



# Call for Expression of Interest

**Writer and facilitator of  
Educative Mentoring modules**



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# Background

## Writer and facilitator of Educative Mentoring Modules

*Secondary School context – Aotearoa New Zealand*

**PPTA Te Wehengarua invites Expressions of Interest from experienced writers and educators to develop a suite of learning modules focused on educative mentoring in New Zealand secondary schools, for delivery to PPTA Te Wehengarua members.**

In 2025, PPTA Te Wehengarua released *Mentoring: Guidelines for Effective Practice in Secondary Schools in Aotearoa New Zealand* ([The 2025 Mentoring Guidelines](#)). The guidelines support PPTA's vision for a culturally responsive secondary teaching profession in which teachers are well supported in their roles and appropriately resourced.

Access to effective mentoring at all stages of a teaching career is critical. Evidence consistently shows that the support teachers receive in their first five years strongly influences whether they remain in the profession. Providing mentors with clear guidance and targeted development is therefore a necessary and valuable investment.

PPTA Te Wehengarua believes all ākonga benefit from teachers who have access to effective mentoring throughout their careers. High quality mentoring strengthens teaching capability, supports professional learning, and contributes to teacher retention.

To support key ideas in *The 2025 Mentoring Guidelines*, PPTA Te Wehengarua is seeking a writer and facilitator to develop professional learning modules and to support their initial implementation with a small group of members.

### About the Role

The successful writer will develop **high-quality, engaging learning modules** that:

- Reflect the principles and practices of **educative mentoring**
- Are grounded in the **Aotearoa New Zealand secondary school context**
- Support mentors and mentees to engage in reflective, growth-focused professional learning focused professional learning
- Are suitable for facilitated, blended, or self-directed learning

The role also includes building facilitation capability through delivery of an in-person workshop with accompanying facilitation materials so the modules can be used sustainably across schools and networks.

## Key tasks and deliverables

The writer will be responsible for:

- Designing and writing a coherent suite of **five educative mentoring modules**
- Developing facilitation guidance, tools, and participant resources
- Designing a **train-the-trainer approach** to support wider use of the modules
- Planning and delivering a two-day professional learning workshop for **up to 15 teachers** to enable them to:
  - Understand the intent and structure of the modules
  - Confidently facilitate the modules with colleagues
  - Adapt the learning for different school and mentoring contexts
- Providing practical strategies for leading professional learning conversations, reflective dialogue, and inquiry-based mentoring
- Contributing to evaluation and feedback processes to support refinement and ongoing use of the modules.

The modules and associated materials may be re-purposed online by PPTA for the professional learning of the wider PPTA membership.

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## Indicative timeline for module development

The project will begin as soon as practicable, with timing of the following indicative phases confirmed by agreement.

### Phase 1: Scoping and Design (Term 1, 2026)

- Clarify purpose, audience, and success criteria.
- Confirm module structure, key focus areas, and delivery modes:
  - Expected formats (PowerPoint, PDFs, facilitator notes, activity templates, online-ready versions)
  - PPTA will provide appropriate templates and style guides
- Develop a detailed module outline and project plan

### Phase 2: Module Writing and Resource Development (Term 2, 2026)

- Draft module content and learning activities.
- Integrate relevant research, evidence, and studies to underpin the modules and reflect current thinking on educative mentoring, professional learning, and teacher development.
- Develop facilitation guides and participant resources.
- Ensure alignment with *The 2025 Mentoring Guidelines* and the Aotearoa New Zealand secondary school context.

### Phase 3: Train-the-Trainer Delivery (Term 3)

- Timing of two-day workshop confirmed by agreement.
- Design and deliver professional learning for **up to 15 teachers**.
- Use professional learning approaches that explicitly draw on participants' existing knowledge, experience, and mentoring practice as the basis for new learning.
- Support participants to build confidence and capability to facilitate the modules.
- Refine modules and resources based on delivery experience and participant feedback.

Timelines may be adjusted by agreement to align with participant availability. Iterative feedback and refinement with project stakeholders will occur throughout the project.

### Key Focus Areas for Module/ Workshop Content:

- Culturally responsive mentoring, including consideration of Te Tiriti o Waitangi to ensure conversations as Treaty partners are foregrounded.
- Foundations and principles of educative mentoring
- Building effective **tuakana/teina** (mentor–mentee) relationships
- Observation, feedback, and professional dialogue
- Reflective practice and inquiry-based learning
- Supporting early career and developing teachers
- Ethical and professional responsibilities in mentoring

There is an expectation that te reo Māori/ kupu Māori would be integrated into the resources as appropriate.

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## Required skills and experience

We are seeking a writer who can demonstrate:

- Alignment with the values and constitutional objects of PPTA Te Wehengarua
- Experience in secondary education in Aotearoa New Zealand (teaching, leadership, or advisory roles)
- Strong understanding of mentoring and professional learning in schools
- Experience writing professional learning or curriculum-aligned resources
- Experience designing or facilitating professional learning for teachers
- Ability to communicate clearly, accessibly, and engagingly with educators
- Understanding of culturally sustaining and inclusive practice
- Ability to commence the project as soon as practicable, with timing confirmed by agreement

Experience working with Middle Leaders, Specialist Classroom Teachers or Kāhui Ako and induction and mentoring programmes, or relevant professional standards frameworks will be an advantage.

### Remuneration

\$7500 plus GST if any: Preparation of materials (modules, facilitation guides)

\$7500 plus GST if any: Facilitation: preparation and delivery of workshop and follow-up refinement of materials.

Note: Expenses associated with workshop delivery (venue hire/travel/accommodation/meals will be met by PPTA Te Wehengarua).

### What to Include in Your Expression of Interest

Please include:

- A brief overview of your relevant experience
- Your interest in educative mentoring and module development
- Experience supporting or leading professional learning for educators
- Examples of relevant writing or resource development (if available)
- Your availability in relation to the indicative timeline

### How to Submit

Expressions of Interest should be submitted via email by **20 March** to **Wendy Daniell** [wdaniell@ppta.org.nz](mailto:wdaniell@ppta.org.nz).

If you have any questions about this EOI, please send to Dr. Adele Scott, Advisory Officer [ascott@ppta.org.nz](mailto:ascott@ppta.org.nz)

All materials developed for this project will become the intellectual property of PPTA Te Wehengarua.

