

# **Mentoring and Reflecting: Languages Educators and Professional Standards**

## **Professional Learning Materials**

**May 2012**

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Research Centre for  
**Languages  
and Cultures**

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#### Acknowledgment

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#### Disclaimer

The views expressed herein do not necessarily represent the views of the Australian Government Department of Education, Employment and Workplace Relations.

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# Contents

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Acknowledgments	v
Project Description	vii
About the Project Materials	ix
<b>Module 1: Supporting mentoring: developing professional agency</b>	<b>1</b>
Part 1: Developing professional agency for lead teachers of Asian languages and cultures	3
Segment 1a: Expanding knowledge and expertise — a process approach	3
Segment 1b: Reflection and reflexivity: practice and praxis	17
Part 2: Thinking about the curriculum: developing curriculum thinking	27
Segment 2a: Understandings of the curriculum	32
Segment 2b: Understanding the curriculum as holistic, as ecological, and as inquiry	40
Segment 2c: Investigating the curriculum as a theory of practice	42
Part 3: Considering relationships and power	45
Attachment 1: Power: a vignette	56
<b>Module 2: Investigating practice: working with professional agency</b>	<b>57</b>
Part 1: Evaluating	59
Segment 1a: Current understandings of evaluation	62
Segment 1b: Evaluation processes	70
Segment 1c: The role of evaluation in improving curriculum, teaching, learning, and assessment	72
Segment 1d: The role of evaluation in teacher learning, professional agency, and leadership	74
Part 2: Investigating	77
Handout 1: Examples of possible investigations	91
Part 3: Mentoring	93
Segment 3a: Considerations in establishing and working in a mentoring relationship in Asian languages education	96
Segment 3b: Planning a mentoring program	102
Segment 3c: Gathering evidence of teacher professional learning and student learning through mentoring	104
Handout 2: Planning a mentoring program: some considerations	107
Handout 3: Mentoring plan and report	111



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# Acknowledgments

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The project is managed by the Australian Federation of Modern Language Teachers Associations (AFMLTA), and the professional learning materials are written by the Research Centre for Languages and Cultures (RCLC) at the University of South Australia.

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## **Key Contacts (MLTAs)**

The state and territory Modern Language Teachers Associations are responsible for guidance and mentoring of state- and territory-based participants, through the following key contacts:

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Angela Scarino	Jonathan Crichton	Kathleen Heugh	Anthony Liddicoat
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## **Lead Language Teachers**

A total of 40 teachers of Chinese, Indonesian, Japanese, and Korean are involved:

- 7 from each of New South Wales, Queensland, and Victoria
- 5 from each of South Australia and Western Australia
- 3 from each of the Australian Capital Territory, the Northern Territory, and Tasmania.

## **Artwork Design and Portal**

Formwork5

## **Editing and Layout**

Robee Bureau Services Pty Ltd

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# Project Description

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The AFMLTA is the lead partner in an Australian Government NALSSP Strategic Collaboration and Partnership Fund Project in collaboration with the Research Centre for Languages and Cultures at the University of South Australia and the Modern Language Teachers Associations (MLTAs) of the Australian Capital Territory, New South Wales, the Northern Territory, Queensland, South Australia, Tasmania, Victoria, and Western Australia.

## ***Project aims***

The aim of the Mentoring and Reflecting: Languages Educators and Professional Standards (MoRe LEAPS) project is to develop accomplished lead teachers of Chinese, Indonesian, Japanese, and Korean in each state and territory by increasing their knowledge and improving their classroom practices to improve student learning, and by building their capacity for mentoring and reflective practice in teaching and learning languages.

Participating teachers will undertake a professional learning program, supported by an online portal focussing on the use of professional standards to guide professional learning, and working in a community of learners, with an emphasis on 'Investigating practice' and 'Supporting mentoring in leadership roles'.

## ***Key processes and activities***

### **Initiating phase (2011)**

- Development of online environment
- Development of draft modules

### **Establishment phase (February–April 2012)**

- Selection and briefing of state/territory key contacts
- Finalisation and publication of modules
- National briefing seminar for key contacts (Brisbane)
- Selection of lead language teacher candidates (LLTCs)

### **Learning phases 1 and 2 (April–September 2012)**

- State/territory introduction seminars
- LLTCs engage with online learning system and commence work on the project
- National training seminar for LLTCs and key contacts, conducted by the Research Centre for Languages and Cultures (Adelaide)
- LLTCs engage in investigations, mentoring projects, production of leadership portfolios
- Draft revision of the *Standards*, with leadership dimension

**Learning phase 3 (October 2012)**

- State/territory review seminars
- Completion of the revised *Standards*
- Evaluation of project

**Review phase (November–December 2012)**

- Preparation of the final report
- Project materials made available online



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## About the Project Materials

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The aim of the Mentoring and Reflecting: Languages Educators and Professional Standards (MoRe LEAPS) program is to develop accomplished teachers of Chinese, Indonesian, Japanese, and Korean in each state and territory by:

- increasing their knowledge and improving their classroom practices to improve student learning
- building their capacity for mentoring and reflective practices in teaching and learning languages.

The focus then is on developing leadership in teachers of Asian languages. This leadership quality is called ‘professional agency’, that is, the ability to act in a reflective and reflexive manner.

This focus on developing leadership in teachers of Asian languages (Chinese, Indonesian, Japanese, and Korean) is crucial at the present time, when educational systems are seeking to engage with Asian languages and cultures and with developing an understanding of the Asian region through the curriculum as a whole. It is timely, given the changing position and status of Asian languages and cultures in education in the context of major changes in the social, political, and economic landscape in the context of globalisation.

Two significant educational developments at a national level in Australia highlight the importance of Asian languages and cultures and an understanding of Asia. The nationally agreed *Melbourne Declaration on Educational Goals for Young Australians* (Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA 2008) includes languages as a key learning area and highlights the particular importance of Asian languages in this context. It also signals the development of the Australian Curriculum as a new, national curriculum. The Australian Curriculum includes Languages as a key learning area. The *Shape of the Australian Curriculum: Languages* (available at <http://www.acara.edu.au/default.asp>) has been developed and provides the basis for curriculum development in all languages. Work is well underway on the procedures and guidelines for developing curricula in specific languages. Work has also begun on drafting curricula for Chinese and Italian.

An important feature of this development in the languages area is that curriculum will be developed for each specific language in a way that acknowledges the diverse learners participating in language learning in Australian schools (i.e. second language, background, and first language learners). This acknowledgment is particularly valuable in languages such as Chinese, Korean and, to some extent, Japanese.

The Australian Curriculum also identifies seven general capabilities. Language learning contributes to the development of all these capabilities, in particular to the ‘intercultural understanding’ capability as one that focuses on developing global citizenship as a lifelong endeavour. The cross-curriculum priority ‘Asia and Australia’s engagement with Asia’ provides scope for a whole-of-curriculum focus on engaging with the cultures and people of countries within the Asian region. Learning to communicate in the languages of the Asian region and to interact with intercultural sensitivity are fundamental to this priority.

The present project incorporates the use of the professional *Standards* for accomplished teachers of languages and cultures (the *Standards*) and the language-specific annotations developed for Chinese, French, German, Indonesian, Italian, Japanese, and Spanish, as well as the professional *Standards* for lead teachers of languages and cultures, which are available in draft form (<http://afmlta.asn.au/>).

The standards for lead teachers grew out of the standards for accomplished teachers and reflect a different way of engaging in the profession rather than being simply a higher level of achievement.

Both sets of standards for teachers of languages and cultures are consistent with the National Professional Standards for Teachers developed by the Australian Institute for Teaching and School Leadership (AITSL) (<http://www.aitsl.edu.au/>).

This project also invites ongoing work with the following modules developed in the Professional Standards Project (PSP):

1. Getting to know the *Standards*
2. Using the *Standards* in professional learning
3. Learning, learners and their life worlds
4. Identifying language-specific needs: working with language-specific annotations
5. Resources for language learning
6. Language learning and language awareness
7. Teacher talk and classroom interaction
8. Assessing language learning
9. Developing relationships and wider connections
10. Understanding the interrelationship of the intracultural with the intercultural
11. Situating language assessment practices
12. Ways of assessing
13. Considering evidence of language learning
14. Assessment as inquiry in languages education.

These resources, which were developed by the Research Centre for Languages and Cultures (RCLC) at the University of South Australia, are available online on the dedicated project website of the Australian Federation of Modern Language Teachers Associations (AFMLTA) <http://pspl.afmlta.asn.au/>.

Another resource that may be used in conjunction with the Professional Standards Project materials is *Teaching and Learning Languages: A Guide* (Angela Scarino & Anthony Liddicoat, 2009), which is available at <http://www.tllq.unisa.edu.au/>.

Two professional learning modules have been developed by the RCLC as part of the present project. They include a particular focus on developing leadership, or what we call 'professional agency'. These are:

- Module 1: Supporting mentoring: developing professional agency
- Module 2: Investigating practice: working with professional agency.

These modules provide materials and processes designed to achieve the aim of the program as described above. Teachers develop their professional understanding and exercise leadership in their work when they are able to evaluate and investigate, in a systematic way, their own practices and the practices of colleagues. They also exercise leadership when they are able to mentor fellow teachers, collaboratively reflecting on their work in ways that strengthen the learning of all those involved in the process, especially students.

Working on the development of professional learning, leadership, and professional agency through the two modules should begin from a shared knowledge base. A fundamental principle in the development of the present project is that all participants have knowledge, experience, and expertise, and the knowledge that participants bring is valued.

A goal for all involved is to further develop this knowledge base — not only in terms of conceptual knowledge (knowing that), but also in terms of procedural knowledge (knowing how), metacognitive knowledge (knowing why), and ultimately knowledge of oneself as a teacher of languages with professional responsibilities (self-awareness).

The two modules provide materials that can be used to develop professional agency and, at the same time, they exemplify a way of working or stance. (See Scarino & Liddicoat 2009, pp. 4–5 for a discussion of stance in the context of languages education.) This way of working involves participants examining critically the assumptions, beliefs, and values that guide their work and that of others.

### ***Principles and considerations***

The principles and considerations that describe the view of professional learning, leadership, and professional agency, as captured in the modules, are that:

In professional learning in languages education:

- teachers come with diverse linguistic and cultural backgrounds, interests, motivations, and expectations that should be respected
- there is a need to establish a shared knowledge base that recognises and values the diverse understandings, experience and expertise of all involved — and that pooling together this knowledge provides a basis for further learning. In languages education this knowledge includes both knowledge of the target language and knowledge of language teaching and learning.

Professional learning:

- recognises that teachers work in highly diverse contexts which contribute to shaping teachers' practices
- recognises that teachers work in specific languages, each with its distinctive place in Australian education
- involves uncovering and re-framing assumptions, interpretations, knowledge, and experience that guide practices
- is a participatory, mutual, systematic, ongoing, collaborative process
- is focused on sense-making and meaning
- involves a holistic, long-term view of curriculum, teaching, and learning
- involves inquiry, that is, investigation with an evaluative, critical perspective
- involves mentoring as a shared partnership through which participants are invited to reflect on (explain, analyse, be challenged about) their own knowledge, experiences, and practices towards the ongoing development of professional agency. Such mentoring is purposive and oriented towards change.

### ***Some characteristics of leadership***

In developing the materials it was necessary to begin with a set of characteristics that describe a language teacher who works with a leadership capability.

Language teachers with a leadership capability understand and work with:

- their own theories of language culture and learning and compare and discuss their views with those of others
- awareness of their own assumptions, interpretations, actions, and those of others — reflectively and reflexively (i.e. active, self-critical reflection of one's own work and working in this way with others)
- the curriculum in its parts and as an ecological whole and develop their own and others' curriculum thinking in a way that is contextually responsive to their specific language and their state and local context
- programs for a semester/term/year within a K–12 perspective
- others in developing their professional learning and professional agency

- the dynamics of power in developing a critical stance towards their own practice and in developing the same in mentoring others.

These characteristics are reflected in the (draft) professional *Standards* for lead teachers of languages and cultures.

### ***Using the materials: a note on processes***

The two modules can be used in flexible ways, depending on different needs, in different contexts, and in different Asian languages.

It is not possible to anticipate in advance the precise nature of the work that participants will undertake as part of the present project. The ways in which the materials will be used will depend on the:

- |  |   |
|--|---|
| (1) participants                                 | <ul style="list-style-type: none"> <li>• their goals, motivations, interests, expectations</li> </ul>   |
| (2) professional networks                        | <ul style="list-style-type: none"> <li>• teachers working with peers in the same school, in clusters of schools, with educational jurisdictional colleagues, teacher educators, researchers, industry partners, sister-schools, or other overseas agencies</li> </ul>   |
| (3) context                                      | <ul style="list-style-type: none"> <li>• state/local educational and language policy settings</li> <li>• jurisdictional plans, priorities, and initiatives</li> <li>• state/local government priorities, and initiatives</li> <li>• the setting of the particular school (rural/urban) and its relationship with the community</li> <li>• the level of schooling (early years, primary, middle years, secondary)</li> <li>• the specific classroom context</li> </ul> |
| (4) specific Asian language                      | <ul style="list-style-type: none"> <li>• recognising the distinctive place of each in Australian education and the issues and the needs that emerge (e.g. the need to cater for L1, L2, and background language learners in Chinese)</li> </ul>   |
| (5) area of focus,<br>which might include:       | <ul style="list-style-type: none"> <li>• knowledge of the target language and culture</li> <li>• curriculum, program, teaching and learning (pedagogy), resources, assessment</li> <li>• a project to develop collaboration with the local community, local industry or local activity, or local event</li> <li>• a project to develop collaboration with a sister-school beyond Australia</li> </ul>   |
| (6) availability of resources,<br>including time |   |
| (7) model of mentoring                           | <ul style="list-style-type: none"> <li>• one-on-one; co-mentoring; peer-mentoring; group-mentoring.</li> </ul>  |

Users are encouraged to work with the materials and tailor them to their particular languages and context. The online environment affords immense possibilities for collaboration across the network of participants, locally and nationally.

All professional learning materials developed throughout the project are available on the AFMLTA website at <http://afmlta.asn.au/> for individuals and groups to use in their local contexts.

### **Recommended reading**

- Ashelman, P. (2008). Supporting teachers as researchers: Applications of educational research mentoring, *The International Journal of Learning*, 15 (8), 113–20.
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- Scarino, A., Liddicoat, A.J., Crichton, J., Curnow, T.J., Kohler, M., Loechel, K., Mercurio, N., Morgan, A-M., Papademetre, L., & Scrimgeour, A. (2008). *Professional Standards Project, Languages. Professional Learning Program*, Australian Federation of Modern Language Teachers Associations (AFMLTA) and Department of Education, Employment and Workplace Relations (DEEWR). (4 modules) <http://www.pspl.afmlta.asn.au/>.
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- Wright, T. (2010). Second language teacher education: Review of recent research on practice, *Language Teaching*, 43 (3), 259–96.

### **Additional reading**

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- Briggs, A., & Coleman, M. (eds) (2007). *Research Methods in Educational Leadership and Management*, Thousand Oaks, CA, Sage.
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- Fischer, J. (2001). Action research rationale and planning: Developing a framework for teaching enquiry, in eds G.E. Burnaford, J. Fischer, & D. Hobson, *Teachers Doing Research: The Power of Action Through Inquiry*, 2<sup>nd</sup> edn, Mahwah, NJ, Lawrence Erlbaum Associates.
- Frost, D.S., Vogel, R., & Liang, L.L. (2009). Embedded teacher leadership: Support for a site-based model of professional development, *International Journal of Leadership in Education*, 12 (4), 409–33.
- Grange, L.L. (2007). (Re)imagining method in educational leadership and management research, *South African Journal of Education*, 27 (3), 421–29.
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## **Module 1: Supporting mentoring: developing professional agency**

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## **Module 1:**

### **Supporting mentoring: developing professional agency**

This module has three parts:

- Developing professional agency for lead teachers of Asian languages and cultures
- Thinking about the curriculum: developing curriculum thinking
- Considering relationships and power.

### **Part 1: Developing professional agency for lead teachers of Asian languages and cultures**

This part consists of two segments:

- Segment 1a: Expanding knowledge and expertise — a process approach
- Segment 1b: Reflection and reflexivity: practice and praxis.

#### **Segment 1a: Expanding knowledge and expertise — a process approach**

This segment will involve modelling the process that mentors would use with teachers in order to encourage the development of professional agency in both the teacher and the mentor. It begins with participants establishing an informed but democratic environment in which they are respectful of the knowledge and experience of what each may offer the group (whether in a one-to-one setting or in a group of three or more teachers/teacher mentors). Participants will be invited to share their knowledge and identify gaps in their knowledge of languages, the role of culture in language learning, and language learning theories.

After pooling their knowledge and identifying gaps, the focus shifts towards the dialectical relationship between reflection and reflexivity, and practice and praxis. Teachers and mentors are advised to consult resources such as:

- Scarino & Liddicoat (2009): *Teaching and Learning Languages: A Guide* (<http://www.tlq.unisa.edu.au/>)
- Intercultural Language Teaching and Learning Project (ILTLP) (<http://www.iltlp.unisa.edu.au/>)
- Professional Standards Project (PSP) (<http://www.pspl.afmlta.asn.au/>).

in order to refresh their knowledge of international theory and practices of educational linguistics, which draws from three related fields: applied linguistics, sociolinguistics, and psycholinguistics.

In this segment we consider the following questions:

1. What do we already know about language learning theory?  
(reflecting about theory and knowledge)
2. What theories do we use when we teach students? What theories do we not use?  
(reflection)
3. When things do not work out well, do we change our practices?  
If so, can we give an example of how we have changed our practice in the classroom?  
(reflecting about practice)

4. When we make changes to our practice, how do we revise our own theories of language learning and teaching? (reflexivity of practice)

The emphasis will be on tasks that involve participants in reflexive practice, that is, reflecting on their own teaching and learning practices, their assumptions and their theories, and how these may be used to inform changes in their teaching.

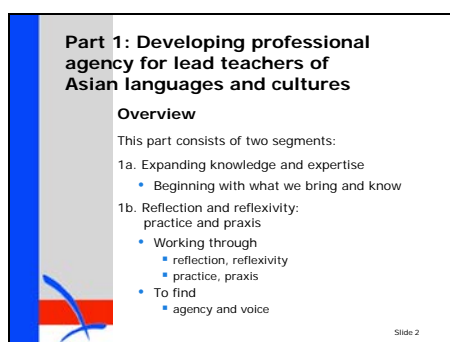
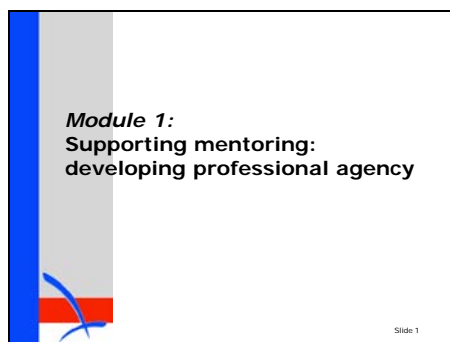
## **Objectives**

In this segment, we will:

- reflect on what we already know of the theory/theories of language, language learning, and culture
- identify gaps in what we know
- check that we know where to locate essential resources on language learning, teaching research, and the theory of language
- participate in a reflexive process, which may be used as a model for mentoring.



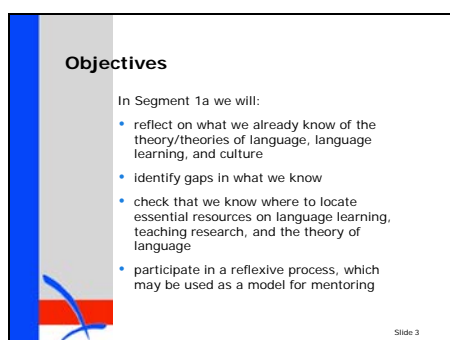
## PRESENTER'S NOTES



In this part we focus on developing professional agency. We approach this in two stages:

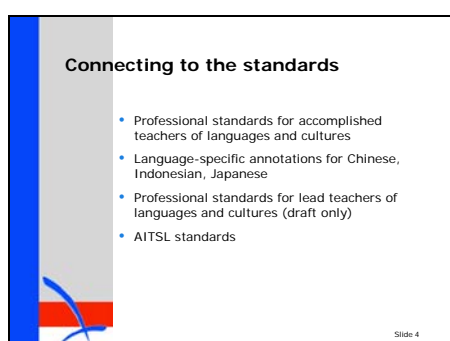
- First we consider how we go about recognising and expanding knowledge and expertise.
- Second we focus on expanding knowledge and expertise.

We keep in mind that these processes are equally important and take place simultaneously for both teacher and mentor in productive collaboration.



Participants are invited to work through a process that they will continue in their mentoring work. The process begins with reflecting on what is known, what is not known, what is practised, and how changes come about, etc., in order to encourage reflexive action.

Reflexivity is considered to be an essential aspect of the critical educator, and a crucial dimension of the mentoring process. By modelling this process here, we hope that lead teachers will be able to use a similar process with teachers in their language-specific contexts.



The work of this project is connected to the four documents that describe professional standards for teachers of languages.

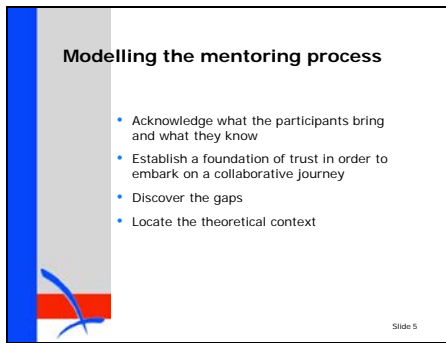
The standards for teachers of languages and cultures are consistent with the AITSL standards.

The standards for lead teachers (currently being drafted) grew out of the standards for accomplished teachers and reflect a different way of engaging in the profession rather than being simply a higher level of achievement.

*Key ideas / learning*

<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<b>Facilitator presentation</b> The facilitator will introduce the first part of Module 1.  Anticipated time: 20 minutes.	PowerPoint slides 1–4

## PRESENTER'S NOTES

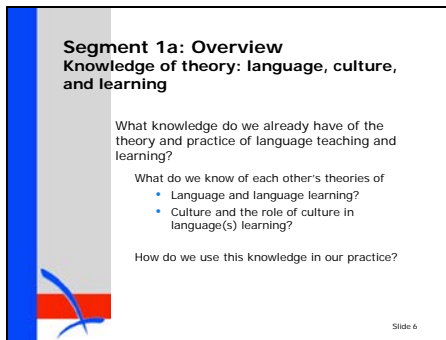
A presentation slide with a blue vertical bar on the left and a red horizontal bar at the bottom. The title 'Modelling the mentoring process' is in bold. Below it is a bulleted list of four points. The slide number 'Slide 5' is in the bottom right corner.

