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Reviews versus Reality: The Enablers and Inhibitors of Implementing a School/University Mentoring Partnership

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**Reviews versus Reality: The Enablers
and Inhibitors of Implementing a
School/University Mentoring Partnership**

JULIE F. MATHEWS

**A thesis submitted in fulfilment of the requirements for the
award of the degree Doctor of Education**

THE UNIVERSITY OF WOLLONGONG

Faculty of Social Sciences

School of Education

November 2015

CERTIFICATION

I, Julie F. Mathews, declare that this thesis, submitted in partial fulfilment of the requirements for the conferral of the degree of Doctor of Education from the University of Wollongong, is wholly my own work unless otherwise referenced or acknowledged. This document has not been submitted for qualifications at any other academic institution.

Julie Mathews

November 2015

DEDICATION

This thesis is dedicated to,
Freda Abrahams
my first mentor .

To my Dad,
Ray Tuckerman
my model for lifelong learning

And to my husband
Allan Mathews
who has encouraged and supported me throughout this doctorate

ACKNOWLEDGEMENT

Firstly, I would like to thank my supervisors, Dr Julie Kiggins and Dr Sharon Tindall-Ford. I am particularly appreciative of your endless guidance, support and feedback throughout my degree, especially over the last few years of thesis writing. Thank you to Sharon for enabling me to be the researcher for the QTMP and thus providing the basis for my study. Thank you to Julie for being there particularly in the early years and in the final writing of the chapters to guide and encourage me. I thank you both for guiding me through the ups and downs and providing the constant encouragement I needed to undertake this study.

Thank you to the participants of the study who entrusted me with their experiences and understandings, I appreciate your willingness to participate in the study despite the busyness of your university and school schedules. Thank you, Peter, Principal of Southland High School, for the many hours you allowed me to spend in your office whilst I gathered data for the study. Without support from all of you this study would not have been possible.

To my husband, Allan, thank you for your continued love and patience, both in enduring hundreds of hours of writing and then formatting, which has enabled the production of this thesis. To my daughter, Cassandra and my friend Rosemary, thank you for your early proof reading and support. To Rosemary and Ken, thank you for providing several weeks' accommodation and love whilst I wrote. To my son, Richard, thank you for your continual words of encouragement to keep going.

Finally, thank you to all of my colleagues and friends who encouraged me to continue on the journey to completion. You have stayed with me to the end for which I am eternally grateful!

ABSTRACT

This study reports on the Quality Teaching and Mentoring Project (QTMP), a collaborative mentoring initiative between the University of Wollongong (UOW) and Southland High School (SHS). The QTMP provided Graduate Diploma of Education (Secondary) pre-service teachers with the opportunity to be mentored by an experienced teacher and to participate in a school's 'community of practice'. The study aimed to document the QTMP participants' experiences (pre-service teachers, mentor teachers and school executive staff) and make recommendations for future initial teacher education programs. The recommendations included: the mentoring of pre-service teachers by experienced teachers to assist pre-service teachers in their preparedness to teach and immersion into a school's 'community of practice'; and the need to develop enduring school/university partnerships.

The study used a naturalistic paradigm of inquiry in a case study framework. The participants took part in focus groups, semi-structured interviews and email interviews to capture a comprehensive understanding of their experiences within the QTMP. Four focus areas were identified to report on participant experiences: (i) mentor teacher/mentee relationships; (ii) theory/practice nexus in initial teacher education; (iii) strategies for immersion into a school's 'community of practice'; (iv) preparedness for teaching; and (v) enablers and inhibitors of a school/university partnership.

This study suggests that when a collegial relationship is developed between a mentor teacher and mentee, mentoring of pre-service teachers assists in their preparedness to teach, supports their development of an understanding of a school's 'community of practice' and helps pre-service teachers bridge the theory/practice nexus. The study showed there are a number of important factors that need to be addressed to ensure a successful university/school mentoring partnership. These factors include: careful selection of mentor teachers and mentees; training workshops for both mentor teachers and mentees and ongoing monitoring and support of the mentor teacher/mentee relationship. The study suggested the importance of a very structured mentoring

program with collaboration between the school and university in the planning and delivery of the program and the opportunity for mentor teachers to use their experiences within the program to assist in evidence for Highly Accomplished and/or Lead Teacher Accreditation (Australian Professional Standards for Teachers, 2013).

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LIST OF ABBREVIATIONS

ACARA	Australian Curriculum, Assessment and Reporting Authority
ADHD	Attention Deficit Hyperactivity Disorder
AIME	Australian Indigenous Mentoring Experience
AITSL	Australian Institute for Teaching and School Leadership
ATAR	Australian Tertiary Admission Rank
BOSTES	Board of Studies, Teaching and Educational Standards NSW
COAG	Council of Australian Government
NSWDEC	New South Wales Department of Education & Communities
ESL	English as a Second Language
HAT	Highly Accomplished Teacher
ITE	Initial Teacher Education
HSIE	Human Society and Its Environment
MET	Mentoring for Effective Teaching
NSWIT	New South Wales Institute of Teachers
QTMP	Quality Teaching and Mentoring Project
SERAP	State Education Research Approval Process
SHS	Southland High School
TEMAG	Teacher Education Ministerial Advisory Group
UOW	University of Wollongong
ZPD	Zone of Proximal Development

CHAPTER 1: INTRODUCTION

For centuries, teaching has been considered a noble profession that many have aspired towards. Today, the profession is facing a number of challenges. One challenge is the preparation of pre-service teachers for the complexities of teaching. Evidence from research suggests that approximately 50 percent of graduate teachers leave teaching within five years after graduation (Watt & Richardson, 2011). Reasons given for this exodus of teachers include:

- Few permanent positions available (in certain areas of teaching);
- The graduate teacher's unpreparedness to teach; and
- The graduate's lack of understanding of a school's 'community of practice' (Commonwealth of Australia, 2007).

Since 2000, a large number of government reports have highlighted these and other issues surrounding Initial Teacher Education and have recommended changes to take place. The reports particularly pertinent to this study include: 'Quality Matters: Revitalising Teaching: Critical Times: Critical Choices' (Report of the Review of Teacher Education in NSW, 2000); 'Step Up, Step In, Step Out: Report into the Sustainability of Pre-Service Teacher Training in Victoria' (Parliament of Victoria Education and Training Committee, 2005); 'Top of the Class Report on the Inquiry into Teacher Education' (Commonwealth of Australia, 2007); 'National Partnership on Improving Teacher Quality' (Council of Australian Government, 2008); 'Great Teaching, Inspired Learning' (NSW Government, 2013); and 'Action Now: Classroom Ready Teachers' (Teacher Education Ministerial Advisory Group, 2015). An outcome from the recommendations of the Federal Government's 'Top of the Class Report' (Commonwealth of Australia, 2007) has been the establishment of the Australian Institute for Teaching and School Leadership (AITSL) in 2009. AITSL has been responsible for the development of the Standards and Procedures for Initial Teacher Education Programs (AITSL, 2011; 2015), and more recently, the development and implementation of the Australian Professional Standards for Teachers (AITSL, 2013).

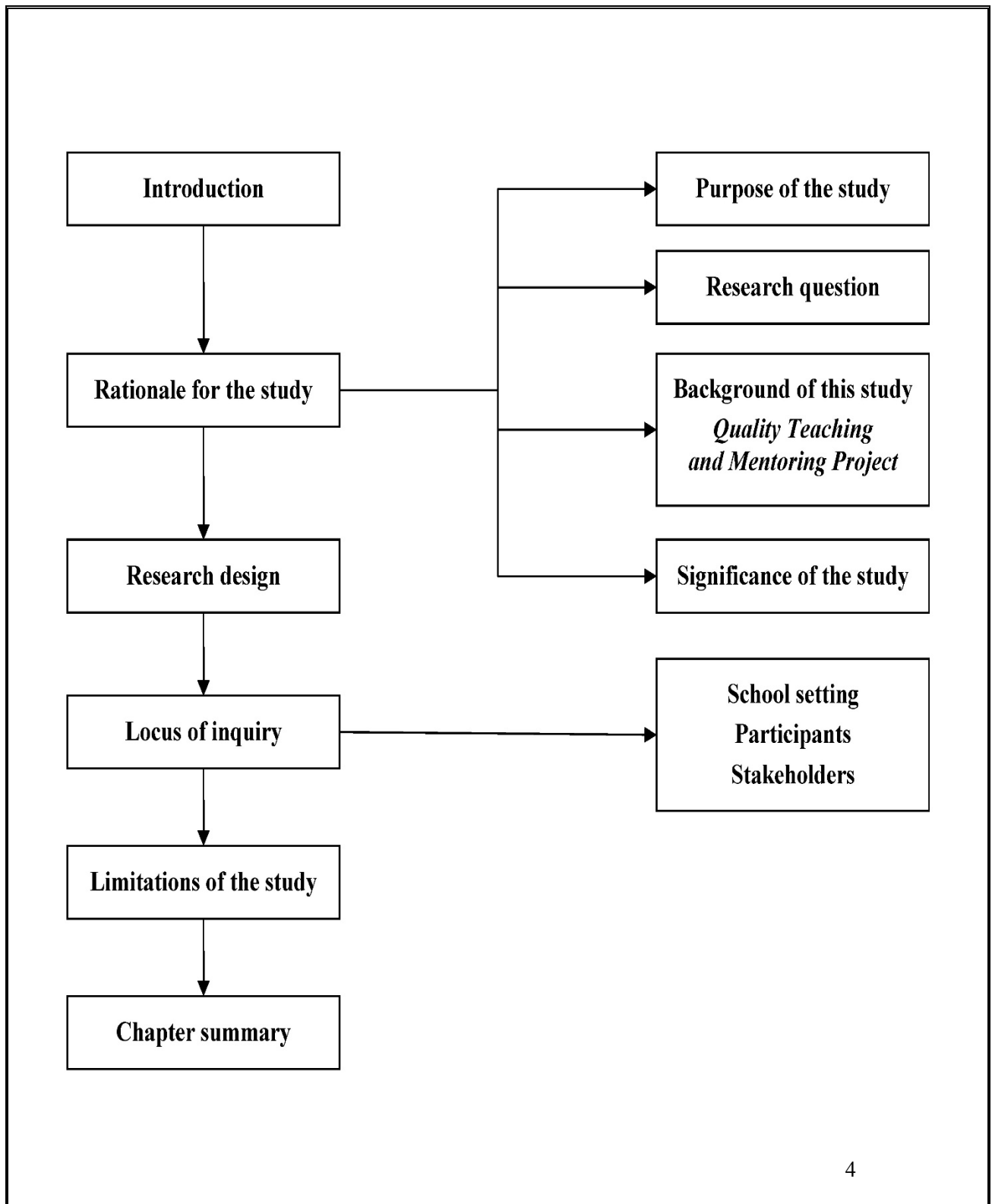
The Quality Teaching and Mentoring Project (QTMP) was a collaborative initiative developed in 2011 and implemented in 2012. The program was designed as a response to the latest in a long line of reviews and directives for Initial Teacher Education (ITE) programs, in particular, the Standards and Procedures for Initial Teacher Education Programs (AITSL, 2011; 2015). These standards and procedures mandated that Initial Teacher Education programs in Australia ensure that graduates meet the Australian Graduate Teacher Standards (AITSL, 2011; 2015). As a response to this ruling, the University of Wollongong (UOW) School of Education Graduate Diploma of Education (Secondary) director and the principal of Southland High School (SHS), a secondary high school in regional NSW¹, collaborated and developed the QTMP. They identified the need to support pre-service teachers with their immersion into the teaching profession. The QTMP was developed as a response to this need by providing Graduate Diploma of Education (Secondary) pre-service teachers with the opportunity to be mentored by an experienced teacher and to participate in a school's 'community of practice'.

This study evaluates the QTMP in relation to ITE government reviews and its stakeholders and participants. The study also provides recommendations for future ITE programs with regard to mentoring pre-service teachers and increasing their understanding of a school's 'community of practice'. Chapter One identifies the purpose, theme and aims of the study. It justifies the need for, and significance of, the inquiry, as well as identifies the context in which it was implemented. It also outlines the research design, participants in the study, stakeholders of the study and the background to the inquiry. An overview of the study concludes Chapter One.

Figure 1.1 illustrates the unfolding design of this chapter.

¹ In order to protect the identity of the school and its teachers the case study school was given the pseudonym 'Southland High School' hereafter known as SHS.

Figure 1.1 Chapter Map



It was after lunch on Friday afternoon as Jonathan began a geometry lesson with Year 7 in G5. This was his third lesson with this particular class and it was obvious from their restlessness that the topic was not going to engage them. Jonathan started confidently but as the lesson progressed student attention waned and he seemed to be able to do little to recapture the lesson.

I observed Jonathan's teaching skills improve and his behaviour management develop over the following months. By the conclusion of three Professional Experiences in two very different schools Jonathan considered himself ready to teach. Jonathan still lacked however, the ability to relate to the students and was unaware of the culture of schools. He had mastered the craft of teaching but he did not understand nor see the need to develop relationships with the students or immerse himself into the school or the profession. Jonathan remained a stranger both to the students and the school environments ².

² This incident was observed by the author in her work as a Tertiary Supervisor.

Rationale for the Study

Purpose of the study

Jonathan is not an unusual example of the many pre-service teachers who participate in various ITE programs. Some of these pre-service teachers have graduated into the profession and progressively realised that teaching extends beyond keeping students busy in a classroom setting. Others have found the transition to the world of teaching too difficult and left the profession (Watt & Richardson, 2011). This study was an opportunity to investigate possible ways for ITE programs to further assist pre-service teachers in their immersion into the profession.

This study's purpose is to report on the QTMP and to make recommendations for the conduct of similar programs and Initial Teacher Education in general. Data for the study were collected between May and November 2012. The QTMP was designed for Graduate Diploma of Education (Secondary) pre-service teachers from UOW. The QTMP took place between May and September 2012. It was the intent of the QTMP to offer pre-service teachers the opportunity to participate in the day-to-day activities of school culture and school Professional Development programs, and to work alongside a mentor teacher who would guide this experience. The QTMP was an addition to the Graduate Diploma of Education (Secondary) program and was intended to provide additional opportunities to meet the Australian Graduate Teaching Standards (AITSL, 2013) (AITSL, 2011).

The Research Question

The underlying theme of this study was to examine the concept of mentoring between school-based teachers and pre-service teachers. To understand this mentoring partnership, the following research question was posed:

'What happens when pre-service teachers participate in the Quality Teaching and Mentoring Project?'

This question provided the over-arching focus of the study, which specifically had its intention to examine the following four areas:

- (i) relationships between participants;
- (ii) theory/practice nexus;
- (iii) immersion into a 'community of practice'; and
- (iv) the challenges of school/tertiary institution partnerships.

These areas are examined under the following questions:

1. What was the nature of the relationships among the selected cohort of Graduate Diploma of Education (Secondary) students and their school-based mentors?
2. Did the pre-service teachers' experiences of the QTMP support their development of understanding of the theory/practice nexus?
3. What strategies did school-based teacher mentors and the school develop to enable Graduate Diploma of Education (Secondary) students to participate in the school's 'community of practice'?
4. How did the elements of the QTMP affect the GDE students' preparedness to teach?
5. What are the enablers and inhibitors when a tertiary institution and a school form a partnership to provide an innovative ITE opportunity?

The first question sought to determine the types of relationships that developed between the mentor teachers and their mentees and the effect the relationships had on the outcomes of the QTMP for both parties. The second question aimed to ascertain if the QTMP assisted pre-service teachers to develop a better understanding of how theoretical concepts learnt at university inform practice in the classroom. The third question's intent was to identify the strategies developed and implemented by the mentor teachers and the school leaders (e.g. shadowing the mentor teacher, attending parent-teacher interviews, attending staff meetings, shadowing an executive and

spending time in faculty staffrooms) which enabled the mentees to participate in the school's 'community of practice'. The fourth question was designed to evaluate the effectiveness of the elements (e.g. mentoring, school immersion, community of practice) of the QTMP and the students' preparedness to teach. The final question sought to examine the challenges of establishing and implementing a school/university partnership.

Background to this Study of the Quality Teaching and Mentoring Project

The intent of an Initial Teacher Education program is to equip pre-service teachers with the skills to become successful classroom practitioners and long-term members of learning communities in the teaching profession. Over the last thirty years there have been in Australia a large number of reports (by both governments and universities) regarding the efficacy of Initial Teacher Education. Six of these government reports were:

1. 'Quality Matters Report' (Report of the Review of Teacher Education, New South Wales, 2000);
2. 'Step Up, Step In, Step Out: Report into the Sustainability of Pre-Service Teacher Training in Victoria' (Parliament of Victoria Education and Training Committee, 2005);
3. 'Top of the Class Report on the Inquiry into Teacher Education' (Commonwealth of Australia);
4. 'National Agreement on Improving Teacher Quality' (Council of Australian Government, 2008)
5. 'Great Teaching, Inspired Learning' Blueprint (New South Wales Government, 2013); and
6. 'Action Now: Classroom Ready Teachers' (TEMAG, 2015).

Each report highlighted the need to better prepare teachers for the teaching profession. The 'Top of the Class Report' (Commonwealth of Australia, 2007), a Federal

government report to the Standing Committee on Education and Vocational Training of 2007, included the need to nationalise teacher education programs, widen the scope of entry into teacher education and improve Professional Experience in its major findings. It also advocated developing partnerships in teacher education whereby pre-service teachers would have the opportunity to be immersed in the school culture and its 'community of practice' in order to understand the role of a practising teacher and how theory learnt at university 'plays out' in the classroom (Commonwealth of Australia, 2007).

Since the release of the 'Top of the Class Report' (Commonwealth of Australia, 2007) there have been extensive developments in Initial Teacher Education in Australia. The Australian Institute for Teaching and School Leadership (AITSL) was established in 2010 to develop a set of national teaching and leadership standards that would form the basis for the accreditation of ITE programs and Professional Development of teachers. The Australian Graduate Teaching Standards developed by AITSL (2013) are now mandatory requirements for all graduate teachers of Initial Teacher Education courses throughout Australia. In New South Wales, a state government blueprint initiative, 'Great Teaching, Inspired Learning', was issued in March 2013. This blueprint contained changes and standards that are now being implemented by Initial Teacher Education programs in NSW. The changes include:

- Closer partnerships of tertiary institutions with schools;
- Higher Australian Tertiary Admission Rank (ATAR) scores as entrance levels to undergraduate Initial Teacher Education programs;
- Assessment of all ITE programs;
- Training of supervising teachers participating in Professional Experience programs; and
- Testing of literacy and numeracy skills of graduating teachers (New South Wales Government, 2013).

As previously highlighted, many teacher education graduates leave the profession in their first five years of employment (Watt & Richardson, 2011). Two reasons attributed to this departure and pertinent to this study are:

- An apparent lack of preparation for the teaching profession; and
- Little assistance given to graduating teachers with the immersion into a school community.

The QTMP was designed to implement some of the recommendations proposed by the 'Top of the Class Report' (Commonwealth of Australia, 2007) and address the reasons that were often cited by graduate teachers who had chosen to leave the profession. Therefore, the goals of the QTMP in the current study were to assist pre-service teachers prepare for a career of teaching and to support them in developing a greater understanding of a school's 'community of practice'. The QTMP also addressed a requirement of the 'Great Teaching, Inspired Learning' Blueprint (New South Wales Government, 2013) to develop closer partnerships between a university and a school in the preparation of pre-service teachers. Note that the QTMP was designed and implemented prior to the New South Wales Government's 'Great Teaching Inspired Learning' Blueprint of 2013. The QTMP was, in some ways, addressing what was needed in ITE programs, and anticipating what was later identified by both State and Federal governments.

The Quality Teaching and Mentoring Project

The QTMP was designed for a group of pre-service teachers in the Graduate Diploma of Education (Secondary) Course. The Graduate Diploma of Secondary Course consisted of ten months of study which included ten weeks of school placements in three to five week blocks of time. Participating pre-service teachers were identified as committed to academic studies and showed strong teaching potential in the classroom, as identified by their Initial Professional Experience Report, academic assessments in the first eight weeks of their ITE program and observations by their method lecturers regarding commitment and passion for teaching. There has been some research over the last

twenty years concerning programs designed to assist those pre-service teachers identified as encountering difficulties, that is, 'at risk' (Graham, 1997; Hastings, 2004; 2010). To date, however, there is little or no research record of specific projects for those pre-service teachers who have been identified as being highly able in secondary ITE programs. Therefore, an aim of this study was to investigate the preparedness of this group of pre-service teachers for the profession as a result of their involvement in the QTMP.

The QTMP was a mentoring program that operated in partnership with UOW and SHS. It took place between May and September 2012. The selected UOW Graduate Diploma of Education (Secondary) pre-service teachers were presented with the opportunity to be immersed in the practice and culture of SHS under the guidance of a mentor teacher. The program provided a range of experiences for pre-service teachers, which included shadowing the mentor teacher over the time of the QTMP, attending parent/teacher interviews and the school's Professional Development workshops, shadowing a school executive and observing meetings.

The launch of the QTMP was held on 7 May 2012. Mentor teachers and their mentees met at the launch to discuss the QTMP's aims and the overall program. Each mentor teacher and his/her mentee were asked to develop a personal program within the QTMP framework to meet the individual needs and aspirations of the mentee. The QTMP framework (see QTMP Handbook, Appendix C) included when and how often the mentee came to the school, teaching skills the mentee aimed to observe and improve upon, and the meetings and activities the mentee would attend. The following week, the mentees attended the parent/teacher interviews conducted by their mentor teachers.

The QTMP gave the mentees the opportunity to shadow their mentor teacher. This enabled mentees to observe and teach lessons, team-teach, attend meetings with their mentor teacher, assist with excursions and co-curricular activities and immerse

themselves into the SHS 'community of practice'. The amount of time the pre-service teacher could commit to these experiences was dependent upon the pre-service teacher's university timetable and work commitments. The school also offered Professional Development for the mentees in the form of workshops over the five months of the QTMP. These workshops were conducted by teaching and executive staff at SHS who addressed practical areas of the teaching profession, including; 'special needs', 'classroom management' and 'surviving the first years of teaching'.

Significance of the Study

The Graduate Diploma of Education (Secondary) program at UOW was a one-year intensive 54-credit point course (a normal one-year load is 32 credit points). At the end of 2014, the program was discontinued and replaced by the Master of Teaching (Secondary) in 2015. The development of the Master of Teaching Professional Experience program was based on the study and outcomes from the QTMP.

The Graduate Diploma of Education (Secondary) program included the following areas in pre-service teacher preparation: three Professional Experiences in schools; foundational units, including teaching pedagogy, behaviour management, the nature of schools and education, and the psychology of the adolescent; and required curriculum method units in the pre-service teacher secondary teaching subject area. Professional Experiences were completed in two schools over three block periods of time. The first two blocks of Professional Experience consisted of three weeks' duration at the same school whilst the final Professional Experience consisted of five weeks at a different school. During their Professional Experiences, pre-service teachers were supervised by an experienced teacher who guided them in developing their classroom skills, managing behaviour and understanding the role of a teacher in a school.

During any Professional Experience it is hoped that the pre-service teacher will not only develop his/her teaching skills but also develop an understanding of the complexities of

schools and begin to immerse himself/herself into the 'community of practice' of a school. For the purposes of this study, 'immersion into the community of practice' refers to a pre-service teacher's participation in, or engagement with, the 'community of practice' of a school. Wenger (2006) defined a 'community of practice' as a group 'formed by people who engage in a process of collective learning in a shared domain of human endeavour' (p. 1). This understanding of, and immersion into, the 'community of practice', however, does not necessarily take place during Professional Experience. The following are three reasons for pre-service teachers' lack of understanding of and immersion into a 'community of practice' during Professional Experience:

1. Professional Experience is an extremely busy and stressful time for the pre-service teacher as he/she learns the craft of teaching (Hastings, 2004; Allen & Peach, 2007);
2. Lesson preparation, teaching classes and classroom management are the primary focus of pre-service teachers, especially in initial Professional Experience placements (Furlong & Maynard, 1995); and
3. The supervising teacher is often a senior teacher who has governance or leadership responsibilities in the school and has the additional responsibility of supervising a pre-service teacher. The time spent by the supervising teacher and the pre-service teacher outside the classroom is usually to discuss the next day's lesson plans, debrief the day's lessons taught and confer about classroom management. Immersion into a school's 'community of practice' and preparing a pre-service teacher for the wider roles of the profession are incidental to the Professional Experience rather than being specifically addressed (Hastings, 2010).

The relationship between the pre-service teacher and supervising teacher may not necessarily be positive or collegial for a number of reasons, including:

- (i) the supervising teacher being the assessor of the Professional Experience;
- (ii) personality differences between the pre-service teacher and the supervising teacher; and

- (iii) differing expectations of the requirements of the Professional Experience. Due to the complexity of Professional Experience and the relationship between supervising teacher and pre-service teacher, pre-service teachers' Professional Experience can vary considerably.

The importance of the QTMP was that it provided pre-service teachers with the opportunity to immerse themselves into the 'community of practice' of SHS under the guidance of a mentor without the pressure of being assessed, unlike a traditional Professional Experience. The significance of this study is that it reports on the unique setting afforded by the QTMP and contributes to our understanding of the relationships between pre-service teachers and their mentors, its effect on the preparedness of participating pre-service teachers for the teaching profession, experiences encountered when working with the theory/practice nexus and challenges of an innovative pre-service program. In doing so, this study will contribute to the enhancement of the practical component of ITE practice.

Research Design

This study is an example of the naturalistic paradigm of inquiry, employing a case study framework. Blumer (1979) explained naturalistic inquiry as 'the observation of a given area of happening in terms of its natural or actual character' (p. xxiv). The researcher of a naturalistic inquiry collects data at the site of a study (Creswell, 2007) and 'sets out to understand and document the reality of what is happening without any changes to the situation variables or to the program' (Patton, 1990, p. 42). This study reports on the QTMP in the naturalistic setting of the school (mentor teachers and executive staff) and the university (mentees). The naturalistic paradigm was considered the most appropriate research design for the study based on two important reasons: (i) to gain an understanding of the complex and nuanced experiences, perceptions and opinions of the participants; and (ii) to ensure that the researcher does not influence the program or participants during the evaluation.

The decision to adopt a case study framework in a naturalistic paradigm to report the study's analysis was influenced by arguments that a case study 'investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident' (Yin, 2009, p. 18). The QTMP was situated within the context of the school and therefore needed to be investigated within that setting. This is an 'intrinsic case study because it represents a unique and intrinsic situation' (Creswell, 2007, p. 74), that is, a study of a mentoring program with the particular aim of assisting the preparation of pre-service teachers. Qualitative methods of data collection were employed in this study to capture a wide-ranging understanding of the participants' experiences of the QTMP: (i) focus groups; (ii) semi-structured interviews; (iii) email interviews; and (iv) field notes.

Locus of Inquiry

School Setting

Southland High School (SHS) was chosen as the setting for this study because it was a key stakeholder in establishing the QTMP in partnership with UOW's Faculty of Education. The school is a comprehensive high school. The Good Schools Guide website describes a comprehensive school as 'the school will enrol all students who live in the surrounding area and others on a first-come, first-served basis' (Good Schools Guide, 2015). As a comprehensive high school, SHS aims to deliver quality education for students of the full range of abilities. The curriculum is therefore broad and includes programs for students from non-English speaking backgrounds, and those from Aboriginal and Torres Strait Islander backgrounds.

Participants and Stakeholders

Stakeholders for the QTMP were participants involved in the study, the Faculty of Education at UOW, executive staff of SHS and current and future pre-service teachers. The participants in the study were Graduate Diploma of Education (Secondary) students, mentor teachers and executive staff at SHS. The breakdown of participants is listed in Table 1.1.

Table 1.1 Categories of Participants in the Study

Participant Group	Number
Graduate Diploma of Education (Secondary) Students	14
School Executive	2
Mentor Teachers	5

Limitations of the Study

The major limitations placed on the study were the small sample size and timeframe of the case study. The sample size of fourteen students, five mentor teachers and two executive staff was not representative of the population of the Graduate Diploma of Education (Secondary) students or teaching and executive staff at SHS. The five month timeframe of the QTMP limited the amount of data collected and analysed. Despite these limitations, data were of sufficient quality and depth to provide substantial and rich information. Data were obtained from three different groups of QTMP participants at various points of the conduct of the study. This enabled triangulation of data to construct richer and more robust understanding. Triangulation was undertaken through data triangulation and investigative triangulation. Data triangulation consisted of comparing and contrasting four different data collection methods, i.e. focus groups, interviews via email, semi-structured interviews and field notes. Investigative triangulation occurred when data were gathered from three different sources (mentees, mentor teachers and executive staff) and the data were shared with these groups.

Although the study was limited in sample size and timeframe it is anticipated that it will provide stakeholders with an analysis and recommendations for future development of programs similar to the QMTP. Secondly, it is hoped that data and recommendations will be considered in developing future ITE programs.

Overview of the Study

The remaining chapters of the study are arranged in the following order:

Chapter 2 – Literature Review: The Literature Review consists of two sections.

1. Part A contextualises the nature of Initial Teacher Education currently; and
2. Part B examines the role of mentoring in Initial Teacher Education.

Part A critically analyses and evaluates the literature that frames the changes in Initial Teacher Education. In particular, it explores the issues surrounding the implementation and use of the national standards, partnerships and Professional Experience. Part B examines the concept of mentoring, mentoring of pre-service teachers in Professional Experience and mentoring in a situated learning framework, particularly as it may relate to pre-service teachers and experienced mentor teachers.

Chapter 3 – Methodology: This chapter describes and justifies the methodology used in this study. An explanation of the decision to use a naturalistic paradigm in a case study framework is discussed. Details of the context/site, participants, collection and analysis of data are provided. Additionally, the measures taken to provide credibility and trustworthiness of the data are incorporated.

Chapter 4 – Findings: This chapter presents the findings that emerged from the analysis. The major findings are broadly organised into three sections:

1. Part A – Emerging Relationships;
2. Part B – An Understanding of the Profession; and
3. Part C – Enablers and Inhibitors.

Chapter 5 – Discussion: This chapter provides an in-depth discussion on the findings outlined in Chapter 4. To support the findings, this chapter will exemplify connections made in relation to the literature reviewed in Chapter 2, documenting common themes arising in relation to mentoring pre-service teachers and mentoring pre-service teachers in a situated learning framework.

Chapter 6 – Recommendations: This chapter postulates recommendations for future iterations of the QTMP and for Initial Teacher Education programs in general.

Chapter Summary

This chapter has detailed the context of the study, identified the research question and the aims and context of the study. The methodology used in the study was overviewed, introducing the study's framework, its data collection methods and analysis. Chapter Two will provide a detailed examination of the pertinent literature.

CHAPTER 2:

LITERATURE REVIEW

Introduction

The purpose of this study was to report on the Quality Teaching and Mentoring Project (QTMP) undertaken as a joint venture between the Faculty of Education at the University of Wollongong (UOW) and SHS. The QTMP was designed to immerse and provide extended support of professional learning experiences for Graduate Diploma of Education (Secondary) pre-service teachers. This chapter examines the literature and research significant in understanding pre-service teacher education and the role of mentoring of pre-service teachers in a situated learning framework. In particular, this review explores the changes that have been advocated for Initial Teacher Education programs between 2000 and 2015 by government reports, reviews, agreements and blueprints.

The literature review is structured in two parts. The first part (Part A) identifies the changing landscape of pre-service teacher education. The discussion focuses on the changes proposed and mandated by State and Federal government bodies between 2000 and 2015. Three particular areas of concern are examined in-depth:

- (i) theory/practice nexus in ITE;
- (ii) development of university/schools partnerships; and
- (iii) modifications to the nature of Professional Experience in schools (AITSL, 2011; 2015).

Part A provides the necessary background to Part B, namely, the position of mentoring pre-service teachers within ITE programs. A definition of mentoring and its role in the contemporary workforce is explored. This is followed by an examination of the literature related to two specific subsets of mentoring:

- (i) the role of mentoring as a means to support pre-service teachers as they transition into the teaching profession; and
- (ii) mentoring pre-service teachers in a situated learning framework.

Throughout Chapter Two there is engagement with the literature to identify potential connections between this study and research in the mentoring of pre-service teachers in their preparation for the teaching profession. The examination of the literature provided a framework on which to build the study.

Figure 2.1 provides an overview of the chapter.

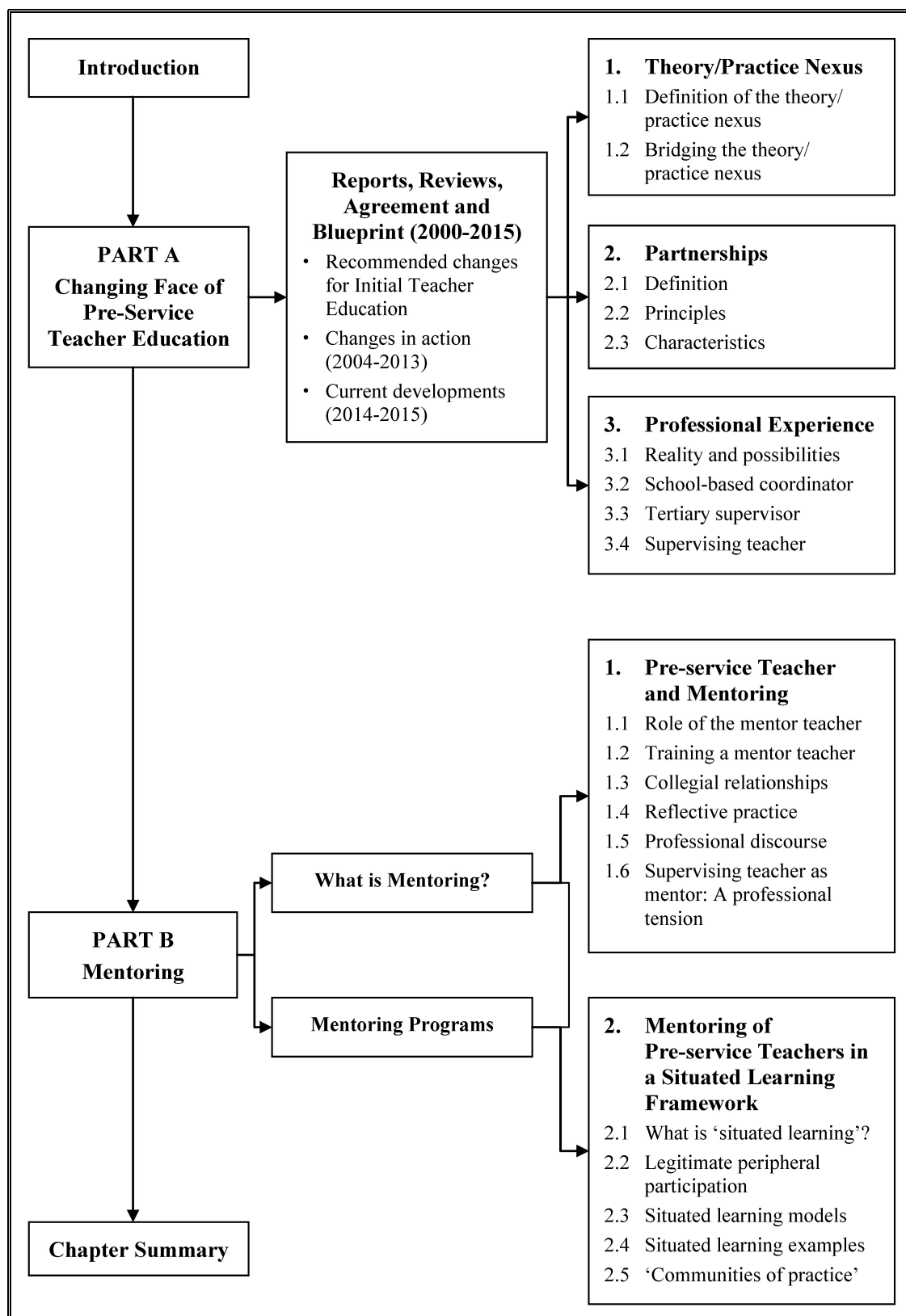


Figure 2.1 Chapter Map

Part A – Changing Face of Pre-Service Teacher Education Reports, Reviews, Agreement and Blueprint (2000-2015)

The task of equipping pre-service teachers to become successful classroom practitioners and long-term members of a school's learning community is challenging. Initial Teacher Education programs seek to prepare pre-service teachers for the teaching profession by providing: knowledge in the form of subject content matter, pedagogical content and curricular knowledge; theories of human development; knowledge for differentiating the curriculum in a classroom of diverse abilities; cultural awareness; lesson planning and reflection; assessment and evaluation; classroom management (Shulman, 1986); and the craft of teaching through Professional Experience (Marsh, 2010).

It is assumed by employers (school executives and school systems) that graduating teachers will have developed the necessary skills to become successful classroom practitioners, have deep knowledge of the theory supporting their practical skills and be able to successfully immerse themselves into the learning community where they are employed (Marsh, 2010). For the past 40 years, educational researchers and governments have questioned these assumptions. The delivery and content of pre-service teacher education programs have been found to be inadequate in their preparation of teachers. Particular areas that are relevant to this study and have been cited as reasons for the need for change in Initial Teacher Education programs are:

1. The disconnect between what is taught at the tertiary institution and the practice of teaching;
2. The need for partnerships between tertiary institutions and schools in the preparation of teachers for the profession; and
3. The need to improve Professional Experience programs in ITE programs (Parliament of Victoria Education and Training Committee, 2005; Commonwealth of Australia, 2007; TEMAG, 2015).

These and other areas, such as the need for national standards for all teachers and ITE programs, have been discussed in various government and advisory group reports,

reviews, agreements and blueprints for several decades. Six of these reports pertinent to this study were:

1. 'Quality Matters Report' (Report of the Review of Teacher Education, New South Wales, 2000);
2. 'Step Up, Step in, Step Out: Report into the Sustainability of Pre-Service Teacher Training in Victoria' (Parliament of Victoria Education and Training Committee, 2005);
3. 'Top of the Class Report on the Inquiry into Teacher Education' (Commonwealth of Australia, 2007)
4. 'National Agreement on Improving Teacher Quality' (COAG, 2008);
5. 'Great Teaching, Inspired Learning' Blueprint (New South Wales Government, 2013); and
6. 'Action Now: Classroom Ready Teachers' (TEMAG, 2015).

Table 2.1 summarises the recommendations for each report affecting ITE and this study.

Table 2.1 Recommendations for Initial Teacher Education (2000-2015)

Report, Review, Agreement or Blueprint	Commissioned by	Major Recommendations for Initial Teacher Education
Quality Matters Revitalising Teaching: Critical Times, Critical Choices	NSW Government 2000	There were two major recommendations: <ol style="list-style-type: none"> 1. The establishment of an Institute of Teachers to enhance the professionalism of teachers through developing a set of performance standards at designated stages of development as a teacher; accrediting Initial Teacher Education programs and the schools providing Professional Experience for those programs. 2. The Institute of Teachers to establish standards and processes for Initial Teacher Education programs; Professional Experience component of programs and assessment of programs (Report of the Review of Teacher Education, New South Wales, 2000, Ch. 3).
Step up, Step in, Step Out: Report into the Sustainability of Pre-Service Teacher Training in Victoria	Victorian Government 2005	The major recommendations for the Victorian Institute of Teaching (VIT) to consider were to: <ol style="list-style-type: none"> 1. Substantially upgrade the teaching profession's accreditation standards. 2. Provide opportunities to attract high quality applicants, including flexible and accelerated programs and pathways to meet the diverse needs of potential pre-service teachers, including career changers. Selection and criteria process for entry to courses to be based on academics and aptitude. 3. Review the core and elective components of teacher education to ensure that current and emerging priorities are covered by core course units for all pre-service teachers. ICT to be compulsory. 4. Develop a common set of standards for the Professional Experience program (Le Cornu R., 2010).
Top of the Class Report on the Inquiry into Teacher Education	Australian Federal Government 2007	There were two major recommendations: <ol style="list-style-type: none"> 1. Develop a national system of accreditation. Once this has been established, universities in receipt of Commonwealth funding to have their teacher education courses accredited by the national accreditation body (Ch. 3, p. 38). 2. The Australian Government to establish a National Teacher Education Partnership Fund for the purpose of establishing collaborative approaches to practicum, research, induction and Professional Development (Ch. 5, p. 81).
National Partnership Agreement on Improving Teacher Quality	Council of Australian Governments 2008	This Agreement between the Federal and State governments aimed to facilitate the following reforms: <ol style="list-style-type: none"> 1. New and better pathways into teaching by offering scholarships, easing entry barriers for mid-career professionals and creating professional pathways for indigenous people and Indigenous Education Workers who wish to progress towards teaching. 2. New professional standards for teachers; joint engagement by tertiary institutions to improve teacher quality; establish

Report, Review, Agreement or Blueprint	Commissioned by	Major Recommendations for Initial Teacher Education
		<p>quality placements of pre-service teachers; and establish school centres of excellence.</p> <p>This would be accomplished by developing National Teacher Professional Standards Framework; creating national consistency in accreditation of initial teacher education programs; and creating partnerships between schools and tertiary institutions for ongoing Professional Development of teachers (COAG, 2008, pp. 16-17).</p>
Great Teaching, Inspired Learning	NSW Government 2013	<p>This blueprint advocated the following actions to be implemented by NSW Institute of Teachers from 2014:</p> <ol style="list-style-type: none"> 1. Entry into Initial Teacher Education programs: entrants to undergraduate programs required to obtain three Band 5 results (one of which must be English). 2. Pre-service teachers required to pass a literacy and numeracy test in their final year before Professional Experience; and a framework for assessing suitability for teaching to be developed. 3. Assessment of programs: programs to be assessed annually and publicly reported. 4. Pre-service teachers to be better prepared to assess student data to evaluate learning and modify teaching practice; and pre-service teachers to be better prepared to engage with parents and community. 5. Professional Experience programs: a new Professional Experience framework to be developed to set out expectations of a quality Professional Experience in schools. 6. Supervising teachers must undertake professional learning; highly accomplished and lead teachers to lead Professional Experience activities in schools. 7. Recent teaching experience required for a proportion of Initial Teacher Education staff; rigorous and consistent assessment of Professional Experience across teacher education programs (NSW Government, 2013, pp. 8-10).
Action Now: Classroom Ready Teachers (TEMAG)	Australian Federal Government 2015	<p>There are 38 recommendations. Several of the key proposals are:</p> <ol style="list-style-type: none"> 1. A strengthened national quality process. 2. Accreditation process to ensure all graduate teachers meet the Graduate Level of the Professional Standards. 3. Sophisticated and transparent selection for entry to teaching. 4. Integration of theory and practice: establishment of structured and mutually beneficial partnerships. 5. Robust assurance of classroom preparedness: robust evidence of knowledge and teaching practices shown by graduates. 6. National research and capability. 7. Registration of pre-service teachers as part of the

Report, Review, Agreement or Blueprint	Commissioned by	Major Recommendations for Initial Teacher Education
		profession at entry to Initial Teacher Education will contribute to their commitment to the profession and to workforce planning (TEMAG, 2015).

Table 2.1 highlighted that each review suggested and advised recommendations for ITE. The problem with each of these reviews was that they did not hint at the resources required for implementation. Each assumed that if it was suggested then it would be done hence a cycle of review, recommendations and lack of implementation thrived.

The major findings in Table 2.1 are now discussed under the following three subheadings:

- Recommended Changes for Initial Teacher Education;
- Changes in Action (2004-2013); and
- Current Developments (2014-2015).

Recommended Changes for Initial Teacher Education

In all, eighteen recommendations for changes for ITE programs were made in these reports. These recommendations had at their core a series of performance and accreditation standards for teachers and higher education providers, as well as improved partnerships between universities and schools. Professional Experience also featured strongly in all six reports with recommendations made for training supervising teachers with an emphasis on mentoring. The 'Quality Matters' Report (Report of the Review of Teacher Education, New South Wales, 2000) recommended the establishment of the New South Wales Institute of Teachers (NSWIT) as the accrediting body for schools and ITE programs. The 'Great Teaching, Inspired Learning' Blueprint (New South Wales Government, 2013) has now mandated entrance requirements and standards for entry into all ITE programs of New South Wales higher education institutions.

Changes in Action (2004-2013)

Developments and changes as a result of reports, reviews, agreement and blueprint have been extensive in New South Wales and Australia-wide. The New South Wales Institute of Teachers (NSWIT)³ became the accrediting body for teachers and ITE programs in NSW as a result of the 'Quality Matters Report' (2000). An Act of New South Wales Parliament established the NSWIT in 2004 (Institute of Teachers Act 2004). The 'Top of the Class Report' (Commonwealth of Australia, 2007) was a Federal government initiative, which included widespread proposals for improvement in pre-service teacher education programs, in particular, focusing on:

- Development of a national system of accreditation for ITE programs: Accreditation to take place by a nationally accredited body;
- Partnerships between schools and tertiary providers of pre-service teacher education programs regarding Professional Experience; and
- Professional Development of teachers.

The National Partnership Agreement on Improving Teacher Quality' (2008) cemented this development of partnerships with schools and higher education providers through State and Federal government agreements. The Federal government established the Australian Institute for Teaching and School Leadership (AITSL) in January 2010 for the purpose of establishing national standards in teaching. In 2011, AITSL established the National Standards and Procedures for the Accreditation of Initial Teacher Education Programs (AITSL, 2011; 2015), which have resulted in the following changes throughout Australian ITE programs:

- Cessation of a one year Graduate Diploma of Education (Secondary) program for graduates as a postgraduate qualification for teaching;

³ In January 2014, NSW Institute of Teachers (NSWIT) combined with the NSW Board of Studies to form Board of Studies Teaching and Educational Standards of NSW (BOSTES NSW). NSWIT will be referred to as BOSTES NSW in this research project. BOSTES NSW accredits the curriculum taught in schools and Initial Teacher Education programs in NSW.

- Length of graduate teacher education secondary programs extended from one to two years;
- Increase in the number of compulsory Professional Experience days within teacher education programs; and
- Graduate teachers from ITE programs must meet the Graduate Teacher Standards (AITSL, 2013).

In 2013, AITSL developed Australian Professional Standards for Teachers (AITSL, 2013). These standards are pertinent to all teachers, spanning the profession from graduation to school leadership. The first level of the Australian Professional Standards for Teachers, Graduate Teaching, has been developed as the benchmark for all graduating teachers of ITE programs (AITSL, 2013). As noted above, changes to accreditation of pre-service teacher education programs have required implementing the Australian Professional Standards for Teachers.

Current Developments (2014-2015)

The 'Great Teaching, Inspired Learning' Blueprint (New South Wales Government, 2013) has ensured a number of changes to NSW ITE programs from 2014 onwards. Developments currently being implemented include:

- Entrance to undergraduate ITE programs from 2016 will be based on applicants attaining at least three Band 5 grades (one of which must be in English) in the Higher School Certificate (the final school exam in New South Wales)⁴. Entrance to postgraduate programs in the future will also demand a similar type of grading. Preparations for these changes are currently taking place at tertiary institutions;
- Subsequent reports to those featured in Table 2.1, Board of Studies Teaching and Educational Standards of NSW (BOSTES NSW) published three reports regarding ITE programs in 2014 and 2015. These reports covered the following areas: Online ITE programs (Board of Studies Teaching & Educational Standards NSW, 2015); Classroom Management and Students

⁴ Band 5 grades represent the top 20% of Higher School Certificate candidates in New South Wales

with Special Education Needs (Board of Studies Teaching & Educational Standards NSW, 2015); Literacy Learning in the Early Years (Board of Studies Teaching & Educational Standards NSW, 2015); and a Professional Experience Framework that is now being used for Professional Experience placements throughout NSW (Board of Studies Teaching & Educational Standards NSW, 2015);

- NSW State schools and universities are developing recognised partnerships regarding Professional Experience placements; and
- Tertiary providers are starting to develop training for supervising teachers of pre-service teachers.

The most recent federally funded inquiry into ITE was carried out by the Teacher Education Ministerial Advisory Group (TEMAG). TEMAG's report, 'Action Now: Classroom Ready Teachers', was published in February 2015. This report indicated that although change has been occurring in ITE (as indicated by the New South Wales changes above), there was still widespread dissatisfaction with ITE programs throughout Australia. The thirty eight recommendations of the TEMAG Report summarised as proposals in Table 2.1, have now been responded to by the Federal government (Australian Government: Department of Education & Training, 2015). The Australian Government has appointed AITSL to implement the majority of the report's recommendations (AITSL, 2015) with the expectation of further changes to follow. Recommendations from the response are summarised under the following headings:

- Stronger quality assurance of teacher education courses;
- Rigorous selection for entry to teacher education courses;
- Improved and structured Professional Experience for teacher education students;
- Robust assessment of graduates to ensure classroom preparedness; and
- National research and workforce planning capabilities.

It can be seen by the comprehensive summary above that ITE programs in Australia have been and continue to undergo change as AITSL implements the TEMAG (2015) recommendations. Three focus areas specifically targeted for development, as seen in Table 2.1 and pertinent to this study, are now examined more closely:

1. Theory/Practice Nexus
2. School/University Partnership
3. Professional Experience

Focus Area 1: Theory/Practice Nexus

This theme is a widely used term to describe the gap between theory and practice in Initial Teacher Education. To understand what this theme means for Initial Teacher Education, it is discussed under two sub-headings:

- 1.1 Definition of the Theory/Practice Nexus
- 1.2 Bridging the Theory/Practice Nexus

1.1 Definition of the Theory/Practice Nexus

The disconnect between what pre-service teachers learn in a teacher education program at a tertiary institution and the practice of teaching in schools is known as the theory/practice nexus (Brady, 2002). This nexus has been addressed in each of the reports cited above, but has been discussed and questioned for many years prior to the reports. Turney, Eltis, Tower and Wright (1985) noted that the Auchmunty Government Report (1980) asked for a closer tie between the theoretical program and practical experience for the pre-service teacher. Brady (2002) and Smedley (2001) observed that universities and schools in Australia were two distinct institutions where two different types of learning were being undertaken by the pre-service teacher, that of theory (university) and practice (school), with little meaningful linkage between the two. This has resulted in pre-service teachers expressing dissatisfaction with teacher education courses (Fletcher & Macuga, 2004). The challenges for the pre-service teacher are encapsulated in the following comment:

'The disquieting and undeniable reality is that novice teachers are not adequately prepared by their colleges and the universities for the classroom circumstances found in the typical school.' (Sobel & French, 1998, p. 793)

Sobel and French's (1998) comments were echoed in the Victorian Parliamentary Report, 'Step Up, Step In, Step Out: Report into the Sustainability of Pre-Service Teacher Training in Victoria' (2005) which noted:

'Two of the greatest barriers to achieving a better balance between theory and practice in teacher education, and thus to improving suitability of current courses was that teacher educators were not in the classroom and therefore did not really know much about classroom practice and that practising teachers were not asked to contribute to teacher education course design.' (p. 112)

Two years later, Allen and Peach (2007) reflected inconsistencies between theory and practice in their comment, 'One of the biggest dangers we face is preparing teachers who know theory and nothing about practice' (p. 23). Critique of the theory/practice nexus also featured in the 'Top of the Class Report' (Commonwealth of Australia, 2007). This report highlighted the isolation of the supervising teacher who only had contact with the pre-service institution when the Professional Experience handbook was received. The supervising teacher had no input into the design of the course nor did he/she know how the pre-service teacher had been prepared for the practicum.

1.2 Bridging the Theory/Practice Nexus

As noted above, educational researchers and government reports have been advocating the need to change Teacher Education programs and to bridge the theory/practice nexus. Sobel and French (1998) discussed the need to rethink traditional training and teaching in designing a partnership between a university and urban school in Colorado. This resulted in the development of an internship program for pre-service teachers. The interns were employed for twenty five hours per week within a school. This program not only involved the university but also the principal, school district and site-based educators.

Fletcher and Macuga (2004) reported that the Secondary English program of the Bachelor of Education at Griffith University was viewed by students as 'too theoretical with little practical content'. The students stated that they were underprepared in the practical skills of teaching English. Brady (2002) flagged the idea that practising

teachers should be encouraged to develop a sense that they are part of the educational research community by extending the school/university partnership beyond the responsibility of the Professional Experience program. Research into bridging the theory/practice nexus in pre-service Teacher Education programs in South East Asia by Chang, Chang and Tang (2010) confirmed that if tertiary educators modelled best practice of teaching, pre-service teachers had a better understanding of classroom practice when they approached their Professional Experience.

More recently, a number of pre-service teacher education programs have been addressing the theory/practice nexus. White, Bloomfield and Le Cornu (2010) cited Professional Experience programs where partnerships of tertiary providers, schools and pre-service teachers had been developed in order to bridge the theory/practice nexus. These Professional Experience programs included various partnerships termed as 'learning communities', 'learning circles' and 'learner-partner schools'. These programs will be discussed in detail in the Partnerships section of this literature review.

The National Standards for Accreditation for Initial Teacher Education Programs (AITSL, 2011; 2015) were introduced by AITSL and endorsed by the Federal Government in 2011. One aim of the National Standards is to help bridge the theory/practice nexus in ITE programs throughout Australia. Standard Four specifically refers to requirements for ITE programs, 'program structures must be sequenced coherently to reflect effective connections between theory and practice' (AITSL, 2011, p. 13). ITE programs are required to specifically structure units to teach theory and how it is applicable in the classroom. Gradual immersion into classroom practice and schools is advocated to ensure pre-service teachers have the opportunity to see and reflect theory practised in the classroom.

Other specific recommendations in the National Standards include: the extended length of graduate entry secondary teacher education programs to comprise 'at least two years of full-time equivalent professional studies in education' (AITSL, 2011, p. 14); the number of practicum days for the Professional Experience component of teacher

education programs is increased for graduate entry programs to 60 days (AITSL, 2011, p. 15); training of supervising teachers by tertiary institutions for their role is advised; and pre-service teacher education programs to provide details of relationships between tertiary institutions and the schools, including:

... 'the nature and length of Professional Experience placements, the components of the placement including the planned experiences and related assessment criteria and methods, and the supervisory and professional support arrangements.' (AITSL, 2011, p. 15)

The practical implications are far reaching, not only for tertiary institutions, but also for schools (programs in schools, school coordinators and supervising teachers) and pre-service teachers. More teaching time at the tertiary institution, extra Professional Experience days and the opportunity to be immersed into the school culture are seen as positive steps towards supporting pre-service teachers to understand how theory and practice come together in the classroom and to prepare for the profession (Darling-Hammond, 2010; Orland-Barak & Hasin, 2010; Sanders, Smith, Nosworthy, Barthow, Miles, Ozanne, & Weydeman, 2012). Challenges being met as a result of the AITSL recommendations include:

- Development of training programs and training of supervising teachers for their role in Professional Experience;
- Schools and tertiary institutions to work closely together to develop Professional Experience programs (partnerships);
- Availability of schools to provide extra days for Professional Experience; and
- Extra costs involved for all stakeholders for extended and more intensive programs.

The 'Great Teaching, Inspired Learning' Blueprint (New South Wales Government, 2013) aimed to improve the standard of graduate teachers entering New South Wales schools. As noted previously in this chapter, in 2014, three reports were published, 'Classroom Management and the Needs of Special Education', 'Literacy Learning in the Early Years' and 'Online Initial Teacher Education Programs'. These reports were compiled to examine how each area was being addressed in all NSW ITE programs in theory and practice.

The recent TEMAG report 'Action Now: Classroom Ready Teachers' (2015) also focused on the theory/practice nexus in its recommendations. It notes that theory and practice come together in the classroom. Therefore, the development of partnerships between tertiary providers and schools is critical.

'Most importantly, theory and practice in Initial Teacher Education must be inseparable and mutually reinforced in all program components. Pre-service teachers must develop a thorough knowledge of the content they will go on to teach, and a solid understanding of teaching practices that are proven to make a difference to student learning. Professional Experience placements must provide real opportunities for pre-service teachers to integrate theory and practice.

To accomplish this, providers, working with schools, will be required to establish structured and mutually beneficial partnerships. These partnerships will include mentoring and support for pre-service teachers to continually reflect on their own practice..' (p. 10)

The following section discusses the various types of partnerships that have developed over the last 10 years. Successes and challenges of implementing partnerships are discussed.

Focus Area 2: Partnerships

The parliamentary reports, reviews, agreements and blueprint (Report of the Review of Teacher Education, New South Wales, 2000; Parliament of Victoria Education and Training Committee, 2005; Commonwealth of Australia, 2007; COAG, 2008; NSW Government, 2013; TEMAG, 2015) have each advocated the establishment of partnerships between the major stakeholders involved in pre-service teacher education (i.e. higher education providers and schools) as a way forward in ITE programs to bridge the theory/practice nexus (Brady, 2002). It is now timely to examine various aspects of partnerships as applied to schools and tertiary institutions. For clarity and specificity, the following headings have been used:

- 2.1 Definition of Partnerships
- 2.2 Principles of Partnerships
- 2.3 Characteristics of Partnerships

2.1 *Definition of Partnerships*

Kruger, Davies, Eckersley, Newell and Cherednichenko (2009) interpret partnerships between tertiary institutions and schools in the following statement:

'Partnerships appear as a distinguishing characteristic of those teacher education programs with practices linking school teachers, pre-service teachers and teacher educators in more direct and ongoing ways than the conventional teacher practicum. The nature of the partnership is that its impact is in the participation and learning of the individual participants but also that the enhanced university–school relationship needs to be organised at the level of the institutions.' (p. 43)

This definition highlights the many variations that a partnership can encapsulate. It also emphasises that a partnership is not just about Professional Experience but a professional relationship of shared learning between schools and tertiary institutions.

The Schools National Partnership Program was launched in NSW in 2009. This partnership between schools and universities was an initiative taken from the 'Top of the Class Report' (Commonwealth of Australia, 2007) and stood as a model for developing partnerships between schools and tertiary institutions. This partnership arrangement saw participating schools linked to a tertiary institution. The tertiary institution was able to allocate its pre-service teachers to the school at any time during their program rather than in the traditional internship (Australian Government, 2012). The partnership program also incorporated schools called 'centres of excellence' where Highly Accomplished Teachers (HATs) were situated. The role of a HAT was to liaise between the school and the tertiary institution, be responsible for pre-service teachers whilst at the school, and coordinate Professional Development of staff, some of which could be linked to the tertiary institution. By June 2012, fifty Centres for Excellence became operational across the three sectors, including thirty five Centres for Excellence in government schools, fourteen Catholic Centres for Excellence and one Independent Schools Centre for Excellence based within the Association of Independent Schools of NSW (Australian Government, 2012, p.1). The partnership program, however, did not include all schools and tertiary institutions. The program was also dependent on Federal government funding when the funding ceased in 2013 that particular program ended.

2.2 *Principles of Partnerships*

Partnership programs such as the School National Partnership Program require a theoretical basis to ensure that they are not simply based on someone's idea. Korthagen, Loughran and Russell (2006) proffer a framework of seven principles from their research to guide an effective teacher education program, as follows:

1. Learning about teaching involves continuously conflicting and competing demands;
2. Learning about teaching requires a view of knowledge as a subject rather than a created subject;
3. Learning about teaching requires a shift in focus from the curriculum to the learner;
4. Learning about teaching is enhanced through (pre-service) teacher research;
5. Learning about teaching requires an emphasis on those learning to teach working closely with their peers in supportive communities of learners;
6. Learning about teaching requires meaningful relationships between schools, universities and pre-service teachers; and

Learning about teaching is enhanced when the teaching and learning approaches advocated in the program are modelled by teacher educators in their own practice.

Principles 5 and 6 are particularly relevant to this study and are now examined in greater detail. Partnerships between tertiary institutions and schools cited by Fletcher and Macuga (2004), Kiggins and Cambourne (2007), Kruger et al (2009), Le Cornu (2010), White et al. (2010), and Peters (2011) have implemented these two principles in their school/tertiary partnerships.

Le Cornu (2010) reported on a Professional Experience program used in ITE programs at the University of South Australia where pre-service teachers worked closely with peers. A group of pre-service teachers were assigned to a school, which had already appointed a number of experienced teachers as supervising teachers. The supervising teachers and pre-service teachers worked together in clusters with a university mentor who 'facilitated learning conversations' with the pre-service teachers. The university

mentors also conducted discussions with the supervising teachers. Le Cornu (2010) described this as a 'learning community' where supervising teachers, pre-service teachers and university coordinators all shared teaching and learning knowledge, ideas and practices.

White et al. (2010) highlighted two other forms of partnerships as successful school/tertiary relationships: (i) 'learning circles'; and (ii) 'learner partner schools'. The 'learning circles' were groups of pre-service teachers who met after school regularly to discuss professional issues in the school where they were completing their Professional Experience. The 'learning circles' were possible because the group of pre-service teachers were completing their Professional Experience at the one school. The tertiary provider and schools associated with the 'learning circles' expected that pre-service teachers would be better equipped for classroom teaching because of the pre-service teachers' participation in this professional discourse. The 'learning partner schools' model took place in schools where block placements were provided for a number of pre-service teachers from the one tertiary institution. A tertiary mentor was allocated to work in the school as a facilitator for both pre-service and supervising teachers. This created a meaningful relationship of support and cooperation between the tertiary institution and the school.

Each of the partnerships discussed above had positive outcomes for the stakeholders. These programs attested to the strong collaboration between tertiary providers and schools in the development and delivery of the programs as a reason for success (Fletcher & Macuga, 2004; Kiggins & Cambourne, 2007; Le Cornu, 2010; White et al., 2010; Peters 2011). Several programs (Kiggins & Cambourne, 2007; Kruger et al 2009) were dependent for their success on particular personnel within the schools and institutions, for example, the Plains University Partnership in Kruger et al (2009). Other programs needed the tertiary institution to maintain the partnership, for example, the University of Wollongong's Knowledge Building Community Program (Kiggins & Cambourne, 2007), and others were instigated by a school with a particular need and approached the institution to assist. The Local University Partnership was one example where a kindergarten teacher concerned about the substantial number of 'at risk' students

in her school approached an education faculty of a local university with a proposal for pre-service teachers to assist in individual programs for her students (Kruger et al., 2009). Each of the programs discussed have been successful whilst funding and key personnel have been involved. Once funding ceased and/or the particular personnel was no longer involved, most programs ceased.

2.3 *Characteristics of Partnerships*

The Accreditation of Initial Teacher Education Programs in Australia, Standards and Procedures (AITSL, 2011; 2015) mandated that ITE programs provide evidence of delivering 'enduring school partnerships'. Rossner and Commins (2012) (2012) investigated what 'enduring partnerships' might mean for ITE programs. They concluded from existing partnerships that there were four common characteristics of 'enduring partnerships':

1. Commitment to reciprocal learning relationships between the tertiary institutions and the schools;
2. Explicit roles and responsibilities given and carried out;
3. Genuine collaboration between stakeholders; and
4. Responsiveness, that is, creation of learning relationships between one mentor and a cluster of schools over a period of time (Le Cornu & Ewing, 2008).

Rossner and Commins (2012) also advocated the need to immerse pre-service teachers in school 'communities of practice' (Lave & Wenger, 1991) or 'learning communities' (as described above by Le Cornu, 2010) as an essential ingredient of 'enduring partnerships' (Le Cornu & Ewing, 2008). Enduring partnerships, as described by Rossner and Commins (2012), have already been operating effectively but have been dependant on financial assistance and personnel. The mandate to develop enduring partnerships by the Accreditation of Initial Teacher Education Programs, Standards and Procedures (AITSL, 2011; 2015), the 'Great Teaching, Inspired Learning' Blueprint (New South Wales Government, 2013) and the 'Action Now: Classroom Ready Teachers' (TEMAG, 2015) is increasing the pressure on schools and ITE providers to integrate such partnerships into their programs. Many schools now have a school-based

coordinator who specifically manages the pre-service and in-service programs (BOSTES NSW, 2015). The Department of Education and Communities NSW initiative for 2015 is to connect schools to a tertiary institution they would like to work with. The schools are only required to take pre-service teachers from the selected tertiary institution but can choose to take other pre-service teachers from other ITE programs. The aim of this initiative is to establish and regulate partnerships⁵.

Focus Area 3: Professional Experience

For the purposes of this study, the following aspects of Professional Experience will be discussed from the literature:

- 3.1 Reality and Possibilities
- 3.2 School-Based Coordinator
- 3.3 Tertiary Supervisor
- 3.4 Supervising Teacher

3.1 *Reality and Possibilities*

Professional Experience is the compulsory practical component of all ITE programs conducted in schools (Furlong & Maynard, 1995). It is an opportunity for pre-service teachers to hone their teaching skills, develop classroom management techniques and learn teaching pedagogy. Professional Experience programs have historically been negatively impacted by a lack of relationships between schools and tertiary institutions (Commonwealth of Australia, 2007). The 'Top of the Class Report' (Commonwealth of Australia, 2007) discussed the need to rethink Professional Experience. The report stressed that supervising teachers' lack of preparation and the tertiary institutions' remoteness to schools caused inherent problems for Professional Experience programs. The 'Top of the Class Report' (Commonwealth of Australia, 2007) described why supervising teachers and schools were often unprepared for pre-service teachers and

⁵ This initiative between schools and tertiary institutions is currently being established. Formal documentation of agreements between tertiary institutions and NSW Department of Education are now developed and signed (November 2015).

Professional Experience programs. In summary, the report stated that the school chose the supervising teacher and frequently the only contact the supervising teacher had with the tertiary institution before Professional Experience was the practicum handbook. The tertiary institution generally did not provide Professional Development support or information to the supervising teacher. This 'hit and miss' approach to selecting supervising teachers and conducting the Professional Experience program described in the 'Top of the Class Report' (Commonwealth of Australia, 2007) contrasts starkly with the successful partnerships discussed in the previous section of this review (Partnerships, Part A, p. 33-35) (Fletcher & Macuga, 2004; Kiggins & Cambourne, 2007; Kruger et al., 2009; Le Cornu, 2010; White et al., 2010). These programs showed that successful partnerships between schools and tertiary providers have been occurring in some Professional Experience programs. The following review of a Professional Experience program in the University of South Australia highlights the possibilities of Professional Experience partnerships and positive stakeholder outcomes.

The University of South Australia conducted a coordinated school-wide approach to Professional Experience in a four-year undergraduate degree (Peters, 2011). This approach involved an induction program at the schools where a group of pre-service teachers were commencing their Professional Experience. The program took place in a small number of primary schools for approximately twenty years. Peters (2011) reported that the supervising teachers said that both school coordinators of the program and the university supported them. Such support enabled the supervising teachers to reflect on their own teaching as they showcased it to the pre-service teachers. They were also able to share ideas and resources with their fellow teachers and pre-service teachers. The structure and benefits of the program encouraged the supervising teachers to remain within the program and supervise a number of pre-service teachers over long periods of time. The success of the program was attributed to the commitment of the supervising teachers, the relatively small numbers of pre-service teachers and the ability of the pre-service teachers to learn from a variety of experienced teachers. Peters (2011) classified this program as a 'learning community' where there was an emphasis on 'clustering of pre-service teachers in schools, providing pre-service teachers with school-wide rather than single classroom experiences in schools' (p. 11).

3.2 *School-Based Coordinator*

A significant factor in developing enduring partnerships and improving the Professional Experience program for a pre-service teacher is the role of the school-based coordinator at the school. The role is usually fulfilled by an executive in a school (Le Cornu, 2012) or a recognised Highly Accomplished Teacher (HAT) (Australian Government, 2015). The school-based coordinator role in Professional Experience partnerships is now being acknowledged as particularly important. Not only is the school-based coordinator the first contact with the tertiary institution but he/she is also the school coordinator for the partnership program between a school and a tertiary institution. Le Cornu (2012) found that school-based coordinators were fulfilling their roles by adopting specific strategies and approaches to support pre-service teachers. These strategies included:

- Building relationships by being welcoming to the pre-service teacher;
- Structuring scheduled times to talk to the pre-service teacher;
- Establishing clear lines of communication; and
- Providing an induction program.

Furthermore, the coordinator encouraged the pre-service teacher's reflective practice by observing the pre-service teacher's teaching and providing feedback, followed by sharing critical reflection times and practising rigorous dialogue with the pre-service teacher. Le Cornu (2012) also noted that the school-based coordinator provided assistance to maximise learning for pre-service teachers from the whole school experience by talking with them about school-wide issues, including attending meetings and ensuring that the pre-service teacher had the opportunity to observe different learning environments. The school coordinator was seen by Le Cornu (2012) as an essential player in the success of a school/university Professional Experience partnership.

3.3 *Tertiary Supervisor*

The tertiary supervisor plays a pivotal role in 'enduring partnerships' of Professional Experience. As noted by Hastings (2004) and the 'Top of the Class Report' (Commonwealth of Australia, 2007), this role has traditionally been a supervisory one.

The pre-service teacher has been observed teaching lessons, followed by discussions and critiques between the supervising teacher, tertiary supervisor and pre-service teacher (Allen & Peach, 2007). The tertiary supervisor has represented the absent tertiary institution and has often been considered a threat to supervising teachers and pre-service teachers (Hastings, 2004; 2010). The AITSL Guidelines for Accreditation of Initial Teacher Education Programs (AITSL, 2011; 2015) require a tertiary institution to guarantee a pre-service teacher's ability to meet the Australian Standards for Teachers, Graduate Teachers (AITSL, 2013) at graduation. The tertiary institution is therefore responsible for the pre-service teacher meeting those requirements. How a tertiary institution ascertains that a pre-service teacher fulfils these requirements needs to be considered thoughtfully under partnership agreements. This is an opportunity for collegiality and mentoring across institutions. Le Cornu (2010) and White et al. (2010) described successful partnerships where the tertiary supervisor's role was one of membership and mentoring of the Professional Experience team at a school.

Le Cornu (2010) described the tertiary supervisor as a university mentor in the 'learning communities' model of Professional Experience. The university mentor 'facilitated learning conversations' with the pre-service teachers. The university mentors also conducted discussions with the supervising teachers. The university mentor was not the assessor of the pre-service teacher except when the supervising teacher requested assistance. In this way, the tertiary mentor was a member of the Professional Experience team rather than the outside assessor. White et al. (2010) termed the 'tertiary supervisor' the 'tertiary mentor'. The tertiary mentor was allocated to work in the school as a facilitator for pre-service and supervising teachers.

School/tertiary institution partnerships require careful consideration of the appointment of a tertiary supervisor. Many tertiary institutions employ faculty lecturers to become the tertiary supervisor. The need to understand the requirements of the Graduate Teaching Standards as they apply to the classroom (AITSL, 2013), pedagogical knowledge and understanding of classroom skills (Marsh, 2010) requires a tertiary supervisor to possess school classroom expertise. The development of partnerships

between tertiary institutions and schools also requires the tertiary supervisor to be more than a cursory visitor (Le Cornu, 2010).

Russell and Chapman (2001) proffered one example of engaging expert tertiary supervisors from the teaching workforce. They interviewed practising teachers who took short-term contracts as tertiary supervisors in an ITE program in New Zealand. These teachers believed that this time benefited them professionally and personally with time to reflect on their own practice. They were also able to provide pre-service teachers with relevant professional and practical insights from their recent classroom experiences, as well as obtained a better understanding of the tertiary program and pre-service teacher requirements, enabling these teachers to return to schools better equipped to assess pre-service teachers and liaise with tertiary institutions.

3.4 Supervising Teacher

The functions of the supervising teacher in a Professional Experience program are to assist the pre-service teacher to become a successful, reflective classroom practitioner and member of a school community (Renshaw, 2012). The supervising teacher's role is central to the success of the Professional Experience (Commonwealth of Australia, 2007) and can be a rewarding and professionally stimulating time for the teacher who takes on this role. The role, however, is complex (Hastings, 2010), emotionally demanding (Hastings, 2004) and has many aspects to it (Renshaw, 2012) (Renshaw P. , 2012). The 'Top of the Class Report' (Commonwealth of Australia, 2007) indicated that many supervising teachers were 'set up for failure' in the role due to a lack of coordination and support by tertiary institutions and the school. With the development of training programs for the supervising teacher under the AITSL Guidelines (AITSL, 2011; 2015) and 'enduring partnerships' (Rossner & Commins, 2012), it is hoped that difficulties faced by supervising teachers will be lessened and rewards of this role realised.

More recently, some Professional Experience programs have replaced the term, 'supervising teacher' with 'mentor teacher' (Hennisen, Crasborn, Brouwer, Korthagen, & Bergen, 2011) to highlight the changing nature of the role. The term 'mentor teacher'

leads to an expectation of collegiality and a professional relationship with the pre-service teacher (Zachary, 2012). It also adds to the idea of a community of practitioners within a school where the teachers are supportive of each other (Barab & Duffy, 2000). The term 'supervising teacher', on the other hand, has an expectation of evaluating the pre-service teacher (Allen & Peach, 2007; Hastings, 2004). This can lead to barriers in the relationship with pre-service teachers. Most Professional Experience programs still use the term 'supervising teacher' and BOSTES New South Wales advocates the use of this term for New South Wales schools (BOSTES NSW, 2014). The expectation, however, is that the supervising teacher will also be the pre-service teacher's mentor (Pungar, 2007). The mentor teacher role will be discussed in Section B of this review.

The role of the supervising teacher as a mentor is to develop the pre-service teacher's reflective skills in all aspects of teaching (Furlong & Maynard, 1995; Chalias, Ria, Bertone, Trohel, & Durand, 2004; Walkington, 2005; Crasborn, Hennissen, Brouwer, Korthagen, & Bergen, 2008; Orland-Barak & Hasin, 2010). The supervising teacher can utilise various strategies to encourage reflective practices, including encouraging and supporting the pre-service teacher to differentiate lessons for all learners; asking the pre-service teacher to participate in staff discussions about teaching pedagogy; ensuring the pre-service teacher observes classes and provide useful feedback and insights into teaching and learning and model learning by being honest about what was successful and what was not in his/her own teaching (Walkington, 2005; Le Cornu, 2012).

The supervising teacher is also expected to assist the pre-service teacher to adjust to the school community (Le Cornu, 2012) by informing and involving the pre-service teacher in school-wide issues, such as: (i) expectations of playground duty; (ii) attendance at assemblies; (iii) background to the school's discipline policy; (iv) program planning and development with other faculty members; and (v) participation in extra-curricular activities, such as sport afternoons, musicals and debating. Finally, the supervising teacher organises: (i) pre-service teacher observation of other classes; (ii) visiting special teaching and learning units within the school; (iii) attending staff meetings as appropriate; and (iv) assisting with organising excursions and camps, if applicable.

The supervising teacher needs to be supported by the school and tertiary institution as they perform this complex role in any Professional Experience program (Commonwealth of Australia, 2007; AITSL, 2011; 2015) The AITSL Standards (AITSL, 2011) requires tertiary institutions and schools to work collaboratively to prepare pre-service teachers for teaching. For 'enduring partnerships' to take place, teacher education programs need to provide training for supervising teachers, as well as collaborative interaction and support in the school by the tertiary institution (AITSL, 2011; 2015; Rossner & Commings, 2012).

Identified Problems of Initial Teacher Education.

The preceding literature has highlighted there have been numerous reviews, recommendations and blueprints for initial teacher education. Implementing these is a challenge primarily due to three main factors, time to plan and implement school/university partnerships, finances to support sustainability of the partnership and personnel who have a set of shared understandings and commitment to teacher education.

The recent reviews of initial teacher education recommended that schools and universities work together to form partnerships hence the QTMP took place in during 2012 when the following recommendations were already in play: (i) formation of NSWIT in 2004 (now BOSTES NSW); (ii) accreditation of ITE Programs in Australia (AITSL, 2011; 2015) and (iii) development of Standards for Teachers in New South Wales by NSWIT in 2008. Interestingly, given the changes that were happening, Professional Experience programs were, for the most part, similar to what they had been for twenty years. School/tertiary institution partnerships were not commonplace in Professional Experience programs. Immersion programs into schools were not embedded into ITE programs. The QTMP was based on a perceived need to further prepare pre-service teachers for the profession and was aligned with recommendations advocated by various government reports discussed at the beginning of this chapter. The creation of a school and university partnership to support teacher education is a common catch phrase. However, the reality of how and what happens when a school

and university attempt a theoretical model in a contextual setting will be discussed Chapters 4, 5 and 6.

Part B of this literature will examine the principles of effective mentoring and the relationship of the mentor/mentee.

Part B – Mentoring

Part A has shown that structural changes to ITE programs have been the focus of government reviews, reports, an agreement and a blueprint over the last fifteen years. The literature has also raised the need to attend to the personal needs and development of the pre-service teacher to become a successful classroom practitioner (Darling-Hammond, 2010; Renshaw P. , 2012). It is well documented that many graduating teachers may successfully meet the requirements of their academic program but do not stay in the profession for more than five years (Duke, Karson, & Wheeler, 2006; Escandon, 2007; McKinsey Report, 2007; Darling-Hammond, 2010; Chalkboard Project, 2013). Many reasons have been given for the exodus of teachers (Watt & Richardson, 2011; Haesler, 2012) but a lack of mentoring in the early transition to the profession has been cited as an issue (Darling-Hammond, 2010). As discussed in Part A (pp. 40-41), the mentoring of pre-service teachers is now seen to be significant, becoming a component of the supervising teacher role (Hennisen et al., 2011). It is, therefore, now timely to discuss the concept of mentoring under the following headings:

What is Mentoring?

Mentoring Programs

The mentoring of pre-service teachers will then be examined in two focus areas:

1. Pre-Service Teachers and Mentoring
2. Mentoring of Pre-Service Teachers in a Situated Learning Framework.

What is Mentoring?

Mentoring has a long history, dating back to Homer's Odyssey. A mentor, friend and elder (advisor) of King Ulysses was given the role of teaching and protecting the King's

son, Telemachus. Other examples of mentors throughout history include: (i) Aristotle, the mentor of Alexander the Great; (ii) Paul of Tarsus, a Christian apostle of the first century and mentor of Timothy; (iii) Ezra Pound, mentor of T. S. Eliot; and (iv) Dr Benjamin Elijah Mays mentored his better known mentee, Dr Martin Luther King (Nayab, 2011).

These mentors saw their mentoring role as a transfer of wisdom to their mentees within a shared collegial relationship (Bradley, 2009). Gong, Chen and Lee (2011) defined a mentor in the 21st century corporate world as:

... 'an experienced individual within an organization who has attained a certain rank or achievement and who can provide career development support to less experienced individuals in that organization.' (p. 807)

Yip (2003) would concur with the above definition but added specificity to the teaching profession:

... 'a guide and teacher, who has expertise and experience but may not hold a senior position as he/she is someone committed to good teaching and Professional Development. ' (2003, p. 34)

Gong, Chen and Lee (2011) and Yip (2003) used the words 'support' and 'guide' in their definitions. Clutterbuck (2005) asserted that to be a guide and support, a mentor should possess the following characteristics: (i) great self-awareness; (ii) good communication and relational skills; (iii) commitment to his/her own professional learning; (iv) a deep understanding of his/her profession; and (v) clear goals for the mentoring relationship. Orland-Barak and Hasin (2010) add further characteristics for mentor teachers: (i) good organisational skills; (ii) an ability to integrate the theory of teaching and the practice of teaching; (iii) a willingness to challenge and change his/her teaching style; (iv) a positive role model; and (v) reflective in his/her practice. Hudson, Skamp and Brooks (2005) also developed a five factor model as a theoretical framework that mentor teachers should possess for successful classroom mentoring: (i) personal attributes; (ii) system requirements; (iii) pedagogical knowledge; (iv) modelling; and (v) feedback.

