

WESTERN SYDNEY
UNIVERSITY





ACKNOWLEDGEMENT OF COUNTRY

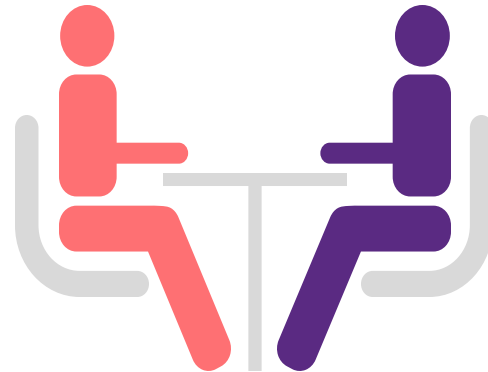
With respect for Aboriginal cultural protocol and out of recognition that its campuses occupy their traditional lands, Western Sydney University acknowledges the Darug, Eora, Dharawal (also referred to as Tharawal) and Wiradjuri peoples and thanks them for their support of its work on their lands (Greater Western Sydney and beyond).



Note: this Zoom session is being recorded. Please turn off your video camera should you wish to.

SESSION TITLE: **SESSIONAL STAFF T&L MENTORING**

SESSION PRESENTER: **Assoc. Prof. Jo Chuck**



PROGRAM

- **WHAT, WHY AND HOW?**
- **WHAT DO YOU WANT OUT OF T&L MENTORING?**
- **HOW TO ENGAGE WITH BADUGULANG?**

"Being selected to take part in this program has made me feel valued as an employee of the University and that the University is interested in my longer term development."

"I feel I have a broader understanding of the ways the University works and this has helped me when addressing items with other schools."

"I have met a new colleague who I do not think I would have crossed paths with. I have had an insight into a different discipline and the way other schools work and approach staff supervision and development."

Within this nearly endless diversity of mentorship, most mentoring will fall into one of the following types.

DYAD



In the traditional dyad mentorship model, mentees are paired with more experienced mentors, often with institutional support. Successful dyad mentorships require active participation, with equal responsibility shared between mentors and mentees.

PEER



Peer mentoring consists of two or more people, often similar in experience or rank, interacting as equal mentoring partners to achieve mutually determined goals. Peer mentorship is collaborative in nature, where each member provides mentorship to the other by providing guidance, expertise, support, counsel and advice while bringing out each member's finest skills, providing opportunities to pool knowledge and strengthen relationships (Nowell, Norris, Mrklas & White, 2017).

GROUP



Group mentorship is where one mentor supports a group of interdependent mentees who hold themselves individually and collectively accountable to a common purpose of learning and development. Group mentoring provides opportunities for discussion and socialization, encouragement and support. (Nowell et al., 2017).

CONSTELLATION



Constellation mentoring is when one mentee has multiple mentors who take active interest and action to advance the mentee's development. Constellation mentoring allows mentees to experience mentors with different styles of mentoring and leadership, providing rich and in-depth understandings of multiple teaching and learning practices. Furthermore, having multiple mentors provides mentees with greater opportunities to expand their networks (Nowell et al., 2017).

DISTANCE



Distance mentoring is where the mentee and mentor are in different locations or faculties. This form of mentorship can be particularly valuable for those located at satellite campuses and for those wishing to obtain guidance from mentors who may be at different institutions or faculties.

The Mentorship Guide for Teaching and Learning

WHY T&L MENTORING?

- ❖ Essential **leadership** skills for both mentor/ees (McCloughen, 2009, 2011)
- ❖ A professionally and personally **enriching** (McCloughen, 2009, 2011, 2010).
- ❖ **Safe** forum to discuss issues and solutions (McPherson, 2011).
- ❖ Gain feelings of being **valued** and **belonging**.
- ❖ **Share their own expertise** with their mentors
- ❖ Develop **confidence**, learn more effectively and acquire new **perspectives** (McKinley, 2004).
- ❖ Advice and guidance on **succeeding** within organizations and have **role models** and sounding boards for concerns and ideas.
- ❖ Hearing about **pertinent encounters** and **feelings** experienced by mentors (Kanaskie, 2006).
- ❖ Expand through **networking**, insights into **career** transitions & organizational knowledge (McKinley, 2004).
- ❖ Access to educational **programs**, recognition, **job satisfaction**, increased learning skills and potential career advancement (Higgins, 2000; Huybrecht, Loeckx, Quaehaegens, De Tobel).

