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EDST5145

Mentoring Practicum

Semester Two // 2018

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Tony Loughland	tony.loughland@unsw.edu.au			

School Contact Information

School of Education
Arts and Social Sciences
Level 1, John Goodsell Building (F20)

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Attendance Requirements

Additional School of Education attendance requirements

It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal application and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

For further information on Education course attendance requirements, please refer to the respective EDST Moodle module(s).

Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information, see <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Course Details

Credit Points 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the 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.

At the conclusion of this course the student will be able to

1. Apply the knowledge and skills necessary for effective mentoring in schools.
2. Critically reflect on your own experience of mentoring in schools.
3. Compile an annotated portfolio of your mentoring practice using relevant concepts from the literature.

Teaching Strategies

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.

Rationale:

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.

Australian Professional Graduate Teaching Standards

Standard	Description
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.
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.
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.
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.
6.4.3	Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.
7.2.3	Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes.

Assessment

Assessment Tasks

Assessment task	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	Due Date
Annotated Portfolio	40%	2,3	6.1.3,6.3.3,6.4.3	09/09/2018 05:00 PM
Mentoring Report	60%	1,2	5.1.3,5.4.3,6.1.3,6.3.3,6.4.3,7.2.3	28/10/2018 05:00 PM

Please refer to *Australian Professional Standards for Teachers* on the previous page

Assessment Details

Assessment 1: Annotated Portfolio

Start date:

Details: Assessment Task 1 Annotated Portfolio 2000-2500 words Written feedback. 10 business days after submission.

Additional 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.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 2: Mentoring Report

Start date:

Details: Assessment Task 2 Mentoring Report 3000-3500 words Written feedback. 10 business days after submission.

Additional 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 3000 word report of your mentoring that relates the annotated evidence sets to the relevant literature. Include the goals for your next cycle of mentoring that you have created as a result of your analysis here

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

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Assessment Task: Annotated Portfolio

Specific Criteria	(-)—————>(+)				
<p>Understand of the question or issue and the key concepts involved</p> <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 					
<p>Depth of analysis and/or critique in response to the task</p> <ul style="list-style-type: none"> ◦ Depth of analysis ◦ Well-reasoned arguments ◦ Sound analysis of problem 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> ◦ Appropriate research references to support responses ◦ Sound range of research references 					
<p>Structure and organization of response</p> <ul style="list-style-type: none"> ◦ Appropriate nature of structural organisation ◦ Logical and coherent structure ◦ Clear presentation of ideas to enhance readability 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> ◦ APA style for citations and references & complete reference list ◦ Clarity and appropriateness of language style 					
<p>General comments/recommendations for next time:</p>					

Lecturer

Recommended: /20 (FL PS CR DN HD)

weighting : 20%

NB: this ticks in the various boxes and 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 RUBRIC/FEEDBACK SHEET

EDST5145

Assessment Task: Mentoring Report

Specific Criteria	(-)—————>(+)				
<p>Understand of the question or issue and the key concepts involved</p> <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 					
<p>Depth of analysis and/or critique in response to the task</p> <ul style="list-style-type: none"> ◦ Depth of analysis ◦ Well-reasoned arguments ◦ Sound analysis of problem 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> ◦ Appropriate research references to support responses ◦ Sound range of research references 					
<p>Structure and organization of response</p> <ul style="list-style-type: none"> ◦ Appropriate nature of structural organisation ◦ Logical and coherent structure ◦ Clear presentation of ideas to enhance readability 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> ◦ APA style for citations and references & complete reference list ◦ Clarity and appropriateness of language style 					
<p>General comments/recommendations for next time:</p>					

Lecturer

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Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

Late Assessment Penalties

Students are responsible for the submission of assessment tasks by the required dates and times. Depending on the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

Task with a non-percentage mark

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore $17 - [25 (0.05 \times 3)] = 13.25$

Task with a percentage mark

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore $68 - 15 = 53$

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at:

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- * Prevent you from completing a course requirement,
- * Keep you from attending an assessable activity,
- * Stop you submitting assessable work for a course,
- * Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:

<https://student.unsw.edu.au/special-consideration>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

(<http://subjectguides.library.unsw.edu.au/elise/aboutelise>)

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 23 July - 29 July	Online Activity	Audit of existing mentoring practice against the National Professional Standards for Teachers.
Week 2: 30 July - 5 August	Online Activity	Using SOLO to represent your mentoring practice and their practice
Week 3: 6 August - 12 August	Online Activity	Mentoring Inside and Outside the Action
Week 4: 13 August - 19 August	Online Activity	Mentoring for Adaptability
Week 5: 20 August - 26 August	Online Activity	The GROW model
Week 6: 27 August - 2 September	Online Activity	Assessment Preparation
Week 7: 3 September - 9 September	Assessment	First Assessment Task due
Week 8: 10 September - 16 September	Online Activity	Devising an action plan for your next steps
Week 9: 17 September - 23 September	Online Activity	Looking at student outcomes with your mentee
Break: 24 September - 30 September		
Week 10: 1 October - 7 October	Online Activity	Looking at student work with your mentee
Week 11: 8 October - 14 October	Online Activity	Assessment preparation
Week 12: 15 October - 21 October	Online Activity	Assessment preparation
Week 13: 22 October - 28 October	Online Activity	Final Assessment Task due

Resources

Prescribed Resources

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

Recommended Resources

- 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

Course Evaluation and Development

This course has been offered since 2016. It was designed as an online practicum course to scaffold participants mentoring practice. Analysis of the assessment task of the previous two cohorts have indicated that the online activities are effective as scaffolds to develop mentoring practice. The main challenge has been to induct all participants into the online self-regulated learning of this practicum course.

This year the convenor has been working with an educational designer to improve the communication in the online course so that participants feel part of a larger group. This will be monitored through informal

formative assessment during the course and formal course evaluation through My Experience.

Image Credit

Synergies in Sound 2016

CRICOS

CRICOS Provider Code: 00098G