



CHRISTIAN HERITAGE COLLEGE

**ED653**

**MENTORING LEARNER TEACHERS**

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

<b>Unit code</b>	ED653
<b>Unit name</b>	Mentoring Learner Teachers
<b>Associated higher education awards</b>	Graduate Certificate in Christian Education Master of Education
<b>Duration</b>	One semester
<b>Level</b>	Postgraduate
<b>Unit Coordinator</b>	Dr Terry Dachs
<b>Core/Elective</b>	Elective
<b>Weighting</b>	Unit credit points: 10 Total course credit points: Graduate Certificate in Christian Education - 40 Master of Education - 80
<b>Student workload</b>	Directed study hours: 90 Personal study hours: 60 Total workload hours: 150 Students requiring additional English language support are expected to undertake an additional 1 hour(s) per week.
<b>Delivery mode</b>	External
<b>Pre-/Corequisites</b>	Prerequisite or corequisite: ED601 Applying Worldview Studies to Christian Education <b>OR</b> ED602 Philosophical Perspectives on Education
<b>Rationale</b>	<p>Although appearing in varying forms and under differing titles, 'supervision' is an essential part of school life. Such supervision is usually associated with formal activities related to the supervision and mentoring of student teachers and interns, the induction of beginning teachers, and the work of senior teachers and heads of departments. Historically, supervision has evolved from a function emphasising inspection, monitoring and enforcement to one emphasising curriculum development, training, formative evaluation and personal and professional development.</p> <p>Mentoring is a process, based on a relationship, whereby a more experienced person shares his or her expertise, understanding, skills and time so as to empower another person to grow and develop in those dimensions. Mentoring can be either of a formal or informal nature and can incorporate those activities usually related to supervision.</p> <p>While this unit will explore both theoretical and practical aspects of supervision, it is with deliberate intent that the concept of mentoring is the lens through which supervision is understood, thus emphasising the notions of 'working together' and 'relationship' as the basis for any supervisory endeavour. Consequently, the term 'supervisory mentoring' will be employed to denote the activity of supervision from the perspective of mentoring.</p> <p>This unit is designed primarily to assist mentors, practicum co-ordinators, school internship co-ordinators, middle and senior management, etc., to develop their understanding of, approaches to and skills in supervisory mentoring. However, teachers working in co-operation with each other to improve their own teaching practice can also apply these understandings and skills.</p> <p>The unit will also provide opportunity for participants to analyse, devise a plan for and critically reflect on a reconstructed approach to their own supervisory mentoring practice.</p>

<b>Learning outcomes</b>	<p>On completion of this unit, students will have provided evidence that they have:</p> <ol style="list-style-type: none"> <li>1. understood, analysed and explained the role of supervision in the professional development of teachers;</li> <li>2. analysed, synthesised and critically evaluated various approaches and theories relating to supervision;</li> <li>3. explored rationales, procedures and programs of clinical supervision;</li> <li>4. utilised the knowledge, skills and attitudes essential for the performance of supervisory roles and to improve their own teaching competence;</li> <li>5. reviewed the preparation of pre-service teachers, the induction of beginning teachers, and the continuing personal and professional development of in-service teachers;</li> <li>6. explored, reflected on and adopted pastoral aspects associated with supervision;</li> <li>7. critically evaluated and reflected upon their personal supervisory theory and practice; and</li> <li>8. communicated at an appropriate tertiary standard, with special attention to design elements, grammars, usage, logical relations, style and presentation.</li> </ol>
<b>Content</b>	<p>An introduction to supervisory mentoring.</p> <p>Clinical supervision: historical models and approaches.</p> <p>Clinical supervision: contemporary models and approaches.</p> <p>Supervisory mentoring and teacher effectiveness.</p> <p>Critical reflection on supervisory mentoring: Describing and Informing Phase.</p> <p>Critical reflection on supervisory mentoring: Confronting and Reconstructing Phase.</p> <p>Understanding the contexts of supervisory mentoring.</p>
<b>Assessment tasks</b>	<p><b>Task 1:</b> Critical essay</p> <p>Word length/Duration: 2000 words</p> <p>Weighting: 33%</p> <p>Learning outcomes: 1-3, 6, 8</p> <p>Assessed: Y - 2017, S - 2, W - 5</p> <p><b>Task 2:</b> Application of a model together with the development of a rationale and a critique of it accompanied by a professional journal of supervision</p> <p>Word length/Duration: 2000 words</p> <p>Weighting: 33%</p> <p>Learning outcomes: 4-6</p> <p>Assessed: Y - 2017, S - 2, W - 10</p> <p><b>Task 3:</b> Critical reflection and self-evaluation of supervision</p> <p>Word length/Duration: 2000 words</p> <p>Weighting: 33%</p> <p>Learning outcomes: 1-7</p> <p>Assessed: Y - 2017, S - 2, W - 15</p>
<b>Specialist resource requirements</b>	Nil

<b>Prescribed text(s)</b>	Nil
<b>Recommended readings</b>	<p>Asteline, J., Faryniarz, J., &amp; Rigazio-DiGilio, A. (2006). <i>Supervision for learning: A performance-based approach to teacher development and school improvement</i>. Alexandria, VA: ASCD.</p> <p>Bernard, J., &amp; Goodyear, R. (2009). <i>Fundamentals of clinical supervision</i>. San Diego, CA: Merrill.</p> <p>Burke, P., &amp; Key, R. (2005). <i>Supervision: A guide to instructional leadership</i>. Springfield, IL: Charles C Thomas Publisher.</p> <p>Fall, M., &amp; Sutton, J. (2004). <i>Clinical supervision: A handbook for practitioners</i>. San Diego, CA: Merrill.</p> <p>Gordon, S. (2005). <i>Standards for instructional supervision: Enhancing teaching and learning</i>. Larchmont, NY: Eye on Education.</p> <p>Greer, R. (2002). <i>Designing teaching strategies: An applied behaviour analysis systems approach</i>. San Diego, CA: Academic.</p> <p>Holly, M. (2002). <i>Keeping a professional journal</i>. (2nd ed.). Sydney: NSW Univeristy Press.</p> <p>Reese, R. &amp; Loane, R. (2012). <i>Deep mentoring: guiding others on their leadership journey</i>. Downers Grove IL.: IVP Bookes.</p> <p>Rolfe-Flett, A. (2002). <i>Mentoring in Australia: A practical guide</i>. Frenchs Forest, NSW: Pearson Education.</p> <p><b>Journals and Periodicals</b></p> <p>Australian Journal of Education</p> <p>Journal of Educational Leadership, Policy and Practice</p> <p>Journal of Teacher Education</p> <p><b>Websites</b></p> <p><a href="http://www.ascd.org/">www.ascd.org/</a></p> <p><a href="http://www.faculty.londondeanery.ac.uk/e-learning/feedback/files/Educational_supervision_and_personal_support.pdf">www.faculty.londondeanery.ac.uk/e-learning/feedback/files/Educational_supervision_and_personal_support.pdf</a></p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as the <i>New International Version (NIV)</i> or the <i>New King James Version (NKJV)</i>.</p> <p>These and other translations may be accessed free on-line at <a href="http://www.biblegateway.com">http://www.biblegateway.com</a>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<b>Unit summary</b>	<p>In this unit, students will engage in theory and practical elements of supervisory mentoring, assisting in the development of skills for mentors, practicum co-ordinators, school internship co-ordinators, middle and senior management, etc. It seeks to develop educators' understandings of, approaches to and skills in supervisory mentoring while providing opportunity for participants to analyse, devise a plan for and critically reflect on a reconstructed approach to their own practice.</p>