

NGĀ TIKANGA WHAKAAWEAWE A TE KAIĀRAHI MŌ NGĀ KAIKO KURA TUARUA KI AOTEAROA

EFFECTIVE MENTORING PRACTICES FOR SECONDARY TEACHERS IN AOTEAROA

This course has been developed and is delivered by the Pūtea Whakawhanake Pouako | PPTA Learning and Development Centre, in partnership with Victoria University of Wellington, to address a specific need identified by the secondary sector.

Through our engagement with the Centre's kaiko advisory group, we learnt that while many teaching roles involve mentoring colleagues and students, kaiako did not feel that there was adequate support and guidance to help them develop their practice.

“Ngā tikanga whakaaweawe a te kaiārahi mō ngā kaiako kura tuarua ki Aotearoa | Effective mentoring practices for secondary teachers in Aotearoa” addresses this gap, providing an accessible way for kaiako to learn the skills and capabilities they need to be effective mentors.

We designed this course to capture what good mentoring practice looks like in the context of Aotearoa: it draws on Mātauranga Māori, and uses appropriate tikanga in both online and face to face interactions.

The course is delivered over ten weeks through self-paced online modules, webinars and one face-to-face workshop.

COURSE OBJECTIVES

- ◆ Critically examine different approaches and frameworks of effective mentoring through the lens of an educational leader in Aotearoa
- ◆ Critically reflect on your experiences of mentoring and your current mentoring practices
- ◆ Articulate and demonstrate the principles and practices of effective mentoring in their role as an educational leader

MODULE CONTENT

- ◆ The concept and significance of mentoring in the context of Te Tiriti o Waitangi
- ◆ Approaches, strategies and capabilities for effective mentoring
- ◆ Mentoring in practice
- ◆ Setting up a mentoring programme within your kura



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Master of Education Micro-credential Course

Waiho i te toipoto, kaua i te toiroa.

Let us keep close together, not wide apart.

“Participating in this programme has been an enriching experience that significantly enhanced my mentoring skills as an overseas teacher starting in this wonderful country. Through this programme, I not only gained a comprehensive understanding of Aotearoa’s educational practices but also honed my ability to be culturally responsive in the New Zealand educational context.

The guidance and mentorship I received have empowered me to become a more effective mentor to my students, helping them navigate their educational journeys while respecting and embracing their diverse backgrounds. This programme has been instrumental in my development as a mentor, and I am deeply appreciative of the knowledge and expertise it has provided me.”

—Jeevani Jayawardena, Papatoetoe High School



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KAIAKO VOICES

“My ambition is to be a deputy principal. I previously had no set timeframe for this goal, but this course has helped me clarify a pathway and I’m aiming to achieve this within two years.”



For kaiako and middle leader Riejanne Campbell (pictured above left), undertaking “Effective mentoring practices for secondary teachers in Aotearoa” equipped her with a clearly defined pathway towards her leadership ambitions.

After completing the course in 2022, she moved from her teaching role at Stratford High to become the Whare Pastoral Lead and Transition Lead at Te Paepae o Aotea. In this position, Riejanne actively mentors other kaiako in pastoral roles, applying the practical experience and pedagogical theory she gained from completing this micro-credential.

Riejanne is one of 309 graduates who have reported that they are able to immediately apply their learning in their school context. Another graduate, Jo McKay from Dunstan High School, expressed her appreciation for learning the theoretical aspects of mentoring and how the course empowered her not to solve other people’s problems. She shared, “I have been implementing various approaches in my teaching practice, with policy-based mentoring being particularly effective in laying the foundation for challenging conversations.”

Brooke Ashton from Melville High School says as a teacher, you’re mentored throughout your PCT years, and then suddenly there’s no longer that support. “As a middle leader, for example, developing your career can feel isolating. This course has helped me realise we’re not in the waka alone.”

Upon completion of the course, participants will have deepened their understanding of effective mentoring approaches, strategies, and capabilities. They will feel confident in establishing mentoring relationships for themselves and within their kura.

The following quotes are from kaiako who undertook this micro-credential programme between 2022 and 2023.

“I would highly recommend the Effective Mentoring Practice for Secondary Teachers and in fact I have recommended it to many of my colleagues. It is a practical course that helped me understand what it is to be an effective mentor and more about the mentoring relationship. It is well paced and a good use of a busy secondary school teacher’s time. It also gave me the opportunity to meet teachers across the country and hear about their experiences. If you are already a mentor or wanting to become a mentor, this course provides invaluable training and should probably be compulsory!”

“The face-to-face day was fantastic! Especially the work around having difficult conversations and the different models to use. I used one the very next day!”



“This course focused my attention on the most important elements of mentoring and enabled me to critically evaluate my own practice.”

“I have thoroughly enjoyed the learning and have already made changes to my practice.”

“My assumptions have been challenged about what mentoring is. In contrast with coaching, I now understand how to encourage a mentee to reach their own conclusions.”

“More experienced teachers would benefit from this course too, during these times of burnout in particular. It can be unclear, especially in middle leadership, what you need to do to progress your career – this has been so clarifying.”

“I’m loving learning about the mana associated with mentoring, and how we can navigate the procedural elements, with the necessary nurturing involved.”



“Something in particular that I took away from this course was the concept of intention. I’ve learned how to start the mentoring process by co-constructing a relationship: establishing what the mentor and mentee would like to achieve.”

“Through the readings I’ve been given a strong basis in theory and practice. Speaking as a first-year leader, my experience being mentored is that there’s a lack of consistency, and each of us only has the subjective knowledge of our own mentorship experience.”

“Loved the whole day hui! Lovely to connect with other kaiako, and have loved learning about mentoring and having good structure around what a good mentor/mentee program looks like, and learn more skills about questioning/listening.”

