UNSW SYDNEY Arts & Social Sciences

School of Education

EDST5145
Mentoring Practicum

Term 3, 2019

Contents

1. LOCATION 2
2. STAFF CONTACT DETAILS 2
3. COURSE DETAILS 2
STUDENT LEARNING OUTCOMES 3
PROGRAM LEARNING OUTCOMES 3
AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS 3
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH 3
5. TEACHING STRATEGIES 3
6. COURSE CONTENT AND STRUCTURE 4
7. RESOURCES 5
8. ASSESSMENT 5

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 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)
Term 3, 2019

2. STAFF CONTACT DETAILS

Course Coordinator:	Tony Loughland
Office Location:	Morven Brown TBA
Email:	tony.loughland@unsw.edu.au
Phone:	9385 8390
Availability:	Online course. Please submit questions via Moodle query.

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	http://classutil.unsw.edu.au/EDST_T3.html

SUMMARY OF COURSE
The focus of this course is on the practice of mentoring.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

- The orientation to this online course has been enhanced so learners can see their community of collaboration if they need it

STUDENT LEARNING OUTCOMES

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

PROGRAM LEARNING OUTCOMES

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.	1,2,3
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
3	**Cognitive skills and critical thinking** Demonstrate advanced critical thinking and problem solving skills	1,3
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	2
5	**Global outlook** Demonstrate an understanding of international perspectives relevant to the educational field	1,3
6	**Ethics** Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1,2,3

AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS

Standard	Assessment/s
5.1.3	2
5.4.3	2
6.1.3	1, 2
6.3.3	1, 2
6.4.3	1, 2
7.2.3	2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This course enables students to develop the practical skills and theoretical awareness of mentoring best practice. Participants' mentoring practice is at the centre of the learning progression and is supported through weekly Moodle activities that promote critical reflection.

5. TEACHING STRATEGIES

This course will be taught wholly online with a strong emphasis on student participation. Students will be provided with online material and references to research journals which they will be expected to read. Students will have the opportunity of sharing their mentoring artifacts with each other in an online discussion group.

6. COURSE CONTENT AND STRUCTURE

Week	Moodle Topic
1	Audit of existing mentoring practice against the Australian Professional Standards for Teachers. • Complete Moodle Activities
2	Generating Evidence Sets • Complete Moodle Activities
3	Mentoring Inside and Outside the Action • Read Schwille, S. A. (2008). The professional practice of mentoring. *American Journal of Education*, *115*(1), 139-167 • Complete Moodle Activities
4	**Assessment Task One Due**
5	Devising an action plan for your next steps • Complete Moodle Activities
6	Mentoring Conversation that empower mentees • Complete Moodle Activities Read 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
7	Using SOLO to represent your mentoring practice • Read SOLO taxonomy at http://pamhook.com/solo-taxonomy/ • Complete Moodle Activities
8	Looking at student outcomes with your mentee • Read 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 • Complete Moodle Activities
9	Looking at student work with your mentee • Read Langer, G., & Colton, A. (2005). Looking at student work. *Educational Leadership*, February 2005, 22-26. • Complete Moodle Activities
10	**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	Friday 11/10/19 By 5.00pm
Assessment task 2 – Mentoring Report	3000-3500 words	60%	1,2,3	2,3,5,6	Friday 22/11/19 By 5.00pm

Submission of assessments

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. 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. https://education.arts.unsw.edu.au/students/courses/course-outlines/

Assessment Details

Assessment Task 1: Annotated Portfolio

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

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	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved • 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 • Depth of analysis • Well-reasoned arguments • Sound analysis of problem					
Familiarity with and relevance of professional and/or research literature used to support response • Appropriate research references to support responses • Sound range of research references					
Structure and organisation of the response • 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 • APA style for citations and references & complete reference list • Clarity and appropriateness of language style					
GENERAL COMMENTS					

Lecturer **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	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved • 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 • Depth of analysis • Well-reasoned arguments • Sound analysis of problem					
Familiarity with and relevance of professional and/or research literature used to support response • Appropriate research references to support responses • Sound range of research references					
Structure and organisation of the response • 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 • APA style for citations and references & complete reference list • Clarity and appropriateness of language style					
GENERAL COMMENTS					

Lecturer **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.**