



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST5145

Mentoring Practicum

Semester 2, 2017

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IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 5145 Mentoring Practicum (6 units of credit)
Semester 2, 2017

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Tony Loughland
Office Location: Room 135, John Goodsell Building
Email: tony.loughland@unsw.edu.au
Phone: 9385 8390
Availability: Please email to arrange an appointment

3. COURSE DETAILS

Course Name	Mentoring Practicum
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	Online weekly activities on Moodle

Summary of Course

This online course will enable you to develop the practical skills and theoretical awareness of what is best practice in mentoring and coaching in education. You will conduct an audit of your current mentoring and coaching practices that you will present in a portfolio for the first assessment. This audit will then be used to develop a small action research project on your mentoring and coaching practice for your final assessment.

Student Learning Outcomes

Outcomes	Assessment(s)
1 Apply the knowledge and skills necessary for effective mentoring in schools	1,2
2 Demonstrate their ability to critically reflect on their own experience of mentoring in schools	1,2
3 Demonstrate their ability to compile an annotated portfolio of their mentoring practice using relevant concepts from the literature	1,2

Program Learning Outcomes

Students will be encouraged to develop the following graduate attributes by undertaking selected activities and knowledge content. These attributes will be assessed within the prescribed assessment tasks:

Standard		Assessment (s)
1	Advanced disciplinary knowledge and practices Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1,2
2	Enquiry-based learning Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.	1,2
3	Cognitive skills and critical thinking Demonstrate advanced critical thinking and problem solving skills	2
4	Communication, adaptive and interactional skills Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1,2
5	Global outlook Demonstrate an understanding of international perspectives relevant to the educational field	1
6	Ethics Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1,2

AITSL Professional Teaching Standards (Proficient, Highly Accomplished, Lead)

Standard		Assessment/s
5.1.3	Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.	2
5.4.3	Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.	2
6.1.3	Analyse the Australian Professional Standards for Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre-service teachers to improve classroom practice.	1, 2
6.3.3	Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.	1, 2
6.4.3	Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.	1, 2
7.2.3	Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes.	2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This course enables you to develop the practical skills and theoretical awareness of what is best practice in mentoring and coaching. Your developing mentoring practice, therefore, is the key focus of this course and will be supported through weekly online activities that promote critical reflection and dynamic skill development.

5. TEACHING STRATEGIES

This course will be taught wholly online with a strong emphasis on student participation. You will be provided access to rich online multimedia materials. You will be able to share your developing mentoring insights via weekly online activities.

6. COURSE CONTENT AND STRUCTURE

Week Beginning	Moodle Topic
1	Audit of existing mentoring practice against the National Professional Standards for Teachers.
2	Using SOLO to represent your mentoring practice and their practice
3	Mentoring Inside and Outside the Action
4	Mentoring for Adaptability
5	The GROW model
6	Assessment preparation
7	Assessment Task One Due
8	Devising an action plan for your next steps
9	Looking at student outcomes with your mentee
Mid-Semester Break	
10	Looking at student work with your mentee
11	Assessment preparation
12	Assessment preparation
13	Assessment Task Two Due

7. RESOURCES

Recommended Reading

Biggs, J. B., & Collis, K. F. (1982). *Evaluating the quality of learning: the SOLO taxonomy (structure of the observed learning outcome)*. New York: Academic Press.

Education Services Australia. (2011). *National professional standards for teachers*. Sydney: Australia Institute of Teachers.

Hudson, P. (2013) Strategies for mentoring pedagogical knowledge. *Teachers and Teaching*, 19(4), 363-381. doi: 10.1080/13540602.2013.770226

Kriewaldt, J., & Turnidge, D. (2013). Conceptualising an approach to clinical reasoning in the education profession. *Australian Journal of Teacher Education*, 38(6). doi: <http://dx.doi.org/10.14221/ajte.2013v38n6.9>

Langer, G., & Colton, A. (2005). Looking at student work. *Educational Leadership*, February 2005.

Schwille, S. A. (2008). The professional practice of mentoring. *American Journal of Education*, 115(1), 139-167.