WHY DOES MENTORING WORK FOR SESSIONAL STAFF?

- motivated to improve teaching skills (78% Leigh, 2014).
- unaware of how teaching fits into overall programme structures, or core philosophical or pedagogical values (Marshall, 2012).
- long-term career aspirations are varied (56% to 75%) (May et al., 2013; Sutherland & Gilbert, 2013),
- contributing to curriculum development, (50%)
- provides an opportunity for consistent development (Brown et al., 2013; Halcomb et al., 2010).
- Sustainable

Relationship to Academic Mentorship @Western

Reported outcomes include:

- creating opportunities for joint research;
- gaining insight into different disciplines/schools;
- developing a cross-school relationship; developing research strategy;
- receiving support and advice regarding promotion;
- developing skills in grant bidding, funding sources, and publications;
- gaining a fresh perspective on career development; and the transfer and sharing of knowledge.

Participants demonstrate strong leadership potential and excellence in Learning and Teaching, Research and/or Governance.

Board: What are some of the key issues unique to sessional staff?

Table 1: Key sessional staff issues identified by the focus group

Subject of focus group question	Themes emerging
1. Reasons for working sessionally	It suits me All that was on offer Do not wish to work full time
2. Advantages to working sessionally	Allows control Can focus on teaching
3. Disadvantages to working sessionally	Limitation on professional growth & development Job insecurity Sense of isolation and lack of collegiality Lack of access to information
4. Needs of sessional workers	Information and communication Sense of job security Collegiality & mentoring
5. Identifying support available for sessional staff at the IEC	Able to identify: Access to office space Eligibility to apply for a parking permit Library card Centre for Professional Development
6. What sessional staff would liked to have known about...	The orientation kit Photocopier use
7. Suggestions for how the IEC and Macquarie University could support sessional staff.	Communication Strategy Perception of professional respect Access to office space Mentoring Need for training as a teacher
8. A sense of "feeling less"	Less likely to be as involved as possible - to speak up, to act, to participate A feeling of being temporary & removed No email account = no idea! Lack of clarity around marking Learning how to complete a timesheet Course texts Unpaid hours Telephone access
9. Improving support	Career development and mentoring Establishing a protocol for sessional staff recruitment Sessional staff liaison officer Improved communication

Harvey, M; Fraser, S. and Bowes, J
(2005)



BADUGULANG

Centre for teaching and learning excellence

21^C
PROJECT



Badugulang: Centre for Excellence in Teaching and Learning

Purpose

We strive for excellence in university teaching and learning

Vision

A place to share ideas, nurture excellence and celebrate teaching.
An academic workforce and teaching culture that is fit-for-purpose, resilient and nurtures innovation

Values

Sustainability
Transformation
Connectedness

Further enhance our teaching and learning culture at Western

Teaching Culture

- Increased capability to deliver curriculum and teaching which is transformative, contemporary and evidence based
- Supported T&L culture
- Student success & partnership

Leaders with recognised expertise in teaching and learning

157 Badugulang Fellows

- Executive
- Learning Futures
- 12 Schools
- 2 Institutes
- Students
- Professional Staff
- Sessional Staff

Leadership Mentoring Stewardship Shape initiatives

Badugulang
Advisory Group

Strong partnerships and increased engagement across the university & beyond

Teaching Scholarship

- Research and SoT&L
- Dissemination
- External impact & visibility
- Evidence based good practice

Engagement

- Showcasing the best of WSU's teaching
- T&L Week; showcases; events; talks; keynotes

Badugulang Initiatives

- AdvanceHE Fellows
- Partnership X- Hub
- Peer Review
- Sessional staff mentorship

Reward & Recognition

- Career development
- Mentorship
- Support AAUT & T&L awards

IMPACT

Increase staff recognition

Dissemination of our work

Develop & retain high quality T&L staff

T&L quality evaluation

Improved T&L quality indicators

LEARNING FUTURES

Learning Futures

- Teaching Support
- Professional Learning
- Curriculum Review
- The 21C Project
- Get Involved
- Sustainability Education
- Contact Us

21C Transforming Teaching



Welcome to Badugulang

Badugulang, our centre for excellence in university teaching and learning was launched on 1 July 2021. You can see the launch and keynote address by Prof. Sally KIR [here](#).