**Modelling the mentoring process**

- Acknowledge what the participants bring and what they know
- Establish a foundation of trust in order to embark on a collaborative journey
- Discover the gaps
- Locate the theoretical context

Slide 5

We will model a mentoring process as we work with this segment. We begin with what the participants already know. When we acknowledge what participants know, we establish a strong foundation of trust and common ground from which we can begin an exploratory and informed journey together.

A presentation slide with a blue vertical bar on the left and a red horizontal bar at the bottom. The title 'Segment 1a: Overview Knowledge of theory: language, culture, and learning' is in bold. Below it is a text prompt, a bulleted list of two points, and another text prompt. The slide number 'Slide 6' is in the bottom right corner.

**Segment 1a: Overview  
Knowledge of theory: language, culture, and learning**

What knowledge do we already have of the theory and practice of language teaching and learning?

What do we know of each other's theories of

- Language and language learning?
- Culture and the role of culture in language(s) learning?

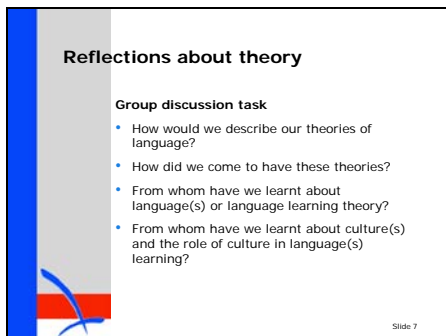
How do we use this knowledge in our practice?

Slide 6

We begin with a view that each participant (whether a learner, teacher, mentor, trainer, teacher educator) has a bank of knowledge and expertise from which other participants can learn.

Each participant also has gaps in their knowledge and the mentoring process benefits from the mentor, as well as each of the participants, being able to identify gaps and areas of concern in their own work.

Equally, the process benefits from mentors and teachers sharing what they know.

A presentation slide with a blue vertical bar on the left and a red horizontal bar at the bottom. The title 'Reflections about theory' is in bold. Below it is a section header 'Group discussion task' followed by a bulleted list of four points. The slide number 'Slide 7' is in the bottom right corner.

**Reflections about theory**

**Group discussion task**

- How would we describe our theories of language?
- How did we come to have these theories?
- From whom have we learnt about language(s) or language learning theory?
- From whom have we learnt about culture(s) and the role of culture in language(s) learning?

Slide 7

As we work through this segment we are modelling a mentoring process that has been shown to be enabling and successful in capacity development of teachers (e.g. Kelly et al. 2002). We begin with a group discussion, facilitated by the mentor, who will engage with the group as one of the participants. If possible, groups could be arranged in circles. We begin with thinking about (reflecting on) what we know of the theory of language and language learning and where this knowledge has come from. It is useful for someone other than the mentor to be appointed as a note-taker and someone else as a rapporteur.

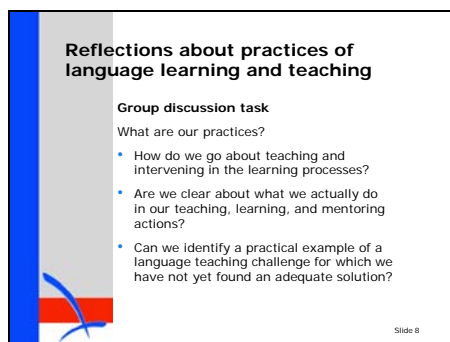
For this training session, it is particularly important that gaps in knowledge or concerns that participants may have are recorded and acknowledged in some visible manner around the venue. We shall return to these in order to evaluate the extent to which these may have been addressed.

Alternatively, we will evaluate how far participants believe that they have the confidence to find ways to address some of these concerns themselves.

## Key ideas / learning

Interaction / tasks / questions	Supporting resources
<p><b>Facilitator presentation / interactive group discussion</b></p> <p>The facilitator will introduce the process of identifying the knowledge that participants already have of the theory and practice of language teaching and learning.</p> <p><b>Task</b></p> <p>This part begins with a group discussion in which the facilitator invites participants to enter into a collaborative pooling of what we know, and what we think that we may not know or may not know enough about.</p> <ul style="list-style-type: none"> <li>• If we think about our language teaching, how would we identify or describe our theories about language (these do not have to fit into any particular terminology or theoretical orientation, the purpose is to try to talk about what we know).</li> <li>• One way to begin to unpack our theories or beliefs about language might be to ask a few questions. You might choose two or three of the following, or frame others that might be more appropriate to your circumstances. <ul style="list-style-type: none"> <li>- If we are teaching our language specialisation (e.g. Chinese, Indonesian, Japanese, or Korean) how do we think about any differences between this language and English?</li> <li>- Is it our responsibility to focus on one form of the language? What do we do if students bring alternative forms into the classroom?</li> <li>- Is it preferable to keep languages separate in the teaching classroom? (Ideally, should we use only the target language in the classroom, i.e. keep the students' languages separated for the purposes of maximising the learning of the L2?)</li> <li>- Does culture play a role in language learning?</li> <li>- What are your views of traditional ways of teaching second/foreign languages?</li> </ul> </li> <li>• One of the most difficult questions we might ask ourselves is: <ul style="list-style-type: none"> <li>- How do we know what the students are doing in their heads (cognitive processes) when they are trying to work in the second/foreign/ additional language (do we know how they are using their home language/native language/other languages to hypothesise, translate, interpret, modify, and finally make decisions about the target language)? This is probably the most challenging question and one that we might ponder over for a long time — but it is worthwhile thinking about it, even if we do not have time to discuss it much during this workshop.</li> </ul> </li> <li>• We cannot work through all these questions in our allotted time, so we will select a few to discuss. The remainder are suggestions for alternative questions that might work in your own reflective and mentoring processes.</li> </ul> <p style="text-align: right;">Anticipated time: 30 minutes.</p>	<p>PowerPoint slides 5–7</p>

## PRESENTER'S NOTES



**Reflections about practices of language learning and teaching**

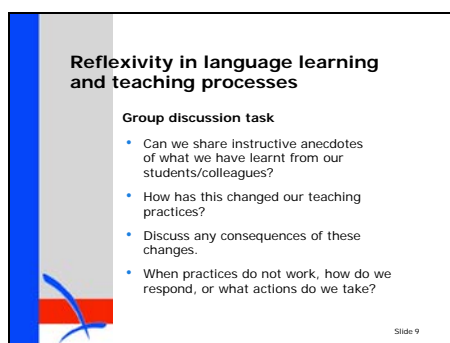
**Group discussion task**

What are our practices?

- How do we go about teaching and intervening in the learning processes?
- Are we clear about what we actually do in our teaching, learning, and mentoring actions?
- Can we identify a practical example of a language teaching challenge for which we have not yet found an adequate solution?

Slide 8

The discussion process continues with a focus on 'practices'. Any uncertainties or concerns should be documented and acknowledged in a visible manner in the venue, as above.



**Reflexivity in language learning and teaching processes**

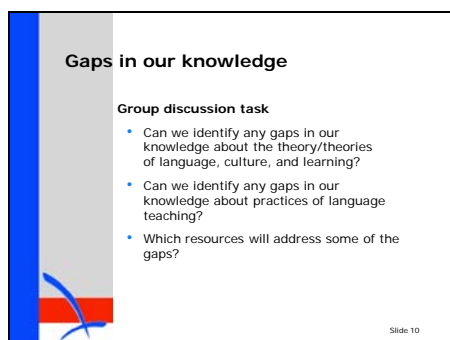
**Group discussion task**

- Can we share instructive anecdotes of what we have learnt from our students/colleagues?
- How has this changed our teaching practices?
- Discuss any consequences of these changes.
- When practices do not work, how do we respond, or what actions do we take?

Slide 9

We move on to another level of reflection. The focus is on a metacognitive recognition of how we change our thinking when we discover or learn about new theory, research, and practices. Any changes to our thinking as a result of reflection are regarded as 'reflexive thought'.

Participants note examples of their own reflexive practice — using a smart board or newsprint, as above.



**Gaps in our knowledge**

**Group discussion task**

- Can we identify any gaps in our knowledge about the theory/theories of language, culture, and learning?
- Can we identify any gaps in our knowledge about practices of language teaching?
- Which resources will address some of the gaps?

Slide 10

Facilitators and mentors should ensure that gaps are documented, for later discussion. This does not mean that mentors will necessarily be able to offer solutions to teacher participants. Rather, the participants or participant group may be able to make contributions, or participants may find that they are enabled to find their own answers or solutions. Participants record evidence of this discussion as before.

We refer teachers and mentors to the literature on language learning theory, as presented in resources such as:

- Scarino & Liddicoat 2009, *Teaching and Learning Languages: A Guide* (<http://www.tllg.unisa.edu.au/>)
- Intercultural Language Teaching and Learning Project (ILTLP) (<http://www.iltlp.unisa.edu.au/>)
- Professional Standards Project (PSP) (<http://www.pspl.afmlta.asn.au/>)

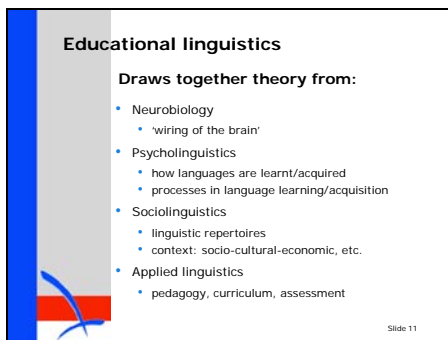
We briefly draw attention to essential areas for consideration in educational linguistics next.



*Key ideas / learning*

<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<p><b>Facilitator presentation</b> The facilitator will give a presentation that contextualises the discussion.</p> <p><b>Group discussion tasks</b> The facilitator will introduce each of the group discussion tasks.</p> <p>Anticipated time: 40 minutes.</p>	<p>PowerPoint slides 8–10</p>

## PRESENTER'S NOTES



**Educational linguistics**

**Draws together theory from:**

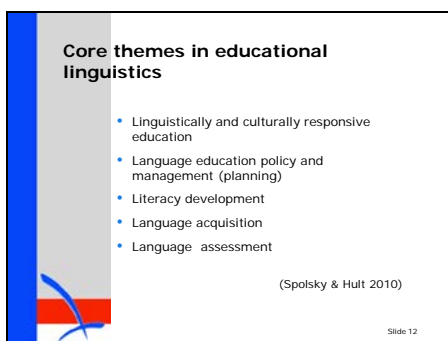
- Neurobiology
  - 'wiring of the brain'
- Psycholinguistics
  - how languages are learnt/acquired
  - processes in language learning/acquisition
- Sociolinguistics
  - linguistic repertoires
  - context: socio-cultural-economic, etc.
- Applied linguistics
  - pedagogy, curriculum, assessment

Slide 11

'Educational linguistics is an area of study that integrates the research tools of linguistics and other related disciplines of the social sciences in order to investigate holistically the broad range of issues related to language and education' (Spolsky & Hult 2010, p. 10, following Hornberger 2010).

Educational linguistics is 'problem-oriented in its focus on specific ways in which theory, research, policy, and practice inter-relate' (Spolsky & Hult 2010, p. 16).

Hult argues that the reciprocity between practice and research in language teaching and learning is central to this field. (Participants are encouraged to read recommended readings on this because this links directly to good praxis in teaching and mentoring. See also later discussion in Segment 1b.)



**Core themes in educational linguistics**

- Linguistically and culturally responsive education
- Language education policy and management (planning)
- Literacy development
- Language acquisition
- Language assessment

(Spolsky & Hult 2010)

Slide 12

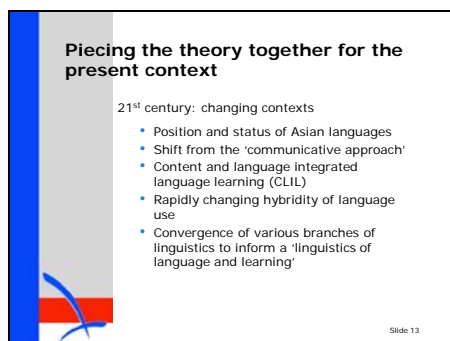
Understanding the use of language in communities that may be diverse (bilingual and multilingual) contributes valuable information to teaching and learning contexts. Language policy and planning, and the assumptions that lie behind these in education systems, must be understood. They should also be reinterpreted through the approaches towards teaching of literacy and language in the classroom. In Segment 1b we pick up on a discussion of ideologies and assumptions that inform language education.

In second/foreign/additional language learning contexts, where there is consensus about which language should be the regular language of instruction (e.g. in Australia and New Zealand), it is important to ensure that the way additional languages are taught is linguistically and culturally responsive to groups of learners who may come from diverse communities. An understanding of the close relationship between language, culture, and identity, or shifting identities, can enhance language learning opportunities.

*Key ideas / learning*

<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<p><b>Facilitator presentation</b></p> <p>The facilitator will give a presentation that contextualises the discussion.</p> <p>Anticipated time: 10 minutes.</p>	<p>PowerPoint slides 11–12</p>

## PRESENTER'S NOTES



**Piecing the theory together for the present context**

21<sup>st</sup> century: changing contexts

- Position and status of Asian languages
- Shift from the 'communicative approach'
- Content and language integrated language learning (CLIL)
- Rapidly changing hybridity of language use
- Convergence of various branches of linguistics to inform a 'linguistics of language and learning'

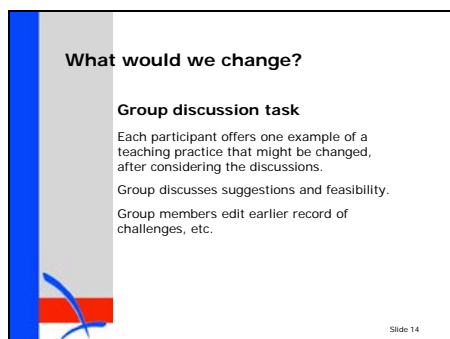
Slide 13

The position and status of Asian languages are changing at a significant pace at the present time. Over the next 10 to 15 years it is likely that the change of status will be accelerated by the changes in the economic power blocs on the global platform. Australia is likely to feel these changes in numerous ways. Teachers should be cautious about how these changes are foreshadowed in the teaching process, particularly for successful learning environments.

Numerous studies have shown that the way in which the communicative approach to language teaching has been understood is that this has often been at the 'thin edge of the wedge'. Student achievement or progress in language learning has not maintained that of earlier approaches to language learning and this has been one of the big language learning disappointments of the last 20 years or more.

We know from both sociolinguistics and cognitive neuroscience that students require many different language learning opportunities in which language is used for a range of different purposes. Consequently, including language learning opportunities alongside 'content', or integrating language learning with other areas of the formal/non-formal curriculum, offers increased opportunities for achievement or success.

The trend internationally is to recognise the convergence of what works and what we know from the different fields of linguistics within educational linguistics as a 'linguistics of language and learning'.



**What would we change?**

**Group discussion task**

Each participant offers one example of a teaching practice that might be changed, after considering the discussions.

Group discusses suggestions and feasibility.

Group members edit earlier record of challenges, etc.

Slide 14

Here we try to bring the discussion back to reflexive thinking which leads to an informed change of practice (praxis).

Thinking back (reflection), making an informed decision to change (reflexivity) our practice, and acting on this (praxis), involves movement along the lines of tension between reflection and reflexivity, and also that between practice and praxis.

*Key ideas / learning*

<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<p><b>Facilitator presentation</b></p> <p>The facilitator will introduce the group discussion task.</p> <p>Anticipated time: 20 minutes.</p>	<p>PowerPoint slides 13–14</p>



## **Part 1: Developing professional agency for lead teachers of Asian languages and cultures**

### **Segment 1b: Reflection and reflexivity: practice and praxis**

This segment includes discussion of processes that enhance critical language teaching, namely the dialectical relationships between practice and theory, and involving:

- Reflection
- Reflexivity
- Practice
- Praxis.

### **Objectives**

In this segment we build on some of the concepts introduced earlier to consider four key concepts in the development of the professional agency of teachers and mentors. The intention is to ensure an understanding of:

- reflection about action and cognitive decisions to change action (reflexivity)
- the difference between practice and praxis
- reflexive praxis
- how reflexive praxis democratises education and develops professional agency.

## PRESENTER'S NOTES

**Segment 1b: Reflection and reflexivity: practice and praxis**

This segment includes discussion of processes that enhance critical language teaching, namely the dialectical relationships between practice and theory, and involving:

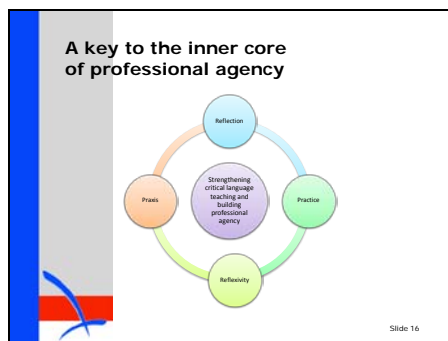
- Reflection
- Reflexivity
- Practice
- Praxis.

Slide 15

This is the second segment of Part 1 of Module 1. Here we focus on how the professional agency of both mentors and teachers may be developed and strengthened.

Participants will recall that we have introduced reflection, reflexivity, and practice in group discussions. We have also foreshadowed 'praxis'.

Here we focus on these concepts as key to the development of critical language teaching and professional agency.



We keep the outer circle of power, participants, evaluation, and knowledge in mind as we look more closely at the inner dimensions of professional agency, namely the dialectical relationship between reflection and reflexivity, practice and praxis.

**Segment 1b: Overview**  
**Developing professional agency**

Section 1: Reflection and reflexivity

Section 2: Practice and praxis

Section 3: Professional agency

Slide 17

This part of the segment includes discussion of three interrelated and dynamic dimensions of professional agency.

**Objectives**

In Segment 1b we build on some of the concepts introduced in Segment 1a to consider four key concepts in the development of the professional agency of teachers and mentors. The intention is to ensure an understanding of:

- reflection about action and cognitive decisions to change action (reflexivity)
- the difference between practice and praxis
- reflexive praxis
- how reflexive praxis democratises education and develops professional agency

Slide 18

Here we distinguish between reflection and reflexivity in order to draw attention to the metacognitive dimension of thought in relation to action and decisions to influence or to bring about change.

Thinking back about our practice is a process of reflection or reflective thought.

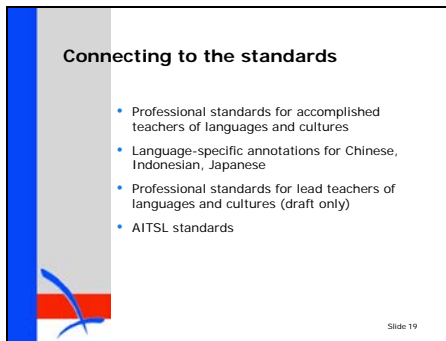
Being self-aware and critical may lead us to think of alternative practices or changes in our teaching and mentoring. Being self-critical and taking a decision to alter our practice is a reflexive process.



*Key ideas / learning*

<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<p><b>Facilitator presentation</b></p> <p>The facilitator will give a presentation that contextualises the segment.</p> <p>Anticipated time: 10 minutes.</p>	<p>PowerPoint slides 15–19</p>

## PRESENTER'S NOTES



**Connecting to the standards**

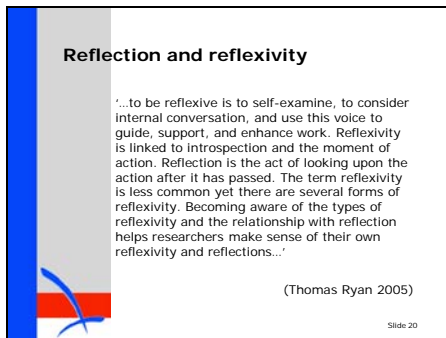
- Professional standards for accomplished teachers of languages and cultures
- Language-specific annotations for Chinese, Indonesian, Japanese
- Professional standards for lead teachers of languages and cultures (draft only)
- AITSL standards

Slide 19

The work of this project is connected to the four documents that describe professional standards for teachers of languages.

The standards for teachers of languages and cultures are consistent with the AITSL standards.

The standards for lead teachers (currently being drafted) grew out of the standards for accomplished teachers and reflect a different way of engaging in the profession rather than being simply a higher level of achievement.



**Reflection and reflexivity**

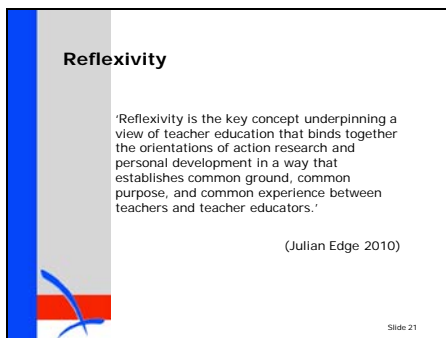
'...to be reflexive is to self-examine, to consider internal conversation, and use this voice to guide, support, and enhance work. Reflexivity is linked to introspection and the moment of action. Reflection is the act of looking upon the action after it has passed. The term reflexivity is less common yet there are several forms of reflexivity. Becoming aware of the types of reflexivity and the relationship with reflection helps researchers make sense of their own reflexivity and reflections...'

(Thomas Ryan 2005)

Slide 20

We draw attention to the role of reflexivity in teacher support, development, and education. By implication, this means that reflexivity is regarded as an important aspect of the development of a teacher's professional agency and also of mentorship.

If we move on from thinking about our practice, to thinking about how we might enhance our teaching, we are taking part in a process of action research, sometimes known as 'classroom-based research' or 'teacher research'.



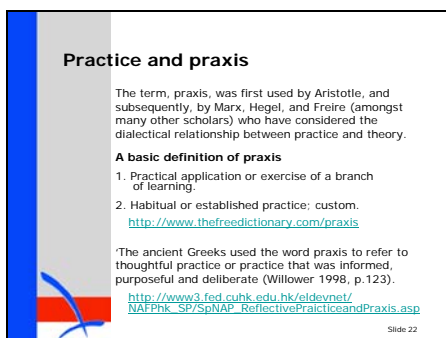
**Reflexivity**

'Reflexivity is the key concept underpinning a view of teacher education that binds together the orientations of action research and personal development in a way that establishes common ground, common purpose, and common experience between teachers and teacher educators.'

(Julian Edge 2010)

Slide 21

Successful mentors will encourage teachers to engage in these processes as much as they also engage in their own reflections and reflexivity. If teachers are thinking about their classroom practices and moving towards reflexivity, then mentors would be thinking about how they are encouraging teachers in this process and how they as mentors are developing their own reflexivity.



**Practice and praxis**

The term, praxis, was first used by Aristotle, and subsequently, by Marx, Hegel, and Freire (amongst many other scholars) who have considered the dialectical relationship between practice and theory.

**A basic definition of praxis**

1. Practical application or exercise of a branch of learning.
2. Habitual or established practice; custom.

<http://www.thefreedictionary.com/praxis>

'The ancient Greeks used the word praxis to refer to thoughtful practice or practice that was informed, purposeful and deliberate (Willower 1998, p.123).

[http://www3.fed.cuhk.edu.hk/eldsnet/NAPPrk\\_SP/SPNAP/ReflectivePracticeandPraxis.asp](http://www3.fed.cuhk.edu.hk/eldsnet/NAPPrk_SP/SPNAP/ReflectivePracticeandPraxis.asp)

Slide 22

We all understand the concept of practice. It is what we do. It is the actions we take. Praxis has to do with both practice and the thinking about our practice, and engaging in practice, which is informed by our understanding of theory, in this case our understanding of the theory of language learning and teaching. Therefore, for our purposes as teachers of languages and as mentors of language teachers, it is action based on an understanding of theory.

While the concept of 'praxis' may be daunting for some teachers and participants, it has been around for a long time, and can be unpacked by working through some basic definitions and quotations.

*Key ideas / learning*

<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<b>Facilitator presentation</b> The facilitator will give a presentation that contextualises the segment.  Anticipated time: 10 minutes.	PowerPoint slides 20–24

## PRESENTER'S NOTES

**Difference between practice and praxis**

'Marx suggested that **the difference between bees and architects** is that **bees build marvellous structures based on practice**, while **architects build marvellous structures based on praxis**. The difference is that architects are involved in reflective practice. They 'think' about what they are doing. They constantly re-evaluate their values, skills, theories and knowledge as it applies to the structure they are building. Praxis, however, is more than just the application of theories and learned skills.'

[http://www3.fed.cuhk.edu.hk/eldevnet/NAFPhk\\_SP/SpNAP\\_ReflectivePracticeandPraxis.asp](http://www3.fed.cuhk.edu.hk/eldevnet/NAFPhk_SP/SpNAP_ReflectivePracticeandPraxis.asp)

Slide 23

If we consider Willower's explanation in the previous slide, and the point that Marx makes here, we note that praxis involves a cognitive process in relation to practice, the suggestion being that the actor is fully conscious of his/her actions.

**Reflexive and non-reflexive praxis**

Praxis that occurs as a result of habituated practices and uncritical acceptance of prevailing assumptions is regarded as non-reflexive praxis.

Praxis that occurs as a result of a critical unsettling of prevailing assumptions (mindsets) is reflexive.

(Bourdieu 1990, Foucault 1980)

Slide 24

Some philosophers distinguish between two different forms of praxis. One may think about one's actions in an uncritical way (i.e. accept prevailing assumptions and ideologies), in which case the praxis is non-reflective or habituated. Pierre Bourdieu (1990) referred to this as 'habitus'.

What we are aiming for in teacher education and mentoring is reflexive praxis, which involves a critical stance towards the intersection (nexus) of theory and practice. It involves a deepening of understanding and critique of theory as we put this into practice. It allows us to monitor and evaluate our work and to introduce changes as a result of our reflexive engagement with both practice and theory (see also Foucault 1980).

**Group discussion task**

Drawing on the information presented, re-consider the initial group discussion about the shared knowledge base.

As individuals and as a group, participants summarise their current knowledge, gaps, and areas to be strengthened.

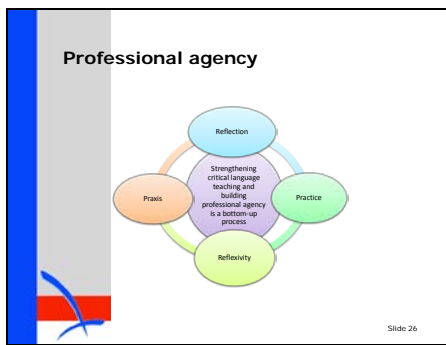
Anticipated time: 15 minutes

Slide 25

*Key ideas / learning*

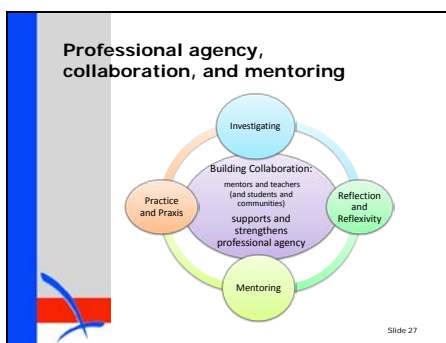
<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<p><b>Group discussion task</b></p> <p>Drawing on the information presented, reconsider the initial group discussion about the shared knowledge base.</p> <p>As individuals and as a group, participants summarise their current knowledge, gaps, and areas to be strengthened.</p> <p>Anticipated time: 15 minutes.</p>	<p>PowerPoint slide 25</p>

## PRESENTER'S NOTES



A primary concern of mentoring is to ensure that teachers build their confidence and voice. This is specifically in regard to ongoing action research (gathering of data and evidence) in the classroom, reflecting on this, and making reflexive decisions to change their practices, which therefore emerge in reflexive praxis. This process is fundamentally one that begins at the grassroots because it begins in the classroom. It is thus democratic and empowering.

Successful mentoring will facilitate and encourage this process in order that teachers find and strengthen their own awareness of their professional agency so that they are able to collaborate with other colleagues as equals and also act with independence when necessary or appropriate.



Teachers and mentors who recognise their own professional agency are better equipped to collaborate with other teachers and mentors. Teachers who are involved in their own classroom-based research and who take a critical view of their practice and praxis engage in both evaluation and investigation.

Building collaboration between teacher and mentor facilitates the investigative and mentoring process for both parties. Collaboration, emerging from bottom-up, democratic processes, extends to students and school communities, in each case contributing to the development of professional agency and voice. Building collaboration is therefore an important consideration for strengthening professional agency between teachers and mentors and between teachers and students and the school community.

**Group discussion task: collaboration and professional agency**

Consider the workshop content and process for Segment 1b, and how you might use this in your mentoring work.

1. What would work?
2. What wouldn't work?
3. How could you make changes to the content/ process?
4. What makes you think you can do a better job?
5. Do you have answers to the questions and challenges raised earlier?

Slide 28

Responses to this task will vary. Facilitators should ensure that the issues/questions raised at the beginning of this part of Module 1 are addressed.

**References**

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Slide 29

*Key ideas / learning*

<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<p>The facilitator will introduce the group discussion task.</p> <p><b>Group discussion task</b></p> <p>Consider the workshop content and process for Segment 1b and how you might use this in your mentoring work.</p> <ol style="list-style-type: none"> <li>1. What would work?</li> <li>2. What wouldn't work?</li> <li>3. How could you make changes to the content/process?</li> <li>4. What makes you think you can do a better job?</li> <li>5. Do you have answers to the questions and challenges raised earlier?</li> </ol> <p style="text-align: right;">Anticipated time: 20 minutes.</p>	<p>PowerPoint slides 26–29</p>





## Part 2: Thinking about the curriculum: developing curriculum thinking

This part focuses on how we understand the languages curriculum as part of developing a shared knowledge base, in particular in relation to the languages of Asia. The curriculum is foregrounded because it is:

- that aspect of education that deals with decisions about valued knowledge in teaching and learning (i.e. What is it that students should learn?). As such, it is always contested and this contestation must be understood
- a key locus of activity and improvement for teachers in the educational landscape and a site that invites the development of curriculum thinking.

By 'curriculum thinking' we intend the notion of considering the curriculum, teaching, learning, resourcing, assessing, and evaluating as an integrated whole, and considering these both within time and over time.

A focus on the curriculum is particularly fruitful in the current context of the development of the Australian Curriculum. This includes the development of the *Shape of the Australian Curriculum: Languages* in a range of specific languages (including Chinese, Indonesian, Japanese, and Korean). It also involves consideration, in all learning areas, of a set of general capabilities. Among these is intercultural understanding as a capability to which language learning contributes in a distinctive way. The Australian Curriculum also involves consideration, in all curriculum areas, of a set of cross-curriculum priorities. Of particular relevance to this project is the cross-curriculum priority 'Asia and Australia's engagement with Asia'.

In this part we emphasise an understanding of the curriculum as holistic and ecological in the sense that all parts of the curriculum are interrelated and a change in one part (e.g. assessment) will necessarily influence all other parts (e.g. teaching, learning, resourcing). We also emphasise that the curriculum is always open to investigation. Investigation into the curriculum by teachers, as major participants in the curriculum, is an important part of professionalisation and leadership.

This part consists of three segments:

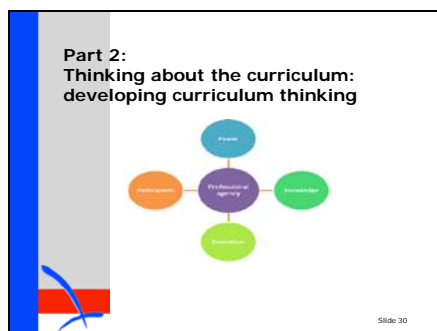
- Segment 2a: Understandings of the curriculum
- Segment 2b: Understanding the curriculum as holistic, as ecological, and as inquiry
- Segment 2c: Investigating the curriculum as a theory of practice.

### Objectives

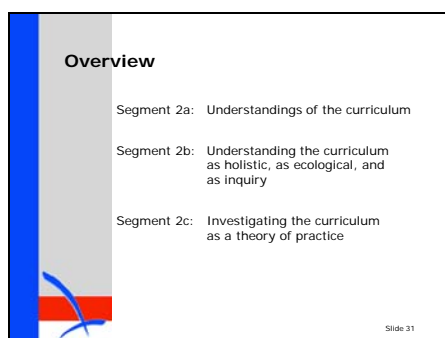
In this part we will:

- discuss current understandings of the curriculum
- consider the curriculum as holistic, as ecological, and as inquiry
- consider curriculum inquiry as a theory of practice
- discuss implications of these understandings for leadership in teaching and learning languages.

## PRESENTER'S NOTES



This part needs to be considered *in relation to* all other parts in this module.



The focus of this part is on considering teachers' understandings of the curriculum and on developing their curriculum thinking in relation to their particular Asian language. It challenges the view of the curriculum as a:

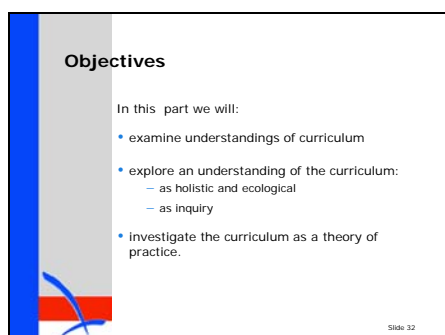
- specification of only the content of learning
- prescription.

It emphasises a view of curriculum as holistic, and ecological in the sense that change or development of one aspect will necessarily lead to change or development in other aspects. For example, a change in the goals of learning will necessarily lead to a change in assessment.

It also acknowledges the way in which ideology comes into play in the curriculum and curriculum thinking. Ideology gives the curriculum a particular flavour or orientation that includes in languages education, how people understand language, culture, and learning, and, more broadly, how people understand education, including teaching, learning, and assessment.

These ideologies may come from within the field of languages education (e.g. in orientations such as 'communicative language teaching' or 'intercultural language learning') or from general education (e.g. 'outcomes-based education' or 'inclusive' education).

The acknowledgment of the way in which ideology permeates the curriculum invites the development of a critical stance towards curriculum both in design and in practice.



The objectives of this part are interrelated.

They connect a holistic, ecological conception of curriculum with inquiry and inquiry as a theory of practice to support professionalisation and leadership.

*Key ideas / learning*

<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<p><b>Facilitator presentation</b></p> <p>The facilitator introduces Part 2 of Module 1.</p> <p>Anticipated time: 10 minutes.</p>	<p>PowerPoint slides 30–33</p>

## PRESENTER'S NOTES



**Connecting to the standards**

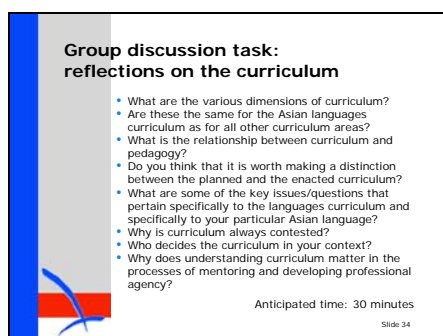
- Professional standards for accomplished teachers of languages and cultures
- Language-specific annotations for Chinese, Indonesian, Japanese
- Professional standards for lead teachers of languages and cultures (draft only)
- AITSL standards

Slide 33

The work of this project is connected to the four documents that describe professional standards for teachers of languages.

The standards for teachers of languages and cultures are consistent with the AITSL standards.

The standards for lead teachers (currently being drafted) grew out of the standards for accomplished teachers and reflect a different way of engaging in the profession rather than being simply a higher level of achievement.



**Group discussion task: reflections on the curriculum**

- What are the various dimensions of curriculum?
- Are these the same for the Asian languages curriculum as for all other curriculum areas?
- What is the relationship between curriculum and pedagogy?
- Do you think that it is worth making a distinction between the planned and the enacted curriculum?
- What are some of the key issues/questions that pertain specifically to the languages curriculum and specifically to your particular Asian language?
- Why is curriculum always contested?
- Who decides the curriculum in your context?
- Why does understanding curriculum matter in the processes of mentoring and developing professional agency?

Anticipated time: 30 minutes

Slide 34

Before we consider some understandings of curriculum from the literature, it is important for participants to share their understandings of the curriculum, their role in curriculum making (at local, state, and national levels), and why understanding curriculum matters in the processes of mentoring and developing professional agency.

It may be appropriate for participants to work in language-specific groups.

Key issues that emerge from the discussion should be recorded and re-visited throughout the discussion of this part of the module to ensure that they are addressed.

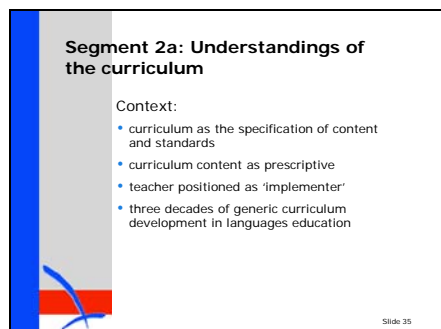
We also explore the extent to which participants believe that they will be able to find ways to address some of these issues themselves.

*Key ideas / learning*

<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<p><b>Group discussion task: reflections on the curriculum</b></p> <p>This part begins with a group discussion in which participants are invited to pool their diverse understandings of the curriculum that come from their experience in their particular Asian language, in their particular school context, from the educational system in which they work, or from their own reading and reflection.</p> <p>Key questions include:</p> <ul style="list-style-type: none"> <li>• What are the various dimensions of curriculum?</li> <li>• Are these the same for the Asian languages curriculum as for all other curriculum areas?</li> <li>• What is the relationship between curriculum and pedagogy?</li> <li>• Do you think that it is worth making a distinction between the planned and the enacted curriculum?</li> <li>• What are some of the key issues/questions that pertain specifically to the languages curriculum and specifically to your particular Asian language?</li> <li>• Why is curriculum always contested?</li> <li>• Who decides the curriculum in your context?</li> <li>• Why does understanding curriculum matter in the processes of mentoring and developing professional agency?</li> </ul> <p style="text-align: right;">Anticipated time: 30 minutes.</p>	<p>PowerPoint slide 34</p>

## PRESENTER'S NOTES

### Segment 2a: Understandings of the curriculum



**Segment 2a: Understandings of the curriculum**

Context:

- curriculum as the specification of content and standards
- curriculum content as prescriptive
- teacher positioned as 'implementer'
- three decades of generic curriculum development in languages education

Slide 35

In this segment we explore diverse understandings of the nature and scope of curriculum in general, and in languages education and Asian languages in particular. For some, the curriculum simply refers to the specification of the 'content' of learning.

This understanding is typical of a traditional view that interestingly can also be found in contemporary curriculum frameworks (e.g. the 'content' and 'performance' standards that define the US national curriculum frameworks, as well as the 'content descriptions' and 'achievement standards' that define the Australian Curriculum, currently being developed by the Australian Curriculum, Assessment and Reporting Authority, see <http://www.acara.edu.au/default.asp>).

In this understanding, much depends on how 'content' is itself understood and this is by no means a simple matter.

Nevertheless, this understanding may be limited because:

1. it reduces learning to a specification of the substance of learning, which, although vital, is insufficient
2. the notion of 'content' may be seen in a restricted sense. It therefore needs to be problematised. Note, for example, questions including: What are the dimensions of content? Does it include culture, intercultural understanding? Does it include conceptual knowledge only or does it also include processes (procedural knowledge), representations (representational knowledge), and reflections (metacognitive knowledge)? How is content represented? Is it analytic or is it integrated? In languages education there is a further dimension that comes from languages being both an area of learning and a medium of instruction. In relation to content then, does it include just the language itself, or does it also include the concepts, ideas, subject matter that we 'language about' and meanings that are exchanged?

Many questions also arise with regard to the notion of 'standards'. For example, where do they come from? How are they established and described? Are they anticipated or actual? Are they pitched at an appropriate level? How do we know?

Furthermore, in languages education in Australia we have had three decades of generic curriculum development. This framing gives rise to further questions, which include: What is distinctive about the learning of X particular language? It is important to consider the distinctiveness of each Asian language and its place in Australian education. What are the standards of learning X particular language? How are these established? This area is particularly important in the teaching and learning of the languages of Asia (Chinese, Indonesian, Japanese, and Korean).

Some of these questions are addressed in the study entitled 'Student Achievements in Asian Languages Education (SAALE)' (see <http://www.saale.unisa.edu.au/>).

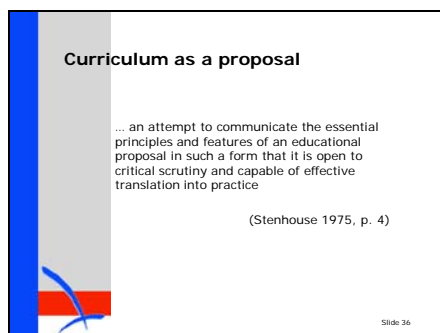
Regarding the curriculum in practice, is it understood as prescriptive, or to what extent is it open to modification according to particular learner groups and contexts of learning? How does this understanding position the teacher? Is the teacher seen as an 'implementer' or as a professional who interprets the curriculum and assessment frameworks in light of his/her particular context?

Facilitators may wish to add further questions that arise from their particular state-based curricula.

*Key ideas / learning*

<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<p><b>Facilitator presentation</b></p> <p>The facilitator will give a presentation on different understandings of the curriculum, incorporating themes from the initial discussion.</p> <p>It is essential to present in a way that engenders dialogue/conversation rather than just a presentation.</p> <p style="text-align: right;">Anticipated time: 20 minutes.</p>	<p>PowerPoint slides 35–39</p>

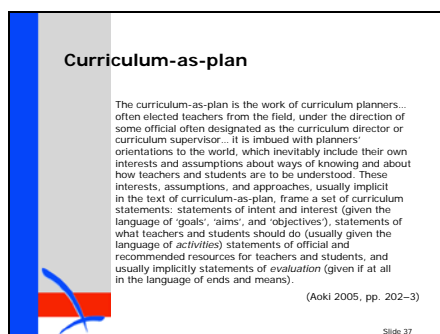
## PRESENTER'S NOTES



Stenhouse is an important British curriculum specialist who criticised the normal 'means — end' curriculum thinking of his time. He defined the curriculum as stated in this quotation. It is worth highlighting some features of this definition:

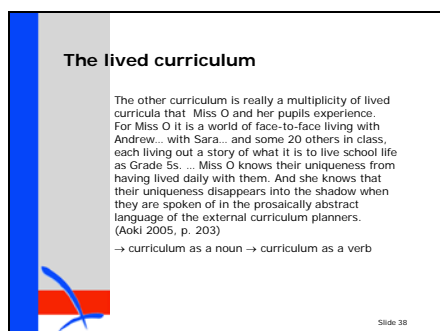
- *essential principles and features*: that is essential in two senses: first, in the sense of worthwhile and valued forms of knowledge, and second, in the sense of capturing the 'essence' of language learning
- *a proposal*: that is, it is always open to further refinement
- *translation into practice*: that is, that the curriculum is workable, doable
- *communication*: that is, that the curriculum can be understood clearly by various others (students, teachers, parents)
- *open to critical scrutiny*: that is, that the curriculum is transparent, available for critical review by others.

These five features provide a useful set of principles for thinking about the curriculum in the context of mentoring and developing professional agency.



Aoki is a well-known Japanese-Canadian curriculum theorist who has thought about curriculum in ways that counter the notion of curriculum as prescription. A curriculum-as-plan, he highlights, is framed according to the values of the designer — often an outsider to the particular program.

He criticises the constructs that are frequently used to represent the curriculum: 'goals', 'aims' and 'objectives', 'activities', 'resources', and 'evaluation' (by which he means 'assessment'). He invites us to question these taken-for-granted categories.



In contrast to the planned curriculum, Aoki, in this quotation, talks about the 'lived' curriculum, that is, the curriculum as experienced by students and their teachers, taking into account their specific context. He refers to Miss O as an outstanding teacher who knew her students intimately, as unique individuals, and who recognised that the curriculum was, in fact, experienced in a multiplicity of different ways by different students.

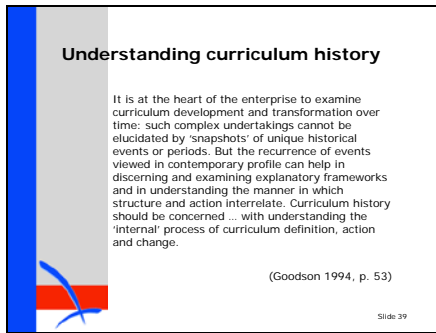
Another way of understanding the distinction that Aoki makes between curriculum-as-plan and the lived curriculum is as a difference between curriculum as a noun — referring to the plan or the artifact, as opposed to curriculum as a verb — that is, an action, interpretation, reflection.

Participants could be invited to comment on the value (or otherwise) of the distinction that Aoki makes and the way in which it can be understood in their particular state and local context. They could also be invited to think about the distinction in relation to curriculum for their particular Asian language.





## PRESENTER'S NOTES



**Understanding curriculum history**

It is at the heart of the enterprise to examine curriculum development and transformation over time: such complex undertakings cannot be elucidated by 'snapshots' of unique historical events or periods. But the recurrence of events viewed in contemporary profile can help in discerning and examining explanatory frameworks and in understanding the manner in which structure and action interrelate. Curriculum history should be concerned ... with understanding the 'internal' process of curriculum definition, action and change.

(Goodson 1994, p. 53)

Slide 39

Goodson (1994) reminds us that it is essential to consider curriculum within a historical perspective because understanding past traditions 'internal' to curriculum allows for the development of a cumulative understanding that illuminates the present. He states:

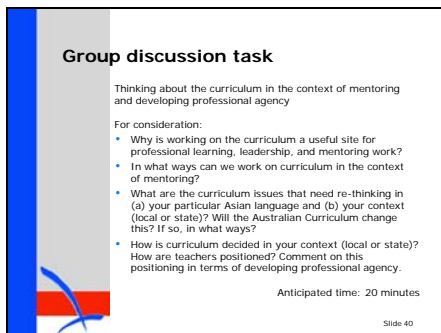
Historical study seeks to understand how thought and action have developed in past social circumstances. Following this development through time to the present affords insights into how those circumstances we experience as contemporary 'reality' have been negotiated, constructed and reconstructed over time.

(Goodson 1994, p. 53)

The historical context reflects previous patterns of contestation, conflict, and power. This is a dynamic process where contexts and constraints need to be examined *in relationship* to contemporary action.

Taking a historical perspective helps to address the problem of the curriculum being understood as 'acts and facts'.

Goodson quotes Harold Silver (1992) who criticised the history of education as practised at the time as follows: 'There are no classrooms, no children, no teaching, no learning ...' (p. 104) 'We have been writing the history of educational contexts, not of education.' (p.107) He highlights that curriculum is made internally in classroom and that this dimension is often neglected.



**Group discussion task**

Thinking about the curriculum in the context of mentoring and developing professional agency

For consideration:

- Why is working on the curriculum a useful site for professional learning, leadership, and mentoring work?
- In what ways can we work on curriculum in the context of mentoring?
- What are the curriculum issues that need re-thinking in (a) your particular Asian language and (b) your context (local or state)? Will the Australian Curriculum change this? If so, in what ways?
- How is curriculum decided in your context (local or state)? How are teachers positioned? Comment on this positioning in terms of developing professional agency.

Anticipated time: 20 minutes

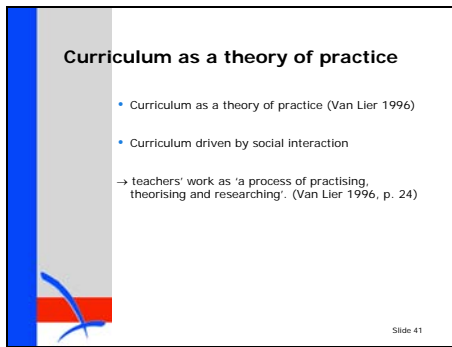
Slide 40

Responses will vary.

*Key ideas / learning*

<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<p><b>Group discussion task</b></p> <p>Thinking about the curriculum in the context of mentoring and developing professional agency.</p> <p>For consideration:</p> <ul style="list-style-type: none"> <li>• Why is working on the curriculum a useful site for professional learning, leadership, and mentoring work?</li> <li>• In what ways can we work on curriculum in the context of mentoring?</li> <li>• What are the curriculum issues that need re-thinking in (a) your particular Asian language and (b) your context (local or state)? Will the Australian Curriculum change this? If so, in what ways?</li> <li>• How is curriculum decided in your context (local or state)? How are teachers positioned? Comment on this positioning in terms of developing professional agency.</li> </ul> <p>Anticipated time: 20 minutes.</p>	<p>PowerPoint slide 40</p>

## PRESENTER'S NOTES



**Curriculum as a theory of practice**

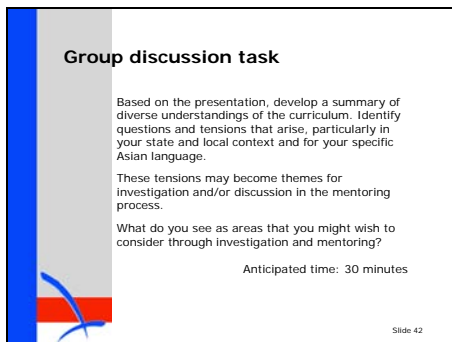
- Curriculum as a theory of practice (Van Lier 1996)
- Curriculum driven by social interaction

→ teachers' work as 'a process of practising, theorising and researching'. (Van Lier 1996, p. 24)

Slide 41

Van Lier describes the curriculum as a theory of practice. This understanding relates to the fact that the curriculum, both as plan and as lived, relates to the practice of teaching and learning. Both the planned curriculum and the lived curriculum involve processes of interaction.

Embedded within this process is meaning, and people's diverse understandings of meaning. Thus this interactivity complicates appropriately our understanding of the curriculum. It means that teachers' work is centred on participation in the exchange of meaning in teaching and learning. Teachers' work, however, is more than classroom practice if the latter is understood in a restricted sense. Van Lier sees teachers' work as involving the interplay of practising, theorising, and researching (investigating). It is in this sense that curriculum is a practice that cannot be separated from understanding theory/theories or from the process of inquiry.



**Group discussion task**

Based on the presentation, develop a summary of diverse understandings of the curriculum. Identify questions and tensions that arise, particularly in your state and local context and for your specific Asian language.

These tensions may become themes for investigation and/or discussion in the mentoring process.

What do you see as areas that you might wish to consider through investigation and mentoring?

Anticipated time: 30 minutes

Slide 42

Participants are likely to offer various responses to the task.

To summarise the discussion highlight that professional learning leadership/mentorship entails:

- taking a 'balcony' view; in other words, seeing the curriculum as a whole, and in its particular historical and local context
- understanding curriculum as dynamic, open to change, and that a change in one aspect will yield change in all others
- an inquiry approach that ensures the curriculum is responsive to students and their learning and to evolving understandings of language, culture, and learning in languages education
- teachers being responsible for 'curriculum thinking', that is, considering the curriculum as a whole (nature and scope of learning) and within time and over time (sequences of learning).

Note that Stenhouse highlighted in his influential book that:

curriculum development must rest on teacher development and that it should promote it and hence the professionalism of the teacher. Curriculum development translates ideas into classroom practicalities and thereby helps the teacher to strengthen his (sic) practice by systematically and thoughtfully testing ideas

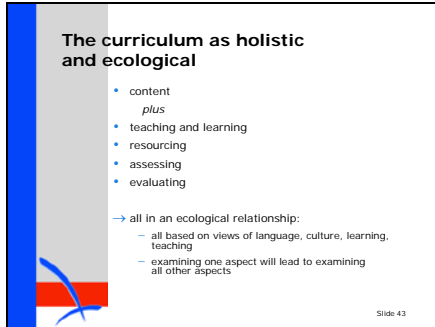
(Stenhouse 1975, pp. 24–5).

*Key ideas / learning*

<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<p><b>Group discussion task</b></p> <p>Based on the presentation, develop a summary of diverse understandings of the curriculum. Identify questions and tensions that arise, particularly in your state and local context and for your specific Asian language.</p> <p>These tensions may become themes for investigation and/or discussion in the mentoring process.</p> <p>What do you see as areas that you might wish to consider through investigation and mentoring?</p> <p style="text-align: right;">Anticipated time: 30 minutes.</p>	<p>PowerPoint slides 41–42</p>

## PRESENTER'S NOTES

### Segment 2b: Understanding the curriculum as holistic, as ecological, and as inquiry



**The curriculum as holistic and ecological**

- content
- plus
- teaching and learning
- resourcing
- assessing
- evaluating

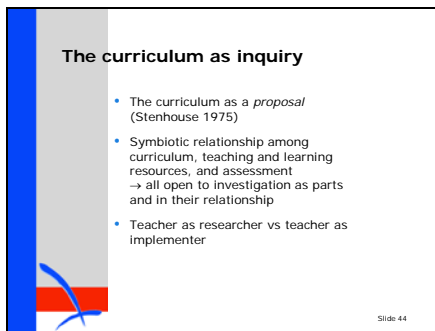
→ all in an ecological relationship:

- all based on views of language, culture, learning, teaching
- examining one aspect will lead to examining all other aspects

Slide 43

Based on the understandings of curriculum explored in the presentation, the holistic and ecological nature of curriculum can be seen as the interaction of the following aspects: content (or planning), teaching, learning, resourcing, assessing, and evaluating. The particular role of assessment is worth acknowledging, as a major aspect of the curriculum and as a major source of information about student learning and inquiry into practice. This understanding acknowledges that the theoretical bases, values, and beliefs that guide any one aspect are likely to guide all aspects.

The notion of ecology is invoked here to indicate that any change in one aspect will necessarily lead to changes in all others. It also highlights the fact that the curriculum is always dynamic.



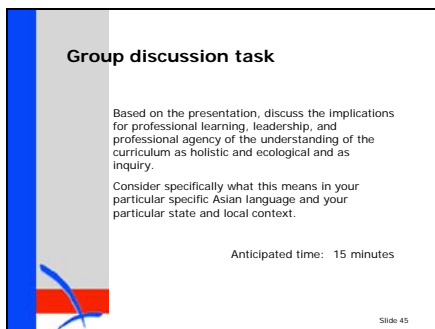
**The curriculum as inquiry**

- The curriculum as a *proposal* (Stenhouse 1975)
- Symbiotic relationship among curriculum, teaching and learning resources, and assessment  
→ all open to investigation as parts and in their relationship
- Teacher as researcher vs teacher as implementer

Slide 44

Understanding the curriculum as inquiry respects Stenhouse's notion of the curriculum as a *proposal*. Some participants may see this as too open, too fluid, particularly given the tradition of prescription. Nevertheless, understanding the curriculum as a *proposal* still implies a process of curriculum thinking. The value of the notion of *proposal* resides in the fact that it invites ongoing inquiry — leaving the planned curriculum open to modification based on the experience of teaching, learning, and assessment, and recognising the distinctiveness of each specific Asian language and of state and local contexts.

The investigation or inquiry remains open to all aspects of the curriculum and extends the teacher's role beyond that of implementer to include the roles of developer, investigator or researcher. At the same time, these roles bring responsibility for the soundness of the proposal and ongoing inquiry that ensures ongoing curriculum renewal.



**Group discussion task**

Based on the presentation, discuss the implications for professional learning, leadership, and professional agency of the understanding of the curriculum as holistic and ecological and as inquiry.

Consider specifically what this means in your particular specific Asian language and your particular state and local context.

Anticipated time: 15 minutes

Slide 45

Participants will identify various implications that should be grouped. The implications are likely to include a shift from:

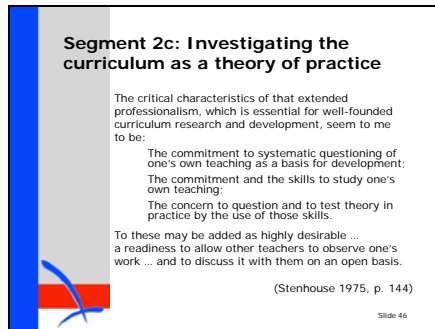
- curriculum implementation to curriculum thinking
- short-term to short- and long-term perspectives on teaching and learning.

*Key ideas / learning*

<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<p><b>Facilitator presentation</b></p> <p>The facilitator continues to give an interactive presentation to contextualise the discussion.</p> <p><b>Group discussion task</b></p> <p>Based on the presentation, discuss the implications for professional learning, leadership, and professional agency of the understanding of the curriculum as holistic and ecological and as inquiry.</p> <p>Consider specifically what this means in your particular specific Asian language and your particular state and local context.</p> <p style="text-align: right;">Anticipated time: 15 minutes.</p>	<p>PowerPoint slides 43–45</p>

## PRESENTER'S NOTES

### Segment 2c: Investigating the curriculum as a theory of practice



**Segment 2c: Investigating the curriculum as a theory of practice**

The critical characteristics of that extended professionalism, which is essential for well-founded curriculum research and development, seem to me to be:

- The commitment to systematic questioning of one's own teaching as a basis for development;
- The commitment and the skills to study one's own teaching;
- The concern to question and to test theory in practice by the use of those skills.

To these may be added as highly desirable ... a readiness to allow other teachers to observe one's work ... and to discuss it with them on an open basis.

(Stenhouse 1975, p. 144)

Slide 46

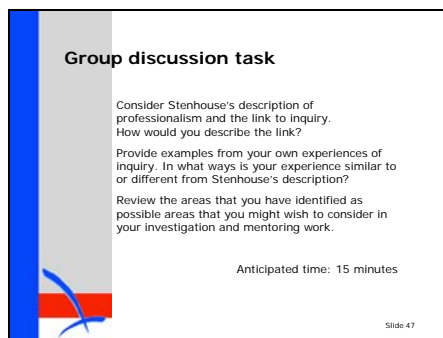
In this quotation Stenhouse provides a link between investigation or inquiry and professionalism.

He describes inquiry as:

1. the systematic questioning of one's own teaching
2. developing the skills to investigate one's own teaching
3. testing out theory in practice.

He highlights the value of inviting others to observe. In the present project this can be understood as having the kind of dialogue that takes place between a mentor and a mentee — with value in two-way observation and dialogue.

The focus on self provides an entry point to developing self-awareness or professional agency as an important characteristic of professionalism and leadership. Invite participants to comment on each other's experiences.



**Group discussion task**

Consider Stenhouse's description of professionalism and the link to inquiry. How would you describe the link?

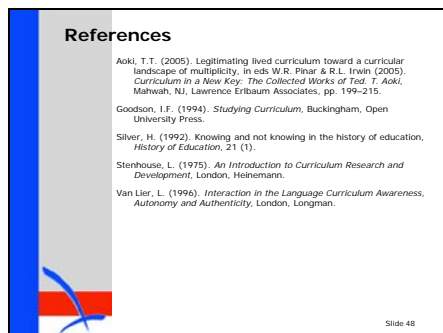
Provide examples from your own experiences of inquiry. In what ways is your experience similar to or different from Stenhouse's description?

Review the areas that you have identified as possible areas that you might wish to consider in your investigation and mentoring work.

Anticipated time: 15 minutes

Slide 47

Participants will give different accounts of their experience that should be connected to the implications developed in the previous task.



**References**

Aoki, T.T. (2005). Legitimizing lived curriculum toward a curricular landscape of multiplicity, in eds W.B. Pinar & R.L. Irwin (2005). *Curriculum in a New Key: The Collected Works of Ted. T. Aoki*. Mahwah, NJ, Lawrence Erlbaum Associates, pp. 199-215.

Goodson, I.F. (1994). *Studying Curriculum*, Buckingham, Open University Press.

Silver, H. (1992). Knowing and not knowing in the history of education, *History of Education*, 21 (1).

Stenhouse, L. (1975). *An Introduction to Curriculum Research and Development*, London, Heinemann.

Van Lier, L. (1996). *Interaction in the Language Curriculum Awareness, Autonomy and Authenticity*, London, Longman.

Slide 48



*Key ideas / learning*

<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<p><b>Group discussion task</b></p> <p>Consider Stenhouse’s description of professionalism and the link to inquiry. How would you describe the link?</p> <p>Provide examples from your own experiences of inquiry. In what ways is your experience similar to or different from Stenhouse’s description?</p> <p>Review the areas that you have identified as possible areas that you might wish to consider in your investigation and mentoring work.</p> <p style="text-align: right;">Anticipated time: 15 minutes.</p>	<p>PowerPoint slides 46–48</p>



## **Part 3: Considering relationships and power**

This part of Module 1 will enable teachers to understand the role of power in mentoring and to apply this understanding in the mentoring process and in their own professional development in their specific Asian language. It introduces the ways in which issues of power matter in mentoring practice based on teachers' reflections on the meaning and implications of this for the development of their own professional agency and of those they mentor.

This part will focus on three questions:

1. What experience of power in mentoring do teachers bring?
2. Why does power matter to mentoring relationships?
3. How can power frame teachers' own mentoring practice?

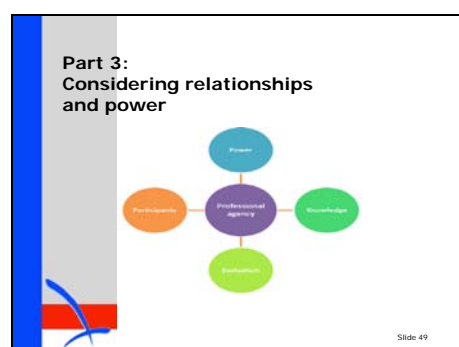
Through this part of Module 1 participants will develop their understanding of power through a combination of workshop tasks and presentation. The emphasis will be on the tasks, through which participants have opportunities to reflect on, share, and develop their understanding of power in their own mentoring practice.

### **Objectives**

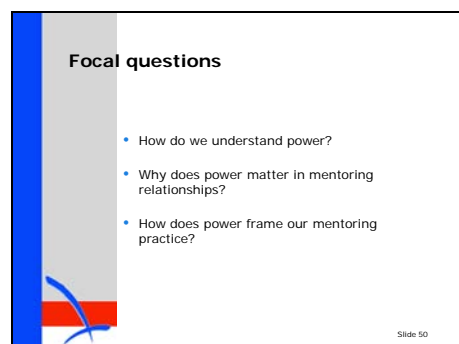
In this part we will:

- consider how power is relevant to teachers' experience of mentoring
- critically discuss examples of how power shapes these relationships and their outcomes in teachers' experience
- build on teachers' own experience of mentoring in light of this understanding of power.

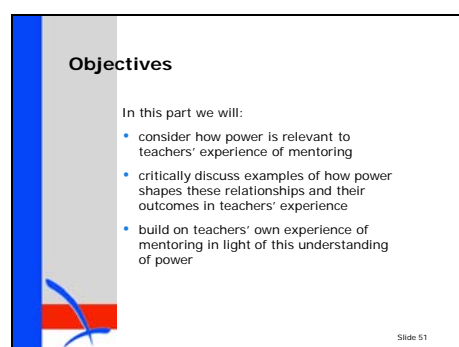
## PRESENTER'S NOTES



This part takes as its starting point participants' individual and collective experience of how power can facilitate development of their professional agency through mentoring relationships. By providing participants with opportunities to share and develop an account of power grounded in their own range of professional experience, this part of Module 1 emphasises and builds on participants' particular teaching contexts, relationships, and interests, the knowledge they bring and wish to develop, and the processes of evaluation on which this depends. This part thus foregrounds the varied and multifaceted nature of mentoring, and the potential for mentoring to develop teachers' professional agency based on their own professional experience and purposes. In keeping with this focus, this part emphasises collaboration between participants from the outset. As this part is designed to be grounded in the experience of participants, dialogue, discussion, and questions are encouraged throughout.



The focus of this part is on sharing and building on teachers' professional experience to develop a shared understanding of the role of power in professional learning and leadership and to explore this in relation to a diversity of mentoring relationships. Its focus is on the professional experience of participants and how this affords productive mentoring relationships and to reflect on the meaning and implications of this for their own learning and leadership. It addresses these questions by inviting participants to consider from their experience the different ways in which power can shape mentoring relationships and how it can positively frame these in developing professional agency.

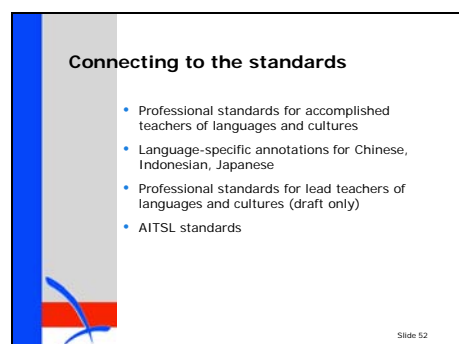


It emphasises power as:

- grounded in teachers' own professional experience
- underpinning mentoring in diverse and productive ways
- framing key themes in mentoring relationships, including risk, trust, collaboration, responsibility, knowledge, expertise, evaluation, intervention, learning, and leadership.

The objectives of this part are interrelated. They connect:

- power as enabling a diversity of mentoring relationships
- participants' own interpretations and use of power as ongoing and necessary for their mentoring relationships.



The work of this project is connected to the four documents that describe professional standards for teachers of languages.

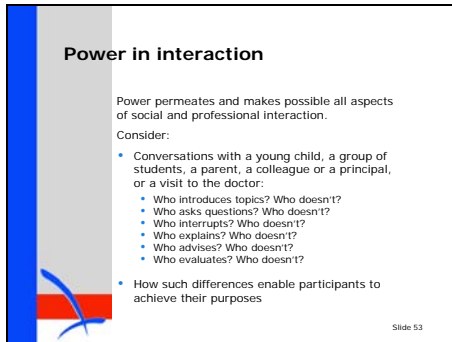
The standards for teachers of languages and cultures are consistent with the AITSL standards.

The standards for lead teachers (currently being drafted) grew out of the standards for accomplished teachers and reflect a different way of engaging in the profession rather than being simply a higher level of achievement.

*Key ideas / learning*

<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<b>Facilitator presentation</b> The facilitator introduces Part 3 of Module 1.  Anticipated time: 10 minutes.	PowerPoint slides 49–52

## PRESENTER'S NOTES



**Power in interaction**

Power permeates and makes possible all aspects of social and professional interaction.

Consider:

- Conversations with a young child, a group of students, a parent, a colleague or a principal, or a visit to the doctor:
  - Who introduces topics? Who doesn't?
  - Who asks questions? Who doesn't?
  - Who interrupts? Who doesn't?
  - Who explains? Who doesn't?
  - Who advises? Who doesn't?
  - Who evaluates? Who doesn't?
- How such differences enable participants to achieve their purposes

Slide 53

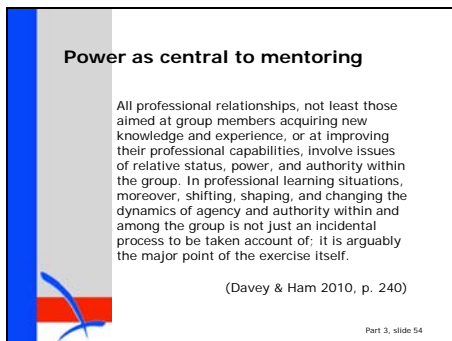
These two slides introduce the idea of power and provide an opportunity for participants to reflect on and discuss why power matters in mentoring in relation to their own experience in preparation for Task 1.

The slides underscore the importance of power in enabling positive relationships (including people's 'relative status, power and authority') and the need to interpret and use power to develop the 'professional agency' of all participants.

Drawing on another key theme of the modules, 'professional agency' here refers to teachers' capacity to act, reflect on, and adjust their actions autonomously on the basis of their professional knowledge and reflection (i.e. to act reflexively).

The point to highlight is that power can be seen as doubly important for professional agency in mentoring: important in making the relationship possible and important as the purpose of the relationship, that is, to 'empower' the mentee.

This approach to power is modelled in the organisation of this part.

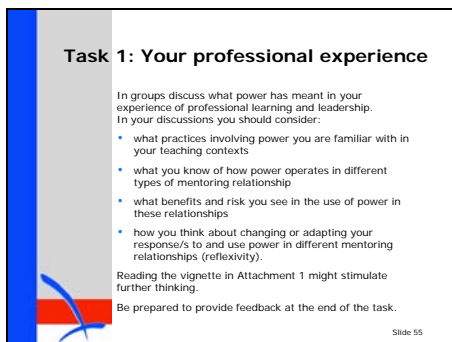


**Power as central to mentoring**

All professional relationships, not least those aimed at group members acquiring new knowledge and experience, or at improving their professional capabilities, involve issues of relative status, power, and authority within the group. In professional learning situations, moreover, shifting, shaping, and changing the dynamics of agency and authority within and among the group is not just an incidental process to be taken account of: it is arguably the major point of the exercise itself.

(Davey & Ham 2010, p. 240)

Part 3, slide 54



**Task 1: Your professional experience**

In groups discuss what power has meant in your experience of professional learning and leadership. In your discussions you should consider:

- what practices involving power you are familiar with in your teaching contexts
- what you know of how power operates in different types of mentoring relationship
- what benefits and risk you see in the use of power in these relationships
- how you think about changing or adapting your response/s to and use power in different mentoring relationships (reflexivity).

Reading the vignette in Attachment 1 might stimulate further thinking.

Be prepared to provide feedback at the end of the task.

Slide 55

This task gives participants an opportunity to reflect on and share their professional experience of power in mentoring relationships.

The part as a whole is organised to then draw on and develop their reflections, reflexive practice, and professional agency.

The task therefore invites participants to reflect on their experience and expertise in the use of power across a diversity of mentoring relationships, and connects this to the development of their professional agency and those they may mentor.

Spend a few minutes at the end of the discussion drawing together the ideas that emerged in the discussions in preparation for the slides that follow.

*Key ideas / learning*

<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<p><b>Facilitator presentation</b></p> <p>The facilitator will introduce the focus of the part, how it draws and builds on participants' experience and expertise in the use of power across a diversity of mentoring relationships, and connects this to the development of their professional agency and those they may mentor. Emphasise that as the part is designed to be grounded in the experience of participants, dialogue, comments and questions are encouraged rather than a 'lecture' format.</p> <p><b>Task 1</b></p> <p>In groups, teachers will have an opportunity to discuss the relevance of power to their own experience and expertise. The facilitator will invite you to reflect on:</p> <ul style="list-style-type: none"> <li>• the practices involving power you are familiar with in your teaching contexts</li> <li>• what you know of how power operates in different types of mentoring relationship</li> <li>• the benefits and risk you see in the use of power in these relationships</li> <li>• how you think about changing or adapting your response/s to and use power in different mentoring relationships (reflexivity).</li> </ul> <p>Reading the vignette in Attachment 1 at the end of this module might stimulate further thinking.</p> <p>Be prepared to provide feedback at the end of the task.</p> <p>The facilitator should spend a few minutes at the end of the discussion drawing together the ideas that emerged in the discussions in preparation for the slides that follow.</p> <p style="text-align: right;">Anticipated time: 30 minutes.</p>	<p>PowerPoint slides 53–55</p>

## PRESENTER'S NOTES

**Power in mentoring: variation and diversity**

In your groups you identified:

- a wide variety of mentoring relationships
- diverse ways in which power creates benefits and risks for these
- the need for power to be used and interpreted in ways that are sensitive to the nature of these different relationships.

In other words, power in mentoring relationships is **multifaceted** and the use and interpretation of power are central to the expertise of mentors and mentees.

Slide 56

This slide contributes to the discussion following Task 1 by raising the issue of different types of mentoring relationships, involving different participants, purposes, durations, resources, kinds of expertise, and organisational affiliations.

Among the points to bring out is that participants' experience emphasises that when seen in light of this diversity, both the uses and interpretations of power by mentors and mentees must be sensitive to this diversity of mentoring relationships, and the fact that within these relationships how power is used and interpreted will change as the mentoring relationship changes, that is, power in mentoring is 'multifaceted'.

**Power as interpretation and use**

Power is a feature of and shapes all mentoring relationships.

- How it is distributed between people depends on their institutional roles and their ongoing **interpretation** of each other.
- Power is **used** by mentors and mentees to develop these relationships.
- Mentoring involves at every point the **interplay** of interpretations and uses of power.

Slide 57

Extending the discussion initiated in Task 1, this slide picks up on the point that power is not something that is fixed or 'given in advance' but those relations between people are always the result of how they interpret each other's use of power. This includes how they interpret and use the power that comes with their institutional roles. For example, how a principal and teachers interpret the nature and extent of each other's power in the school, how teachers and principals interpret how parents use power, how parents interpret the use of power by staff, how students do, and also how this works in mentoring relationships with people from outside organisations such as universities, consultancies, and government. It is, then, the interplay between these different interpretations and uses of power by different participants that is important to focus on in developing mentoring relationships and their outcomes.

**Understanding as essential**

Each person exposes for public scrutiny and public testing — possibly for intolerable undermining — the one thing that he or she needs most, which is the self-evaluation that he or she has so laboriously fashioned. This means that the stakes in any social encounter are incredibly high.

(Stevick 1980, p. 7)

Slide 58

This slide elaborates further the discussion of risk in Task 1 by emphasising understanding of ourselves and others as the condition of any use of power that seeks to empower another through mentoring. The quotation draws attention to the fact that we each have a 'self-evaluation' that is central to how we understand ourselves in relation to others. In any exercise of power people need to be understood from this perspective, in their own terms. Participants reflect on their experience of mentoring or being mentored in which their evaluation of themselves was supported or undermined and how this shaped the mentoring relationship.

**Power and professional agency**

The interpretation and use of power enable the development of professional agency through mentoring:

- understood as:
  - mentors' and mentees' capacity to act, **reflect** on, and adjust their actions autonomously on the basis of their professional knowledge and reflection, that is, to act **reflexively**
- frames key themes in mentoring **practice**:
  - risk, trust, collaboration, support, knowledge, expertise, evaluation, intervention, learning, leadership
- requires 'respectful space' that supports the professional agency of **all** participants.

Slide 59

This slide foregrounds the role of power in developing the professional agency of mentors and mentees as central to the success of mentoring relationships and outcomes.

Participants reflect on the definition of professional agency and how it resonates with their experience, eliciting examples in preparation for Task 2. Again picking up on the discussion following Task 1, it is useful to emphasise that there will always be risks involved in the exercise of power, but if we understand what these mean for the people involved it is possible to develop supportive collaboration in mentoring relationships.

The interpretation and use of power are central to every dimension of this process, which therefore requires what might be called a 'respectful space' in which power is exercised on the basis of understanding informed by ongoing inquiry and reflection. Task 2 gives participants the opportunity to explore and reflect on these ideas in relation to their own experience.



*Key ideas / learning*

<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<p><b>Facilitator presentation</b></p> <p>The facilitator will develop the discussion of Task 1 through the themes of understanding and professional agency, and invite participants to reflect on the relevance of these to their own experience of different dimensions of mentoring.</p> <p>Anticipated time: 30 minutes.</p>	<p>PowerPoint slides 56–59</p>


## PRESENTER'S NOTES

**Task 2: Power and the dimensions of mentoring**

Drawing on the discussion in this part so far, in groups consider how in your experience the use of power can facilitate the following dimensions of mentoring and the connections between them:

- understanding the context(s) of mentoring
- establishing the purpose(s) and anticipated benefits of mentoring
- matching mentors and mentees
- sharing the expectations of mentors and mentees
- planning the process, roles, and tasks involved in mentoring
- identifying mentoring needs and resources
- evaluating the mentoring process and outcomes.

Be prepared to provide feedback at the end of the task.



Slide 60

In small groups participants discuss the relevance of power outlined so far to their own experience using the dimensions of mentoring. This is an opportunity to reflect further on their experience of how power operates multidimensionally through mentoring, focusing on the question:

- How in their experience does the use of power facilitate each dimension and the connections between them?


The facilitator should spend a few minutes at the end of the discussion drawing together some of the ideas that emerged in preparation for the following slides that further develop the focus on power as facilitating these dimensions.

**Power as positive**

Power relations between people and groups are often viewed as only negative. As we saw in the earlier discussion, this is always a risk.

However, power is also essential for collaborative relationships.

- This is especially so where one person is responsible for leading or learning from another based on greater knowledge or expertise.
- Such relationships depend on mutual trust that power differences will enable professional guidance, support, evaluation, and intervention.
- This in turn requires each participant to seek to understand the perspectives of the others in an ongoing process of inquiry and reflection on their own mentoring practice.



Slide 61

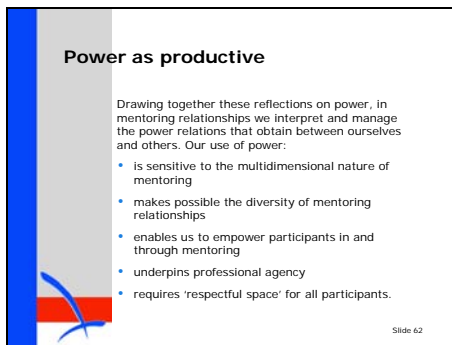
Elaborating the point highlighted in Task 2 that while the multidimensional use of power incurs risks to mentors and mentees, it is also necessary for bringing about supportive relationships and the empowerment of participants through positive change.

Participants could be invited to reflect further on how they have exercised power — drawing on their particular knowledge and expertise — to collaborate with, support, and enhance the learning of others. The key point is that, as their experience testifies, such collaboration does not just happen. It has to be brought about through the exercise of power based on planning, ongoing inquiry, and evaluation, that is, on reflexive action. And this in turn requires a stance on the part of mentors and mentees who seek to understand the perspectives of each other through ongoing reflection.

*Key ideas / learning*

<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<p><b>Task 2</b></p> <p>In groups teachers will have an opportunity, drawing on the discussion so far, to consider how in their experience the use of power can facilitate the following dimensions of mentoring and the connections between them:</p> <ul style="list-style-type: none"> <li>• understanding the context(s) of mentoring</li> <li>• establishing the purpose(s) and anticipated benefits of mentoring</li> <li>• matching mentors and mentees</li> <li>• sharing the expectations of mentors and mentees</li> <li>• planning the process, roles, and tasks involved in mentoring</li> <li>• identifying mentoring needs and resources</li> <li>• evaluating the mentoring process and outcomes.</li> </ul> <p>Be prepared to provide feedback at the end of the task.</p> <p>The facilitator should spend a few minutes at the end of the discussion drawing together the ideas that emerged in preparation for the slides that follow.</p> <p style="text-align: right;">Anticipated time: 30 minutes.</p>	<p>PowerPoint slides 60–61</p>

## PRESENTER'S NOTES



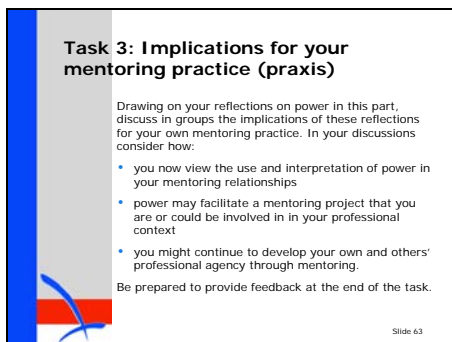
**Power as productive**

Drawing together these reflections on power, in mentoring relationships we interpret and manage the power relations that obtain between ourselves and others. Our use of power:

- is sensitive to the multidimensional nature of mentoring
- makes possible the diversity of mentoring relationships
- enables us to empower participants in and through mentoring
- underpins professional agency
- requires 'respectful space' for all participants.

Slide 62

Drawing the points of the discussion together, the use of power involves risk when exercised in the absence of that 'respectful space', which supports the development of professional agency among all participants. The key point is that when exercised with a stance that seeks ongoing understanding and support of the perspectives of others, power underpins mentoring.



**Task 3: Implications for your mentoring practice (praxis)**

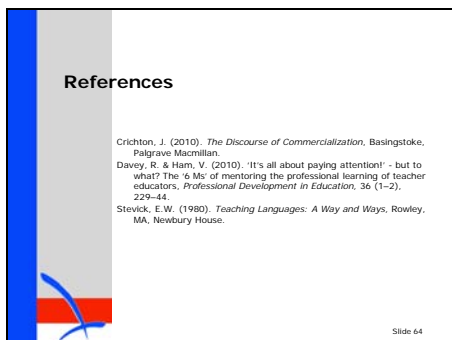
Drawing on your reflections on power in this part, discuss in groups the implications of these reflections for your own mentoring practice. In your discussions consider how:

- you now view the use and interpretation of power in your mentoring relationships
- power may facilitate a mentoring project that you are or could be involved in in your professional context
- you might continue to develop your own and others' professional agency through mentoring.

Be prepared to provide feedback at the end of the task.

Slide 63

Participants consider and discuss in small groups the relevance of the discussion and reflection on power to their own mentoring practice. In other words, how they might now mentor reflexively. Participants consider how the discussion may have changed their perspective on power, and how they might use power with others in the future to facilitate the different dimensions of mentoring. Spend a few minutes at the end collating feedback from the groups and linking this to the focal questions of this part, the diagram on Slide 49, the diversity of mentoring relationships identified through Task 1, and the dimensions of mentoring discussed in Task 2.



**References**

Crichton, J. (2010). *The Discourse of Commercialization*, Basingstoke, Palgrave Macmillan.

Davey, R. & Ham, V. (2010). 'It's all about paying attention!' - but to what? The '6 Ms' of mentoring the professional learning of teacher educators, *Professional Development in Education*, 36 (1-2), 229-44.

Stevick, E.W. (1980). *Teaching Languages: A Way and Ways*, Rowley, MA, Newbury House.

Slide 64

*Key ideas / learning*

<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<p><b>Facilitator presentation</b></p> <p>The facilitator will summarise the discussion and reflection on power as productive in enabling mentoring relationships and empowering participants, and invite you to reflect on how your reflections might shape your own mentoring practice (i.e. how you might mentor reflexively in praxis).</p> <p><b>Task 3</b></p> <p>Drawing on your reflections on power, discuss in groups how power matters to your own mentoring practice. In your discussions consider how:</p> <ul style="list-style-type: none"> <li>• you now view the use and interpretation of power in your mentoring relationships</li> <li>• power may facilitate a mentoring project that you are, or could be involved in, in your professional context</li> <li>• you might continue to develop your own and others' professional agency through mentoring.</li> </ul> <p>Be prepared to provide feedback at the end of the task.</p> <p style="text-align: right;">Anticipated time: 25 minutes.</p>	<p>PowerPoint slides 62–64</p>

## **Attachment 1**

### **Power: a vignette**

#### **Andrew's experience of being mentored**

'Last week, the senior teacher in charge of curriculum development approached me to 'offer' her services as an objective observer/advice giver in the realms of classroom management. I agreed to have her observe my class for the first hour on Tuesday morning on the understanding that we would later discuss some of the points that I inevitably forget to practise in my classroom; concept checking not the least most forgotten when I get carried away within the intricacies of simply 'teaching'. Whenever I'm observed I try my hardest to relax and just imagine that the teacher is not there. In fact sometimes I've even tried to involve the visiting teacher in the running of the class, or at least get involved in the monitoring of particular students. Of the subsequent feedback, I've been nothing but totally positive and enthusiastic; at least until last week ... Strangely, I found myself being more than observed. I felt as though the teacher was evaluating me far beyond what could be considered reasonable for the purposes of 'feedback'. During my session of observation, a few of the other teaching staff were peering into my room through the window, giving me little signs of encouragement, winks, and expressions of exasperated disbelief that I had to endure 2 hours of this treatment. Later, discussing the ordeal with others, I mentioned my feeling of discomfort at being observed so strenuously and for such a long time, and they also advised me that I wasn't the only one to have been pressured into this kind of experience ... I can only hope that the observation and the subsequent feedback I received were kept confidential, and not used in any way to affect the outcome of a possible application for permanency that I'd like to make later this year.'

(Crichton, 2010, p. 105)

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## **Module 2: Investigating practice: working with professional agency**

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## **Module 2:**

### **Investigating practice: working with professional agency**

Module 2 focuses on three processes that teachers can use to develop professional agency and leadership. These are evaluating, investigating, and mentoring.

Evaluating focuses on teachers developing ways of critically examining their own practices. Systematic and ongoing examination with a critical perspective ensures that the curriculum and teaching, learning, and assessment practices are refined to ensure maximum benefits to the diversity of learners. It also ensures that teachers develop an evaluative stance — an overall orientation towards critical reflection on their practices.

While evaluation focuses on the process of appraising, investigation is a broader process that is likely to include evaluation, but it may also include research on or exploration of particular kinds of innovations in teacher practices. Through undertaking investigations, independently or in collaboration with others, teachers develop an investigative stance towards their work (see Scarino & Liddicoat 2009 <http://www.tllg.unisa.edu.au/>).

The mentoring process may incorporate evaluation and/or investigation in the program of work that mentors and mentees develop collaboratively.

### **Part 1: Evaluating**

Part 1 of this module focuses on evaluation as an integral part of (1) improving the curriculum, teaching, learning, and assessment and (2) of teacher learning, leadership, and developing professional agency. Evaluation involves teachers critically examining what they do, how they do it (in the light of current theories and practices), and why they do it, as they do it in their particular context.

This part consists of four segments:

- Segment 1a: Current understandings of evaluation
- Segment 1b: Evaluation processes
- Segment 1c: The role of evaluation in improving curriculum, teaching, learning, and assessment
- Segment 1d: The role of evaluation in teacher learning, professional agency, and leadership.

### **Objectives**

In Part 1 of this module you will:

- discuss current understandings of evaluation;
- consider evaluation processes;
- examine the role of evaluation in improving curriculum, teaching, learning, and assessment in specific Asian languages;
- discuss the role of evaluation in teacher learning, developing professional agency, and leadership.

## PRESENTER'S NOTES

### Part 1: Evaluating

**Module 2:**  
**Investigating practice: working with professional agency**

**Part 1: Evaluating**

Slide 65

Part 1 of Module 2 should be considered in relation to the principles established for the whole project and as developed in Module 1 in relation to:

- recognising contributory expertise
- establishing a shared knowledge base
- identifying gaps in understandings and practices that might be areas of focus for development and how these gaps might be addressed
- considering practices in the context of a holistic view of curriculum, teaching, and learning
- acknowledging diverse ways of developing professional agency.

**Overview**

Segment 1a: Current understandings of evaluation

Segment 1b: Evaluation processes

Segment 1c: The role of evaluation in improving curriculum, teaching, learning, and assessment

Segment 1d: The role of evaluation in teacher learning, professional agency, and leadership

Slide 66

The part focuses on teachers exploring their understandings of evaluation. It also establishes a connection between developing an evaluative stance towards one's work (see Scarino & Liddicoat 2009, Chapter 1 <http://www.tllg.unisa.edu.au/>) and teacher learning, leadership, and professional agency. The scope or scale of an evaluation may vary.

The focus in this module is primarily evaluation at the whole curriculum/program level or at the level of an aspect of the curriculum/program, for example, its goals, its content, curriculum planning, teaching and learning (pedagogy), assessment or evaluation. The principles are applicable to other evaluations that might be relevant to particular participants, for example, the value of a sister-school relationship, the impact of the particular Asian language program on community/parent perceptions.

**Objectives**

In this part you will:

- discuss current understandings of evaluation
- consider evaluation processes
- examine the role of evaluation in improving curriculum, teaching, learning, and assessment in specific Asian languages
- discuss the role of evaluation in teacher learning, developing professional agency, and leadership.

Slide 67

The objectives of this part are interrelated. They connect contemporary understandings of evaluation with the development of an evaluative stance as a requirement for teacher learning, leadership, and professional agency. It also connects with the holistic and ecological nature of curriculum discussed in Module 1, in that each aspect of the curriculum and the curriculum as a whole for specific Asian languages are all sites for ongoing evaluation and renewal.

**Connecting to the standards**

- Professional standards for accomplished teachers of languages and cultures
- Language-specific annotations for Chinese, Indonesian, Japanese
- Professional standards for lead teachers of languages and cultures (draft only)
- AITSL standards

Slide 68

The work of this project is connected to the four documents that describe professional standards for teachers of languages.

The standards for teachers of languages and cultures are consistent with the AITSL standards.

The standards for lead teachers (currently being drafted) grew out of the standards for accomplished teachers and reflect a different way of engaging in the profession rather than being simply a higher level of achievement.

*Key ideas / learning*

<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<p><b>Facilitator presentation</b></p> <p>The facilitator introduces Part 1 of Module 2, highlighting its role in developing professional agency.</p> <p>Anticipated time: 10 minutes.</p>	<p>PowerPoint slides 65–68</p>

## PRESENTER'S NOTES

### Segment 1a: Current understandings of evaluation

**Group discussion task**

1. Give an account of a previous experience you have had with evaluation in general or in relation to the program in your particular Asian language. Consider its purpose, context, scale/ scope, participants, processes, and outcomes. What are some features that characterise a useful evaluation? Draw together the features that emerge from the diverse experiences recounted.
2. What do you see as criteria for evaluating programs in your particular Asian language?
3. What do you see as the possible relationship between evaluation and professional agency?

Slide 69

Participants are likely to identify various features, depending on the purpose, context, scale, scope, participants, processes, and outcomes. These should be recorded at this point as they will begin to shape a discussion about principles and features of an evaluation that potentially adds value to the work of teachers.

It will be important to highlight the role of participants. It is through models of participatory evaluation that teachers contribute to all aspects of the process, are able to articulate their perspectives, and are invited to think through possible alternatives or recommendations for change for improvement.

This might be expressed as developing 'ownership' of the process. It is also an integral part of developing professional agency because an evaluation entails stepping back, taking a 'balcony' view, re-examining, etc.

**Evaluation for improvement**

Stenhouse identified five criteria that the process of evaluation should reflect:

1. Evaluation should constitute a *philosophical critique*, disclosing the meaning of the curriculum, rather than assessing its worth. The data for the critique are from observation in classrooms which are responding to the curriculum.
2. Evaluation should identify the *potential* of the curriculum or educational practice in relation to its purpose and actual context.
3. Evaluation should identify *interesting problems*: a requirement of improvement is understanding and finding strategies to deal with barriers to learning which are persistent or recurring.
4. Evaluation should address *local conditions*: improvement is possible only if the potential of innovative practices (2 above) works to resolve the interesting problems (3 above).
5. Evaluation should *elucidate*: it should inform on the extent to which the curriculum throws light upon the problems of change in education, and to which it contributes to a theory of innovation, in a particular school or more generally.

(Stenhouse 1975, pp. 118–20)  
Slide 70

Stenhouse's work has been particularly influential in education in general and in language education in particular. For Stenhouse, the primary function of evaluation is to shape practice in teaching, learning, assessment, and curriculum development — in particular for improving the curriculum as it is implemented. He advocates sensitivity to:

- philosophical aspects of learning
- the particular context of learning.

The philosophical aspects refer to the overall orientation towards language education. It includes theoretical understandings as well as beliefs and values. The notion of context includes situation or setting, participants and their roles and relationships, together with their diverse understandings, preferences, motivations, and expectations regarding language teaching (i.e. pedagogy) and learning. It is highlighted because of its specificity and influence.

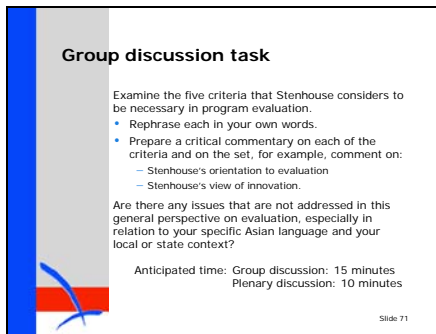
The fact that contexts are so variable means that there can never be a 'one size fits all' in curriculum development, teaching, learning, and assessment, and the development of teacher learning, leadership, and professional agency.

There are distinctive issues that pertain to particular Asian languages and to the perspectives that different participants in Asian languages education hold. For example, issues related to diverse groups of learners (L1, L2, those with some background in the target language) or the teaching of Eastern/Western cultural ways that shape language use (e.g. marking, respect, politeness), the different perspectives of principals or teachers with or without a home background in the particular Asian language, the students themselves.

*Key ideas / learning*

<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<p><b>Facilitator presentation</b></p> <p>The facilitator introduces Stenhouse's criteria for evaluation in a way that opens up discussion.</p> <p>The facilitator introduces the first group discussion task for the first part of Module 2. Its purpose is (1) to identify features of previous experiences of evaluation, (2) to begin considering criteria for evaluating programs in particular languages, and (3) to consider how evaluation might be used to develop professional agency.</p> <p><b>Group discussion task</b></p> <ol style="list-style-type: none"> <li>1. Give an account of a previous experience you have had with evaluation in general or in relation to the program in your particular Asian language. Consider its purpose, context, scale/ scope, participants, processes, and outcomes. What are some features that characterise a useful evaluation? Draw together the features that emerge from the diverse experiences recounted.</li> <li>2. What do you see as criteria for evaluating programs in your particular Asian language?</li> <li>3. What do you see as the possible relationship between evaluation and professional agency?</li> </ol> <p style="text-align: right;">Anticipated time: 10 minutes.</p>	<p>PowerPoint slides 69–70</p>

## PRESENTER'S NOTES



**Group discussion task**

Examine the five criteria that Stenhouse considers to be necessary in program evaluation.

- Rephrase each in your own words.
- Prepare a critical commentary on each of the criteria and on the set, for example, comment on:
  - Stenhouse's orientation to evaluation
  - Stenhouse's view of innovation.

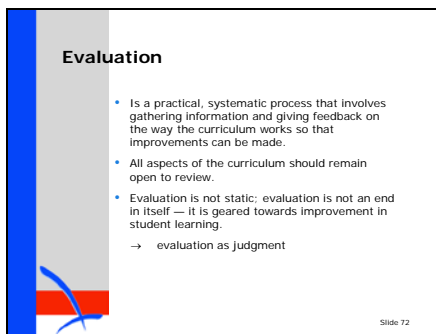
Are there any issues that are not addressed in this general perspective on evaluation, especially in relation to your specific Asian language and your local or state context?

Anticipated time: Group discussion: 15 minutes  
Plenary discussion: 10 minutes

Slide 71

There will be various responses to the task. It may be appropriate to draw a connection between evaluation and practice, as part of teachers' professionalism.

When evaluation is connected to teacher practice and professionalism, it gives rise to a markedly different understanding of both the process of evaluation and the role of the teacher.



**Evaluation**

- Is a practical, systematic process that involves gathering information and giving feedback on the way the curriculum works so that improvements can be made.
- All aspects of the curriculum should remain open to review.
- Evaluation is not static; evaluation is not an end in itself — it is geared towards improvement in student learning.
  - evaluation as judgment

Slide 72

There are many different understandings of evaluation, depending on its purpose, context, scope, participants, outcomes, and consequences. It may be conducted internally or externally. The emphasis in this segment is essentially on internal and participatory forms of evaluation as a basis for developing an evaluative stance on the part of teachers, as integral to teacher learning, leadership, and developing professional agency.

Evaluation is fundamentally a form of inquiry, whether this is in decision-making or research. Inquiry can encompass the various aspects of the curriculum of specific Asian languages, teaching, learning, and assessment, either taken individually or as a whole.

*Key ideas / learning*

<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<p><b>Group discussion task</b></p> <p>The facilitator introduces Part 1 of Module 2, highlighting its role in developing professional agency.</p> <p>Examine the five criteria that Stenhouse considers to be necessary in program evaluation:</p> <ul style="list-style-type: none"> <li>• Rephrase each in your own words.</li> <li>• Prepare a critical commentary on each of the criteria and on the set, for example, comment on: <ul style="list-style-type: none"> <li>- Stenhouse’s orientation to evaluation</li> <li>- Stenhouse’s view of innovation.</li> </ul> </li> </ul> <p>Are there any issues that are not addressed in this general perspective on evaluation, especially in relation to your specific Asian language and your local or state context?</p> <p style="text-align: right;">Anticipated time: 25 minutes.</p>	<p>PowerPoint slides 70–72</p>

## PRESENTER'S NOTES

**Changing evaluation**

- Evaluation has changed over recent decades.
- Different paradigms: positivistic quantitative approaches vs naturalistic, qualitative approaches → give rise to different approaches to evaluation.
- Differences extend beyond methodologies:
  - positivist: sees the program as an objective reality external to the evaluator and evaluation
  - naturalistic: sees the program as a socially interpreted and constructed reality, one that the evaluator needs to understand

(Lynch 2003)

Slide 73

Whereas in the past evaluation tended to rely on objective measures of the program and its quality, incorporating positivistic, quantitative approaches, more recent approaches are multi-perspectived, qualitative/interpretive.

Evaluation does involve *making judgments* and this aspect cannot be underplayed. What becomes important, however, are the bases upon which judgments are made and how they are articulated and supported.

**Challenges for evaluation**

Five challenges for evaluation:

- the purpose of evaluation in its social and political context
- the informants who people programs and evaluations
- the criteria which generate evaluation frameworks, instruments and ultimately judgments
- the data which validate these approaches and instruments and complete the construction of judgments
- the use of evaluation findings in managing social programs.

(Kiely & Rea-Dickins 2005, pp. 7–8)

Slide 74

Kiely and Rea-Dickins (2005) identify five challenges for evaluation. The first challenge relates to the increasing complexity of the social and political context of language education when one takes into account changing philosophical positions and theories.

There is now increasing attention given to 'what works' and the evidence brought to bear (expressed as 'evidence-based practice'). The emphasis on 'what works' and on certain types of evidence may result in a reduced emphasis on *why* things work as they do, on the *practical* rather than the *theoretical*, on techniques and procedures rather than *themes and ideas* as teachers understand them. Both are needed: both the sense-making of teachers (and others) and a critical examination of the wider context. As Kiely and Rea-Dickins state:

Evaluations are located at the intersection of professional practice, policy and management, and research into learning... Each of these domains presents its own inherent purposes for the evaluation.

(Kiely and Rea-Dickins 2005, p.10).

The second challenge relates to stakeholders and their own particular understandings of quality. Evaluation must examine the experience and perspectives of the stakeholders: what *are* the stakes? What are the *diverse* perspectives, and how can they be taken into account in their diversity?

The third challenge relates to evaluation criteria. Kiely and Rea-Dickins (2005) identify three approaches to specifying criteria for making judgments about the quality of language programs:

1. theory-based criteria derived from understandings of language-learning processes
2. policy-based criteria established through professional considerations
3. constructivist or ethnographic approaches that seek to determine criteria through internal program sense-making (p. 13).

Each of these approaches has strengths and limitations that can be opened up for discussion.



*Key ideas / learning*

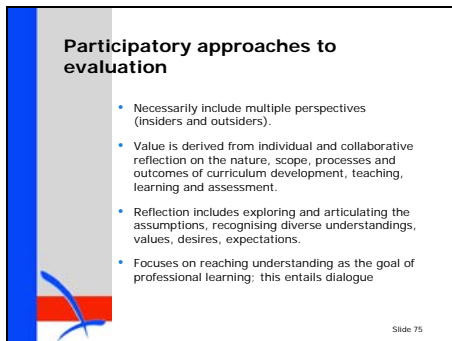
<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<p><b>Facilitator presentation</b></p> <p>The facilitator continues to give an interactive presentation.</p> <p>Anticipated time: 15 minutes.</p>	<p>PowerPoint slides 73–75</p>

## PRESENTER'S NOTES

The fourth challenge relates to the nature, extent, and use of data gathered through the evaluation process.

The fifth challenge relates to impact and the use of the findings of the evaluation. In this context it becomes important to identify how the processes of evaluation support innovation and leadership in program development, and the professional agency of those involved.

All these challenges should be considered in the investigation and mentoring work to be undertaken in the present project.



**Participatory approaches to evaluation**

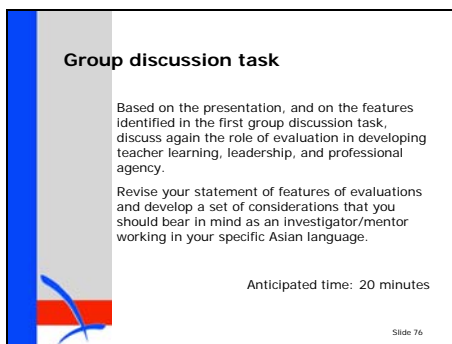
- Necessarily include multiple perspectives (insiders and outsiders).
- Value is derived from individual and collaborative reflection on the nature, scope, processes and outcomes of curriculum development, teaching, learning and assessment.
- Reflection includes exploring and articulating the assumptions, recognising diverse understandings, values, desires, expectations.
- Focuses on reaching understanding as the goal of professional learning; this entails dialogue

Slide 75

We have considered the changing understandings of evaluation (see Slide 73), from positivistic to interpretive approaches.

Given the focus on respecting processes of sense-making on the part of participants in the present project, it is participatory, interpretive approaches that are particularly productive.

Slide 75 depicts some of the features of participatory approaches.



**Group discussion task**

Based on the presentation, and on the features identified in the first group discussion task, discuss again the role of evaluation in developing teacher learning, leadership, and professional agency.

Revise your statement of features of evaluations and develop a set of considerations that you should bear in mind as an investigator/mentor working in your specific Asian language.

Anticipated time: 20 minutes

Slide 76

*Key ideas / learning*

<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<p><b>Group discussion task</b></p> <p>Based on the presentation, and on the features identified in the first group discussion task, discuss again the role of evaluation in developing teacher learning, leadership, and professional agency.</p> <p>Revise your statement of features of evaluations and develop a set of considerations that you should bear in mind as an investigator/mentor working in your specific Asian language.</p> <p style="text-align: right;">Anticipated time: 20 minutes.</p>	<p>PowerPoint slide 76</p>

## PRESENTER'S NOTES

### Segment 1b: Evaluation processes

**Segment 1b: Evaluation processes**

Lynch's (1996, 2003) context-adaptive model:

- accords central importance to the distinctive context of the programs
- ensures systematicity
- is progressively modifiable, that is, allows for adjustment along the way
- focuses on defensibility and evidence.

Slide 77

Brian Lynch's (1996, 2003) model of context-adaptive evaluation is fruitful because of the characteristics described in this slide. It is above all sensitive to the variability of context; it is systematic and accountable in that it requires robust evidence.

It is worth highlighting that the model is described as context-adaptive — in other words, the context (i.e. the setting of the school or program), the participants (i.e. students, teachers, parents, school leadership, and wider community), and their roles and relationships, all influence the evaluation in dynamic ways.

This matters immensely and shapes the evaluation in distinctive ways.

**The context-adaptive model of evaluation**

Figure 1: The context adaptive model

```

graph TD
    S1[Step 1: Audience and goals] --> S2[Step 2: Context analysis]
    S2 --> S3[Step 3: Preliminary Research Framework]
    S3 --> S4[Step 4: Data collection design/system]
    S4 --> S5[Step 5: Data collection]
    S5 --> S6[Step 6: Data analysis]
    S6 --> S7[Step 7: Evaluation report]
    S4 --> S3
    S5 --> S3
    S6 --> S3
  
```

(Lynch 1996)  
Slide 78

These are the steps in Lynch's model. It must be highlighted that it is not a linear process but one that invites adjusting ideas and perspectives along the way. The steps are intended to ensure systematicity and responsiveness.

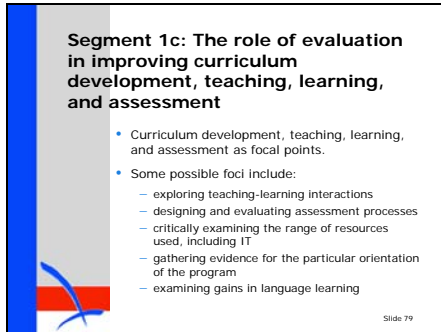
This is a general model, but one that can be used specifically in the area of languages education. The particular considerations that come into play at each step will depend on (1) the specific language involved and (2) the context of the particular program, both local school and state.

*Key ideas / learning*

<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<p><b>Facilitator presentation</b></p> <p>The facilitator will give a presentation of Lynch's model of context-adaptive evaluation, inviting discussion of the strengths and limitations.</p> <p>Anticipated time: 15 minutes.</p>	<p>PowerPoint slides 77–78</p>

## **PRESENTER'S NOTES**

### **Segment 1c: The role of evaluation in improving curriculum, teaching, learning, and assessment**



**Segment 1c: The role of evaluation in improving curriculum development, teaching, learning, and assessment**

- Curriculum development, teaching, learning, and assessment as focal points.
- Some possible foci include:
  - exploring teaching-learning interactions
  - designing and evaluating assessment processes
  - critically examining the range of resources used, including IT
  - gathering evidence for the particular orientation of the program
  - examining gains in language learning

Slide 79

All aspects of practice in languages education are open to evaluation. The focus here is on curriculum development, teaching, learning, and assessment because they focus directly on the processes and outcomes of language learning itself. This does not mean, however, that an evaluation cannot be undertaken in relation to other dimensions.

There are many possible areas for evaluation. The choice will depend on teachers' perceptions of the need for change and their expectations about the contribution of evaluation to improving practice. It will also depend on available resources, both human and material.

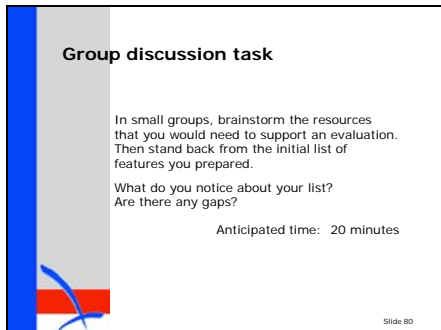
Kiely and Rea-Dickins (2005, p. 248) identify types of evaluation questions that may be useful:

1. To what extent is (curricular component) effective in the manner intended?
2. In what ways is (curricular component) effective?
3. Are there unintended effects of the (curricular component)?

Additional questions include:

4. Why is it effective in these ways?
5. How can it be improved?

Consideration should also be given to resources required to support evaluation.



**Group discussion task**

In small groups, brainstorm the resources that you would need to support an evaluation. Then stand back from the initial list of features you prepared.

What do you notice about your list?  
Are there any gaps?

Anticipated time: 20 minutes

Slide 80

Evaluation also requires attention to ethical concerns.

These are addressed in Part 2 of this module on investigations.

*Key ideas / learning*

<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<p><b>Facilitator presentation</b> The facilitator continues the interactive presentation.</p> <p><b>Group discussion task</b> In small groups brainstorm the resources that you would need to support an evaluation. Then stand back from the initial list of features you prepared. What do you notice about your list? Are there any gaps?</p> <p style="text-align: right;">Anticipated time: 20 minutes.</p>	<p>PowerPoint slides 79–80</p>

## PRESENTER'S NOTES

### Segment 1d: The role of evaluation in teacher learning, professional agency, and leadership

#### Segment 1d: The role of evaluation in teacher learning, leadership, and professional agency

Teaching necessarily involves being alert to what is going on in the classroom, noticing developments and changes, attending to emergent needs, comparing achievements at one point in time with what has happened before and what might happen after, reflecting on teaching practice and assessment, evaluating activities and plans, developing and drawing on curriculum, and the host of other activities that contribute to effective teaching practice. Of course these activities do not happen in isolation; they inform each other through the lesson, the day, the week, and over the longer term, acknowledging the perspectives and changing needs of students, teachers, and members of the broader school community.

(Crichton 2007, p. 8)

Slide 81

Jonathan Crichton (2007) draws a connection between the day-to-day work of teaching and the growing awareness of oneself and one's role as a teacher.

This awareness of self is integral to professional agency.

#### Group discussion task

Discuss the quotation on Slide 81 (Crichton 2007).

Consider the relationship between evaluation and teacher learning, leadership, and professional agency. How do you characterise the notion of an 'evaluative stance'?

Prepare a list of characteristics for discussion.

How do you think evaluation might become a part of your own practice?

Anticipated time: 10 minutes

Slide 82

#### References

- Crichton, J. (2007). Why an investigative stance matters in intercultural teaching and learning: An orientation to classroom-based investigation. Intercultural Language Teaching and Learning in Practice (ILTP) Program, Discussion Paper 8: [www.unisa.edu.au/2007iltpapers/111paper8.pdf](http://www.unisa.edu.au/2007iltpapers/111paper8.pdf).
- Kieley, R. & Rita-Dickins, P. (2005). *Program Evaluation in Language Education*, Basingstoke, Palgrave MacMillan.
- Lynch, B.K. (2003). *Language Assessment and Programme Evaluation*, Edinburgh, Edinburgh University Press.
- Lynch, B.K. (1996). *Language Program Evaluation: Theory and Practice*, Cambridge, Cambridge University Press.
- Sterrhose, L. (1975). *An Introduction to Curriculum Research and Development*, London, Heinemann.

Slide 83



*Key ideas / learning*

<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<p><b>Group discussion task</b></p> <p>Discuss the quotation on Slide 81 (Crichton 2007).</p> <p>Consider the relationship between evaluation and teacher learning, leadership, and professional agency.</p> <p>How do you characterise the notion of an ‘evaluative stance’?</p> <p>Prepare a list of characteristics for discussion.</p> <p>How do you think evaluation might become a part of your own practice.</p> <p style="text-align: right;">Anticipated time: 10 minutes.</p>	<p>PowerPoint slides 81–83</p>



## **Part 2: Investigating**

Part 2 of this module will enable teachers to understand the role of investigation in developing professional agency and to apply this understanding in working independently or with teachers through the different dimensions of mentoring. Its focus is to introduce the ways in which investigation matters in mentoring and to reflect on the meaning and implications of this for teachers' own practice. Essentially investigation matters in mentoring as it may provide evidence for making change, provide a focus for the mentoring relationship, allow colleagues to work together on particular projects in specific Asian languages, and promote an inquiry approach to teaching and leadership.

This part focuses on four questions:

- How do we understand investigations?
- Why do investigations matter in mentoring and in developing professional agency?
- How can an investigative stance frame mentoring practice?
- How do you help others to carry out and think through an investigation?

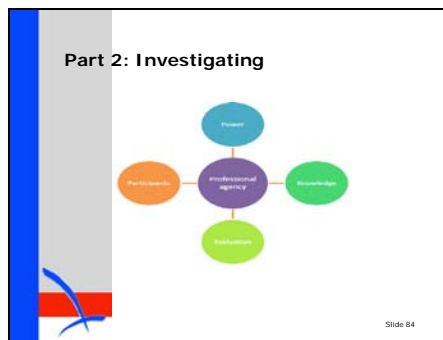
Participants will develop their understanding of investigation through a combination of presentation and workshop tasks. The emphasis in this part is on eliciting, sharing, and building on teachers' own expertise and experience in planning and conducting investigations that might be undertaken independently or to support mentoring relationships. The process involves a series of three mutually informing discussion tasks through which participants have opportunities to develop, reflect on, and share their experience of investigation in their own mentoring practice, and to extend their own professional learning and that of others.

### **Objectives**

In Part 2 of this module you will:

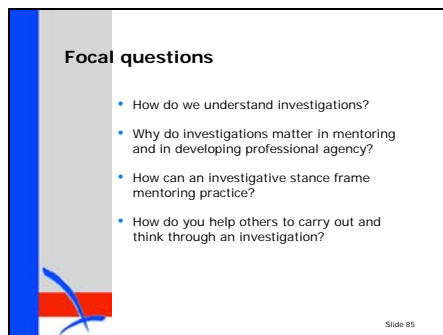
- consider how investigations are relevant to mentoring;
- critically discuss examples of how investigations can shape mentoring practice and provide a focus for the mentoring relationship;
- identify key considerations in planning and implementing investigations independently or within a mentoring program;
- begin planning an investigation to support your own and others' mentoring practices.

## PRESENTER'S NOTES



This part of Module 2 foregrounds developing professional agency but keeps the others dimensions of the diagram in play throughout. It should be emphasised that this part of Module 2 takes as its starting point teachers' own expertise and knowledge and is designed to build on and provide opportunities to share these.

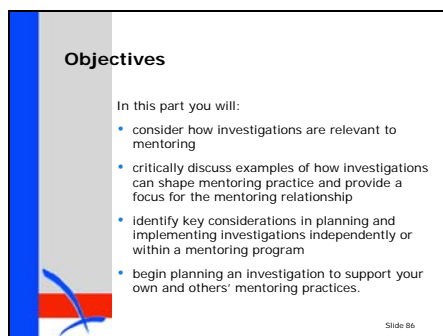
The process is intended to model the approach to professional learning and mentoring taken in the module as a whole. It does so by developing professional agency in concert with teachers' particular expertise, specific Asian languages contexts and purposes, the knowledge they bring and wish to develop in themselves and others, the processes of evaluation on which this depends, and the power relations that are involved in the different dimensions and types of mentoring relationship in which they are/plan to be involved.



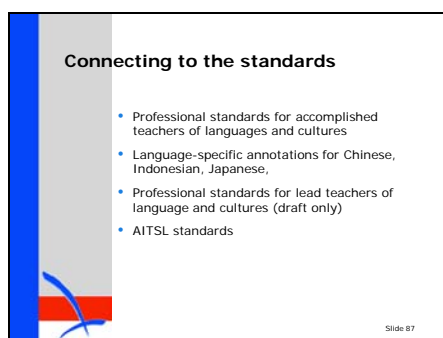
The focus of this part is on exploring teachers' understanding of the role of investigations in mentoring, and applying this understanding through the diversity of mentoring relationships. Its focus is to introduce the ways in which investigations matter in mentoring practice and to reflect on the meaning and implications of this for teachers' own experience of mentoring.

It emphasises a view of investigations as:

- central to reflective action in teaching and in mentoring
- central to developing professional agency
- essential to reflexive mentoring practice.



The objectives of this part are interrelated. They connect professional learning and mentoring practice with reflection by participants on their own interpretation and use of investigations and the implications of this for their future and ongoing mentoring practice.



The work of this project is connected to the four documents that describe professional standards for teachers of languages.

The standards for teachers of languages and cultures are consistent with the AITSL standards.

The standards for lead teachers (currently being drafted) grew out of the standards for accomplished teachers and reflect a different way of engaging in the profession rather than being simply a higher level of achievement.

*Key ideas / learning*

<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<p><b>Facilitator presentation</b></p> <p>The facilitator will introduce the focus of this part, how it will foreground investigations, and connect it to teachers' professional experience.</p> <p>It is best to make comments/ask questions along the way in order to engender dialogue/conversation rather than just a presentation.</p> <p style="text-align: right;">Anticipated time: 10 minutes.</p>	<p>PowerPoint slides 84–87</p>

## PRESENTER'S NOTES



**Mentoring as reflective action**

*Mentoring has forced me to be reflective about my own beliefs about teaching, students and learning, and teaching as a career, [and] continued contact with mentees provides some of my richest collegial interactions.*

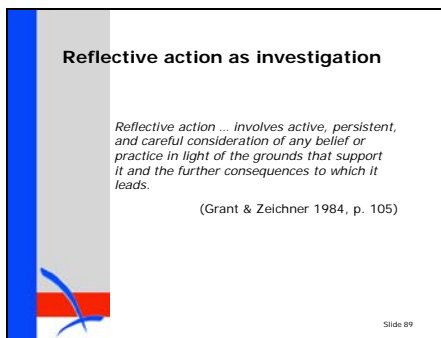
(Teacher mentor quoted by Huling & Resta 2001, p. 2)

Slide 88

Introduce this and the following slide by inviting teachers to reflect on the relevance of each quotation in the light of their experience, not only as teachers but also as students and in other relationships in which mentoring may have been involved.

Explain that together the quotations introduce the key themes of this part: the centrality of reflective action to the mentoring relationship, that this includes both mentors and mentees, and the fact that reflective action always involves what we will call in this part an 'investigative stance'.

More broadly, the quotations invite reflection on multiple possible interpretations of experience. They also invite the development of what might be called a 'reflecting self' that continually notices, evaluates, and explores the meaning of these experiences and interpretations to yield new understandings and to develop their implications for mentoring.



**Reflective action as investigation**

*Reflective action ... involves active, persistent, and careful consideration of any belief or practice in light of the grounds that support it and the further consequences to which it leads.*

(Grant & Zeichner 1984, p. 105)

Slide 89



## PRESENTER'S NOTES

**Group discussion task:  
your professional experience**

In groups discuss what investigations mean in your experience of mentoring. In your discussions you should consider:

- what practices involving investigations you are familiar with in your specific Asian language teaching contexts
- what you know of how investigations operate in different types of mentoring relationships
- what benefits and risk you see in the use of investigations in these relationships
- how you see the value of investigations in supporting reflective action (reflexivity).

Be prepared to provide feedback at the end of the task.

Slide 90

Invite teachers in small groups to discuss what investigations mean in their experience of mentoring. In their discussions they should consider:

- what practices involving investigations they are familiar with in their specific Asian language teaching contexts
- what they know of how investigations operate in different types of mentoring relationships
- what benefits and risk they see in the use of investigations in these relationships
- how they see the value of investigations in supporting reflective action (reflexivity).

The facilitator should spend a few minutes at the end of the discussion drawing together some of the ideas that emerged in the discussions, linking these to the quotes in Slides 88 and 89 and the focal questions of the part. It is likely that participants will highlight that investigation may (a) provide evidence for making change, (b) provide a focus for mentoring, (c) allow colleagues to work together on specific projects in their Asian language teaching, and (d) promote ongoing inquiry.

**Taking an investigative stance**

As the quote from Grant and Zeichner highlights and the discussion in the task underscores, investigation is an ongoing stance involving:

- an orientation to discovering, documenting, and making sense of the actions of mentors and mentees
- an ongoing interest in using information about the mentoring process to inform, support, and develop the mentoring relationship and its goals.

Slide 91

The key point to bring out here is that investigation underpins successful mentoring practice.

Mentors do not simply apply rules and follow relationships but continually observe, document, and make sense of the actions of themselves and others to develop the quality and effectiveness of mentoring. In doing so, they model an investigative stance for mentees, supporting them in reflecting and in developing reflective action.

**Why does an investigative stance matter to mentoring?**

An investigative stance supports the professional learning mentoring relationship because:

- supporting change in practice requires an understanding not only of what 'should be' done, but also what is **actually** done and how this is **understood** by mentors and mentees;
- in order to mentor others you need to understand your own mentoring practices and also how mentees understand these through the process of mentoring.

Slide 92

This slide extends the discussion in the group discussion task by inviting participants to consider an investigative 'stance' as ongoing, and focused not only on what should be done in terms, for example, of professional standards and procedures, but also on understanding what should be done in relation to mentees' and mentors' particular understanding of what they actually do in practice.

The key question is then how these two aspects of mentoring can be brought together through investigations to support professional learning and the mentoring relationship. Invite participants to consider how this has been achieved in their experience.



*Key ideas / learning*

<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<p><b>Facilitator presentation</b></p> <p>The facilitator will introduce key themes relevant to investigations and two quotations and invite you to reflect on the relevance of these to your own experience of mentoring.</p> <p><b>Group discussion task</b></p> <p>In groups, discuss what investigations mean in your experience of mentoring. In your discussions you should consider:</p> <ul style="list-style-type: none"> <li>• what practices involving investigations you are familiar with in your specific Asian language teaching contexts</li> <li>• what you know of how investigations operate in different types of mentoring relationships</li> <li>• what benefits and risk you see in the use of investigations in these relationships</li> <li>• how you see the value of investigations in supporting reflective action (reflexivity).</li> </ul> <p>Be prepared to provide feedback at the end of the task.</p> <p>The facilitator should spend a few minutes at the end of the discussion drawing together some of the ideas that emerged in the discussions.</p> <p style="text-align: right;">Anticipated time: 25 minutes.</p>	<p>PowerPoint slides 88–89</p> <p>90–92</p>

## PRESENTER'S NOTES

**Investigations as both reflective and holistic**

An investigative stance involves conducting, collaborating in, and mentoring investigations, and is:

- **Reflective** — continually observing, questioning and drawing conclusions from our own practice and that of others, for example:
  - What does this investigation mean to me/her?
  - Why did I/she do it like that?
  - What previous experiences influenced me/her?
  - How might I/she do/have done this differently?
  - What are the implications for my/her professional learning and leadership?
- **Holistic** — considering how instances of practice fit into the broader professional contexts of, for example:
  - curriculum content and sequence
  - assessment and reporting
  - professional accountability and standards
  - school context and stakeholders
  - school committee representation
  - educational policy.

Slide 93

This slide explores the answer to the question posed in the previous slide. Two points can be stressed here. First, that an investigative stance involves not only conducting, collaborating in, and mentoring, but it also has a reflective and holistic approach to these.

This approach links investigation to mentoring; in other words, investigation may provide a focus for the mentoring relationship. Reflection involves professional distance: observing, questioning, and drawing conclusions for practice from one's own perspective and from the perspectives of others, and holism emphasises the need always to shift from the individual example to the higher order.

In other words, any instance of teaching and learning practice must be understood in terms of the larger professional context, for example, possible consequences, interventions to change practices, sequences, and institutional significance.

**Supporting diverse mentoring relationships**

An investigative stance can support a diversity of mentoring relationships, for example:

- as a co-investigator in which you as mentor share the investigator role with a mentee
- in a mentoring relationship in which you lead the investigation
- as the mentor of another who is conducting the investigation
- as a co-mentor in which one or both of the mentors are leading the investigation.

Slide 94

This slide extends the points made in the previous slides by introducing the different roles that participants may become involved in through investigations. Participants should be invited to consider roles and relationships they have experienced, how they would manage these, how they might select between them, and how they might be combined and sequenced. They should, in other words, be invited to see these roles and relationships as part of the 'repertoire' of mentoring.

**What might be the focus of an investigation?**

The focus of your investigation depends at any particular time on the interest/need that you are addressing. This could relate to diverse aspects of your professional context. It may be an issue arising in your context as a mentor that leads you to an investigation or an issue you become aware of through an investigation you are involved in. For example:

- a question about teaching and learning in a particular classroom
- an area of interest/need for the teacher(s), curriculum, or program
- a particular professional learning focus of interest in the school as a whole
- an area of interest/need that is shared with the wider community
- a focus involving (co-)mentoring with an outside organisation.

Slide 95

This slide addresses the question of what an investigation might focus on. The key points here are that the focus may come to the participant's notice unannounced, through, for example, ongoing dialogue with teachers, students, parents, or members of the wider school community, or it may come to the fore during an investigation in which the participant is already involved.

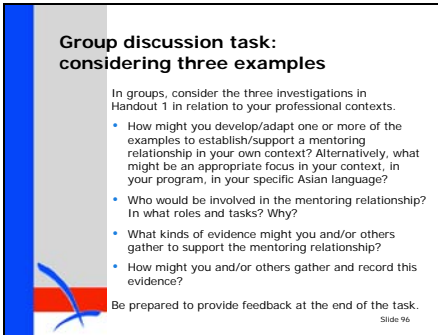
Either way, it may involve questions about teaching and learning in the classroom, a particular area of interest/need for one of more teachers, students or other stakeholders, or an outside organisation such as another school, the education department, or a university faculty.

Participants could be invited to reflect on these points in relation to their own experience/school contexts in preparation for the next task (Slide 96).

*Key ideas / learning*

<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<p><b>Facilitator presentation</b></p> <p>The facilitator continues the interactive presentation.</p> <p>Anticipated time: 20 minutes.</p>	<p>PowerPoint slides 93–95</p>

## PRESENTER'S NOTES



**Group discussion task:  
considering three examples**

In groups, consider the three investigations in Handout 1 in relation to your professional contexts.

- How might you develop/adapt one or more of the examples to establish/support a mentoring relationship in your own context? Alternatively, what might be an appropriate focus in your context, in your program, in your specific Asian language?
- Who would be involved in the mentoring relationship? In what roles and tasks? Why?
- What kinds of evidence might you and/or others gather to support the mentoring relationship?
- How might you and/or others gather and record this evidence?

Be prepared to provide feedback at the end of the task.

Slide 96

Invite teachers in small groups to consider the three investigations in Handout 1 in relation to their professional contexts. These are examples only of many possible investigations that might be undertaken in specific Asian languages:

- How might you develop/adapt one or more of the examples to establish/support a mentoring relationship in your own context? Alternatively, what might be an appropriate focus in your context, in your program, in your specific Asian language?
- Who would be involved in the mentoring relationship? In what roles and tasks? Why?
- What kinds of evidence might you and/or others gather to support the investigation in the context of the mentoring relationship?
- How might you and/or others gather and record this evidence?

Spend a few minutes at the end of the discussion drawing together the ideas that emerged in the discussions, linking these to the focal questions, the previous slides, and anticipating the slides that are to follow.

*Key ideas / learning*

<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<p><b>Facilitator presentation</b></p> <p>The facilitator will develop the themes introduced at the beginning of Part 2: Investigating and invite you to consider three mentoring investigations in relation to your professional contexts.</p> <p><b>Group discussion task</b></p> <p>In groups teachers will have an opportunity to consider in small groups the three investigations in Handout 1 in relation to their professional contexts.</p> <ul style="list-style-type: none"> <li>• How might you develop/adapt one or more of the examples to establish/support a mentoring relationship in your own context? Alternatively, what might be an appropriate focus in your context, in your program in your specific Asian language?</li> <li>• Who would be involved in the mentoring relationship? In what roles and tasks? Why?</li> <li>• What kinds of evidence might you and/or others gather to support the investigation in the context of the mentoring relationship?</li> <li>• How might you and/or others gather and record this evidence?</li> </ul> <p>Be prepared to provide feedback at the end of the task.</p> <p>The facilitator should spend a few minutes at the end of the discussion drawing together the ideas that emerged in the discussions.</p> <p style="text-align: right;">Anticipated time: 25 minutes.</p>	<p>PowerPoint slide 96</p>

## PRESENTER'S NOTES

### Assisting others to think through and carry out an investigation

Investigations support the diversity of mentoring relationships by providing a basis for ongoing reflection and reflexive action, for mentors and mentees. In assisting a mentee, considerations include:

- gathering and recording evidence that can inform professional learning, for example, samples of students' work, recordings of classroom interactions, lesson plans and materials, reflections on teaching, program documentation, and conversations with colleagues
- the process of interpreting how the evidence gathered answers the questions raised, and deciding on how that will inform professional learning
- at every point the investigation involves a reflective and holistic stance for mentor and mentee.

Slide 97

Drawing the points of the discussion together, this slide emphasises the need for ongoing dialogue with teachers and stakeholders in the school community as the basis for investigations. Invite participants to reflect on the key points of the slide, emphasising the different possible roles and relationships: investigator of their own practice, co-investigator, mentor investigator in which they might be involved. Finally, return to the idea of the investigation involving a reflective and holistic stance and invite participants to consider how this might be relevant to their experience in preparation for the next group discussion task.

### To whom are you accountable?

This is an ethical question.

The answer depends on:

- the participant roles
- who is affected by the investigation
- the users of the investigation
- with whom the investigation is shared.

Examples include yourself, teachers, students, parents, colleagues, wider school and professional communities, other agencies (e.g. education department, curriculum or funding bodies).

Slide 98

This is a key question that goes to the heart of the notion of an investigative stance. Invite participants to suggest further people/groups that are listed on the slide and to consider the question of how these accountabilities shape their understanding of mentoring. Emphasise that these are, fundamentally, relationships with ethical implications that each participant should consider in relation to their own mentoring relationships.

### Group discussion task: planning for investigation in mentoring

Based on the discussions on the task (Slide 96) and your reflections on the slides, in groups plan how you will use an investigation to support a mentoring relationship.

- How might you help others to carry out and think through an investigation?
- How might you and others gather/interpret/reflect on evidence, for example, in the form of a commentary or professional journal?
- What do you anticipate the investigation(s) may reveal about aspects of current practice?
- How will you adopt a reflective and holistic stance to support your mentoring relationship?
- How will you document and continue mentoring through your use of investigations?

Be prepared to provide feedback at the end of the task.

Slide 99

Invite teachers in small groups to discuss how they might plan an investigation relevant to their own school context, their specific Asian language, and professional learning and leadership. They should focus on the questions:

- How might you help others to carry out and think through an investigation?
- How might you and others gather/interpret/reflect on evidence, for example, in the form of a commentary or professional journal?
- What do you anticipate the investigation(s) may reveal about aspects of current practice?
- How will you adopt a reflective and holistic stance to support your mentoring relationship?
- How will you document and continue mentoring through your use of investigations?

The facilitator should spend a few minutes at the end of the discussion drawing together some of the ideas that emerged in the discussions.

### References

Grant, C.A. & Zeichner, K.M. (1984). On becoming a reflective teacher, in ed. C.A. Grant, *Preparing for Reflective Teaching: A Book of Readings*, Boston, Allyn & Bacon, pp. 103-14.  
Huling, L. & Resta, V. (2001) Teacher mentoring as professional development, ERIC Digest EDO-SP-2001-4.

Slide 100

*Key ideas / learning*

<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<p><b>Facilitator presentation</b></p> <p>The facilitator will draw together the key points of this part and invite participants to plan an investigation relevant to their own school context, specific language, and professional learning and leadership.</p> <p><b>Group discussion task</b></p> <p>In groups, teachers will have an opportunity to discuss how they might scope an investigation that can support mentoring relevant to their own school context and specific Asian language.</p> <ul style="list-style-type: none"> <li>• How might you help others to think through and carry out an investigation?</li> <li>• How might you and others gather/interpret/reflect on evidence, for example, in the form of a commentary or professional journal?</li> <li>• What do you anticipate the investigation(s) may reveal about aspects of current practice?</li> <li>• How will you adopt a reflective and holistic stance to support your mentoring relationship?</li> <li>• How will you document and continue mentoring through your use of investigations?</li> </ul> <p>Be prepared to provide feedback at the end of the task.</p> <p>The facilitator should spend a few minutes at the end of the discussion drawing together the ideas that emerged in the discussions, and summarising these in relation to the focal questions and objective of the segment.</p> <p style="text-align: right;">Anticipated time: 30 minutes.</p>	<p>PowerPoint slides 97–98</p> <p>99–100</p>





## HANDOUT 1

### Examples of possible investigations

#### 1 Investigation: Developing and implementing a unit of work

Mentoring relationship: Mentor teacher → teacher (as co-investigators)

Determine a goal: Developing a focus on, for example, student interaction

Design the process:

- Mentor supports mentee teacher to develop unit of work for a particular group of learners, including all resources/activities.
- Mentor and mentee keep reflective journals of investigation process, which informs their ongoing discussion and practice through the development, implementation, and reflection on the unit.

Implement the unit:

- Data — including video segment of teaching/learning; reflective journal.
- Debriefing/discussion focus — development of practice informed by ongoing investigation.

#### 2 Investigation: Renewing a program (whole of faculty)

Mentoring relationship: Mentor coordinator → teachers (as co-investigators)

Determine a goal: Renewing a program

Design the process:

- Co-ordinator supports teachers in evaluating the program, recording and interpreting the results and recommending changes.
- All participants keep reflective journals of investigation process, which informs their ongoing discussion and practice through the evaluation of the program.
- Data — including consultation with stakeholders; ongoing use of reflective journals; students' assessment data; program documentation, unit and lesson plans.
- Debriefing/discussion focus — evaluation of program informed by ongoing investigation.
- Based on debriefing/discussion, mentor supports teachers in interpretation of data and development of recommendations for program renewal.

#### 3 Investigation: Assessing the validity of a languages program (whole of school community)

Mentoring relationship: External mentor, for example, from education department in conjunction with a local mentor → teachers.

Determine a goal: Mentor teachers in determining viability of a program

Design the process:

- Mentor supports teachers in investigating viability of program, recording and interpreting the results and recommending/making changes.
- All participants keep reflective journals of investigation process which informs their ongoing discussion and practice through the investigation.
- Data — including consultation with the whole of school community; ongoing reflective journals by participating teachers; consideration of students' assessment data; program performance data; student and demographic trend and projection data; enrolment/retention data; school curriculum priority documentation; program documentation, state/national curriculum.
- Debriefing/discussion focus — assessment of viability of program informed by ongoing investigation.
- Based on debriefing/discussion, mentor supports teachers in interpretation of data and development of recommendations.

## **Part 3: Mentoring**

Part 3 of this module aims to enable teachers to consider the process of mentoring — from both the perspective of the mentor and the perspective of the mentee — in the context of professional learning, leadership, and developing professional agency, as discussed in Module 1.

It introduces participants to key considerations in establishing a mentoring relationship, planning a mentoring program to support language teaching, learning, assessment, and evaluation, and gathering evidence of teacher professional learning and student learning through mentoring. At all points in the process, participants in mentoring are invited to reflect on their own changing assumptions, interpretations, knowledge, experience, practices, reflections, their developing professional agency, and leadership.

This module is divided into three segments:

- Segment 3a: Considerations in establishing and working in a mentoring relationship in Asian languages education
- Segment 3b: Planning a mentoring program
- Segment 3c: Gathering evidence of teacher professional learning and student learning through mentoring.

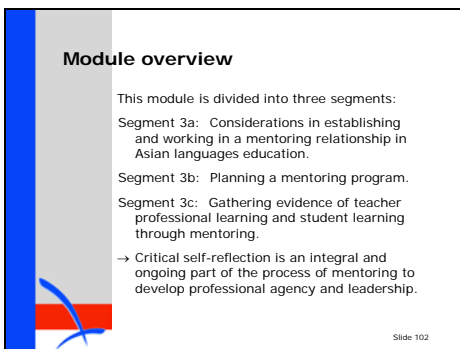
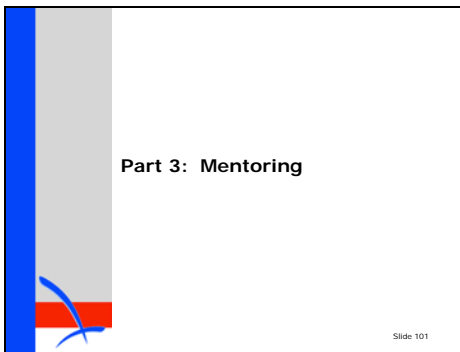
Critical self-reflection is an integral and ongoing part of the process of mentoring to develop professional agency and leadership.

### **Objectives**

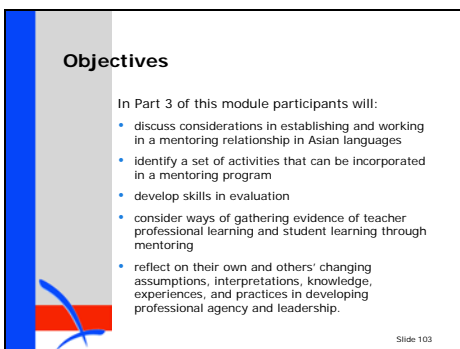
In Part 3 of this module participants will:

- discuss considerations in establishing and working in a mentoring relationship in Asian languages
- identify a set of activities that can be incorporated in a mentoring program
- develop skills in evaluation
- consider ways of gathering evidence of teacher professional learning and student learning through mentoring
- reflect on their own and others' changing assumptions, interpretations, knowledge, experiences, and practices in developing professional agency and leadership.

## **PARTICIPANT'S NOTES**



The focus of this module is on the mentoring process and mentoring relationship. As such it is intended for both mentors and mentees, recognising that both share responsibility for ongoing learning and the development of professional agency.



The objectives focus on:

- goals for the mentoring program
- sets of activities and processes that are incorporated
- ways of working collaboratively with others
- ways of documenting the experience and evidence of learning
- the process of gathering evidence of learning and change in practice, supported by critical reflection and dialogue.



The work of this project is connected to the four documents that describe professional standards for teachers of languages.

The standards for teachers of languages and cultures are consistent with the AITSL standards.

The standards for lead teachers (currently being drafted) grew out of the standards for accomplished teachers and reflect a different way of engaging in the profession rather than being simply a higher level of achievement.

*Key ideas / learning*

<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<p><b>Facilitator presentation</b></p> <p>The facilitator will introduce the focus of the module. This module relies on a pace that permits continuous discussion.</p> <p>There will be a great deal of variation in terms of the:</p> <ul style="list-style-type: none"> <li>• state/local policy settings</li> <li>• specific Asian language and language learning issues that pertain</li> <li>• contexts in which people work (the people, with their own backgrounds, motivation, expectations, and roles and relationships; the school; the community; the programs, etc.)</li> <li>• model of mentoring (one-to-one, co-mentoring, peer mentoring, group mentoring)</li> <li>• goals/focus of mentoring.</li> </ul> <p>Variations will emerge in discussion and should be acknowledged and supported. It is not feasible in a single part of a module to elaborate on this degree of variation. It is precisely this variation that will add value to the project as a whole.</p> <p style="text-align: right;">Anticipated time: 20 minutes.</p>	<p>PowerPoint slides 101–104</p>

## PRESENTER'S NOTES

### Segment 3a: Considerations in establishing and working in a mentoring relationship in Asian languages education

#### Group discussion task

1. How do you understand mentoring?
2. Recount experiences you have had (if any) as a participant in mentoring (as a mentor or mentee)? What did you learn from these experiences?
3. How do you see the purpose and role of mentoring in Asian languages education?
4. What do you see as features of successful mentoring?
5. What are some of the issues/questions that are likely to arise for you in a mentoring program?

Slide 105

This group discussion allows participants to bring together shared knowledge, experience, and understanding about mentoring.

Issues and questions raised should be displayed for further consideration throughout the workshop.

The discussion of MacCallum's work in Segment 3a will allow for further discussion and reflection on the goals, possibilities, processes, and relationships in mentoring.

