this to be part of the continuum of teacher development.

### **Mentoring as an effective approach to classroom-based professional learning.**

Review or refresh available resources to underpin the concept of mentoring as professional learning by implementing, ongoing, practice- focused, collaborative improvement cycles as a key element in mentoring processes. Include collaborative evaluation of evidence of student learning progress and achievement to inform development plans for improving teaching practice and effectiveness in each cycle.

### **Encourage a mindset that the classroom based-professional learning of teachers is a continuum which starts before preservice teachers are employed.**

The mentors are key agents in the classroom-based professional learning of pre-service and early career teachers. Classroom-based, professional learning starts in an intensive way when the pre-service teachers are undergraduates on professional experience. It extends throughout their career, with graduated decreases in intensity. Mentors of pre-service and early-career teachers should consider their primary role as accelerating the development of the mentee's teaching practice to maximise teaching effectiveness. The Standards are an underpinning tool in this work. Consideration should also be given to opportunities to explore common, explicit components of a curriculum for initial teacher education, so that the mentors can effectively collaborate with their ITE colleagues in the school-based development of the pre-service teacher.

### **Challenge in mentoring feedback.**

Review or refresh current resources to include challenge in feedback processes where required. While positive, respectful professional relationships should remain a foundation of mentoring, there are times when respectful challenge to 'prevailing discourses' or 'problematic beliefs'<sup>100</sup> is required, particularly in relation to samples of student learning as evidence of teaching effectiveness.

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<sup>100</sup> p xxvii (Timperley, Wilson, Barrar, & Fung, 2007)



### **Promote the Standards as a tool for ongoing teaching improvement.**

View the standards as a mechanism for identifying, describing, monitoring and evaluating practice improvement, not as a tool in an administrative process. Mentors should be focused on practice improvement for increasing impact on student learning, not as can occur with early-career teachers, perceiving their role as primarily assisting with gathering evidence for the registration process. Review the language of current resources to amplify the role of the mentor-supervisor in supporting practice improvement, not just supporting the gathering of evidence and production of an application for proficient registration.

### **Strengthen the use of the teaching evidence base.**





Integrate available information on high impact teaching practices into mentoring process and resources. If systems and sectors have information on high-impact teaching practices, it should be expected that mentors and mentees select from this information to suggest improvements to teaching effectiveness during mentoring conversations.











### **Strengthen the links between mentoring and certification at higher career stages.**


Recognise and promote mentoring focused on improvement of teaching quality and effectiveness as an opportunity to gain higher accreditation. Those who mentor are afforded a learning opportunity to develop their own practice and effectiveness. Working to improve the practice of others requires the development of different skills and knowledge. This professional development of the mentor enables them to work at higher career stages. The Standards recognise teachers who are working collaboratively to improve the practice of others as demonstrating practice at the Highly Accomplished career stage. Those who are skilled at mentoring teachers and pre-service teachers using activities that develop knowledge, practice and professional engagement in others are recognised as demonstrating practice at Lead career stage.

# Appendices


## Appendix 1 Singapore

			
Fully implemented	Partially implemented	Not implemented	No evidence in sources





 Component	Pre-Service Teacher	Early-Career Teacher	Teacher	<b>Additional Information</b> Sources: (Jensen, Sonnemann, & Roberts-Hull, Beyond PD: Teacher Professional Learning in High-Performing Systems, 2016) and (Jensen B. H., 2012), (Hay Group, 2022) and (Chong, 2022)
	PST	ECT	Teacher	
Teacher mentoring occurs.				<ul style="list-style-type: none"> <li>All teachers can access 'instructional mentoring' within a paradigm of collaborative, continuous development of professional practice.</li> <li>A master teacher program to develop pedagogical content knowledge for fully qualified teachers also uses mentoring as a vehicle for professional development.</li> <li>All ECT receive at least 2 years of mentoring from a more expert teacher who is responsible for coaching, analysing areas for development and establishing patterns of reflective inquiry and opportunities for collaborative learning with other teachers.</li> <li>In some cases, ECT have more than one mentor, with a second teacher supporting onboarding and wellbeing.</li> </ul>
A professional development culture using teacher mentoring to improve impact on student learning is established within the system.				<ul style="list-style-type: none"> <li>Instructional mentoring is a component of the professional learning culture in Singapore with a mentoring structure cascading from the most expert practitioners, through all levels of teaching expertise. It is a key element of teaching improvement.</li> <li>The master teacher program uses instructional mentoring in this cascading model to assist them to build subject area teaching capability.</li> </ul>
Integrated actions across the system coherently support and enable expert mentoring to improve teacher effectiveness.				<p>One of the key expectations of teachers in Singapore is to professionally develop other teachers. Instructional mentoring is recognised as one of the professional learning tools to develop the practice of others. Developing the practice of others is recognised in:</p> <ul style="list-style-type: none"> <li>role descriptions</li> <li>annual performance reviews as part of Singapore's competency-based performance management system.</li> </ul>

 <b>Component</b>	<b>Pre-Service Teacher</b> <b>PST</b>	<b>Early-Career Teacher</b> <b>ECT</b>	<b>Teacher</b>	<b>Additional Information</b> Sources: (Jensen, Sonnemann, & Roberts-Hull, Beyond PD: Teacher Professional Learning in High-Performing Systems, 2016)and (Jensen B. H., 2012), (Hay Group, 2022) and (Chong, 2022)
Mentoring is expected to be provided and received as part of an experienced teacher's practice.	●	●	●	<ul style="list-style-type: none"> <li>• Undertaking actions to improve the practice of other teachers is a professional expectation of all teachers, mentoring is one professional learning tool to achieve that.</li> <li>• All teachers have an opportunity to engage in instructional mentoring and being mentored. The collaboration supports continuous practice improvement through reflection and inquiry.</li> <li>• In the case of early-career teachers, mentor teachers conduct observation and formal evaluation at least three times in the year, in addition to regular mentoring.</li> </ul>
Mentor works collaboratively, engaging in cycles of improvement with mentee.	●	●	●	<ul style="list-style-type: none"> <li>• Continuous development is expected of all teachers. All schools function as professional learning communities with common question used as the basis of the inquiry. All teachers take part in the reflective inquiry processes.</li> <li>• Mentoring is an iterative process of improvement with collaborative learning as a component. Mentor engages in observation, collaboratively considering evidence of teaching impact and works with mentee to identify key areas for improvement. Effective feedback about how to improve practice is informed by the Singapore Teaching Practice model <sup>101</sup>. The mentor support is long term.</li> </ul>
The mentoring focus is predominantly on improving teacher effectiveness and feedback is based on student evidence and observation.	●	●	●	<ul style="list-style-type: none"> <li>• Observation of teaching practice and feedback informed by the Singapore Teaching Practice and student learning is widely used by mentors.</li> </ul>
Role of the mentor is clearly defined.	●	●	●	<ul style="list-style-type: none"> <li>• A role description is not provided for mentors, although guidelines are provided.</li> <li>• Consistent, centralised training sets expectations of the role of mentor and provides specific training to achieve it.</li> <li>• The context (position, needs of school) in which the mentor is working will influence the way the mentor works.</li> <li>• A teacher's role includes expectations to improve the practice of other teachers. Mentoring is one way to demonstrate the necessary collaboration.</li> </ul>














101 The Singapore Teaching Practice is a model which 'makes explicit how effective teaching and learning is achieved in Singapore schools'. (Academy of Singapore Teachers, 2022)


 <b>Component</b>	<b>Pre-Service Teacher</b> <b>PST</b>	<b>Early-Career Teacher</b> <b>ECT</b>	<b>Teacher</b>	<b>Additional Information</b> Sources: (Jensen, Sonnemann, & Roberts-Hull, Beyond PD: Teacher Professional Learning in High-Performing Systems, 2016) and (Jensen B. H., 2012), (Hay Group, 2022) and (Chong, 2022)
The mentor is supported to develop their mentoring capabilities in an ongoing manner.	●	●	●	<ul style="list-style-type: none"> <li>An in-school mentor coordinator coaches and supports mentors of PST in the school.</li> <li>Ongoing professional learning is available to support the mentor's development of mentoring knowledge and skills.</li> </ul>
Resources are provided to assist the mentor to effectively fulfill the role.	●	●	●	<ul style="list-style-type: none"> <li>Initial and ongoing training.</li> <li>All mentors are mentored.</li> </ul>
The mentor is allocated time to engage in their mentoring work.	●	●	●	Mentors often receive an allocation of time for mentoring from their school.
The mentor receives professional recognition for their work.	●	●	●	Recognition occurs in two ways: <ul style="list-style-type: none"> <li>Demonstrating that you have assisted with developing the practice of others is a component of teachers' annual appraisal process. Being recognised as a component of promotion</li> <li>Intrinsic reward as a valuable contributor to teaching improvement in a culture of continuous improvement.</li> </ul>
The mentor receives specific mentor training.	●	●	●	<ul style="list-style-type: none"> <li>Mentor training is provided by the Academy of Singapore Teachers (AST). AST conduct initial and ongoing training.</li> <li>The embedded culture of mentoring affords training from more expert colleagues.</li> </ul>
The work of the mentor is appraised and feedback is provided to improve their impact.	●	●	●	<ul style="list-style-type: none"> <li>All mentees complete a performance appraisal of their mentor, providing feedback about their impact.</li> <li>Singapore's teacher performance management system appraises evidence of the capacity of teachers to improve the performance of others.</li> </ul>
The mentor is expected to have pedagogical and content expertise relative to the mentee.	●	●	●	<ul style="list-style-type: none"> <li>Teacher mentors are required to have more expertise than their mentee. Mentee teachers are expected to attend mentor lessons to observe more expert practice.</li> <li>Mentors are expected to model effective teaching.</li> </ul>
Wellbeing is not the primary purpose of mentoring.	●	●	●	<ul style="list-style-type: none"> <li>The primary purpose of mentoring is to improve instruction, although the wellbeing of the mentee is important.</li> <li>For early-career teachers, a separate teacher is provided to specifically support the wellbeing of the mentee and to assist with onboarding processes.</li> </ul>
A rigorous mentor selection process is established.	●	●	●	Candidates for mentor training are selected at the school level.  Assessment of demonstrated capabilities to improve the teaching of others is a component of the performance management system.

## Appendix 2 Shanghai





















			
Fully implemented	Partially implemented	Not implemented	No evidence in sources


**Note:** Pre-service teachers engage in theory during initial teacher training, not professional experience. Hence school-based mentoring does not occur. As a result, mentoring during early-career teaching is critical.

