

MENTORING PLAN

1. Participants and context

Name: Role:

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School(s)/Work context(s):

Language(s):

Year level(s):

Other background information:

.....

2. School or class context (identify learner and/or teacher needs in relation to the teaching context)

3. Goal(s) of mentoring project (What is your focus? What do you want to achieve?)

4. Guiding question (What are you asking in this project? What question will drive your mentoring interaction?)

5. Will your project link to key documents (e.g. AFMLTA/AITSL standards, school policy and planning documents)? If so, how? (Which sections or dimensions will you be addressing specifically?)

6. Design (What mentoring activities will you undertake? How will these be organised?)

7. Implementation (How will you gather data? What form(s) will the data take- surveys, interviews, audio recorded discussions, video recordings, notes?)

8. Data and records (record the key items you collect)

9. Reflecting on outcomes (What did you find? How did you and your mentoring partner(s) benefit? How might others benefit from what you did?)

10. Reporting your work (What key messages would you like to share with others?)

Adapted from AFMLTA (2012) **More** Leaps project, and Morgan & Corston (2012) Mentoring for Languages Teachers Professional Learning Program