Mentoring – Aboriginal Way: Our Way

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- **Debbie Moyle - Ngarrindjeri women**

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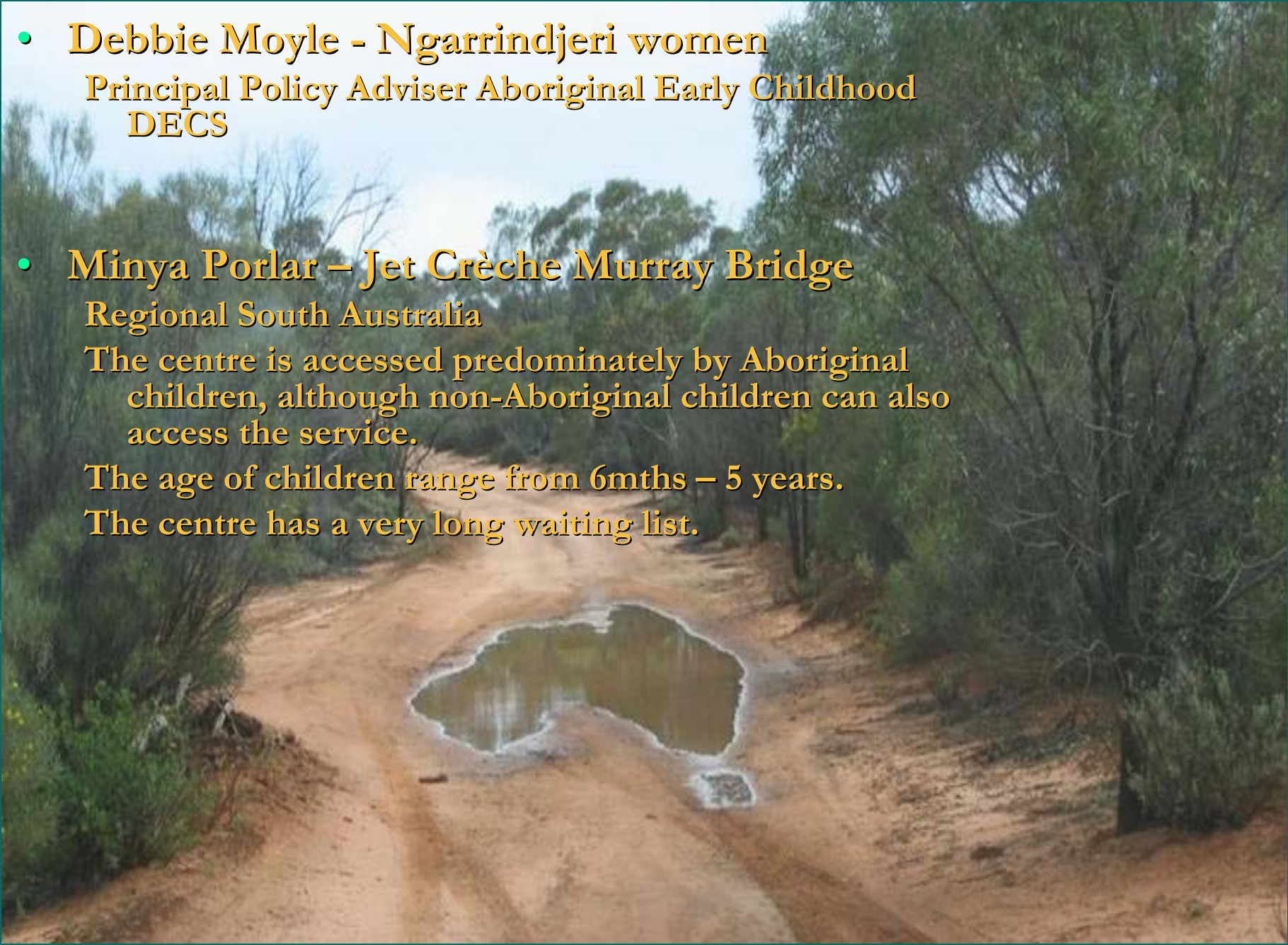

- **Minya Porlar – Jet Crèche Murray Bridge**

  Regional South Australia

  The centre is accessed predominately by Aboriginal children, although non-Aboriginal children can also access the service.

  The age of children range from 6mths – 5 years.

  The centre has a very long waiting list.

Mentoring Australia,
an association of mentors, educators and researchers.

Describe mentoring as a mutually beneficial relationship which involves a more experienced person helping a less experienced person to achieve their goals.

Mentoring within the **Partners in Action Research and Evaluation (PARE)** project.

The mutual benefit between mentee and mentor was based on professional relationship and the respect for each other's community links and expertise.

- Valued the richness of Aboriginal and non-Aboriginal people's experiences, knowledge and skills
- The effective use and knowledge within the context of the Aboriginal and early childhood community

My observations about being a mentor within the PARE project

- Cultural competent and culturally sensitive within the context of an early childhood setting and content of the learning about action research and evaluation.
- Fostered caring and supportive relationships.
- Encouraged all mentees to develop to their fullest potential.
- Process of inquiry to facilitate active community partnerships.

What is Mentoring?

- Being a mentor should not be linked to age or bounded by any preconceived ideas about gender, race, religion, area of operation, location, or such like.

- The value of a mentoring system is in the availability of an individual that understands the processes or issues confronting a colleague and who can offer a 'look around the blind corner'

What does a mentor do?

A mentor can act as a sounding board for ideas or plans…

Mentoring fosters the development of relationships which benefit both the mentor and the mentee.

