

Module Title: <b>Mentoring to Develop and Improve Professional Practice</b>	Level: 7	Credit Value: 30
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Module code: EDS726	Cost Centre: GAPE	JACS2 code: X370
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Semester(s) in which to be offered:	With effect from: September 2012
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<b>Office use only:</b> To be completed by AQSU:	Date approved: August 2012 Date revised: - Version no: 1
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Existing/New: New	Title of module being replaced (if any):
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Originating Academic area: Education	Module Leader: Sue Horder
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Module duration (total hours) 300	Status: core/option/elective (identify programme where appropriate): Option
Scheduled learning & teaching hours 30	
Independent study hours 270	

Percentage taught by Subjects other than originating Subject (please name other Subjects):	N/A
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Programme(s) in which to be offered:	MA Education MA Education (Learning and Teaching) MA Education (Leadership) PG Dip Education PG Dip Education (Learning and Teaching) PG DIP Education (Leadership) PG Certificate in Education	Pre-requisites per programme (between levels):  N/A
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### **Module Aims:**

- To demonstrate a critical understanding of the value of observation within coaching and/or mentoring within an organisation
- To manage the expectations placed on coaches/mentors within organisations
- To develop teachers as effective observers of their own and others' practice through an analysis of the interrelationships between development and performance observations
- To reflect critically on good teaching practice
- To identify the potential impact of professional development through coaching and/or mentoring and classroom observation on raising standards and improving pedagogy that will enhance the quality of learning and teaching through advance professional activity

### **Expected Learning Outcomes**

At the end of this module, students should be able to:

Knowledge and Understanding:

1. Analyse critically a range of coaching and/or mentoring models
2. Identify key characteristics associated with the role of coach/mentor
3. Analyse critically and reflect on the application of theoretical models relating to mentoring/coaching and observation to practical context
4. Justify the procedures for the effective observation of learning and teaching
5. Critically examine the attributes and skills of effective learning and teaching

Transferable/Key Skills and other attributes:

- Work collaboratively with others to develop and improve professional practice
- Demonstrate creative and innovative approaches to professional learning
- Develop reflective practice to enhance the quality of learning opportunities
- Apply communication and interpersonal skills to support and improve professional learning
- Analyse the application of theory to practice
- Respond flexibly to the needs of individuals and others in supporting professional learning
- Demonstrate autonomy in professional practice

**Assessment:** please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). ***Details of indicative assessment tasks must be included.***

**Assessment One (Case Study 50%):**

Initiate the mentoring of a professional colleague or new member of staff against a negotiated 'need' over a period of **three** sessions. At least one of the sessions will involve a direct observation. Record the process and evaluate the effectiveness of the model (s) adopted and strategies employed. Critically review the use of coaching/mentoring and classroom observation structures/policies within own context drawing on the experience gained and current literature in the field.

**Assessment Two (Poster Presentation 50%):**

Learners will have the opportunity to implement their knowledge and understanding in a practical setting (own context) by considering the ways in which a systematic approach to classroom observation and the adoption of a formal mentoring/coaching policy would benefit their organisation and support the raising of standards and enhancement of pedagogy. Learners will present their work to peers via a poster presentation.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
One	1-5	Case Study	50%		3000
Two	1-5	Poster Presentation	50%		3000

**Learning and Teaching Strategies:**

The module will be delivered using an interactive, reflective approach drawing upon the experience of participants. The strategies adopted will include tutor directed sessions, workshops, simulation, video clips, virtual learning environment, seminars and supported self study based on the use of coaching and/or mentoring systems and observation processes in a range of contexts.

**Syllabus outline:**

Roles and Responsibilities:

- Identifying individual roles
- Clarity of responsibility
- Ethical issues associated with coaching/mentoring and observations
- Models of coaching and mentoring
- Models associated with observation of learning and teaching

Personal Skills:

- Motivation

- Advice and guidance
- Effective communication
- Constructive feedback
- Negotiating
- Time management
- Target setting
- Supporting self-evaluation
- Strategies and techniques for session development

#### Supporting Development

- Purpose of observation including developmental, performance management and peer systems
- Characteristics of effective observations – a systematic and process structure including pre and post meetings, target setting, and the value of a cyclical approach
- Evaluating effective learning and teaching
- Skills for observers
- Evaluating the observation process

### **Bibliography**

#### **Essential reading:**

Garvey, R., Stokes, P. and Megginson, D. (2009), *Coaching and mentoring: theory and Practice*. London: SAGE Publications Ltd.

Marriott, G., (2001), *Observing Teachers at Work*, Oxford: Heinemann

Roberts, S.M. and Pruitt, E.Z. (2009), *Schools as Professional Learning Communities: Collaborative Activities for Professional Development*. London: Corwin Press.

Wragg, E.C. (1994) *An Introduction to Classroom Observation* London Routledge

#### **Other indicative reading:**

Ehrich, L.C., Hansford, B. and Tennent L. (2004), Formal Mentoring Programs in Education and Other Professions: A Review of the Literature. *Educational Administration Quarterly*. Vol. 40, No. 4 pp. 518-540.

Ingleby, E. (2011): Asclepius or Hippocrates? Differing interpretations of post- compulsory initial teacher training mentoring, *Journal of Vocational Education & Training*, 63:1, pp. 15-25.

Montgomery, D., (2002), *Helping Teachers Develop Through Classroom Observation*, Second Edition. London: David Fulton.

Porter, H. (ed.) (2005). *Teacher Mentoring and Induction: The State of the Art and Beyond*. California: Corwin Press.

Tang, S.Y.F. and Choi, P.L. (2005). Connecting theory and practice in mentor preparation: mentoring for the improvement of teaching and learning. *Mentoring and Tutoring*. Vol. 13, No. 3. pp. 383-401.

York-Barr, J., et al (2001), *Reflective Practice to Improve Schools*, California: Corwin

Young, J.R., Bullough, Jr., R. V, Draper, R.J., Smith, L.K. and Erickson, L.B. (2005). Novice teacher growth and personal models of mentoring: choosing compassion over enquiry. *Mentoring and Tutoring*. Vol.13, No.2. pp. 169-188.

Zachary, L.J., (2002), The Role of Teacher as Mentor, *New Directions for Adult and Continuing Education*, No. 93, Spring, pp27-37.

<http://www.teachingexpertise.com/articles/getting-the-best-from-classroom-observation-1551>

<http://www.teachersmedia.co.uk/series/classroom-observation-with-bayley>

<http://www.usethekey.org.uk/school-evaluation-and-improvement/inspection/teaching-and-learning-inspection-criteria/ofsted-lesson-observations>

[http://consum.nasuwt.org.uk/consum/groups/public/@education/documents/nas\\_download/nasuwt\\_007175.pdf](http://consum.nasuwt.org.uk/consum/groups/public/@education/documents/nas_download/nasuwt_007175.pdf)

<http://www.mentorset.org.uk/pages/mentoring.htm>

[http://www.educationscotland.gov.uk/inspectionandreview/Images/mite\\_tcm4-712851.pdf](http://www.educationscotland.gov.uk/inspectionandreview/Images/mite_tcm4-712851.pdf)

[http://leadership.mchtraining.net/?page\\_id=130](http://leadership.mchtraining.net/?page_id=130)