

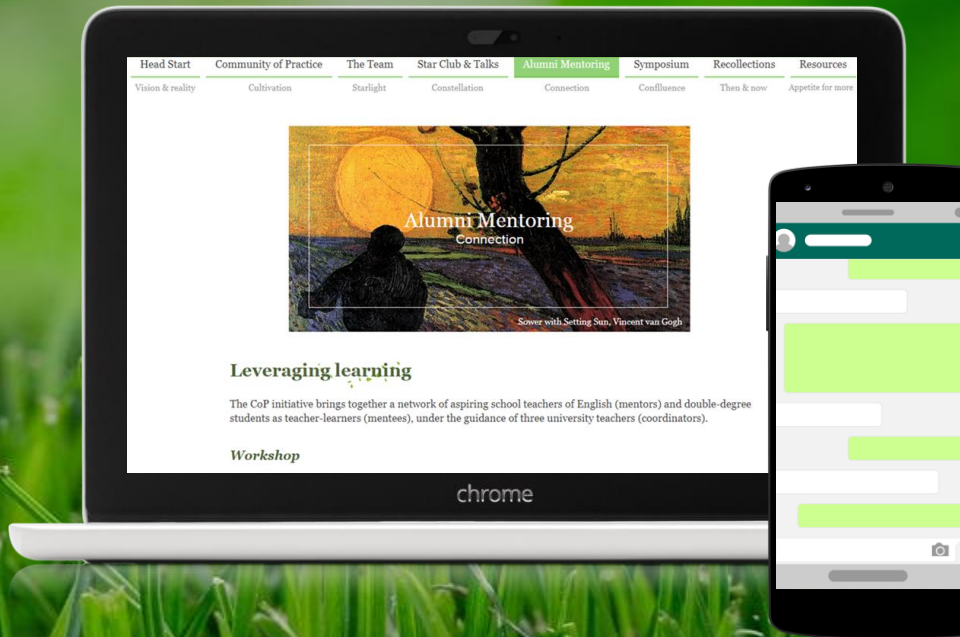


CoP Head Start: Mentoring Workshop

Sowing in the fields...

30 January 2018 (Tuesday)
1830-2130
AAB823 (EDUC conference room)

An invite to Star Teachers' Club:
<https://goo.gl/fLR3yZ>



What to anticipate?



- 1. Welcome / Reconnection**
Old hours re-greeting...
- 2. Mentoring in a CoP**
Cold app: recalling knowledge
- 3. A guide to good mentoring**
Hot app: getting prepared
- 4. Housekeeping matters**
Invites & more...
- 5. 'Now you're talking!'**
A bite to eat...
- 6. Mentoring workshop**
Entrée: the real deal
- 7. 'Let's get cracking!'**
Aftertastes: the creative bits

Mentoring in a CoP

Cold app: recalling knowledge



What is a community of practice (CoP)?



(Cambridge, Kaplan, & Suter, 2005)

A CoP is a group of people who share, through ongoing interaction, ...

- ❖ a common concern
- ❖ a set of problems
- ❖ interest in a topic
- ❖ good practices
- ❖ new knowledge



Members of a community meet, bond, and share information (social architecture).



A community is supported by people's beliefs. These people set the 'gold standards' for the community.

CoP

What are the core features of a CoP?



(Cambridge, Kaplan, & Suter, 2005)

- ❖ Relationships
- ❖ Learning
- ❖ Action
- ❖ Knowledge

A community identifies, cultivates, and promotes good practices.

What is inside a CoP (as **social architecture**)?



Mentoring activities are **situated activities** (Lave & Wenger, 1991).

Mentoring activities involve
‘legitimate peripheral participation’



(Lave & Wenger, 1991, p. 95).

Implied emphases of **situated learning** :

- ‘**comprehensive understanding** [...] rather than “receiving” a body of factual knowledge’;
- ‘the view that agent, activity, and the world **mutually constitute** each other’;
- ‘the “**generative nature**” of social practice’ (Lave & Wenger, 1991, pp. 33-35).

