



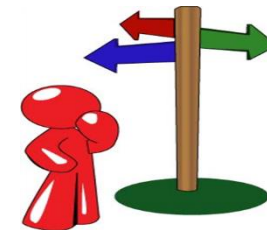
# Mentoring and Pathways for Hanban Teachers

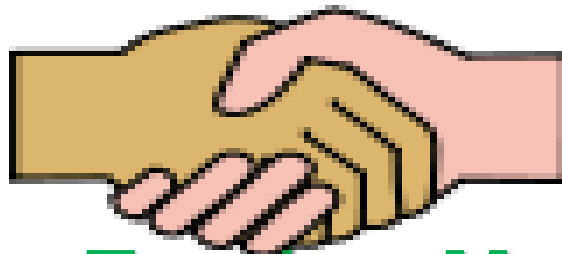




## Aims of this session include:

- Why mentoring for Hanban teachers?
- Who can mentor?
- Feedback from the mentor pilot
- The Hanban teacher handbook
- Career Long Professional Learning for Hanban teachers
- Pathways for Hanban teachers





# Hanban Teacher Mentoring



## Why have Hanban teacher mentors?

"Mentoring and coaching skills enable much more effective dialogue and learning to take place within groups of teachers and with stakeholders and partners."

**Graham Donaldson**



A coaching and/ or mentoring approach has become the cornerstone of a range of approaches to teaching and learning and to the way our education establishments are led (GTCS 2012).





## Supporting colleagues



- A journey in learning in Scotland for Chinese teachers
- We take many things for granted about how the teachers are settling
- Major differences in pedagogy, policy, approach to education
- Cultural differences
- Linguistic support
- Talking about learning
- Taking responsibility for own development

## For our colleagues in Scotland:

Mentoring is a very valuable professional development activity which allows the mentor to:

- Enhance skills in supporting colleagues
- Share valuable experience and expertise
- Become more self-aware and reflective
- Further enhance intercultural understanding
- Apply for GTC recognition in mentoring
- Have the opportunity to visit China



Coaching and mentoring are different activities but the key principles are similar and there can be some overlap.

Common elements, in an educational context, include:

- A learning conversation
- Reflection and sharing
- Agreed outcomes
- Focus on learning and teaching
- Mutual benefit
- Confidentiality.





## Who can mentor?

### A mentor is:

a person who can share experience and expertise with a less experienced colleague. The mentor can guide, support, encourage and inspire the mentee. Both are learners in the process and the relationship is one of mutual respect, trust and the sharing of development opportunities.

### A mentor can be:

a colleague within the Modern Languages Department

a colleague from another department

a colleague from the Local Authority

a colleague who has a whole school role for mentoring or staff welfare





<u>Working well</u>	<u>Could work better</u>	<u>Action</u>
Practical sessions	More theory about policy	Differentiated CLPL planned between year one and year two teachers/Master's structured learning, GTCS
Fresh ideas	Professional language content/understanding	Translate key documents and instructions. Check for understanding
Taking responsibility for own development	The consistency of the mentoring process	More robust support and advice planned for next session's mentors and mentees. Closer monitoring
Recognising the importance of CLPL to development	More observation opportunities	Build observation into the mentoring process
Varied content		
Opportunities to try new things		
Starting to use GTCS Standards more	Support with understanding the language	Standards for Hanban teachers translated into Mandarin



## Quotes also taken from Hanban teacher feedback include:



- I hope that other Hanban teachers can have the same opportunities
- Mentoring is really helpful and always provides me with good, fresh ideas for teaching
- It is wonderful to feel I am making progress for my future teaching
- The mentor sessions help me improve my professional actions
- The mentor sessions are unforgettable experiences in my life
- Mentor sessions are really useful for us all to improve ourselves





## Hanban Teacher Handbook



- **Practical Advice**
- **Standards for Hanban Teachers and Reflective Questions (How to use the Standards for self-evaluation) – based upon GTCS Standards**
- **What is Career Long Professional Learning (CLPL)? We have a calendar of CLPL, tasks and timelines**
- **Reading – suggested reading**
- **The importance of ongoing reflection**





## Pathways for Hanban teachers Year One:



Choice of:

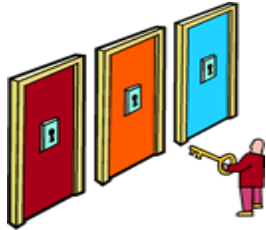
1. Reflective presentation and reflective report

Or

2. Reflective portfolio and comparative essay about the education system in Scotland and in China

Both options offer a certificate for Professional Learning

Option 2 offers a Masters Module worth 20 credit points



## Year Two:



### Choice of:

1. Small scale enquiry into an aspect of classroom practice resulting in a poster presentation
- Or
2. As above but with a critically informed rationale



Both options offer a certificate for Professional Learning  
Option 2 offers a Masters Module worth 20 credit points

The journey of a  
thousand miles  
begins with a  
single step.

(Lao Tzu)

## Reflection, Continuing the Journey



**Partnership working to make it all happen:**

**Partners in Strathclyde University  
GTCS**

**Colleagues in Local Authorities and schools**



## We could not do this without you!





This is how we want the teachers to feel  
about their learning journey:

