



MENTORING EARLY CAREER TEACHERS

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TEACHERS...



What my friends think I do



What my mother thinks I do



What society thinks I do



What my students think I do



What I think I do



What I really do

THE LARGEST PROBLEM THE PROFESSION FACES ISN'T GETTING TEACHERS... ITS *KEEPING* THEM

- 27.7% had left the profession in the first five years
- *This doubles for the first ten years*
- 23.4% failed to gain full registration within the first four years of teaching
- 49.3% had not observed another teacher's lessons
- 33.8% had not been observed by another teacher and then given feedback on their teaching
- 28.8% had not participated in professional development related to beginning teachers needs
- 21.1% had not participated in an induction program for beginning teachers
- Latest figures from the Australian Bureau of Statistics (2017) suggest 53% of people who hold a teaching degree do not currently work in education.

COACHING VS MENTORING

Coaching	Mentoring
<ul style="list-style-type: none">• Short term• Single goal, task or skill oriented• Performance driven• Coach often seen as a skill “expert”• Coaches help someone to learn, but usually do not grow themselves	<ul style="list-style-type: none">• Long term• Relationship oriented• Development driven• Mentor chosen for their well rounded experience• Mentoring is a reciprocal professional relationship where both improve their practice

DARAMALAN COLLEGE MENTORING PROGRAM

What strategies have been implemented to help Early Career Teachers:

- One on one discussions about classes and teaching goals.
- Administration induction: How to write reports, IEPs, parent/ teacher interviews
- Voice care training for teachers
- Liaised with the Wellbeing coordinator
- Behaviour management strategies
- Lesson observations
- Team teaching
- Professional discussions on a regular basis
- Moving from TQI provisional registration to full registration

IMPACT AND TESTIMONIALS

- I really enjoyed having an **external mentor** - it was extremely beneficial as an early career teacher but also to form relationships with those who are in a similar situation to you.
- Having an external mentor offers **differing perspective**.
- I also feel like the program allowed our group to **focus on aspects of teaching that aren't generally focused on** in other staff meetings.
- **I felt supported** when I needed it.
- I have been able to **talk to my mentor about issues beyond the subject**.
- I have felt that by **having a mentor observe my lessons has provided more reflection on the skills and techniques** I am using in my teaching rather than just focusing on the content of the lessons.
- I do not feel like I'm nagging other colleagues with questions or concerns. I'm more **likely to seek help without feeling as though I am being an inconvenience or judged**.

MENTORING DOESN'T STOP WITH EARLY CAREER TEACHERS.....



“All good teachers – want to be better teachers and can’t do it alone”. G. Steward