Strengthening School-University Partnership Through “Whole School Mentoring Support” Approach

Tammy Kwan
Partnership Director
Faculty of Education,
The University of Hong Kong

16th June 2008
June Partnership Forum
Rayson Huang Theatre
Whole School Mentoring Support Approach

Preamble

The major aim of School-University Partnership is to achieve and consolidate in-depth collaboration between schools and the Faculty of Education of HKU to enhance the continuous professional development of schools and teachers, and the success of initial teacher education.

In order to achieve this aim we strongly advocate a ‘whole school mentoring support’ approach.
What is a WSMS approach?

- WSMS is an advocated mentoring approach to school change which has the potential to enhance professional learning of different parties (mentor teachers, student teachers, university tutors and school pupils) and to increase school effectiveness.
What is a WSMS approach?

A whole school mentoring approach is not only a process, but also a philosophy, of professional development through mentoring.
What is a WSMS approach?

It is characterized by:

a) a commitment on the part of a school that all its staff members should, at one time or another, be engaged in mentoring student teachers and/or beginning teachers;
What is a WSMS approach?

It is characterized by:

b) a belief that mentoring is not just a pair-wise endeavour (dyad between mentor and mentee) but is a process that is most effectively achieved through collaboration and sharing of experiences between all parties; and
What is a WSMS approach?

It is characterized by:

c) a commitment on the part of a university that its university tutors should be actively engaged in the mentoring process through the support of, and as partners with, the school’s mentor teachers.
What is a WSMS approach?

This approach contains salient features such as:

• change management principles,
• collaborative lesson planning,
• mentoring and co-mentoring,
• open class observation and sharing
• synergy and team work.
What is a WSMS approach?

The outcomes involve changes towards

- a collaborative culture,
- synergistic relations with one another, and
- the formation of professional communities of practice.
What makes the WSMS approach different?

*Current Common Practice of Mentoring Support by many schools*

- MT → ST in one or two subjects
- UTs → ST through a small number of visits
- Occasional 3-way interaction between ST, MT & UT
- ‘Collaboration’ often confined to pairs [dyad] within the same subject
What makes the WSMS approach different?

- WSMS is used as a professional tool and philosophy for teachers’ (STs & MTs & UTs) professional development and change in institutional settings (schools and the Faculty) to bring about a genuinely collaborative culture.
What makes the WSMS approach different?

Proposed WSMS approach between School and the Faculty of Education HKU

- Sites of Learning
- The Key Players
- The Key Aims
- The Key Processes
- The Desired Outcomes
Sites of Learning

School

Faculty of Education, The University of Hong Kong
The Key Players

• STs
• MTs
• UTs
• School pupils
The Key Aims

- Developing the teaching competence of STs & novice teachers.
- Enhancing the professional development of MTs.
- Establishing a collaborative team of MTs and UTs.
- Providing support for the school through UTs expertise.
- Involving, if possible, all the core subjects and key learning areas.
- Ultimately, improving the teaching and learning environments of the school pupils.
- Formation of a professional school.
The Key Processes

- **Co-ordinator** to oversee the creation of a nurturing whole school environment
- **Regular meetings** of:
  - MTs of different subject areas
  - STs of different subject areas
  - MTs and STs
  - MTs and UTs
- **Regular Tripartite Conferences**
- **School input** to S-U Partnership Committees
- **Incentive schemes**
The Desired Outcomes

• Change towards a collaborative culture
• Synergistic relations with one another
• Professional communities of practice