The mentor should possess these characteristics but more importantly, he/she must be able to develop a supportive relationship with the mentee in order for the mentoring process to succeed (Yip, 2003; Clutterbuck, 2005; Pungur, 2007; Bradley, 2009). Bradley (2009) asserted that a supportive relationship enhances the mentee's confidence, identity and effectiveness in his/her role. Clutterbuck (2005) recommended that if the relationship is not developed as a supportive one where the mentor and mentee respect each other as colleagues, then the relationship should not continue.

Mentoring is used extensively in the corporate world (Clutterbuck, 2005; White, 2009; Nayab, 2011; University of Technology, 2015) to assist graduates immerse into their profession and to guide employees at other junctures of their work life. Nayab (2011) pinpointed the 1990s as a time when corporations adopted mentoring as a tool for Professional Development for employees. This was a period when there was a downturn in the economy and redundancies were high. Companies pressured their employees to perform at a higher level. This caused employee stress and underperformance. Mentoring was seen to be an effective tool to assure employees that the company cared about their wellbeing and assisted employees in their roles.

The effectiveness of mentoring as a personal and Professional Development tool continues to the present time. Many corporate, government and educational organisations now have significant mentoring programs for their employees, for example, the University of Queensland Mentoring Program (University of Queensland, 2015) and University of Technology, Sydney Business Society's PwC Mentoring Program (University of Technology, 2015). Other organisations outsource to companies that provide mentoring programs, such as Australian Business Mentors (Australian Business Mentors, 2015).

Mentoring can take on different forms and be effective at different stages of a person's career development. White (2009) described a small business owner who had two mentors. The first mentor assisted the business owner to build her knowledge about small business and the second mentor was a sounding board as the business grew and

developed. Similar forms of mentoring can occur in teaching (Yip, 2003). The mentor teacher can be an experienced teacher who assists a graduating teacher's transition to the profession during the first years of teaching (Escandon, 2007; Darling-Hammond, 2010) or as a career path mentor for a younger teacher (Orland-Barak & Hasin, 2010). The selection of a mentor for a particular mentoring role is important and must be appropriate for the role.

Mentoring Programs

The structure of a mentoring program will differ according to its purpose. Some programs may have very little structure, for example, an experienced teacher mentoring an inexperienced teacher for the purpose of career development (Orland-Barak & Hasin, 2010) whilst others have a specific purpose and require a careful composition, such as mentoring pre-service teachers for the classroom (Le Cornu & Ewing, 2008).

Each mentoring situation, whether structured or open, must have goals and should move through various phases, such as the four mentoring phases that Zachary (2012) described:

1. Negotiating (establishing agreements);
2. Enabling growth (support, challenge and vision);
3. Enabling growth (feedback and overcoming obstacles); and
4. Coming to closure (looking back and celebrating the work and moving forward).

Ambrosseti, Knight and Dekkers (2014) also stipulated four phases but with a slightly different emphasis:

1. Preparation for Mentoring (training for mentors and mentees before the participants meet);
2. Pre-mentoring (initial meeting before Professional Experience begins);
3. Mentoring (development of the relationship); and
4. Post-mentoring (continuation or completion of the mentoring relationship).

The above set of criteria demonstrates and suggests the importance of a common understanding of all stakeholders when developing and implementing a mentoring program. Common features include the importance of training, within program support, and the need to have a formal closure of the program.

The Baylor University Mentor Training Manual (2004) concurs with the work of Zachary (2012) and Ambrosseti et al (2014) by adding a fifth phase in the mentoring process, called 'moving on/professional friendship'. It is the mentor's responsibility to move the relationship through these particular phases. Therefore, training mentors is important for them to understand his/her role and the program to be fulfilled (New South Wales Government, 2013).

Duke, Karson and Wheeler (2006), the McKinsey Report (2007) and Darling-Hammond (2010) have shown that successful mentoring has assisted in diminishing attrition of early career teachers and can therefore have a significant impact on a mentee's life and career. They attributed the relationship and support for early career teachers as a reason for successful integration into the career. The QTMP aimed to increase the preparedness of pre-service teachers through an experienced teacher mentoring a pre-service teacher. The QTMP was not part of the Professional Experience program for the Graduate Diploma of Education (Secondary) students but was offered as an extra voluntary program.

It is now appropriate to examine the mentoring of pre-service teachers in two focus areas:

1. Pre-Service Teachers and Mentoring
2. Mentoring of Pre-Service Teachers in a Situated Learning Framework

Focus Area 1: Pre-Service Teachers and Mentoring

This section is divided into the following areas:

- 1.1 Role of the Mentor Teacher
- 1.2 Training of the Mentor Teacher

- 1.3 Collegial Relationships
- 1.4 Reflective Practice
- 1.5 Professional Discourse
- 1.6 The Supervising Teacher as Mentor: A Professional Tension

1.1 Role of the Mentor Teacher

As discussed in the Part A: Professional Experience (p. 46-48), the title 'mentor teacher' has added an extra dimension of collegiality and nurturing to be undertaken by the supervising teacher of a pre-service teacher during Professional Experience. Pungur (2007) described four different international models of mentoring with each model sharing the notion of the mentor teacher relationally guiding and modelling professional behaviour, as well as being responsible for evaluating the pre-service teacher. Orland-Barak and Hasin (2010) saw the notion of role modelling as an essential element of the mentoring role. The need for guiding, modelling and nurturing is highlighted by Hennisen et al. (2011) who found that pre-service teachers required emotional support and task assistance during their Professional Experience. Hobson (2002) maintained, however, that the main role of a mentor teacher from a pre-service teacher's perspective is the instructional coach who should support, reassure and offer ideas and practical advice. Millwater and Ehrich (2008) emphasised the coaching role of the mentor teacher, particularly when an internship was taking place. As a coach, the mentor teacher is seen as the more experienced teacher assisting a colleague's professional growth by sharing a project and teaching load.

Butler and Cuenca (2012) specified three roles that mentor teachers undertake with pre-service teachers during Professional Experience. The mentor teacher is seen as:

1. An 'instructional coach' who focuses on assisting and encouraging the pre-service teacher by providing pedagogical, technical and organisational support and craft knowledge;
2. An 'emotional support system' that fosters a caring work environment characterised by trust, collaboration and open communication to allay any pre-service teacher's fears about learning to teach; and

3. A 'socialising agent' who focuses on inducting the pre-service teacher into a 'community of practice' of teaching in that particular school.

The 'learning communities model' (Le Cornu, 2010) (discussed in Part A: Partnerships, p. 39) demonstrated Butler and Cuernca's (2012) three mentoring roles. The mentor teacher was described as the 'professional colleague' in this model. In this role, the mentor 'walked alongside' the pre-service teacher as the instructional coach in developing the pre-service teacher's teaching skills and provided emotional support in the school environment. Finally, the mentor acted as a 'socialising agent' in assisting the pre-service teacher into the 'community of practice' of the school. What was significant about this model was that it was taking place in a 'learning community' where the school coordinator and university mentor supported the mentor teacher and pre-service teacher as part of the learning community.

The value of the mentoring role as described by Pungur (2007), Millwater and Ehrich (2008) and Le Cornu (2010) can be seen when compared to the master/apprentice relationship that has been commonly described as the relationship developed during Professional Experience (Allen & Peach, 2007; Commonwealth of Australia, 2007). Work undertaken by Keogh, Dole and Hudson (2006) on case studies where the supervising teacher was the master and the pre-service teacher was the apprentice showed a detrimental effect on the development of the pre-service teacher's understanding of the role of the teacher and the teaching profession. Keogh, Dole and Hudson (2006) concluded that there needed to be training for mentor teachers to enable positive Professional Experiences and relationships with pre-service teachers to occur. Mitchell, Clarke and Nuttall (2007), in their comparison of Professional Experience programs in Australia and Canada, agreed that a common framework of mentoring with training should be established between schools and universities. Hall, Draper, Smith and Bullough (2008) also noted that a lack of mutual understanding and confusion of the roles and responsibilities of the mentor needed to be addressed to improve the quality of the Professional Experience.

1.2 Training of the Mentor Teacher

Jordan, Phillips and Brown (2004), Crasborn et al., (2008), Levine (2011) and Renshaw (2012) described programs designed to assist the role of mentor teachers. The following programs are summarised by Renshaw (2012)⁶:

- Mentoring for Effective Teaching (MET), Queensland University of Technology (Queensland University of Technology, 2015);
- Super T: Professional Learning for Supervisors of Pre-Service Teachers, University of Queensland (University of Queensland, School of Education, 2015);
- Growth Coaching International, an independent Australian company (Growth Coaching International, 2015); and
- Guidelines for Induction and Mentoring and Mentor Teachers, New Zealand Council (New Zealand Teachers Council, 2011).

Each program outlines a structure for mentor teachers to follow with their pre-service teacher and prepare the teachers for their roles as mentor teachers. Table 2.2 outlines the specific features of each program (Renshaw, 2012).

⁶ The programs which Renshaw cited in 2012 are still running successfully at the time of writing the thesis . Their current 2015 websites are therefore noted in the thesis

Table 2.2 Professional Learning Models for Mentors (Renshaw P. , 2012)

Mentoring Program	Specific Features
Mentoring for Effective Teaching (MET).	<ul style="list-style-type: none">• Based on Hudson's Mentoring model (Queensland University of Technology, 2015), the course includes characteristics of a mentor, mentor's pedagogical knowledge, mentor modelling of teaching practices and mentor feedback• Face-to-face, group based program• Suitable for supervisors of pre-service teachers
Super T: Professional Learning for Supervisors of Pre-Service Teachers	<ul style="list-style-type: none">• Based on the principles of reflective practice and relationship building, the course includes establishing goals, reflective practice, relationship building, process of practicum and process of mentoring• Online, individual program• Suitable for supervisors of pre-service teachers and beginning teachers
Growth Coaching International	<ul style="list-style-type: none">• Based on the 8-Step Growth Coaching Model, the course includes modelling and practice of coaching skills, telephone coaching, managing challenging coaching conversations, giving feedback and facilitating change• Blended learning program• Suitable for education directors, school principals and heads of educational organisations
Guidelines for Induction and Mentoring and Mentor Teachers	<ul style="list-style-type: none">• Guidelines cover the mentor role, key areas of mentoring, mentor teacher Professional Development and mentoring practice• Written document program• Suitable for professional leaders, mentor teachers and provisionally registered teachers

The Mentoring for Effective Teaching model by Queensland University of Technology has been specifically designed for mentor teachers of pre-service teachers with its main focus on mentors:

1. Developing personal qualities of each mentor (Clutterbuck, 2005);
2. Understanding pedagogical and modelling teaching practices (Orland-Barak & Hasin, 2010);
3. Sharing professional knowledge with mentees (Van Velzen, Volman, Brekelmans, & White, 2012);
4. Understanding that he/she is the 'purveyor of context' for the pre-service teacher (Clarke, Triggs, & Nielsen, 2014);
5. Understanding and developing techniques for professional conversations (Chalies et al., 2004; Walkington, 2005; Crasborn et al., 2008);

6. Developing questioning skills with mentees (Chalies et al., 2004); and
7. Learning how to give quality feedback to mentees (Zachary, 2012).

Whilst the Mentoring for Effective Teaching model is comprehensive in its Professional Development of mentor teachers and has been recognised as a successful training tool for a number of years, it does have a cost attached to it. The same applies to other models featured in Table 2.2. The cost factor must be considered by tertiary institutions and school leadership and maybe a deterrent to these models being used extensively for training mentor teachers.

The 'Great Teaching, Inspired Learning' Blueprint (New South Wales Government, 2013) advocated for supervising teachers to be given training in preparation for undertaking pre-service teachers in Professional Experience programs. As discussed in Part A: Professional Experience (p. 42-44), tertiary institutions are working towards developing readily available and cost-free training programs for supervising teachers. Tertiary institutions are currently able to direct their supervising teachers to the AITSL website (AITSL, 2015) and websites like Project Evidence (2014) for training and Professional Development. AITSL has developed an interactive and self-directed online professional learning program for supervising teachers. The program is aimed at enhancing prospective supervising teachers' skills, knowledge and confidence. The program consists of four flexible learning modules:

- Effective partnerships⁷
- Practice analysis
- Making judgments
- Unpacking the Graduate Teaching Standards

The key features of the program include:

⁷ It should be noted that the module 'Effective Partnerships' was developed by UOW as an outcome of the QTMP.

- 'Access high-quality, interactive, evidence-based content developed by experts
- Study online according to your areas of interest and need
- Access content through inquiry questions, multimedia resources and templates
- Learn alongside colleagues from across Australia.' (AITSL, 2015)

The Project Evidence website (2014) is another tool that was developed by educators from four Australian universities (Griffith University, University of South Australia, Deakin University and Monash University). Project Evidence provides an arena for supervising teachers to discuss collaboratively with other staff at their school how to best assist pre-service teachers during their Professional Experience. The Project Evidence website also provides tools that can be used by supervising teachers to support their pre-service teachers during Professional Experience.

Note that these resources are relatively new and are yet to be evaluated in their effectiveness in supporting quality supervision and mentoring of pre-service teachers. It should also be stated that although mentoring resources are available, supervising/mentor teacher time constraints and lack of support and recognition of additional Professional Development outside school requirements could inhibit teacher engagement with these programs.

1.3 Collegial Relationships

A collegial relationship between the mentor teacher and pre-service teacher is also necessary for the mentoring process to be successful (Clutterbuck, 2005; Zachary, 2012). Kochan and Trimble (2000) noted that a successful mentoring relationship resulted in the mentor and mentee being able to share ideas, develop listening skills and engage in reflective practice. Yip (2003) further described mentoring in teaching as a nurturing process where an experienced teacher models professional behaviour, teaches, encourages and counsels a pre-service teacher for the purpose of promoting a mentee's Professional Development.

Emotion is also a key issue that should not be overlooked in the dynamics of the mentoring collegial relationship. Hawkey (2006) found that emotional states, such as stress, defensiveness and tension have profound effects on mentoring relations and must be noted and addressed throughout a mentoring experience. This is especially true of the mentoring relationship in Professional Experience where the pre-service teacher is learning to hone teaching skills and prepare for the teaching profession. If a compatible relationship between the mentor teacher and pre-service teacher does not eventuate, then a true mentoring relationship fails to be established. The suitability and choice of mentor teachers is therefore critical to the success of the mentoring experience (Orland-Barak & Hasin, 2010; Hastings, 2010).

The suitability of a teacher to supervise or mentor a pre-service teacher has been cited as a problem in Professional Experience situations (Allen & Peach, 2007; Commonwealth of Australia, 2007), particularly when the school has not carefully selected the supervising teacher. He/she may have been the only volunteer or someone who has less than altruistic motives for volunteering. Hastings (2004; 2010) discussed the problems associated with the supervising teacher and pre-service teacher when a relationship was not positive. A negative relationship between a supervising teacher and a pre-service teacher had a detrimental effect, not only on the outcome of the Professional Experience, but also on the emotional wellbeing of all participants. Zachary (2012) added that an apparent lack of time and interest by the mentor teacher is one of the major pitfalls that result in failed mentoring relationships. The implementation of enduring partnerships between schools and tertiary institutions and the requirement for mentor teachers to be trained to supervise pre-service teachers (AITSL, 2011; 2015; NSW Government, 2013) should require a selection process of teachers suitable for the supervising teacher and mentor roles. This process ideally should be conducted by both the tertiary institution and the school. Such a process will not necessarily eradicate the problems discussed by Hastings (2004; 2010) but may ensure that the supervising teacher understands the role.

The initial meeting between the mentor teacher and pre-service teacher is seen as critical in the development of a collegial relationship (Baylor University, 2004;

Clutterbuck, 2005; Renshaw, 2012; Sanders, et al., 2012; Zachary, 2012; Ambrossetti, Knight and Dekkers, 2014). The need for the mentor teacher to get to know the mentee, to listen to the mentee's desires for the relationship, to keep the discussion on task and establish goals together are essential elements of this initial meeting (Parker-Katz & Bay, 2007). This is the first phase of the mentoring relationship (Baylor University, 2004; Zachary, 2012). Once the relationship goals are established, the mentor teacher's task is to move the pre-service teacher through the phases as previously discussed. As the relationship is usually part of Professional Experience, the phases will be attached to the pre-service teacher's development and the mentor teacher's ability to assist the pre-service teacher through those phases (Renshaw, 2012; Sanders, et al., 2012; Zachary, 2012).

The development of the mentor/mentee relationship requires time. Time spent on in-depth discussions assists in developing the pre-service teacher's pedagogy (Walkington, 2005). Darling-Hammond (2010) and Sanders et al. (2012) suggested that spending time not only indicates the importance the mentor teacher places on the role but the significance of the relationship with the pre-service teacher.

1.4 Reflective Practice

Parker-Katz and Bay (2007) and Crasborn et al., (2008) advocated that the goal of every mentor teacher is to assist the pre-service teacher to become a reflective practitioner.

The mentor teacher achieves this goal by:

- Assisting the pre-service teacher's preparedness to take on the role of the teacher;
- Moving the pre-service teacher from a self-focus of delivering a successful lesson and classroom management to student learning; and
- Showing the pre-service teacher that teaching is a collaborative responsibility with all teachers at that school, not private practice.

Crasborn et al. (2008) termed the mentor teacher as a 'critical friend' because he/she assists the pre-service teacher to become a reflective practitioner. Fieman-Nemser (2001) argued that effective mentoring must go beyond the emotional instructional

support and focus on learning opportunities that challenge current thinking, thus moving the pre-service teacher's practice forward towards supporting reflective practices.

Renshaw (2012) described a three step developmental process, originally developed by the seminal works of Furlong and Maynard (1995), through which the mentor teacher guides the pre-service teacher from a novice to a reflective practitioner.

1. *Apprenticeship stage*: The pre-service teacher is described as only capable of delivering content and basic classroom management strategies. Pre-service teachers learn through observation, interaction, direct instruction and scaffolded performances (Parker-Katz & Bay, 2007).
2. *Competency stage*: The development of the pre-service teacher is guided and evaluated against explicit competency descriptors rather than the mentor teacher's habits and ways of teaching.
3. *Reflective stage*: The development of the pre-service teacher should be focused on student learning and engagement.

Hawkey (1997) referred to Stage 3 as the 'friendship stage' where the pre-service teacher has acquired the confidence to see themselves ready to teach, that is, the pre-service teacher possess the following: (i) a broad range of classroom skills; (ii) an awareness of the complexities of teaching and learning; and (iii) an understanding of the diversity of the teaching practice.

In 2011, Jones and Brown (2011) proposed an adaptive system of a mentoring model that is reminiscent of Furlong and Maynard's (1995) developmental phase model.

1. The first phase is the traditional model or the apprenticeship stage, as cited above by Renshaw (2012).
2. The second phase, the reciprocal model, reflects collaborative relations centred on mutual respect, rapport and cooperation between the mentor and pre-service teacher.
3. The third phase is seen as a complex adaptive structure that allows complex thinking between the pre-service teacher and his/her mentor. This final phase

enables the pre-service teacher to be a teacher and to adopt teacher identity within that particular school or context.

While this model has similarities to the developmental phase model, it differs in Steps 2 and 3. In Step 2, the pre-service teacher and mentor teacher develop a collegial relationship rather than simply the pre-service teacher-reaching competency in his/her teaching skills. Step 3 ensures the pre-service teacher becomes reflective in his/her teaching practice, as well as being able to immerse in the school's community as a teacher.

In both models, the final stage of mentoring requires the pre-service teacher to move from concern about the self (teaching skills, competencies in curriculum and classroom management) to:

- Reflecting on student learning and engagement;
- Developing professional problem-solving capabilities; and
- Emerging with his/her professional identity.

Urzua and Vasquez (2008) described three types of reflective practice tools which the mentor teacher should assist the pre-service teacher to master. The first two are those advocated by Schon (1987) and quoted by Urzua and Vasquez (2008), namely:

1. 'Reflection in action' (thinking on your feet); and
2. 'Reflection on action' (reflecting on past actions and situations to provide a framework for future teaching).

Urzua and Vasquez (2008) added to this seminal piece of work when they proposed that 'prospective reflection' or 'reflection for action' was the ability to see links between current teaching actions and future situations. Further, Senese (2007) saw reflection as a way of developing professional problem-solving capabilities as it provides the skills to identify problems and the ways to solve them. Other authors also discussed the need for pre-service teachers to 'reflect on developing professional identity' or 'Who am I as a teacher?' (Kelchtermans, 2009; Shoffner, 2011) as they are being mentored and during university assignments. Finally, Korthagen and Vasalos (2005) saw 'core reflection' as a

way for mentor teachers and pre-service teachers to find their professional identities. This is supported by a mentor teacher asking a pre-service teacher to reflect on their existing strengths and qualities and then assisting them to align their core values and beliefs with their experiences. 'Core reflection' will assist the pre-service teacher to bridge the gap between theory and belief with actual classroom experience.

Chalies et al (2004), Walkington (2005), Zwozdiak-Myers (2012), and Clarke et al., (2014) also suggested strategies that the mentor teacher could adopt to encourage self-reflection in the pre-service teacher. The strategies include: (i) creating time to talk and reflect with the pre-service teacher on teaching strategies and pedagogy; and (ii) encouraging the pre-service teacher to participate in mini-research activities.

1.5 Professional Discourse

Professional discourse between the mentor teacher and pre-service teacher also plays a vital role in effective mentoring relationships. Language and talk are the essential tools for all aspects of classroom interaction, feedback and reflection. Van Velzen et al. (2012) reported on a project where language was the key to sharing practical teaching knowledge through lesson preparation, professional practice conversations, delivery and debriefing. The pre-service teachers said that during the project they were able to see the important aspects of teaching whilst learning pedagogical knowledge from conversations with their mentor teacher. Urzua and Vasquez (2008) supported the importance of discourse in their discussion regarding 'prospective discourse'. They suggested that 'prospective discourse' is a 'reflection for action' in the development of professional identity and future practice of pre-service teachers. Pre-service teachers are given the opportunity to discuss with their mentor teachers their early experiences of teaching with a view towards developing and using these experiences in the future.

Margolis (2007) advocated that there should always be two-way discussions between the mentor teacher and the pre-service teacher about pedagogy to clarify issues, share roles and ensure that the pre-service teacher understands the mentor teacher's thinking and reasoning. Not only should the discourse between the mentor teacher and pre-

service teacher be clear and direct, but the quality of the dialogue must be maintained during Professional Experience (Talvitie, Peltokallio, & Mannisto, 2000).

A pre-service teacher can find the language of teaching difficult. An experienced teacher can forget this and have difficulty articulating the practical knowledge that he/she possesses. Zanting, Verloop, Vermunt and Van Driel (1998) discussed the need for mentor teachers to be assisted to develop these communication skills so that they become effective mentor teachers. The common language of the Australian Professional Standards for Teachers (AITSL, 2013), the Professional Experience Framework (Board of Studies Teaching & Educational Standards NSW, 2015) and Common Roles and Responsibilities in Professional Experience (Board of Studies Teaching & Educational Standards NSW, 2015) may support the common language for the mentor and pre-service teacher but this will be dependent on both sharing common understandings of what the standards and framework represent.

Professional discourse also plays a part in assisting the pre-service teacher to understand that teaching is also a 'collective responsibility shared by all teachers' (Parker-Katz & Bay, 2007, p. 1260). This can be witnessed in staffroom conversations between teachers, in staff meetings and at parent/teacher interviews in any school. The mentor teacher's role is to encourage the pre-service teacher's participation in, and listening to, such discourses (Baylor University, 2004; Renshaw, 2012; Sanders, et al., 2012).

1.6 Supervising Teacher as Mentor: A Professional Tension

Whilst the development of a mentor teacher's role is significant in ITE, it could be asserted that the mentor teacher is simply the supervising teacher with the added role of 'mentor'. It may further be argued that it is too difficult for the supervising teacher to be a guide, teacher, mentor and assessor of the pre-service teacher's progress and professional potential. The role of a mentor is not to be a supervisor but a guide and colleague (Yip, 2003; Gong, Chen, & Lee, 2011). The dual role could become untenable when the pre-service teacher is identified as 'at risk' in his/her Professional Experience (Hastings W. , 2004). The supervising teacher role and mentor teacher role need to be

divided between two different people if the real meaning of 'mentoring pre-service teachers' is to take place effectively.

The separation of the mentor's role from the supervising teacher's role allows a two-way relationship for mentors and pre-service teachers to develop professionally (Boorer & Yeates, 2013). The pre-service teacher is able to hone his/her classroom skills under the guidance of an experienced teacher and immerse into a school culture without the stress of being assessed in a Professional Experience situation. The mentor teacher has the opportunity to share his/her teaching experience with the pre-service teacher by modelling best practice, and allowing the pre-service teacher to practise teaching under less pressured circumstance. The mentor teacher is also able to reflect on the latest teaching trends, which the pre-service teachers can share from the theory learnt in their teacher education program.

The mentoring of pre-service teachers as a separate role outside of Professional Experience has not been discussed in the literature. It is assumed that the supervising teacher will address the supervision and mentoring of the pre-service teacher (Renshaw P. , 2012; AITSL, 2015). The QTMP sought to separate the two roles by developing a mentoring project as an adjunct to Professional Experience to ascertain if this further assisted the pre-service teacher's preparedness to teach.

Focus Area 2: Mentoring of Pre-Service Teachers in a Situated Learning Framework

For the purposes of the QTMP, the mentoring of a pre-service teacher eventuated outside the framework of Professional Experience, but as an adjunct to the teacher education program, it took place in a 'situated learning framework'. This section of the review will examine the literature regarding situated learning theory (Lave & Wenger, 1991) as it applies to the mentoring of pre-service teachers. It is timely to unpack the work of Lave and Wenger (1991), as follows:

- 2.1 What is 'Situated Learning'?
- 2.2 Legitimate Peripheral Participation
- 2.3 Models of Situated Learning

- 2.4 Examples of Situated Learning in other Professional Degrees
- 2.5 'Communities of Practice'

2.1 What is 'Situated Learning'?

Introduced by Lave and Wenger (1991), 'situated learning' is a socio-cultural theory of learning in which a person is immersed in a 'community of practice' where he/she learns the skills of that community by observing, trying aspects of the community skills and eventually absorbing the learning and community as part of himself/herself under the guidance of a mentor. Situated learning aligns itself with Vygotsky's social development theory of Zone of Proximal Development (ZPD) (Vygotsky, 1997). The focus of ZPD is that accelerated learning without intervention can occur within a culture when a scaffolded program of social and other environmental facets is put in place (Chaiklin, 2003).

Owen (2004) illustrated this in her discussion of situated learning where she aligned ZPD with accelerating the learning of teachers in a structured and scaffolded program of three stages. Colleagues firstly worked together on a problem in several ways. The teachers then incorporated the scaffolded learning into their own thinking processes to improve their teaching skills. Finally, new learning was internalised and became part of the thinking and practice of the teachers. This example can be compared to the three stages of mentoring as originally proposed by Furlong and Maynard (1995) and adapted by Jones and Brown (2011): (i) the first stage for these teachers was the learning or apprentice stage where they learned together; (ii) the second stage of incorporation or competency stage where the teachers incorporated the learning into thinking and skills; and (iii) the reflective stage where teachers internalised the new learning as practice.

2.2 Legitimate Peripheral Participation'

Owen's program (2004) is an example of 'legitimate peripheral participation'. Lave and Wenger (1991) defined legitimate peripheral participation as:

'It concerns the process by which newcomers become part of a 'community of practice'. A person's intentions to learn are engaged and the meaning of learning is configured through the process of becoming a full participant in a

sociocultural practice. This social process includes, indeed it subsumes, the learning of knowledgeable skills.' (p. 29)

Lave and Wenger (1991) described five different cultural experiences where a mentee was naturally immersed in a 'community of practice', learning the skills of their mentor and eventually taking on the role that the mentor had portrayed. The five settings included: (i) Yucatec Mayan midwives (Mexico); (ii) Via and Gola tailors (West Africa); (iii) naval quartermasters (US Navy); (iv) butchers (USA); and (iv) nondrinking alcoholics (USA, Alcoholics Anonymous). In each example, there was a natural progression from 'legitimate peripheral participation' to 'full participation' by the mentee. The mentee in the Yucatec Mayan midwife example was the daughter of a midwife. She did not serve an apprenticeship but gradually adopted the role of midwife through observing and modelling her mother.

The apprenticeship model of learning has been the accepted practice of learning for a number of centuries. In this model, the learner is appointed to a qualified, experienced worker and the apprentice learns by observing, copying and modelling the particular qualified, skilled person. Keogh, Dole and Hudson (2006) found in their case studies (discussed in Part B: Role of the Mentor Teacher, p. 54-56) that when the apprenticeship model was adopted during Professional Experience, pre-service teachers felt they were not effectively prepared for the classroom and teaching.

'Situated learning' is broader than apprenticeship and implies that participation in the context of the situation supports learning. The context for the situated learning model in ITE is immersion of a pre-service teacher into the 'community of practice' of a school. The immersion process allows the pre-service teacher to observe skills of teaching, practise those skills and absorb the skills as part of himself/herself whilst under the guidance of a mentor (Lave & Wenger, 1991). Conkling (2008) described 'situated learning' within the Bachelor of Teaching (Primary/Secondary) program at the University of Melbourne, a five-week experience where pre-service teachers were immersed in music classrooms and mentored by experienced teachers. Conkling (2008) found that through this situated learning experience the students were able to see links between the theories learnt at university and the classroom. They learnt from each other

as well as the specialist teacher. During this time they also learnt about the culture of a music classroom, for example, how to manage classroom instruments, store instruments, share instruments amongst students and teach an instrument to a whole class.

2.3 Situated Learning Models

Examples of situated learning models include 'productive mentoring', 'learning communities' and 'learning circles'. 'Productive mentoring', as proposed by Moonie Simmie and Moles (2011), is a model of mentoring that produces reflective practitioners responding to the demands of modern society. The model promotes a team-based system of professional conversations amongst teachers, school administrators, teacher educators, policy makers and researchers. Therefore, 'productive mentoring occurs within that space where critical thinking, caring and professional agency achieve confluence together ... within the wider context of society' (p. 470). The 'learning communities' (Le Cornu, 2010) and 'learning circles' (White et al., 2010) models (described in Part A: Partnerships, p. 39-40) of Professional Experience further applied situated learning to particular schools. The models were described as a sub-community of practice within a school. The 'learning communities' model included tertiary supervisors, supervising teachers and pre-service teachers working together in a school cluster for the Professional Experience program. The 'learning circle' model consisted of a number of pre-service teachers situated in one school, meeting and supporting each other through the Professional Experience.

Bloomfield (2009) took Lave and Wenger's 'community of practice' a step further. She asserted that although a 'community of practice' is seen to be a co-learning community where there is opportunity for all participants to learn, situated learning is focused on the pre-service teacher moving from peripheral participation to understanding and becoming part of the 'community of practice'. Bloomfield (2009) proposed the 'activity system model' by Engeström in 1999 as a more productive learning community. This model is based on activity theory, which takes into account the fluidity and complexities of Professional Experience not necessarily encompassed in the situated learning model. Such complexities include dynamic tensions, shifting relationships, contradictions and

power differentials and changes and innovation. Bloomfield (2009) described this as a dynamic, changing model, enabling learning to take place for all participants at any given time, with the focus changing depending on the circumstance. The focus of the QTMP was particularly directed towards situated learning, that is, the preparedness of pre-service teachers for teaching under the guidance of a mentor teacher within a 'community of practice'. Some aspects of the 'activity system model', however, also applied to the QTMP, for example, the Professional Development of the mentor teacher in the fulfilment of the role, changing and developing relationships between the mentor teacher and the pre-service teacher and innovation as a result of the mentoring relationship.

2.4 Situated Learning Examples

The accusation that theory learnt within a tertiary institution has little or no relevance to the practice of teaching and that tertiary educators are remote from the reality of the classroom and school setting (Brady, 2002; Smedley, 2001) has also been levelled at other undergraduate courses, such as accountancy (Albrecht & Sack, 2000), nursing and medicine (Feng, Chang, Chang, Erdley, Lin, & Chang, 2013). The use of situated learning in some of these courses has improved student preparedness for their professions. Feng et al. (2013) observed that a situated e-learning clinical program effectively enhanced learner knowledge and performance of medical and nursing students when they were later placed in clinical situations. Stanley (2010) found that a situated learning focus particularly suited accountancy students at Queensland University of Technology who were mentored and immersed in accountancy practices as part of their program. They were able to adopt thinking from a variety of sources, including theory learnt at university to help solve work situations. The graduates of this program said they considered themselves better prepared for the world of work, as well able to adapt quickly to work situations as valued employee graduates after they had completed a situated learning experience in a recognised 'community of practice'.

2.5 'Communities of Practice'

Barab and Duffy (2000) discussed the importance of 'communities of practice', which Wenger (2006) described as a group 'formed by people who engage in a process of collective learning in a shared domain of human endeavour' (p. 1) saw as an essential component of situated learning. Wenger (1998), building on his and Lave's seminal work of 1991 (Lave & Wenger, 1991), characterised a 'community of practice' through three interrelated ideas: mutual engagement (building collaborative relationships through participation in the community); joint enterprise (a shared understanding of what joins the community together); and shared repertoire (the community produces a set of shared resources). Barab and Duffy (2000) maintained that individuals became bound to 'communities of practice' by developing a sense of self in relation to those communities as they became engaged in the communities and shared in the resource building of those communities. As an example, they introduced a Community of Teachers program at Indiana University in Bloomington. The program was designed for pre-service teachers who were working toward their teacher qualification. It operated for eight years and entailed a series of seminars led by students at all stages of preparation and supported by a university professor. The community had approximately fifteen members meeting every week for three hours to discuss readings, expectations and work within the schools. Students communicated via email and phone. Over time, they would graduate and be replaced by new pre-service teachers. The 'community of practice' for these pre-service teachers was the actual program meetings where they considered themselves to be nurtured and cared for by their peers, both practically and emotionally.

The QTMP was designed to assist pre-service teachers in their 'preparedness for teaching' or 'autonomous teaching' (Renshaw, 2012), through a situated learning experience in the 'community of practice' of SHS under the guidance of a mentor teacher as an adjunct to Professional Experience. Immersion into a 'community of practice' by peripheral participation would allow the pre-service teachers time to understand the profession of teaching, hone their teaching skills towards graduate teacher level (AITSL, 2013) and gradually move to full participation in the school culture as a teacher.

Chapter Summary

The purpose of Chapter Two was to provide an overview of the literature, which guided and framed this study. The areas of literature pertinent to the inquiry include: (i) changing face of pre-service teacher education; (ii) nature of mentoring; (iii) mentoring in pre-service teaching; and (iv) mentoring pre-service teachers in a situated learning framework.

This literature review highlighted that the demands for change in ITE programs have been instigated by government directives and research over many years. The chapter discussed the recommendations and outcomes of six government reports and specifically investigated three areas noted by all the reports: theory/ practice nexus; partnerships; and Professional Experience. The QTMP was based on a perceived need to further prepare pre-service teachers for the profession and was aligned with recommendations advocated by various government reports. Part B of the literature review revealed the role of mentoring of pre-service teachers in ITE to be the domain of the supervising teacher. This mentoring role can be problematic for the supervising teacher. The premise of this thesis was to examine the mentoring of pre-service teachers and proposes another model and measures the outcomes of that model. Chapter Three will describe the methodological process used to gather data for this study.

CHAPTER 3: METHODOLOGY

Introduction

The QTMP was designed to give pre-service teachers the opportunity to immerse themselves into the culture of a high school setting under the guidance of a mentor without the pressure of being assessed (as is the case on a Professional Experience) and have a structured immersion into the teaching profession. The QTMP's inception was developed in response to a perceived need by a UOW School of Education coordinator and SHS executive staff, and a number of parliamentary reports regarding the efficacy of ITE programs (Report of the Review of Teacher Education, New South Wales, 2000; Parliament of Victoria Education and Training Committee, 2005; Commonwealth of Australia, 2007; COAG, 2008; NSW Government, 2013; TEMAG, 2015), which were reviewed in Chapter Two. Each report highlighted the need to better prepare teachers for the teaching profession. With this background in mind, the purpose of this study was to report on the Quality Teaching and Mentoring Project (QTMP), a collaborative initiative between a high school and university that was developed throughout 2011 and implemented in 2012 for Graduate Diploma of Education (Secondary) pre-service teachers. It is therefore timely to reiterate the research question, subsequent sub-questions and their aims.

'What happens when pre-service teachers participate in the Quality Teaching and Mentoring Project?'

This question provided the overarching focus of the study, which specifically intended to examine the following four areas: (i) relationships; (ii) theory/practice nexus; (iii) immersion into a 'community of practice'; (iv) preparedness for teaching; and (v) enablers and inhibitors of a school/university partnership. These areas are examined under the following questions:

1. What was the nature of the relationships among the selected cohort of Graduate Diploma of Education (Secondary) students and their school-based mentors?
2. Did the pre-service teachers' experiences of the QTMP support their development of understanding of the theory/practice nexus?
3. What strategies did school-based teacher mentors and the school develop to enable Graduate Diploma of Education (Secondary) students to participate in the school's 'community of practice'?
4. How did the elements of the QTMP affect the GDE students' preparedness to teach?
5. What are the enablers and inhibitors when a tertiary institution and a school form a partnership to provide an innovative ITE opportunity?

The first question sought to determine the types of relationships that developed between the mentor teachers and their mentees and the effect the relationships had on the outcomes of the QTMP for both parties. The second question aimed to ascertain if the QTMP assisted pre-service teachers to develop a better understanding of how theoretical concepts learnt at university inform practice in the classroom. The third question's intent was to identify the strategies developed and implemented by the mentor teachers and the school leaders (e.g. shadowing the mentor teacher, attending parent-teacher interviews, attending staff meetings, shadowing an executive and spending time in faculty staffrooms) which enabled the mentees to participate in the school's 'community of practice'. The fourth question was designed to evaluate the effectiveness of the elements (e.g. mentoring, school immersion, community of practice) of the QTMP and the students' preparedness to teach. The final question sought to examine the challenges of establishing and implementing a school/university partnership.

Discussion of the nature of qualitative research and the paradigms that are relevant to this study will now follow. In this chapter, the research methodology is described and

explained, including the rationale for the research approach, methods of collection, analysis, management of data, ethical considerations and limitations of the study.

A detailed overview of the content of this chapter is included in Figure 3.1

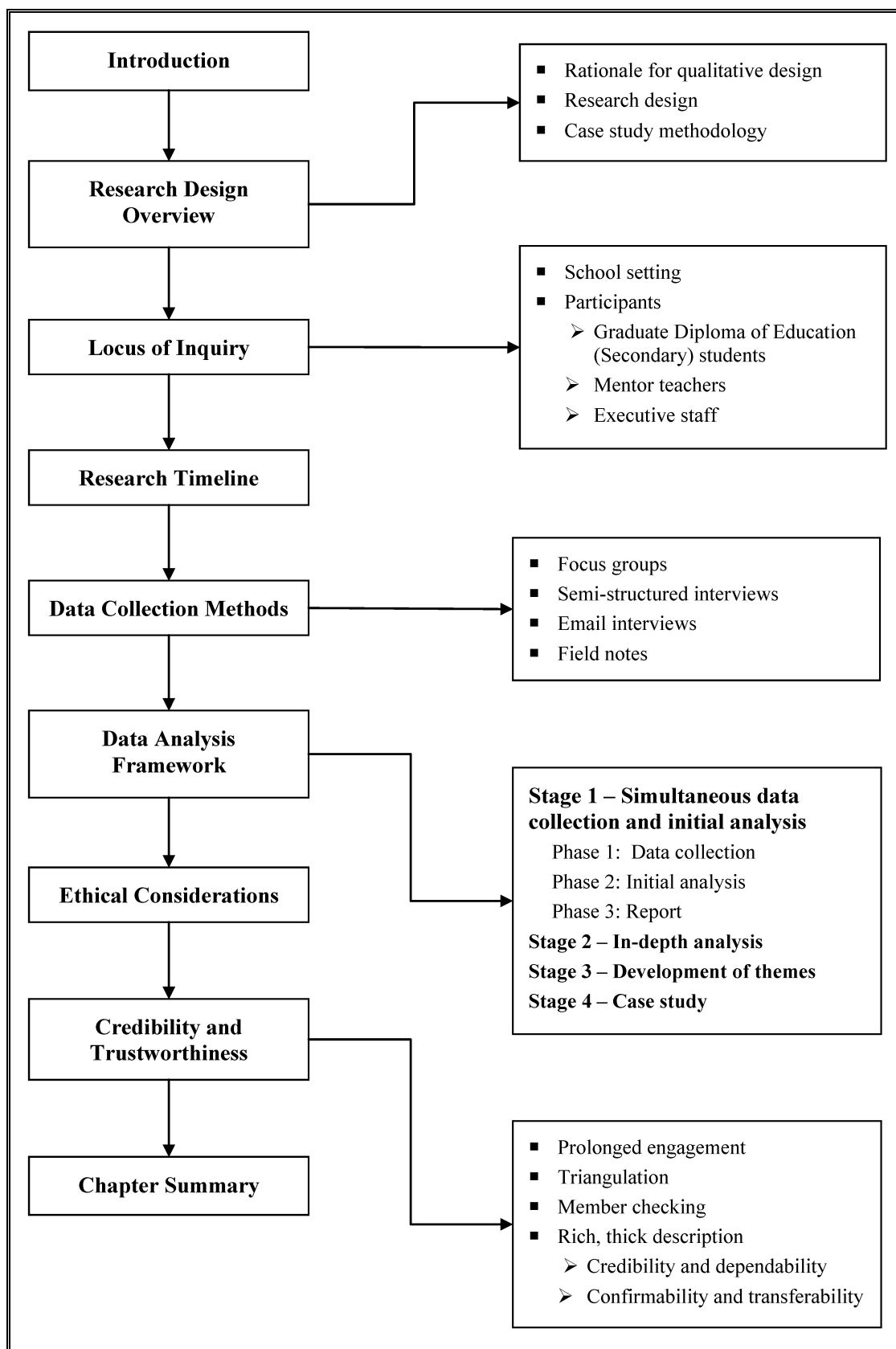


Figure 3.1 Chapter Map

Research Design Overview

Rationale for Qualitative Research Design

The nature of this study was to report on a particular event through the eyes of a selected group of participants. Qualitative research methods best fitted the inquiry and type of data collection required to fully answer the research questions. Creswell (2007) described qualitative research as studying 'the meaning individuals or groups ascribe to a social or human problem' (p. 37). In order to do this, the researcher collected data 'in a natural setting sensitive to the people and places under study...' (Creswell, 2007, p. 37). Creswell (2007) stated that 'such research allows for people's own written or spoken word to be the rich descriptive data to be the basis for the study' (p. 204). Glesne and Peshkin (1992, p. 9) reminded us that qualitative research is the 'umbrella' term for various forms of inquiry. Tesch (1990) asserted that there are over 40 types of qualitative research, and that interchangeable terms are often used. These terms include naturalistic inquiry, interpretative research, field study, participant observation, narrative inquiry, inductive research, case study and ethnography. Quantitative inquiry relies on pre-specified intent, compared to the naturalistic or qualitative inquiry that is 'evolutionary with a problem statement, a design, interview questions and interpretations, developing and changing along the way' (Glesne & Peshkin, 1992, p. 6).

The following citation from Bogdan and Taylor, (1975) captures and summarises the decision to use qualitative methods for research investigating the QTMP:

'Qualitative methodologies refer to research procedures which produce descriptive data: people's own written or spoken words and observable behaviour. This approach, as we see it, directs itself at settings and the individuals within those settings holistically. That is, the subject of the study, be it an organisation or an individual, is not reduced to an isolated variable or to a hypothesis, but is viewed instead as part of a whole. The methods by which we study people of necessity affects how we view them. When we reduce people to statistical aggregates, we lose sight of the subjective nature of human behaviour.' (p. 4)

Thus, the naturalistic paradigm of inquiry, which employs a case study framework, is utilised in this study. Blumer (1979) explained that naturalistic inquiry as 'the

observation of a given area of happening in terms of its natural or actual character' (p. xxiv). The researcher of a naturalistic inquiry collects data at the site of a study (Creswell, 2007) and sets out to understand and document the reality of what is happening without any changes to the situation variables or to the program (Patton, 2002). Mertens (2005) suggested that a naturalistic inquiry incorporates three axioms. Table 3.1 compares this assertion within the context of the research of the QTMP:

Table 3.1 Mertens' Axioms of Naturalistic Inquiry Applied to the QTMP

Mertens' Axioms of Naturalistic Inquiry	Mertens' Axioms in the QTMP Context
The inquiry is shaped by the idea of multiple realities that are socially constructed.	The study took place in a school setting where mentor teachers and executive staff worked and at a university where pre-service teachers were studying.
The inquiry requires the inquirer and inquired to be interlocked in an interactive process.	The researcher conducted focus groups, interviews and email interviews with participants in the study.
The inquiry utilises more personal interactive modes of data collection that utilise qualitative methods.	Data collection for the study involved interactive modes of data collection, including focus groups, interviews, email interviews and field notes.

This comparison again confirms how the naturalistic paradigm of inquiry was the most appropriate for this study for two primary reasons: (i) it is important to gain an understanding of the stakeholder experiences, perceptions and opinions; and (ii) it is essential that the researcher does not influence the program or stakeholders during the evaluation, but rather 'remain true to the nature of the phenomena under study or scrutiny' (Athens, 2010, p. 88).

Lincoln and Guba (1985) postulated that one of naturalistic inquiry's basic principles is that meaning and understanding is based on context. Researchers, therefore, need to collect data from settings that have been subjected to minimal disturbance and control so that they can 'form their own construction based on the experiences they observe' (Lincoln & Guba, 1985, p. 189). They proposed that six main characteristics of naturalistic inquiry, as described in Table 3.2 and presented to illustrate the relationship to this study.

Table 3.2: Characteristics of Naturalistic Inquiry: Relationship to the QTMP.

Characteristics of Naturalistic Inquiry (Lincoln & Guba, 1985).	Relationship to the QTMP Study
Natural Setting A naturalistic inquiry must occur in its own setting (Blumer, 1979).	Natural Setting The data were collected in the naturalistic paradigm of the school setting where the QTMP took place and UOW where the mentees were studying.
Human Instrument (used for gathering data, i.e. the researcher) 'He is central to the entire naturalistic enterprise. It is he or she who provides the basic data (Denzin N. , 1971, p. 180). 'His theories are constructed on the basis of such observations' (Denzin N. , 1971, p. 168).	Human Instrument There was only one researcher for the study who completed all of the data collection. From the researcher's analysis of the data themes emerged to construct the major findings of the study.
Qualitative Methods Adaptive instruments are used to deal with multiple realities. The various data collections should also help the researcher to personally understand the realities and finer details of the program through the eyes of the participants (Patton, 2002).	Qualitative Methods Data collection was in the form of focus groups, email interviews, semi-structured interviews and field notes, that is, talking with the participants, observing them in focus groups and email communication
Emergent Design This is the refinement or analysis of data with each succeeding step of the study. Rather than a pre-organized construction, the naturalistic inquiry 'evolves' as the inquiry unfolds (Lincoln & Guba, 1985, p. 102).	Emergent Design The design of the study unfolded as the program progressed and participants narrated their experiences at various stages to create the categories and then the themes.
Purposive Sampling 'The inquirer selects individuals and sites for study because they can purposefully inform understanding of the research problem and central phenomenon in the study' (Creswell, 2007, p. 125).	Purposive Sampling Only mentees, mentor teachers and executive staff who were involved in the program participated in the research to provide purposive sampling.
Inductive Data Analysis: 'A process of 'making sense' of the data' (Lincoln & Guba, 1985, p. 202) analysing from broad categories to themes and codes.	Inductive Data Analysis Analysis of data occurred at each data collection point. From the first analysis of data, broad categories were developed and tested at successive analysis points to form themes.
Negotiated Outcomes Accurate conclusions can only be drawn from data collected from the participants once negotiation of meaning and interpretation has occurred between the participants and the researcher (Creswell, 2007).	Negotiated Outcomes Member checking for meaning and interpretation of data between the participants and myself occurred. The participants would read and annotate the interview scripts sent to them and focus groups in which they participated. These corrected scripts were returned and included as the accepted data for analysis. Correction of scripts enabled accurate conclusions to occur.
Case Report A case study report is applied to the writing of the findings as it allows for 'individual naturalistic generalisation' (Stake, 1980, cited in Lincoln & Guba, 1985, p. 42).	Case Report A case study report of this study of the QTMP follows in Chapters 4, 6 and 6.

The naturalistic paradigm enabled the researcher to learn first hand about the QTMP (Denzin N. , 1971). The setting was not separated from the world the participants were experiencing to allow for a truer depiction of their stories to emerge (Lincoln & Guba, 1985).

Case Study Methodology

The decision to adopt a case study framework in a naturalistic paradigm to report the study's findings was influenced by Yin's (2009) assertions that a case study 'investigates a contemporary phenomenon and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident' (p. 18). Denzin and Lincoln (2000) affirmed that a case study is not a methodological choice but a choice of what is to be studied. This study was defined by the experiences of participants in the QTMP rather than the methods of inquiry used. The choice to report on the participants' experiences of the QTMP was the guiding force behind the research.

Mertler and Charles (2005) depicted case studies as a careful examination focused on a specific group or participant. They are normally conducted to provide: (i) vivid descriptions; (ii) explanations; and (iii) evaluations. Creswell (2007) described the purpose of a case study as 'providing an in-depth understanding of a case or cases' (p. 78). In accordance with this, the purpose of this study was to provide an in-depth description of the participants' experiences of the QTMP. Therefore, the role of the researcher was to gather data from the participants regarding their experiences. Data collection took place during and at the conclusion of the QTMP (over a period of eight months) so a rich description of the participants' experiences was obtained.

A case study does have limitations. The case study cannot be measured against other individuals or groups. The case study's transferability or generalisability is therefore restricted. The case study does, however, have many strengths:

1. 'Thick descriptions' resulting from the extensive data collected (Gall, Gall, & Borg, 2007). Such descriptions are necessary to understand the complete representation of the study;
2. Reality to the reader and those participating. The case study reports the reality of what is happening to the participants in that setting at a particular point in time (Guba & Lincoln, 1989). This reality is presented to the reader;
3. The case study can be presented in a conversation-like format making it readily accessible to the audience (Guba & Lincoln, 1989); and
4. The researcher's rich description allows a reader to consider if the findings from the particular study can be transferred to other situations (Gall, Gall, & Borg, 2007).

A case study research framework provides an in-depth investigation into a particular project or action. Throughout this study, extensive data were collected from all participants to create an in-depth report on the QTMP. The data included transcriptions from focus groups, semi-structured interviews, an email interview and field notes. The study is presented in a conversation-like format in order to focus the reader's attention and build on the reader's knowledge of the QTMP program, specifically, the role of mentoring. Creswell (2007) noted seven characteristics of the case study approach that were utilised in this inquiry. These are described in Table 3.3.

Table 3.3: Creswell's Case Study Characteristics: Relationship to the QTMP

Characteristics	Case Study Characteristic (Creswell, 2007)	The QTMP Case Study
Focus	Developing an in-depth description and analysis of a case	This study was an in-depth description and analysis of the QTMP, which took place at a secondary regional school (SHS) from May to September 2012.
Type of problem best suited for design	An in-depth understanding of a case	An in-depth understanding of the QTMP was gained by gathering data from three groups of participants in the study, that is, pre-service teachers, mentor teachers and executive staff.
Discipline background	Drawing from psychology, law, political science, medicine and social sciences	This study is drawn from a social sciences background, specifically, education.
Unit of analysis	Studying an event, program and activity; more than one individual	The study analyses the QTMP. This was a program developed as a joint partnership between UOW School of Education and SHS. This study analyses the participants' perspectives of the QTMP. The participants included 14 pre-service teachers, five mentor teachers and two executive staff of SHS.
Data collection forms	Using multiple sources, such as interviews, observations, interviews and focus groups	Multiple data collections for this study included focus groups, semi-structured interviews, email interviews and field notes.
Data analysis strategies	Analysing data through describing the case and themes of the case	Extensive analysis of data occurred, initially by developing codes, followed by building categories and forming themes from the categories.
Written report	Developing a detailed analysis of one or more cases	A report of this study follows in Chapters 4, 5 and 6.

The QTMP was situated within the context of the school and therefore a case study needed to be investigated within that setting. This study is an 'intrinsic case study' because the 'case represents a unique and intrinsic situation' (Creswell, 2007, p. 74), a mentoring program specific to a particular school and university.

As suggested by Lincoln and Guba (1985), qualitative methods of data collection and emerging links between the researcher and participants are shown in the study through recording focus groups, email interviews and semi-structured interviews. These methods of data collection revealed the individual perceptions of the participants of the QTMP and collected great detail regarding the immersion of pre-service teachers into the culture of SHS. Thus, a rich or thick description of the program's design and its outcomes emerged.

Locus of Inquiry

School Setting

The setting for this study was a medium sized secondary school located in a regional district of New South Wales. For the purpose of this study, the school is known as Southland High School (SHS), which has been in operation as a comprehensive high school since 2017. The Good Schools Guide website describes a comprehensive high school as one that 'will enrol all students who live in the surrounding area and others on a first-come, first-served basis' (2015). In order to cater for all students as a comprehensive school SHS offers an extensive curriculum which includes performing and creative arts, integrated technology, school-community initiated environmental projects, a special needs program and a program for Aboriginal and Torres strait Islander students.

Participants

Qualitative inquiry, particularly the case study, is an in-depth analysis generally using a relatively small sample (Yin, 2009) that has been selected purposefully (Creswell, Qualitative inquiry and research design., 2007). Creswell defined 'purposeful sampling' as the selection of individuals 'because they can purposefully inform understanding of the research problem and central phenomenon in the study' (2007, p. 125). Kervin, Vialle, Herrington and Okley (2006) elaborated by stating: 'In purposive sampling, participants and events can be selected for their unique ability to explain, understand and provide information about the research focus' (p. 106). The three groups were selected purposefully for this study as they had participated directly in the QTMP: (i)

highly accomplished Graduate Diploma of Education (Secondary) pre-service teachers; (ii) mentor teachers from SHS; and (iii) executive staff at SHS.

Highly Accomplished Graduate Diploma of Education (Secondary) Pre-Service Teachers

Fourteen Graduate Diploma of Education (Secondary) pre-service teachers volunteered to participate in focus groups and answer an email interview. The criteria for volunteering were:

1. To accept the responsibility of participating in two focus groups and a response to an email questionnaire at times selected by the researcher. It was significant that of the 14 pre-service teachers who participated in the initial focus group, 13 responded to the email interview (conducted at the mid-point of the study) and 12 attended the final focus groups; and
To be willing to discuss his/her experience of the mentoring program in focus groups and via email.

Mentor Teachers

The principal nominated five mentor teachers to participate in the study. The criteria for being nominated were:

1. Each mentor teacher was to represent a different faculty of the school; and
2. To be willing to share his/her perspective of the QTMP. It should be noted that four of the five nominated mentor teachers were interviewed in the final set of interviews. One mentor teacher withdrew from the QTMP and was not interviewed a second time.

Executive Staff

Two senior executive staff (principal and deputy principal) were also selected for the study. The criteria for their selection were:

1. To be willing to share his/her perspective of the QTMP; and
2. To have knowledge of and/or involvement in the QTMP.

The executive staff were important stakeholders whose insight provided rich descriptions that enhanced the quality of the 'thick description' that was generated. Table 3.4 details the number and names of participants in each category of the study.

Table 3.4 Names of Participants in the Study⁸

Participants	No. Participants	Names of Participants
Highly accomplished Graduate Diploma of Education (Secondary) Pre-Service Teachers	14	Angela, Anne, Jane, Jenny, Julie, Mark, Mike, Paul, Sally, Sue, Tanya, Terry, Tom, Tracey
School Executive – Principal and Deputy Principal	2	Peter (Principal) Allan (Deputy Principal)
Mentor Teachers	5	Jill, Louise, Marion, Sam, Will
Faculty of Education UOW Coordinator		Karen

Research Timeline

Table 3.5 depicts the timeframes for the study of the QTMP as it occurred in 2012.

Table 3.5 Research Timeline

Date	Task
20/04/2012	Meeting with program designers to complete preparation for the QTMP
30/04/2012	Pre-program meeting with pre-service teachers Recruitment of participants and completion of consent forms
07/05/2012	Launch of the QTMP at SHS. Initial meeting between mentor teachers and the mentees
31/05-01/06/2012	Initial focus groups conducted with pre-service teachers
02-09/08/2012 16-30/08/2012	Semi-structured interviews conducted with mentor teachers and executive staff
27-31/08/2012	Email interviews conducted with pre-service teachers
20-21/09/2012	Final focus groups conducted with pre-service teachers
01-06/11/2012	Final semi-structured interviews conducted with mentor teachers and executive staff

Ethics was approved by the UOW Ethics Committee and NSW Department of Education & Communities (DEC) State Education Research Approval Process (SERAP), with the research beginning in April 2012 (see Appendix B.7 for Letter of Final Approval from UOW Ethics Committee). The QTMP data collection period lasted

⁸ In order to protect the identity of the participants, each person was given a pseudonym. These pseudonyms are used throughout the study.

eight months (April-November 2012) and included focus groups, semi-structured interviews, email interviews and field notes.

The pre-service teachers were offered various times over two-day periods, firstly at the end of May 2012 (a month after the QTMP began) and secondly, at the end of September 2012 (at the conclusion of the QTMP) to attend focus groups, which were conducted at the university in a seminar room. Each focus group lasted approximately 45 minutes and consisted of between two and five mentees. Every group was audio recorded and transcribed verbatim and all participants received a copy of the transcript for checking and correction.

Two interviews were conducted with the selected mentor teachers and two executive staff. The first interviews were conducted approximately at the mid-point of the QTMP (August 2012) and second interviews after the conclusion of the QTMP (November 2012). The mentor teacher interviews were conducted in the interview room in the administrative offices of SHS. Executive staff interviews were conducted in their respective offices. Each interview, lasting between 45-60 minutes, was audio-recorded and transcribed verbatim by the researcher. Recordings were listened to repeatedly until a verbatim transcript could be written. Each participant in the focus groups received a copy of the transcript for checking and correction.

Data Collection Methods

Yin (2009) suggested six different data pools for collection: (i) documents; (ii) archival records; (iii) interviews; (iv) direct observations; (v) participant-observations; and (vi) physical artefacts. Patton (2002) noted that the various data collections should help the researcher to personally understand the realities and finer details of the program through the eyes of the participants. The purpose of this inquiry was to report on the QTMP from the perspective of the mentees (pre-service teachers), mentor teachers and executive staff and to observe participants' personal interactions and comments. Such interactions and observations were best informed by semi-structured interviews, focus groups, email interviews and field notes. Other possible data pools that Yin (2009)

suggested, such as documents, archival records and physical artefacts were not regarded as suitable collection tools in this case study.

Creswell (2007) described case study data collection as involving a 'wide array of procedures as the researcher builds an in-depth picture to the case' (p. 132). Thus, in an attempt to provide the depth and breadth to the study, data were collected through four main qualitative methods: (i) focus groups; (ii) semi-structured interviews; (iii) interview via email; and (iv) field notes. Table 3.6 describes the data collection methods utilised in this study.

Table 3.6 Qualitative Data Collection Methods used in the QTMP.

Data Collection Method	Description
Focus Groups	Focus group data consisted of individual and group quotations regarding experiences, opinions, feelings and knowledge of the QTMP.
Semi-Structured Interviews	Interview data consisted of quotations from interviewees regarding their experiences, opinions and knowledge of the QTMP.
Email Interviews	Email data consisted of individual quotations including respondents' perceptions of their experiences and opinions of the QTMP.
Field Notes	Field note data consisted of researcher opinions and observations collected as a result of personal observations at focus groups, interviews, meetings and time spent at the school.

The data collection methods will now be further explored with particular emphasis on the ways in which each was employed in the study.

Focus Groups

Gall, Gall and Borg (2007) suggested that a focus group 'involves addressing questions to a group of individuals who have been assembled for this specific purpose. The individuals are selected because they are well informed about the research topic' (p. 244). The focus group is often used by market researchers as a means of gathering data about particular products, beliefs or political persuasions. The focus group was chosen for gathering data in this study because there were a large number of pre-service teacher volunteers who participated in the QTMP. The characteristics of a focus group, as defined by Krueger and Casey (cited in Gall, Gall & Borg, 2007) are:

'The focus group is a carefully planned discussion designed to obtain perceptions on a defined area of interest in a permissive, nonthreatening environment. It is conducted with approximately seven to ten people by a skilled interviewer. The discussion is relaxed, comfortable, and often enjoyable for participants as they share ideas and perceptions. Group members influence each other by responding to ideas and comments in the discussion.' (p. 244)

Morgan (2013) proposed four general rules regarding focus groups. The rules include:

1. 'Use of homogenous strangers as participants;
2. Rely on a relatively structured interview with high moderator involvement;
3. Have 6-10 participants per group; and
4. Have a total of three to five groups per project'. (p. 5).

These 'general rules' (Morgan, 2103) were applied to this study in the following manner:

1. The participants were recruited from pre-service teachers involved in the QTMP. They were 'homogenous acquaintances' rather than 'homogenous strangers'. These focus groups could be seen as a biased sample because of the homogeneity of the group. The group did not represent the full spectrum of pre-service teachers nor others involved in the QTMP (Morgan, 2013). Morgan comments, however, that such homogeneity in focus groups '... not only allows for more free flowing conversations among participants within groups but also facilitates analyses that examines differences in perspectives between groups' (2013, p. 7). Whilst it is recognised that strangers can be preferable to acquaintances in a focus group for ease of honest opinions, acquaintances do bring a different dynamic to the group and can work effectively. The pre-service teachers were acquaintances and came together specifically to discuss the QTMP. They were keen to share their experiences, both positive and negative.
2. A more structured approach (standardised interview) was chosen for the focus groups in this study, as there was a specific agenda of seeking to understand the pre-service teachers' perceptions and experiences of the QTMP. This structured approach provided clear direction for each group to look at all of the issues in the time allocated. As the facilitator, I needed to be

highly involved in ensuring that all issues were discussed and the whole group was equally involved (see Appendix D for Focus Group Questions).

3. The size of the focus groups for the study varied according to the availability of participants and times. The groups ranged from two to five participants. The focus group sizes in this study were less than Morgan's recommended six to ten participants but this did not appear to hinder data collection. Every participant in each focus group had a story to tell about their experiences of the QTMP. Therefore, it was not an issue to continue with discussions when only two pre-service teachers were present at two focus groups. With five participants in the focus group it was more difficult to manage the discussions, as each person was highly involved with the topic.
4. There were four focus groups at each round of meetings. The number of groups held was based on the availability of the participants. The four focus groups provided every participant with the opportunity to answer the questions posed. Thus, a rich description of the pre-service teacher's perceptions of the QTMP was collected.

For the purpose of the study the focus groups were held with pre-service teachers at two junctures during the QTMP: (i) towards the beginning of the project; and (ii) at its conclusion. Semi-structured individual interviews with three or four pre-service teachers were initially planned for the study. At the QTMP pre-service teacher information meeting, fourteen of the seventeen pre-service teachers volunteered to participate in the study. Due to the overwhelming response of pre-service teachers and limited timeframe of the Graduate Diploma of Education (Secondary) course (one year) it was suggested by the study supervisors that focus groups replace the planned individual interviews because focus groups were viewed as a means to support participants to feel comfortable, to stimulate discussion and for the researcher to gather data from a large number of participants in four sessions. Therefore, the focus group format enabled all pre-service teachers to be accommodated. To ensure each of the participants were prepared for the focus groups, the researcher emailed the discussion questions to them

several days prior to the focus groups taking place. The focus group discussion centred on a series of overarching, pre-prepared questions framed under the following categories:

1. What is teaching?;
2. Role of the mentor teacher and the purpose of the QTMP;
3. Relationship between mentor teacher and the pre-service teacher;
4. Theory/practice nexus in Initial Teacher Education; and
5. Immersion into the 'community of practice' of the school (see Appendix D for the Focus Group Questions).

The initial focus groups discussed the pre-service teachers' perceptions of each of the above categories and how they hoped they would be fulfilled. The final focus groups discussed the pre-service teachers' changes or consolidations in perceptions in the above four categories following the QTMP. The questions for the final focus groups were very similar to those asked in the initial focus groups but with an added section, asking pre-service teachers if they saw the QTMP as a potential program to be expanded in following years and if they had any recommendations for improvements to the program.

It should be noted that the question 'What is teaching?' was included in the focus group questions to compare the pre-service teachers' understanding of the profession at the outset of the QTMP with their thinking at the conclusion of the program. The question was also given to the mentor teachers and executive staff in the semi-structured interviews in order to compare their understanding of the profession with that of the pre-service teachers.

The role of the facilitator of the focus groups was to pose the questions and give all pre-service teachers the opportunity to share their stories. Mertens (2005) described this role as:

... 'a challenging one. He or she needs to be able to control the interview process so that all participants can express themselves, one or a few people do not dominate the discussion, more introverted people are encouraged to speak, and all important topics are covered ' (p. 370).

Extract 3.1 Provides an example of the participants' discussion during a focus group.

Extract 3.1 – Initial Focus Group 3, 31.5.2012

Focus Group Question: From your perspective, do you think that the theories you have learnt in your course at university so far seem relevant and inform classroom practice?

Mike: Before Professional Experience, from my perspective, the stuff I learnt at university was so far different from the classroom practice. It wasn't until I did my first assignments that I was able to see where pedagogy began to come in to the classroom and the links beginning to establish ...

Terry: A lot of the stuff we did before Professional Experience didn't mean much and was theoretically based. We talk to the teachers in the classroom who might do lesson plans but they were not nearly as detailed as what we have to do.

Mike: I think there are two distinctions, that is, planning theory and the lesson. If you tried to plan every lesson with the theory you'd go mad, but there are ways that you can use it whether you write it in your lesson plan or not.

Tom: Bits and pieces of theory I saw flashing up. Concept maps were relevant. Vygotsky said that kids learn one thing twice and I saw this in group work. There were kids teaching each other.

Tanya: I disagree a little bit. I went to a really hard school and observed every class I could. All the work etc we had done at university like jigsaw went straight out the window. The kids at my school were so individual ... You need to know your class. We need to be taught both sides, yes we need to be taught role play and jigsaw, but some classes need teaching from lecture slides ... We got taught at university before Professional Experience that lecturing is bad teaching. My mentor knew this would work. She was incredible and the results with them is incredible ... I took away that you need to know your students and teach them in a way that suits them. It is very much about individual classes and I don't think one or the other way is such a bad thing. I don't think they teach you that here at university.

Tracey: I agree with what you said. I was at a hard school as well. It was about knowing your students. There were some classes that could not cope with a lot of those strategies. If you did that there would be chaos. Every student had a background story and if the teacher knew that she would tell me some of them.

Semi-Structured Interviews

The interview can be described as 'a conversation with a purpose' where a person's beliefs, feelings, concerns or claims of past and present events are revealed (Lincoln &

Guba, 1985, p. 268). Gall, Gall and Borg (2007) further delineated the semi-structured interview as involving:

... 'a pre-determined sequence and wording of the same set of questions to be asked of each respondent, in order to minimize the possibility of bias. The data obtained are both systematic and thorough collecting for the program, so it was important to have the right atmosphere, the comfort of the participants noted and the questioning structured to enhance good data collection.' (p. 247)

The aim of semi-structured interviews was for interviewees to share their perspectives of the QTMP and the mentoring experience as honestly as possible whilst providing as much detail as possible. It was therefore imperative that the participants felt comfortable in the interview space and that the researcher established a trusting relationship with each of the mentor teachers and executive staff. Mertens (2010) noted that an interview approach requires a rapport between the researcher and researched, and that researchers 'turn control of the interview over to the person being interviewed' (p. 373). Oakley (1981, cited in Glesne & Peshkin, 1992) stated that the best way to find out about people in interviews is 'when the interviewer is prepared to invest his or her own personal identity in the relationship' (p. 82).

Each interview began with a time of sharing so the mentor teachers and executive staff felt comfortable with the researcher. The mentor teachers and executive staff then responded to the interview questions (see Appendix D for Interview Questions for both Mentor Teachers and Executive Staff). For example, an answer by a mentor teacher in Extract 3.2 contains a story of what happened in the participant's classroom with her mentee, how she changed or modified her practices to model best practice, her beliefs about ITE and the worthiness of the QTMP. Stories like the following example (see Extract 3.2) contributed to rich descriptions and emerging themes.

Extract 3.2 – Final Interview with Louise, Mentor Teacher, 1.11.2012

Interview Question: From your observations has your mentee's understanding of teaching and what teachers do changed over the course of the program? If so, how?

Louise: Yes, especially as I teach in two different faculties. She saw the English and the Ancient History side. She came in and observed a very energetic boys' class which wasn't very creative but she saw that I had to have structure and work all the time. I had to be fully prepared all the time and on the ball ... I think after an hour with them she realised she had to be competent with class room management, but also you could be teaching in other faculties as well. I also pushed my welfare role and she knows that we wear other hats. There are many other roles we have.

To ensure each of the participants were prepared for the interviews the discussion questions were emailed to them several days before the interview. The questions were divided into the following five categories for both interviews. They were very similar to those asked of the pre-service teachers in the focus groups but were framed to be answered from the mentor teacher's perspective:

1. What is teaching?;
2. Role of the mentor teacher and the purpose of the QTMP;
3. Relationship between mentor teacher and the pre-service teacher;
4. Theory/practice nexus in Initial Teacher Education; and
5. Immersion into the 'community of practice' of the school.

The first interviews discussed the mentor teachers' and the executive staffs' perceptions of the QTMP and how they hoped these perceptions would be fulfilled. The final interviews discussed the outcomes of the QTMP. The questions for the final interviews were very similar to those asked in the initial interviews but with an added section that asked the mentor teachers and executive staff if they would recommend that QTMP be repeated and their suggestions for improvements to the program school. Extract 3.3 describes the principal's perceptions of the outcomes of the QTMP.

Extract 3.3 – Final Interview with Peter, Principal, 6.11.2012

Interview Question: From your observations have the mentees' understanding of teaching and what teachers do changed over the course of the program? If so how?

Peter: It has changed enormously. I pick four mentees to discuss Drama, Art, English and Human Society and Its Environment (HSIE). In these mentees we saw rapid development of understanding of teaching per se and how schools work. I spent time with these people. Two shadowed me for a day, one talked about the interview for recruitment and the other I talked with frequently. When I was speaking to the Drama mentee over a period of a couple of weeks, even issues such as child protections became so much more meaningful to her. It was a matter of joining the dots for her. She had a fantastic mentor. All of these, except one, had good mentors. The art fellow would have gone to his recruitment interview with a deep meaning of what teaching encompasses. From the perspective of the recruitment interview the pre-service teachers may be able to talk about what they are doing in a room but if they don't know their syllabus really well then they are not doing well. I saw development in the mentees in these areas.

Email Interviews

The use of electronic media for gathering data has become an important tool in research (Creswell, 2007). More recently, email interviews have become an effective and useful tool for participants. Allen (2015) commented that an email interview is effective because:

'It enables you to compose questions carefully rather than 'on the fly', and gives your interviewee time to respond carefully as well. Email also offers a good way to follow up on a traditional interview, when seeking clarification or additional information.' (p. 1)

Email interviews are similar to questionnaires in that:

'They are printed forms that ask the same questions of all individuals in the sample ... respondents record a written or typed response. The respondents typically control the data-collection process.' (Gall, Gall & Borg, 2007, p. 228)

Email interviews are also 'designed like questionnaires to clarify a participant's thoughts on a particular topic and assist in providing a starting point in investigating the identified problem' (June, 2005, p. 71). Email interviews were used at the mid-point of

the QTMP to gather data from the pre-service teachers regarding their perceptions of the project at that point. There were several reasons for an email interview at this juncture, in particular the following:

1. Pre-service teachers were able to state their personal journey in the QTMP to this point. They were also encouraged to discuss how the aims of the project were or were not being met for them;
2. Stakeholders of the QTMP could be informed of the project's progress through a brief report on the email interviews; and
3. Pre-service teachers were pressured for time, therefore, attending another focus group at that time would have been problematic for them.

Email interviews do have limitations when compared to focus groups. Allen (2015) stated that unlike the face-to-face focus groups, the email interview does not allow the interviewer to:

... 'change direction if a more promising tangent emerges from the conversation; the interviewer can't nudge the interviewee back on track if the conversation strays or ask follow-on questions if first questions don't elicit enough information; and the interviewer can't ask for immediate explanations or clarification.' (p. 1)

With these limitations in mind, open-ended questions were devised for the email interview. A choice box or 'yes/no' questions were not considered appropriate to this email interview because short answers would not elicit individual or nuanced insight from the participants. A relationship of trust had also been established between the pre-service teachers and the researcher, during the initial focus groups. Introductory short questions were therefore seen as unnecessary. Seven open-ended questions were asked under the following three categories:

1. Pre-service teacher's experiences of the QTMP and whether the project was meeting expectations;
2. Strategies being used by the mentor teacher and the school to assist the pre-service teacher to prepare for the profession and immerse into the school culture; and
3. Relationship with the mentor teacher and the school (see Appendix D for Email Interview Questions).

The email interview reflected Mertens' (2010) statement regarding the usefulness of an interview or questionnaire, which 'can be completed anonymously; easy to compare and analyse; can get lots of data; and can get full range and depth of information' (p. 362). The pre-service teachers were emailed the interview questions individually to ensure that each person could engage in the responses. Thirteen of the fourteen pre-service teachers sent responses. An example of an email response is cited in Extract 3.4.

Extract 3.4 – Email response from Tracey, Mentee, 29.8.2012

Question: What are you gaining from the mentoring program?

Tracey: Many hands on experiences, I have developed professional relationships with the teachers in the visual arts faculty and other members of staff which has allowed me to feel comfortable within the whole school environment. I have been able to teach classes given me more experience in the classroom environment, aiding me to develop my quality teaching, implementation of literacy, numeracy, technology and cross-curricular aspects, as well as improving relationships with students and confidence within the classroom. The program has also allowed me to attend Professional Development classes that, although we have learnt most of the theory within university has allowed me to connect the theory to how it is implemented within the school environment.

Field Notes

Field notes are a primary recording tool used in qualitative research because they contain descriptions of people, places, events and conversations and become 'the primary place for ideas, reflections and notes about patterns that seem to be emerging' (Glesne & Peshkin, 1992, p. 45). Field notes also provide the researcher with concrete data in relation to observations made, and allow him/her to determine whether the participants' comments reflect their behaviours. Silverman (2000) suggested two practical rules for making field notes:

1. Record what you can see as well as what you hear; and
2. Expand notes beyond immediate observations to ensure that understanding is reached and the ideas are expressed through the writing. (p. 140)

For the purposes of this study, field notes were recorded after each meeting with stakeholders and participants, e.g., telephone conference before the QTMP with the stakeholders (20.4.2012), the pre-service teachers' information meeting (4.5.2012), focus groups, interviews and the launch of the QTMP (see Appendix F and Extract 3.5 following for examples of Field Notes). The process of recording field notes followed Creswell's (2007) suggested format of two headings: (i) descriptive notes; and (ii) reflective notes. The descriptive notes recorded 'behaviour as it is happening' (Merriam, 1998, p. 88), that is, observations of meetings (including meetings with stakeholders, focus groups and interviews), the participants and the atmosphere of all encounters. The reflective notes were 'a section of notes about the process, reflections on the discussions, summary conclusions for later developments' (Creswell, 2007, p. 138). Reflective notes were made concurrently with transcripts of the focus groups, interviews and following meetings. These notes assisted in developing themes and any changes to questions for future interviews and focus groups. An example of field notes is given in the Extract 3.5.

Extract 3.5 – Field Notes from visit to SHS, 2.8.2012

Descriptive Notes	Reflective Notes
<p>1.45 pm. I arrived and met Peter, the Principal, who was expecting me as I had called that morning. He took me on a brief play ground walk which revealed the type of Principal he is-hands on with the students, seeming to know most of them and talking with them as he passed. He knew how much weight an autistic girl had lost, asked a new student how he was faring and commented that he had apparently fitted in well. He found out about a fight that happened at lunch time</p> <p>We returned to the office area. I was given a very pleasant interview room with couches and a coffee table to use. Peter got me a cup of tea, whilst he spoke and dealt with about six students waiting for him. The staff at the front office also seemed friendly and happily walked out to assist me in gaining access to the car park.</p>	<p>Peter's ability to engage and know something about all students is remarkable. He is very keen for the QTMP to be a flagship for future mentoring of pre-service teachers so will do all that he can to ensure its success.</p> <p>Peter is very proud of the school and has great plans for the school if he is appointed permanent Principal. At present he is the relieving principal.</p> <p>Peter has chosen five mentor teachers for me to interview. He has not chosen those who he thinks will be the best mentors but a variety from different faculties. He wants to ensure that the data I collect is an accurate account of the QTMP</p>
<p>Mentor Teacher: Mike</p> <p>Mike is a HSIE Teacher with about two 1/2 years teaching experience. He was very excited about the QTMP and the school as a place where students were cared for. He came into teaching in his mid 20s, completing the Grad Dip Ed at Wollongong. He is still a temporary teacher. I think he would like to be permanent. He seems to find his colleagues out of date and not willing to engage with him much or technology. Mike is really keen to integrate technology into his lessons and is hoping that he and his mentee can work on this together.</p>	<p>I am not sure that Mike and his mentee are really suited to each other. Mike is saying all of the right words but has admitted that he and the mentee wouldn't spend any time together other than professionally.</p> <p>will wait and see what happens as the QTMP progresses</p>
<p>Mentor Teacher: Jill</p> <p>Jill is an English Teacher, with many years teaching experience. She is permanent part-time and looks after Professional Experience in the school. She loves the kids but not sure that she loves teaching. She is quite cynical about the QTMP especially as her mentee has only been at the school for the parent/teacher interviews. The mentee has emailed about a problem but then not followed up with her mentor. The mentor has emailed her again in the last few days with information about the workshops that are about to take place but not heard back.</p>	<p>Jill sees the program as more of an extra burden on the staff who already do a lot. The QTMP would only help to burn staff out.</p> <p>Jill's responses to the QTMP do not necessarily bode well for her acceptance of the mentee or a positive outcome for the project.</p>

Data Analysis Framework

Mertens (2010) portrayed the process of data analysis as: 'A somewhat mysterious process, in which the findings gradually 'emerge' from the data through some type of mystical relationship between the researcher and the sources of data' (p. 424). Whilst the data collection process for this study was a concrete process, the analysis of the data towards findings did 'emerge' only after continual refinement of categories and codes to themes. The data analysis undertaken for the study consisted of four stages with the final stage occurring when data collection and analysis were completed. The ultimate goal was to analyse the data in relation to the overarching focus of the study (Burns, 1990). The analysis therefore concentrated on three specific areas of the study's focus:

1. Emerging relationships;
2. Understanding of the profession, that is, how theory impacts practice in the classroom; and
3. Enablers and inhibitors to participation in a 'community of practice'.