- ‘newcomers’ **legitimate peripheral participation** provides them with **more than an “observational lookout post”**’;
- ‘[an] extended period of legitimate peripherality provides learners with opportunities to **make the culture of practice theirs**’ (Lave & Wenger, 1991, p. 95).

‘For example, in most high schools there is a group of students engaged over a substantial period of time in learning physics. **What community of practice is in the process of reproduction [of knowledge]?**



[...] there are vast differences between the ways high school physics students **participate** in and give **meaning** to their activity and the way **professional** physicists do. The actual reproducing **community of practice, within which schoolchildren learn about physics, is not the community of physicists but the community of schooled adults.**



Children are introduced into **the latter community (and its humble relation with the former community) during their school years.** The reproduction cycles of the physicists' community start much later, possibly only in graduate school (Traweek, 1988)' (Lave & Wenger, 1991, pp. 99-100).

Levels of participation

Wenger (1998) identifies three levels of participation in a community:

- **mutual engagement** of participants in **actions**;
- negotiation of a **joint enterprise** which creates **relations** of **mutual accountability** among participants;
- development of a **shared repertoire** of **language**, **conventions** and **understandings**.

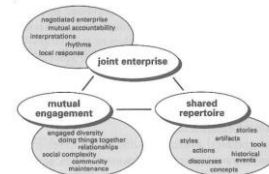


Figure 2.1. Dimensions of practice as the property of a community.



Mentoring in a CoP...

- has *clear purposes*.

Examples:

1. We promote **a culture of sharing** for making continuous improvement.
2. We support double-degree students in their **initial conceptualisation of a teacher's role**.

Mentoring in a CoP...



- addresses, and is responsive to, the *mentees' needs*.

Examples:

1. 'I don't know how to get students' attention in class.'
2. 'I don't know how to consolidate students' learning.'

- promotes *personal choices*.

Example:

Mentors and mentees can jointly decide on matters of mutual concern.

Mentoring in a CoP...

- promotes personal *sharing*.

Examples:

1. Perspectives
2. Pedagogy
3. Resources
4. ...

- empowers mentees to acquire skills that are relevant to the *community's needs*.

Mentoring in a CoP...

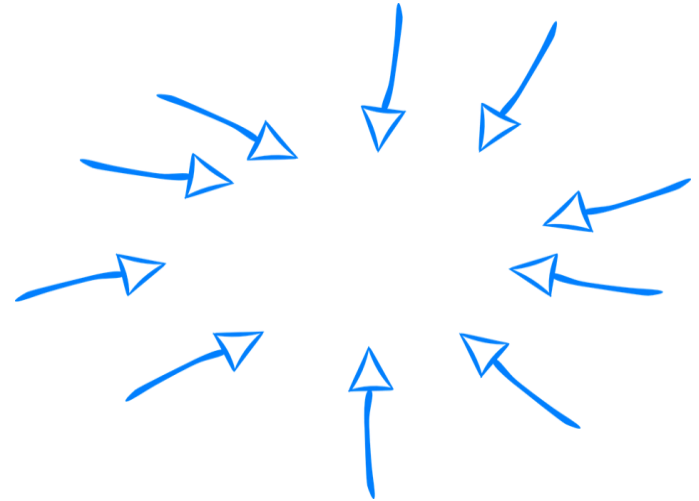
- should **avoid** 'over-regulation' or 'under-structuring'.
- creates opportunities for members to **co-construct knowledge** that is valuable to the community.

Examples:

1. Discussions and reflections on star talks and lesson demonstrations
2. Joint presentations on themes of interest at symposium

Mentoring in a CoP...

- expects mentors to *gradually step back* and guide their mentees to move from the *periphery* of the community to its *centre*.



Good returns for mentoring...



- [I received] ‘**frank feedback**’, and ‘**a lot of time and attention and resources**’.
- [It was a] ‘supportive relationship founded on **mutual respect and professionalism**’.
- [I] ‘felt a strong **sense of belonging**’.
- [I] ‘grew enormously thanks to the mentor teacher’.
- The mentor was ‘always excellent and **massively detailed**’.
- [My mentor was] ‘a **fantastic and accomplished person**’ with a ‘high status in the profession’.
- ‘During the first placement [consultation], the mentor showed **a lot of faith** in me’.
- [I] ‘really **valued [his] input, ideas and expertise**’ and ‘was able to **trust**’ [him].

Comments from mentees (Izadinia, 2015, pp. 4-5)

A guide to good mentoring

Hot app: getting prepared



Mentors...

- regard mentoring as a critical *responsibility* in professional work.
- provide *leadership* to sustain the community.
- provide *learning* and *emotional* support.
- foster a sense of *belonging* through regular mentoring meetings.
- share with their mentees narratives of *success* and *failure*.
- establish good *communication* with their mentees.
- facilitate good *communication* among their mentees.
- resolve *conflicts* within the community.



Mentoring stages

Stage 1: Initiation

Stage 2: Consolidation

Stage 3: Construction

Stage 4: Redefinition



Stage 1: Initiation

- Show *empathy* for mentees' inexperience, incompetence and insecurities.
- Listen to mentees' *concerns* with sense and sensitivity.
- Attend to mentees' *needs* and *feelings* (which might be conveyed in facial gestures, body language and tones).



Stage 2: Consolidation

- Appreciate mentees' *abilities* and clarify *corresponding expectations*.
- Inspire mentees to acquire relevant *skills* and *knowledge* that are necessary for achieving *community goals*.
- Guide mentees to devise *solutions* to relevant challenges.
- Re-explain, re-question and re-think *coaching approaches*.



Stage 3: Construction

- Give mentees **agency** to experiment with teaching ideas and broaden their career prospects (mentoring versus lecturing/cloning).
- Develop mentees' **professional identity** as prospective teachers.
- Take pride in **accomplishment** as mentors.
- Boost mentees' **confidence** in learning and teaching.
- Establish a **collegial relationship** with mentees.
- Be **firm** when necessary but remain **supportive** and **understanding**.



Stage 4: Redefinition

- Synthesise key themes and *narratives* from mentoring experience and re-establish issues of *significance*.
- Value mentees' experiences as a source of *knowledge* for personal professional development.
- Lead mentees to move from the *periphery* of the community to its *centre*.
- Evaluate outcomes for refining mentoring *activities* to support community goals.
- Identify *directions* and *actions* for sustaining growth in the community.



Housekeeping matters

Invites & more...



Knowing your mentees...

Some food for thought

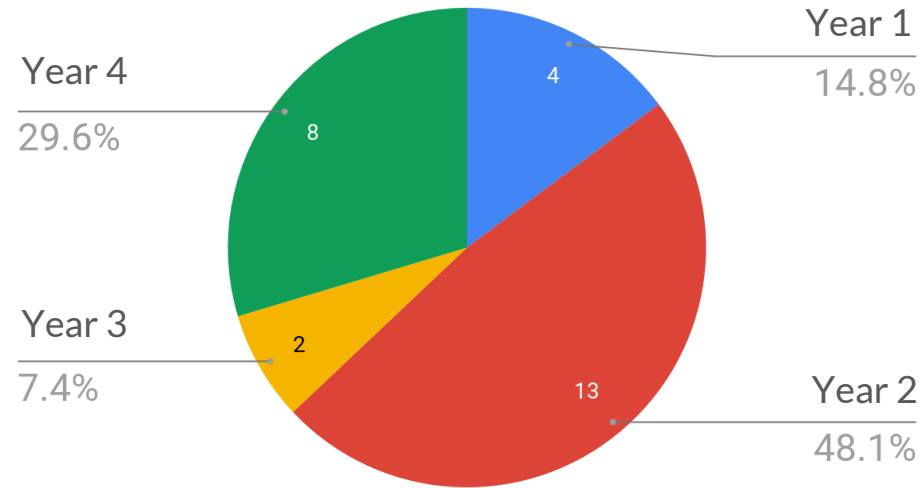


The composition

Our mentees are BABEd students (English and ELT majors) from Years 1-4.



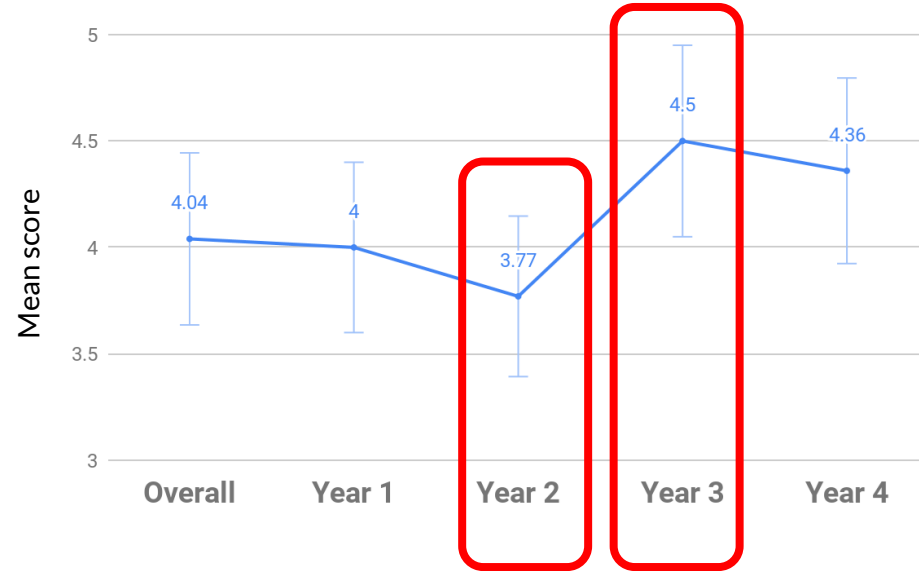
Composition of mentees



Passion for teaching

How would you rate your interest in/passion for teaching (out of 5)?

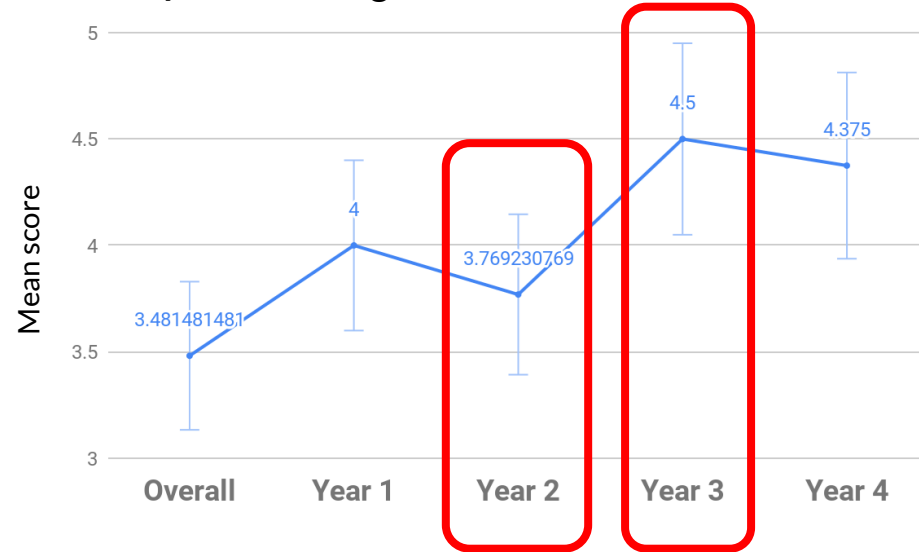
Passion for teaching



Suitability for teaching

How certain do you think that the teaching profession suits you (out of 5)?