#### Thinking about mentoring

- From expert-novice view → to a developmental partnership or shared adventure
- Both partners participate in reflection and professional learning (co-mentoring?)
- How it is conceptualised shapes its implementation

(MacCallum 2007)

Slide 106

Mentoring has become a popular form of professional development. Judith MacCallum has done extensive work on thinking about mentoring. We use her work to think about some of the issues raised by participants in the first task in this part of Module 2. We consider the mentoring process and how it is best understood in contemporary times. A key consideration is the notion of *shared partnership* in the experience.

It is important to recognise that how we enter into and think about the mentoring process and relationship influences the way it is carried out. The starting point is an acknowledgment that all have knowledge, experience, and understanding to bring to the experience, and that when this knowledge is brought together, explained, analysed, and challenged, it can lead to new learning for all involved. This kind of engagement is integral to developing professional agency.

#### Complexity of the relationship

Knowledge transmission model → theory and practice connection model → collaborative enquiry model

(Wang &amp; Odell 2002)

- asymmetrical → symmetrical relationships
- complex, interactive, dynamic process with different experiences, expertise, and worldviews
- includes critical reflection and feedback on practice
- coming to one's own informed conclusions

(MacCallum 2007)

Slide 107

The shift in the way mentoring is conceptualised as a move from knowledge transmission to collaborative inquiry should be highlighted. The knowledge transmission model sees the mentor as the giver and the mentee as the receiver of knowledge. This is a problem because:

- there is no sense of drawing on and sharing knowledge as a two-way process
- knowledge is understood as ready-made, rather than co-developed in response to the issues that relate to the particular Asian language and context.

Although the theory-practice model appears to highlight the need to bring theory and practice together, it actually still holds the two apart. It does not recognise that there is a mutually shaping relationship between the two — practice shapes theory as much as theory shapes practice.

The collaborative inquiry model acknowledges that:

- all participants have knowledge to bring
- the knowledge that participants bring may well differ because of different experiences in the specific Asian language and context and that this is valuable
- inquiry — questioning, challenging through collaborative, constructive, respectful dialogue is crucial.

*Key ideas / learning*

<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<p><b>Facilitator presentation</b></p> <p>The facilitator introduces the group discussion task and leads the discussion to bring together the group’s knowledge, experience, understanding, and issues.</p> <p><b>Group discussion task</b></p> <ol style="list-style-type: none"> <li>1. How do you understand mentoring?</li> <li>2. Recount experiences you have had (if any) as a participant in mentoring (as a mentor or mentee)? What did you learn from these experiences?</li> <li>3. How do you see the purpose and role of mentoring in Asian languages education?</li> <li>4. What do you see as features of successful mentoring?</li> <li>5. What are some of the issues/questions that are likely to arise for you in a mentoring program?</li> </ol> <p style="text-align: right;">Anticipated time: 30 minutes.</p>	<p>PowerPoint slides 105–107</p>

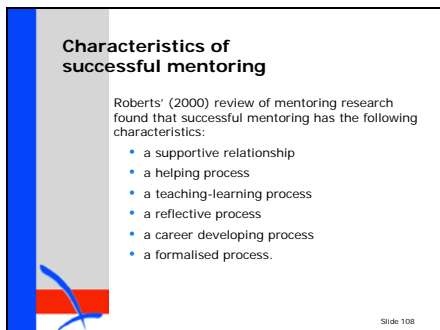
**PRESENTER'S NOTES**

It is important to discuss during the presentation what this might mean in practice. We have modelled the importance of a shared knowledge base. To implement collaborative inquiry means:

1. focusing on collaboration and ways of doing so that are respectful
2. recognising that participants' background and experience in their specific Asian language and context will mean that they will see things in different ways and that differences can offer alternative ways of working, opening up possibilities
3. connecting back to Part 2 of this module and the idea of developing an inquiry-based, investigative stance.

Critical reflection is an essential part of the process. This is best understood as critical self-reflection and 'reflection with another'. The role of feedback is particularly complex in this context. Much consideration should be given to how it is presented, including its bases, as well as to how it is likely to be received.

It is also important to recognise that the mentoring process is inevitably complex because people are putting their knowledge, experience, practices, and themselves on the line – opening their classroom practices to others. This reality must be acknowledged and respected. It is important to foreground the role of context because it is the features of context that contribute to shaping practices and this impact of context needs to be well understood.



**Characteristics of successful mentoring**

Roberts' (2000) review of mentoring research found that successful mentoring has the following characteristics:

- a supportive relationship
- a helping process
- a teaching-learning process
- a reflective process
- a career developing process
- a formalised process.

Slide 108

These characteristics will no doubt appear reasonable and straightforward. In presentation/discussion it is worth problematising them, particularly in the light of discussions related to power, knowledge, and professional agency explored in Module 1. It is worth considering the sufficiency of this set of characteristics particularly in relation to the reciprocal nature of the process — all have knowledge, experience, and understanding to share in respectful exchange with others; all have more to learn in developing professional agency and leadership.

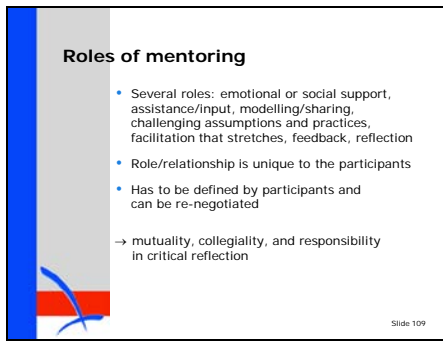
As MacCallum highlights, how mentoring is conceptualised impacts on all aspects of its implementation. For this reason, goals are central. These may range from socialisation (e.g. building teamwork) through to reform (e.g. changing the curriculum for the specific Asian language; changing learning), and from teacher development (i.e. focused on teacher learning per se) to student achievement (i.e. focused on teacher learning as a means towards program improvement evidenced in student achievement). This should be used as a point of discussion with participants on the importance of reaching a shared understanding of goals and areas of focus in mentoring.



*Key ideas / learning*

<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<p><b>Facilitator presentation</b></p> <p>The facilitator continues an interactive presentation/discussion.</p> <p>Anticipated time: 30 minutes.</p>	<p>PowerPoint slides 108–109</p>

## PRESENTER'S NOTES



**Roles of mentoring**

- Several roles: emotional or social support, assistance/input, modelling/sharing, challenging assumptions and practices, facilitation that stretches, feedback, reflection
- Role/relationship is unique to the participants
- Has to be defined by participants and can be re-negotiated

→ mutuality, collegiality, and responsibility in critical reflection

Slide 109

It is essential to define roles up front in a mentoring relationship. Partners may assume different roles at different times as carers, helpers, sharers, facilitators, etc. It must also be acknowledged that the roles are dynamic and will necessarily change and develop over time, throughout the mentoring process.

A key dimension of the role is critical reflection — carried out in the context of collegiality. This reflection often takes the form of the mentor working with the mentee to make sense of and respond to complex aspects of their work or to re-frame their practice in some way. Participants should be asked to discuss this as a group to reflect on the complexity.

Participants should be encouraged to think about their own role and participation in mentoring: the multiple roles, changing roles, power and symmetrical/asymmetrical relationships, the role of reflection as re-framing. An area that is less likely to be captured in relation to roles is awareness of communication styles and the language of mentoring.

Participants should be encouraged to be specific about their own planned mentoring relationship — as mentor and/or mentee.



**Mentoring and leadership**

**Task**  
Discuss the following quotation from Aoki:

“What is it to lead?  
I pose the question knowing full well that for there to be leaders, there must be followers. For me, ‘leader’ and ‘follower’, like ‘mother’ and ‘child’, or ‘teacher’ and ‘student’, need to exist only together. They make sense only when in each set the two are held together ... But a question remains: How does a good leader know which path or way he or she should tread? It is at this juncture that we need to restore the two-fold of ‘to lead’ and ‘to follow’. A leader must be a true follower — in leading, he must follow. But follow what? If he is a leader, he must lead by following that which is true to that which is good in the situation within which he dwells. (Aoki 2005, pp. 350-1).

- Consider the implications of the discussion about the changing nature of mentoring and the link to professional agency and leadership. List them.
- Compare with your thinking as documented during the first group discussion task in this part.
- How do you see the relationship between mentoring and leadership? Identify principles that might characterise the mentorship relationship that you wish to develop.

Slide 110

Some points raised in discussion might include:

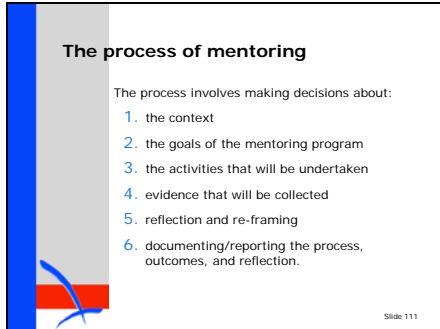
- mentoring as an educative act
- the link Aoki makes between leading and following and their reciprocity; in other words, a leader also needs to know how to follow — to be attentive to others
- the link between self-reflection, self-awareness, and leading others towards greater understanding and their own self-awareness, which is linked, in turn, to professional agency and leadership.

*Key ideas / learning*

<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<p><b>Group discussion task</b></p> <p><b>For discussion</b></p> <p>Discuss the quotation from Aoki. Consider particularly what it might mean for leadership in Asian languages education.</p> <p><b>For reflection</b></p> <p>Consider the implications of the discussion about the changing nature of mentoring and the link to professional agency and leadership. List them.</p> <p>Compare with your thinking as documented during the first group discussion task on this part.</p> <p>How do you see the relationship between mentoring and leadership?</p> <p>Identify principles that might characterise the kind of mentorship program and relationship that you wish to develop collaboratively.</p> <p>Anticipated time: 20 minutes.</p>	<p>PowerPoint slide 110</p>

## PRESENTER'S NOTES

### Segment 3b: Planning a mentoring program

A presentation slide titled "The process of mentoring". It features a blue vertical bar on the left and a red horizontal bar at the bottom. The text describes the process of making decisions about six areas.

**The process of mentoring**

The process involves making decisions about:

1. the context
2. the goals of the mentoring program
3. the activities that will be undertaken
4. evidence that will be collected
5. reflection and re-framing
6. documenting/reporting the process, outcomes, and reflection.

Slide 111

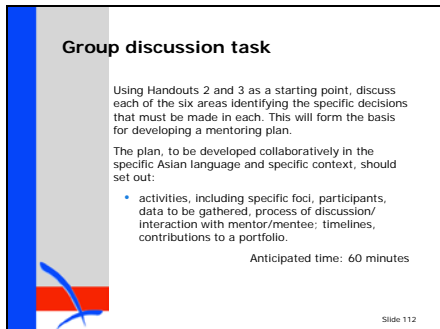
Given the individual, unique nature of the mentoring program and the relationship between mentors and mentees, which depends on the particular participants and contexts involved, it is difficult to provide specific guidance.

Although the processes outlined in this slide are general, they can be incorporated into any model of mentoring (be it one-to-one, co-mentoring, or group mentoring).

Planning the process is important — at the same time recognising that it must always be seen as emergent and dynamic.

The process involves making decisions (at least preliminary ones) about the six areas listed. Each should be considered in turn. Participants are invited to work through the six areas as they begin to plan their mentoring program.

State facilitators should be available to provide feedback.

A presentation slide titled "Group discussion task". It features a blue vertical bar on the left and a red horizontal bar at the bottom. The text describes a task for participants to discuss and develop a mentoring plan.

**Group discussion task**

Using Handouts 2 and 3 as a starting point, discuss each of the six areas identifying the specific decisions that must be made in each. This will form the basis for developing a mentoring plan.

The plan, to be developed collaboratively in the specific Asian language and specific context, should set out:

- activities, including specific foci, participants, data to be gathered, process of discussion/interaction with mentor/mentee; timelines, contributions to a portfolio.

Anticipated time: 60 minutes

Slide 112

At this point the emphasis is on pooling ideas regarding all the matters that will have to be taken into account and decided in planning the mentorship program. Each plan will be developed individually. At the national workshop participants will focus on their role as mentors; in state-based workshops, it is likely that mentors and mentees will come together for collaborative planning. This task permits a rich discussion that will lead to planning.

The two handouts will provide guidance on the development of the plan. Handout 2 can also be used as a reporting pro forma.

All participants, mentors and mentees, should prepare a personal portfolio with reflective summaries that provides a documented and critically reflective account of their experience. All participants must agree on the kinds of entries they wish to include in their particular portfolio. This is an integral part of developing professional agency and leadership.

It must also be acknowledged that the plans will necessarily have to be progressively modifiable.

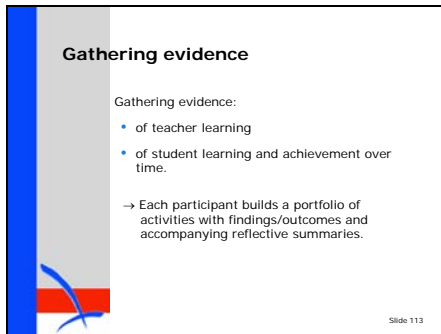
State facilitators may wish to include a formal mechanism for providing feedback on these plans.

*Key ideas / learning*

<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<p><b>Group discussion task</b></p> <p>Using Handouts 2 and 3 as a starting point, discuss each of the six areas, identifying the specific decisions that must be made in each. This will form the basis for developing a mentoring plan.</p> <p>The plan, to be developed collaboratively in the specific Asian language and specific context, should set out:</p> <ul style="list-style-type: none"> <li>activities, including specific foci, participants, data to be gathered, process of discussion/interaction with mentor/mentee, timelines, contributions to a portfolio.</li> </ul> <p style="text-align: right;">Anticipated time: 60 minutes.</p>	<p>PowerPoint slides 111–112</p>

## PRESENTER'S NOTES

### Segment 3c: Gathering evidence of teacher professional learning and student learning through mentoring



**Gathering evidence**

Gathering evidence:

- of teacher learning
- of student learning and achievement over time.

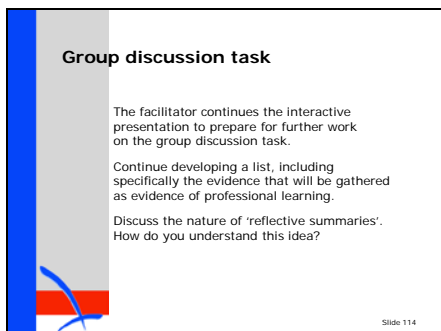
→ Each participant builds a portfolio of activities with findings/outcomes and accompanying reflective summaries.

Slide 113

In highlighting the value of evidence of learning, it is important to problematise the notion of evidence itself — its nature, suitability, and sufficiency for the particular purpose — as well as the need to acknowledge that evidence should be and is open to interpretation. The interpretation — what we make of the data gathered and how we use it as evidence — is the focus of the *reflective summaries* and an important set of material for discussion as part of the mentoring process.

It may be helpful in this segment to draw a distinction between evidence of teacher learning and evidence of student learning, recognising that the first may be insufficient (depending on the goals of the mentoring program), and the second is a distinctive form of evidence, that relates at least in part to the first.

It is recommended that a portfolio of the mentoring experience as a whole be used as an ongoing record of the experience of developing and reflecting upon professional agency. The portfolio should include agreed entries (decided as part of the planning process and depending on the goals and particular activities included in the program established between each mentor and mentee) and reflective summaries. All participants, both mentors and mentees, should prepare a portfolio that provides an account of their developing professional agency.



**Group discussion task**

The facilitator continues the interactive presentation to prepare for further work on the group discussion task.

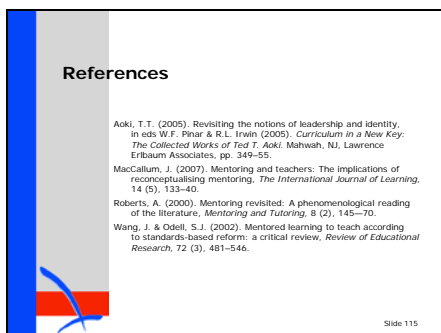
Continue developing a list, including specifically the evidence that will be gathered as evidence of professional learning.

Discuss the nature of 'reflective summaries'.  
How do you understand this idea?

Slide 114

Each plan will be tailored to the individuals involved but should include consideration of the data that will be gathered as evidence of professional learning. Since the plan will span several months, provision must be made for ongoing data-gathering, analysis of evidence, and critical reflections.

State facilitators may wish to provide guidance on a notional number of entries and the requirements of these. The reflective summaries should be a required element for all. Note that the focus of these is more than just a participant's thoughts (as in a reflective journal, for example). These summaries address both reflection on the process and the question: What do I make of the evidence? It is the latter that will ensure the development of professional agency and leadership.



**References**

Aoki, T.T. (2005). Revisiting the notions of leadership and identity. In eds W.F. Pinar & R.L. Irwin (2005). *Curriculum in a New Key: The Collected Works of Ted T. Aoki*. Mahwah, NJ, Lawrence Erlbaum Associates, pp. 349–55.

MacCallum, J. (2007). Mentoring and teachers: The implications of reconceptualising mentoring. *The International Journal of Learning*, 14 (5), 133–40.

Roberts, A. (2000). Mentoring revisited: A phenomenological reading of the literature. *Mentoring and Tutoring*, 8 (2), 145–70.

Wang, J. & Odell, S.J. (2002). Mentored learning to teach according to standards-based reform: a critical review. *Review of Educational Research*, 72 (3), 481–546.

Slide 115

*Key ideas / learning*

<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<p>The facilitator continues the interactive presentation to prepare for further work on the group discussion task.</p> <p><b>Group discussion task</b></p> <p>Continue developing your list of matters to be decided in developing your plan for mentoring, including specifically the evidence that will be gathered as evidence of professional learning</p> <p>Discuss the nature of ‘reflective summaries’.</p> <p>How do you understand this idea?</p> <p style="text-align: right;">Anticipated time: 30 minutes.</p>	<p>PowerPoint slides 113–115</p>





## HANDOUT 2

### Planning a mentoring program: some considerations

#### 1. Context

Consider, for example:

- distinctive aspects of the particular Asian language and particular school program and its overall place in the school curriculum
- distinctive aspects of the particular year level (Will the mentoring involve work with one class at one year level or with an area of development across year levels?)
- participants: mentor, mentee, other colleagues, parents, school leaders, academics.

#### 2. Goals

Consider, for example:

- What do you wish to achieve in the mentoring program – in the short-term and in the longer term?
- What do you wish to change in your program, in your practice, in your relationships with colleagues (or any other focus)? How is this framed as a goal?
- Is the goal essentially about teacher professional learning or improvement in student learning or both?
- Is the goal(s) achievable? How do you know?

#### 3. Activities

Consider, for example:

- an observation/series of observations of an aspect of practice
- an evaluation of an aspect of the curriculum/program or the program as a whole (see Module 1, Part 2 and Module 2, Part 1)
- an investigation of an aspect of practice (see Module 2, Part 2)
- a 'lesson study': a lesson study is best understood as a 'research lesson', which involves professional learning based on a systematic examination of practice. [The process of lesson study is outlined at the end of this handout.]
- a leadership experience(s)
- a demonstration experience(s)
- collaborative reflection (face-to-face or online)
- a journal article or conference presentation.

The program should incorporate a combination of activities such as those listed above. Each activity will require particular planning, for example, for the observation, planning will involve the development of a focus for observation, a process, an observation protocol, critical consideration of the data/evidence to be captured, a process for analysing, reflecting, and acting upon the findings.

#### 4. Evidence

Both the data to be gathered and the process for analysis of the evidence should be considered at the planning stage.

Consider, for example:

- an observation protocol as a resource for capturing evidence
- evidence of planning, implementing, analysing, and conducting in an evaluation – the specific evidence sought will depend on the focus of the evaluation
- evidence of planning, designing, implementing an investigation, gathering and analysing the data, documenting findings, and reflection
- evidence of planning and implementing a lesson study, analysing the planned and implemented experience, evidence of the debriefing

and similarly for each activity.

The evidence may be gathered and documented through:

- records of meetings (face-to-face or online)
- teacher histories
- program profiles
- planning documents
- recordings of discussions/conferencing/debriefing
- recordings of classroom interactions
- journal entries to capture the experience and the evidence as well as *reflective summaries* that document what the mentor/mentee made of the particular experience/evidence
- analysis of broad themes emerging from mid-term/end-of project.

#### 5. Reflection and re-framing

Consider diverse spheres and forms of reflection:

- on the program plan, on the experience, on practice, on the theory-practice connection, on the data, on the evidence, on the conclusion drawn, on the reflection (self and other), on self as professional and own agency
- reflection as critical self-reflection, reflection as dialogue, reflection as feedback.

#### 6. Documentation

Consider what is to be documented, how frequently, for discussion with whom.

A portfolio of the mentoring experience is recommended. The portfolio should include the experience itself and critical reflection upon it in the form of a reflective summary. The reflective summaries, in turn, can be used in mentor/mentee discussion. These are a major part of developing professional agency and leadership.

### Process of lesson study

The steps in the process are as follows:

- select an overarching goal and related research question
- develop a detailed plan for the lesson, which one of the teachers uses to teach the lesson (group observes the lesson)
- discuss observations of the lesson, the group revises the lesson, lesson implemented again
- group comes together again to discuss the lesson
- group debriefs about the lessons and their learning in relation to the original question
- plan for next lesson study.

### Some references on lesson study include:

- Fernandez, C., Cannon, J., & Chokshi, S. (2003). A US-Japan lesson study collaboration reveals critical lenses for examining practice, *Teaching and Teacher Education*, 19, 171–85.
- Tsui, A.B.M. & Law, D.Y.K. (2007). Learning as boundary-crossing in school-university partnership, *Teaching and Teacher Education*, 23, 1289–1301.



## Handout 3

### Mentoring plan and report

This resource can be used as a pro forma for setting out a mentoring plan, including a process for making ongoing adjustments to the process (Sections 1–6).  
It can also be used as a pro forma for reporting on the mentoring experience (Sections 1–9).

<b>1. Background information</b>  Mentor teacher(s) name: .....  Mentee teacher(s) name: .....  School: .....  Language: .....  Year level: .....	
<b>2. School or class context</b> (description including the identification of (a) learner/program needs and (b) teacher learning needs)	<b>Record of evaluation process, adjustments, modifications</b>
<b>3. Goals of mentoring program</b> (identification of the focus of the mentoring program)	

4. <b>Design</b> — planned mentoring activities (including, for example, program evaluation, investigation, lesson study)	<b>Record of evaluation process, adjustments, modifications</b>
5. <b>Implementation</b> (What you did in the mentoring program)	
6. <b>Data gathered</b> (and documented through a portfolio)	

**7. Outcomes** (Analysing the information/data from the experience – what you learnt)

**8. Interpreting the information/data**

**9. Portfolio and final reflective summary**

(Attach the portfolio: highlight particular extracts including the final reflective summary. Consider the learnings and implications for own further understanding and practice, and your own developing professional agency and leadership.)