The data analysis framework for the study was influenced by two particular models: (i) Creswell's spiral image (2007); and (ii) Taylor-Powell and Renner's (2003) five-step process. The first stages of Creswell's spiral image are particularly reflected in Stage 1 of the study where simultaneous data collection and initial analysis took place. Data were transcribed, checked, read, reflected, memo-ed and coded at each data collection point. This process was repeated five times throughout the study, that is, after each set of focus groups, each set of semi-structured interviews and the email interview. The Taylor-Powell and Renner (2003) five-step process for the analysis of qualitative data helped to shape some of the stages of the research framework. Taylor-Powell and Renner's (2003) five steps follows:

1. *Understand the data*: Consider the quality of the data its limitations and the level to which it can be analysed;
2. *Focus the analysis*: Review the data with respect to the original purpose of the study;
3. *Categorise the information*: Identify themes and patterns, and organise into coherent categories that summarise and bring meaning to the information;

4. *Identify patterns and connections between categories:* Assess the relative importance of different themes, establish relationships, and or highlight subtle variations; and
5. *Interpret the findings:* Attach meaning and significance to the analysis.

Figure 3.2 maps the data analysis framework for this study.

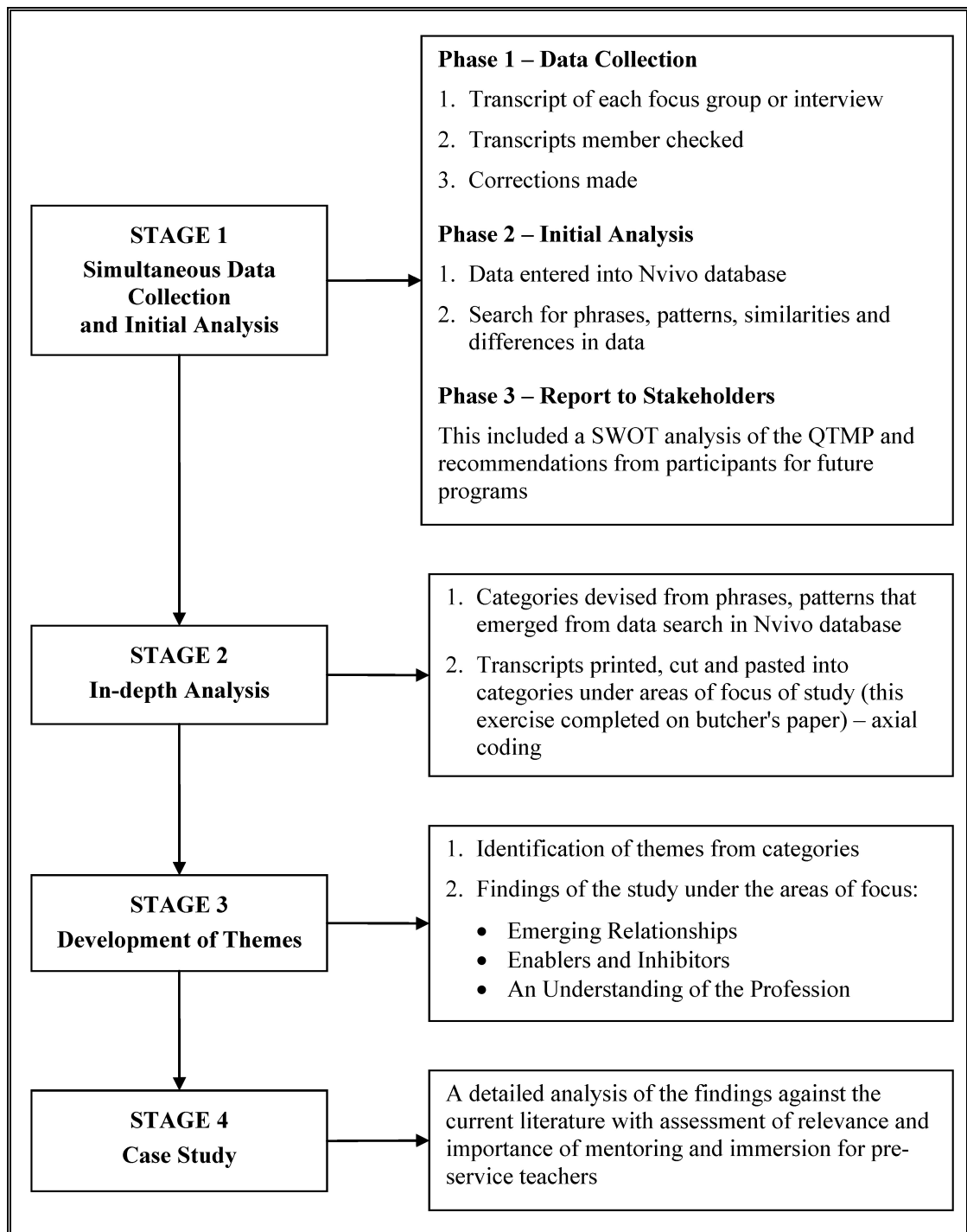


Figure 3.2 Data Analysis Framework for the Study

Stage 1: Simultaneous Data Collection and Initial Analysis

Stage 1 is composed of three phases:

1. Data Collection
2. Initial Data Analysis
3. Report to Stakeholders

Due to the emerging design of this study, the initial stages of data analysis (Phase 2) were conducted simultaneously with data collection (Phase 1). These two phases are reflective of the initial stages of Creswell's spiral image (2007), as described previously. As Merriam (1998) stated, 'data analysis is an interactive and recursive process that allows the investigator to produce believable and trustworthy findings' (p. 151). The data analysis began with the first focus group and observations from field notes (Merriam, 1998), and was only completed when the researcher finally answered the question 'so what?' (Rubin & Rubin, 1995). According to Johnson and Christensen (2004) 'this cyclic or recursive process of collecting data, analysing the data, collecting additional data, analysing those data and so on throughout the study is called interim analysis' (p. 500). As Johnson and Christensen (2004) proposed, interim analysis is used by researchers to develop a 'successively deeper understanding of their research topic and to guide each round of data collection' (p. 500). This process usually continues until researchers understand the topic or process they are studying.

Phase 1: Data Collection

The purpose of Stage 1 was to understand the data. This phase is reflective of Stage 1 of Taylor-Powell and Renner's (2003) process as data were considered with respect to type, quality and limitations. The field notes provided anecdotal notes on events and meetings. Focus group, semi-structured interview and email interview data provided background information and understandings by pre-service teacher, mentor teacher and executive staff of:

- Nature of the teaching profession;
- Aims and outcomes of the QTMP;
- Nature of the relationships between mentor teachers and their mentees;

- Theory/practice nexus in Initial Teacher Education; and
- Significance of immersion of pre-service teachers into the 'community of practice' in a school.

The limitations of these data varied according to the collection technique. For instance, field note data were limited to the researcher's observational proficiency, although this was assisted by recorded minutes of various meetings and the use of a recording device for meetings. The focus groups, semi-structured interviews and email interviews were again limited by the ability to pose open-ended questions, the opportunity for focus group participants to speak and the extent to which participants were honest in their replies. Again, the data collections were assisted by the use of audio recording of the focus groups and interviews.

Phase 2: Initial Analysis

The purpose of Phase 2 was to develop patterns, similarities and differences in data (coding of data). As each data collection was completed (focus groups, semi-structured interviews or email interviews) it was tabulated in an NVivo database. This process was assisted by 'open coding'. Strauss and Corbin (1998) defined open coding as:

'The analytic process through which concepts are identified and their properties and dimensions are discovered in data that pertains specifically to naming and categorising phenomena through the close examination of data.' (p. 101)

Open coding consists of breaking data down into discrete parts and comparing it for similarities and differences. In relation to this study, each question asked in the focus groups, interviews and email interview were examined to determine if certain phrases, patterns, similarities and differences began to emerge repeatedly. The data was entered into NVivo to ascertain the emergence of various phrases and patterns. This was the main use of NVivo. Extract 3.6 shows comments regarding the workshops that took place during the QTMP for pre-service teachers. These comments are tabulated in two codes, similarities and differences. The comments were made by mentees, mentor teachers and executive staff at the mid-point and after the QTMP.

Extract 3.6 – Positive and Negative Comments on Workshops

Comments re workshops conducted at SHS for mentees

Code: Positive comments from mentees

Terry: The workshops have been insightful.

Sally: Some aspects of workshops were helpful. I have not had much experience learning about refugees and being aware of their mindset in the classroom.

Sue: The workshops are useful in that they are practical and informative.

Mark: I'm just attending the workshops (which are excellent).

Jane: I really liked the workshops. A lot of the stuff we had learnt at university but seeing it in the context of SHS was really helpful.

Jenny: The Professional Development workshops have also been informative.

Code: Positive comments from executive staff and mentor teachers

Allan: The workshops are a really good idea so you feel there is a program and structure. The workshops were really good to talk with them as a group on their own and get to know them better.

Peter: Professional workshops are fantastic, and that is a quality opportunity that we provide. There is the duplicity of the QTMP for me that people who are presenting the workshops are learning as well.

Louise: I think the workshops were amazing and will give them 10 steps ahead of everybody else.

Code: Negative comments from mentees

Sally: They were helpful but only scratched the surface and were too short.

Angela: the content of the workshops wasn't as helpful as it could have been. The code of conduct was good but most workshops were overlapping with what we had done at university.

Mark: The workshop on inclusive teaching could have been a whole course of study and to do it in an hour is not doing it justice.

Jenny: The workshops have only been an hour and only skim the top of everything⁹.

Phase 3: Report to Stakeholders

Phase 3 of Stage 1 was a report of the QTMP to stakeholders, carrying out a SWOT (strengths, weaknesses, opportunities and threats) analysis and recommendations derived from the open coding of the data. Although the QTMP was a pilot project, the

⁹ Words highlighted in blue indicate positive comments. Words highlighted in red indicate negative comments.

stakeholders' long-term goal was to expand the program to other schools and extend the mentoring opportunity to more pre-service teachers. The report was, therefore, an important document to assist in making decisions for future programs (see Appendix E, 'Report on a Partnership in Quality Teaching and Mentoring').

Stage 2: In-Depth Analysis

The purpose of Stage 2 of the data analysis framework was to categorise the information. This stage is reflective of Stage 3 of Taylor-Powell and Renner's process (2003). Data were organised into coherent categories that summarised and brought meaning to the information. Strauss and Corbin (1998) termed this as 'axial coding, the process of relating categories to their subcategories, termed axial because coding occurs around the axis of a category, linking categories' (p. 123). Various phrases and words that had been entered into the database and matched in Stage 1 (open coding) were now brought together under categories. Simultaneously with this process, transcripts were printed, cut and pasted under each category on butcher's paper, for example:

- Role of the mentor teacher;
- Types of opportunities given to the mentees to hone teaching skills;
- Collegial relationships;
- Teaching styles of the mentor teachers;
- Professional conversations; and
- Opportunities for immersing into the 'community of practice' of the school.

Figures 3.3 and 3.4 illustrate the research journey from open coding in Stage 1 to developing categories in Stage 2. Figure 3.3 shows a section of the sheet of comments regarding mentor teacher/mentee relationships. The particular comments are mentee responses from the email interviews at the mid-point of the QTMP. The comments highlighted in pink denote positive comments regarding collegial relationships. The comments highlighted in green denotes 'no' or 'negative' relationships. The hand written comments on the left of the diagram summarise mentee reasons for collegial relationships from the mentees' perspectives.

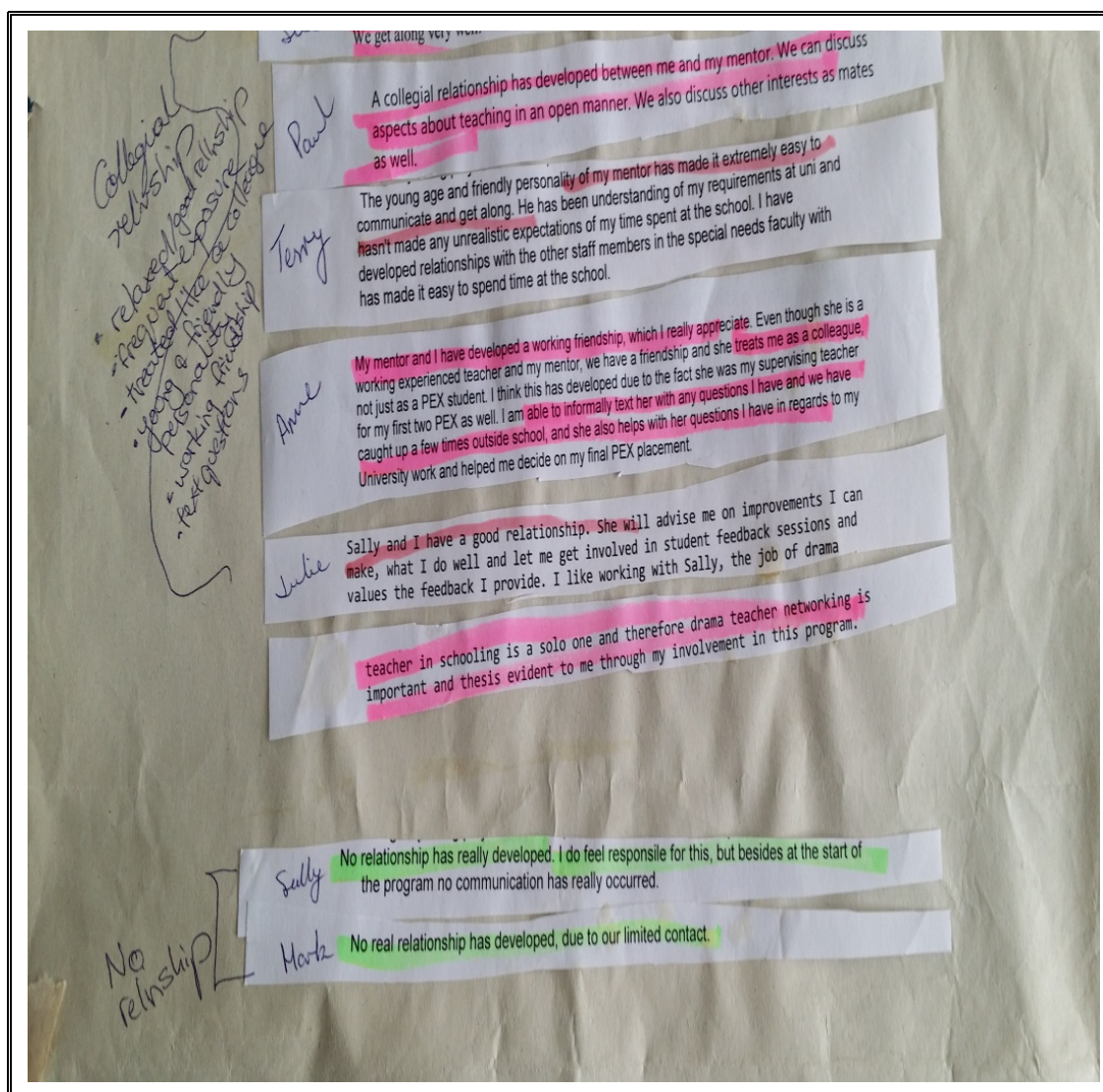


Figure 3.3 Mentee Comments on Mentor Teacher/Mentee Relationships

Figure 3.4 shows the development of categories from sheets, such as the section shown in Figure 3.3.

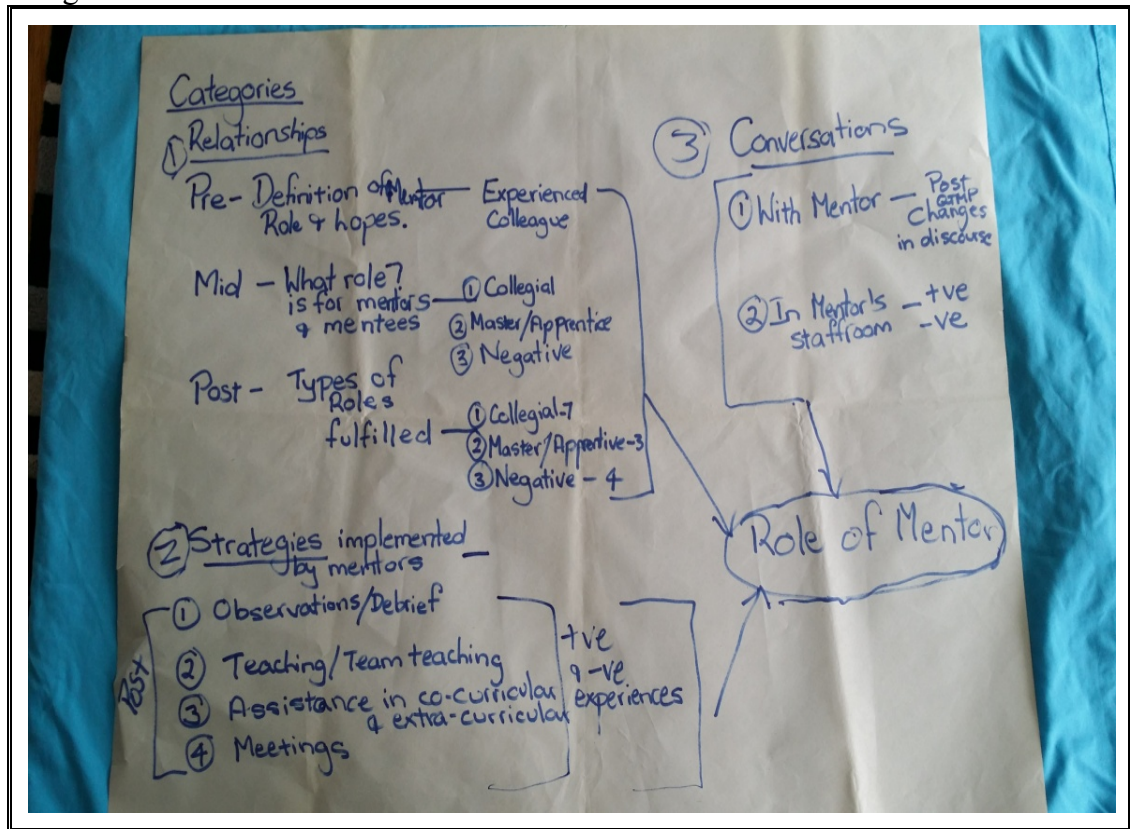


Figure 3.4 An Example of Emerging Categories

Stage 3: Development of Themes

The pattern identification or Stage 3 is to 'search for relationships among categories and to reveal the underlying theme or meaning of these categories' (DePoy & Gitlin, 1998, p. 278). Stage 3 is similar to Stage 4 of Taylor-Powell and Renner's Process (2003) where the main themes that emerged from the categories were strongly supported by comparing and triangulating all data (focus groups, semi-structured interviews, email interviews and field notes). Triangulation of data occurred in two ways:

1. Comparison of three data sources, the mentees, mentor teachers and executive staff ; and
2. Use of four different types of data: (i) focus groups; (ii) email interviews; (iii) semi-structured interviews; and (iv) field notes.

The identified emerging themes included:

1. Emerging Relationships

- Importance of the selection of the mentor teacher;
- Importance of the first meeting between the mentor teacher and his/her mentee;
- Development of the mentor/mentee relationship; and
- Importance of professional conversations.

2. An Understanding of the Profession

- Understanding the nature of teaching; and
- Preparedness of the pre-service teachers for teaching as a result of the QTMP.

3. Enablers and Inhibitors

- Strategies used by the mentor teachers to immerse the mentees in the 'community of practice' of the school; and
- UOW/SHS collaboration.

Figure 3.5 shows the final stage of formalising data analysis and triangulation. It represents Sheet 1 of three sheets of themes that were developed from the category sheets (Figure 3.4), as well as illustrates the first major theme in the research findings, 'Emerging Relationships', showing how various categories fit into the theme. Note the handwritten notes on the right point to sheets where the categories can be found.

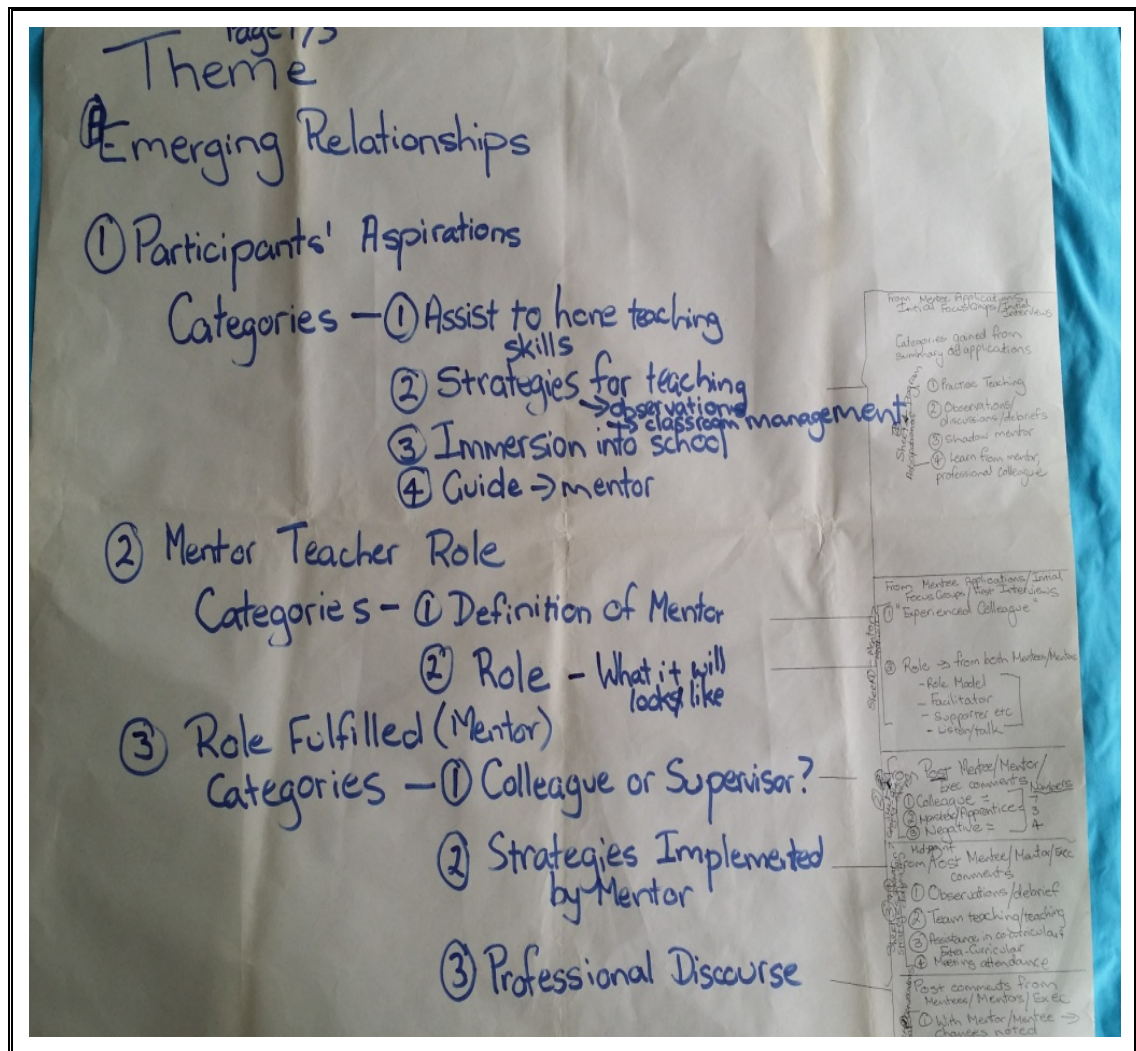


Figure 3.5 Theme Development

Stage 4: The Case Study

The final stage of analysis was to attach meaning to the themes and significance of the analysis, reflective of Stage 5 of Taylor-Powell and Renner's Process (2003). The findings were interpreted against the current literature regarding mentoring and assessed

for importance and relevance to mentoring of pre-service teachers and immersion into a 'community of practice' of a school in ITE programs. These findings are discussed in Chapters 4 and 5 of the thesis.

Ethical Considerations

In accordance with the UOW Human Research Ethics Committee and the New South Wales Department of Education and Communities requirements, pseudonyms were used for the participants' and school's names. This ethical requirement maintained the anonymity of all involved. In addition, all participants were issued with a participant information sheet and a consent form, prior to the commencement of the study (see Appendix B for Information Sheets and Consent Forms). The consent form outlined the aims and nature of the research, level of involvement required by willing participants and the reassurance of anonymity. Following this, written consent was received from all participants stating that they agreed with the terms of their participation and were willing to be involved (see Appendix B for Consent Forms). Data collection only commenced when written consent was obtained from each participant.

It was the original intent of the study that all participants would be interviewed individually. Fourteen consent forms were received from participating pre-service teachers. Consent was sought and gained from the UOW Ethics Committee to change the data collection method for pre-service teachers (see Appendix B.1 for Amended Confirmation Letter from UOW Ethics Committee). Another information sheet and consent form were then issued (see Appendix B.2 for Amended Information Sheet and Consent Form). Data collection from focus groups commenced when the written consent forms were obtained from the fourteen pre-service teachers.

Credibility and Trustworthiness

Merriam (1998) stated that research is concerned with producing valid and reliable knowledge in an ethical manner. The question asked is: How can a reader or consumer of research results know that the research is trustworthy? To show trustworthiness there must be a level of accountability applied to the research. Assessing the credibility and trustworthiness of a qualitative study involves examining its components. One of the

major concerns that naturalistic researchers have when conducting research is ensuring they obtain an in-depth, rich description and explanation of the phenomena they are studying (DePoy & Gitlin, 1998). Thus, the primary focus of such research is to obtain a 'comprehensive and truthful representation of a particular context' (DePoy & Gitlin, 1998, p. 283). Therefore, when it comes to determining the accuracy of an investigator's interpretation of their data, DePoy and Gitlin (1998) asked the question:

'[Do] the findings reveal meaning that will be shared by other researchers if they had conducted the same set of interviews, observations and analytic orientation?'
(p. 283)

Although the debate regarding the construction of standards for conducting and evaluating data continues, Lincoln and Guba (1985), DePoy and Gitlin (1998) and Creswell (2007) have identified a number of strategies by which an investigator can validate their findings. These strategies include:

- Prolonged engagement;
- Peer debriefing; and
- Clarifying researcher bias.

In negative cases, the researcher refines working hypotheses as the inquiry advances:

- Triangulation;
- Reflexivity;
- External audits;
- Member checking; and
- Rich, thick description.

Creswell (2007) suggested that 'qualitative researchers engage in at least two of the strategies in any given study' (p. 209). Therefore, to ensure the trustworthiness of this study, credibility of the data, along with its subsequent analysis, five of the above criteria were applied to the research: (i) prolonged engagement; (ii) triangulation; (iii) reflexivity, (iv) member checking; and (v) rich, thick description. These strategies will now be examined in relation to this study.

Prolonged Engagement

Prolonged engagement is the investment of sufficient time in a study to build trust with the participants, learn the culture where the study is taking place, and check for misinformation that stems from distortions introduced by the researcher or participants (Lincoln & Guba, 1985; Glesne & Peshkin, 1992; Merriam, 1998; Creswell, 2007). The researcher in a naturalistic inquiry 'gathers data over a long period of time and makes repeated observations to increase the reliability of case study findings' (Gall, Gall, & Borg, 2007, p. 475). In relation to this study, prolonged engagement was obtained through regular communication with the participants. Two focus groups were conducted with the pre-service teachers, and the researcher met with them as a group at the briefing meeting and launch of the QTMP. To confirm authenticity of the data collected, all participants were emailed individually to organise groups, check their group transcripts and conduct email interviews. The mentor teachers and executive staff were interviewed twice. The researcher visited the school on seven occasions because staff were not readily available. The principal, Peter, encouraged an 'open door' policy'. On four occasions, the researcher spent at least one hour in his office and two hours in the school to observe the daily administration of the school. Through these extended times and experiences, a deep understanding developed of the participants' experiences over the duration of the QTMP in 2012.

Triangulation

Gall, Gall and Borg (2007) defined triangulation as 'the use of multiple data-collection methods, data sources, analysts, or theories as corroborative evidence for the validation of qualitative research findings' (p. 657). Kervin et al. (2006) added that 'triangulation allows for multiple data sources to be compared and contrasted with each other to build a coherent analysis of data gathered within a research project' (p. 87). In this study, two of Patton's (2002) strategies of triangulation were employed. Table 3.6 summarises Patton's strategies of triangulation and how these were used in the QTMP:

Table 3.7 A Comparison of Triangulation in Theory and in Practice

Patton's Triangulation Strategies	Triangulation of Data in the QTMP
Data triangulation is where data sources are compared and contrasted with each other.	Data triangulation: Four different data collection methods, that is, focus groups, interviews via email, semi-structured interviews and field notes were compared and contrasted against each other.
Investigator triangulation is where the researcher shares data with participants, other researchers and critical friends.	Investigator triangulation: A number of different data sources, that is, pre-service teachers, mentor teachers and executive staff took part and data were shared through member checking.

Reflexivity

Reflexivity is described by Gall, Gall and Borg (2007) as 'the researcher's act of focusing on himself or herself as a constructor of the social reality being studied' (p. 651). In this study I am both the researcher and the author of the study. My interest in the training of pre-service teachers comes from my background in initial teacher education and executive positions in schools. I have therefore a particular interest in developing initial teacher education programs further. This bias has shaped the interpretation and approach to the study (Creswell, 2007).

There was a collegial relationship that developed during the data collection period between the researcher and the participants. However, I was not an academic from the university nor did I have a relationship with the pre-service teachers who volunteered for this study. At the research site I had no professional relationship or history with the participating mentees. This enabled a strong level of objectivity and a professional environment was established, which led to no known barriers to data collection.

Member Checking

Creswell (2007) described member checking as 'the researcher solicits participants' views of the credibility of the findings and interpretations' (p. 208). Lincoln and Guba (1985) considered member checking to be 'the most critical technique for establishing credibility' (p. 314). Member checking at different phases of the study provided participants with the opportunity to verify that the researcher's notes reflected what was

said and thought (Mertens, 2010). This strategy strengthens the credibility of the interpretation. According to Stake (1995, cited by Creswell, 2007), participants should 'play a major role directing as well as acting in case study research' (p. 208) by checking drafts of the researcher's work and providing other language if required. In order to ensure validity of the data collected at the focus groups and interviews, transcripts were written from the recording of meetings and sent to the participants for 'member checking'. Mertens (2010) and Lincoln and Guba (1985) concurred that a critical procedure for establishing credibility of data is 'member checking'. Member checking in this study ensured the accuracy of the responses and interpretations as the participants were asked to reflect and respond to their comments (DePoy & Gitlin, 1998). The findings were then written up with minimum subjectivity (Silverman, 2000).

Rich, Thick Description

Rich, thick description is described by Gall, Gall and Borg (2007) as 'statements that re-create a situation and as much of its context as possible, accompanied by the meanings and intentions inherent in that situation' (p. 451). In this study constructs were derived from the descriptions gathered in the data collection. Gall, Gall and Borg (2007) defined a construct as a 'concept that is inferred from observed phenomena and that can be used to explain those phenomena' (p. 452). Constructs such as types of mentors and methods of mentoring were used in this study to describe the mentor teachers and mentoring involved in the QTMP. Themes can also be found in the thick description. Gall, Gall and Borg (2007) defined themes as 'salient, characteristic features of a case' (p. 452). The selection and training of mentor teachers, and the need to develop collegial relationships between mentor teachers and mentees were themes that resulted from the thick descriptions in this study. Finally, 'rich, thick description supports the reader to make decisions regarding transferability (Lincoln & Guba, 1985; Merriam, 1998) because the writer describes in detail the participants or setting under study'. (Creswell, 2007, p. 209). The researcher's rich description allows a reader to consider if the findings from the particular study can be transferred to other situations. In regards to this study, the participants' experiences of the QTMP and the context of those experiences were reported in detail, for example, how mentor teachers fulfilled their roles and the types of mentoring that took place from the perspectives of all the

participants. The reader is able to consider whether the recommendations from this study can be transferred to other situations.

The question of credibility, dependability, confirmability and transferability of the findings of this study will now be considered in light of the above strategies used for validation of data.

Credibility and Dependability

For a study to be valid it needs to be reliable (Lincoln & Guba, 1985). The degree to which credibility techniques, that is, prolonged engagement, triangulation, member checking and rich, thick description have been used shows that a study has reliability (Lincoln & Guba, 1985). The credibility of this study has therefore been demonstrated by the degree to which these criteria have been applied. Dependability in qualitative research determines whether the findings are consistent with the data collected, and therefore dependable. Again, the degree to which an audit trail has been established through transcripts, field notes and the use of credibility techniques, such as those used in this study, demonstrates dependability (Lincoln & Guba, 1985). There are, of course, limitations to dependability, such as researcher bias, but checks such as triangulation and member checking assist in ascertaining the study's dependability (Mertens, 2010; Creswell, 2007).

Confirmability and Transferability

In order to confirm that the outcomes of qualitative research are the result of clear methodological procedures of data analysis and reflection, the reader should be able to assume evidence of the research in the form of field notes, transcripts, journals or memos (Mertens, 2010). Lincoln and Guba (1985) identified triangulation and keeping a reflexive journal as evidence of confirmability of a study. As discussed previously, triangulation was used extensively in this study. Participant insights from three different groups were compared and contrasted against each other. Transcripts were developed and checked. A reflexive journal was also kept in the form of memos in this study.

According to Lincoln and Guba (1985), a reflexive journal is 'a kind of diary in which the investigator on a daily basis, or as needed, records a variety of information and self and method' (p. 327). These memos were written whilst conducting the data collection to describe decisions made about meetings, personal reflections and the data collection timeline. Field notes were written in conjunction with the memos following each meeting with the participants (see Appendix F for an example of Field Notes for Initial Focus Group 1, 31.5.2012).

Patton (2002) referred to transferability (or generalisability) as 'speculations on the likely applicability of findings to other situations under similar, but not identical conditions' (p. 489). Transferability can be applied by way of rich, thick descriptions gained from participants of their experiences and the context of this study (Gall, Gall, & Borg, 2007). Transferability, however, is still contentious for qualitative studies, because it is difficult to generalise results from a sample to the whole population from which it was drawn. Mertens (2010) argued, however, that 'the thick description enables the reader to make judgments about the applicability of the research findings to their own situation' (p. 259). In this study, it is difficult to draw generalisations regarding the Graduate Diploma of Education (Secondary) program and ITE from a sample of fourteen students, therefore, generalisations may best be considered as 'hypotheses and working positions' (Stake, 2006, p. 89). The rich description of the study, however, does give the reader the opportunity to make judgments on recommendations for future QTMP programs and immersion programs in ITE.

Chapter Summary

The purpose of Chapter Three was to describe in detail the methodology applied to this study. It was noted that as the study took place in a naturalistic paradigm, a case study framework was implemented because it best suited the purpose of this study. Data were collected by employing a range of data collection methods over a period of eight months. At each collection point, data were managed, read and memo-ed to describe, classify and interpret. When the data collection was completed, themes were drawn and representations constructed. A series of procedures were applied to the analysis to

ensure credibility and trustworthiness in the research findings. Finally, a descriptive analysis of the participants' perceptions and experiences of the QTMP resulted, which is reported in Chapters Four and Five

CHAPTER 4:

FINDINGS

Introduction

The purpose of Chapter 4 is to report on the data collected in response to the focus question posed throughout the duration of the Quality Teaching and Mentoring Project (QTMP). As discussed in the previous chapters, the QTMP was a collaborative initiative between a high school and university that was developed throughout 2011 and implemented in 2012 for Graduate Diploma of Education (Secondary) pre-service teachers. It was designed to give pre-service teachers the opportunity to immerse themselves into the culture of a high school setting through the guidance of a mentor without the pressure of being assessed (as is the case with Professional Experience).

Figure 4.1 represents the conceptual diagram for Chapter 4.

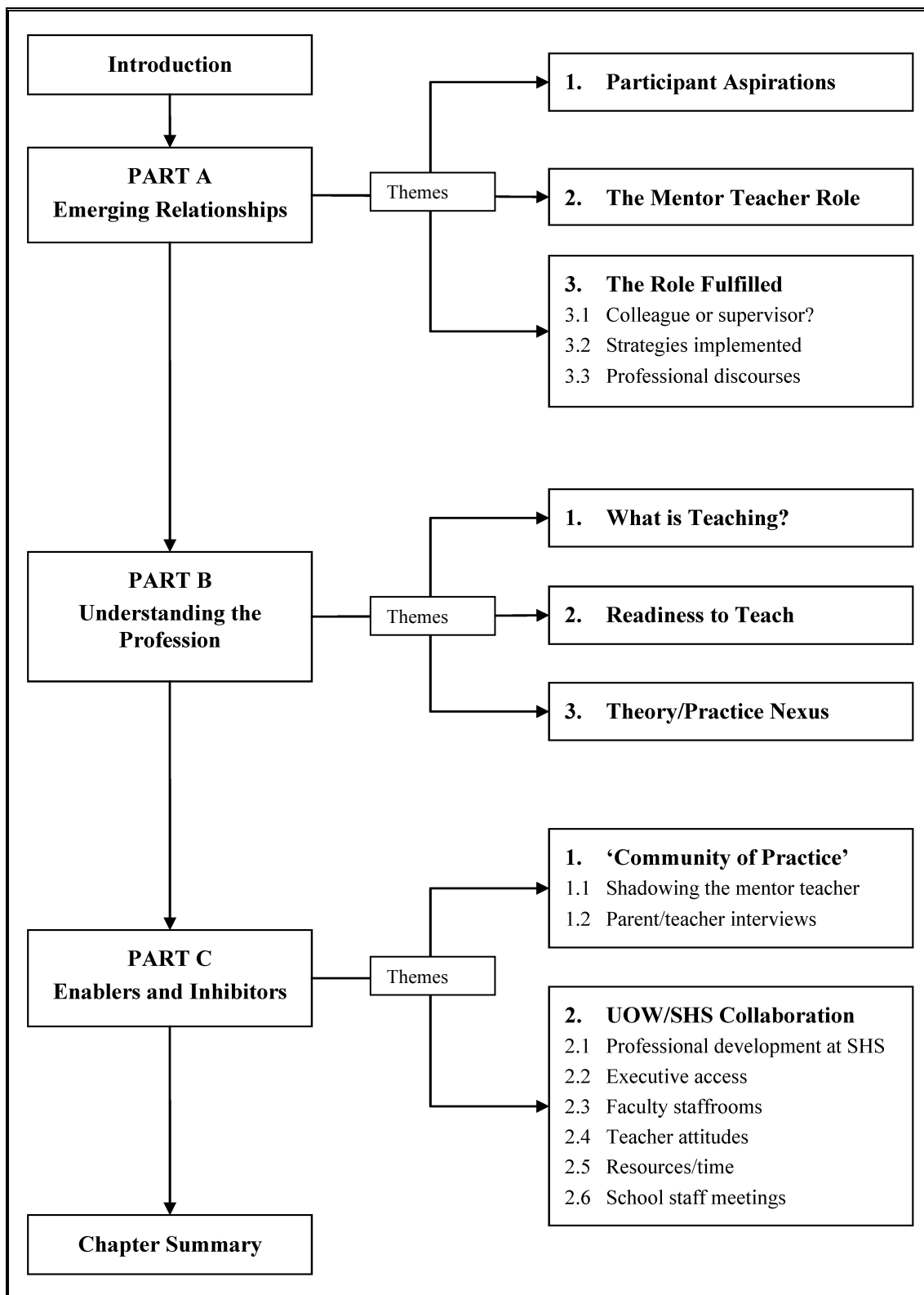


Figure 4.1 Chapter Map

Part A – Emerging Relationships

Partnerships between tertiary institutions and schools to assist pre-service teachers in their preparedness to teach and their understanding of the 'community of practice' of a school have become a particular focus for the development and improvement of ITE programs throughout Australia (AITSL, 2011; 2015). As a response to numerous reports on ITE discussed in Chapter Two, UOW Faculty of Education and executive staff of SHS identified a need to assist pre-service teachers with their introduction into the teaching profession. The QTMP was established as a response. The Faculty of Education and SHS executive staff agreed that for successful pre-service teacher immersion into the teaching profession, a mentor teacher was important as a guide and support. To ensure success of the program, the QTMP was based on developing a positive relationship between a mentor teacher and mentee within the school setting.

