

Learning in the Workplace – A Learner-oriented Mentoring Programme

A Mentoring Programme is designed based on the feedback from the previous and current student cohorts, the learner-oriented design in this example addresses the common needs of pre-service teachers with regard to the basic competency of classroom management; in this programme, authentic workplace based experience ties nicely with the theories and concepts students receive from classroom based lectures.

Learner-oriented Course Design – Mentoring Programme Mentoring Support and Reflective Journal Writing (Jan to March 2011)

Students of the UST-MAIE/SCED programme reflected in the Student Staff Consultation Meeting (SSCM) (2009/2010) that they could not manage teaching and discipline management in the classroom well during BP. Noting the expectation of students, in planning CUI5048 titled 'Professional Teachers in Classroom, Schools and Community' in 2010/2011, I organized a mentoring scheme with the collaboration of a secondary school, aimed at enhancing procedural knowledge of managing students as a component of the course. Student-teachers attended a whole school day, they observed 2-3 sessions conducted by selected high performing teachers, before they attended two lectures shared by school teachers on handling low academic-banding students. On the school day, mentors discussed the lessons and answered students' questions on different aspects related to the class being observed, student-teachers asked questions related to co-planning, collaboration among teachers working in the same subjects, handling teaching in special facilities such as laboratory and computer room, and other questions related to preparing for the profession.

Outcome/Impact:

This component comprises 1/3 of the course. To help students reflect on the rich experience, I required students to complete a portfolio of reflective writing during the course period. The result was very encouraging, to my surprise, while additional effort was required in this programme, students behaved energetically, they made full attendance over the period of the events undertaken, their portfolio suggested a lot of deep thoughts and keen observation on the complexities in teaching. This new experience also reported positively by students in the SSCM (2010/2011), they found the learning activities of CUI5048 professionally organized and the course had helped them developed insights of becoming a professional teacher. As illustrated below:

→ Most impressive is teacher can use various form of questions to stimulate students to think. This can make sure everyone in the class are on track and keep concentrate. The teaching aids such as ppt, can easy attract students attention. The content is also very organized, thus students can easily follow by reading the ppt and worksheet.

good to learn from good models



CUI4053 Portfolio

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Please reflect on the experience as a whole in below:

What have you learned from the experience as a whole?

Teacher shared some experience of dealing with parents with us. It is very vital for me as I have no hand-on experience. Also, she shared the interview experience and taught us how to write educational aspiration. One of the interviewer asked her how to cope with students who always forget to bring books. She reflect and improve her performance rather than punishing her students. This answer is quite impressive. This programme is very useful for pre-service teachers.

Good that you've learned. You also has presented to be very reflective and made good observation.



(Above) Photo taken at the briefing session of the Mentoring Programme, students were received by the school principal and mentor teachers (Feb, 2011)



(Above) Students were heavily taking notes while concentrated in observing mentor teachers teaching in the classroom (Feb, 2011)

Teacher mentors were acknowledged by a certificate and I have presented them in front of the students in the briefing so that my students will be modeling good teaching performance of students. The certificate is shown below:

