Whole School Mentoring Support Approach

- Simple Beliefs in Education;
- Initial Teacher Training and Professional Development of Teachers;
- Strategies;
- Our next year’s plan.
Simple Educational Beliefs

- Teacher holds the key to success in education;
- Student achievement is a function of teachers' effectiveness (Brian Caldwell);
- A new mindset;
- Taking calculated risks for innovative approaches
Teacher Professionalism

- Success of Finland: Results of PISA
- Finland: All teachers must possess at least a Master Degree
- Enhancing teacher professionalism
- CPD, senior and research degrees by university, action research
Initial Teacher Training and Professional Development

- If we believe in “A good start is half the success”, we should support the beginning and student teachers;
- But Initial Teacher Training has been given a lukewarm support if not a cold shoulder!
Initial Teacher Training and Professional Development (II)

- No more sink or swim approach.
- We know such an approach is NOT effective!
- Ushering in a win-win approach which supports Initial Teacher Training and foster professional development for in-service teachers.
Strategic Planning

- Mentoring is factored in school’s short term to medium term development plans as it aids teachers’ professional developments;
- Raising learning and teaching effectiveness through enhancing teachers’ teaching competencies;
Strategic Planning (II)

- Lobbying for experienced and committed teachers;
- Creating a critical mass;
- Communicating expectations for roles, responsibilities of mentors step by step;
- A flexible and facilitating approach.
Initial Teacher Training

- As a honourable duty.
- Enhancing teacher’s professionalism through collaborating with HKU’s Faculty of Education.
- As a springboard to enhance teachers' professionalism especially at learning & teaching.
Initial Teacher Training (II)

- As a catalyst to usher in and cultivate an open classroom observation culture.
- Part of school’s in-house professional development.
Classroom Observation

- Not only for appraisal.
- Developmental (CPD).
- Ongoing, flexible, sharing, appreciation. The door of classroom is always open.
- Fulfilling teacher’s pursuit of teaching excellence and developing one’s teaching skills repertoire.
Facilitative Approach

- Trusting the mentors and STs;
- Meeting all student teachers once every cycle for de-briefing;
- Facilitating optimum number of class observations not only in the subject but across different subjects (paving way for ongoing classroom observation)
Outcomes

- Classroom observation becomes all the more common and natural.
- Mentors have sense of achievements while they developed STs they developed themselves.
- Pre-lesson discussions;
- Post-lesson discussions especially the Tri-Partite Conference with University Tutors.
Professional Development for Next Year

- Creating Subject Specialists in core three subjects, i.e. Chinese, English and Math in both junior form and senior form level;
- Subject specialists teaching load will be reduced to help subject panel heads to adapt and tailor the curriculum within a certain form, e.g. S2 and S4;
Roles of Subject Specialist

- Identify several units for curriculum tailoring and design the learning and teaching materials;
- Trying out the materials in his/her class and conduct peer lesson observations;
- Enhancing learning and teaching outcomes;
Roles of Subject Specialist (II)

- Mentors for STs and Critical Friends for colleagues;
- Working closely with HKU tutors;
- Reviewing and evaluating the effectiveness of program;
- Recommendations;
- Teacher may take turn to become Subject Specialist to foster professional development.
Professional Autonomy

- Once teachers have participated in mentorship and partnership scheme they should be able to judge whether such scheme is beneficial to students, teachers;
- Ownership of the scheme;
- Likewise, the same applies to Subject Specialist Scheme.
Whole School Approach

- If school believes in whole school approach to raising school effectiveness by creating synergy, fostering teamwork, and pooling resources in our daily operations, why shouldn’t we adopt the same approach to mentoring scheme!
Whole School Mentoring Support Approach

- There is a will, there is a way!
- Thank you.