This section examines the nature and development of the relationships between the selected cohort of Graduate Diploma of Education (Secondary) students (mentees) and their school-based mentors during the five months of the QTMP. Data were collected through the following means:

1. Focus groups were conducted with the mentees at the beginning and end of the QTMP;
2. Field notes were gathered from the briefing meeting for pre-service teachers with the university coordinator and the launch of the QTMP, and from meetings held with the university coordinator and the school executive regarding the QTMP;
3. An email interview was conducted with the mentees at the mid-point of the QTMP; and
4. Semi-structured interviews were held with mentor teachers and executive staff at the mid-point and after the conclusion of the QTMP.

The data were reported under the following themes:

1. Participants' Aspirations
2. Mentor Teacher Role
3. The Role Fulfilled
 - 3.1 Colleague or Supervisor?
 - 3.2 Strategies Implemented
 - 3.3 Professional Discourses

Theme 1: Participants' Aspirations

This sub-section will report on the themes that emerged regarding the participants' aspirations for the QTMP at its early stages. The participants in the study of the QTMP included fourteen Graduate Diploma of Education (Secondary) students (mentees), five mentor teachers and two executive staff at SHS. As summarised previously, the QTMP was designed for a group of pre-service teachers enrolled in the Graduate Diploma of Education (Secondary) course who had been identified as showing higher than average potential in the classroom. The selection of pre-service teachers was via Professional Experience reports, assessment results and observations recorded by their method lecturers. The pre-service teachers were asked to submit an application, which included an Expression of Interest of 350-500 words, summarising their reasons for applying for the QTMP (see Appendix A for two examples). Whilst there was a range of reasons for applying to partake in the program, four common themes emerged from reviewing the applications:

1. To improve and hone teaching skills;
2. To observe and practise different classroom management strategies;
3. To obtain guidance from a mentor teacher; and
4. To have an opportunity to be immersed in a school environment and gain a more diverse understanding of teaching and learning.

These themes corresponded to the aims and purpose of the QTMP with regard to pre-service teacher development, as discussed at the pre-service briefing meeting (Field Notes, 4.5.2012) and elaborated on in the QTMP Handbook (see Appendix C). The briefing meeting, conducted by the university coordinator, was held the week preceding

the launch of the QTMP. The QTMP Handbook, which was compiled by the university coordinator and executive staff at SHS, was distributed to each participant at this meeting (see Appendix C). The QTMP Handbook stated that:

'A mentor teacher will support and develop the pre-service teacher's understanding of teaching, learning and the secondary school context and will facilitate the immersion and extended learning experiences the program offers.'
(UOW Faculty of Education, 2012, p. 1)

Initial focus group meetings with the mentees were conducted at the end of the first month of the QTMP where the mentees echoed their responses from their applications concerning their hopes for the project. Six mentees said they wanted to hone their teaching skills in various ways. For example, Paul wished to address some personal aspects of his teaching style, 'I intend to focus on some of my weaknesses' (Focus Group 2, 31.5.2012). Tom wanted to concentrate on particular areas of his pedagogy, that is, practise opening and closing lessons (Focus Group 3, 31.5.2012). Sue saw the program as an opportunity to focus on other aspects of the teaching role, such as developing programs (Focus Group 2, 31.5.2012). Mike wanted to develop skills in the classroom and programs using technology (Focus Group 3, 31.5.2012). Terry (Focus Group 3, 31.5.2012) wished to observe special education classes whilst Angela (Focus Group 4, 1.6.2012) wanted to compare teaching single-sex classes with co-ed classes. Julie saw the program as an opportunity to 'borrow ideas that also work', as well as 'teach some of her mentor's lessons using her material first' (Focus Group 1, 31.5.2012).

The mentees were asked what they hoped for in their relationship with their mentor teachers. Five mentees wanted their mentor teacher to support and guide them in honing their teaching skills and immersing them into the school culture. Two examples of comments from Mark and Sue in Focus Group 2 exemplified this. Mark saw his mentor teacher as 'a shoulder to lean on through the next five months' (Focus Group 2, 31.5.2012). He explained this further, 'I want my mentor teacher to guide me through my preparation for teaching, give me hints and ideas and assist with resources'. Sue wanted her mentor teacher to 'provide encouragement, give support and guidance, and teach me how to teach'. Paul (Focus Group 2, 31.5.2012) wanted a mentor teacher 'who

I can speak openly with' and Sally (Focus Group 1, 31.5.2012) added, 'I want my mentor teacher to make the time to sit down and talk things through with me'.

Five mentees wanted to gain a more diverse understanding of teaching in a school. Comments such as: 'I am hoping to be a shadow and to see what a day in the life of a teacher is like' (Angela, Focus Group 4, 1.6.2012) were supported by Anne (Focus Group 4, 1.6.2012). Angela also said that in her first Professional Experience she had observed that no one in her staffroom sat down for lunch but she did not have time to find out where the teachers were going or what they were doing. She said she wanted to use the QTMP as a time to investigate the daily life of a school, 'to get a vibe of how everything works and find out what you have to do' (Focus Group 4, 1.6.2012). Jenny and Jane (Focus Group, 31.5.2012) wanted to compare the way different school cultures operated from the classroom perspective, such as the way classes were laid out and how the discipline policy operated. Terry (Focus Group, 31.5.2012) wanted to see how the whole school operated.

The mentor teachers' responses regarding their goals for the program were very similar to the mentee comments, for example, 'In this program the mentees can shadow an individual, not just the classroom' (Louise, Interview, 30.8.2012). Sam contrasted mentoring to Professional Experience, 'Professional Experience is a 'we're watching you' thing whereas the mentoring process is more of a shoulder-to-shoulder approach. It is looking at what we can do together' (Interview, 16.8.2012). Marion suggested, 'The program gives the mentees a much more realistic idea of the 'big picture' of teaching' (Interview, 16.8.2012), whilst Will saw the program as an opportunity for the mentees to 'open their eyes to different styles of teaching' (Interview, 30.8.2012).

The executive staff described their hopes for the program in a similar manner, 'Our hope is that it will give the mentees a much more solid grounding of what the nature of being a teacher in a school is all about' (Allan, Interview, 16.8.2012). Peter hoped that the mentees could observe and practise teaching skills, 'I anticipate them seeing good

practice consistently and then being able to explore good practice in their pre-service' (Interview, 30.8.2012).

All QTMP participants saw the QTMP as an opportunity for the mentees to develop their teaching skills and understanding of teaching. The mentees were particularly looking for a support and guide in their mentor teacher, time to develop particular teaching skills and observe how schools and teachers operate. The mentor teachers and executive staff hoped that the QTMP would enable the mentees to observe good teaching practice and gain a broader understanding of the role of the teachers in a school.

Theme 2: The Mentor Teacher Role

This section reports on the participants' definition of the mentor and the mentor role at the early stage of the QTMP. During each of the initial focus groups with the mentees and the interviews with the mentor teachers, the participants were asked to define a mentor and the mentor teacher's role in this project. Seven mentees and two mentor teachers described the mentor as 'an experienced colleague'. No other definitions were provided. Table 4.1 lists the responses regarding a mentor teacher's role.

Table 4.1 Mentor Teacher Role

Mentor Teacher's Role	Mentee Focus Group Comment	Mentor Teacher Comment
Support and guide	3	1
Someone to talk openly with about weaknesses and strengths	2	
Imparter of information	2	
Role model		2
Learner (from mentee)		2
Facilitator		1

The mentee responses in Table 4.1 were representative of the focus group responses. One mentee in each focus group proposed an explanation for the role of a mentor teacher. The group discussed this explanation until a consensus was reached. Several

groups expressed three aspects to the role. The mentees saw the role of the mentor teacher characterised in terms of a support and a guide (three responses), someone to talk with openly (two responses) and an imparter of information (two responses). Particular examples of the mentee responses are given in the previous Participants' Aspirations section. The mentor teachers saw themselves as a role model, 'I have to be a positive role model for him' (Marion, Interview, 16.8.2012,) and as a guide and reality check, 'I can give guidance and assist but also show the reality of teaching' (Louise, Interview, 30.8.2012,). Louise added that the mentees had the opportunity to observe aspects of other roles fulfilled by the mentor teachers, 'The mentee can see me in my welfare role and see me in all my meetings and even watch in my girls' supervisor role. The mentee can pick up skills of listening to me on the phone with parents' (Interview, 30.8.2012).

The mentor teachers and executive staff also saw the QTMP as an opportunity to learn (Professional Development) from the mentees. Louise said one benefit of the QTMP was that 'it is a time for the mentor teachers to obtain fresh ideas, feedback and insights coming from their mentees' (Interview, 30.8.2012). The deputy principal, Allan said, 'I hope the mentor teachers get fresh perspectives, fresh knowledge of current research and methodologies and a fresh approach to the classroom' (Interview, 16.8.2012). Marion saw the project as an opportunity for reflection about her teaching quality (Interview, 16.8.2012) or as Sam stated, 'It is a rare opportunity to reflect on yourself' (Interview, 2.8.2012). The principal, Peter, echoed Marion and Sam's statements, 'I want the mentor teachers to reflect on their practice as a result of being a mentor and to realise that they need to keep on learning their craft' (Interview, 30.8.2012).

Four mentees saw that the QTMP could be a mutual learning experience for the mentor teachers and mentees. Mike said he wanted to develop technology resources with his mentor teacher that they could both use in the classroom (Focus Group 2, 31.5.2012). Sue (Focus Group 1, 31.5.2012) saw the project as an opportunity for sharing resources she had gathered and obtaining resources from her mentor teachers, whilst Tom (Focus Group 3, 2012) said that his mentor teacher wanted him to make suggestions for improving her lessons as she had been teaching for a while and would benefit from

fresh input. Julie (Focus Group 1, 31.5.2012) saw her presence in the Drama classroom as beneficial to her mentor teacher as a mentee brought to the classroom a younger perspective and understanding of the students' ideas and creativity in drama pieces, especially the Year 11 class. Julie saw that she also had the rare opportunity to learn about Year 11 play building from her mentor teacher.

There was general consensus of the definition and role of the mentor teacher by the mentor teachers and mentees. The mentor teacher was regarded as an 'experienced colleague' whose role was to support and guide the mentee in his/her preparedness to teach and immerse into the school community. Mentees, mentor teachers and executive staff hoped that as the relationship of mentor teacher and mentee developed, a mutual learning experience would occur.

Theme 3: The Role Fulfilled

This section reports on whether the mentor teacher role was fulfilled, as portrayed in the previous sections. The findings will also note the changes experienced by the mentees as different relationships emerged between the mentor teachers and mentees.

The findings are reported under the following headings:

- 3.1 Colleague of Supervisor?
- 3.2 Strategies implemented
- 3.3 Professional Discourses

3.1 Colleague or Supervisor?

Seventeen pre-service teachers applied to participate in the QTMP. There were more applicants than anticipated by the QTMP coordinators, Karen (UOW coordinator) and Peter (SHS principal), who decided to increase the number of mentor teachers so that all applicants could participate in the QTMP (Field Notes 20.4.2012). In asking for more volunteers, Peter approached several staff members in faculties where extra mentor teachers were required or the faculty had not elected to partake in the program. The faculties included English, History and Science. The need for extra mentor teachers led to Peter asking teachers to become mentors whom he considered may be suitable for the

role but had not volunteered. This ultimately proved unsuccessful for several mentees and mentor teachers (Peter, Interview, 30.8.2012). Sally and Judy were two such examples. Sally explained why she felt her relationship with her mentor teacher (who was a late inclusion as a mentor teacher) was unsuccessful:

'I really didn't have any relationship with the mentor. At the meet and greet he was late and left early so I didn't get a chance to talk with him. I never really saw him after that and with workload and uni I didn't really go in.' (Focus Group 3, 20.9.2012)

Judy admitted in her first interview that she did not think the program was really necessary and that she only accepted the role because Peter approached her and asked her to participate. Judy and her mentee never really connected.

'To be honest, Peter told me I was going to do it and I agreed. I thought I would be a support or a sounding board. I could model a lesson or two. My ideals haven't been fulfilled, maybe I should have chased the mentee but my expectations would be that the mentee would be driving this.' (Interview, 2.8.2012)

Peter discussed the role and expectations of the QTMP with every mentor teacher, who were not, however, given any formal training for the role. At the launch, the mentor teachers were provided with the QTMP Handbook (Appendix C), which had been given to the mentees in their briefing meeting the previous week. As previously noted, Section 1: Participant Aspirations of the Handbook explained the aim, roles and expectations of the QTMP (2012, pp. 1-3).

The launch held on 7 May 2012 at SHS marked the beginning of the relationship between the mentor teachers and their mentees, as this was their first meeting. The initial meetings had a direct impact on the mentor teacher/mentee experience of the QTMP. Responses to these initial meetings varied. For Sue and Jenny, the relationships with their mentor teachers were established and the bond developed strongly from this point on. Sue and Jenny were observed exchanging contact numbers and timetables with their mentor teachers. In a conversation later, Sue's mentor teacher said that she had suggested that Sue pick a day to come in each week and she would be available (Field

Notes, 7.5.2012). Mike regarded the first meeting as most important, 'I attempted to develop a collegial relationship with my mentor at the meet and greet. I went with a list of objectives I wanted to achieve'. Mike found, however, that the mentor teacher saw the objectives of the QTMP differently and for Mike 'the collegial relationship never began' (Final Focus Group 3, 20.9.2012). Sally related a similar experience.

Over the course of the next five months, the mentor teacher/mentee relationship developed in various ways. The ideal mentoring relationship developed during the QTMP was described by the mentees as 'collegial'. Paul defined 'collegial' as 'we can discuss aspects about teaching in an open manner' (Email, 29.8.2012). Anne described 'collegial' as 'a working friendship' (Email, 30.8.2012), whilst Sue saw the collegial relationship as collaborative, 'I felt as were learning together' (Final Focus Group 3, 20.9.2012). During the final focus groups and interviews the mentees and mentor teachers were asked the type of relationship they considered they had developed. Table 4.2 summarises the responses.

Table 4.2 Categories of Mentoring Relationships

Category of Relationship	No. of Mentees	No. of Mentor Teachers
Collegial relationship	8	3
Master/apprentice relationship	3	
Negative relationship	3	2

The categories of relationships that are outlined in Table 4.3 are now reported from the perspective of the mentees, mentor teachers and executive staff.

3.1.1 Collegial Relationship

Eight mentees described their relationship with their mentor teacher as 'collegial'. They reported that their mentor teachers fulfilled the mentor role and assisted them in their preparedness for teaching. The following comments describe what 'collegiality' meant to those mentees, three mentor teachers and executive staff who experienced or observed collegial relationships.

Two mentor teachers shared the role of mentor for Sue. She commented that she developed a collegial relationship with both mentor teachers but spoke particularly about one relationship and why it was collegial for her:

'One of my mentor teachers had been teaching for only 5-10 years. She gave me a lot of her time. It felt as though we were learning together. I went in on Tuesdays. This mentor had a seven period day on Tuesdays and when I went in for the entire day she spent that free period with me. I would say that my relationship with her was significant in that she provided an environment that was supportive and encouraging. It made me not feel uncomfortable approaching the school even though I didn't achieve all the goals. This relationship was that of colleagues.' (Final Focus Group 3, 20.9.2012)

Jenny also had two mentors. She developed a collegial relationship with both mentor teachers who were also recent graduates of three and four years respectively. In particular, Jenny realised the collegial relationship developed through assisting one mentor teacher at homework club:

'The style of teaching and relational manner of one mentor teacher enabled me to get closer to that mentor teacher. Opportunities were also provided by this mentor teacher for me to assist at a homework club. Such opportunities enabled me to have the confidence to ask questions of this mentor.' (Interview, 20.9.2012)

Terry, Julie and Tracey described the collegial relationship they developed with their mentor teachers as a positive step towards their preparedness to teach. Each of their mentor teachers shared their daily teaching experiences and expertise in particular areas. Terry had the opportunity to work with a Visual Arts teacher employed in the Special Needs Unit at the school. Terry commented:

'I haven't gained any strategies directly related to teaching Art but I have gained a better understanding of ways of dealing with the needs of individual students.' (Email, 10.9.2012)

Julie described how her mentor teacher shared her professional expertise in a particular drama area (play-building) to enable her to duplicate the process in her own classroom of the future:

'I found it helpful to be involved in play building processes at differing stages. It is good to watch a process from the outside. Coming in fortnightly to classes enables student teachers to watch the play building process as blocks and observe student progress. In the mentor guided sense this means that my mentor teacher can explain to me how the students got to a certain point and what difficulties they've encountered in order to move through each stage of this process. This is great preparation for my teaching.' (Email, 29.8.2012)

Tracey's mentor teacher provided her with opportunities to prepare her for teaching. She acknowledged that this occurred because of the relationship they had developed.

'Because my mentor teacher and I developed a good relationship I feel that I have gained a lot of experiences I otherwise wouldn't have received and it has helped me grow as a teacher and develop in areas which I otherwise wouldn't have been able to achieve. It has also helped me in having more hands on experiences.' (Email, 29.8.2012)

Anne, Paul and Tom enjoyed collegial relationships with their mentor teachers. They had completed their first Professional Experience at SHS. Anne and Paul's supervising teachers became their mentor teachers in the QTMP. Both said that there was a seamless transition from supervisor to mentor role by their mentor teachers (Focus Group 2, 31.5.2012; Focus Group 4, 1.6.2012). Anne went so far as to say:

'I think since she has taken on the mentor role she has made a lot more effort with my feedback than she did as my supervising teacher in Professional Experience. She fills in a page of notes rather than filling in the form.' (Focus Group 4, 1.6.2012)

In her response to the email interview Anne, (Email, 30.8.2012) described her relationship with her mentor teacher as a 'working friendship'. Tom had changed to another teacher for the QTMP. He was very grateful for this change as he considered his supervising teacher would not have enjoyed the mentor teacher role. Tom said that he already felt comfortable in the school because he had been at SHS for Professional Experience but his mentor teacher's collegiality was a great bonus:

'My mentor told me to come in whenever I wanted. She gave me some lessons to open and close. She was really active and asked what assignments I had to do. I had a fantastic experience.' (Final Focus Group 2, 21.9.2102)

Paul said that he was able to 'go deeper' into teaching with his mentor teacher because they had already established a collegial relationship during Professional Experience.

'I have had experiences of teaching students on a one on one basis and finding how those students respond positively to doing class work when this occurs. These experiences have been helpful in understanding the diversity of students within the class room and helpful in experimenting with different methods of getting students involved in school work' (Email, 3.9.2012).

In their focus group discussions regarding collegial relationships, Mark, Jenny and Sue expressed a preference for mentor teachers who had been teaching for five to ten years. They felt these mentor teachers could relate better to the needs of the mentees because they had not forgotten what it was like to be a pre-service teacher.

'When I look around and see good mentors they seem to be the ones who have graduated in the last 10 years or so. '(Mark, Final Focus Group 2, 21.9.2012)

Tom disagreed with this preference for younger mentor teachers. He experienced a collegial relationship with his mentor teacher who had been teaching for over 20 years (see preceding comment from Tom from Final Focus Group 2, 21.9.2012).

Three of the four mentor teachers interviewed at the conclusion of the QTMP thought they developed a collegial relationship with their mentees. Marion was particularly positive, 'We worked with mutual respect. I would ask him for feedback and what he thought' (Marion, Interview, 6.11.2012,). This is aligned with Marion's comment regarding her role at her initial interview:

'My role is to facilitate different experiences and to provide him guidance, suggestions, options and opportunities and allow him to debrief and get feedback that is not necessarily a textbook.' (Interview, 16.8.2012)

Will said, 'I tried to get him to see me rather as a colleague' (Interview, 1.11.2012). Louise felt her relationship with her mentee was 'definitely collegial' (Interview, 1.11.2012). Additionally, Louise and Marion said the mentor teacher role was significant Professional Development for them. 'I had to give 110 percent when I taught

in front of my mentee' (Louise, Interview, 1.11.2012). Marion said that the role encouraged 'reflective practice' for her (Interview, 6.11.2012).

The executive staff were asked what they observed regarding collegial relationships that developed between the mentor teachers and their mentees during the QTMP. Allan observed, 'Some shadowed their mentor really well and integrated into the school really well' (Interview, 6.11.2012). Peter saw the development of collegial relationships in terms of the mentees and the QTMP:

'The project was a great success, the status of a pre-service teacher becoming a colleague is an incredible success. The fact that we built it, they came, it had evolution, it had difficulties and we see how we could improve on it meant that it was a success.' (Interview, 6.11.2012)

3.1.2 Master/Apprentice Relationship

Three mentees said their relationships with their mentor teachers were generally positive but not collegial. Angela described the relationship as 'more of a master/apprentice type relationship than a collegial one. I feel that the information flow and questioning is very much one-sided' (Email, 31.8.2012). Angela sensed that her mentor teacher regarded her as a person with no knowledge of the classroom and someone who had just left high school. Her comment in the final focus group described her frustration with the relationship, 'All I did in the classroom was sit in the corner and watch' (Focus Group 3, 20.9.2012).

Jane agreed with Angela's summation regarding her mentor teacher, 'She was the supervisor and I was the student, like a Professional Experience' (Final Interview, 20.9.2012). Jane thought that the type of relationship she experienced was possibly related to a lack of regular meetings initially between her and her mentor teacher due to illness. She was not convinced, however, that had she been able to visit SHS from the start of the QTMP the relationship would have been more collegial. Another mentee, Tanya, considered her mentor teacher to be quite uninterested in the task, 'She wanted to do things her way and didn't want to hear any suggestions from me' (Focus Group 4,

20.9.2012). At their first mentoring meeting, Tanya's mentor teacher sent her to observe another lesson rather than have her observe one of her own lessons. Tanya found that although her relationship with her mentor teacher was amicable, it did not develop significantly during the QTMP. There were other aspects of the QTMP that Tanya said she enjoyed. She said she was able to immerse herself into the staffroom and observe the daily 'community of practice' of the school (Focus Group 4, 20.9.2012).

None of the mentor teachers interviewed considered they had a master/apprentice relationship with their mentees, although the executive staff said that they observed master/apprentice relationships occurring during the QTMP. Allan said that some of the mentees 'felt like a student teacher, which wasn't as beneficial for developing the colleague relationship' (Interview, 6.11.2012). Peter reported on the master/apprentice relationships he observed. He felt that those mentor teachers did not learn anything from the experience and did not assist the mentees in their preparedness for teaching:

'I was mindful that some mentors didn't think they had to learn anything and therefore it was a static experience and not dynamic. They had the attitude to the mentee ,this is what you need to know and here it is without any learning on their part. This was also detrimental to the mentees' learning about the profession.' (Peter, Interview, 6.11.2012)

3.1.3 Negative Relationship

Three mentees and two mentor teachers said that they did not develop a positive working relationship with their partners during the QTMP. Mark and Sally described their relationship with their mentor teachers as 'non-existent'. Mark only saw his mentor once or twice due to 'busyness' on the part of the mentor teacher. Mark commented that after his mentor teacher did not answer his third email he did not pursue the relationship further (Focus Group 2, 20.9.2012). As stated earlier, Sally said, 'My mentor teacher came to the initial meeting late and left early'. Sally also admitted that she did not make the effort to contact her mentor teacher because she did not sense any eagerness on the mentor teacher's part to develop a mentoring relationship and Sally was too busy to bother (Focus Group 3, 20.9.2012).

For one mentor teacher, the mentoring relationship never developed. Jill felt that she was obliged to take part in the QTMP because Peter had asked her to. Jill considered the QTMP an extra burden on teachers for which they were not being paid for. Jill and her mentee did not really connect after the initial meeting and parent/teacher interviews. She considered the QTMP was not appropriate for the Graduate Diploma of Education (Secondary) program and suggested instead a modified Professional Experience where pre-service teachers taught less but had time to be immersed into a school environment (Interview, 1.11.2012).

Peter had discussed in his initial interview that some mentor teachers were unsuitable for the task but had either volunteered or been asked to mentor because of the increased need. He particularly mentioned Jill (Interview, 30.8.2012) as someone he had asked because of her role in the school but realised quickly that she saw the QTMP as an extra burden on teachers rather than an opportunity to assist mentees and to develop professionally herself.

By contrast to the positive mentee responses regarding their mentoring experiences, Mike stated, 'I feel I went backwards as a professional in terms of my teacher profession' (Final Focus Group 3, 20.9.2012). As discussed earlier, Mike and his mentor teacher did not develop a positive relationship. They interpreted the mentor teacher role in different ways. Karen, the university coordinator, discontinued this mentoring partnership when she realised the relationship was not positive for either Mike or his mentor teacher. The failure of this relationship meant that Mike had a negative view of some teachers in the profession.

Only one of the four mentor teachers interviewed at the conclusion of the QTMP considered that she had a negative relationship with her mentee. One mentor teacher who was interviewed at the early stage of the QTMP experienced a negative relationship but was not interviewed in the final interviews. Peter did not consider an interview with that mentor teacher would be beneficial at that time (Interview, 6.11.2012) but felt that the mentor teacher had misinterpreted the role and the QTMP.

Peter said that he would interview the mentor teacher. Peter reflected on the reasons for some negative relationships that developed during the QTMP and considered how this project could be improved upon:

'What wasn't successful was the universality of effective mentoring. The project evolved as it went along. We should have said more at the start as to what was available and email etc. I think we can refine what mentees have to participate in more directly ... The success of the relationship varied on the initiative of the mentor. The program and activities were there. All the mentor only had to mention, 'I think you should go to.' We relied upon them having that initiative, some had it and some didn't. We need to educate the mentor that these are the things you can do as a mentor.' (Interview, 6.11.2012)

Those mentees and mentor teachers who developed collegial relationships considered their aspirations for the QTMP had been fulfilled. The mentees said they felt comfortable in the school environment, had the opportunity to hone teaching skills and felt assisted in their 'preparedness to teach'. The mentor teachers said they had been stretched professionally and recommended the QTMP in preparing the mentees for teaching. The mentees indicated that they had grown in confidence in the classroom and in their relationships with their mentors. Those mentees who considered they had a master/apprentice relationship with their mentor teachers considered that they were limited in their development but the QTMP had assisted them in some areas in their preparedness to teach and understanding of the school's 'community of practice'. By contrast, those mentees and mentor teachers who did not develop a positive working relationship did not have the opportunity to develop or share skills.

3.2 Strategies Implemented

Data from focus groups, email questionnaires and interviews with all participants suggested that there were four main strategies used by mentor teachers to assist mentees in their preparedness to teach, immerse the mentees into the profession and develop relationships with the mentees:

- 3.2.1 Observing and Debriefing Lessons
- 3.2.2 Teaching and Team-Teaching
- 3.2.3 Assistance in Co-Curricular and Extra-curricular Activities
- 3.2.4 Attendance at Meetings

These strategies are now reported on from the participants' perspectives.

3.2.1 Observing and Debriefing Lessons

Observations of classes followed by debriefing meetings were particularly helpful to those mentees who wanted to see the operations of different classes using various teaching styles and behaviour management strategies. Jane had completed her first Professional Experience at a Catholic girls' school and was concerned that she lacked experience in a co-educational environment (Email, 27.8.2012). Jenny wanted to observe different teaching styles (Email, 27.8.2012). Both Jenny and Jane said they gained confidence in these areas by observing classes. Terry was concerned that he would need to be prepared for casual teaching the following year, so he appreciated opportunities to observe different key learning area lessons. He was also able to shadow a casual teacher to witness how this person managed a day's casual teaching (Email, 10.9.2012). The following comments by Jane and Paul summarised the benefit of observing classes:

'I got to sit in on a number of classes and saw a number of ways to approach teaching that up to that point were just a theory or concept. After observing my mentor teachers we would debrief, talk about student behaviour primarily, and have the discussion about what she did to diffuse a situation. She would ask me questions as well, for example, what did you find interesting and what did you get out of it?' (Final Focus Group 4, 20.9.2012)⁴

Paul supported this assertion when he stated:

'The mentor teacher set a precedent as to what was acceptable behaviour and made sure students adhered to that. I also observed the mentor teacher's different strategies and approaches for different classes, that is, how to approach single streamed classes, how to teach the boys and then how to teach the girls.' (Final Focus Group 4, 20.9.2012)

These comments and similar ones provided evidence that the QTMP presented opportunities for mentees to observe different teaching styles and behaviour management strategies. Three mentor teachers saw the classroom observations by the mentees as an opportunity for mentees to examine good practice and for mentor teachers to consider and reflect on their own practice. Will said he did not change his curriculum and the way he did things when his mentee was with him, but he said:

'I would actually stop during the lesson and debrief. I would say that there was a reason for doing this and if I hadn't done this then this would have happened. We would debrief after the lesson as well.' (Interview, 1.11.2012)

Marion and Louise both used the mentee observation and debrief of lessons as times for reflection and self-development, 'I would ask him for feedback and what he thought' (Marion, Interview, 6.11.2012). Louise said she adapted teaching strategies with the mentee in the room and continued even when the mentee was not present, 'It kept me on my toes. I did change strategies as we had the visitor and these strategies we have kept now' (Interview, 1.11.2012). Louise was absent on two of the Fridays when her mentee came to the school, resulting in two different casual teachers replacing her. Louise said that this gave the mentee the opportunity to observe a variety of teaching styles on those days.

3.2.2 Teaching and Team-Teaching

Some mentees had the opportunity to teach part or whole of their mentor teacher's lessons. The number of lessons taught varied and was dependent on the mentee's availability to be at the school, as well as the particular classes of the mentor teacher. Three mentees, Tom, Tracey and Anne, reported on the opportunity to teach lessons. This experience enabled them to practise planning and implementing lessons. After each lesson they reflected on their teaching practice with their mentor teacher. For each of those mentees (Tom, Tracey and Anne) who taught lessons, there was a gaining of confidence in the classroom and a honing of teaching skills, as noted in their following comments:

'My mentor gave me some lessons to open and close which increased my confidence in those areas. We would debrief after each lesson.' (Tom, Final Focus Group 3, 20.9.2012)

Tracey's confidence in the classroom environment also increased through teaching a few lessons per week and being given supportive feedback:

'As the relationship between myself and my mentor has grown she has allowed and encouraged me to begin teaching a few of her classes a week and given me supportive feedback which has enabled me to develop my confidence within the classroom environment.' (Email, 29.8.2012)

Anne's confidence as a teacher developed further as she received copious feedback from her mentor teacher:

'I think since she has taken on the mentor role she has made a lot more effort with my feedback when I teach a lesson. She fills in a page of notes rather than filling in the form. This is really honing in specific teaching skills.' (Focus Group 4, 1.6.2012)

Team-teaching was also encouraged by some mentor teachers. This gave the mentees the opportunity to observe and teach in the one lesson. Tom, a History mentee, as mentioned above, taught with his mentor teacher by opening and closing lessons (Focus Group 3, 31.5.2012). Julie, a Drama mentee, team-taught with her mentor teacher. Over a period of three months she was able to observe the development of presentations by a Year 11 class for a regional Drama festival. This opportunity gave her invaluable time with her mentor teacher to discuss the processes and steps necessary to prepare students for their performance (Email, 29.8.2012). Julie commented:

'I have worked as an observer and assistant. I don't really think this is the type of program to teach within but gives rather a good opportunity for team-teaching.' (Email, 29.8.2012)

One mentee had the opportunity to teach classes but this was not a positive experience. Mike said that he was able to teach some of the mentor teacher's classes but not in his teaching area, 'I was preparing lessons that were not in anything to do with my methods ... I was asked to teach an 85 minute class with three minutes' notice'. (Final Focus Group 3, 20.9.2012).

Other mentees only observed lessons. As mentioned previously, Angela was quite frustrated that she could only sit in the classroom and observe her mentor teacher. She added, 'When the students were split up in small groups then I could help but my mentor was coming to check on what I was doing' (Final Focus Group 1, 20.9.2012). Tanya was also restricted to observing other teachers' classes rather than her mentor teacher's classes. She was not given an opportunity to teach lessons (Final Focus Group 3, 20.9.2012). Jane did not have the opportunity to teach or team-teach but stated that she

would not have been able to team-teach with one of her mentor teachers because she said her teaching style did not lend itself to team-teaching. She did, however, regret that she could not do some team-teaching:

'I didn't get the opportunity to teach and I would have liked that. I had two supervisors, I wasn't teaching on the day I would go in and the other I wouldn't have been able to team-teach with her because her teaching practice didn't lend itself to that. Once or twice she conducted classes outside and she got me to wander around and help. All I really achieved was extra observations. It would have been nice to do some team-teaching.' (Final Focus Group 1, 20.9.2012)

Those mentor teachers who understood that honing mentees' teaching skills was an important strategy of the QTMP commented on the benefits of their mentees teaching and team-teaching lessons. Marion (Interview, 6.11.2012) saw the QTMP as an opportunity for mentees to hone teaching skills not offered to other pre-service teachers. She said that she and the mentee developed a plan for the period of the QTMP. The plan incorporated skills the mentee wished to develop in his teaching and skills that Marion thought 'he needed and wanted as a teacher'. During the ensuing months of the project, the mentee taught full lessons and team-taught with Marion. Marion said, 'We worked with mutual respect as fellow colleagues'. Will (Interview, 1.11.2012) was hopeful that his mentee could be employed in the Special Needs department at SHS. Will had witnessed his mentee develop his teaching skills to a point where he would be happy to work with the mentee.

The executive staff did not comment specifically about mentees teaching lessons but Peter and Allan stated that where mentor teachers initiated strategies for preparing their mentees for teaching, the results were positive for the mentor teacher and mentee (Interview, 6.11.2012). In particular, Peter spoke of his observations of the preparedness for teaching of four mentees as they worked collegially with their mentor teachers.

3.2.3 Assistance in Co-Curricular and Extra-curricular Activities

Two mentees, Jane and Jenny, assisted their mentor teachers in the co-curricular and extra-curricular roles that their mentor teachers performed within the school, for

example, they helped to prepare for an excursion. Jane assisted in the welfare program, which was part of her mentor teacher's role. She saw this as a real advantage because it was the type of area she wanted to work in as a teacher (Interview, 20.9.2012). Jenny worked in several programs conducted by her mentor teacher:

'One of my mentors is involved in the AIME program. I have been involved in that at uni so it was good to see the school side. She has also organised a homework centre for 7/8 students who are struggling. She ran Year Six Integration Day of Mathematics related activities for potential students next year. I assisted her with each of those areas.' (Final Focus Group 3, 20.9.2012)

Louise (Interview, 1.11.2012) discussed the importance of the mentees' understanding of the different roles that teachers play in a school. She said that she showed her mentee not only her welfare role, but also other roles such as the learning support and girls' advisor roles. Louise saw great advantage for the mentees because 'most pre-service teachers don't see that necessarily as they are focused on learning to teach in their Professional Experience'. This was supported by Peter who ensured that each mentee could experience the whole school:

'The mentees had the experience of the sense of school which you don't get in a practicum. In a practicum you are locked into that you are here on practicum and that is what you do. The program opened up the school to the mentees. They were part of something a bit bigger and could see the whole school especially the roles teachers have other than the classroom.' (Interview, 6.11.2012)

3.2.4 Attendance at Meetings

Some mentor teachers encouraged their mentees to attend meetings that they participated in. Paul went to meetings that discussed inclusive practices for students of refugee background, whilst Sue participated in a curriculum-planning meeting with her mentor teacher. Both types of meeting informed an understanding and development of classroom pedagogy and gave the mentees opportunities to further prepare for teaching. Paul commented about the meetings regarding inclusive practices:

'I appreciated attending the meetings about inclusive practices and students of refugee background. I also had experiences of teaching students on a one on one basis and finding how those students respond positively to doing class work when this occurs. These experiences have been helpful in understanding the

diversity of students within the classroom and helpful in experimenting with different methods I learnt about at the meetings of how to get students motivated for school work.' (Email, 3.9.2012)

Sue had the opportunity to attend a programming afternoon. Like Paul, she found this experience helpful:

'I was invited to a programming afternoon and we wrote a unit of work. I went in for a few hours and we developed a 1-page document unit of work. It was all the same stuff we do at uni, which is 70 pages, but completed in one page. This meeting showed how it is done in schools. The staff showed in the document how they linked the Quality Teaching Framework; outcomes and the syllabus points.' (Focus Group 2, 31.5.2012)

Louise and Will (Interviews, 6.11.2012) were both involved closely with welfare and support at SHS. They encouraged their mentees to accompany them to associated meetings in these areas. They said that observing such meetings would better prepare their mentees for wider roles within a school. This was further endorsed by Peter and Allan (Interviews, 6.11.2012) who saw mentees' perceptions of schools develop and widen through observing school meetings, parent/teacher interviews and workshops:

'The meetings, parent/teacher interviews, workshops etc. gave these pre-service teachers a sense of what schools are about and how they are developing and understanding. The mindset of being immersed into a school prepares them for teaching so their sense of preparedness would be impacted by the program.' (Allan, Interview, 6.11.2012)

The strategies offered by some mentor teachers included encouraging mentees to observe, teach, debrief, reflect and hone their teaching skills. These mentor teachers also encouraged immersion into school life by asking mentees to attend meetings and assist in co-curricular and extra-curricular activities. For those mentees who enjoyed these experiences, the strategies were enriching and assisted in their preparedness to teach. It must be noted, however, that not all mentees enjoyed these opportunities. Some mentees only experienced a few of the strategies while those who did not develop a meaningful relationship with their mentor teacher had no such experience. In her final comments about the program, Marion suggested that the program might benefit from a more

structured approach so that both the mentor teachers and mentees understand the strategies that can be implemented. She also said that the mentees should take ownership of the program and use the mentor teachers as their resource:

'The program may need more structure so that the mentor teachers and the mentees understand clearly what is expected and what can be achieved in such a program. The mentees need some kind of framework so that the mentor teachers and the mentees know what to work with. It has to come from them and they have to formalize it. We are just a resource, but they have to take charge, having some kind of documentation that they show someone at the university.'
(Interview, 6.11.2012)

Peter supported Marion's thoughts regarding the structure. In his final interview, he said that although he felt the QTMP was a success for many mentees, mentor teachers and staff who led workshops, there were areas that needed to be addressed for future programs. His following comments on the support structures and mentor teacher role show this:

'I don't know if we did have support structures in place. We built the QTMP and band-aided sections where things went wrong so the mentee had a good experience. The program was a success for many but we need to give far more support to the mentors and a fostering of what that role is. If we can refine the selection of the mentors and the mentees, I think that will give us a smaller group. Everyone in the QTMP did benefit but ... we are going to have to work with the mentors. Mentors can develop and improve; it doesn't have to be an innate skill.' (Interview, 6.11.2012)

A number of mentees also supported the notion that the QTMP needed more structure, either because they did not have a positive relationship with their mentor teacher or there were aspects of the program within the QTMP that were not clear or not communicated. Sue conjectured:

'If there was a little more structure and negotiation with the mentor as what to do with those hours you would spend at the school. Even if it was said that you spend three hours per week at the school and then the mentors and you negotiate the time. If everybody was on the same page and you sign up for three hours per week to do such and such with the mentor then that would be a good outcome for all.' (Focus Group 1, 20.9.2012)

The members of Final Focus Group 2 agreed with Sue's thoughts. Paul summarised the discussion of this focus group (Mark, Tanya, Sally and Mike) regarding the need for more structure:

'An unstructured program allows the mentee to come up with ideas but sometimes you don't know what ideas to come up with or some mentors don't have ideas as well so some ideas or structure to start with would be good. Having some goals or directives, for example, things that you could do during your mentoring are these: join the special needs unit, see what it is like to be a principal for the day. Having that freedom allows a person to go in and do whatever they want to do and go and do it. A list of goals can make things clearer. I had goals but they weren't the same goals like going to see the principal. My goals were going in and staying with the mentor and his classes. Had there been more structure I could have been going into the community a bit more. I was still involved in the school community a little bit but having a wider scope of ideas would be good.' (Focus Group 2, 20.9.2012)

3.3 Professional Discourses

The designers of the QTMP hoped that the mentor teachers would help to prepare their mentees for teaching by assisting them develop from basic classroom managers to reflective practitioners (Le Cornu, 2010). It was envisaged that mentor teachers would support this process through discussions with their mentees as they debriefed together on classroom observations, teaching lessons, professional learning workshops and other experiences within the school community. The data gathered regarding the professional discourse between mentor teachers and mentees during the project, plus the professional discourses experienced in staffrooms, are reported in this segment.