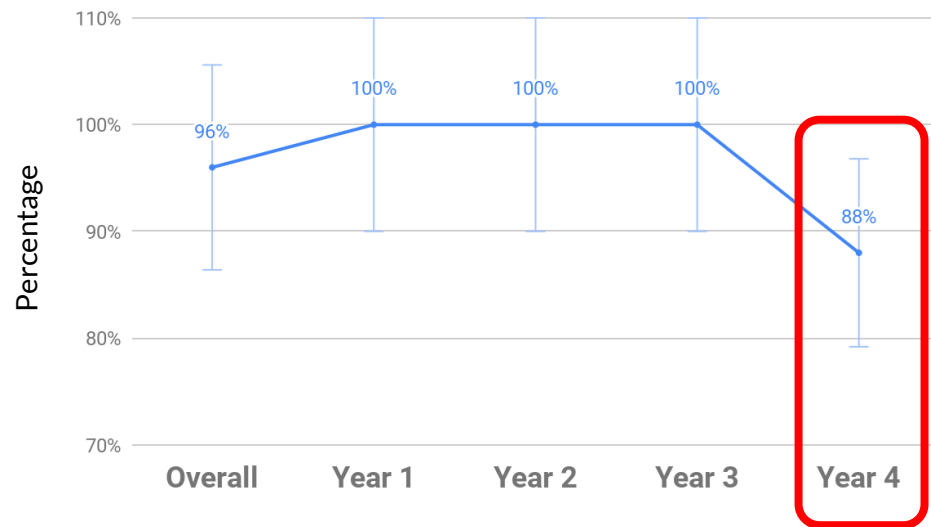
Suitability for teaching



Teaching experience

now or previously...

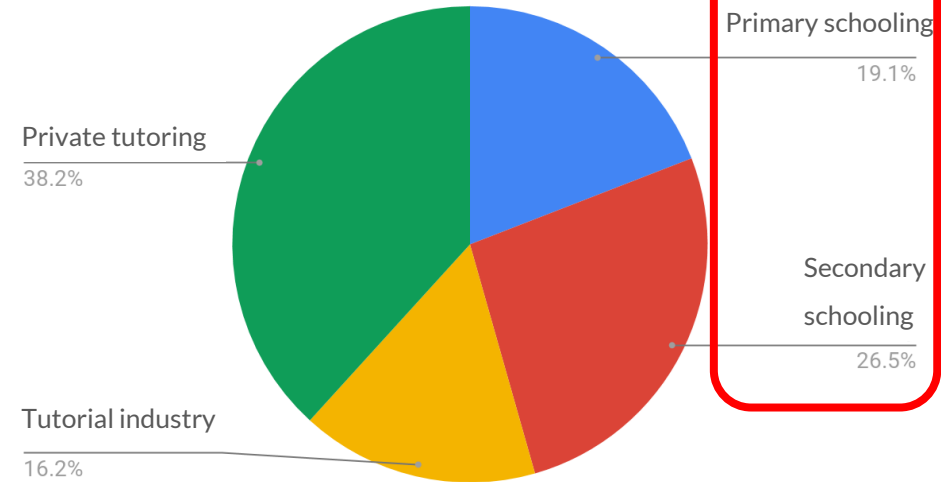
Teaching experience



Teaching settings

if you have had some experience...

Teaching settings

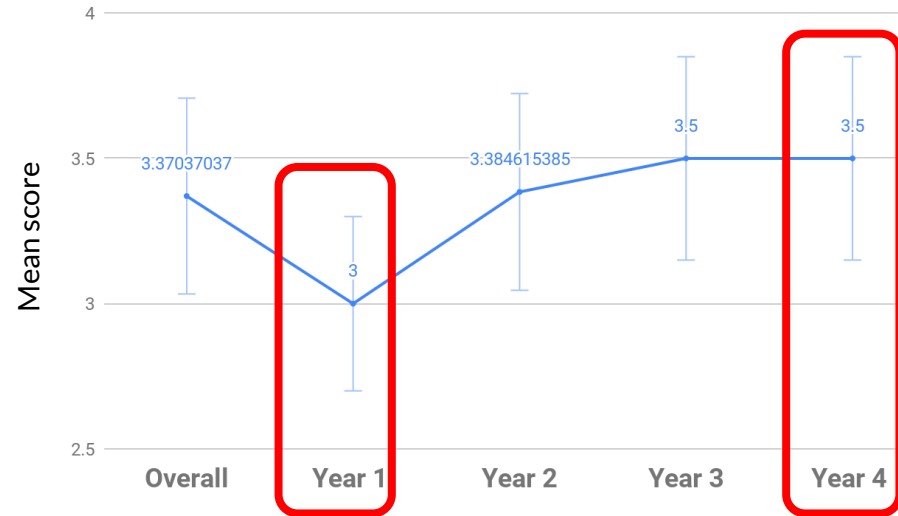


Confidence

How would you rate your confidence as a prospective teacher from our BABEd programme (out of 5)?