 Component	Pre-Service Teacher	Early-Career Teacher	Additional Information	
	PST	ECT		Teacher
Teacher mentoring occurs.	N/A			<ul style="list-style-type: none"> <li>All teachers are mentored.</li> </ul>
A professional development culture using teacher mentoring to improve impact on student learning is established within the system.	N/A			<ul style="list-style-type: none"> <li>Shanghai has an extensive system of mentoring embedded in schools and across school districts.</li> <li>All teachers are expected to engage in a process of continuous development.</li> <li>At least one mentor will be subject-specific to build pedagogical content knowledge.</li> </ul>
Integrated actions across the system coherently support and enable expert mentoring to improve teacher effectiveness.	N/A			<p>Mentoring, classroom observation (which is informed by the impact of the teaching on the student) and constructive feedback are amongst the professional learning actions which are valued by the Shanghai education system. Mentoring is embedded in:</p> <ul style="list-style-type: none"> <li>Role descriptions</li> <li>Performance appraisals</li> <li>Promotions</li> <li>Master teacher roles.</li> </ul>
Mentoring is expected to be provided and received as part of an experienced teacher's practice.	N/A			<ul style="list-style-type: none"> <li>Mentors observe early-career mentees weekly and provide constructive feedback.</li> <li>All teachers are observed by mentors regularly and receive feedback.</li> <li>Teachers believe that improving the practice of others is part of their professional responsibilities.</li> </ul>
Mentor works collaboratively, engaging in cycles of improvement with mentee.	N/A			<ul style="list-style-type: none"> <li>The mentoring relationship is initiated through a discussion of developmental needs.</li> <li>Mentors and mentees work collaboratively to improve student learning through regular practical research, joint planning, observation, evaluation, feedback and modelling.</li> </ul>
The mentoring focus is predominantly on improving teacher effectiveness and feedback is based on student evidence and observation.	N/A			<p>Mentors are expected to engage in weekly observations to:</p> <ul style="list-style-type: none"> <li>diagnose mentee areas for growth</li> <li>critique</li> <li>use student learning to provide feedback to the mentee.</li> </ul>

 <b>Component</b>	<b>Pre-Service Teacher</b>	<b>Early-Career Teacher</b>		<b>Additional Information</b>
	<b>PST</b>	<b>ECT</b>	<b>Teacher</b>	
Role of the mentor is clearly defined.	N/A	●	●	<ul style="list-style-type: none"> <li>Role descriptions include mentoring work.</li> </ul>
The mentor is supported to develop their mentoring capabilities in an ongoing manner.	N/A	●	●	All mentors are mentored by more expert teachers in a process which cascades from the most elite -Master Teachers to early career teachers.
Resources are provided to assist the mentor to effectively fulfill the role.	N/A	●	●	Mentoring, professional learning, role descriptions and 360-degree feedback are amongst the resources identified in the literature.
The mentor is allocated time to engage in their mentoring work.	N/A	●	●	Shanghai teachers have large class sizes, so teach less face-to-face hours. Mentoring duties occur in the non-teaching times.
The mentor receives professional recognition for their work.	N/A	●	●	Promotion is contingent on effective mentoring reports from mentees.
The mentor receives specific mentor training.	N/A	●	●	Training is provided by designated mentors and external experts.
The work of the mentor is appraised and feedback is provided to improve their impact.	N/A	●	●	<p>The effectiveness of the mentor is evaluated by the mentee through a 360-degree feedback process.</p> <p>Mentors' promotion is contingent on positive feedback.</p>
The mentor is expected to have pedagogical and content expertise relative to the mentee.	N/A	●	●	The education system's appraisal structures ensure that a hierarchy of increasing expertise can be identified.
Wellbeing is not the primary purpose of mentoring.	N/A	●	●	This was not mentioned in the literature.
A rigorous mentor selection process is established.	N/A	●	●	<p>An integrated system connecting performance and development with appraisal and 360-degree feedback for all mentors, enables rigorous selection of mentors.</p> <p>Strict criteria for selection and advice about mentor selection are provided.</p>





## Appendix 3 Finland














	 Fully implemented	 Partially implemented	 Not implemented	 No evidence in sources
 <b>Component</b>	<b>Pre-Service Teacher</b> <b>PST</b>	<b>Early-Career Teacher</b> <b>ECT</b>	<b>Teacher</b>	<b>Additional Information</b> Sources: (Heikkinen, Wilkinson, Aspfors, & Bristol, Understanding mentoring of new teachers: Communicative and Strategic Practices in Australia and Finland, 2018); (Heikkinen, Wilkinson, Aspfors, & Bristol, Understanding mentoring of new teachers: Communicative and Strategic Practices in Australia and Finland, 2018) (Institute for Research in Education, 2013)
Teacher mentoring occurs.				<ul style="list-style-type: none"> <li>Its purpose is to support new teachers through a group relationship of reciprocal learning with experienced teachers.</li> <li>Finnish teachers engage in peer group mentoring on a voluntary basis.</li> <li>The motivation for mentoring early career teachers is to enhance teacher professional competence and professional development.</li> </ul>
A professional development culture using teacher mentoring to improve impact on student learning is established within the system.				<ul style="list-style-type: none"> <li>Peer group mentoring was established as a national process to support wellbeing at work and provide emotional support.</li> <li>Teachers of a range of experiences and expertise share and reflect on the problems they experience at work.</li> <li>Peer group mentoring is based on collegiality, dialogue and 'bottom-up' professional learning where all the members of the group are considered equal, irrespective of experience or expertise.</li> <li>Early career teachers are considered fully qualified, hence equal and do not have to complete an accreditation process, nor take part in mentoring.</li> </ul>
Integrated actions across the system coherently support and enable expert mentoring to improve teacher effectiveness.				<ul style="list-style-type: none"> <li>Engagement in mentoring groups is on a voluntary basis.</li> <li>The groups have a leader – a teacher mentor, who is trained and paid.</li> <li>No other system integration was described.</li> </ul>
Mentoring is expected to be provided and received as part of an experienced teacher's practice.				<ul style="list-style-type: none"> <li>Mentoring is voluntary.</li> <li>Those engaged in peer-group mentoring meet regularly.</li> </ul>
Mentor works collaboratively, engaging in cycles of improvement with mentee.				<ul style="list-style-type: none"> <li>The group members work collegially to discuss issues and share reflections.</li> </ul>

 <b>Component</b>	<b>Pre-Service Teacher</b> <b>PST</b>	<b>Early-Career Teacher</b> <b>ECT</b>	<b>Teacher</b>	<b>Additional Information</b> Sources: (Heikkinen, Wilkinson, Aspfors, & Bristol, Understanding mentoring of new teachers: Communicative and Strategic Practices in Australia and Finland, 2018); (Heikkinen, Wilkinson, Aspfors, & Bristol, Understanding mentoring of new teachers: Communicative and Strategic Practices in Australia and Finland, 2018) (Institute for Research in Education, 2013)
The mentoring focus is predominantly on improving teacher effectiveness and feedback is based on student evidence and observation.	●	●	●	<ul style="list-style-type: none"> <li>The group determines the themes to be discussed and may meet monthly to share reflections to enhance their wellbeing and professional development.</li> </ul>
Role of the mentor is clearly defined.	●	●	●	Training provides the mentor with an understanding of their role. No evidence of a role statement or similar.
The mentor is supported to develop their mentoring capabilities in an ongoing manner.	●	●	●	A national peer group mentoring policy provides support. Funding is provided for initial and ongoing training, but not teacher release.
Resources are provided to assist the mentor to effectively fulfill the role.	●	●	●	No evidence provided to determine.
The mentor is allocated time to engage in their mentoring work.	●	●	●	Funding is only provided for training. Peer group mentoring meetings occur after school hours.
The mentor receives professional recognition for their work.	●	●	●	No evidence provided to determine.
The mentor receives specific mentor training.	●	●	●	All mentors receive funded training.
The work of the mentor is appraised and feedback is provided to improve their impact.	●	●	●	No evidence provided to determine.
The mentor is expected to have pedagogical and content expertise relative to the mentee.	●	●	●	Peer-group mentoring members have a mix of experiences. The experiences of the mentee are of equal value to those more experienced. All group members are professionally developed through a reciprocal relationship.
Wellbeing is not the primary purpose of mentoring.	●	●	●	Peer group mentoring was primarily established as a national process to support wellbeing through professional development at work and as a secondary consideration to provide emotional support and professional development.
A rigorous mentor selection process is established.	●	●	●	No evidence provided to determine.











## Appendix 4<sup>102</sup> New Zealand

			
Fully implemented	Partially implemented	Not implemented	No evidence in sources















 Component	Pre-Service Teacher	Early-Career Teacher		Additional Information Sources: (Education Council New Zealand   Matatu Aotearoa, 2015); (Langdon, 2014) and (Sankar, Brown, & Teague, 2009)
	PST	ECT	Teacher	
Teacher mentoring occurs.				<ul style="list-style-type: none"> <li>High quality mentoring which is 'educative in focus and based on a relationship of trust and collegiality' occurs for all early-career teachers and other teachers where appropriate.</li> <li>Mentoring as a component of induction is seen as 'intensive, sustained, professional learning'.</li> </ul>
A professional development culture using teacher mentoring to improve impact on student learning is established within the system.				<ul style="list-style-type: none"> <li>The national policy requires all schools to have and implement an induction and mentoring policy.</li> <li>The guidelines require that the mentoring is 'educative' and that collaborative, professional conversations are based on evidence of teacher practice.</li> </ul>
Integrated actions across the system coherently support and enable expert mentoring to improve teacher effectiveness.				<ul style="list-style-type: none"> <li>Integration is delegated to the school, where mentoring guidelines are requested to be considered in conjunction with a school-based induction and mentoring policy, performance management, teacher appraisal, strategic plans and in partnership with Practising Teacher Criteria.</li> <li>National funding is provided for induction and mentoring in all schools which have early-career teachers.</li> </ul>
Mentoring is expected to be provided and received as part of an experienced teacher's practice.				<ul style="list-style-type: none"> <li>Educative mentoring is seen as being a highly skilled role.</li> <li>Meetings to set goals, for observation and for professional conversations are expected to be planned and timetabled.</li> <li>Whilst the mentor is required to have expertise, it was not possible to determine if all expert teachers were expected to view mentoring as part of their practice.</li> </ul>


102 Information for appendix 4 was sourced from: (Education Council New Zealand | Matatu Aotearoa, 2015) (Langdon, 2014) and (Sankar, Brown, & Teague, 2009)


 <b>Component</b>	<b>Pre-Service Teacher</b> <b>PST</b>	<b>Early-Career Teacher</b> <b>ECT</b>	<b>Teacher</b>	<b>Additional Information</b> Sources: (Education Council New Zealand   Matatu Aotearoa, 2015); (Langdon, 2014) and (Sankar, Brown, & Teague, 2009)
Mentor works collaboratively, engaging in cycles of improvement with mentee.	●	●	●	<ul style="list-style-type: none"> <li>Educative mentoring is seen as being a highly skilled role .</li> <li>Meetings to set goals, for observation and for professional conversations are expected to be planned and timetabled.</li> <li>Whilst the mentor is required to have expertise, it was not possible to determine if all expert teachers were expected to view mentoring as part of their practice.</li> </ul>
The mentoring focus is predominantly on improving teacher effectiveness and feedback is based on student evidence and observation.	●	●	●	<ul style="list-style-type: none"> <li>Educative mentoring is clearly focused on improving the expertise of teachers so that the evidence of their impact improves.</li> <li>Evidence of teacher practice forms the basis of the collaborative conversations between mentor and mentee.</li> </ul>
Role of the mentor is clearly defined.	●	●	●	The guidelines clearly outline the role of and expectations of the mentor, principal and early-career teacher.
The mentor is supported to develop their mentoring capabilities in an ongoing manner.	●	●	●	Mentors are provided with professional development to enable them to develop the requisite skill set.
Resources are provided to assist the mentor to effectively fulfill the role.	●	●	●	National guidelines have been produced for induction, mentoring and mentor teachers. These include: <ul style="list-style-type: none"> <li>expectations for the role of mentor teachers,</li> <li>key skills, knowledge and attributes, and the professional learning and development needed by mentors to adequately fulfill the role.</li> </ul> Professional development and 'ongoing system support' for mentors is provided. Funding is provided to schools for early-career teachers. Resources to implement the policy and guidelines are provided to schools.
The mentor is allocated time to engage in their mentoring work.	N/A	N/A	●	The guidelines recommends that schools provide dedicated time for mentoring.
The mentor receives professional recognition for their work.	●	●	●	The guidelines recommend that mentors receive professional recognition for their
The mentor receives specific mentor training.	N/A	●	●	Training is provided for all mentors.
The work of the mentor is appraised and feedback is provided to improve their impact.	N/A	●	●	No information was provided to demonstrate this criteria.

