



Summary: Nau te rourou, Naku te rourou . . . Educative mentoring

The purpose of this paper is two-fold: to bring members up to date with the current status of educative mentoring in New Zealand secondary schools, and to make recommendations on how to further support the training and work of mentors.

There is now wide recognition that used in the right context, educative mentoring offers a powerful lever to develop and support quality teaching in secondary and area schools.

Provisionally registered teachers have a right to a quality programme of induction and mentoring, which needs to be 'hard wired' into schools' regular business.

Mentoring skills have also been identified as a key career development area for experienced teachers, middle and senior management, and principals.

Network Learning Communities offer a forum for developing good mentoring practice and sharing knowledge.

Recommendations:

1. That the report be received.
2. That PPTA endorse the Teachers Council induction and mentoring guidelines.
3. That PPTA encourage members to apply for study grants to support teachers to gain mentor qualifications and/or training.
4. That, during the next round of STCA and ASTCA bargaining, PPTA seek to have the number of study grants extended to support teachers to gain mentor training and qualifications.
5. That, during the next round of STCA and ASTCA bargaining, PPTA seek to gain 0.16 time allowances for use by trained mentor teachers.
6. That PPTA seek an amendment to the wording of clause 3.8A.4 in the STCA to better reflect that the role of mentor may be filled by a suitably trained (and matched) teacher within a school, and may not necessarily be confined to a suitable colleague within a curriculum area.
7. That PPTA call on the Ministry of Education to extend (or re-establish) the role of external advisors to support the work of mentor teachers and PRT co-ordinators in secondary and area schools.
8. That PPTA deplore the Government's decision to cut back provision of regional school support services for secondary and area schools, and the Ministry of Education's failure to adhere to its own best evidence synthesis research advice about quality professional learning and development for teachers.