

# MENTORING AND LEADERSHIP

## Graduate Certificate in Educational Studies

The GCES - Mentoring and Leadership is a four-course experience designed to meet the needs of mentor teachers.

### Program Goals:

- To help mentor teachers understand the essential features of an effective mentoring partnership
- To encourage mentor teachers to investigate evidence-based practices associated with effective mentorship
- To connect the Teaching Quality Standard (TQS) and Leadership Quality Standard (LQS) to effective mentoring and leadership
- To enhance mentor teachers' confidence and skill in effective mentoring processes
- To provide a professional community of practice where teachers across different locations can connect and explore current issues and literature in the field
- To provide an opportunity for mentor teachers to learn about graduate level coursework with the future possibility to pursue a Master's degree.

**Applications Open:**  
**September 1 - October 31**  
(start in Winter term)

For more information:  
[uab.ca/sntp](http://uab.ca/sntp)  
[edmentor@ualberta.ca](mailto:edmentor@ualberta.ca)

### Rise to the challenges and opportunities of 21<sup>st</sup> century education.

The Graduate Certificate in Educational Studies (GCES) is for University of Alberta mentor teachers seeking advanced professional education. The program consists of a four-courses (12 credits) centered on mentoring preservice teachers and school leadership. The Graduate Certificate in Educational Studies is a cohort-based, part-time, online program that suits your schedule and timelines.

## THE PROGRAM

Teaching is complex and pre-service teachers enter the field with basic theoretical and pedagogical knowledge and understandings, but the actual practical 'doing', and analysis of 'what was done', is where they advance their praxis. The GCES - Mentoring and Leadership will advance the educator's self-efficacy, knowledge and skills, related to mentoring. The courses are designed to blend theory with practice and enable mentors/leaders to become more skilled in supporting the development of those they mentor.

## COURSES

### EDU 595 Foundations of Mentoring

*Prerequisite: Foundations of Mentoring Non-Credit Module Series  
This course must be the first course in the Certificate.*

### EDU 520 Foundations of School Leadership

### EDU 521 School Leadership: Theory into Practice

*Prerequisite: EDU 520 Foundations of School Leadership. EDU 520 and EDU 521 fulfill the academic requirement for LQS certification in Alberta.*

### And ONE of the following:

### EDU 595 Essentials of Effective Mentoring

*Prerequisites: Essentials of Effective Mentoring Non-Credit Module Series and EDU 595 Foundations of Mentoring*

### EDU 595 Advancing the Practice of Mentoring (in development)

*Prerequisites: Advancing the Practice of Mentoring Non-Credit Module Series and EDU 595 Foundations of Mentoring*

*The Graduate Certificate may be laddered into some M.Ed. Programs (see reverse).*

## ADMISSION REQUIREMENTS

- A four-year baccalaureate degree from a recognized university with a 3.0 GPA on the last 60 credits of course work. Note: For lower GPAs, admission may be granted based on work experience
- Completion of a mentoring assignment with the U of A
- Completion of the non-credit module series associated with the GCES



**UNIVERSITY  
OF ALBERTA**



## Laddering the Graduate Certificate in Educational Studies into the Master of Education in Educational Studies (MES)

A [Graduate Certificate in Educational Studies \(GCES\)](#) from the University of Alberta provides students with up to 12 credits in advanced standing in the Master of Education in Educational Studies (MES) program\*. Students will follow this **tentative** program plan (subject to change):

### Tentative Schedule – General Cohort\*\*



### Courses to Complete the M.Ed.

#### **EDU 510 Fundamentals of Educational Research**

Students learn how to understand and apply educational research to educational problems. Specific focus on conceptualizing methods of educational research to specific and individual educational sites and issues.

#### **EDU 514 Planning for Educational Change**

Students learn how educational research can enhance educational change toward school improvement and focus on the creation of a site-based research proposal, which utilizes appropriate research methods.

#### **EDU 515 Conducting Educational Research**

Students complete a supervised research assignment specific to their educational context. They will develop and apply knowledge and skills related to data collection, data analysis techniques and research report presentation.

#### **EDU 900 Program Synthesis**

A reflection and synthesis of learning from the Master of Education in Educational Studies in relation to the concepts of school/educational improvement that are the foundations of the program.

#### **Plus two graduate-level electives**

*Note: Electives must be taken prior to taking EDU 900, unless permission has been received from the department for an altered course of study. Professional Learning offers a variety of electives; check the [website](#) for current offerings, or contact us to determine if the elective you want to take is approved for the program. Once you are admitted to a graduate program, you can no longer take courses through Open Studies until after you graduate.*

#### **Other Laddering Options**

The GCES can also ladder into the [M.Ed. Elementary Education - Curriculum and Pedagogy](#). Contact [essgrad3@ualberta.ca](mailto:essgrad3@ualberta.ca) for more information.

**Faculty of Education, Professional Learning**  
Website: [uab.ca/prolearn](http://uab.ca/prolearn) | Contact: [pluadmin@ualberta.ca](mailto:pluadmin@ualberta.ca)

*\*Completion of the GCES does not guarantee acceptance into any master's program.*

*\*\*The schedule of courses is determined on an annual basis. Alternate schedules may be available in future years. Course availability is dependent upon sufficient enrollment.*