Mentor teachers and mentees were asked in their final interviews and focus groups if they thought their professional discourses changed over the project. The mentor teachers indicated that professional conversations developed with their mentees:

'I think initially we spoke about classroom management but then we moved on to what skills I can use, what resources I can use. When we got to that stage I thought that was good, because this is what it is about.' (Louise, Interview, 1.11.2012)

Will confirmed Louise's thoughts about conversations with his mentee by stating:

'It has been good with the mentee. I think the conversations are the same but he is developing, asking questions and he is using his experiences.' (Interview, 1.11.2012)

Three mentees commented that as the program continued they felt more comfortable asking questions, voicing opinions and using the mentor as a sounding board as part of the reflective process. Tracey said that conversations with her mentor teacher changed to become more professional:

'Our conversations became more professional as our relationship developed. My mentor teacher really helped me a lot to understand the classroom dynamics and various issues within the school.' (Interview, 20.9.2012)

Julie expressed her own development as a teacher in her conversations with her mentor teacher, 'Well, as I learnt more I could ask better questions' (Email, 29.8.2012). Another mentee, Jenny, suggested:

'As the relationship became more collegial so the conversations changed. It became more of a level relationship so conversations changed as the weeks went on. I didn't feel bad about asking for things. She was also asking me for my opinion, for example, running the Year Six Integration Days she hadn't done before.' (Final Focus Group 1, 20.9.2012)

The principal, Peter, said that professional discourse was a Professional Development area he was keen to foster in his staff. He hoped that the QTMP would assist in this area as the mentees would 'be keen to ask questions, query models of teaching seen and suggest ideas and resources that they had access to' (Interview, 30.8.2012). In his final interview, Peter was asked if he thought professional conversations had developed over the QTMP. He answered that by the conclusion of the QTMP he had observed and taken part in many professional conversations. He particularly mentioned the professional discourse he experienced with Julie, the Drama mentee:

'When I was speaking to the Drama mentee over a period of a couple of weeks I could see the development in her. Even issues such as child protections became

so much more meaningful to her as part of being a teacher. It was a matter of joining the dots for her.' (Interview, 1.11.2012)

The mentees had varying degrees of experiencing professional conversations in the staffroom at SHS. Anne observed the inter-collegiality and professional conversations of staff when a Mathematics teacher came to share his encounter with a student during a Mathematics lesson. The student's next lesson was Physical Education. The Mathematics teacher wanted the Physical Education teacher to be aware of the student's inability to cope that day (Focus Group 4, 31.5.2012). Jenny had a similar experience, 'In the Mathematics staffroom they share everything they come up with and my mentor teacher shares the teaching of her classes so she has a relationship with other faculties' (Focus Group 1, 31.5.2012). Angela said she had gained good insight into how teachers think by interacting in the staffroom and observing conversations about teaching pedagogies and students, 'I have picked up little tips here and there, and seen a variety of approaches that different people have towards different situations' (Email correspondence, 10.9.2012).

Other mentees had negative experiences in their respective staffroom. This affected the opportunities for professional discourse among the staff themselves and for the mentees. Tom talked about the gossiping he experienced in an all-female staffroom (Focus Group 3, 31.5.2012), whilst Mike stated:

'I felt uncomfortable from the moment I walked in to the staffroom. There seemed to be resentment to me as a young teacher. When I walked in and introduced myself they said 'Hi' they turned away from me and continued with their conversations.' (Final Focus Group 3, 20.9.2012)

Professional conversations did change over the period of the QTMP for those mentees who experienced a positive relationship with their mentor teachers. The mentees could see themselves becoming more reflective in their conversations and questioning. Examples of professional collegiality and discourse were seen in some staffrooms but were not evident in all.

This section has reported on data gathered on the relationships that emerged between mentor teachers and their mentees during the QTMP. Data have shown that relationships were collegial for a number of mentees and mentor teachers, and that collegial relationships supported mentees in their feelings of preparedness to teach.

Part B – Understanding the Profession

As discussed in Chapter 2, the National Standards for Accreditation for Initial Teacher Education Programs (AITSL, 2011; 2015) aimed to better prepare pre-service teachers for the profession by ensuring that ITE programs were bridging the theory/practice nexus in their courses by:

1. Gradually immersing pre-service teachers into classroom practice;
2. Partnering of schools and tertiary institutions to assist in the preparation of pre-service teachers; and
3. Providing Professional Development for practising/supervising teachers.

The literature showed that many graduating teachers do not possess a strong understanding of the profession and find the transition to teaching to be a difficult process, with a number not continuing as teachers longer than five years (Watt & Richardson, 2011). The QTMP partnership between UOW and SHS aimed to fulfil the focus of the national standards by broadening the mentees' understanding of teaching and what teachers do through mentoring by practising teachers and immersion into the school culture of SHS.

This section reports on developing the mentees' understanding of the profession and whether their understanding of the theory–practice nexus improved as a result of participating in the QTMP. Data collection points for this section occurred at the beginning, mid-point and end of the project. Data were collected through the following means:

1. Focus groups conducted with mentees at the beginning and conclusion of the QTMP; and
2. Semi-structured interviews held with mentor teachers and executive staff at the mid-point and after the conclusion of the QTMP.

The data are reported under the following themes:

1. What is Teaching?
2. Preparedness to Teach
3. Theory/Practice Nexus

Theme 1:What is Teaching?

During the initial focus groups, mentees were asked how they would define teaching and what teachers do. The participants of Focus Group 2 (31.5.2012) each gave input to this question. Sue admitted that it was difficult for her to articulate what teaching was because she said it was something they were a part of for most of their lives. She used synonyms like 'education' and 'experience' to describe teaching but could not actually define it. Mark continued the conversation. He said that he could not differentiate between 'what teaching is and what teachers do'. He felt that they seemed to be one and the same thing but thought teaching was 'the role of facilitating learning and how one went about that'. Sally broadened the definition by saying:

... 'teaching is a transfer of your knowledge and skills to every student. It does not have to be in the classroom even to social or playground, you are always teaching. To me, it is always what you are doing.' (Focus Group 2, 31.5.2012)

The discussion concluded with Sue recalling that in a university subject, they had been taught about modelling as a teacher as being important. She thought this might define teaching.

The discussion in Focus Group 2 typified responses in the other focus groups. All fourteen mentees struggled to define teaching but phrases such as 'to facilitate learning', 'transfer of knowledge', 'role modelling' and 'teaching skills' recurred in each group. These phrases indicated that they had a picture of a model of teaching with the teacher as the centre of learning, standing in front of a class imparting knowledge. Julie concluded the conversation about teaching in her group by stating that teaching was like 'catering because you teach everything from safety to wellbeing and your subject. You are also a social support, providing student support when they need it' (Focus Group 1, 31.5.2012).

In the first interviews, mentor teachers and executive staff were asked; 'What is teaching?' They identified teaching as dynamic classrooms where mutual learning of teachers and students was taking place. Marion defined teaching as 'collaborative, we learn from children and they learn from us' (Interview, 16.8.2012). Peter added to Marion's statement by stating his understanding of a learning classroom as 'an environment where there is a mutual moment of learning and it is not about the student only'. Both Marion and Peter's comments identified teaching as a shared process where both student and teacher learn. There was also a further idea that teaching encompassed lifelong learning.

Other responses from the mentor teachers included the phrases used by the mentees but with the overtone that teaching is based on a relationship developed between the teacher and the student. Louise captured this idea by saying, 'Teaching is an opportunity to guide, to encourage and to nurture a young person' (Interview, 30.8.2012). The mentor teachers and executive staff defined teaching as 'engaging students' (Interview, 9.8.2012), 'facilitating learning' (Jill, Interview, 2.8.2012), 'preparing students for life' (Allan, Interview, 16.8.2012) and 'getting the best out of kids, to fulfil their potential and to enable them to be proactive learners' (Interview, 16.8.2012). Peter defined what teachers do in an overarching statement, 'Teachers improve and celebrate the society in which we live' (Interview, 30.8.2012).

The mentor teachers and executive staff hoped the mentees would see the whole picture of teaching by the end of the program, as expressed by Louise when comparing Professional Experience with the opportunities offered by the QTMP:

'When pre-service teachers come to Professional Experience they only see the classroom aspects of teaching. They come in for a bit and then leave. In this program, however, they can shadow an individual, not just the classroom, they can learn the logistics and the reality of being a teacher, the playground duties, the meetings, the welfare meetings and all the other things that come with teaching. The other day I saw a mentee in the principal's office, shadowing the principal, watching what the principal does. This program gives them so much insight.' (Louise, Interview, 30.8.2012)

At the conclusion of the QTMP, the mentees were asked:

Has your experience in the program changed how you think about teaching and what teachers do?

Eight of the fourteen mentees said that their understanding of the teacher's role had broadened as a result of the QTMP. Three of the fourteen mentees, Angela, Sally and Jenny, stated that their approaches and attitudes to teaching had not changed but their perspectives on teaching had. Angela said:

'The program gave me a feeling of all the extra stuff involved in teaching. I got an appreciation of what else they had to do, organising excursions, welfare etc. It made me realise you are not just concentrating on teaching but everything else as well.' (Final Focus Group 2, 20.9.2012)

Sally participated in the same focus group. She added to Angela's comments, 'The program emphasised things like learners with special needs, and the practical things associated with that which was good' (Final Focus Group 2, 20.9.2012). Jenny gave a list of the activities she became involved in with her mentor teachers to show how her understanding of what teachers do had broadened (see p.147 for Jenny's full comment):

Three other mentees, Tracey, Paul and Jane, felt that they had a 'big picture' view of the role of teachers. Tracey said that the QTMP had given her the full implications of teaching but she was particularly positive about being a teacher:

'The project enabled me to realise the entire picture of teaching and the full expectations of the career I have chosen. I can honestly say I couldn't think of anything better than to be a teacher.' (Interview, 20.9.2012)

Paul also said that the enormity of the role had not discouraged him:

'There is certainly more than I expected to the role of teaching. It is a little scary of the students who you might come across but hasn't put me off teaching.' (Final Focus Group 3, 20.9.2012)

Jane agreed when she said:

'It made me think about time management and being able to prioritise and all those things; how much extra work that there is involved in teaching. It didn't put me off. It makes me appreciate how important teaching is. It is not just delivering the syllabus outcomes.' (Final Focus Group 1, 20.9.2012)

Two mentees, Tanya and Mike, commented on their broader understanding of teaching as a result of their expectations of the QTMP not being met. Tanya learnt that she might not fit into certain communities:

'It exacerbates how different every school's 'community of practice' is as we see three very different school environments in this Grad Dip Ed. We have two schools on Professional Experience and SHS. You will see what environments you will fit in and those not. My first Professional Experience was amazing but this mentoring experience wasn't so good.' (Final Focus Group 3, 20.9.2012)

Mike added to Tanya's comment by saying that the QTMP had given him a realistic expectation of the profession as a whole and changed the way he thought about teaching:

'In terms of what teachers do it has changed the way I think. There are two types of teachers, those who do what is required of them and then there are those who are excelling above and beyond expectations. Secondly it has given me a more realistic expectation of what goes on in the profession.' (Final Focus Group 3, 20.9.2012)

At the end of the QTMP, mentor teachers and executive staff were asked:

From your observations has your mentee's understanding of teaching and what teachers do changed over the course of the program? If so, how?

Three of the four mentor teachers interviewed concurred with the mentees' statements that mentees' understanding of what teachers do had broadened as a result of the QTMP. Will saw his mentee's understanding change over the time (Interview, 1.11.2012). Marion explained that her mentee saw how 'the plan of a day can be interrupted and take different courses just with a student and a parent. Often you just have to think on your feet that no lesson preparation can account for' (Interview, 6.11.2012). Louise said, 'I pushed my welfare role and she knows that we wear other hats' (Interview, 6.11.2012).

Louise and Will also talked about the different faculties, which their mentees could observe and be a part of. For Will's mentee, this was the Special Needs unit. Will felt that experience in this unit made his mentee far more employable than his particular teaching subject where it was difficult to obtain employment (Interview, 6.11.2012). Louise discussed the various faculties and types of classes that her mentee was able to

observe. Louise felt this gave her mentee a far broader picture of different teaching styles and teaching generally (Interview, 1.11.2012).

At the conclusion of the QTMP, executive staff were asked:

From your observations have the mentees' understanding of teaching and what teachers do changed over the course of the program? If so, how?

Allan and Peter concurred that from their observations the mentees' understanding of teaching and what teachers do had changed. Allan referred to activities, such as staff meetings and parent/teacher interviews, which the QTMP had provided for the mentees. He said that these activities had given the mentees 'a better sense of what schools are about. To be immersed into a school prepares them for teaching' (Interview, 6.11.2012). Peter explained the impact of the QTMP on four mentees from Drama, Art, English and HSIE. He had particular contact with these mentees. Two mentees had shadowed Peter for a day, and two had ongoing discussions with him regarding the teaching profession. Peter said, 'In these mentees, we saw rapid development of the understanding of teaching per se and how schools work' (Interview, 6.11.2012).

By the conclusion of the QTMP most mentees expressed a comprehensive understanding of the role of a teacher. Three out of four mentor teachers and two executive staff members concurred with this outcome. No mentee, however, expressed the classroom as a place of collaborative learning or that teaching was based on a relationship between the teacher and his/her students.

Theme 2: Preparedness to Teach

At the conclusion of the program, all participants in the study were asked if they believed the program had assisted in the mentees' preparedness to teach. Eight mentees who experienced a positive relationship with their mentor teachers indicated that the QTMP had assisted them. Jenny commented:

'I feel better prepared for different aspects of teaching. I think I have more of an idea of how the other stuff works rather than being thrown in at the deep end next year as other Grad Dip Ed students will be.' (Final Focus Group 1, 20.9.2012)

Her reason for the success was pivotal, 'This has been mainly through my mentor' (Final Focus Group 1, 20.9.2012). Tracey highlighted several areas where she felt better prepared for teaching:

'I have gained a lot of resources, more knowledge of programs and how they are implemented, what time frame to work from, and learnt through interactions with students and teachers.' (Email, 20.9.2012)

Tracey's final statement in the same email comment signified her perceived preparedness as a teacher; 'I feel that I am able to go into any classroom now with confidence' (Email, 20.9.2012).

The mentees stressed that the program had not necessarily changed how they thought about teaching but gave them insight into the 'bigger picture' of teaching. Angela said:

'It gave me a feeling of all the extra stuff involved in teaching. I got an appreciation of what else they had to do, organising excursions, welfare etc. It made me realise you are not just concentrating on teaching but everything else as well.' (Final Focus Group 3, 20.9.2012)

Jane also observed the extra workload as she shadowed her mentor teacher who was involved in welfare. She said that this made her think seriously about time management and being able to prioritise. However, she said, 'It didn't put me off. It makes me appreciate how important teaching is. It is not just delivering the syllabus outcomes' (Interview, 20.9.2012).

Two mentor teachers were particularly positive about the program assisting in preparing mentees for teaching. Will considered, 'The program helped the mentee to be well-prepared and assured him of what he is learning' (Interview, 1.11.2012) whilst Marion said, 'The program assisted him more than if he had just done Professional Experience' (Interview, 6.11.2012). The principal, Peter claimed the program was a great success because he saw mentees becoming colleagues, 'The status of a mentee becoming a colleague is an incredible success'. He further highlighted this by referring to four mentees with whom he had developed professional relationships (as previously discussed). Peter also discussed the development of the Drama mentee's professional discourse (Interview, 6.11.2012, see , Part A: Professional Discourse, p. 152).

Mark and Sally could not comment about their preparedness to teach as a result of their mentoring experience because they did not have a positive working relationship with their mentors. Mark described his experience of the program as 'going through the mechanics' by attending Professional Development and parent/teacher interviews. He found each of these somewhat helpful (Final Focus Group 4, 20.9.2012). Sally said that she found the workshops and parent/teacher interviews helpful in preparing her to teach (Final Focus Group 3, 20.9.2012). Tanya did not have a collegial relationship with her mentor teacher. However, she found:

'The program provided me with opportunities to immerse myself into the school's community in meetings, workshops, staffrooms, class observations and social events. This gave me insight into teaching.' (Focus Group 4, 20.9.2012)

Mike experienced a negative relationship with his mentor teacher but said that he did enjoy shadowing the principal for a day and found that helpful in considering future possibilities in the profession (Final Focus Group 3, 20.9.2012).

Those mentees who experienced a positive relationship with their mentor teachers said that they felt they were assisted in their preparedness to teach. The mentor teachers also said they saw preparedness in their mentees. The mentees who did not enjoy a positive mentor teacher/mentee relationship still found some insight into teaching from the immersion program through workshops, parent/teacher interviews, shadowing executives, meetings, class observations and social events provided by SHS.

Theme 3: Theory/Practice Nexus

This section reports on the effectiveness of the QTMP in assisting the mentees' preparedness to teach through understanding the relevance of theory learnt at university informing classroom practice. During the initial focus groups, the mentees were asked:

From your perspective, do you think that the theories you have learnt in your course at university so far seem relevant and inform classroom practice?

The day that three initial focus groups were conducted, a large theoretical assignment was due at university. Many of the mentees were tired and stressed about the task at hand. Most felt this question was particularly relevant to their current situation, therefore, they were keen to give their input. Every group discussed aspects of the theory components of the course. Mark said, 'There is none of the course you could take out' (Focus Group 2, 31.5.2012) whilst Julie stipulated, 'Theory informs if you are doing right or wrong' (Focus Group 1, 31.5.2012) and Jane said, 'Theory helps to order things. They put a name on things' (Focus Group 2, 31.5.20132). These responses indicated that the mentees saw some relevance of the theory and the need for it. The discussions in each focus group then moved to Professional Experience. At this point, opinions on theory informing classroom practice varied. Terry and Mike (Focus Group 3, 31.5.2012) said that they had found it difficult to see how theory was relevant to classroom practice before Professional Experience. During their time in the classroom, however, they began to see the need for background theory to understand teaching processes and behaviour management. Tanya and Tracey disagreed, because both had experienced some very difficult classes that were managed well by their supervising teachers. The teachers used traditional teaching methods with note taking, quizzes and whole class reading of texts. These methods worked positively for these classes with encouraging results for the students. Tanya and Tracey argued that this traditional form of teaching was not acceptable pedagogy in theory learnt at university. Tanya concluded the discussion with the following comment:

'I took away the need to know your students and teach them in a way that suits them. It is very much about individual classes and I don't think one or the other way is such a bad thing. I don't think they teach you that here at uni.' (Focus Group 3, 31.5.2012)

By contrast, Anne found that the theory she learnt at university, combined with her first Professional Experience, had influenced the change she was going to make in handling behaviour management on her next Professional Experience.

'I think that kids who are quiet, it is not that they just don't know the answer, or are dumb. I have to realise that they maybe just be quiet and you have to incorporate some learning theories building up the class rather than content. Getting everyone out of his or her shell is more important. In my first Professional Experience it was getting through every dot point of my lesson

plan, ticking all the boxes. For next Professional Experience I am keen on learning every kid's name and knowing a bit of their background and stuff. I am leaning towards the more positive reinforcement.' (Focus Group 4, 1.6.2012)

The mentee participants in Focus Group 2 discussed the relevance of certain theory units and assignments pertaining to their placement of Professional Experience. Sue considered the theory being taught was relevant but the placement of assignments was not structured well. She commented particularly on the assignment just completed, saying that she did not have much knowledge of Quality Teaching Standards at that time but had to complete an assignment on it. Paul followed with another example of completing a unit of work on Professional Experience before he had actually seen what a unit of work looked like.

The mentor teachers and executive staff saw the relevance of theory to classroom practice as experienced teachers. Peter articulated clearly the need for both theory and practice in the development of a teacher:

'Theory is vitally relevant and informative of classroom practice. Academic, theoretical grounding and understanding allows the framework within which you can reflect and evaluate and have dialogue and discussion. Otherwise you are working with languages and ideas that you are not sure of. Theory gives you some clarity. I very much believe in the practical experience but without that tertiary learning there is a lacking of substance or depth, like someone who thinks that they can teach a Keats poem without knowing the whole school of romantic literature. You are so much more effective when you understand the whole. That theoretical learning coupled with the practical experience and being part of an educational community gives you the whole.' (Interview, 30.8.2012)

Allan disagreed with Peter. He said that there was sometimes disconnect between theory and practice because theory came from a world of academia whilst practice took place in a school. He said that using practising teachers to lecture in ITE programs did help to ameliorate that problem (Interview, 16.8.2012). Louise agreed with Allan. She had lectured at UOW and said:

'We made sure that whatever we taught them they could take into the history class to teach, so it was ground roots stuff. We looked at the practical side of teaching.' (Interview, 30.8.2012)

Allan also had concerns about the meaninglessness of assignments unless placed in the context of the classroom and after pre-service teachers have observed the theory in practice:

'I remember developing a unit of work. It was for this imaginary class, and it didn't have a lot of meaning. If I had been able to do that with a class in mind then it would have deepened the learning experience, and if I could use it in a future class. I think yes that what they do in the pre-service course is valuable but there is the danger that they don't get the full understanding and implication of what that is until they get come into the school and get the feel of it.'
(Interview, 30.8.2012)

Marion was quite critical of what was lacking in graduate teachers. She felt that theory could only go so far. Graduate teachers had to experience marking and workload. She likened it to parenting: 'Before you have a baby, nothing can prepare you for having a baby, not the day-to-day nitty gritty and nuts and bolts you can only experience when the baby arrives' (Interview, 16.8.2012). For her, theory was the background to the practical experience necessary to becoming a successful practitioner. Theory, however, needed to be based on reality.

At the conclusion of the program mentees, mentor teachers and executive staff were again asked the same question regarding theory and practice. There were mixed reactions to this question from all participants in the study. Opinions of the mentor teachers and executive staff had not changed. In fact, their opinions had become firmer. Peter maintained:

'To be a good teacher, one needed both the academic side with the theory and content and enjoying being in the environment. I hope that participation in the QTMP had assisted pre-service teachers to know if they are in the right profession or not.' (Interview, 1.11.2012)

Will was pleased that his mentee understood the link between theory and practice by the end of the program:

'My mentee was doing all of these things and applying theory. Everything he was doing fits with quality teaching and learning. He was pleased and he got it.'
(Interview, 1.11.2013)

Marion and Jill commented at the beginning of the program that there were limitations to the theory taught. Marion reiterated this at the end of the program by stating, 'Different learning styles and behaviour management were not sufficiently covered' (Interview, 6.11.2012). Jill felt there was 'a need for pre-service teachers to complete a project, linking the theory with the school whilst on Professional Experience' (Interview, 1.11.2012).

In their final focus groups, the mentees became more discerning in their thoughts about theory underpinning practice. They saw lessons where theory had or had not informed classroom practice. Sue observed her mentor teacher using narrative effectively in a lesson, a technique that Sue only knew as a theory until that point in time (Final Focus Group 3, 20.9.2012). Angela commented that questioning skills were very 'dry' in some lessons she observed (Final Focus Group 3, 20.9.2012). Angela felt that these teachers had not understood the principles behind questioning. Tom said, 'University assignments have not been relevant to classroom practice and mentor teachers commented on this' (Final Focus Group 4, 20.9.2012). He also said that the Special Needs subject was primarily focused and not relevant to the students he was teaching in a secondary school (Final Focus Group 4, 20.9.2012). Tanya differed in her opinion. She said the theory units were useful in understanding both the school and the students:

'The Sociology unit is very much based on the context of the student in the school, but considering outside aspects as well, that is, what is going on at home, what is going on culturally, and seeing the conversations flow at parent/teacher interviews. The Health Unit is great for its practical application because it was dealing with welfare issues such as depression. The PE subject was also showing us how to teach.' (Final Focus Group 4, 20.9.2012)

The comments regarding the theory/practice nexus by the mentees and mentors show that they clearly realised the importance of theory in preparing a pre-service teacher to teach and how theory is played out in the classroom. However, mentors and mentees were critical of aspects of theory taught at university and the relevancy of assessments and the application of some theoretical principles in the classroom. The following section will report on the strategies implemented to assist the immersion of the mentees in the 'community of practice' of SHS.

Part C – Enablers and Inhibitors

For the purposes of this study, mentor teachers were seen as an integral component of the 'community of practice' of SHS and crucial to the mentees' successful participation. The innovative program of the university and school provided opportunities for mentees to immerse into SHS's culture, which was helped towards the success of the QTMP. This section reports on the strategies employed by the mentor teachers and the UOW/SHS innovation to fulfil the aims of the QTMP. The findings provided strategies that enabled and inhibited the mentees' understanding of, and participation in, the school's 'community of practice'. Data were collected through the following means:

1. Focus groups conducted with the mentees at the beginning and end of the QTMP;
2. Field notes gathered at meetings held with the university coordinator and the school executive regarding the QTMP;
3. An email interview conducted with the mentees at the mid-point of the QTMP; and
4. Semi-structured interviews held with the mentor teachers and executive staff at the mid-point and after the conclusion of the QTMP.

The data are analysed under the following themes:

1. Community of Practice
2. UOW/SHS Collaboration

Theme 1: 'Community of Practice'

The QTMP was established to assist pre-service teachers in their 'preparedness for teaching' through a collegial relationship with a mentor teacher, immersion of pre-service teachers into the culture of a school and their participation in the 'community of practice' of that school. An understanding of the terms 'immersion' and 'community of practice' by all participants was therefore an important aspect of the program. In Chapter 2 'immersion' was interpreted as 'situated learning' where a person is immersed in a 'community of practice' so that he/she learns the skills of that community by observing, trying aspects of the community skills and eventually absorbing the learning and community as part of himself/herself, under the guidance of a mentor (Lave & Wenger, 1991). For the purposes of this study, 'immersion into the

community of practice' refers to the mentees' participation in, or engagement with, the 'community of practice' of SHS, particularly the teaching staff of the school. A 'community of practice' was described by Wenger (2006) as a group 'formed by people who engage in a process of collective learning in a shared domain of human endeavour' (p. 1). This section reports firstly on data pertaining to the participants' understanding of a 'community of practice' at the commencement of the QTMP. This is followed by the participants' observations of two enabling strategies of immersing the mentees into the 'community of practice' of SHS.

The mentees were asked to articulate their understanding of the term 'community of practice' during the initial focus groups. Most mentees said they had a limited understanding of the term but guessed that areas such as collegiality, staffroom culture and the general atmosphere of a school would define 'community of practice'. Mark began the discussion in his group by stating:

'I haven't heard of 'community of practice' before. This program will help me to understand that. The school I was at for my first Professional Experience was very collegial and they had a good network.' (Focus Group 2, 31.5.2012)

Anne selected the word 'collegiality' as a definition of 'community of practice'. She said that student support and collegiality, which she had seen amongst staff at SHS, would define 'community of practice' (Focus Group 4, 1.6.2012). Other mentees thought that the staffroom culture was the 'community of practice'. Many staffroom experiences (both positive and negative) were shared from their first Professional Experience, for example, Tom said: 'There was a bit of bitchiness in my staffroom' (Focus Group 3, 31.5.2012). Angela had a different experience, 'Most teachers shared resources and let me borrow. When I needed something everyone was helpful. One teacher gave me all the PowerPoint slides for the unit I was going to teach' (Focus Group 4, 1.6.2012). Anne said that the Physical Education department related well and ate lunch together (Focus Group 4, 1.6.2012). Staff meetings were also mentioned as part of the 'community of practice', either as a highlight or a low point for faculties, depending on members of the faculty (Tom, Focus Group 3, 31.5.2012). Julie (Focus Group 1, 31.5.2012) and Anne (Focus Group 4, 1.6.2012) said that the general atmosphere of a school was a

component of 'community of practice'. They had completed their first Professional Experience at SHS with positive experiences. They chatted about the significance of the 'weekly morning teas' for the staff where there was a good intermingling of different faculties, raffles were held and awards given. Julie thought that staff morning teas demonstrated that teachers were valued. She also commented on the principal's high expectations for his school, which was 'echoed in the uniform code and the staff supporting this as a community'. She saw the principal's expectations as part of the 'community of practice' (Focus Group 1, 31.5.2012).

The mentor teachers and executive staff defined 'community of practice' as immersion into the whole school culture. School culture refers to the outworking of a school's vision and policies in its activities, for example, disciplinary procedures in classrooms, school assemblies, staff meetings and social events. The mentor teachers and executive staff only mentioned the various activities of the school in which to immerse their mentees. Allan saw a 'community of practice' for mentees as 'the mentees are welcome to participate in everything, any meetings, executive, welfare, staff meetings, morning teas, and they are a part of this school' (Interview, 16.8.2012). Peter added that parent/teacher interviews and professional workshops were part of the 'community of practice' of the school:

'The mentees come to parent/teacher interviews. They all have to see a staff member interview a student about their behaviour. It is expanding those professional workshops into areas and for them to see how important all areas of school are.' (Interview, 30.8.2012)

Three mentor teachers, Marion, Sam and Will, also interpreted 'community of practice' as immersion into a school's culture, 'He comes to staff morning teas, and socially gets to know people. This is 'community of practice' (Marion, Interview 16.8.2012). Will said, 'Parent/teacher interviews and workshops are a good way to understand the school's 'community of practice' (Interview, 9.8.2012). Sam articulated:

'I am going to rely on workshops to do most of the immersion into the school's 'community of practice', as well as coming in every Tuesday will give him a really good eye of the school. Events such as executive meetings will give him an idea of how to really see the school working.' (Interview, 2.8.2013)

'Community of practice' was a new term to many of the mentees at the beginning of the QTMP. Their understanding was therefore limited to some aspects of the term's meaning. The mentor teachers and executive staff understood 'community of practice' to be immersion into the culture of the school. They therefore saw that a program should consist of the mentee: (i) shadowing their mentor teacher; (ii) honing his/her teaching skills by teaching and team-teaching some of the mentor's classes; (iii) visiting other classrooms; and (iv) accompanying the mentor teacher to staff meetings.

At the conclusion of the QTMP, the mentees' understanding of the school's 'community of practice' had become real for those who had effective mentoring relationships. Sue and Jenny commended the faculties they were part of during the QTMP. They both felt accepted and had become members of those faculties. Sue recalled her participation in a faculty planning day and working professionally with the staff (Final Focus Group 2, 20.9.2012). Tracey and Jane found the whole school to be most welcoming and found they were able to develop relationships with many members of staff not just their own faculty (Final Focus Groups 2 and 3, 20.9.2012). In particular, Jane mentioned the availability of the principal to communicate with all staff and mentees. Other positive comments related to the social aspects of school life, such as the weekly staff morning teas with raffles and presentations (Jenny, Final Focus Group 2, 20.9.2012) and attendance at parent/teacher interviews (Paul, Final Focus Group 2, 20.9.2012).

By contrast, those mentees who did not develop a positive relationship with their mentor teachers could not talk about their participation in the 'community of practice'. Final Focus Group 2 (20.9.2012) had several mentees who did not develop a positive relationship with their mentor teachers. Their discussion focused on the need to select mentor teachers carefully and make them accountable so that the school's whole community could be open to them. Other negative comments by mentees about the 'community of practice' related to the staffrooms where mentees felt uncomfortable as reported in 'Professional Discourses' (Part A, p150, Mike, Focus Group 3, 31.5.2012).

In their final interviews, three mentor teachers discussed the strategies that they and the school had implemented in assisting mentees to understand and immerse into the school's culture. Marion reported that her mentee had immersed into the school's culture by fully participating in school activities as would a regular staff member:

'He was interactive and his personality lent him to do that. He would come in on a Tuesday so that he could come to a staff morning tea. He came on a faculty dinner so he was interested in becoming part of a working team. It worked for him.' (Interview, 6.11.2012)

Will agreed that his mentee subsequently developed 'a broad concept of what it means to be in a school because of his participation in both activities provided by him and the school' (Interview, 1.11.2012). Louise concurred, 'I think the workshops were amazing and the other opportunities will put them ten steps ahead of everybody else in immersing into a future school' (Interview, 1.11.2012). Although Jill did not have a productive or effective relationship with her mentee, she did agree with the other mentor teachers that a benefit of the QTMP was to 'get the mentees to understand the complete role and job of the teacher'. She felt however that mentees should be immersing into the school's culture on Professional Experience (Interview, 1.11.2012).

Peter summarised the benefits of immersion into the school's culture and its 'community of practice', which the mentees had experienced during the QTMP:

'I think having an experience of the sense of school which you don't get in a practicum. In a practicum you are locked into that you are here on practicum and that is what you do. The program opened up the school to the mentees. They were part of something a bit bigger and could see the whole school. They could actually participate in other learning events that were professionally presented in the workshops. They could shadow, participate in parent/teacher interviews. They could also participate socially with the staff. This is what community is all about.' (Interview, 6.11.2012)

These final comments by the mentor teachers and executive staff indicate that they still saw 'community of practice' as immersion into the school culture. There were hints, however, of 'collective learning' taking place for the mentees in the school. For

example, Marion mentioned that her mentee became part of the working team and Peter spoke of the professional learning events they could participate in.

Various strategies were designed and implemented as part of the UOW/SHS collaboration in order to accomplish immersion into the 'community of practice'. The following two strategies that were implemented were considered to be enablers:

- 1.1 Shadowing the Mentor Teacher
- 1.2 Parent/Teacher Interviews

1.1 Shadowing the Mentor Teacher

The mentor teachers and executive staff discussed the importance of a mentee shadowing a mentor teacher. Shadowing a mentor teacher consisted of a mentee accompanying his/her mentor teacher to lessons, meetings, playground duties, assemblies, extra-curricular activities, parent/teacher interviews and morning teas during the time that the mentee was present at the school. In their final interviews, three mentor teachers reported on the significance of shadowing. Louise said that shadowing enabled the mentee to 'learn the logistics and the reality of being a teacher, the playground duties, the meetings, the welfare meetings and all the other things that come with teaching' (Interview, 1.11.2012,). Marion stressed the importance of mentees learning the complexities of managing a full teaching role in a school:

'Mentees exist in their own bubble. I think they should shadow you all day for a couple of days physically. If somebody calls, you have to go and the mentee needs to walk in your shoes by physically following you and observing where ever it is appropriate. They are busy but they don't really have an understanding of how you have to manage so much in a school.' (Interview, 6.11.2012)

At the conclusion of the program Allan noted that there was a strong correlation between effective shadowing of a mentor teacher and a mentee becoming part of the community of the school:

'Some mentees shadowed their mentor really well and integrated into the school really well and for some that did not happen and they felt like a student teacher which wasn't as beneficial for developing the colleague relationship.' (Interview, 6.11.2012)

Peter saw shadowing a mentor teacher as mutually beneficial to the mentor teacher and mentee. He said that one of the driving forces behind developing the QTMP was the opportunity for mentees to shadow a mentor teacher, 'The mentee can hopefully witness good practice in their mentor teacher'. (Interview, 6.11.2012). Following the QTMP, Peter commented on the success of the program for mentor teachers and their mentees. He particularly mentioned the development in his teachers as a result of the QTMP:

'I have seen teachers improve what they do by committing to good practice in all areas of school life. Therefore the project is successful: I have seen one mentor teacher become an enlivened person this year. Her mentee consistently shadowed her during the QTMP. For the mentee this was a great preparation for teaching. I have seen this mentor teacher increase her profile, her voice and her participation in the school. I have seen her leadership grow and seen what she is talking about to be so much deeper and more meaningful. I can't draw the connection completely between being a mentor and her development but it has been part of it.' (Interview, 6.11.2012)

As noted in Part A: Participants' Aspirations (p. 127-130), the mentees wanted to shadow their mentor teacher and learn about teaching and the school (Angela, Focus Group 4, 1.6.2012). During the program, several mentees discussed what shadowing fulfilled for them. Sue found that shadowing was useful for her to understand her role in the school and teaching English:

'I have spent a lot of time shadowing my mentors as they teach and move around the school. This has been very useful in understanding what the role is about and I feel more confident about teaching English for my final Professional Experience.' (Final Focus Group 2, 20.9.2012)

Paul commented about his mentor teacher's professionalism in every aspect of his role as a teacher in a school as he shadowed him:

'My mentor has been an example of professionalism as a teacher in all that he does in the school, not just his teaching in the classroom. As I have shadowed him he has also made me more aware of incorporating improved literacy development for students. He has helped with showing me different methods of behaviour management in the class room.' (Email, 3.9.2012)

Three mentees reported on the opportunity to shadow their mentor teacher in specialist roles. This assisted them to understand the broader school community. Angela's mentor teacher was a Year Advisor. Her observation of her mentor teacher in this role assisted Angela in her own student management, 'I could see the multiple ways of how you can interact with a child in situations which may have been confrontational if that hadn't been dealt with carefully' (Angela, Final Focus Group 1, 20.9.2012).

