



Mentoring Workshops

Never Stand Still

Arts & Social Sciences

School of Education

Rationale

The third level of the Australian Professional Standards for Teachers requires that Highly Accomplished Teachers be able to demonstrate with evidence that they are able to support and assist less experienced colleagues with all aspects of their professional knowledge, practice and professional engagement. According to the BOSTES professional experience framework (2015), schools and school systems are to:

- promote to all staff the crucial importance of rigorous professional experience supervision
- recognise outstanding teachers who are contributing to the development of future generations of outstanding teachers
- provide school staff with access to professional learning to better prepare them for their role in mentoring and assessing
- provide access for school staff to undertake professional learning in mentoring and assessing

Responsibilities of the supervising teacher include providing both informal advice and more structured written feedback on lessons taught by the teacher education student that provides formative and constructive advice to guide the teacher education student's ongoing professional learning.

All three workshops draw from a range of resources including research articles, policy documents, pro-formas and video excerpts. The interactive and collaborative tasks allow participants the opportunity to practise the skills of mentoring in an enjoyable learning environment. These workshops can be booked as a series of three (ideally booked a minimum of one month apart).

When booking as a series of three, an added benefit is participants are assigned additional tasks to complete between each workshop (ideally booked a minimum of one month apart). If these tasks are completed, the accreditation with BOSTES hours will increase to 24 hours.

Recognition of learning

Participants are eligible for 6UOC of unspecified credit (one subject or course) towards the Graduate Certificate in Education or Master of Education in Teacher Professional Learning, or related specialisation, in the School of Education, UNSW. To be eligible for credit, participants must complete the designated learning activities between the workshops and submit a final assessed portfolio of material demonstrating their ability to meet the relevant standards, including a reflective statement that draws on appropriate professional and research literature (total 6000 words, to be negotiated with and graded by the Course Coordinator) within 12 months of completing the three PD workshops, and must apply and be accepted into one of the UNSW programs indicated within seven years of completing the assessed work.

Interested participants please contact the School of Education.





Module	Description	Outcomes	Standard Descriptors Addressed	Target Audience	Duration
Mentoring Basics	This first of three workshops in mentoring, provides an introduction to the skill of mentoring for teachers who are supporting both pre-service and beginning teachers. This workshop focuses on the basic skills of mentoring such as developing productive working relationships, using protocols for effective classroom observation, conducting mentoring conversations and using the appropriate standards to annotate evidence for both the mentor and mentee's accreditation requirements.	Context Definition Skills Contextualisation	6.1.3 6.3.3 7.2.3	Teachers with little or no experience mentoring pre-service or early career teachers.	3 hrs
Mentoring for Adaptability	This second of three workshops in mentoring provides an introduction to the skill of mentoring for adaptability for teachers who are supporting both pre-service and in-service teachers. It builds upon the basic mentoring skills that were introduced in the first mentoring workshop. This workshop focuses on assisting mentors to develop the quality of adaptability in their mentees that will help them to survive the complex and unpredictable nature of teaching in schools. The workshop will examine several lesson observation protocols that aim to develop in mentees the adaptable behaviours, attitudes and thinking that will help them thrive in the complex profession of teaching.	Teacher Adaptability Workplace Adaptability Adaptability Protocols	5.1.3 5.4.3 6.4.3	Teachers who have completed Mentoring Basics or equivalent.	3 hrs
Mentoring for Improved Student Outcomes	This third of three workshops in mentoring provides an introduction to the challenge of adopting a clinical model of mentoring where the effectiveness of mentoring is assessed by student learning outcomes. Various protocols are used to induct the mentors into the practices of clinical reasoning that draw upon both research and student outcome evidence. This workshop builds upon the basic mentoring skills and mentoring for adaptability that were introduced in the first two mentoring workshops. This workshop focuses on assisting mentors to develop the skills of clinical practice in their mentees so they can evaluate their own practice using student achievement data. The workshop will examine and workshop several collaborative student assessment protocols that aim to develop in mentees the skill of planning their teaching based upon current student achievement.	Clinical Mentoring Student Assessment Protocols Working with Assessment Data	5.1.3 5.4.3 6.4.3	Teachers who have completed Mentoring for Adaptability.	3 hrs



Completing these workshops will contribute the hours stated above of QTC Registered PD addressing Standards stated per individual workshop above for teachers towards maintaining Highly Accomplished Teacher Accreditation in NSW.

BOSTES. 2015. *A Framework for High-Quality Professional Experience in NSW Schools* [Online]. Sydney: BOSTES. Available: <http://www.nswteachers.nsw.edu.au/taas--schools/principals-supervisors/professional-experience-framework/> [Accessed August 31 2015].



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