Badugulang is a 21C initiative to further enhance our university community's capability to deliver transformative and contemporary curricula and teaching while also supporting recognition of staff contributions to teaching.

Badugulang is a place to share ideas, nurture excellence and celebrate teaching.

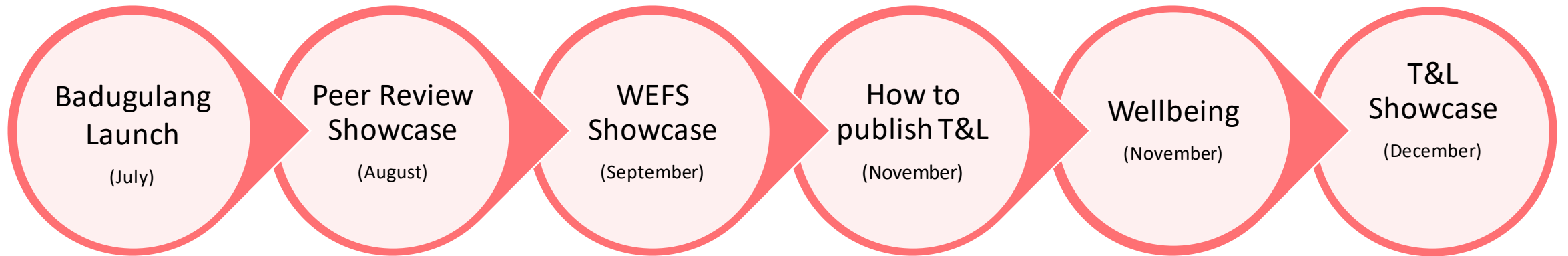
Badugulang, which is a Djarug word for the "waterhole" will bring together expert and aspiring teaching and learning leaders, curriculum partners, academics, personal and professional staff. It will support a culture where teaching knowledge is shared to empower Western's confident, critical and expert teachers.

Transforming Teaching -
More Information

What is Badugulang? -
Video



Teaching Showcases



FORMAL: Sessional Staff Mentoring

Purpose

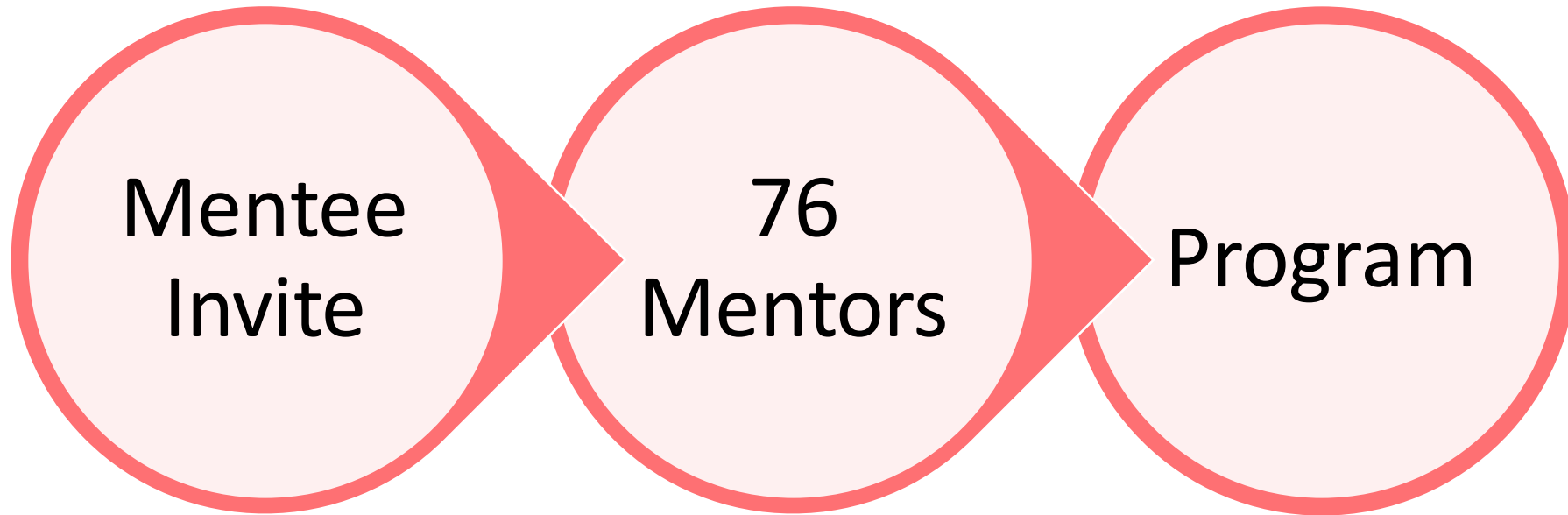
To provide sessional staff with the opportunity to undertake paid professional learning to enhance their teaching practice

