



## Mentoring | Module 1

**Tuesdays 4.30-6.30pm**

**16 & 30 October, 13 & 27 November and 11 December 2018**

**Education Building, Camperdown Campus  
The University of Sydney**

This module focuses on developing pedagogical skills of mentoring in conjunction with using the Australian Professional Standards for Teachers, annotating evidence, and developing relationships and protocols to use when observing colleagues. Participants will create an annotated portfolio of evidence that constitutes an audit of their own skills in mentoring as they develop throughout the module.

Throughout the module, participants will be asked to bring their draft portfolio entries to discuss and reflect on with peers during the workshops. It is expected that the entries will be completed progressively across the course. Because this is a master's-level unit of study, participants will need to use American Psychology Association (APA) referencing throughout the portfolio entries when analysing readings. The portfolio will be due two weeks after the final session of the module.

### **Fees**

\$770.00 per person, GST incl.

### **Registration**

Register for Mentoring Module 1 online at: [http://sydney.nicheit.com.au/education\\_social\\_work/register.php?wsid=ws0770](http://sydney.nicheit.com.au/education_social_work/register.php?wsid=ws0770)

### **Participants' commitment**

- Attend all face-to-face workshop sessions.
- Establish a mentoring relationship with either a pre-service teacher or an in-service teacher at participant's school (or at another school where an existing partnership exists as long as regular observations and debriefing sessions can be accommodated). This must be the same mentee across the mentoring period (an early-career, new scheme or experienced teacher/colleague).
- Negotiate regular observation of classroom teaching practice and other mentoring actions. Record observations and evidence of mentoring.
- Further analyse observations and evidence, annotate against Professional Teaching Standards, engage in mentoring conversations with the mentee.
- Complete weekly assigned readings.
- Complete an ongoing professional portfolio (total = 3000 words) that includes the annotated observation documents, reflection about mentoring practice and links to associated readings.

### **Requirements of the professional portfolio of evidence**

- profile of mentee (100 words).
- 5 x evidence samples of mentoring action, annotated using AITSL standards.
- 5 x critical analyses/journal entries linking the readings and the standards to practice (each one less than 450 words).
- critical feedback for your mentee (450 words).
- self-evaluation statement (200 words).
- mentee response: open ended, may be completed each week or after the final observation (no word limit).
- reference list.

## Mentoring | Module 2

Tuesdays 4.30-6.30pm

1, 15 & 29 May, 12 & 26 June 2018

Education Building, Camperdown Campus  
The University of Sydney

Module 2 begins where Module 1 finished with a re-examination of the importance of mentoring conversations. Participants are introduced to the concept of a practitioner inquiry into their mentoring conversations as a possibility for the assessment task for this module. Pedagogies for assessment are reviewed and critiqued. The course then takes the challenge of adopting a clinical model of mentoring in their practice where the effectiveness of mentoring is assessed by students' 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. Participants may choose to inquire into their mentoring conversations or practice architectures that support mentoring in their context, particularly as associated with assessment of student learning.

Throughout the module, participants will be asked to bring their draft portfolio entries to discuss and reflect on with peers during the workshops. It is expected that the entries will be completed progressively across the course. Because this is a master's-level unit of study, participants will need to use American Psychology Association (APA) referencing throughout the portfolio entries when analysing readings. The practitioner inquiry report will be due two weeks after the final session of the module.

Completion of Mentoring | Module 1 is a pre-requisite for enrolment in Mentoring | Module 2.

### Fees

\$770.00 per person, GST incl.

### Registration

Register for Mentoring Module 2 online at: [http://sydney.nicheit.com.au/education\\_social\\_work/register.php?wsid=ws0769](http://sydney.nicheit.com.au/education_social_work/register.php?wsid=ws0769)

### Participants' commitment

- Attend all face-to-face workshop sessions.
- Establish a mentoring relationship with either a pre-service teacher or an in-service teacher at participant's school (or at another school where an existing partnership exists as long as regular observations and debriefing sessions can be accommodated). This must be the same mentee across the mentoring period (an early-career, new scheme or experienced teacher/colleague).
- Negotiate regular mentoring actions. Record evidence of mentoring.
- Further analyse evidence and annotate against Professional Teaching Standards.
- Complete weekly assigned readings.
- Complete an ongoing professional portfolio that documents the inquiry process and the participant's learning.

### Requirements of the practitioner inquiry professional learning portfolio (equivalent to 3000 words)

- A table of contents.
- A statement of purpose of the inquiry project.
- A learning map which places your inquiry project in the context of your continuing professional learning. This should make reference to the professional standards.
- A personal philosophy of mentoring.
- A description of your inquiry project, including references to relevant research literature.
- Evidence of your professional learning as a result of your inquiry project.
- An explanation of how/why each item of evidence specifically supports your claims of professional learning, including references to relevant research literature.
- A reference list (Adapted from: The SCOPE program Commonwealth of Australia 1997).

For registration enquiries please contact:

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Completing *Mentoring - Module 2* will contribute 20hrs of NESA registered PD addressing 5.4.3, 6.1.3, 6.2.3, 6.3.3 & 6.4.3 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher and Highly Accomplished Teacher Accreditation in NSW.



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