Timperley, H. (2001). Mentoring conversations designed to promote student teacher learning. *Asia-Pacific Journal of Teacher Education*, 29(2), 111-123. doi: 10.1080/13598660123812

Timperley, H. S., Parr, J. M., & Bertanees, C. (2009). Promoting professional inquiry for improved outcomes for students in New Zealand. *Professional Development in Education*, 35(2), 227-245. doi: 10.1080/13674580802550094

e-learning Moodle

This course uses *Moodle* as its learning environment. The following information will be available on the Course e-learning website:

- The course outline;
- Suggested references and readings;
- Assessment details;
- Discussion forum;
- Electronic submission box.

Please log into Moodle through: <http://elearning.unsw.edu.au>

If you have problems accessing Moodle, please contact the Support Help Desk on 9385-1333.

8. ASSESSMENT

Assessment component	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Date due
Assessment task 1 – Annotated Portfolio	2000-2500 words	40%	1,2,3	1,2,3,5,6	8.09.17
Assessment task 2 – Mentoring Report	3000-3500 words	60%	1,2,3	2,3,5,6	27.10.17

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Student no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

Assessment Task 1: Annotated Portfolio

Details

1. Generate two evidence sets of your mentoring practice that demonstrate mentoring at the planning, teaching and assessment stages of the teaching-learning cycle, e.g., you may have an annotated lesson plan or unit of work, an observation feedback sheet and annotated work samples as one evidence set.
2. Annotate these evidence sets using the appropriate professional standards for your own mentoring practice. Be sure to include the next steps that you would take in the mentoring process.

Assessment Task 2: Mentoring Report

Details

1. Use the next steps from assessment task one to conduct further mentoring.
2. Generate two evidence sets of your mentoring practice that demonstrate mentoring at the planning, teaching and assessment stages of the teaching-learning cycle, e.g. you may have an annotated lesson plan or unit of work, an observation feedback sheet and annotated work samples as one evidence set.
3. Annotate these evidence sets using the appropriate professional standards for your own mentoring practice. Be sure to include the next steps that you would take in the mentoring process.
4. Write a report of your mentoring that relates the annotated evidence sets to the relevant literature. Include your goals for your next cycle of mentoring that you have created as a result of your analysis here.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5145 MENTORING PRACTICUM

Student Name:

Student No:

Assessment Task 1 – Annotated Portfolio

SPECIFIC CRITERIA	(-) \longleftarrow \longrightarrow (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Addresses the question/issue • Understanding of the question/issue • Understanding of relationship to relevant theory, research and practice • Information presented is relevant • Understanding of the complexities and interrelationships involved 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Depth of analysis • Well-reasoned arguments • Sound analysis of problem 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Appropriate research references to support responses • Sound range of research references 					
Structure and organisation of the response <ul style="list-style-type: none"> • Appropriate nature of structural organisation • Logical and coherent structure • Clear presentation of ideas to enhance readability 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • APA style for citations and references & complete reference list • Clarity and appropriateness of language style 					
GENERAL COMMENTS					

Lecturer

Tony Loughland

Date

Recommended:

/20 (FL PS CR DN HD)

Weighting:

40%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5145 MENTORING PRACTICUM

Student Name:

Student No:

Assessment Task 2 – Mentoring report

SPECIFIC CRITERIA	(-) \longleftarrow \longrightarrow (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Addresses the question/issue • Understanding of the question/issue • Understanding of relationship to relevant theory, research and practice • Information presented is relevant • Understanding of the complexities and interrelationships involved 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Depth of analysis • Well-reasoned arguments • Sound analysis of problem 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Appropriate research references to support responses • Sound range of research references 					
Structure and organisation of the response <ul style="list-style-type: none"> • Appropriate nature of structural organisation • Logical and coherent structure • Clear presentation of ideas to enhance readability 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • APA style for citations and references & complete reference list • Clarity and appropriateness of language style 					
GENERAL COMMENTS					

Lecturer

Tony Loughland

Date

Recommended:

/20 (FL PS CR DN HD)

Weighting:

60%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**