

OAEYC Professional Development Institute - April 11-12, 2008

Mentoring and Preparing Developing Teachers in a Diverse World

Audience: Teacher Educators, Community College Instructors, Early Care and Education Trainers, CDA Trainers, Education Coordinators, Directors, Students and Leaders. *(Interpretation in Spanish will be available for Institute Track Sessions Friday and one of the sessions on Saturday –based on requests.)*

In a diverse world, teacher preparation and mentoring requires a multi-faceted approach. Trainers, teachers educators, and education coordinators must be prepared to work with diverse groups of students or trainees who may not share the trainers' language, world view, or conception of child development. Trainers and educators must also prepare student teachers to work authentically and effectively with diverse groups of children and families. Finally, as educational institutions (colleges, universities) provide both access to credentials and barriers to access, trainers and teacher educators play an important role in supporting students and trainees as they negotiate institutional requirements.

Why attend:

- Intense professional development experience with nationally known and respected mentoring expert, Cecelia Alvarado.
- Networking and connection with teacher trainer and educator colleagues from around Oregon.
- Notebook of institute resources
- Compilation of institute results disseminated to all participants.

Friday Sessions – Institute	
8:30 – 9:00 Registration and Refreshments	
9:00 – 9:50 The Art of Mentoring	
10:00 – 12:30 Mentoring Developing teachers in a Diverse World	
12:30 – 1:30 Lunch and Networking	
1:30 – 4:30 Mentoring Developing teachers working with diverse groups of children and families.	
Saturday Sessions – Institute	
8:00 – 8:30 Regular conference registration and refreshments	
8:30 – 9:45 Welcome and Keynote: Cecelia Alvarado	
10:00 – 12:30 Mentoring Panel	10:00 – 12:30 Beginning the Journey
12:30 – 1:30 Lunch and Networking	
1:30 – 12:30 Mentoring developing teachers as they negotiate institutions.	1:30 – 4:30 Mentoring the Profession

Friday, April 11, 2008

8:30 Registration and refreshments

(Interpretation in Spanish will be available for Institute Track Sessions on Friday and possibly on Saturday- based on requests)

9:00 – 12:30 Welcome and Introductory Session.

A -1. The Art of Mentoring. *Cecelia Alvarado*

Welcome and introductions. What is mentoring? How is mentoring realized in the contexts of teacher education, teacher training, supervision, and support? What are issues that arise when working with and mentoring developing teachers in a diverse world?

12:30 – 1:30 Soup and Salad Lunch – Included in Registration fee

1:30 – 4:30 Institute Session B

B-2. Mentoring developing teachers working with diverse groups of children and families.

Hadiyah Miller and Linda Jones

Authentically addressing cultural diversity is more than just magazine photos on the walls. Mentoring the developing teacher to successfully work in a diverse world requires profound exploration of issues of power, privilege, oppression, and bias. This session examines teacher preparation and mentoring as it relates to issues of diversity. Effective strategies for creating powerful and secure diversity experiences will be examined.

Saturday, April 12, 2008

8:00 – 8:30 Refreshments, registration available for Saturday participants

8:30 Welcome and Announcements

8:45 – 9:45 **Session C - 4:**

Conference Keynote: Cecelia Alvarado “The Power of Mentoring”

Authentic leadership is provided by those who come from the heart of the community they serve, hold the same values and look at community members from an assets-based perspective. We will look at how we can build and support authentic, culturally-responsive leadership at all levels and roles in childhood care and education.

10:00 – 12:30 Institute Session D

D – 11. Mentoring Panel. Formal and Informal Mentoring programs in Oregon. Accomplishments, challenges, and lessons learned.

Oregon is home to a number of formal and informal mentoring programs for developing teachers. This session will feature Accomplishments, challenges and lessons learned will be explored for this powerful teacher development strategy.

D - 12. Beginning the Journey. *Hadiyah Miller and Linda Jones*

Working with developing teachers around issues of mentoring requires that you complete your own examination of and self-reflections on issues of power, privilege, oppression, and bias. Begin your journey with this session and a consideration of class and socio-economic status (income level). Participants will not only explore their own beliefs around social class, but will also see active use of strategies described in Institute Session B-2.

12:30 – 1:30 Lunch – optional - extra fee of \$15

1:30 – 4:30 Institute Session E

E – 20. Mentoring developing teachers as they negotiate institutions. *Amy Potter.* In the field of Early Care and Education, there is a growing movement to require increased levels of credentialing of teachers in programs such as Head Start and those that are seeking national accreditation. Facilitating access for the teacher/student requires both change at the institutional level and mentoring for the student. This session will explore institutional barriers to student success (writing levels, language of instruction, transcribing not-for-credit credentials) as well as supporting success for individuals (negotiating college infrastructure).

E – 21. Mentoring the Profession. *Christyn Dundorf*

It's official! Early Care and Education is transitioning from a field to a profession. Successfully negotiating the transition requires increasing levels of involvement on the part of all professionals. Unfortunately, participation in many professional organizations and activities is in decline at this critical time. This session considers barriers to involvement and explores mentoring as a means of increasing professional engagement.