# Centre for English Teaching Specialization
## Academic Skills for University Success
*Example Project Proposal: Two*

### Stage 5 – Evaluate & Select Gap Closure Actions

#### Select Actions

| Actions to close the gap |
|---|
| • Create social media group for mentors & mentees to discuss in an informal way |
| • Incorporate diary reflection: mentors & mentees reflect on the process and the issues raised & addressed |
| • Draw up document aligning mentoring with NSW Professional development for teachers |
| • Work with schools and the university on finding good mentors |
| • Organise classroom observations (Mentors to observe mentees) |
| • Organise classroom observations (Mentees to observe mentors) |
| • Establish co-operation between University Faculty (Education) & 5 local schools |

#### Conduct Action Evaluations (example)

| Actions to close the gap | Risk | Benefits | Beneficiaries | Feasibility | Impact | Potential barriers |
|---|---|---|---|---|---|---|
| Incorporate diary reflection: mentors & mentees reflect on the process and the issues raised & addressed | No risk foreseen, though would need to decide if this should be monitored or a private act of the individual | Critical self-reflection; develops reflective practitioners | Both mentors & mentees | Feasible | High – evidence suggests that being a reflective practitioner is a highly important aspect of the teaching profession | Accessing tools to effectively incorporate reflection in a relatable, beneficial way |
| Create social media group for mentors & mentees to discuss in an informal way | Mentors wouldn't use it; participants would use it inappropriately | Encourages informal group reflection & sense of comradery | Mentors & mentees | Fairly easy to set up & monitor (may require a co-ordinator) | High | Participants not having social media accounts; safety |

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### Re-Order Actions Chronologically (example)

| Actions to close the gap | Risk | Benefits | Beneficiaries | Feasibility | Impact | Potential barriers |
|---|---|---|---|---|---|---|
| 1) Draw up document aligning mentoring with NSW Professional development for teachers | Nil | Shows mentor program as an incentive; | Both mentors & mentees | Requires research & access to information | Medium | . |
| 2) Establish co-operation between University Faculty (Education) & 5 local schools | Resistance from University; Resistance from schools; difficulty in asking their Administration & teachers to take on more work | Increased access to resources from the university; increases the validity of the project by associating it with a university. Faculty/uni: seen to be addressing issues after graduation | Mentees: local access Uni/Faculty: increase profile | Possible difficulties in establishing contact with local schools | Medium | Schools saying no |

### Refine actions:

1) Draw up document aligning mentoring with NSW Professional development for teachers.
2) Establish co-operation between University Faculty (Education) & 5 local schools.
3) Create social media site for mentoring programme.
4) Create diary for recording of observations and reflections by both mentors and mentees.
5) Recruit first-in-family Education degree graduate mentees from the University of Sydney School Of Education.
6) Recruit mentors from selected local schools.
7) Train mentors in programme.
8) Match mentors and mentees.
9) Oversee creation of classroom observation schedules between mentors and mentees.
10) Mentees to observe mentors.
11) Diary observations by mentees and mentors regarding observation.
12) Mentors to observe mentees.
13) Diary observations by mentees and mentors regarding observation.
14) Debriefing session for mentors and mentees and feedback for future iterations of the programme.