Mentoring for Effective Teaching

Mentoring for Effective Teaching (MET)
Session 1

Outline of the MET program

The program covers the following topics:
1. Mentor-mentee relationship
2. School culture and infrastructure
3. The mentoring model (five factors)
4. Tools for mentors and mentees (Use of DVD)
5. Conflict resolution and leadership
6. Research skills for investigating mentoring practices
MET Outcomes

- OLT Award (2013), National Citation Award (2012)
- **All** Australian states and NT (over the last 6 years)
- >1500 MET Facilitators (e.g., Monash, UoW, UniA, ACU, CDU)
- >500 schools (e.g., Cairns, Brisbane, Logan, SA schools, MoC, Thebarton College, Gold Coast, Independent, Edmund Rice in Brisbane, Catholic Education in Sydney, Alice Springs)
- >25 universities and institutes (e.g., JCU, Griffith, UTas, SCU, ECU, QUT, Notre Dame, EdQ et al.)
- BOSTES (Highly Accomplished career stage)
- International (US, Vietnam, HKU, Philippines)

MET Works!

- Converting theory to practice
  - Dewey - discovery learning
  - Vygotsky - social constructivism
  - Schön - reflective practitioner
  - Bandura - self efficacy
  - Shulman - competence

- Valuing and empowering mentors
- Strategies for mentoring pedagogical knowledge
- MET PD serves experienced and inexperienced mentors
- Preservice teachers report differences in MET mentors

Mentoring and the mentor-mentee relationship

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Appointment Clock

Make an appointment with four different people.

You have one minute with each person.
Overview of this session

Aim: To understand mentoring, the mentor’s role, and how to form positive mentor-mentee relationships

Topics:
- What is mentoring?
- What is a mentor?
- Forming a mentor-mentee relationship
- Benefits for mentees and an education system

Australian Professional Standards for Teachers (Highly Accomplished)
6.3 Engage with colleagues and improve practice
- 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.

7.1 Meet professional ethics and responsibilities
- Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts.

What is mentoring?

Interactive activity:
- What mentoring experiences have you had?
- What made the experiences either positive or negative?
- What approaches to mentoring have you found to be successful?

Define mentoring

You’ve had time to discuss mentoring, now write your own definition of mentoring (think, pair, share)

1. Think by yourself
2. Pair with your partner
3. Share with the group and formulate a definition of mentoring together

Forming a mentor-mentee relationship

- What strategies could you use to develop a positive mentor-mentee relationship?
Asking the right questions

- Tell me about your journey to date?
- What subjects are you completing at university?
- What are your favourite subjects to teach?
- What are your strengths?
- What are your goals for this professional experience?
- What Graduates Standards are your focus?
- What have been your biggest achievements to date?

Effective mentoring: What are the benefits?

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<tr>
<th>For mentees</th>
<th>For mentors</th>
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<tbody>
<tr>
<td>Benefits</td>
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<td>For education systems</td>
<td>For students and schools</td>
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A defined role for the mentor

The Australian Professional Standards for Teachers were developed to consistently identify the practices of quality teaching (AITSL, 2014).

Three domains
- Professional knowledge
- Professional practice
- Professional development
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