

TEAC 7063 LEADERSHIP, MENTORING AND PROFESSIONAL GROWTH

Credit Points 10

Legacy Code 100701

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Description Becoming a professional is a complex and intricate process. Beyond adequate initial training (both theoretical and the implementation of theory into practice) it takes a commitment and undertaking to career-long learning and professional development. Such commitment and undertaking need not be an isolated process. Educational leaders are available to assist in the promotion of professional development. This subject provides leaders with the understandings and strategies for implementing mentoring and professional development programs.

School Education

Discipline Teacher Education

Student Contribution Band HECS Band 1 10cp

Check your fees via the Fees (https://www.westernsydney.edu.au/currentstudents/current_students/fees/) page.

Level Postgraduate Coursework Level 7 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

- critically review current research on teaching, mentoring and promoting the professional development of teachers, student teachers or other educational professionals;
- use formative evaluation models as a basis for promoting professional growth;
- analyse in verbal and written form one particular model of professional development;
- critically evaluate one of various models of professional development leading to the application of such knowledge to the design and implementation of a program of professional development for teachers, student teachers or other educational professionals and,
- critically reflect on the implementation of the trialled model of professional development.

Subject Content

- Definition, principles and practices of promoting professional growth
- Principles and practices to promote adult learning
- The leaders role in professional development
- Effective teaching
- Promoting professional growth of teachers at different career stages

- student teachers
- beginning teachers
- experienced teachers

- Introduction to the common elements of effective professional development and mentoring
 - establishing relationships: knowing your student teacher/ teacher
 - formative evaluation for needs assessment

- effective communication and active listening
 - sharing knowledge, collaborative planning
 - observing and being observed (modelling)
 - feedback, coaching and coaching plans
 - encouraging reflection
 - assessment and Reporting
- Alternative models for promoting professional growth (for example...)
 - action research and case Study writing
 - clinical supervision and its modifications (eg. Developmental Instructional Supervision, developmental supervision, Garman (1990) model of clinical supervision)
 - internships
 - Joyce and Showers' theory, practice, demonstrate, practice, feedback and follow-up model
 - national Schools Network protocols
 - peer coaching
 - professional practice/ development Schools
 - schools as learning communities,
 - school improvement and renewal
 - school-university partnerships
 - performance appraisal
 - Ethics and supervisor/leader professional development

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Type	Length	Percent	Threshold	Individual/ Group Task
Portfolio	8 minutes presentation, 1000 words review	50	N	Individual
Case Study	2500 words	50	N	Individual

Teaching Periods

Spring (2024)

Online

Online

Subject Contact Mark Richards ([https://directory.westernsydney.edu.au/search/name/Mark Richards/](https://directory.westernsydney.edu.au/search/name/Mark%20Richards/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7063_24-SPR_ON_2#subjects)