 <b>Component</b>	<b>Pre-Service Teacher</b> <b>PST</b>	<b>Early-Career Teacher</b> <b>ECT</b>	<b>Teacher</b>	<b>Additional Information</b> Sources: (Education Council New Zealand   Matatu Aotearoa, 2015); (Langdon, 2014) and (Sankar, Brown, & Teague, 2009)
The mentor is expected to have pedagogical and content expertise relative to the mentee.	N/A			Mentors are expected to be reflective practitioners 'focused on enquiry' who have a clear understanding of 'outstanding teaching' and can effectively establish respectful relationships with their mentees.  The mentor has an important leadership role in improving the professional capability of others.
Wellbeing is not the primary purpose of mentoring.	N/A			Wellbeing is not identified as the main purpose of the mentoring, although the importance of mentoring in a supportive environment is highlighted.
A rigorous mentor selection process is established.	N/A			Guidelines suggest that mentors need to be carefully selected.

## Appendix 5 England











 Fully implemented		 Partially implemented		 Not implemented		 No evidence in sources	
 Component		Pre-Service Teacher PST	Early-Career Teacher ECT	Teacher	<b>Additional Information</b> Sources: (Carter, 2015); (UK Department for Education, 2019); (UK Department for Education, 2021); (UK Department for Education, 2020); (UK Department for Education, 2016); (UK Department for Education, 2016); (UK Department for Education, 2019); (UK Education Development Trust, 2022)		
Teacher mentoring occurs.					<ul style="list-style-type: none"> <li>School-based mentoring for pre-service teachers is a statutory requirement.</li> <li>1:1 mentoring for Early Career Teachers is also statutory requirement.</li> <li>ECT mentors are required to provide effective targeted feedback and work collaboratively.</li> <li>An induction tutor who is responsible for assessment of ECT progress works with ECTs in addition to their mentor.</li> <li>Mentors and induction tutors are fully qualified teachers, usually in the same school as the mentee.</li> </ul>		
A professional development culture using teacher mentoring to improve impact on student learning is established within the system.					<ul style="list-style-type: none"> <li>Mentoring has been used in England for some time, but the Carter Report of 2015 and the subsequent changes including those to statutory requirements; the Teacher Recruitment and Retention Strategy and additional targeted resourcing, set benchmarks for the quality and facilitated consistency of mentoring for pre-service and early career teachers.</li> <li>Mentoring or coaching of all teachers is a statutory requirement of professional development.</li> </ul>		
Integrated actions across the system coherently support and enable expert mentoring to improve teacher effectiveness.					<ul style="list-style-type: none"> <li>The detail provided in the ITT Core Content Framework, its relationship to the Teacher Standard and the collaboration with ITT providers enables knowledge of the evidence-based course content to be accessible to mentors in schools, assisting with their goal of a seamless progression of learning for PSTs and ECTs.</li> <li>There is clear policy interconnection between the Teacher Recruitment and Retention Strategy, the ITT core content framework, the Early Career Framework, the Teaching Standards and the National Professional Qualifications, with the role of the mentor recognised in all five documents.</li> <li>The professional development guidelines describe effective professional development as including support from a coach or mentor to model and provide challenge for all teachers.</li> </ul>		


 Component	Pre-Service Teacher PST	Early-Career Teacher ECT	Teacher	Additional Information Sources: (Carter, 2015); (UK Department for Education, 2019); (UK Department for Education, 2021); (UK Department for Education, 2020); (UK Department for Education, 2016); (UK Department for Education, 2016); (UK Department for Education, 2019); (UK Education Development Trust, 2022)
Mentoring is expected to be provided and received as part of an experienced teacher's practice.	●	●	●	<ul style="list-style-type: none"> <li>Statutory guidelines require mentors to meet regularly with mentees. Mentors must be fully qualified teachers who are specially selected with the requisite skill sets.</li> <li>It is not described as an expectation that all experienced teachers engage as a mentor, rather expert teachers provide mentoring.</li> </ul>
Mentor works collaboratively, engaging in cycles of improvement with mentee.	●	●	●	<ul style="list-style-type: none"> <li>Professional development standards describe the process to be iterative.</li> </ul>
The mentoring focus is predominantly on improving teacher effectiveness and feedback is based on student evidence and observation.	●	●	●	<ul style="list-style-type: none"> <li>Standard 2 – Teaching, one of the 4 mentor standards, sets a requirement that mentors 'support their trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs'.</li> <li>The professional learning standards require the focus of the mentoring to be on the impact of practice on student learning progress.</li> </ul>
Role of the mentor is clearly defined.	●	●	●	<ul style="list-style-type: none"> <li>The role of the mentor is clearly defined in statutory documents. It includes regular meetings and provision of 'effective targeted feedback'.</li> <li>The mentor role is differentiated from the induction tutor who assesses progress against the teaching standards both informally and with two formal assessments. The information from assessments is used to guide professional development.</li> </ul>
The mentor is supported to develop their mentoring capabilities in an ongoing manner.	●	●	●	<ul style="list-style-type: none"> <li>PST mentors receive ongoing support and training by Headteachers and ITT providers.</li> <li>ECT mentors receive ongoing training.</li> <li>PST and ECT mentors are expected to mentor fully qualified teachers.</li> </ul>
Resources are provided to assist the mentor to effectively fulfill the role.	●	●	●	<p>Early-career teachers are provided with a reduced timetable (10% in first year, 5% in second year) to engage in induction activities.</p> <p>Mentors receive training, and funded time; policy and statutory guideline support; resources such as detailed, materials to support sequences of mentor sessions and the National Standards for school-based initial teacher training (ITT) mentors.</p>
The mentor is allocated time to engage in their mentoring work.	●	●	●	<p>Release time for mentors is funded to enable them to carry out the role effectively.</p>

 <b>Component</b>	<b>Pre-Service Teacher</b> <b>PST</b>	<b>Early-Career Teacher</b> <b>ECT</b>	<b>Teacher</b>	<b>Additional Information</b> Sources: (Carter, 2015); (UK Department for Education, 2019); (UK Department for Education, 2021); (UK Department for Education, 2020); (UK Department for Education, 2016); (UK Department for Education, 2016); (UK Department for Education, 2019); (UK Education Development Trust, 2022)
The mentor receives professional recognition for their work.	●	●	●	Mentors can choose to complete a National Professional Qualification (NPQ) for Leading Teacher Development. This qualification was a direct outcome of the Teacher Recruitment and Retention Policy to offer recognition to those working with PSTs and ECTs, but is available to all mentor teachers.
The mentor receives specific mentor training.	●	●	●	The training of mentors is a statutory requirement. Mentors and ECTs are required to receive training to support induction. Three training options are available: Programs by funded accredited induction providers; programs conducted by schools utilising DfE accredited materials or a school designed and delivered program.
The work of the mentor is appraised and feedback is provided to improve their impact.	●	●	●	Independent quality assurance of statutory induction including mentoring processes in schools is a statutory requirement to ensure mentoring is fair and consistent. Additionally, mentoring is reviewed by OFTED.
The mentor is expected to have pedagogical and content expertise relative to the mentee.	●	●	●	Effective mentors are described as being 'outstanding teachers and subject experts, who are also skilled at explaining their own practice' p7 (UK Department for Education, 2016).
Wellbeing is not the primary purpose of mentoring.	●	●	●	Wellbeing is not identified as being the primary purpose of mentoring, although the importance of interpersonal relationships such as establishing trusting relationships is recognised.
A rigorous mentor selection process is established.	●	●	●	The Mentor Standards are required to be used to create a rigorous mentor selection process. Mentors must be fully qualified teachers who with the requisite skill sets.

## Appendix 6 Ontario




















			
Fully implemented	Partially implemented	Not implemented	No evidence in sources


 Component	Pre-Service Teacher	Early-Career Teacher	Teacher	Additional Information
	PST	ECT		
Teacher mentoring occurs.				<ul style="list-style-type: none"> <li>Teacher mentoring is one of three core components of Ontario's New Teacher Induction Program (NTIP).</li> <li>It is suggested that all teacher mentors are mentored.</li> <li>Mentoring may be used to develop other fully qualified teachers, but there is no requirement that this occurs.</li> <li>Mentoring is funded for all newly appointed Principals and Vice Principals for the first two years of their employment.</li> <li>Individual ITE providers use a variety of supports to assist PST growth in professional experience placements and this may include mentoring.</li> <li>The supervising teacher may draw on mentoring to facilitate learning of PSTs.</li> </ul>
A professional development culture using teacher mentoring to improve impact on student learning is established within the system.				<ul style="list-style-type: none"> <li>Mentoring is used to develop ECTs and some newly-appointed leaders, but the culture of mentoring varies across schools and boards across Ontario.</li> <li>The focus of the ECT mentoring is ultimately on student learning and wellbeing since one of the four goals of the NTIP is improve 'instructional practice'.</li> <li>Guidelines encourage 'evaluation of impact' as a component of the recursive process of professional learning and remind ECTs that students are at the centre of their learning, however, the mechanism for evaluation is at the discretion of the schools.</li> </ul>
Integrated actions across the system coherently support and enable expert mentoring to improve teacher effectiveness.				<ul style="list-style-type: none"> <li>At the school-level, the principal is part of the mentoring web and board-level coaches provide mentorship to experienced and new teachers.</li> <li>Mentoring is not supported through annual appraisal mechanisms or promotion. Although being a mentor is an expected step in the pathway towards leadership.</li> <li>Appraisal systems are tied to 16 standards of practice for teachers, but they do not include mentoring or supporting others to improve their practice.</li> </ul>

