TAPP Phase 2 Workshop

14 November 2018
Outline

1. Introduction – key themes
2. Impact of Online Mentor Professional Learning
3. Knowledge, skills and attributes of effective mentors and selection criteria
4. Conclusion
1. Introduction
1. Introduction

Key themes to be explored today:

- Effectiveness of the online mentor professional learning program
- Perceptions of mentors in TAPP schools of your mentor role
- Thoughts about selection of mentor teachers
- Mentoring practices which are specific to the MGSE Clinical Teaching Model and those which are more generic.
2. Impact of Online Professional Learning
2. Online Mentor Professional Learning

- A combined **development** and **research** initiative titled “Building your mentoring capacity: a clinical approach”

- Development: online professional learning program to support the delivery of an ITE program

- Broad purpose: improve teacher quality / professional practice that leads to enhanced student learning

- Research focused on determining effectiveness and impact of mentor teacher professional learning.
Content of Program

Five Modules:

1. Introduction
2. Understanding the Clinical Teaching Cycle
3. Clinical Teaching Approach to Mentoring
4. Providing feedback to PSTs
5. Supporting PSTs’ professional learning and assessing teaching practice
PSTs’ needs & expected learning outcomes

Mentors’ needs & learning outcomes

DESIGN & DEVELOPMENT of the Professional Learning Program
Ensuring that PSTs are ready to teach by graduation

- Australian Professional Standards for Teachers (APSTs): Graduate Level
- Conception of teaching as a clinically practiced profession
- Ability to use the Clinical Teaching Cycle and 21st century skills
- Evidence based teaching and learning
- Integration of theory and practice.
Building mentoring capacity: Clinical teaching approach

Knowledge

- University’s clinical teaching approach and professional experience requirements (including role and responsibility of mentors)
- Theoretical and research evidence underpinning the APSTs and the clinical teaching approach & cycle

Skills & abilities

- Clinical teaching approach to mentoring
- Use clinical judgment cycle, 21st century skills, facilitating theory / practice integration and reflection on impact of teaching
- Observation of teaching & provision of feedback
- Contribution to assessment process

Commitment

- Self development & continuous improvement
- Providing support to teaching profession
- Online professional learning.
Online learning

- Online learning complements networking (through professional experience partnerships model)
- Increases accessibility to PL for all irrespective of geographic location
- Increases flexibility of place and pace (in scheduling, self paced)
- Capacity to take control over ones own learning
- Provides opportunities for collaborating with others (flexibility in interaction and reduce isolation)
- Provides consistency of learning experience
- Cost effective.
Research Methodology

Purpose of research
- Evaluate mentor PL impact and effectiveness

Use of Guskey (2000, 2002) 5 critical levels of evaluation of PD Model
- Level 1: participants’ reactions
- Level 2: participants’ learning
- Level 3: organisational support and change
- Level 4: participants use of new knowledge and skills
- Level 5: student learning outcomes.

Integrated in delivery of online PL: via online surveys and follow up individual and group interviews from Mentor Teachers, Teaching Fellows, Clinical Specialist and PSTs.
## Provisional Results of Mentor Survey

**Average of responses (*/5)**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Average</th>
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<tbody>
<tr>
<td>Changes in my teaching practice as a result of professional learning activities have led to improved learning outcomes for PSTs during placement</td>
<td>3.3</td>
</tr>
<tr>
<td>I am now more confident in my ability to mentor PSTs during placement</td>
<td>3.5</td>
</tr>
<tr>
<td>This professional learning has built my capacity to assess PSTs during placement and providing them with constructive, meaningful and timely feedback about their teaching practice</td>
<td>3.4</td>
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<tr>
<td>I have developed knowledge about how to use clinical questioning and reasoning in supporting professional learning</td>
<td>3.3</td>
</tr>
<tr>
<td>I have developed knowledge of the Descriptive Observation Model used to observe teaching</td>
<td>3.2</td>
</tr>
<tr>
<td>I have deepened my knowledge of the use of the APSTs in the assessment of PSTs’ teaching performance</td>
<td>3.4</td>
</tr>
<tr>
<td>I have improved my knowledge of the practical application of the clinical teaching cycle to the mentoring process and the assessment of the teaching performance of PSTs</td>
<td>3.4</td>
</tr>
<tr>
<td>I have improved my knowledge of the theoretical underpinnings of the clinical approach to teaching and the practical application of the clinical teaching cycle to the classroom context</td>
<td>3.4</td>
</tr>
<tr>
<td>I have improved my knowledge of the role and responsibilities of the Mentor Teacher</td>
<td>3.3</td>
</tr>
<tr>
<td>I have improved my understanding of the importance of mentoring in supporting PSTs to develop professionally</td>
<td>2.9</td>
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Qualitative Data

In addition to numerical ratings, the survey collected free text comments from respondents about impact of the PL:

- Whether the PL met their learning expectations
- Impact on mentor’s work with PSTs
- Whole-school benefits of participation in PL
- Benefits for school students
Feedback

“I can use this knowledge to model some mentoring practices to my colleagues for effective leadership within their team”.

“I'm looking forward to applying the increased focus on the concept of what the PST is ready to learn as opposed to my previous, general approach to PST support. I thought I was well informed before- now I'm certain I have improved my strategic capacity”.

“I will endeavour to use more descriptive comments rather than judgements such as "students were engaged" in feedback”.
Feedback

“I will check to see if the PST has absorbed my feedback by setting goals for the following lesson”.

“I intend to refer back to the learnings I have taken away from this course and be more intentional and mindful when I have my next student. I will create opportunities to use the Descriptive Observation Model tool and enrich discussion and feedback”.

“If this module were better stream line and user friendly, every school involved with Mteach will have calmer Teacher Candidates, knowing their mentors are up to speed and smarter mentors who know what they are actually required to do. You have not factored in the two year course structure and their assessment tasks in the second year. That might be helpful”.

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Discussion

How effective was the online PD in meeting your needs regarding:

- Content
- Delivery, length and timing
- Broader school benefits of the program?
3. Knowledge, skills and attributes of effective mentors
3. Qualities of effective mentors

Currently:

- MTeach course manual describes role and responsibilities of mentors and some “how-to” guidance eg. observation, feedback
- AITSL guidance is generally similar
- DET/VIT Mentoring Capability Framework identifies desired mentor and organisational capabilities
Role and Responsibilities - CTP Manual

“School staff member responsible for guiding and supporting teacher candidates during practicum, assessing teaching practice and providing feedback on a day to day basis”(p5); and

• “Support, guide and monitor the teacher candidate’s transition to the role of professional teacher;
• Observe teacher candidates teaching and provide verbal/written feedback with priorities for future action;
• Negotiate the “Shared Time Allocation” and facilitate conditions for teacher candidates to fulfil university task requirements;
• Provide formative assessment reports during the placement and discuss these with the Teaching Fellow/Clinical Specialist and teacher candidate to assist in developing goals for future learning;
• Complete a summative report at the end of the block placement and moderate this report with the Teaching Fellow/Clinical Specialist” (p6)
Mentoring Capability Framework

- Teaching and learning
- Standards, codes of conduct and ethics
- Communication and interpersonal skills
- Collaborative partnerships
- Professional generosity and empathy
- Professional Culture and Context
Victorian Selection Framework for ITE

VICTORIAN FRAMEWORK FOR SELECTION INTO INITIAL TEACHER EDUCATION

Personal attributes

Principle 1
For all entry pathways, providers will identify and document the expectations in relation to personal attribute selection criteria and processes for entry into their ITE programs.

Principle 2
Personal attribute selection requirements, thresholds and mechanisms will be transparent and evidence-based.

Principle 3
Personal attributes of candidates to be considered when selecting:
- Professional knowledge
- Communication skills
- Leadership
- Creativity
- Problem-solving
- Organisational and planning skills.

Academic capability and pathways

Principle 1
From 2019, students seeking to enter an undergraduate ITE program on the basis of their ATAR will have an ATAR of 70 or equivalent. Following a recommendation from the ITEB in 2018, the minimum ATAR will be 70.

Principle 2
For all pathways, providers will identify and document the academic selection criteria and processes for entry into their ITE programs.

Principle 3
Academic selection requirements, thresholds and mechanisms will be transparent and evidence-based.

Evidence, effectiveness and impact

Principle 1
Providers will demonstrate and report on the effectiveness of their selection criteria and processes on its impact on quality teaching and improved student outcomes.

Principle 2
Provider selection criteria and processes will be validated through the accreditation of the ITE program and verified by VIT.

Principle 3
A collective evidence-based approach to the Victorian framework will inform its overall impact on the quality of teaching and improved student outcomes, and drive ongoing improvement.
Personal Attributes of Entrants to ITE

- Motivation to teach
- Willingness to learn
- Resilience
- Strong interpersonal/communication skills
- Self-efficacy
- Conscientiousness
- Organisational and planning skills
Panel Session

How important do you think are the following factors in enabling you to fulfil your mentor role effectively:

- Skills and knowledge
- Experience
- Personal attributes
- Enabling factors of school-university partnerships?
4. Conclusion
Next Steps in Research Project

- Summarise today’s discussion
- Share summary with participants and schools
- Follow up with mentors and schools to gain additional input as required (2019)
- Write draft report and seek further feedback from schools (2019)
Thank you