Supervision / Mentoring (Handledning och Professionell utveckling ur ett RCT-perspektiv)

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Welcome / Välkommen / Tervetuloa

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Handledning

Handledning är en aktivitet som riktar sig till individer eller grupper som fokuserar på individens eller gruppens utveckling, den professionella kompetensen och/eller verksamhetens måluppfyllelse och kvalitet, och som syftar till utveckling av kunskaper, färdigheter och/eller reflektion kring yrkesanknuten teori och praktik (Åberg, 2009, s. 54).

Det vill säga Handledningens avsikt

…Är att utveckla och vidareutveckla professionell kompetens (Tveiten, 2000, s. 71)

…Det syftar till utveckla såväl professionellt som personligt (Gjems, 1997)

…. Ett fortsatt LÄRANDE

Mentoring - individual

Mentoring is often defined as a "close, intense, mutually beneficial relationship between someone who is older, wiser, more experienced, and more powerful with someone younger or less experienced. It is a complementary relationship . . built on both the mentor's and the protege's needs" (Jeruchim & Shapiro, 1992, p. 23).

Reasons for Mentoring

- lifelong learning for professionals;

- personal development;

- individual professionals to ensure a measure of control and security;

- assuring *a wary public* that professionals are up-to-date, given the rapid pace of technological advancement;

- professional associations can verify that the standards of their professionals are being upheld;

- employers to be assured of a competent, adaptable workforce

Claims for professional development
(Freidman and Phillips, 2004, p. 362)

1. For the profession - a way to advance knowledge **together (collaboration)**

2. For the **individual** educator,

- Professional and personal development,

- Support, influence and lead others,

- Collaborate - opportunities to form networks, new friendships,

- Sharing ideas or having ideas/thoughts confirmed,

- Employment / Career advancement / Promotional opportunities,

- others?

BENEFICIARIES? - our children and our planet.

Faser in Professionell utveckling

Birnik (2010)	Handel & Lavås (2007)	Wenells.se	Action research
Start	Inledning/målsättning	Ide	Plan
Mellan	Process / planering	Förstudie	Act
Avslutning	Produkt/ genomförande	Start	Observe
	Avslutning /utvärdering	Genomförande	Reflect
		Avslutande	Decide

Professional development models

- **Business models** - Based on a dominant globalized agenda of managerial professionalism. Seen as over-bureaucratic.

- **Democratic models** - foster self-efficacy through critical collaboration and acknowledge the importance of an ethical dimension of professionalism to help resolve the tensions about the purpose of professional development.

- **KEY tensions** - include the position of **e.g., teachers** as both professionals and public servants and the potential conflict between individual and collective interests

- *A socio-cultural interpretation of teacher's learning and change* is offered as an alternative; one that relies upon the assumption of individual teacher autonomy within an environment characterized by collaborative, collective decision-making –

Problem

- The effect of current covid19, globalization - marketization of education - constant educational reforms - focus on assessment and standardization and administrative tasks ? **EFFECTIVE** ways to **silence teacher agency?**

Empowering preservice teacher Supervisors Perspectives: A Relational Cultural Approach to Mentoring (Uusimaki, 2013

- To illustrate the importance of relationship building between schools and universities to support and enhance preservice teacher supervision.

Concerns:

- Disconnections between Schools and Universities,
- University requirements, state policies, teacher requirements vs Teacher and teaching requirements in Regional schools NSW & Victoria, Australia.

Relational Cultural Theory (RCT)
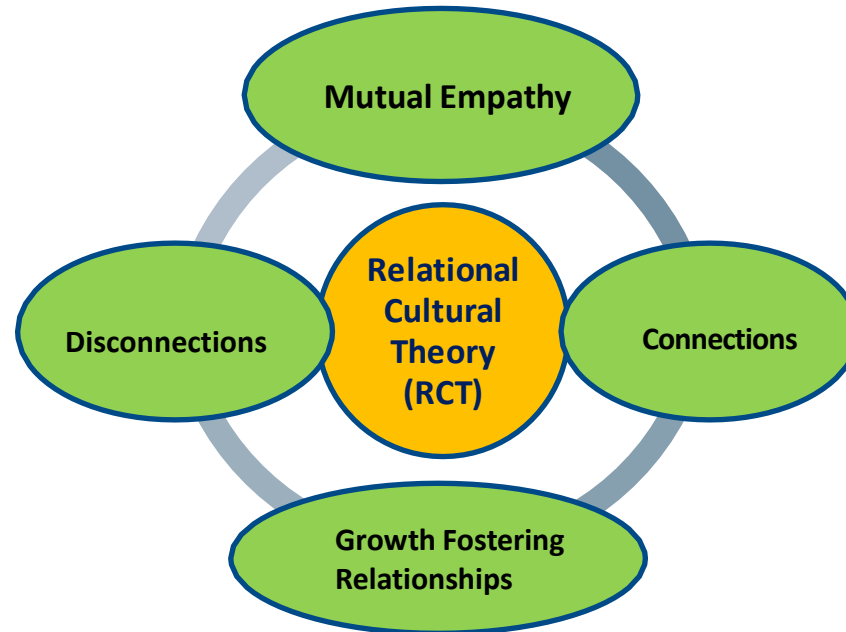
Relational

