

STAFF MENTORING PROCESS FOR EDUCATORS:

ALL EDUCATORS: Our school is still relatively small in terms of educator staff and we believe that educators need support, a wide interest base and a network outside of their own daily circle in the workplace.

For reasons of professional health and integrity we encourage educators to read, research, reflect, visit, question, debate and set up intellectual dialogue with other likeminded professionals and networks. We also encourage them to share and 'chew the educational fat' as educators within our own educational staff.

We also recognise the need to stay informed and interested in topics, issues, interests outside the direct field of education as 'education' is about life, not just schooling. We recognise the need for educators to have passions and strengths that need to be nurtured and can be supported in the educational context of our school.

Educators are required to be reflective. We acknowledge the critical issue of 'time' as educators need to be engaged with children in active learning contexts and have a range of other teaching documents to prepare, use and analyse for review purposes (both of these roles take enormous amounts of energy).

It is an enormous challenge for any educator anywhere to keep up with professional reading and mentoring, but if it benefits children through reigniting educator's passion and thirst for knowledge and provocation then our school needs to continue find resources and time to support educators.

NEWLY APPOINTED EDUCATORS:

Are supported in the form of working either full time or part time alongside another educator for as long as possible (ideally for a full year, but dependent upon enrolments of children and other staff commitments).

They will work in a support role with their mentoring educator. They will be required to work across the whole school in some aspects and will need to be flexible, interested, and open-minded to put the needs and interests of the children first.

They will need to engage in dialogue about their professional standards, areas of need, curriculum, teaching and learning methodologies... with their mentor and with the senior educator at times (TRB requirement for provisional teachers).

Purpose of these mentoring relationships:

To consciously create a culture of information exchange across staff/schools/settings and to form relationships that allow personal and professional development of all involved.

To offer a wider and deeper perspective on observations, experiences, issues, learning outcomes that occur in different GLAs/schools/settings.

To allow opportunities for reflection, provocation, clarification... upon which educators can use to help make more informed decisions and more consistent judgements.

Congruent Mentoring opportunities:

- REAIE – Reggio Emilia Australia Information Exchange
- Professional Development Days with Dr Marie Martin working on curriculum auditing, collegiate support/performance management
- Big Picture Education- John Hogan
- National Australian Schools network- Viv White
- AISWA- Ron Gorman, Wendy Gorman, Craig D’Cruz
- Staff Dialogues
- Small independent schools in the Margret River Region- Margaret River Independent School- Wendy. Yallingup Steiner, M.R Montessori (part of our professional development network)
- Small schools collegiate group through AISWA

VERSION	DATE REVIEWED	DATE RATIFIED	CHANGES MADE	AUTHOR OF CHANGES
1	Oct 2011	26/10/2011	No changes	LO
2	Oct 2014	05/11/2014	Change in process	KM