Confidence

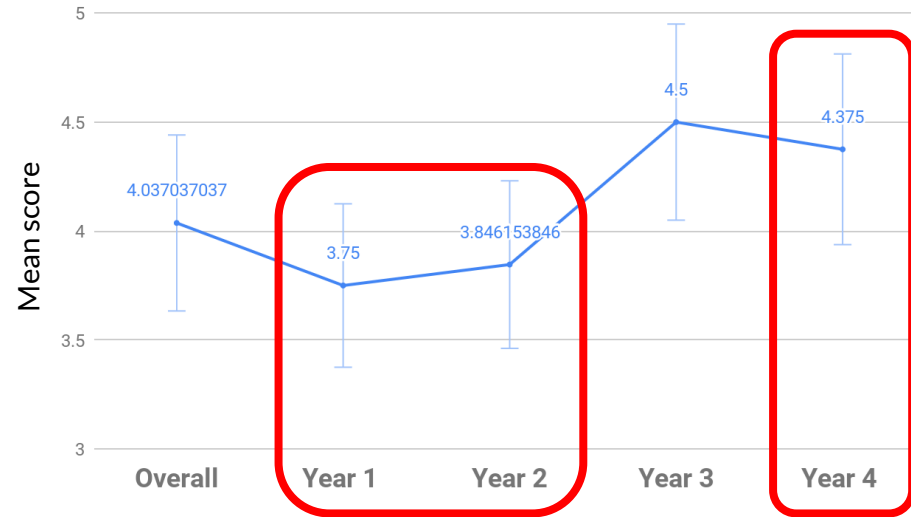


An edge in career future

To what extent will our BABEd programme give you an edge in your future career (out of 5)?



An edge in career future

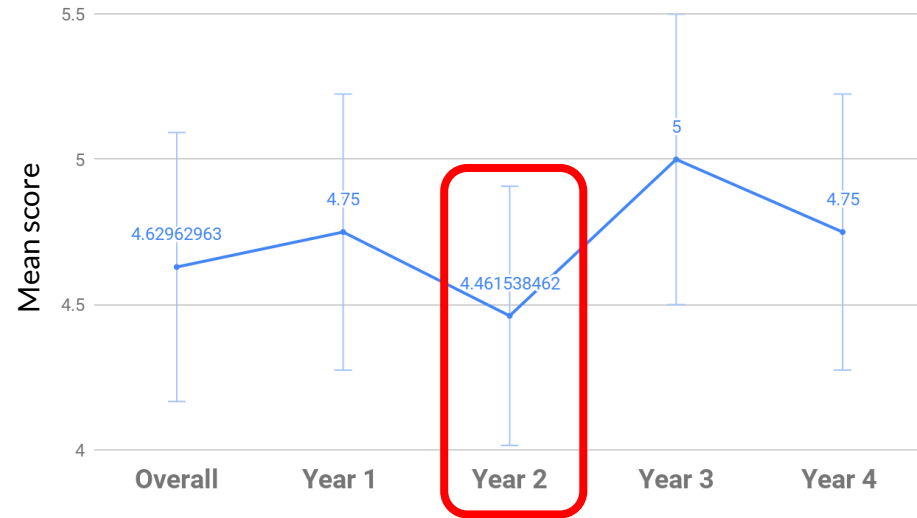


Acceptance of honest advice

How would you rate your willingness to accept honest criticism/advice (out of 5)?



Acceptance of honest advice



Teaching philosophy...

- ‘Teaching is like *planting*’: teachers' job is to help students explore their potentials.’
- ‘Classroom is a living *community* and everyone should contribute to maintaining a positive atmosphere’.
- ‘... learning together like *friends* can double effectiveness’.
- ‘I use stories or *my own experience* to inspire and correct [my students] instead of telling what they should not do directly’.



Teaching philosophy...

