

# The Deakin Students Helping Students Coordinator Development Program

Dawn Jones

Kate Artz



**DEAKIN**  
UNIVERSITY

# Mentoring Metaphor: School of Fish



# Mentoring Metaphor: Tree with spider webs



# Mentoring Metaphor: Ecosystem





# Mentoring Metaphor: Flower



# Mentoring Metaphor: Diamond



These metaphors emerged from the Coordinator

**Development Program.** (looking deeply, transforming, unexpected, inner light, possibilities, diversity, imaginings, change and growth, interconnectedness, constant, move as one, organic, dynamic).

The coordinators were telling stories, creating narratives, making meaning, shaping their own and a group identity that is constantly being negotiated, re-forming, evolving.



What's important is not just **WHAT** it looks like but **WHY** it was created in the first place.

- Growth in recognition of benefits of Peer Support programs in Australia
- Deakin: Approximately thirty social, practical and academic programs
- Established and new programs
- Coordinators from variety of backgrounds and experience (Business, Education, Health)
- Community of Practice approach- sharing expertise and resources. Finding common ground



- PASS offers excellent training for supervisors (but not all programs are academic).
- Not all coordinators have an education background and they speak different languages.
- Not all coordinators are new. How can we tap into the wealth of expertise?
- The mentors have Foundation Training. The coordinators too need to find common ground.



## The Coordinator Development Program is informed by the Community of Practice approach

We are a Community of Practice. So it is important to create “training” that is not only informed by community of practice theory but also mirrors the pedagogy. It should model the CoP approach in terms of its structure and design as well as its application.

## HOW we did it. We:

- created a development program rather than “training”
- try to include coordinators from different programs as co-facilitators
- have trialed this for one year, responding to feedback, doing re-writes, listening to what the practitioners want and need, allowing boundaries to be dynamic. Letting the program tell us what it means.



Four sessions (A, B, C, D) x 4 hours

Deakin Context

Pedagogy and Theoretical Underpinnings

Practical Considerations

Quiz



- **Coordinator Development Program Overview.**

## Session A: Students Helping Students at Deakin

### **Pre-tasks**

- Read & answer questions about Deakin's SHS Framework
- Read & answer questions about Deakin's SHS Best Practice

### **Topics**

- Deakin's SHS Framework
- Deakin's SHS Best Practice Principles
- how mentoring programs operate at Deakin
- finding common ground across programs





# Part A (cont)

## Outcomes

On completion of Session A, participants will be able to:

- understand how and why Deakin's SHS Hub was developed using a community of practice approach
- understand the underlying reasoning behind Deakin's SHS Best Practice Principles
- recognise some of the key similarities and differences in various SHS program approaches
- start recognising and applying best practice principles in their role as SHS coordinator

## Further reading

# Overview

## Session B

- The Mentor: Who are the mentors? Students as Partners. Students as Change Agents. Co-creation, co-development, co-learning. What is expertise? Student Centred.

## Session C

- The Coordinator: Roles and responsibilities. Identity and learning citizenship. Applying the Best Practice Principles to ourselves. Mentoring metaphors.

## Session D

- Landscapes of Practice: Exploring and mapping the local, national and international contexts. Knowledgeability and competence.

# Methodology

- Interactive, experiential, practice -based (co-construction, co-learning, co-development)
- Involve members of CoP as co-facilitators. Sharing expertise
- A mixture of programs attend: social, academic , practical
- A variety of learning styles- a variety of modalities eg mentoring metaphors, charts and graphs, videos
- Mentors involved in Session B- topic ‘The Mentor’ Student Centred “classroom”
- Pre-task activities, extension activities to address different skill sets, needs and levels of participation



## Evolution and emergence.

- The template (the manual) can be adapted by other universities but is not one size fits all.
- It is not fixed, set in stone, finished, a set of rules. (*Now I know what I need to do*).
- It is and should be developing in an on-going way
- It has an identity that is constantly evolving. Each time is different.

**Nevertheless, fluidity is not lack of rigor.**

We are One Deakin (policies, GLOs and vision) and we are informed by the SHS Best Practice Principles (30 years of research). We want standards and protocols.

PARADOX :

- (1) ongoing negotiation of identity and cultural meaning
- (2) need for results, excellence, structure, compliance, leadership



## Looking ahead

We are seeking endorsement.

How can we publish?

“Commitment to openness” (Wenger-Trayner)

# References

Healy, M 2013, 'Students as change agents', paper presented to Student-Staff Partnerships: What is Partnership? University of Leicester, Leicester, 27 November.

Keup, J R 2016, 'Peer leadership as an emerging high-impact practice: an exploratory study of the American experience', *Journal of Student Affairs in Africa*, vol. 4, no. 1, pp. 33-52.

Omid, O & Kislov, R 2014, 'The evolution of the communities of practice approach: toward knowledgeability in a landscape of practice- an Interview with Etienne Wenger-Trayner,' *Journal of Management Inquiry*, 23, 3, 266-275.

Wenger, E. 1998, *Communities of practice: learning, meaning and identity*, Cambridge University Press, Cambridge.

Wenger, E. (2009) Social learning capability: four essays on innovation and learning in social systems. Social Innovation, Sociedade e Trabalho. Booklets 12-separate supplement, MTSS/GEP & EQUAL Portugal, Lisbon

Wenger-Trayner, E, Fenton-O'Creevy, M, Hutchinson, S, Kubiak, C,& Wenger-Trayner, B 2014, *Learning in Landscapes of Practice: Boundaries, identity, and knowledgeability in practice-based learning*, Routledge.

Wenger-Trayner, E & Wenger-Trayner, B 2015, *Introduction to communities of practice*: Wenger-Trayner, retrieved 3 May 2017, <<http://wenger-trayner.com/introduction-to-communities-of-practice/>>.