Overview

Sessional staff will be paired with a mentor (Badugulang Fellow) and will work towards improvement in a self-identified area of their teaching.

Mentees will create a digital artefact about their mentorship experience.

Sessional Staff Mentoring



Mentoring support ideas



'Week 4 Open Door' type approach – ANONYMOUS

Training for mentors on how to mentor – ANONYMOUS

Day In the Life of: Academics, Teaching, Creating Content/Learning Design, Educational Leadership – ANONYMOUS

Joint unit coordination – ANONYMOUS

Compliment University Mentoring Program – ANONYMOUS

Joint Coordination – ANONYMOUS

Academic buddy system – ANONYMOUS

Team teaching – ANONYMOUS

Collective self-reflective practice – ANONYMOUS

peer review initiatives – ANONYMOUS

specific to different areas of teaching that people want to improve – ANONYMOUS

theres often little time for mentoring – ANONYMOUS

mentoring training (how to be a good mentor and mentee) – ANONYMOUS

how does our teaching and learning acknowledge and take responsibility for the social issues and inequalities that our students face? – ANONYMOUS

how is curriculum making an act of everyday justice? – ANONYMOUS

how students feel about learning and teaching practices that they are exposed to – ANONYMOUS

showcasing teaching with a student and co-presenting that – ANONYMOUS

Program Overview

PL Hours	Purpose	Schedule
1. Mentorship group meeting with Dr. Christine Curry	Overview of Teaching and Learning Cycle	Late February 2022
2. Mentees' independent planning time	Plan for Mentorship Teaching and Learning focus	Late February 2022
3. Mentees meet with Mentors	Discuss mentorship approach and T&L focus	Early March 2022
4. Mentees' independent planning time	Prepare for next meeting with Mentors	Mid-March 2022
5. Mentees meet with Mentors	Discuss progress on T&L focus	Early-Mid April 2022
6. Mentees' independent work	Work on focus activities	End April
7. Mentees meet with Mentors	Finalisation of project	Mid May
8. Training session on creating a digital artefact	To create a visualisation of the mentorship journey	End May

INFORMAL Sessional Staff Mentoring Opportunities

- Sessional staff will also have the opportunity to request **informal mentorship**
- Mentors will be Badugulang Fellows
- Sessional staff will be invited to submit Expressions of Interest to participate in informal mentorship

It is now time to move to Stream 2

Check your email inbox/Outlook calendar for the Zoom link to join the session you pre-registered for.

Concurrent session 1:

Teaching Indigenous content: Enhancing confidence

Professor Susan Page

Concurrent session 2:

HyFlex _ flyer.westernsydney.edu.au- Be informed > be prepared

Stephanie Bourke & Rhoda O' Higgins

Concurrent session 3:

Feedback for learning: Managing large classes in limited time

Dr Lisa Milne



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