- [I] 'prefer the *Communicative Language Teaching* (CLT) approach'.
- [To] 'acquire the use of the language through *authentic tasks*'.
- 'Learning English is a *pleasure rather than pressure*'.
- 'I hope to equip my students with the ability to *link the knowledge* of different subjects and *apply* them in real life circumstances'.



Teaching philosophy...

- 'To embrace learner *diversity* and understand individual *needs*'.
- 'Improvements are *improvements*, however small; 5 marks or 50 marks, in my eyes, are not that distinctly different'.
- 'Teaching is more about helping students to achieve *mental growth*'.



Satisfaction/ Strength

in teaching...



- *Application* of knowledge
- *Examination* skills
- Positive *changes* in students
- Students become more *confident*
- Students are *happy* and *enthusiastic* about learning
- A teacher with *empathy*
- A teacher with *patience*
- A *good* teacher-student *relationship*

Challenge/ Weakness

in teaching...



- *Engaging* learners' *attention* in class
 - *Motivating* and encouraging learners
-
- *Delivery* of a lesson
 - *Pacing of* a lesson
 - *Explaining* grammar rules
 - Lack of varied teaching *activities*
 - Lack of teaching *skills*
 - Lack of *confidence*
 - *Nervousness* in teacher-fronted talks

Challenge/ Weakness

in teaching...

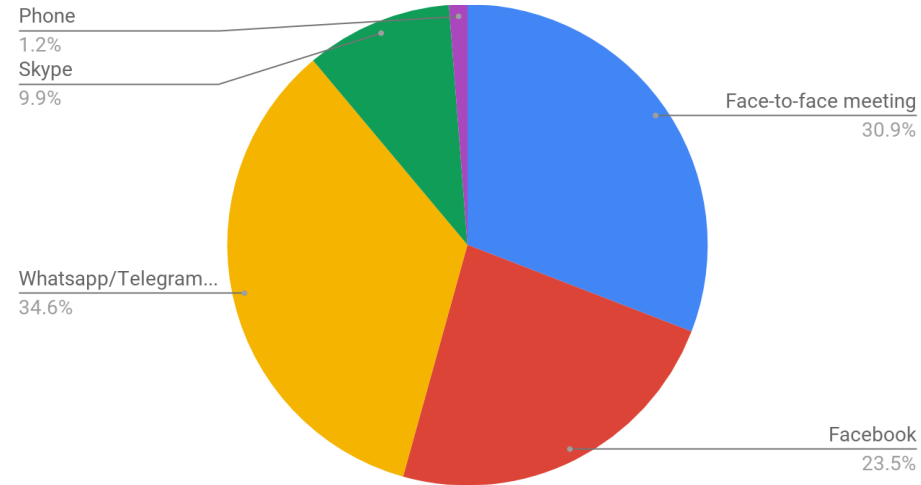


- A **balance** between being authoritative and dialogic in teaching
 - Too **strict** versus too **lenient** with students
 - Taking **control** over the class
 - Students' **misbehaviour** and **classroom management**
-
- Managing **frustration** when learners fail to reach standards
 - Sustaining **motivation** in teaching
 - Heavy **workload**

Modes of communication

How would you like to maintain contact with your mentor?

Modes of communication



‘Now you’re talking!’

A bite to eat ...



—

Mentoring workshop

Entrée: the real deal



Case studies

Study the four mentoring situations.

Use two adjectives to describe each mentee under discussion.

Case 1/Natalie (Year 1):

Case 2/Andrew (Year 2):

Case 3/Janet (Year 3):

Case 4/Isaac (Year 4):



Case 1



Mentor: Peter

Mentee: Natalie (Year 1)

It has required a lot of *reminders* and *effort* for Peter (the mentor) to reach Natalie (the mentee) for their consultation sessions. Natalie has been *absent* from two consecutive meetings. She feels rather confident about her teaching skills, and attaches little importance to the provision of consultations. She confesses to her Whatsapp group that she signed up for the Head Start project only to *accomplish* her CV.

Case 2



Mentor: Erik

Mentee: Andrew (Year 2)

Andrew (the mentee) is an academically competent double-degree student who outshines his peers in the group consultations. To maximise his gains from the Head Start project, he has sent *text messages* to Erik (the mentor) for advice on his ELT assignments; at one point, he has even demanded to teach in Erik's English class. Such requests start to *annoy* Erik...

Case 3



Mentor: Christine

Mentee: Janet (Year 3)

Janet (the mentee) is a participant of the service learning project at Kowloon Sam Yuk Secondary School. She takes pleasure in sharing with Christine (the mentor) her team teaching materials. In a face-to-face group consultation, Janet was invited to share one of her lesson designs with her peers. However, she was taken aback when Ivan (her group mate) *joked* about her PowerPoint. Janet felt slighted and *left the session* without a word. She subsequently expressed on Instagram her *discontent* with the disagreeable peer response, as well as her intention to shun the Head Start project.

Case 4



Mentor: Antonia

Mentee: Isaac (Year 4)

Isaac (the mentee) loves *sharing* with his peers *online* resources for his tutorial teaching. His adapted materials were commended by Antonia (the mentor) as practically innovative. However, Isaac declined Antonia's invitation to demonstrate part of his tutorial lesson in a face-to-face group consultation.

Antonia did not force him to comply or follow up on the matter. Since this incident, Isaac has appeared reticent in the consultations and ambivalent about the Head Start project.

Case studies

Re-read the four mentoring situations.

Draw reference from 'A guide to good mentoring':

What are mentors generally expected to do?

What may the mentor specifically do in each case?

Case 1/Natalie (Year 1):

Case 2/Andrew (Year 2):

Case 3/Janet (Year 3):

Case 4/Isaac (Year 4):



Mentors are expected to...?

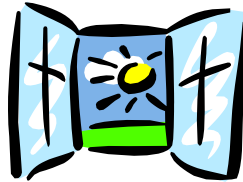


Example:

Case 4

Mentor: Antonia

Mentee: Isaac (Year 4)



Mentors are expected to...

- show **empathy** for their mentees' inexperience, incompetence and insecurities.
- appreciate their mentees' **abilities** and clarify **corresponding expectations**.
- boost their mentees' **confidence** in learning and teaching.
- develop their mentees' **professional identity** as prospective teachers.
- lead their mentees to move from the **periphery** of the community to its **centre**.

The mentor may...?



Example:

Case 4

Mentor: Antonia

Mentee: Isaac (Year 4)



The mentor may...

- show **empathy** for Isaac's sense of insecurity.
- find out the **cause** for Isaac's **self-doubt**.
- reinforce Isaac's **strengths** without singling him out for attention.
- reassure Isaac as a useful **contributor** to the group.
- inspire various **forms of contribution** to the learning community.



Cases solved; files closed...
Well-done us!

‘Let’s get cracking!’

Aftertastes: the creative bits



Aftertastes...



Write **acrostics** on the words 'star' and 'mentor' in which the first letters of each line have a *meaning* when read downward.

S

T

A

R

M

E

N

T

O

R

Stars

In your multitudes
Scarce to be counted
Filling the darkness
With order and light
[...]

You know your place in the sky
You hold your course and your aim
And each in your season
Returns and returns
And is always the same
[...]

(Stars, Les Misérables)

<https://www.youtube.com/watch?v=urxk4mveLCw>

<https://www.youtube.com/watch?v=aJoTxJ5DPxk>



STAR

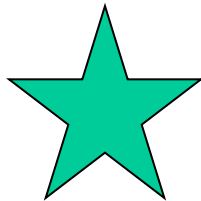
Because **s**elfish **t**eachers **a**re **r**ude... let us –

Share ideas

Transform minds

Acquire experience

Realise success



(Team A – Abundance – Tinnok Ng, Joyce Kwok, Karen Chan & Jack Yip)

STAR

Sustaining enthusiasm, communication and growth

Trusting each other in a collegial relationship

Affirming the strengths of each teacher

Reaping harvests in due season



(Team B – Beauty – Jane Lo, Vally Choi, Manfred Lee & Joanna Wong)

MENTOR

Multitudes of stars –
Enlighten &
Nurture
Teachers-to-be with
Orientation &
Regularity.



(Team C – Charm – Patrick Lam, Darren Lee, Ryan Kam & Sara Ng)

References



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