 <b>Component</b>	<b>Pre-Service Teacher</b> <b>PST</b>	<b>Early-Career Teacher</b> <b>ECT</b>	<b>Teacher</b>	<b>Additional Information</b>
Mentoring is expected to be provided and received as part of an experienced teacher's practice.	●	●	●	<ul style="list-style-type: none"> <li>• Mentoring for experienced teachers, if it occurs, may take many forms.</li> <li>• Serving as a mentor is voluntary, although can be seen as an opportunity to demonstrate leadership capabilities.</li> <li>• 52% of ECT respondents to a recent study <sup>103</sup> reported that they receive formal or informal mentoring at least once per week.</li> </ul>
Mentor works collaboratively, engaging in cycles of improvement with mentee.	●	●	●	<ul style="list-style-type: none"> <li>• Overarchingly, the agenda for the learning in mentorship is driven by the mentee needs, with structured cycles of improvement not being standard practice across schools.</li> <li>• Collaboration (described as collaborative professionalism) is encouraged by the program and evaluation shows it is valued by the mentees.</li> <li>• Recent evolution of the mentoring role has seen the matched mentor engaging the support of their colleagues to assist with mentee growth as the needs arise through a variety of mentoring designs.</li> <li>• Cycles of learning are embedded into the documented description of professional learning, with the guidelines for NTIP implementation suggesting that the ECT consider authentic professional learning as 'recursive, relational, responsive and real world'.</li> </ul>
The mentoring focus is predominantly on improving teacher effectiveness and feedback is based on student evidence and observation.	●	●	●	Mentoring is conceptualised as a mentee-centric experience, with the needs of the mentee indicating the professional learning focus. An explicit requirement to use student evidence and observation to gauge teacher effectiveness on student evidence is not foregrounded in the materials. However: <ul style="list-style-type: none"> <li>• All ECT are expected to have learning goals and to discuss their improvement with mentor, principal and other mentees.</li> <li>• Improving effectiveness, is a component of the NTIP and an expectation of ECTs.</li> <li>• Observation of mentee practice followed by a collaborative debrief is one of the mentoring options that an ECT could choose.</li> <li>• Interestingly, although provision of feedback is not explicitly described in the guidelines, a key component of mentor training is 'providing meaningful feedback'.</li> <li>• Collaborative assessment of student work to develop consistency of teacher judgement and to inform instructional practices is another option for ECTs.</li> </ul>

103 (Christine Frank and Associates, 2021)



 Component	Pre-Service Teacher PST	Early-Career Teacher ECT	Teacher	Additional Information
Role of the mentor is clearly defined.				The current iteration of NTIP suggest that a variety of types of mentoring can occur. A detailed role description for the mentor was not provided. However: <ul style="list-style-type: none"> <li>• An outline of the fundamental aspects of a mentoring relationship is provided.</li> <li>• The ECT is responsible for selecting activities from a learning menu which will assist them to achieve their own learning goals. The mentor and ECT engage in these learning activities together.</li> <li>• The range of activities in which the mentor and mentee engage is clear.</li> <li>• The mentor adopts 'consultant, collaborator and coaching stances based on need' to support the ECT.</li> </ul>
The mentor is supported to develop their mentoring capabilities in an ongoing manner.				A 'continuum of support' is provided by the Boards with assistance from the Ministry for ongoing and new mentors. Ongoing development for mentors is also provided because all mentors are mentored.
Resources are provided to assist the mentor to effectively fulfill the role.				In addition to the guidelines, professional learning offered by the Boards and supported by Ministry staff, a suite of professional learning resources is provided for mentors: <ul style="list-style-type: none"> <li>• e-books assist mentors to: create a mentoring web, build relational trust, facilitate learning focused conversations, provide meaningful feedback and use powerful mentoring designs.</li> <li>• Surveys assist mentors to assess the impact of NTIP implementation.</li> <li>• Research on impact.</li> </ul>
The mentor is allocated time to engage in their mentoring work.				Release time may be taken from base funding for mentors of ECTs.
The mentor receives professional recognition for their work.				Informally mentoring is seen as a valuable activity. Formally, being an associate teacher (supervising teacher) or an NTIP mentor is part of a leadership pathway in many boards.
The mentor receives specific mentor training.				All new NTIP mentors are trained and current mentors are supported in an ongoing manner by their own mentors. Often NTIP mentors use their skills to support PSTs they supervise and support other classroom teachers.

 Component	Pre-Service Teacher PST	Early-Career Teacher ECT	Teacher	Additional Information
The work of the mentor is appraised and feedback is provided to improve their impact.	●	●	●	This does not occur.
The mentor is expected to have pedagogical and content expertise relative to the mentee.	●	●	●	Mentors are expected to be experienced teachers, usually those with more than 5 years of experience, but are not required to be more expert. In cases where a mentor does not have the required expertise to assist a mentee, they are expected to broker the support of other teachers to assist as part of a web of support. In this mentoring frame, learning is reciprocal, both the mentor and mentee are learning.
Wellbeing is not the primary purpose of mentoring.	●	●	●	The wellbeing and learning of the teacher are considered linked to the student's wellbeing and learning, however, wellbeing is not the primary purpose of the mentoring.
A rigorous mentor selection process is established.	●	●	●	Any teacher can volunteer to be a mentor. In this frame, if the mentor is deemed to be an effective teacher, then they are seen to have the capacity to be a mentor. The principal identifies suitable mentors for PST and early career/new teachers. In some instances, there is a matched mentor, in others a web of mentors provide support.

## Appendix 7 Training in England

A number of training options are available for pre-service teachers in England. Three common ones are described below. The first is the traditional university-based option which may be post-graduate or undergraduate. The other is school-centred initial teacher training where graduate students are more closely linked to schools. Training will result in gaining Qualified Teacher Status for those who meet the Teachers' Standards and may also result in a post-graduate teaching qualification at a graduate certificate level. The final option is one where the schools, working in a group, directly recruit a graduate candidate who is then based in a school. The schools then select an initial teacher training provider to work with them. The provider will either be a school-centred initial training centre or a university. The initial teacher training providers work in partnership with the schools. As leaders of the process, it is normal for schools to be actively involved in the selection of candidates, delivery of courses, and are part of the providers accountability structure, providing feedback on course content and quality. It is expected that ITT courses have an appropriate combination of theory and practice, with reinforcement of the concept of teacher as evidence-based researcher. Irrespective of course option, a long period of professional experience is required of all providers of graduate training. Providers must offer 24 weeks of professional experience which is equal to 50% of course time. The 24 weeks and the closer integration which some students have with schools has brought into clear focus the importance of the school-based teacher mentor to the learning progress of the pre-service teacher.

## Appendix 8 Carter Review

The Carter Review of Initial Teacher Education in the UK, noted the importance of high-quality mentoring in both the development of the mentee, but also in the growth of the mentor. However, it found that the methods for recruitment, training, selection and quality assurance of school-based mentors in ITT was variable. It published a suite of recommendations to increase the quality and scope of mentoring, including the development of national standards for mentors. It also found that the link between ITT and professional development of early career teachers was weak. As a result, the review positioned ITT as being initial and suggested that ongoing training requirements should be made clear to early-career teachers. Schools are required to understand the continuity of training which is required to provide seamless progression from pre-service teachers to early career teachers.

## Appendix 9 Pre-Service Teacher Program Summaries

Organisation	Target	Program Purpose	Description of program	Type of mentor	Mentor selection criteria	Training for mentor	Resources to support mentor
<p><b>Deakin University</b></p> <p><b>Program:</b> 'Teaching Academies of Professional Practice</p> <p><b>Contact:</b> Matthew Thomas, Academic Director of Professional Practice  <a href="mailto:Matthew.Thomas@deakin.edu.au">Matthew.Thomas@deakin.edu.au</a></p>	<p>✓ Preservice teachers</p>	<p>Mentoring Program to support our Pre-service Teachers to hone their craft.</p>	<p>The teaching academies and alliances have improved the way we align our Initial Teacher Education programs. This occurs by building a contextual understanding of the needs of local schools' priorities and their communities for improvement and advancement.</p> <p>Pre Service Teachers are mentored through our Alliance partnerships which makes use of Assessment circles this provides on-the-job professional learning for pre-service teachers which is focused on evidencing pre-service teachers against the Australian Professional Standards for Teachers. The circle may include the Deakin facilitator, the school mentor and other teaching / school leadership or academic staff. Mentors are typically involved with their mentees.</p>	<ul style="list-style-type: none"> <li>Supervising teacher is the mentor.</li> <li>A school leader, an experienced teacher a focused reflective staff member.</li> </ul>	<p>We see this as part of a conversation with our school partners but as for criteria we draw on the <a href="https://www.education.vic.gov.au/Documents/school/teachers/profdev/mentoringcapabilityframework.pdf">https://www.education.vic.gov.au/Documents/school/teachers/profdev/mentoringcapabilityframework.pdf</a> which outlines expectations and behaviors for both mentee and mentor.</p>	<ul style="list-style-type: none"> <li>A program of training and support including after school sessions is provided for pre-service teachers, this looks like additional support sessions which help student match their work to the APST.</li> <li>For mentors it is a developed and staged program that they attend outside of school Mentor training can be adapted to needs of context and mentors using our unique localized model.</li> </ul>	<ul style="list-style-type: none"> <li>The Australian Professional Standards for Teachers is used as a framework for development.</li> <li>Deakin Mentor Training Program.</li> <li>Department Mentoring Capability framework.</li> </ul>

Organisation	Target	Program Purpose	Description of program	Type of mentor	Mentor selection criteria	Training for mentor	Resources to support mentor
<p><b>Federation University</b></p> <p><b>Program:</b> Professional Experience</p> <p><b>Contact:</b> Julia Prout, Lecturer  <a href="mailto:j.prout@federation.edu.au">j.prout@federation.edu.au</a></p>	<p>✓ Preservice teachers</p>	<p>To support pre-service teachers throughout their professional experience courses.</p>	<p>PSTs are partnered with a mentor teacher within the allocated school. This mentor acts as their supervisor and undertakes a mentoring role with the relevant placement documentation to support the PST and expectations. PSTs are also allocated an academic mentor who makes contact three (or more) times before and during the placement to support their development and to assist with goal setting and effective practices. They are also available to troubleshoot with the PST if necessary.</p>	<p>Supervising teacher is the mentor.</p> <p>All students participating in professional placements are allocated a school-based mentor teacher and an academic university mentor. Mentors may be the allocated classroom teacher, university mentor, professional experience coordinator.</p>	<p>Schools are provided with a request to host PSTs. They are able to allocate PSTs based on their own criteria, i.e. volunteers or by selection. The leadership or placement coordinator can select a mentor based on their suitability to support a PST. This is underpinned by the request for specific age/year level ranges or subject specific methods.</p>	<p>Opportunities for the MT to liaise with the Placement Coordinators or the allocated University Mentor.</p> <p>Invitation to attend mentoring sessions with their PST, ensures that they are provided with the same information pertaining to the expectations for the placement.</p> <p>In the final placement, the GTPA process is supported by the PST Handbook, the information for Schools and Mentors fact sheet and an invitation to attend an invitation session with their PST.</p> <p>University mentors are provided with suitable training by Professional Experience Coordinators. Expectations for contact and content are provided to enable consistency in the academic mentoring.</p>	<p>Each professional experience is supported by documentation that explains the expectations for the placement. This includes the expectations for the PST and for the MT.</p> <p>There is a mid-point reflection that enables the MT to assess the progression of the PST against the expectations. If the student is at risk of failing, a STAR (Student At Risk) is completed in collaboration with the university, PST and the MT.</p> <p>Contact details for the Placement Coordinators and University Mentors are provided to enable communication and contact to occur.</p> <p>School visits are arranged to support the MT and PST. School visits are often by request, however, occur at other times, particularly in support of the final placement.</p>

