



TAPP Project | Phase 2

Workshop

NOTES

Wednesday 14 November, 2018

2.00pm – 4.00pm

Melbourne Graduate School of Education
100 Leicester Street, Level 9, Dean's Boardroom
Zoom link - <https://unimelb.zoom.us/j/707943909>

Attendance: Daniela Acquaro (MGSE), Jim Tangas (MGSE), Melody Anderson (MGSE), Harry Galatis (MGSE), Kerry Smyth (Mentor, MHS), David Owen (Mentor, MHS), Terri Crisafi (Mentor, PC), Chevelle Alderton (Mentor, EHS), Chris Agar (Mentor, EHS), Gemma Barry (MGSE).

Workshop purpose:

To enable TAPP schools and MGSE to develop a better understanding of the knowledge, skills and attributes of effective mentors and their professional learning needs.

The workshop will explore the following themes:

1. Effectiveness of the online mentor professional learning program in meeting the needs of mentors
2. Perceptions of mentors in TAPP schools of their mentor role, self-efficacy for the role and conditions which enhance their ability to perform the role effectively
3. Opinions about selection of mentor teachers – should there be a set of criteria? What are the key mentoring competencies?
4. Mentoring practices which are specific to the MGSE Clinical Training Model and those which are more generic.

The outcomes of the workshop will contribute to the continuous improvement of the Master of Teaching program.

Themes to emerge from the workshop discussion:

1. Introduction to workshop, overview of the Online PD program for mentors and main themes from mentor survey (MGSE presentation) (20 minutes)
 - The broad purpose of the Online PD program is to improve teacher quality/professional practice that leads to enhanced student learning.

- Guskey's (2000, 2002) 5 critical levels of evaluation was integrated in the online PD via the survey. It was agreed that the final level (student learning outcomes) would be determined via further research.
- Research will be the focus for the next 6 months with the project funding being extended and the Management Committee approving funding of a Research Assistant. Schools will be invited to contribute to research via a partnership approach with MGSE e.g. through providing case studies.
- Survey feedback was relatively positive, however at this stage still provisional as some people may have misinterpreted the responses scale (i.e. 5 – strongly disagree, 1 – strongly agree).
- Two of the Mentor Teachers in attendance had completed the Mentor modules. The following feedback for improvement of the mentor modules was given:
 - It is very much geared towards Clinical Teaching practice so less relevant within non-partner schools.
 - The lesson planning section could be used and sold to other Universities, but the rest is specific to MGSE.
 - Too much reading on the screen - could be more interactive.
 - Improve lay out and flow between modules.
 - Having one assessment at the end of each module rather than multiple throughout.
 - Another tab is opened up when entering feedback into journals, what is the best way of getting back to the modules? What happens to these journals?
 - Explain the key word acronyms.
 - Information on the Teacher Performance Assessment tool should be incorporated.
 - Relook at the 10-hour time allocation – this is too generous and may deter mentors from completing.
 - Technology is frustrating and clunky - a more dynamic platform needed.

2. Participants comment on the effectiveness of the online PD in meeting their needs (20 minutes)

Ways in which the online PD is effective:

- Online delivery.
- Mentors have the flexibility to complete whenever they like.
- Skills learnt can be used to mentor other staff (not just PSTs).

3. Panel session – mentors discuss the factors which are important for effective mentoring of PSTs (50 minutes)

Important factors and attributes required for mentoring that were discussed:

- Continuing visits from the University – not all Universities do this to the same extent.
- Ensuring the personal attributes assessed in the Teacher Capability Assessment Tool intersect with attributes for suitable mentors.
- Leading rather than telling – allowing for “aha!” moments.
- Mentoring as a change agent.
- Realising that mentors develop capacity by actually mentoring. Sometimes a pairing may bring out the best in both the mentor and PST, sometimes not.

- Mentoring should be seen as a professional responsibility. Often mentors are the teachers that give up more of their time with extra activities anyway.
 - The personal attributes that the group identified to be an exemplar mentor, in addition to the roles and responsibilities in the CTP manual, included:
 - Open mindedness
 - Confidence
 - Effective questioning
 - Patience
 - Peer coaching
 - Empathy
 - Interpersonal/soft skills
 - Resilience - having a PST can reveal areas of improvement for a mentor.
 - Genuine willingness to learn and keep learning
 - Ready to assist
 - Robust
 - Not expecting too much – being aware of the developmental continuum
4. Discussion & Conclusion – towards a set of selection criteria for mentors (30 minutes).
- Discussion from this workshop will be used to help establish selection criteria for mentors.
 - Mentor Teachers should still be encouraged to complete the Online PD. The cut off for CRT funding to complete this will be end of Term 1 2019.
 - MGSE will be in touch with schools regarding contributing to the research project.