Teaching excellence and embracing innovative teaching practices: engaging and supporting "hard to reach" colleagues.

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Workshop focus:

Encouraging and engaging colleagues (especially those who are 'hard to reach') in reviewing and developing their teaching and learning practices in a collegiate and supportive context.

Exploring the use of:

1) Peer Review and
2) Educative Mentoring

What are your current experiences and exposures to peer review processes?

Does your institution have a Peer Review Policy?

How is it enacted?

Who is included/excluded?

Who has ownership and responsibility?

Introducing Sally and Alun…

- Read the vignette,

- Reflect on it,

- Discuss and evaluate it with those sat close to you (groups of 3-ish)

- Decide upon, summarise and feedback your *two key* points.

What could Peer Review look like?

What forms could it take?

List as many as you can in 3 mins ...

Processes that promote reflection and peer feedback across a wide range of learning and teaching 'events and activities'.

Approaches to personal tutoring and academic advice;

Assessment Design;

Marking and feedback;

Curriculum development;

Fieldtrips;

Flipped learning events;

Group work;

Laboratory and practical sessions;

Learning resources;

Lectures;

Module convening;

Online learning and teaching;

Placement facilitation and support;

Project work;

Seminars and tutorials;

Supervision;

Etc …

Small group task - Working with your chosen form of peer review, consider and discuss:

What are the best/various configurations for your specific form of peer review?

- What teaching staff could be included/excluded from this form of peer review?

- What would be the potential benefits/ challenges to employing an interdisciplinary/ multi-disciplinary approach?

- When matching reviewer and reviewee consider the potential benefits and challenges with these matches (you may wish to use the grid on the worksheet to capture your comments)

Thoughts on mentoring . . . . .

"The delicate balance of mentoring someone, is not creating them in your own image, but giving them the opportunity to create themselves."

Steven Spielberg

"Mentor? I'm sorry. I thought you wanted a TORmentor."

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Educative mentoring is . . .

- based on a vision of teachers as learners and the classroom as a site of enquiry (Norman and Feiman-Nemser, 2005)

- based on collaborative principles that involve building knowledge together about teaching and learning (Langdon and Ward, 2015; Daly and Milton, 2017)

- facilitating the development of alternative beliefs and viewpoints (Flores and Day, 2006)

- collecting and assessing high-quality evidence that is professionally relevant to the teacher (Yusko and Feiman-Nemser, 2008)

Traditional mentoring

- Concerned with identifying 'what works'
- Concerned with finding solutions to problems
- Concerned with replicability and reliability across contexts
- High emphasis on data demonstrating compliance
- Conceptualises knowledge as stable and transferable
- Seeks certainty

Educative mentoring

- Concerned with the teacher as a social, principled, practitioner
- Concerned with problematising practices
- Concerned with classrooms as complex social spaces
- High emphasis on rich data as evidence of teacher learning
- Conceptualises knowledge as constantly reconstructed
- Embraces uncertainty as core to thoughtful teaching

Educative mentoring questions

Theme	Mentor	Questions
1. A focus on students ✓	Encourages talk about: knowledge of students, needs of students – prior knowledge, next learning steps; student work – understanding data	Help me understand how your approach caters for the diversity of students you teach?
2. Agency: self-regulatory approach to learning ✓	Encourages talk about: trialling ideas, making decisions about how to teach; justifying teaching; needs; negotiation, agreements and disagreements	Tell me about your thinking is so far in relation to what you are going to change or do differently. Why do you think what you are planning to do might make a different – what might hamper it?

Adapted from Langdon, 2014

Educative mentoring questions

Theme	Mentor	Questions
3. Knowledge and skills ✓	Establishes principles and explicit criteria for practice. Discusses new strategies – links made to principles	What have you read / who have you talked to / what experiences are you drawing on to help you decide what to do?
4. Beliefs: teacher's existing theories ✓	Encourages talk about: theory, beliefs about teaching, learning and students. Checks for understanding; reflects on mentoring; sets own goals	What theories / ideas do you currently have about why this might be happening? How do you reflect on how effective / 'right' your beliefs / theories are? When are they challenged?

Adapted from Langdon, 2014

Educative mentoring questions

Theme	Mentor	Questions
5. Integration of theory and practice ✓	Encourages talk about: assessment knowledge; planning ideas; ideas and practice; sharing ideas	How have you thought about / planned for doing this with these learners / in your lectures / when you next see . . . ?
6. (a) Affective support and (b) transmission ✗	(a) Affirms practice and ideas; acknowledges feelings, emotions, dispositions; uses put downs. (b) Asks closed/open questions; directs; explains (purpose, process); describes; tells; notices time talking, listening, speaks for the mentee, interrupts	a) When this happened how did you feel – why do you think you felt like that? b) What I think we could do next is focus on . . . . Would it be helpful to . . . ? What do you think about whether this could be a possible way forward? Have you tried . . . .?

Adapted from Langdon, 2014

Educative mentoring questions

Theme	Mentor	Questions
7. Joint de-construction and co- construction of new practice ✓	Encourages mentee to: describe, analyse/discuss evidence; examine student understandings and outcomes; design next steps, set new goals; understand the implications for teaching and student learning	Can you explain in detail? Can you help me imagine what the situation was like? – what was said, what was happening around you, what had happened before? What shall we agree to do by . . . ? What would you like next steps to be?

Adapted from Langdon, 2014

Considering the benefits and challenges of peer review and educative mentoring approaches …

What will you do differently and share with those responsible for reviewing and developing L&T?

Stop…

Start…

Continue…

References

- Daly, C. and Milton, E., 2017. External mentoring for new teachers: mentor learning for a change agenda. *International journal of mentoring and coaching in education*, 6 (3), 178–195.

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Questions … Comments … Concerns …