# Annex A: Mentoring Log

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| --- | --- | --- | --- |
| Name of Mentee: |  | Date: |  |
| Name of Mentor: |  | Time: |  |

|  |
| --- |
| Agenda (Mentor to set the agenda at the beginning of the session) |
| Discussion Points |

|  |  |
| --- | --- |
| Follow Up | |
| Mentee’s Next Steps (Actions to be taken before the next  mentoring session) | Support from Mentor (To provide to the mentee) |
| Next Meeting (Agenda, date and time for the next meeting) | |
| Reflections (Learning points, areas that went well and any challenges/concerns) | |

# Annex B: Mentoring Action Plan

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| --- | --- | --- | --- | --- | --- |
| Name of Mentee: |  | Name of Mentor: |  | Class: |  |

|  |  |
| --- | --- |
| Relevant TSC(s) – no more than 2 | |
| Identified TSC 1: |  |
| Identified TSC 2: |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Technical Skills and Competencies (TSCs)Click on each TSC to access their reference documents | | | | | |
| TSC Category: Child Learning  and Development [Child Development Assessment](https://go.gov.sg/sfwec-child-development-assessment)  [Child Observation](https://go.gov.sg/sfwec-child-observation)  [Classroom Management and Guidance of Children’s Behaviour](https://go.gov.sg/sfwec-classroom-management-and-guidance)  [Diversity and Inclusion](https://go.gov.sg/fwec-diversity-and-inclusion)  [Early Childhood Curriculum Design](https://go.gov.sg/sfwec-ec-curriculum)  [Early Childhood Pedagogical Practice](https://go.gov.sg/sfwec-ec-pedagogical)  [Early Childhood Programme Planning](https://go.gov.sg/sfwec-ec-programme-planning)  [Learning Environment Design](https://go.gov.sg/sfwec-learning-env-design) | TSC Category: Child Safety  and Well-Being [Child Safety and Protection](https://go.gov.sg/sfwec-child-safety)  [Health, Hygiene and Nutrition for Children](https://go.gov.sg/sfwec-health-hygiene-nutrition)  [Interaction and Relationship](https://go.gov.sg/sfwec-interaction-relationship)  [Responsive Caregiving Approaches](https://go.gov.sg/sfwec-responsive-caregiving) | TSC Category: Family and Community Partnership [Community Partnership](https://go.gov.sg/sfwec-community-partnership)  [Family and Caregiver Engagement](https://go.gov.sg/sfwec-family-caregiver-engagement)  [Situation Management with Families and Community](https://go.gov.sg/sfwec-situation-mgmt-w-families-and-community) | TSC Category: Operations  and Management [Data and Information Management](https://go.gov.sg/sfwec-data-info-mgmt) | TSC Category: Professional Practice  and Development [Collaborative Practices with Stakeholders across Disciplines](https://go.gov.sg/sfwec-collaborative-practices)  [Ethical Conduct and Professional Integrity](https://go.gov.sg/sfwec-ethical-conduct)  [Practitioner Inquiry](https://go.gov.sg/sfwec-pi)  [Professional Advice and Engagement](https://go.gov.sg/sfwec-professional-advice)  [Reflective Practice for Educators](https://go.gov.sg/sfwec-reflective-practice)  [Resilience and Self-care](https://go.gov.sg/sfwec-resilience-selfcare) | TSC Category: Early Intervention  and Learning Support Development [Child Functional Needs Assessment](https://go.gov.sg/sfwec-child-functional-needs)  [Child Screening and Assessment](https://go.gov.sg/sfwec-child-screening)  [Early Intervention Curriculum Design](https://go.gov.sg/sfwec-ei-curriculum)  [Early Intervention Principles and Practices](https://go.gov.sg/sfwec-ei-principles)  [Individualised Intervention Planning and Implementation](https://go.gov.sg/sfwec-intervention-planning)  [Learning Support Session Planning and Implementation](https://go.gov.sg/sfwec-session-planning) |

|  |  |  |  |
| --- | --- | --- | --- |
| Relevant Knowledge & Abilities– refer to the TSC Reference Documents in previous page | | | |
|  | | | |
| SMART Goal(s) | | | |
|  | | | |
| Action Step(To achieve the goal(s), I will / have to…) | Resources & Support Needed(What do I need?) | Timeline(When do I need to do this?) | Indicator of Success(How will I know I have succeeded?) |
|  |  |  |  |
|  |  |  |  |
| Action Step *(To achieve the goal(s), I will / have to…)* | Resources & Support Needed *(What do I need?)* | Timeline *(When do I need to do this?)* | Indicator of Success *(How will I know I have succeeded?)* |
|  |  |  |  |
|  |  |  |  |
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|  |  |  |  |