- **direction**
- **validation**
- **motivation**
- **encouragement.**

The Partners in Action Research and Evaluation (PARE) project goals and objectives were clearly defined from the beginning.

Participating in the learning sessions/workshops, the mentor's observation and active engagement - all members were able to quickly determine the type of mentor system that would suit all members and achieve the project objectives.

One Mentor's Perspective

My experience

- **Cultural competence**
- **Negotiating a Mentor system for all members**
- **Staying Focused -Performance Assessment**

The Definition of Cultural Competence

- **Cultural competence** refers to an ability to interact effectively with people of different cultures.
- Cultural competence comprises four components:
  - Awareness of one's own cultural worldview,
  - Attitude towards cultural differences,
  - Knowledge of different cultural practices and worldviews, and
  - cross-cultural skills.

Creating Protocols for Dialogue

Observe → Check-Self → **Collaborative Learning = Reflection + Inquiry**

Listen → Check-Self → **CL = R + I**

Ask → Check- Self → **CL = R + I**

Discuss → **Mutual Plan of Action** → **Collective Decision Making**

Dialogue Skills

- Respectful silence
- Suspension of assumptions
- Acting as a colleague and partner rather than an expert
- Spirit of Inquiry

The Definition of Performance Assessment

Reference

- Performance assessment is a measure of assessment based on authentic tasks such as activities, exercises, or problems that require learners to show what they can do.

- Performance tasks have more than one acceptable solution; they may call for a learner to create a response to a problem and then explain or defend it.

- The process involves the use of higher-order thinking skills (e.g., cause and effect analysis, deductive or inductive reasoning, experimentation, and problem solving). Performance tasks were used primarily for assessment at the end of a period of instruction, but are frequently used for learning as well as assessment

Competencies covered in this short course: Certificate IV Indigenous Research Capacity Building. Learners Guide-1, Learners Guide-2 & Learners Guide-3.
UNIT CODES: ICBRES401A – ICBRES02A –ICBAPP501A & Recognition of Prior learning (RPL)

Source: Adapted from *The Language of Learning: A Guide to Education Terms,* by J. L. McBrien & R. S. Brandt, pp. 77-78, 1997, Alexandria, VA: Association for Supervision and Curriculum Development.
http://www.ascd.org/portal/site/ascd/menuitem.4427471c9d076deddeb3ffdb62108a0c/ accessed 24/08/08

The Definition of Problem-Based Learning
Reference

Problem-based learning (PBL) is focused, experiential learning (minds-on, hands-on) organized around the investigation and resolution of messy, real-world problems.… PBL curriculum provides authentic experiences that foster active learning, support knowledge construction, and naturally integrate school learning and real life;

- Learners were engaged problem solvers, identifying the root problem and the conditions needed for a good solution, pursuing meaning and understanding, and becoming self-directed learners;

Unit Title Undertake Research for Capacity Building: Unit Code: ICERES402A 2. Gathering information – -Competencies Assessment:

- *2.1 Permission to gather information is obtained from the community*
- *Information needed to ensure community capacity building issues are addressed, is identified and sources located*
- *Key people are consulted*
- *Information is gathered and recorded*

Source: From *Problems as Possibilities: Problem-Based Learning for K–16 Education,* 2nd Edition (pp. 15–16), by L. Torp & S. Sage, 2002, Alexandria, VA: Association of Supervision and Curriculum Development. http://www.ascd.org/portal/site/ascd/menuitem.a4befa0de1b8d1fddeb3ffdb62108a0c/;jsessionid=I0HUQq3HsvSJf K2WNYK02lMl2YK422eGIsL2gKx8cORCV1JXl1Q3!1916262351 accessed 24/08/08

The Definition of Constructivism
Reference

Constructivism is an approach to teaching based on research about how people learn. Many researchers say that each individual constructs knowledge rather than receiving it from others.

Constructive teaching is based on the belief that learners learn best when they gain knowledge through exploration and active learning.

Hands-on materials were used instead of textbooks, and learners were encouraged to think and explain their reasoning instead of memorizing and reciting facts.

Learning was centred on themes and concepts and the connections between them, rather than isolated information;

Unit Title: Evaluate research findings to develop continuous improvement strategies – Unit Code ICBAPP501A

Competencies Assessment: 2. Work with communities, service users, services and other stakeholders to develop strategies to address identified needs.

2.1 Close working relationships/networks are developed and maintained with communities and other relevant stakeholders

2.2 Formal meetings, community forums, working groups and other activities are organised to develop action plans, projects and program to address identified needs

2.3 Meetings, working groups and other activities aimed at developing relevant strategies are participated in

2.4 Strategic /action/projects plans are prepared I forms that are appropriate to the needs and roles of relevant stakeholders.

Source: From *The Language of Learning: A Guide to Education Terms*, by J. L. McBrien and R. S. Brandt, 1997, Alexandria, VA: Association for Supervision and Curriculum Development.
http://www.ascd.org/portal/site/ascd/menuitem.d36b986168f3f8cddeb3ffdb62108a0c/ accessed 24/08/08

Does an Aboriginal mentor make a difference?

Minya Porlar staff said…

Aboriginal mentor believes….

Acknowledgements

- Minya Porlar Creche (mpc@accinc.org.au)

- Meri Daniel

- Ruth Carter

- Uncle Dudley Carter

- Anglican Community Care Inc

- Aboriginal Resource Management Support Unit

- PARE Project Team/SNAICC SRS

- Department of Education and Children Services