

Review term 1 & 2

Mentor: _____

Mentee: _____

No of formal sessions term 1	Term 1	
No of lessons observed	Term 1	
Did you keep ongoing record of discussions, if so how?		
Plans for term 2 Major areas to work on No of sessions planned		
How covered in term 1, needs for term 2		
Any other suggestions to improve Mentor program		



The induction program at Kadina is reviewed annually to ensure its continuing effectiveness.

Above: A questionnaire used by Kadina Memorial School to evaluate the implementation of the mentor program in term 1, and articulate plans for term 2.

Below: Results of the questionnaire, and recommendations for improvements to the program.

KMS Mentoring Review

The following comments are based on the responses to the “Mid Year Review” provided by seven mentors about the mentoring process currently in place at KMS.

These comments are my personal opinion and not necessarily those of leadership team members:

Comments about Documentation during the mentoring process

- Most (5) mentors- mentees kept records of meetings and observations and used these as a basis for improvement
- A variety of record keeping was used eg template, lesson plans, informal notes; no record-keeping(2)
- The DECD observation tool was not seen as ideal by all respondents

Recommendation:

1. Goals for improvement/ development should be documented in some form and referred to as part of reviewing achievement

Rationale:

This keeps the mentee accountable; narrows a focus to better ensure success; gives an opportunity to celebrate success; is important information for line managers (particularly in cases of underperforming)

Comments about Observation and Formal sessions

- Most respondents (6) indicated that they had 3 or more formal sessions in terms 1 and 2
- Most respondents (5) indicated that they had less than 3 observations in terms 1 and less than 3 observations in term 2
- Reciprocal observations were used by 3 of the mentors- mentees
- Some comment (1) was made about the challenge of organising a time for observations in the primary sector
- Most staff (6) were generally happy with the range of methods used to “pay back” time spent during the mentoring process (eg release, time in lieu, reduced reliefs)

Recommendation:

1. A minimum of 3 sessions should be held each term to discuss aspects of teaching and learning, to set and review goals; to share successes and concerns
2. Where possible organise NIT times for mentor and mentee in the primary sector to be at the same time for one or more sessions per week to facilitate meetings
3. Observations and feedback should occur at least twice per term during terms one and two and then as deemed appropriate to meet identified goals.
(This observation/observing does not necessarily need to involve the mentor as the observer/ observed - it could be more relevant to utilise the Numeracy Coach or another teacher’s expertise in the identified area for development or an independent observer)
4. Continue to provide a variety of options for paying back time spent on the mentoring process

Rationale:

Observation of teaching practice that is focussed on specific goals and feedback about this are keys to enhancing teacher development and an integral part of the mentoring process.

This is best done by a teacher who is not the mentee’s line manager.

Comments about areas for mentees to work on

1. The most common areas identified for mentees to develop further were Behaviour Management strategies (5) and planning for differentiation (4)

Recommendation:

1. The school should continue to support mentees to access school-based expertise and structures (eg Literacy Coach, Numeracy Coach, Curriculum leaders, Year Level Teams) to enhance curriculum planning in order to plan for differentiation
2. Consider developing/ using a “Classroom Management” program to be implemented in term one of the school year for teachers in their first two years of teaching

Rationale:

The biggest, most common gaps observed with professional experience students and the most common stressors for inexperienced teachers are:

- managing student behaviour
- planning for a wide range of learning abilities.

Proactive discussion and skills development are important aspects to support new teachers.

Comments about future ideas to consider

1. How can the mentor, mentee and the Line Manager liaise more closely together, particularly for underperforming teachers and in setting consistent goals for development?
2. Mentors valued the chance to get together and share ideas about the process- an informal get together once per term is worth considering/ continuing
3. The use of video can be a valuable tool for analysing aspects of teacher performance