# Annex C: Lesson Observation Template

## Possible Areas of Focus for Lesson Observation

|  |  |
| --- | --- |
| Learning and Development (L&D) Frameworks | |
| [Early Years Development Framework (EYDF)](https://www.ecda.gov.sg/docs/default-source/default-document-library/early-childhood-educator/early-years-development-framework-(eydf)-2023.pdf?sfvrsn=a6e4108b_4) | [Nurturing Early Learners (NEL) Framework](https://www.nel.moe.edu.sg/qql/slot/u143/2022/NEL%20Framework%202022_v2.pdf) |
| Areas of Development and Developmental Goals  * Cognitive Development * Communication and Language Development  (English Language and Mother Tongue Language) * Physical Development * Social and Emotional Development | Learning Areas and Learning Goals  * Aesthetics and Creative Expression * Discovery of the World * Health, Safety and Motor Skills Development * Language and Literacy (English Language and Mother Tongue Language) * Numeracy |
| C.H.I.L.D. Principles  * Caregiving and routines as opportunities for learning and development * Holistic Development * Intentional planning for meaningful experiences * Learning through exploration and play in a safe and enriching environment * Developing secure attachments through respectful, responsive  and reciprocal interactions | Values, Social and Emotional Competencies and Learning Dispositions  * Inculcating Values * Developing Social and Emotional Competencies * Fostering Learning Dispositions | |
| iTeach Principles  * Integrated Approach to Teaching and Learning * Teachers as Facilitators of Learning * Engaging Children in Learning through Purposeful Play * Authentic Learning through Quality Interactions * Children as Constructors of Knowledge * Holistic Development |

# Annex C: Lesson Observation Template

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name of Observer: |  | Name of Educator: |  | Class: |  |
| Date of Lesson: |  | Time of Lesson: |  | Topic of Lesson: |  |

|  |
| --- |
| SMART Goal |
|  |

|  |
| --- |
| Areas of Focus |
| (With reference to either EYDF, NEL Framework or organisation’s L&D focus) |

|  |  |
| --- | --- |
| **Observation** | Comments/Notes |
|  |  |

|  |  |
| --- | --- |
| Observation | Comments/Notes |
|  |  |

# Annex D: Reflection Form for Mentors

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Mentor: |  | Date: |  |

#### Respond to the following statements on a scale of 1 to 4:

###### **1** – Strongly Disagree, **2** – Disagree, **3** – Agree, **4** – Strongly Agree

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **I have used my understanding on the principles  of adult learning to help my mentee develop and grow professionally.** | **1** | **2** | **3** | **4** | **N/A** |
| 1. **I was able to help my mentee identify his/her needs.** | **1** | **2** | **3** | **4** | **N/A** |
| 1. **I was able to provide appropriate guidance to help my mentee achieve his/her goals.** | **1** | **2** | **3** | **4** | **N/A** |
| 1. **I was able to provide helpful feedback.** | **1** | **2** | **3** | **4** | **N/A** |
| 1. **I was able to help my mentee become a more reflective practitioner.** | **1** | **2** | **3** | **4** | **N/A** |
| 1. **I find the tools provided (such as the Mentoring Log and Mentoring Action Plan) useful in keeping the mentoring sessions on track.** | **1** | **2** | **3** | **4** | **N/A** |
| 1. **I was able to learn from this experience which enhanced my own professional development.** | **1** | **2** | **3** | **4** | **N/A** |
| 1. **What were some of the important insights I gained as a mentor?** *(e.g. perspectives on mentoring, communication skills, etc)* | | | | | |
| 1. **What would I have done differently as a mentor?** | | | | | |
| 1. **What aspects of the mentoring were the most useful in helping my mentee reach  his/her goals?** | | | | | |
| 1. **What aspects of the mentoring could be improved or enhanced?** | | | | | |

###### Source: Adapted from Garvey (2017) and Alred & Garvey (2019).

# Annex E: Reflection Form for Mentees

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Mentee: |  | Date: |  |

#### Respond to the following statements on a scale of 1 to 4:

###### **1** – Strongly Disagree, **2** – Disagree, **3** – Agree, **4** – Strongly Agree

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **The mentoring has helped me to feel more confident as  an educator.** | **1** | **2** | **3** | **4** | **N/A** |
| 1. **My mentor was able to help me identify my  professional needs.** | **1** | **2** | **3** | **4** | **N/A** |
| 1. **My mentor was able to provide appropriate guidance to help me achieve my goals.** | **1** | **2** | **3** | **4** | **N/A** |
| 1. **My mentor was able to provide helpful feedback throughout the mentoring process.** | **1** | **2** | **3** | **4** | **N/A** |
| 1. **I have become a more reflective practitioner through the mentoring process.** | **1** | **2** | **3** | **4** | **N/A** |
| 1. **The tools provided (such as Mentoring Log and Mentoring Action Plan) were useful in tracking my progress.** | **1** | **2** | **3** | **4** | **N/A** |
| 1. **I was able to learn things from my mentor that I could apply in my classroom and improve my teaching.** | **1** | **2** | **3** | **4** | **N/A** |
| 1. **How have I applied and practiced what I have learnt?** *(Refer to your Mentoring Logs and Mentoring Action Plan for knowledge and abilities that were focused on during the mentoring process)*  |  |  | | --- | --- | | **TSCs** | **What I Learnt / How I Have Improved** | |  |  | |  |  | | | | | | |
| 1. **What additional areas do I need more support in for my professional development?** *(Refer to your Mentoring Logs and Mentoring Action Plan for knowledge and abilities that were focused on during the mentoring process)*  |  |  | | --- | --- | | **TSCs** | **Knowledge and Abilities** | |  |  | |  |  | | | | | | |

###### Source: Adapted from Garvey (2017) and Alred & Garvey (2019).