

PROFESSIONAL LEARNING FOR MENTOR TEACHERS

Supporting Mentor Teachers Project

These are the steps along this professional learning pathway:

- *Mentoring a pre-service teacher for the University of Alberta*
- *Participating one or more non-credit module series*
- *Completing the companion graduate courses through Open Studies OR*
- *Completing the companion graduate courses as part of the Graduate Certificate in Educational Studies - Mentoring and Leadership (see reverse)*
- *Receiving advanced standing for the GCES courses, laddering into an MEd program*

University of Alberta mentor teachers may qualify for tuition credit towards graduate studies. Restrictions apply. Contact us for details.

For more information:
uab.ca/smtp
edmentor@ualberta.ca

Mentoring foundations for University of Alberta mentor teachers who are sharing their expertise with the next generation.

Mentoring is an extremely effective investment of time and talent to realize the potential and growth of staff. The Supporting Mentor Teachers Project (SMTP) invites you on a journey for the enhancement of your skills as a mentor teacher.

NON-CREDIT MODULE SERIES

Each non-credit module series is comprised of eight modules with asynchronous online learning activities. You will receive access to the entire series, but you may choose to participate in one, a few, or all of the modules in a series.

This valuable information is provided to U of A mentor teachers **free-of-charge** and it provides a starting point for further study and learning.

Foundations of Mentoring Series

- Role of the Mentor Teacher
- Fostering Effective Relationships
- Reflections and Growth
- Effective Learning Environments
- Written Feedback
- Verbal Feedback
- Role of the School Coordinator
- Facilitating Effective Cohort Meetings

Essentials of Effective Mentoring Series

- Fostering Effective Relationships - Part A
- Fostering Effective Relationships - Part B
- Demonstrating a Professional Body of Knowledge - Planning and Instruction
- Demonstrating a Professional Body of Knowledge - Assessment and Evaluation
- Foundational Knowledge of First Nation, Métis and Inuit
- Establishing Inclusive Learning Environments
- Engaging in Career-Long Learning
- Adhering to Legal Frameworks

Upon completion of a module series, students may choose to continue into the companion graduate course, or the Graduate Certificate in Educational Studies - Mentoring and Leadership (see reverse). After that, the GCES courses can ladder into a Master's degree (see page 3).



UNIVERSITY
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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.

Through the certificate, you will learn to:

- *Understand the essential features of an effective pre-service teacher mentoring partnership.*
- *Investigate evidence-based practices associated with effective mentorship. Connecting the Teaching Quality Standard (TQS) and Leadership Quality Standard (LQS) to effective mentoring and leadership.*
- *Enhancing confidence and skill in an effective mentoring process.*
- *Provide a professional community of practice where teachers across different locations can connect with others to explore current issues and literature in the field.*
- *Provide an opportunity to learn about graduate level coursework with the future possibility to pursue a Masters degree.*

Rise to the challenges and opportunities of 21st 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

EDU 595 Foundations of Mentoring must be the first course in the Certificate.

EDU 595 Essentials of Effective Mentoring

Prerequisite: Essentials of Effective Mentoring Non-Credit Module Series

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.

The Graduate Certificate may be laddered into some M.Ed. Programs (see page 3).

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

For more information:
uab.ca/sntp
edmentor@ualberta.ca

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



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



A [Graduate Certificate in Educational Studies \(GCES\)](#) or [Graduate Certificate in School Leadership \(GCSL\)](#) from the University of Alberta provides students with up to 12 credits in advanced standing in the MES program*. Students admitted with one of the two approved graduate certificates 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.

Other Laddering Options

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

Additionally, the GCSL can ladder into the [M.Ed. in Studies in Educational Leadership](#). Contact essgrad2@ualberta.ca for more information.

Faculty of Education, Professional Learning
Website: uab.ca/prolearn | Contact: pluinfo@ualberta.ca

*Completion of the GCES or GCSL does not guarantee acceptance into any Master's program. Course availability is dependent upon sufficient enrollment.

**The schedule of courses is determined on an annual basis. Alternate schedules may be available for future years.