- **My being is always in relation with others, (e.g., family, neighbors, colleagues, friends/acquaintances, authors of the books/articles, the music I listen too, the garden I plant, the animals I care).**

- **…. And the quality of relationship is <u>always</u> based on the relationship I have with myself (my sense of self, identity).**

Culture

- **A shared, learned, and symbolic system of values, beliefs and attitudes that shapes and influences perception and behaviour**

And,

- **CULTURE is also used as a mechanism to differentiate between those who are acceptable to us and those who are not.**

Power

- **Personal Power - my sense of self and identity**

- **Shared power - empowerment toward agreed goals.**

- **'Power with' - to build a culture of trust, openness, and respect. (Hall, 1996)**

- *The misuse of power is deliberately used to encourage disconnections and divide people into us versus them*.

A Relational-Cultural Theory (RCT) (Jean Baker Miller 1976)

- **Relational-Cultural theory suggest that identity is developed through and toward relationships, which occur within and are influenced by a cultural context.**

- **Underlying RCT are the concepts of *mutual empathy, growth-fostering relationships, connections and disconnections.***

Mutual Empathy

- **is a mutual involvement and commitment to the relationship, authenticity is having compassion and being genuine in the context of the relationship, and empowerment is the experience of being personally strengthened, encouraged and inspired to take action (Uusimaki, 2013, 2018).**

Growth-fostering relationships

Growth-fostering relationships are characterized by mutual empathy, authenticity and empowerment and include the following 5 attributes (or characteristics)

1. **Sense Energy**

2. **Increased Sense of Worth**

3. **Clarity: Increased knowledge of oneself and the other person in the relationship**

4. **Productivity: Ability and motivation to take action both in the relationship and outside of it**

5. **Desire for more Connection: In reaction to satisfaction of relational experience**

Connections

- **Connection refers to the experience of relationships that are characterized by mutual empathy and mutual empowerment.**

Disconnections

- **Disconnection is the experience of ruptured relationship(s).**

- *BECAUSE,*

"We do not see things as they are; we see them as we are.

We do not hear things as they are; we hear them as we are."

The Talmud

So WHAT?

- **Personal growth occurs both in connection and in disconnections. Where there is an experience of ruptured relationship a re-connection can sometimes lead to a strengthened relationship and sense of confidence or alternatively to a diminished sense of self (Miller, 1976; Uusimaki, 2010, 2013, 2018).**

Connecting & learning

- **"Teaching, (mentoring, supervising, coaching etc) demands connecting with students and their learning, and the health of that connection is nurtured or jeopardized by the teacher's relationship to herself"** (Rodgers & Raider Roth, 2006, p. 272),

- *which in turn has been and is influenced by the cultural context of the school or workplace.*

Culture & learning

- **culture do not just influence but determine the kinds of knowledge and practices that are constructed and the connections that are built with [our own] knowledge and ways of knowing. (Uusimaki, 2013, 2018)**

Relational-Cultural theory

- **affirms voice and narratives as central elements of a relational process and is based on the notion that *learning*, *growth* and *development of self* occur not in isolation but in relations with others. In this sense the concept of relationships moves away from instrumental activities that support notions of an isolated individual self.**

Nearly there - Daxs för SUMMERING?

Mentoring/Supervision

- **A complex but worthwhile process**

- ***BECAUSE,***

- **Authentic and mutually-supportive relationship building provides a strong foundation for students and mentors/supervisors to develop their personal and professional identities and contribute to the empowerment of teacher development.**

Mentoring & Professional Development

- **Supportive**

- **Job-embedded**

- **Instructional focused**

- **Collaborative**

- **Ongoing**

High Quality Professional Development

- **Job-embedded**
- **Does it connect to daily responsibilities?**
- **Does it include follow-up activities that require application of what has been learnt?**
- **Does it allow time to reflect?**
- **Instructional-focus**
- **Does it emphasize improving professional competence?**
- **Does it address subject area content and how to teach it?**
- **Does it help to anticipate misconceptions?**
- **Does it equip with a wide range of instructional strategies?**

High Quality Professional Development

Collaborative

- Does it engage colleagues physically, cognitively, and emotionally?

- Does it engage colleagues socially in working together toward common goals?

- Does it require colleagues to give and receive peer feedback?

Ongoing

- Does it require a number of contact hours over several months?

- Does it provide colleagues with opportunities to interact with ideas and procedures or practice new skills?

- Does it 'build' on or relate to other professional development experiences?

Something to remember,

"Be good to people. You will be remembered more for your kindness than any level of success you could possibly attain"

– Mandy Hale

#gratitudeapp 🌱 VIA GRATITUDE APP

LYCKA TILL &

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