Organisation	Target	Program Purpose	Description of program	Type of mentor	Mentor selection criteria	Training for mentor	Resources to support mentor
<p><b>Monash University</b></p> <p><b>Program:</b> Monash Mentor Hub-</p> <p><b>Contact:</b> Nicole Shepherd, Professional Practice Manager <a href="mailto:Nic.shepard@monash.edu">Nic.shepard@monash.edu</a></p>	<ul style="list-style-type: none"> <li>✓ Preservice teachers</li> <li>✓ Mentors</li> </ul>	<p>To provide a one stop site for mentors to access in their own time key information in order to mentor a Monash PST and to build their capacity as a mentor.</p>	<p>Clear &amp; succinct mentor information guides for professional experience (expectations, supports etc).</p> <p>eReport access.</p> <p><a href="#">TeachSpace</a> research articles.</p> <p>Short Prof Dev clips.</p>	<p>The mentor is the supervising teacher. Teacher of the classroom, subject area, EC room that the Monash PST completes their professional experience with.</p>	<p>No criteria are not provided for mentor selection. However, this is something Monash is looking to establish. Past 2 years have delayed that development.</p>	<p>Monash has started running some online mentoring sessions for interested schools.</p> <p>We also ran an in person PD for the mentors of our Bass Coast Rural Professional Experience program.</p> <p>We would also hope that our <a href="#">mentor information guides</a> give the mentor some advice through the expectations of a mentor.</p>	<ul style="list-style-type: none"> <li>• Graduate mentor guides for Early Childhood, Primary and Secondary.</li> <li>• <a href="#">Monash Mentor Hub</a></li> <li>• Access directly to Professional Practice Consultants- mobile, email and onsite visits.</li> </ul>
<p><b>NSW Department of Education</b></p> <p><b>Program #1</b></p> <p><b>Contact:</b> Cynthia Wearne, Leader Teacher Education Partnerships <a href="mailto:Cynthia.Wearne@det.nsw.edu.au">Cynthia.Wearne@det.nsw.edu.au</a></p>	<ul style="list-style-type: none"> <li>✓ Preservice teachers</li> </ul>	<p>1. Ensuring teachers supervising professional experience placements have the pre-requisite knowledge and skills.</p>	<p>In the Professional Experience Agreements between the Department (DoE) and each NSW and ACT ITEP, the DoE agrees to:</p> <p>“Assign appropriately skilled school staff members/supervising teachers, holding at least Proficient Teacher level of accreditation, with detailed knowledge of the Australian Professional Standards for Teachers at the Graduate level and relevant assessment processes as well as expertise in mentoring, supervisory and feedback skills to coordinate/ supervise the professional experience placement.</p>	<p>A teacher accredited at Proficient or above.</p>	<p>Teachers volunteer to be a supervising teacher. This is approved by the principal prior to advising ITEPs of their availability.</p> <p>Where the school has a teacher accredited at or working towards the Highly Accomplished or Lead level of the Australian Professional Standards for Teachers, that teacher is expected to take on a role in supporting the professional experience.</p>	<p>Staff members supervising professional experience will have undertaken relevant professional learning to underpin their knowledge and skills such as the AITSL Supervising preservice teachers module 2 Practice Analysis.</p>	<p>Pre-service teacher resources:</p> <p><a href="#">Checklist for the supervision of pre-service teachers</a></p> <p><a href="#">Information for supervising teachers</a></p>

Organisation	Target	Program Purpose	Description of program	Type of mentor	Mentor selection criteria	Training for mentor	Resources to support mentor
<p><b>NSW Department of Education</b></p> <p><b>Program #2</b></p> <p><b>Contact:</b> Cynthia Wearne, Leader Teacher Education Partnerships <a href="mailto:Cynthia.Wearne@det.nsw.edu.au">Cynthia.Wearne@det.nsw.edu.au</a></p>	<p>✓ Preservice teachers</p>	<p>2. Establishing Professional Experience Hubs as Centres of Excellence in professional experience partnered with a university provider.</p>	<p>Professional Experience Hubs are designated school sites for demonstrating, developing and sharing high quality professional experience in conjunction with a partner university.</p> <p>The Hub Schools commit to strengthening high quality professional experience practices by:</p> <ul style="list-style-type: none"> <li>providing quality professional learning in aspects of professional experience provision including mentoring and enhancing expertise in Australian Professional Standards for Teachers at the Graduate level;</li> <li>ensuring that, the Hub School staff assigned to supervise pre-service teachers have completed professional learning to support their mentoring and supervisory practices such courses as the Australian Institute for Teaching and School Leadership (AITSL) Supervising Preservice Teachers modules.</li> </ul>	<p>Experience Coordinator (PEXC) who undertakes a critical role in the Hub Program. They provide the link between the university and the school. The school must identify one person in an Assistant Principal/Head Teacher or Lead Teacher position who can manage the program on a day-to-day basis. The Hub school receives a funding allocation of 0.4FTE release for this position.</p>	<p>“Examining the Role of the School Professional Experience Coordinator (PEXC) in the NSW Department of Education’s Professional Experience Hub School Program” was a research paper commissioned by the DOE and undertaken by the NSW Council of Deans of Education in 2021. It found that the person in the PEXC role needs to have:</p> <ul style="list-style-type: none"> <li>the skillset to build and maintain an effective professional learning culture. This suggests that the PEXC should be selected on merit rather than be assigned to a staff member based on their years of experience.</li> </ul>	<p>The state-wide Professional Experience Coordinator Network meet for one day per term to further develop consistent practices across the state that align with DoE strategies and provides ongoing PL for PEXC.</p>	<p>The Hub school PEXC and their university partners have a shared Teams site to exchange information.</p> <p>For general PEXC in all schools: <a href="https://education.nsw.gov.au/teaching-and-learning/professional-learning/pl-resources/pre-service-teacher-resources/professional-experience-coordinators">https://education.nsw.gov.au/teaching-and-learning/professional-learning/pl-resources/pre-service-teacher-resources/professional-experience-coordinators</a></p>

Organisation	Target	Program Purpose	Description of program	Type of mentor	Mentor selection criteria	Training for mentor	Resources to support mentor
<b>NSW Department of Education</b>  <b>Program #2 continued</b>			<ul style="list-style-type: none"> <li>working with the University to develop and deliver additional professional learning focused on supporting professional experience with other schools.</li> </ul>		<ul style="list-style-type: none"> <li>executive status e.g. Assistant Principal or Head Teacher. They need to be able to enlist the support of the senior executive in PEX execution and innovation, the selection, training and ongoing support of supervising teachers.</li> <li>a strong working knowledge of the graduate standard descriptors and proficiency in the use of the AITSL Standards in the formative and summative assessment of PSTs.</li> </ul>		
<b>University of Notre Dame</b>  <b>Program:</b> 'In Uni Days'  <b>Contact:</b> Annie Agnew, National Academic Lead, PEX and Engagement <a href="mailto:annie.agnew@nd.edu.au">annie.agnew@nd.edu.au</a>	✓ Preservice teachers	To enable pre-service teachers to reflect on their experiences during placements; Mentoring support for PSTs on placement; Support for PSTs on placement.	In-uni days are spaced throughout the 10 week professional experience, providing opportunities for the ITE students to reflect, learn, discuss and prepare for the next stage of their placement. Mentors who are engaged for the in-uni days facilitate discussions; guide reflective processes and run workshops for PSTs focusing on lesson planning and other issues that arise throughout placement period and in-uni days.	<ul style="list-style-type: none"> <li>Mentor is not the supervising teacher.</li> <li>Mentors for in-uni days are tertiary supervisors (TS) with significant classroom and leadership experience.</li> </ul>	<p>Mentors (TS) have to submit an EOJ through the formal application process for UNDA. Following this, they are interviewed and selected as per the normal recruitment process for the university.</p> <p>Criteria is heavily based on experience in schools; leadership; mentoring in schools/ other capacity; knowledge of the APST in classroom practice.</p>	Currently, mentors have online workshops and informal training, including collaborative sessions with mentors (TS) from Fremantle campus and UNDA facilitators focusing on aspects of mentoring that have been raised from post PEX surveys – students; supervising teachers and mentors (TS).	Resources that are provided include webinar recordings from online workshops, mentoring resources; peer support; regular online sessions for discussion and Q&A.



Organisation	Target	Program Purpose	Description of program	Type of mentor	Mentor selection criteria	Training for mentor	Resources to support mentor
<p><b>University of Queensland</b></p> <p><b>Program:</b> Professional Experience placements</p> <p><b>Contact:</b> Katie Cawte, Director of Professional Experience  <a href="mailto:K.Cawte@uq.edu.au">K.Cawte@uq.edu.au</a></p>	<ul style="list-style-type: none"> <li>✓ Preservice teachers</li> </ul>	<p>To support, mentor and guide preservice teachers during their professional experience.</p>	<p>The supervising teacher and professional experience facilitator play a key role in the professional preparation of future teaching colleagues by offering close assistance, support and evaluative advice over the professional experience period.</p>	<ul style="list-style-type: none"> <li>• Supervising teacher.</li> <li>• School based prac coordinator.</li> <li>• UQ professional experience facilitator .</li> <li>• UQ course coordinator.</li> <li>• The supervising teacher is the main mentor.</li> </ul>	<ul style="list-style-type: none"> <li>• At least 2-3 years of experience with full registration.</li> <li>• Genuine interest.</li> <li>• Understand that it is mutually beneficial.</li> <li>• Recommended by principal as a suitable mentor.</li> </ul>	<ul style="list-style-type: none"> <li>• Supervising teachers are provided with a description of roles and responsibilities.</li> <li>• UQ Professional Experience Facilitator reviews expectations with the mentor.</li> <li>• Professional development opportunities for teachers offered by UQ (<a href="https://education.uq.edu.au/for-teachers">https://education.uq.edu.au/for-teachers</a>) include: <ul style="list-style-type: none"> <li>~ Micro lessons</li> <li>~ Support and information for supervising teachers</li> <li>~ Career advancement via the Master of Educational Studies and Shorter Form Credentials (microcredentials)</li> <li>~ The provision of resources.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Handbook for supervising teachers.</li> <li>• Information for supervising teachers on website.</li> </ul>

Organisation	Target	Program Purpose	Description of program	Type of mentor	Mentor selection criteria	Training for mentor	Resources to support mentor
<p><b>University of the Sunshine Coast</b></p> <p><b>Program:</b> ‘Train the Teacher’</p> <p><b>Contacts:</b> Linda Mahony Senior Lecturer in Professional Experience <a href="mailto:lmahony@usc.edu.au">lmahony@usc.edu.au</a></p> <p>Kairen Call Lecturer <a href="mailto:kcall@usc.edu.au">kcall@usc.edu.au</a></p>	<p>✓ Preservice teachers</p>	<p>Ensure quality supervision against the APST.</p>	<p>The program addresses common issues during professional experience.</p> <p>The program is aimed at promoting the development of successful mentor/mentee relationships through building mentor knowledge and understanding of the role.</p>	<ul style="list-style-type: none"> <li>Supervising teacher is the mentor</li> <li>Available classroom teacher</li> </ul>	<p>No advice is provided about mentor selection.</p>	<p>Asynchronous online training using a series of videos and vignettes addressing common issues during professional experience.</p> <p>The videos are provided as a support, they are not a requirement.</p>	<p>The program provides supervising teachers with mentoring support. The series features six themed videos related to the professional experience in school and the APST.</p> <ol style="list-style-type: none"> <li>The role of the supervising teacher</li> <li>Context and expectations</li> <li>Gathering and interpreting evidence</li> <li>Feedback</li> <li>Professional conversations</li> <li>Difficult conversations.</li> </ol>

Organisation	Target	Program Purpose	Description of program	Type of mentor	Mentor selection criteria	Training for mentor	Resources to support mentor
<p><b>University of Technology Sydney</b></p> <p><b>Program:</b> 'Tertiary Supervision'</p> <p><b>Contacts:</b> Pauline Kohlhoff, Director, Professional Experience Pauline.Kohlhoff@uts.edu.au</p>	<p>✓ Preservice teachers</p>	<p>Support all aspects of a pre-service teacher's professional experience.</p>	<p>Intermediary between university and placement schools.</p> <p>All pre-service teachers have a tertiary supervisor for every practicum except for observation-only practicums.</p> <p>Tertiary supervisors provide mentoring and lesson observation and teaching feedback.</p> <p>The process involves:</p> <ol style="list-style-type: none"> <li>1. Pre-observation discussion and expectations.</li> <li>2. Lesson observation.</li> <li>3. Lesson debrief with pre-service teacher and supervising teacher .</li> <li>4. Follow up debrief and feedback actioned.</li> </ol> <p>Extent of relationship with PST is dependent on the PST's individual needs. In general, there is little collaboration with the ST unless the PST is deemed at risk.</p>	<p>Mentor is not the supervising teacher.</p> <p>University employed casual staff.</p> <p>All are, or have been, accredited teachers who have held leadership roles.</p> <p>Many have completed additional AITSL training of lesson observation techniques and developing pre-service teachers.</p>	<p>Tertiary Supervisors are selected based on previous outstanding teaching and leadership experience. We also consider previous experience of the tertiary supervisor in mentoring beginning teachers.</p>	<p>All tertiary supervisors attend pre and post-professional experience briefing and mentoring sessions.</p> <p>A "Student at Risk" Report has been developed to target specific areas of underperformance or unsatisfactory teaching capabilities. Tertiary supervisors are advised of any changes to professional experience requirements.</p>	<p>Briefings and documentation such as the Student At Risk report are resources that provide structure for the work done by the Tertiary Supervisor.</p>

## Appendix 10 Early Career Teacher Program Summaries

Organisation	Association of Independent Schools South Australia
<b>Program</b>	'Navigating the First Years Early Career Teacher and Mentor Program'
<b>Contact</b>	Julia Prout, Lecturer <a href="mailto:j.prout@federation.edu.au">j.prout@federation.edu.au</a>
<b>Target</b>	✓ Early career teachers
<b>Program Purpose</b>	Two streams of professional activity, carefully designed to foster an ongoing professional relationship between the early career teacher and mentor.
<b>Description of Program</b>	This program provides ongoing professional learning, growth and support to the early career teacher, in addition to specific sessions that equips their mentor to build rigour into this important role.  Early Career Teachers and their mentors will undertake micro-projects focused on key learning goals, between sessions.
<b>Training for mentors</b>	The mentor strand of this program provides occasions for the ECT and mentor to work together, in addition to a separate strand that scaffolds the role of mentor and practice-focused mentoring conversations and ways of being.
<b>Mentor selection criteria</b>	None provided by program.
<b>Resources to support mentors</b>	<a href="#">AITSL Graduate to Proficient Australia Guidelines for teacher induction into the profession</a> <a href="#">A Reflective Guide to Mentoring and Being a Teacher Mentor</a> Conversation Approaches, from The Impact Cycle, Knight, J Dialogic Orientation Quadrant, Haesun Moon
<b>Funding</b>	Program delivery is funded. Schools co-contribute funding for involvement and teacher release.
<b>Duration</b>	The program runs for one school year, with the final session including a focus on how the ECT/mentor relationship might be sustained, as per best practice research.
<b>Participant Numbers</b>	In 2022: 13 schools comprising 30 early career teachers and 23 mentors.

Organisation	Catholic Education WA
Program	Effective Mentoring (ECT)
Contact	Loretta Hackner, School Improvement Officer <a href="mailto:Loretta.hackner@cewa.edu.au">Loretta.hackner@cewa.edu.au</a>
Target	✓ Early career teachers
Program Purpose	A process used to develop the knowledge, skills and understandings of mentors of early career teachers. This also includes providing advice, sharing resources and frameworks that support mentoring programs and experiences within schools. The program focuses on relationship building to provide direction, guidance, education, influence and support to early career teachers within the first three years of service, with the aim of supporting the mentee's personal and professional identity and development and capacity.
Description of Program	Training program that centres on the role of mentor, mentoring skills, mentoring models and pathways which includes the function of solid induction for supporting early career teachers.
Training for mentors	Opportunity is provided for ongoing PL around the mentoring processes, both face-to-face and online.  Mentor training includes processes to establish and maintain relationships with the mentee and addresses the skills and actions of the mentor to improve mentoring effectiveness (ie. conversational skills, listening skills, non-verbal language recognition skills, observational skills and providing constructive feedback) .
Mentor selection criteria	Key attributes of mentors for beginning teachers: <ul style="list-style-type: none"> <li>• <b>technical competence</b> (self-awareness, flexibility, motivation, approachable and accessible (</li> <li>• <b>social competence</b> (supportive, trusted &amp; empathetic.</li> <li>• Superior communication and feedback skills that encourages reflective inquiry)</li> <li>• <b>technical competence</b> (knowledge of AITSL standards, pedagogy and subject matter, professional learning requirements</li> <li>• <b>management competence</b> (planning and organisation, modelling of effective practice and use of resources)</li> </ul>
Resources to support mentors	<b>Framework:</b> CEWA Mentoring Pathway: Step 1 – Matching, connecting, establishing rapport Step 2 – Setting the Vision, Values and Goals Step 3 – Discussing realities and options Step 4 – Moving Forward  <b>Guidelines:</b> Time allocation, roles of mentor/mentee/leadership, structural elements, phases of mentorship relationship, iGROW coaching model, Hudson and Hudson Mentoring Model (2016), support from leadership guidelines.  <b>Materials:</b> <ul style="list-style-type: none"> <li>• Checklists for evaluating induction and mentorship support</li> <li>• Needs assessment for mentors</li> <li>• Mentor communication self-assessment</li> <li>• Needs assessment for mentees</li> <li>• Spiral of Inquiry Templates</li> <li>• Relationships Framework</li> <li>• Planning for Effective Mentoring Templates</li> <li>• Mentor/Mentee meeting templates</li> <li>• Goal Proformas</li> </ul>

Organisation	Catholic Education WA
	<ul style="list-style-type: none"> <li>• Growth Plans</li> <li>• Classroom Observation Templates</li> <li>• Mentoring Agreement</li> <li>• Reflection Templates</li> <li>• Questioning and Feedback resources</li> <li>• Conversation guides</li> </ul>
<b>Funding</b>	RSF(Reform Support Funding)
<b>Duration</b>	2-3 years
<b>Participant Numbers</b>	20+ annually

Organisation	Deakin University
<b>Program</b>	Mentor Development Program
<b>Contact</b>	Matthew Thomas, Academic Director of Professional Practice <a href="mailto:Matthew.Thomas@deakin.edu.au">Matthew.Thomas@deakin.edu.au</a>
<b>Target</b>	✓ Early career teachers
<b>Program Purpose</b>	A Dual level program aimed at enhancing the capacity of mentors in schools.
<b>Description of Program</b>	On-the-job professional learning for Mentor Teachers that is focused on building ECTs capacity against the Australian Professional Standards for Teachers. The program is multilevel developing the skill set of both new and expert mentors.
<b>Training for mentors</b>	Training for mentors is delivered in schools and is adaptive to local context. This enhances the capacity of new mentors and experienced mentors alike with a strong focus on relational and interpersonal skills.
<b>Mentor selection criteria</b>	Whilst we do not rigidly have a set of Mentor selection criteria, we do draw from <a href="https://www.education.vic.gov.au/Documents/school/teachers/profdev/mentoringcapabilityframework.pdf">https://www.education.vic.gov.au/Documents/school/teachers/profdev/mentoringcapabilityframework.pdf</a> which outlines expectations and behaviors for both mentee and mentor.
<b>Resources to support mentors</b>	A module based program, with multilevel developed for our Alliance network of schools which includes in-house train the trainer development focusing in part on collaboration, relationality, modelling, challenging assumptions and harnessing a growth mindset.
<b>Funding</b>	Mentor is funded to attend workshop
<b>Duration</b>	2 years
<b>Participant Numbers</b>	420

<b>Organisation</b>	<b>Department of Education, South Australia</b>
<b>Program</b>	As part of Early Career Teacher Development Program
<b>Contact</b>	Melissa White, Program Lead – Early Career Teachers <a href="mailto:Melissa.White2@sa.gov.au">Melissa.White2@sa.gov.au</a>
<b>Target</b>	✓ Early career teachers
<b>Program Purpose</b>	The program goals are: <ul style="list-style-type: none"> <li>• that all beginning teachers are supported to transition into the profession, and</li> <li>• to increase the number of ECTs demonstrating proficient and, as a result, achieving full registration within a 2-year time period.</li> </ul>
<b>Description of Program</b>	The 2-year Early Career Teacher Development program is comprised of: <p>Year 1</p> <ul style="list-style-type: none"> <li>• An assigned practice-focused mentor for beginning teachers for their 1st year.</li> <li>• Springboard for early career teachers - online module.</li> <li>• Teacher mentoring for impact -online module series for assigned mentors.</li> <li>• Intensive 1 – face to face professional learning for all beginning teachers in their 1st year, along with their assigned mentor.</li> <li>• Guiding resources and online pre and post intensive check-ins for early career teachers and mentors.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>• Intensive 2&amp;3 – face to face professional learning for early career teachers in their 2nd year.</li> <li>• Guiding resources and online pre and post intensive check-ins for early career teachers.</li> </ul>
<b>Training for mentors</b>	Teacher mentoring for impact online modules with a focus on practice-focused mentoring. Currently includes 2 topics: <ul style="list-style-type: none"> <li>• You as a mentor</li> <li>• Observations and conversations</li> </ul> <p>Further online learning aligned to practice-focused mentoring is in development as part of a program redesign.</p> <p>Intensive 1: one day face to face professional learning for mentors to attend alongside their early career teacher mentee.</p>
<b>Mentor selection criteria</b>	No. Site leaders are prompted to ‘assign an experienced teacher to mentor’. Site leaders are guided with general information regarding selection criteria to consider for mentor selection through newly developed program information resources.
<b>Resources to support mentors</b>	The ‘Handbook for mentors - Supporting teachers to move from graduate to proficient’ – a guiding resource with access to mentoring advice, tools and strategies. A role description is not provided, but responsibilities of mentors are outlined in ‘Handbook for mentors and the ‘You as a mentor online module’.
<b>Funding</b>	Funding is provided to sites to release assigned mentors for completion of professional learning and facilitation of mentoring activities.
<b>Duration</b>	The mentor is assigned for one year of a two-year program for early career teachers.
<b>Participant Numbers</b>	An average of 680 per year

<b>Organisation</b>	<b>Melbourne Archdiocese Catholic Schools (MACS)</b>
<b>Program</b>	'Mentoring: Leading a Learning Culture'
<b>Contact</b>	Sara Sirianni, Education Officer – Curriculum, Assessment and Pedagogy <a href="mailto:ssirianni@macs.vic.edu.au">ssirianni@macs.vic.edu.au</a>
<b>Target</b>	✓ Early career teachers
<b>Program Purpose</b>	To create the conditions for transformative mentoring relationships that support the emerging identity of Early Career Teachers and strengthen the capacities of Mentors. Build an understanding that at the heart of these mentoring relationships is trust, nurtured in communities where the early career teachers are integrally connected and experience a sense of belonging.
<b>Description of Program</b>	This program consists of: <b>Mentoring: Leading a Learning Culture</b> , a two-day professional learning program that has been developed and delivered with VIT. This program focuses on the characteristics of mentors, mentoring practices, and the VIT registration requirements for provisionally registered teachers moving from provisional to full registration. This program offers the opportunity to network with other mentors, share ideas and engage in dialogue. <b>Observing to Learn program</b> , 2 x 90 minutes webinars focusing on the practice of classroom observation and feedback. This program is delivered with EdPartnerships International. <b>Online resources</b> designed to support the Mentoring: <b>Leading a Learning Culture</b> 2-day professional learning program and to meet the following purposes: <ul style="list-style-type: none"> <li>• support mentors to deeply engage with, and think critically about, the Mentoring Guiding Principles and Mentor Characteristics in the context of their own school community</li> <li>• strengthen the capacity of mentors to support the emerging identity of early career teachers</li> <li>• support mentors to understand the practices that support early career teachers to move from Graduate to Proficient career stage.</li> </ul>
<b>Training for mentors</b>	The MACS mentoring program draws on key insights from the literature review (2021) and supports mentors to understand their role within the registration process for provisionally registered teachers. A particular focus is given to developing their understanding that the 3 characteristics both of mentors and the process of mentoring that foster a culture of dialogue, understanding, and mutual transformation. They include: <ol style="list-style-type: none"> <li>1. The process of mentoring is best situated in a <b>relational ethic of care</b>, where there are high levels of trust,</li> <li>2. The process of mentoring includes practices of <b>listening for deep understanding</b>,</li> <li>3. The process of mentoring is strengthened through <b>critical reflection</b>, where mentors seek to understand their identity as mentors and their relationship with their early career teacher.</li> </ol> Particular attention is given to establishing a repertoire of practices including Clarifying, Consulting, Collaborating, and Coaching. Mentors also engage in and develop their understanding and discern what makes observation experiences purposeful, positive, and supportive of the development of teaching practice.
<b>Mentor selection criteria</b>	Advice provided suggests that mentors should be selected because they have 'a desire to be a mentor' and 'willingness to invest in the professional life of early career teachers'.



Organisation	Melbourne Archdiocese Catholic Schools (MACS)
<b>Resources to support mentors</b>	<ol style="list-style-type: none"> <li>1. Online resources (Articulate 360) which include readings, provocations &amp; tasks.</li> <li>2. Observing to Learn workbook (EdPartnerships 2021).</li> <li>3. Literature Review which was commissioned in 2021. (EdPartnerships International).</li> </ol> <p>From the literature review the following resources and tools were developed:</p> <ul style="list-style-type: none"> <li>• The nine guiding principles form a useful, research-informed resource for schools and mentors, designed to stimulate dialogue and discussion across the Catholic education sector and school communities.</li> <li>• Learning Architecture: processes &amp; structures that support effective mentoring (Tool).</li> <li>• Aspirations for Mentors: Dot &amp; Date (Tool).</li> <li>• Working with the 4Cs (Clarifying, Consulting, Collaborating &amp; Coaching) reading and reflection tool.</li> </ul>
<b>Funding</b>	Not funded
<b>Duration</b>	<p>2-day professional learning program,  2 x 90 minutes webinars  Online modules available indefinitely  Ongoing support via email, phone, visits or meetings</p>
<b>Participant Numbers</b>	91 mentors in 2022

<b>Organisation</b>	<b>NSW Department of Education</b>
<b>Program</b>	Beginning Teacher Support Funding
<b>Contact</b>	Erin Samuel, Manager, Teacher Talent <a href="mailto:Erin.samuel2@det.nsw.edu.au">Erin.samuel2@det.nsw.edu.au</a>
<b>Target</b>	✓ Early career teachers
<b>Program Purpose</b>	Beginning Teacher Support Funding is provided to schools to support the beginning teacher's induction and professional development, as guided by the Australian Professional Standards for Teachers.
<b>Description of Program</b>	<p>Beginning teachers have reduced responsibilities or teaching loads, sufficient to support the development of their skills.</p> <p>Beginning Teachers are provided with ongoing feedback and support, mentoring structures and collaborative practices.</p> <p>Beginning teachers have access to professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and care givers.</p>
<b>Training for mentors</b>	<p>The Department offers a range of formal mentoring programs that can be accessed by mentors.</p> <p>Strong Start Great Teachers provides evidenced-based support for mentors that is primarily focused on quality school-based induction and supporting early career teachers develop and refine their teaching practice against the Australian Professional Standards for Teachers (APST).</p>
<b>Mentor selection criteria</b>	<p>Teacher mentors are identified by a Principal and are teachers with extensive experience and knowledge of classroom practices and student learning.</p> <p>Advice is provided on the Department's Intranet on the role and responsibilities of a beginning teacher mentor.</p>
<b>Resources to support mentors</b>	<p>The Beginning Teacher Support Funding (BTSF) policy and best practice case studies in funds usage, including mentoring, are available to be accessed by all Department employees.</p> <p>A suite of Teacher Mentor templates, aligned to APST are available:</p> <p>Informal classroom observations; classroom practice checklist; effective meeting guides; reflecting against the APST; effective classroom practice feedback; feedback protocols; conversation starters; evidence guide for Proficient accreditation.</p>
<b>Funding</b>	<p>First year funding is costed at the equivalent of two hours release time per week for the beginning teacher and the equivalent of an additional one hour per week release time per beginning teacher to release an expert teaching colleague to provide practice-based mentoring support (available to eligible permanent and temporary teachers).</p> <p>Second year funding is costed at the equivalent of one hour per week release time per eligible beginning teacher (available to permanent teachers only).</p>
<b>Duration</b>	Beginning Teacher Support Funding is provided to support eligible beginning teachers in the first two years of their first permanent appointment.
<b>Participant Numbers</b>	<p>Each year, approximately 4000 teachers receive Beginning Teacher Support Funding.</p> <p>In 2022, over 3000 of these teachers were first year teachers – meaning funding was provided for additional one hour per week release time per beginning teacher to release an expert teaching colleague.</p>

<b>Organisation</b>	<b>NSW Association of Independent Schools</b>
<b>Program</b>	'Professional Support for provisionally or conditionally accredited teachers seeking accreditation at Proficient Teacher career stage.
<b>Contact</b>	Glenda Chidrawi, Education Consultant <a href="mailto:gchidrawi@aisnsw.edu.au">gchidrawi@aisnsw.edu.au</a>
<b>Target</b>	✓ Early career teachers
<b>Program Purpose</b>	To support early career teachers to understand the Australian Professional Standards for Teachers (APST) for Proficient Teacher (PT) accreditation and demonstrate practice at that level.
<b>Description of Program</b>	Ongoing support, starting with a professional support workshop conducted for early career teachers to: support understanding of the capabilities of a Proficient teacher; deconstruct descriptors in the APST at PT level to analyse and understand them.  Early career teachers submit evidence of practice on an ongoing basis and are given constructive feedback on each submission; at least two lesson observations are conducted over the support period, with a pre-observation meeting to identify descriptors to be demonstrated and understand the actions required to demonstrate practice, observation of practice and a post-observation meeting with supervisor feedback and teacher reflection; a template is provided and a written record is created at each step; professional learning is recommended where applicable.
<b>Training for mentors</b>	Training for early career teachers through an initial workshop.  A one-day course is conducted for supervisors which focuses on accreditation information such as: <ul style="list-style-type: none"> <li>• NESA guidelines and expectations for supervisors (mentors), and graduate career stage mentees.</li> <li>• APST at Proficient career stage</li> <li>• NESA evidence set submission.</li> </ul> A further full day course on how to conduct lesson observations and effective feedback.
<b>Mentor selection criteria</b>	Not applicable.  Accreditation consultants are assigned to teachers based on school. Each consultant is allocated several schools to oversee.
<b>Resources to support mentors</b>	Workshops – online (part 1) and face to face / Zoom (part 2) Online Part 1: <ul style="list-style-type: none"> <li>• NESA familiarisation with NESA resources and guidelines</li> </ul> Workshop Part 2: <ul style="list-style-type: none"> <li>• Activities for mentor to use to deconstruct standards.</li> <li>• Planning of timeframes</li> <li>• Addressing challenges facing mentors</li> <li>• Reviewing annotations of evidence</li> <li>• How to write accreditation reports</li> </ul> One day course: <ul style="list-style-type: none"> <li>• External formal observation and feedback to early career teacher.</li> </ul>
<b>Funding</b>	Nil
<b>Duration</b>	12-18 months
<b>Participant Numbers</b>	320 Graduate teachers for supervision in 2021, Five AIS consultant supervisors Training of supervisors at schools: (Course Participants): 2021 + 20; 2022: 22 + ?

Organisation	Queensland Department of Education
<b>Program</b>	Teacher Learning Centre Project
<b>Contact</b>	Toni Day, Manager Learning Partnerships <a href="mailto:Toni.day@qed.qld.gov.au">Toni.day@qed.qld.gov.au</a>
<b>Target</b>	✓ Early career teachers
<b>Program Purpose</b>	Provision of professional learning for early career teachers and mentor training.
<b>Description of Program</b>	All beginning and early career teachers have access to fully funded professional learning, in a variety of modes. The funding includes teacher release.  Mentors of beginning and early career teachers attend training which is also fully funded by the department.
<b>Training for mentors</b>	Fully funded mentor training is provided by Teacher Learning Centres in either a single face to face day or through online learning.  Training includes: <ul style="list-style-type: none"> <li>• Introduction to mentoring</li> <li>• Roles and responsibilities</li> <li>• Beginning and Early Career Teacher Strategy, Framework and supporting resources</li> <li>• Key skills of mentoring</li> <li>• APST understanding and goal setting</li> </ul>
<b>Mentor selection criteria</b>	None reported.
<b>Resources to support mentors</b>	A Mentoring Hub provides access to a range of tools, resources and templates to support mentors.
<b>Funding</b>	Fully funded for mentees and mentors.
<b>Duration</b>	3 years
<b>Participant Numbers</b>	5,000

Organisation	Department of Education and Training Victoria
<b>Program</b>	Career Start: A series of pilot programs
<b>Contact</b>	Tim Howarth, Career Start Area Manager <a href="mailto:Timothy.Howarth@education.vic.gov.au">Timothy.Howarth@education.vic.gov.au</a>
<b>Target</b>	✓ Early career teachers
<b>Program Purpose</b>	To support the mentors of early career teachers.
<b>Description of Program</b>	<p>Victoria is conducting a pilot program known as 'Career Start' to support graduate teachers in the first two years of their careers.</p> <p>The core focus of Career Start is to provide enhanced induction for new teachers starting their first substantive teaching position.</p> <p>Career Start provides time-release, professional development opportunities and a range of additional supports to graduate teachers and their mentors to accelerate graduate teaching and learning as they enter the profession.</p> <p>As part of the process for moving to full registration, provisionally registered teachers in Victoria are required to be allocated a mentor to help guide them through the required inquiry process, linked to the <a href="#">Victorian Framework for Improving Student Outcomes (FISO)</a>.</p> <p>The Department of Education and Training Victoria have jointly designed the Effective Mentoring Program with the Victorian Institute of Teaching (VIT). The department's Mentoring Capability Framework is embedded into the program.</p> <p>Annual external evaluations occur.</p>
<b>Training for mentors</b>	<p>Multiple modes of learning are provided for early career teachers and their mentors to attend/undertake together.</p> <p>Mentors can opt-in to receive professional learning to develop their mentoring capabilities.</p> <p>Those career start mentors who choose to opt in are trained through the Effective Mentoring program in a two-day course, run by the Victorian Institute of Teaching and use the mentoring capability framework to scaffold the learning for the Mentors and provide opportunities for self and guided reflection.</p>
<b>Mentor selection criteria</b>	<p>The mentoring capability framework can be used to inform selection of mentors.</p> <p>The career start program make recommendations to schools about who should be selected as mentors (years of experience, ability to undertake the role, passion for mentoring) however schools make their own selections.</p>
<b>Resources to support mentors</b>	<p>Teams of area-based leading teachers and educational Support staff provide support, coordination and training.</p> <p>For mentees (and mentors) 4 workshops</p> <p>webinars, online modules, support, VIT registration, support for rural and regional teachers.</p> <p><a href="#">The Mentoring Capability Framework</a>.</p> <p><a href="#">The Victorian Framework for improving student outcomes (FISO)</a> is used throughout the mentor training and during the mentoring of Early Career Teachers to inform growth in teaching practice.</p>
<b>Funding</b>	<p>Fully funded.</p> <p>Early career teachers receive a 20% Reduction in face-to-face teaching duties in their first year and 10% reduction in their second year.</p> <p>Mentors receive 5% release time.</p>
<b>Duration</b>	2 years. Pilot is being conducted from 2021 – 2023.
<b>Participant Numbers</b>	Pilot will support 800 graduate teachers (15% of new graduates employed by DoE Victoria) <sup>104</sup>

Organisation	Victorian Institute of Teaching (VIT)
<b>Program</b>	VIT Mentoring Programs – Effective Mentoring Program
<b>Contact</b>	Linda Blakis, Manager Professional Practice <a href="mailto:Linda.blakis@vit.vic.edu.au">Linda.blakis@vit.vic.edu.au</a>
<b>Target</b>	✓ Early career teachers
<b>Program Purpose</b>	Development of mentoring skills appropriate to the profession so that the mentor can support the learning and development of provisionally registered teachers.
<b>Description of Program</b>	<p>As part of the process for moving to full registration, provisionally registered teachers are required to find a mentor to help guide them through VITs inquiry process.</p> <p>The VIT recommends mentors participate in the Effective Mentoring Program. This program equips participants with mentoring skills to support beginning teachers and guide them through the provisional to full registration process.</p> <p>The VIT have jointly designed the Effective Mentoring Program with the Department of Education and Training. The department's Mentoring Capability Framework is embedded into the program. The Effective Mentoring Program is free and is offered across all sectors and early childhood services.</p> <p>VIT also have seminars for PRTs (regardless of sector) regarding the regulatory requirements.</p> <p>A suite of programs specifically tailored to supporting provisionally registered teachers across all sectors.</p>
<b>Training for mentors</b>	<p>VIT offer mentor training programs eg the two day Effective Mentoring program. This program includes understanding mentoring, the role of the mentor, the mentoring capability framework, the VIT's inquiry process, understanding the APST and the VIT registration process. Mentors are also required to complete online modules.</p> <p>Additionally, there is targeted professional learning designed to incorporate collaboration and professional conversation.</p> <p>VIT also offer a free one-day workshop for mentor coordinators who manage multiple PRTs and other mentors in a supervisory role.</p>
<b>Mentor selection criteria</b>	No criteria provided by VIT.
<b>Resources to support mentors</b>	<p>A PRT guide, a companion guide for CRTs and Non-school settings, evidence guides for ECTs and CRT's &amp; non-school settings.</p> <p>All of the resources are available here: <a href="https://www.vit.vic.edu.au/moving-to-full-registration">Moving to full registration   Victorian Institute of Teaching (vit.vic.edu.au)</a></p>
<b>Funding</b>	No funding provided by VIT.
<b>Duration</b>	2 days for the mentor training, plus online modules. 2 years to gain full registration
<b>Participant Numbers</b>	1,500

## Appendix 11 Survey Details

AITSL received 34 responses to its mentoring survey of professional associations, ITE providers, teacher registration authorities, government, catholic and independent sectors in all education systems in Australia.

Of the 34 responses received:

Aspect	Affirmative Responses	Comments
Conducts systemic large scale mentoring programs	20/35	20 respondents are concurrently conducting 22 mentoring programs across Australia. Queensland reported 34% of the mentoring programs being conducted.
Does not conduct mentoring programs for either pre-service teachers or early career teachers.	5/20	These respondents conduct mentoring programs for participants other than pre-service teachers or early career teachers.
Mentoring programs for pre-service teachers and early career teachers.	17/22	There are 22 programs currently being operated for pre-service teachers and early-career teachers by the 20 respondents.
Systemic large scale mentoring programs for <b>pre-service teachers</b> while they are on professional experience.	7 /17	A total of 7 mentoring programs for PST were reported across NSW, Queensland, Victoria and Western Australia. Overwhelmingly, the pre-service teacher mentoring programs are conducted by tertiary providers with 6 tertiary providers and one government system (NSW) conducting programs. This could create a disconnect for the early career teacher between the role, level of support and purpose of their pre-service mentor and that provided if they are also mentored when they are ECTs. Not much mentoring going on considering the prevalence of mentoring in the high performing systems scanned.
Supervising teacher of PST is the mentor	50%	There is inconsistency in the role of the supervising teacher.
Supervising teacher of PST is <b>not</b> the mentor	50%	There is inconsistency in the role of the mentor.
Type of mentor for PST	N/A	Mentor could be a supervisor or not. Mentor could be a range of people: an experienced teacher, a school leader, a reflective staff member, an allocated teacher, a casual teacher employed by the ITE provider, an available classroom teacher, a tertiary supervisor with significant classroom and leadership experience, a professional experience coordinator or senior school staff. There is inconsistency in the expectation of expertise and experiences that the mentor brings to the role. There is also a difference apparent in the responsibilities of the mentor and criteria used to select the mentors. This variation is likely to impact on the efficacy of the mentoring support received by different PSTs. Given that most high performing countries considered the expertise or relative expertise of the mentor important.

Aspect	Affirmative Responses	Comments
Conducts systemic large scale mentoring programs to support the development of <b>early career teachers</b>	11/20	11 mentoring programs for early-career teachers were reported operating across NSW, Queensland, South Australia, Victoria and Western Australia. 4 by government departments (refer to or hotlink to the appendix); 4 by associations of independent schools; 2 by tertiary providers and one by a teacher regulatory authority. Three of these respondents also conduct mentoring programs for pre-service teachers.
Conduct mentoring for participants other than pre-service teachers and early- career teachers	5	
Descriptions of mentoring programs were provided	17	
Mentoring programs contain a framework to support the mentor to identify and guide the development of their own skills set	11	11 respondents have mentoring programs which contain a framework to support the mentor to identify and guide the development of their own skill set.
A range of supports are provided to develop the mentor	11	<p>Funding, for both PST and ECT – eg NSW hub school program for ECT and Beginning teacher funding for ECT; additional staffing such as professional experience coordinators; training; role descriptions, guidelines, policies, materials for professional learning, online professional learning; tools, resources, templates, intensive face to face professional learning for mentors alone, and for mentors and mentees.</p> <p>There appears to be a disconnect between the support offered to PST and their transition to the early career/ beginning teacher stage.</p> <p>Support was primarily offered by tertiary providers in the PST stage and by the Departments in the early career/beginning teacher stage. This suggests a lack of continuity is possible and a lack of coherence in development of the mentoring focus.</p>



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The logo for AITSL, featuring the lowercase letters 'aitsl' in a sans-serif font. The letters are colored with a gradient from light green to dark teal.

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A decorative graphic at the bottom of the page consisting of two overlapping triangles. The left triangle is dark teal and points to the right. The right triangle is light green and points to the left. They meet at a central point, creating a white diamond shape in the middle.

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AITSL is funded by the Australian Government