Jane's mentor teacher was a Welfare Coordinator, which Jane found beneficial because she came from a welfare background and wanted to pursue this area in teaching:

'She has enabled me to sit in on welfare meetings and she has piled me up with information. Even at the parent/teacher interviews a lot of her discussions with students were more student based and welfare based rather than outcome based.'
(Jane, Focus Group 1, 31.5.2012)

Finally, Jenny's mentor teacher was involved in a number of co-curricular activities, which broadened Jenny's understanding of the profession. Her comments stated previously (see 'What is Teaching', Part B, p. 155) reflected her increasing awareness of the breadth of teaching, e.g. assisting with excursions, the AIME program, a homework centre and a Year 6 integration Day (Jenny, Final Focus Group 2, 20.9.2012).

To conclude, Marion commented on the importance she placed on mentees shadowing their mentor teachers in all facets of teaching:

' If people volunteer to be part of the program because they are prepared to make the time to have an impact on people coming into schools, I think this is an absolute priority. We are all time poor but if we think that is important and of course we are overloaded but I would rather have a mentee that comes in over a week or whatever because it is such a priority.' (Interview, 6.11.2012)

The importance of shadowing the mentor teacher was clearly expressed by the mentor teachers and executive staff in their mid-point and concluding interviews. Those mentees who had the opportunity to shadow their mentor teachers found that it enhanced their understanding of the teaching role.

1.2 Parent/Teacher Interviews

The designers of the QTMP saw the parent/teacher interview as an integral aspect of the 'community of practice' and therefore essential to mentees understanding the community of SHS (Field Notes, 1.5.2012). The QTMP was launched in early May 2012 to enable mentee participation in parent/teacher interviews conducted at SHS in the second week of May. All mentees attended the parent/teacher interview evening where they observed their mentor teachers conducting interviews. This created a positive and enlightening experience for the mentees, especially regarding 'the flow of conversations' (Jane, Interview, 20.9.2012). Sally commented on the benefits of attending:

'The parent/teacher interviews were definitely a bonus and provided an insight to what some of the questions parents may ask teachers. The interviews gave useful hints as to what should be happening within the classroom.' (Email, 27.8.20120)

Anne gave a specific example of her mentor teacher's interaction with parents as helpful in learning how to deal with particular situations:

'It was interesting to see my mentor teacher deal with a couple who came and spoke to her and confronted her about an issue and she dealt with it really well. I would have snapped at them. I think she had seen them before, but they were angry about something to do with their son. My mentor teacher was able to show them how the school was dealing with the situation.' (Focus Group 4, 1.6.2012)

Angela's mentor teacher did not attend the parent/teacher interviews. Angela, therefore shadowed the Head of Department for the evening. She commented that the Head of Department mainly dealt with parents who had 'good kids' so he spent his time reassuring the parents. Angela reported that his language therefore was 'mostly general comments, like 'do this, study more', saying it in different ways over and over' (Focus Group 4, 1.6.2012). Angela said that she didn't learn much because she was not familiar with the students or the assessment tasks the Head of Department was referring to. What she did say was that it was good to observe 'how the context works and how he dealt with the parents. He was very good and very diplomatic' (Focus Group 4, 1.6.2012).

The mentees also noted a change in dynamics of parent/teacher interviews when the students participated. Two mentees commented that they found it strange to have students at the parent/teacher interviews (Anne and Angela, Focus Group 4, 1.6.2012) as they had not witnessed this procedure before. Anne said, 'I felt like the mentor teacher might have said a few more kind words than if the students weren't there' (Focus Group 4, 1.6.2012). Anne and Angela noted the way in which their mentor teachers included the parents and students in the interview process, as well as how the whole family engaged in the educative process of the school.

The mentor teachers saw the parent/teacher interviews as a positive addition to the QTMP. Louise said that this was an opportunity that not many pre-service teachers had. She debriefed with her mentee what was discussed with the parents (Interview, 30.8.2012). In her welfare role, Louise showed the mentee how she developed student programs with the parents at the interviews and then implemented these programs with the particular student's teachers. Will said the parent/teacher interview was the ideal situation for mentees to understand the 'community of practice' within a school, a time when mentees could observe parents and students interacting with teachers. Will also commented that his mentee had benefited from the interviews and was now implementing what had been decided upon with the parents at the parent/teacher interview (Interview, 8.8.2012).

Theme 2: The UOW/SHS Collaboration

It is now timely to discuss other strategies that were designed and/or implemented by UOW and SHS coordinators as part of the QTMP collaboration. These strategies were seen to be enablers and/or inhibitors to immersing the mentees into the 'community of practice' of SHS.

- 2.1 Professional Development at SHS
- 2.2 Executive Access
- 2.3 Faculty Staffrooms
- 2.4 Staff Attitudes
- 2.5 Resources/Time
- 2.6 School Staff Meetings

2.1 Professional Development at SHS

A significant component of the QTMP was the Professional Development provided at SHS for the mentees. This aspect was mutually designed by UOW and SHS coordinators and was intended to be a major enabler for learning and professional preparation for pre-service teachers. A series of workshops were designed to show how theory learnt at university impacts classroom practice. The topics of the workshops included 'Inclusive Teaching and Learning', 'Behaviour Management' and 'Special Education'. Staff members of SHS led the one-and-a-half hour workshops. The workshops were held on Friday afternoons at SHS during the five months of the QTMP. The principal, Peter saw the workshops as 'a quality opportunity that we provide' (Interview, 30.8.2012). He was particularly excited about the opportunity for the Professional Development of SHS staff in presenting the workshops and integrating theory with practice for the mentees.

However, mentee responses to the workshops varied from 'beneficial and practical' to 'too short and lacked depth'. Those who found them helpful pointed to the contextual usefulness of the workshops, 'I have not had much experience learning about refugees and being aware of their mindset in the classroom really assisted me' (Sally, Final Focus Group 2, 20.9.2012). Jane commented:

'We heard a lot of the stuff we had learnt at uni but seeing it in the context of SHS was really helpful. The first workshops were about ESL and inclusive teaching, which helped with teaching.' (Final Focus Group 1, 20.9.2012)

Mark said, 'The workshop insights gained will be useful in planning for inclusive environments and working with ESL and ADHD learners in class' (Email, 27.8.2012). Jane and Angela particularly commented on a workshop presented by the deputy principal, Allan where he included the ten top tips for teaching in the first year of teaching. They both found his presentation helpful and practical (Focus Groups 2 and 3, 20.9.2012).

However, several mentees expressed disappointment regarding the workshops. Angela said that the information overlapped with what they had learnt at university and therefore did not assist her in her application of theory to classroom practice (Focus Group 2, 20.9.2012). Tracey said that the mentees were looking for more practical experience than what the workshops offered. She did say, however, that her point of view might have been affected by her mentor teacher's attitude:

'The workshops, although interesting were not really helpful for the level that we were currently at, we needed more hands on experience rather than meetings. My mentor commented similarly and stated that the meetings were a waste of time. I felt that because of this attitude it may have lead to my own attitude being corrupted.' (Tracey, Final Focus Group 4, 20.9.2012)

Four mentees said that the workshops were too short (one-and-a-half hours in length) and the topics were only skimmed (Jenny, Sally, Tom and Mark, Final Focus Group 2, 20.9.2012). In their recommendations for future programs, these mentees suggested that the workshops should be at least half a day in length, allowing time for in-depth discussions and more practical exercises.

Two mentor teachers (Sam and Will) commented that they thought the workshops would provide good insight into the 'community of practice' of SHS (Interviews, 2.8.2012 and 9.8.2012). Sam said, 'The workshops will help the mentees understand the 'community of practice' here, especially on how to deal with special needs and ESL' (Interview, 2.8.2012). Peter saw the workshops as providing a bridge of theory to practice for the mentees and a tool for Professional Development for his staff. For Peter, the workshops added to the mentees' understanding of a 'community of practice' and to the 'professionalism' of the 'community of practice' at SHS:

'There was a learning and support teacher who delivered a workshop who gained an increased understanding of kids with learning difficulties and refined her knowledge by doing the professional presentation and dynamic workshop. She then refined the presentation and took that to the staff and it was very professional. In terms of informed, modelled, and reflected upon what they were doing, that connection with mentee strengthened what their content is about. The mentee also had the opportunity to understand how learning support is integrated into the 'community of practice' at our school.' (Peter, Interview, 6.11.2012)

These conflicting attitudes confirm the difficulties faced when trying to implement a 'one-size fits all' model. The mentees did not seem to appreciate the time and effort from the staff delivering the Professional Development sessions. Instead, they reflected only on their individual needs. This lack of appreciation of time and effort is another indication that the pre-service teachers did not fully understand the real demands on a teacher's time. This naivety reinforced the need for an immersion program such as the QTMP for all pre-service teachers.

2.2 Executive Access

Peter, as the principal and SHS coordinator for the QTMP, was keen to offer as many experiences as possible to the mentees, which would assist in their immersion into the community of SHS. Shadowing an executive was an activity that Peter introduced during the QTMP. Two mentees shadowed Peter for a day. The shadowing of an executive was an enabler for those mentees who participated in this activity but it was an inhibitor for those who were unaware of the availability of this opportunity.

Those mentees who shadowed Peter found this to be a highlight of the program and a good learning opportunity regarding a whole school picture. The mentees also observed the esteem in which the staff held for Peter. In their final focus groups, these mentees excitedly described their day with the principal as a good way to understand the culture of SHS from an executive's perspective and to observe the leadership role. Mike considered he had learnt a lot about the school from the experience:

'I had a good time with the Principal. I spent five hours with him and during that time we went through the tasks he would do including faculty objective setting, meeting with the deputy regarding timetabling for the school. Another component was a student welfare issue in relation to a relationship breakdown. The most valuable thing was the care and reflection he took with the school from the top. I thought that with some more time as a principal he could do great things. With a new teacher coming into a school it would be great to spend a day with an executive member of staff to see his/her values and attitudes. It actually teaches you more about the school than anything else.' (Final Focus Group 2, 20.9.2012)

Interestingly, Tom commented on the way the principal prioritised his work:

'I was with the Principal for a day. It was interesting to see how he had about 18 things to do in an hour and how he prioritises things. There was a lot of paperwork to sign off after an incident the day before involving some students. He made a point of explaining every single thing he did and even why he would be writing a note on a post-note. When people came in to speak to him he introduced me to them and explained why they were there and what he was doing.' (Final Focus Group 3, 20.9.2012)

Peter's response to those two days was also positive, both from his perspective and those of the mentees: 'Regarding those who shadowed me, I found it a seamless process. I am sure the two mentees who shadowed me have a better understanding of the school' (Interview, 6.11.2012).

The other members of Tom and Mike's final focus groups (Final Focus Groups 2 and 3, 20.9.2012) were quite upset that they had not known or been able to access this opportunity. Paul commented in his recommendations for future programs that every mentee should have the opportunity to shadow an executive (Final Focus Group 2, 20.9.2012). Had he known that this was possible he would have definitely asked to shadow an executive staff member during the QTMP.

The lack of communication regarding the opportunity to shadow an executive staff member was just one of a series of inadvertent inhibitors that were identified throughout the data collection period. For example, Angela cited the lack of communication inhibiting their participation in the QTMP:

'I am quite disappointed that I have heard nothing back after informing about these clashes before session began, and there has been no advice or information given about this situation. There seems to be a bit of a lack of communication in general – I have heard various things about attending the SHS meetings from some fellow mentees (e.g. some have been told that they need to be specifically invited by their mentor to attend certain meetings, whereas the vibe at the beginning was that we were welcome to come along to any meetings. There has been no clarification about this.). This has made be a bit uncertain as to where I stand at Keira outside my mentor's staffroom.' (Email, 31.8.2012)

These innocuous and often random situations and activities, for example, shadowing an executive, served to detract from the overall experience of the QTMP. They also highlighted the challenges associated with implementing an alternative/collaborative approach for Initial Teacher Education. These inhibitors often placed pressure on the collaboration, as well as individual participants. These inhibitors are reported below.

2.3 Faculty Staffrooms

The mentor teachers and executive staff regarded the faculty staffroom as an important facet of the 'community of practice' in a school. Sam saw the staffroom as good preparation for teaching and understanding the community:

'It is good for the mentees to see what the staffroom is really like. My staffroom is really not that bad. If mentees can get a picture of a staffroom it will prepare them for what they may go into. It takes time for people to warm and understand you and you them so it is good for mentees to understand this before they graduate.' (Interview, 2.8.2012)

However, the experiences of staffroom life varied for the mentees. Not all of the mentees felt welcome in the staffroom. Mike felt unwelcome from the moment he entered the staffroom. This situation (as previously referred to in 'Professional Discourses', Chapter 4, Part A, p.145) did not assist Mike in his participation in the school's 'community of practice' (Final Focus Group 3, 20.9.2012). Mark further commented about his staffroom experience, 'I still feel a stranger in the school when I go into the school, especially the staffroom' (Final Focus Group 2, 20.9.2012). Due to the lack of relationship with his mentor teacher, Mark had not had the opportunity to be part of the staffroom life. Jane also had a mixed experience of the faculty staffroom, as indicated by her comments below:

'I was in the staffroom with a few other teachers and there were times when I felt extremely uncomfortable. They were happy to do their own thing. There were a few times I had to confirm who I was. The atmosphere was okay, but there was one teacher who was particularly negative. Whether or not that attitude affected other teachers in the staffroom, I am not sure. Other than that they were fine and they were all on different timetables so it was a little disjointed.' (Final Focus Group 1, 20.9.2012)

Angela agreed with Jane. She experienced a staffroom where there was little integration for her, 'It wasn't until the last couple of weeks whilst talking to others on the program that I realised that other mentees were in the same staffroom with mentors. I was a bit shocked' (Interview, 20.9.2012). It is unknown whether this shock was attributed to the staffroom atmosphere or the failure of the student to immerse herself in the life of the staffroom, but the comment indicated the challenges that some mentees faced in integrating into staffrooms.

2.4 Teacher Attitudes

The discussion in Chapter 2 regarding teaching as a shared profession (Parker-Katz & Bay, 2007) in a 'community of practice' (Wenger, 2006) showed that the all staff members were responsible for assisting a pre-service teacher to become part of that community. The report on faculty staffrooms (above) indicated that for some of the mentees, staff attitudes had a negative impact, not only on their immersion into the school's 'community of practice', but also on their attitude to teaching (see Mike's comment in 'Professional Discourses', Part A). Individual teacher attitudes were also shown to be an inhibitor to the success of the QTMP for six of the mentees. When mentor teachers failed to develop collegial relationships with their mentees (see 'Negative Relationship', Part A) and assist in their immersion into the school's community, this was an inhibitor to the overall success of the program. Two mentees, Mark and Sally, described their relationship with their mentor teacher as 'non-existent'. Mark blamed his mentor teacher's busyness for his lack of mentoring (Final Focus Group 2, 20.9.2012) but Sally said that her mentor teacher exhibited no real inclinations to be a mentor teacher, 'I really didn't have any relationship with my mentor. At the meet and greet he was late and left early so I didn't get a chance to talk with him' (Final Focus Group 3, 20.9.2012). Mike had an incompatible relationship with his mentor teacher, as discussed in Part A: Negative relationships (p141). At the launch, he found he had different objectives for the QTMP from those of his mentor teacher. The relationship with his mentor teacher did not develop collegially from this point and was stopped by the UOW coordinator (Final Focus Group 3, 20.9.2012). Two other mentees, Angela (Final Focus Group 3, 20.9.2012) and Jane (Interview, 20.9.2012) felt that they had master/apprentice relationships with their mentor teachers. Although they benefited

from shadowing and observing their mentor teachers, they were not given the opportunity to practise teaching skills. This attitude did not help them immerse into the practice of teaching as a profession. Finally, Tanya (Final Focus Group 4, 20.9.2012) felt her mentor teacher was totally disinterested in the role and asked Tanya to observe other teachers' classes. Tanya was, however, able to immerse herself into the staffroom. The staff supported her with resources and ideas for teaching.

These six mentees struggled to gain a real bond to the 'community of practice' because of the lack of connection or non-collegial relationship with their mentor teacher. The attitude of some staff was therefore an inhibitor to the success of the QTMP.

Jill was a reluctant mentor teacher who did not develop a collegial relationship with her mentee. She admitted that the QTMP was not successful for her or her mentee. Her first interview indicated that she disagreed with the aims of the QTMP and only participated because Peter asked her to (Interview, 2.8.2012). In her final interview, Jill stated that the QTMP was an extra burden on teachers and offered no reward or payment. She also considered the QTMP was not appropriate for the Graduate Diploma of Education (Secondary) program and that the aims of the program could be fulfilled in Professional Experience during the Graduate Diploma of Education (Secondary) course (Interview, 6.11.2012).

Jill's view of the QTMP may have been the non-expressed view of a number of staff, as shown by the reactions held in the staffrooms and other mentee negative experiences with mentor teachers, namely, Mark, Sally and Tanya. As previously reported in Part A: Negative Relationship (p139-141), Peter said the lack of training and/or buy-in of staff regarding the QTMP (particularly the mentor teachers) meant that the aims of the project were not fulfilled for some mentees (Interview, 6.11.2012). Jill, however, highlighted other tensions, such as lack of payment as a problem for implementing the QTMP. It is timely to discuss this claim.

2.5 Resources/Time

As stated, the QTMP was designed as a response to the perceived needs and recommendations of the Graduate Standards for Teachers (AITSL, 2013) (AITSL, 2011). The designers of the QTMP did not receive financial assistance for the implementation of the QTMP. Therefore, no financial incentive or time allocation was given to the UOW/SHS coordinators, mentor teachers or those involved in the Professional Development program run by SHS, resulting in inhibitors to the overall success of the QTMP. In a traditional Professional Experience, a mentor teacher receives some remuneration for supervising a pre-service teacher, however, the QTMP could offer no such payment. Instead, the mentor teachers were asked to offer their experience and time in addition to their workload. Jill expressed this as a concern as a mentor teacher and indicated that teachers were already overworked. She saw the QTMP as a competing interest to other needs within the school:

'I see the QTMP as a conflict and asking yet another thing of teachers, asking the same people with experience to do something else. I can see these teachers saying 'I'll be a mentor' but when it is time to take a pre-service teacher they won't take one on or want to do anymore.' (Interview, 2.8.2012)

It was not only the mentor teachers who struggled with the demands placed on their time. Jill, Tracey and Jane also discussed the difficulties for mentees of finding the time to visit SHS and complete the demands of the Graduate Diploma of Education (Secondary) program. In her initial interview, Jill said:

'I think the practicalities work against it unless they (pre-service teachers) are highly motivated they see this as an extra or addition. They have to fit this into their incredibly busy lives.' (Interview, 2.8.2012)

Tracey added to Jill's thoughts in her recommendations for future programs such as the QTMP:

'I think you could change the program and re-structure it, if you could allow mentees allocated classes that they could teach and get to know the students

working their time tables around these classes which would enable them time to go to SHS that would work. Also maybe cutting out all the weekly summaries we had for some of the university subjects, as they were an essay in themselves and you had to read like 50 pages to be able to write 400 words. I felt it all just got a bit too much by the end and I am disappointed in myself however if I hadn't allowed time to finish uni assignments I would have failed.' (Focus Group 1, 20.9.2012)

Sue agreed with Tracey's thoughts. She wanted the structure to be increased and further discussions with the mentor teacher to be allowed at the outset to ensure the time at SHS was more meaningful:

'I may have been more responsible if the university suggested a half day per week when you can go into the school and team-teach or chat or whatever. If there was a little more structure and negotiation with the mentor as what to do with those hours you would spend at the school. Even if it was said that you spend three hours per week at the school and then the mentors and you negotiate the time. If everybody was on the same page and you sign up for three hours per week to do such and such with the mentor then that would be a good outcome for all.' (Final Focus Group 2, 20.9.2012)

Sally continued this discussion regarding the lack of structure and resources, expanding it to the lack of communication from the university. The university also had no extra resources at its disposal and was dependent on the university coordinator to keep mentees informed about the QTMP. Sally found the lack of communication from university staff to be difficult. She also felt that there was a lack of information passed on to the university lecturers and therefore no understanding of the pre-service teachers' participation in the QTMP:

'There were communications issue with the uni. I didn't go to staff meetings because the university didn't explain how to get in to them. They also clashed with tutorials, which are compulsory. There were no clear indications how to go about it. The university let us down and when I emailed for alternatives there was no reply from the university coordinator. They promised an email each week to let us know what was happening about the workshops but that didn't happen. One workshop was postponed and I didn't know about it and went along and they never mentioned it. The school was trying its best for us and the university let us down.' (Final Focus Group 2, 20.9.2012)

Comments by the mentor teacher and mentees indicated that the UOW/SHS collaboration was hampered by a lack of resources and time. These areas should not be underestimated when developing and designing programs such as the QTMP.

2.6 School Staff Meetings

The developers of the QTMP saw staff meetings as providing a scaffold for mentees to develop an understanding of the administrative operation of a school. Staff meetings were considered an important aspect of a school's culture (Field Notes, 1.5.2012).

Attendance at one staff meeting was compulsory for all mentees of the QTMP.

Although they attended various school meetings there were some mentees who did not attend any general staff meetings. Sue stated that if mentees were to attend meetings there needed to be more structure to the QTMP. She said that if the developers of the QTMP had suggested the structure, as previously noted in her comments (see Part A; 3.2 Strategies Implemented; d) Attendance at Meetings), positive outcomes would have resulted for all.

At the end of the QTMP, Peter was disappointed that no mentee took advantage of the availability of executive staff meetings because he felt 'to come to the positional leadership meeting to see what happens is important' (Interview, 6.11.2012). It should be noted, however, that although the work of the senior executive is important, the reluctance to attend such meetings may be because the pre-service teachers were primarily concerned with their immediate tasks and learning needs (lesson preparation, classroom management and university assessment tasks) and the work of the executive may be too removed at this point in their preparation for the profession. This mismatch of ideals may have been circumvented with clearer guidance and/or planning.

This section has shown a number of enabling strategies implemented in the UOW/SHS collaboration, however, other strategies inhibited the overall success of the QTMP. The QTMP offered a rich program for the mentees but there were areas of concern that needed to be discussed and acted upon for future programs.

Chapter Summary

The purpose of Chapter 4 was to report on the major findings of the experiences of fourteen pre-service teachers (mentees), five mentor teachers and two executive staff who took part in the QTMP at SHS from May to September 2012. The chapter was divided into sections that matched the emergence of the major themes that emanated from the data. These sections were:

1. Emerging Relationships
2. Understanding of the Profession
3. Enablers and Inhibitors

Overall, the findings revealed that the experiences encountered by the mentees were reliant on the relationships that developed between their mentor teachers and themselves. Those mentees who experienced a collegial relationship with their mentor teacher felt better prepared for the profession of teaching and had a better understanding of the 'community of practice' in a school than those mentees who did not enjoy a positive relationship with their mentor teachers. These findings will be discussed in relation to the literature in Chapter 5.

CHAPTER 5:

DISCUSSION

Introduction

The Quality Teaching and Mentoring Project (QTMP) offered a selected cohort of Graduate Diploma of Education (Secondary) pre-service teachers the opportunity to participate in a program that was designed to assist them with their immersion into the teaching profession. These pre-service teachers took part in the day-to-day activities of the school and school Professional Development programs, as well as given the opportunity to work alongside a mentor teacher. While Chapter Four reported on the data collected and findings that emerged from the analysis of data in response to the research question for the study, this chapter will examine the findings in relation to literature and discuss lessons learnt from the QTMP. To reiterate the study's research question is:

What happens when pre-service teachers participate in the Quality Teaching and Mentoring Project?

This question provided the over-arching focus of the study, which specifically had its intention to examine the following four areas: (i) relationships; (ii) theory/practice nexus; (iii) immersion into a 'community of practice'; (iv) preparedness to teach; and (v) the challenges of school/tertiary institution partnerships. These areas were examined under the following sub-questions:

1. What was the nature of the relationships among the selected cohort of Graduate Diploma of Education (Secondary) students and their school-based mentors?
2. Did the pre-service teachers' experiences of the QTMP support their development of understanding of the theory/practice nexus?
3. What strategies did school-based teacher mentors and the school develop to enable Graduate Diploma of Education (Secondary) students to participate in the school's 'community of practice'?
4. How did the elements of the QTMP affect the GDE students' preparedness to teach?
5. What are the enablers and inhibitors when a tertiary institution and a school form a partnership to provide an innovative ITE opportunity?

The review of literature advocated that immersion into a school's 'community of practice' is significant in the development of pre-service teachers in their preparedness to teach (Lave & Wenger, 1991). Despite this, it has been shown that the practical components in ITE programs (Professional Experience) do not often allow space or provide the support for an immersion experience into a 'community of practice' (Commonwealth of Australia, 2007). Accordingly, there have been a number of appeals for pre-service teacher education programs to provide immersion experiences to better prepare pre-service teachers for the profession (Quality Matters. Revitalising Teaching: Critical Times, Critical Choices, 2000; Parliament of Victoria Education and Training Committee, 2005; Commonwealth of Australia, 2007).

More recently, national changes to the accreditation of ITE programs (AITSL, 2011; 2015) have sought to enable immersion into schools' 'community of practice' in two ways: (i) ITE programs must show evidence of enduring partnerships with schools; and (ii) a pre-service teacher must complete a minimum of 60 days of Professional Experience in schools in postgraduate teacher education programs (AITSL, 2011, p. 13). Although an increased number of days in schools may enhance the pre-service teacher's opportunities to develop classroom and pedagogical skills, it may not assist in the immersion into a school's 'community of practice'. Schools and supervising teachers require training to assist pre-service teachers in such an immersion (Renshaw, 2012). Studies have shown that a mentor can make a significant impact on a graduate's understanding of, and immersion into, a profession (McKinsey Report, 2007). It was the intent of this university/school partnership project to serve as a bridge between the Graduate Diploma of Education (Secondary) program and immersion into the teaching profession through the guidance of a mentor teacher.

Findings of this study indicated that immersion into a 'community of practice' through a relationship with a mentor teacher assisted the pre-service teacher to 'be well-prepared and assured him/her of what he/she was learning' (Interview, 6.11.2012, Will, mentor teacher). It is now appropriate to discuss the findings of the study in relation to the relevant literature under the same format as Chapter 4 to provide consistency and completeness:

- Part A – Emerging Relationships
- Part B – An Understanding of the Profession
- Part C – Enablers and Inhibitors

The following conceptual diagram (Figure 5.1) of Chapter Five depicts the same organisation as Chapter Four.

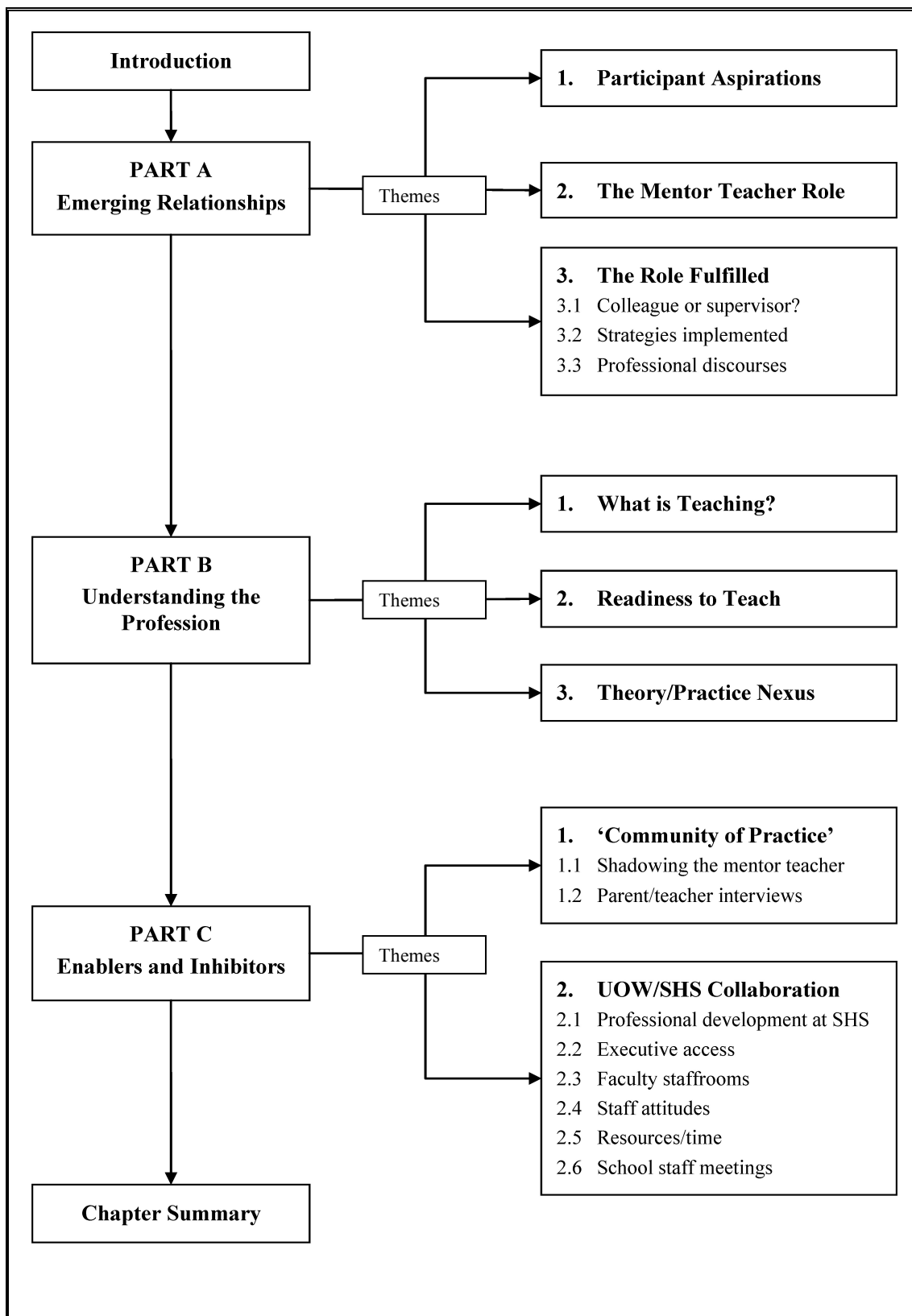


Figure 5.1 Chapter Map

Part A – Emerging Relationships

The first aim of this study sought to determine if the QTMP assisted pre-service teachers' knowledge, understanding, preparedness and appreciation of the teaching profession through a relationship with a mentor teacher. The findings of Chapter 4 suggested that this aim was successfully fulfilled when a collegial relationship between the mentor teacher and his/her mentee developed during the program. Tracey, a mentee, expressed that she not only realised 'the entire picture of teaching' through the program provided by the QTMP, but she 'couldn't think of anything better than being a teacher' (Email, 27.9.2012). She attributed this outcome to her collegial relationship with her mentor teacher. Eight of the fourteen mentees stated that they experienced a similar collegial relationship.

This section will discuss the findings of Chapter 4 regarding emerging relationships of the mentor teachers with their mentees and the outcomes for each group of participants. The section will be divided into the following themes:

1. Participants' Aspirations
2. The Mentor Teacher Role
3. The Role Fulfilled?
 - 3.1 Colleague or Supervisor?
 - 3.2 Strategies Implemented
 - 3.3 Professional Discourses

Theme 1: Participants' Aspirations

The literature has shown that there was a positive impact of a collegial relationship through mentoring early career teachers (Duke, Karson, & Wheeler, 2006; McKinsey Report, 2007; Darling-Hammond, 2010) in their immersion in and commitment to the profession. It was therefore hoped that the collegial relationships developed through the QTMP would be beneficial to the mentees' preparedness to teach and assist with their immersion into a 'community of practice'. The findings of Chapter 4 indicated that all participants had similar aspirations regarding their aims for the QTMP at the early stages of the project. The main aspirations of the mentee participants for the QTMP corresponded with the aims of the project (see QTMP Handbook, Appendix C) and the aspirations expressed by the mentor teachers and executive staff. Each mentee's

aspiration was contingent on the development of a positive relationship with his/her mentor teacher. To reiterate, these aspirations were:

1. To improve and hone teaching skills;
2. To observe and practise different classroom management strategies;
3. To obtain guidance from a mentor teacher; and
4. To have an opportunity to be immersed in a school environment and gain a more diverse understanding of teaching and learning.

The above aspirations would concur with Yip's (2003) description of the mentoring process for pre-service teachers. He described the mentoring process as a more experienced teacher guiding, counselling and modelling for a less experienced teacher. Further, Clarke et al. (2014) portrayed supervising teachers as providers of feedback, modellers of practice, supporters of reflection, and purveyors of context for pre-service teachers. The participants saw the mentor teachers as fulfilling these areas as a mentor where a collegial relationship developed between the mentor teacher and the mentee. The ways in which the mentor teachers did or did not fulfil the mentor teacher role will be shown in the following discussion regarding the role of the mentor teacher.

Some mentees, however, expressed higher expectations of the mentoring relationship. Their expectations of the mentor teacher are reflected in the following three comments: (i) 'a shoulder to lean on through the next five months. I want my mentor teacher to guide me through my preparation for teaching' (Mark, Focus Group 2, 31.5.2012); (ii) 'provide encouragement, give support and guidance, and teach me how to teach' (Sue, Focus Group 2, 31.5.2012); and (iii) 'I want my mentor teacher to make the time to sit down and talk things through with me' (Sally, Focus Group 1, 31.5.2012). These mentees assumed a very close and time-rich relationship with their mentor teachers. These expectations were unable to be fulfilled within the limited time afforded by some mentees and mentors where interactions were confined to weekly or fortnightly school visits and intermittent emails. The mentees were looking for a Professional Experience relationship with their mentor teachers where contact with their supervising teacher was on a daily basis. Their expectations reflected the supervising teacher roles outlined by

Butler and Cuenca (2012) for Professional Experience. Butler and Cuenca (2012) saw the supervising teacher's role as multi-faceted: (i) an 'instructional coach' providing the knowledge of the craft of teaching; (ii) an 'emotional support' fostering a caring relationship with the pre-service teacher; and (iii) a 'socialising agent' assisting the pre-service teacher to understand the 'community of practice' of the school. The mentor teachers saw their role as an 'experienced colleague' who would be a 'support and guide' but not the multi-faceted role of the supervising teacher.

Upon reflection of the mentees' comments there was a need for the mentees to be provided with a more realistic understanding of the QTMP (and the day-to-day work of a high school teacher) before the project began. In their investigation on 'enduring partnerships' between tertiary institutions and schools, Rossner and Commins (2012) concluded that there were four common characteristics of such partnerships: (i) reciprocal learning relationships between the institutions; (ii) explicit roles and responsibilities given and carried out; (iii) genuine collaborations between the stakeholders; and (iv) responsiveness, that is, learning relationships created. The designers of the QTMP (Karen, UOW education coordinator; and Peter, SHS principal) worked collaboratively to establish the program for the mentor teachers and the mentees. Greater collaboration was needed for mentor teachers, mentees, the university and SHS to establish an understanding of the roles and expectations of all stakeholders. A collaborative briefing and greater understanding by mentees on the demands on mentor teachers may have prevented the disappointment experienced by some mentees.

The reality of teaching, however, may have been inadvertently realised by some mentees being involved in the program, for example, by the end of the program, Jane commented about the workload of teachers:

'It made me think about time management and being able to prioritise and all those things; how much extra work that there is involved in teaching. It didn't put me off.' (Final Focus Group 1, 20.9.2012)

Five mentees gained a more realistic approach to the QTMP at the project's outset. Their realism may have been the result of observing the workload of supervising teachers during their Professional Experiences and/or time spent within the QTMP. For example,

in her first Professional Experience, Angela observed that no one in her staffroom sat down for lunch but she did not find time to determine where teachers were going or what they were doing (Focus Group 4, 1.6.2012). These five mentees regarded the QTMP as an opportunity to gain a more diverse understanding of teaching in a school, by shadowing a mentor teacher (Angela), honing their teaching skills (Paul), practising opening and closing lessons (Tom), developing programs (Sue), gathering resources and ideas (Julie) and observing different types of classes (Terry and Angela). Each aspiration created feasible opportunities within the parameters of the program for the QTMP. The QTMP was specifically designed as a 'situated learning' program, as portrayed by Lave and Wenger (1991), that is, to immerse pre-service teachers into a 'community of practice' under the guidance and support of a mentor teacher. Wenger (2006) described the context for a 'situated learning' model as 'an immersion process that allows the pre-service teacher to observe skills of teaching, practise those skills and absorb the skills as part of himself/herself under the guidance of a mentor teacher' (p. 1). Those mentees who experienced a collegial relationship related that the 'situated learning' model enabled them to practise and absorb teaching skills as part of themselves. For example, Tom had the opportunity to open and close lessons (Final Focus Group 2, 21.9.2012), Paul worked one on one with students to gain confidence in teaching students with diverse abilities (Email, 3.9.2012) and Julie attended fortnightly play-building tasks with Year 11 students and learnt how to assist them to move through each stage of the process under the guidance of her mentor teacher (Email, 29.8.2012).

The mentor teachers interviewed had a pragmatic approach to their aspirations for the QTMP. They knew the time constraints they had as teachers and were realistic about their mentee's development as a pre-service teacher by this point in their training. The mentor teachers and executive staff saw the role of the mentor teacher was to assist in preparing mentees for teaching and to develop reflective practice in their mentees as described in the literature (Parker-Katz & Bay, 2007; Crasborn et al., 2008). They concurred with Yip's description of the mentor teacher as an 'experienced colleague' (2013). They also saw their role in a similar way to the description of the mentor role in the Mentoring for Effective Teaching (MET) model (Renshaw, 2012). The MET model was designed as a Professional Development model for practising teachers wishing to

mentor pre-service teachers. This model focused on the mentor teacher role as: (i) modelling best teaching practices; (ii) conveying teaching requirements; and (iii) giving quality feedback to mentees. The QTMP mentor teachers believed that they should fulfil their role as a mentor by modelling good practice through the mentee shadowing them (Louise, Interview, 30.8.2012), team-teaching with the mentee (Sam, Interview, 16.8.2012), demonstrating different teaching styles to the mentee (Will, Interview, 30.8.2012); and revealing the big picture of teaching (Marion, Interview, 16.8.2012). The executive staff supported the mentor teachers in their understanding of the aspirations for the QTMP. They underlined the importance of understanding what it means to be a teacher in a school (Allan, Interview, 16.8.2012) and the mentor teachers modelling good practice (Peter, Interview, 30.8.2012).

The majority of the participants agreed to their aspirations for the aims of the QTMP. For eight mentees, three mentor teachers and executive staff, many of these aims were fulfilled, and are discussed in the following sub-sections. The individual demands of some of the mentees, however, were unrealistic and resulted in some disappointment in their relationship with their mentor teacher and the QTMP. This indicated that the briefing meeting was insufficient for mentees to be inducted and to gain a real understanding of the mentoring process and the role of the mentor teacher. The development of a training program for mentees would assist them to understand the role of a mentor program and the process towards meeting its goals within the constraints of such a program.

Theme 2: The Mentor Teacher Role

The findings showed there was consensus by the mentor teachers and mentees that the mentor teacher role should be that of an 'experienced colleague', a definition proposed by Yip (2003). The mentees interpreted this definition to mean that the mentor teacher would be a 'support and guide', 'someone to talk to, to shadow' and 'someone who you can be more open with as you aren't being graded by them' (Focus Group 2, 31.5.2012). They did not envisage that their mentor teacher would take on a supervising teacher role as suggested in the Professional Experience model (AITSL, 2011; 2015). The Professional Experience model requires the supervising teacher to fulfil the three roles

discussed previously by Butler and Cuenca (2012): (i) coach; (ii) emotional support; and (iii) socialising agent. Furthermore, the supervising teacher must assess the pre-service teacher's attainment of the Graduate Teaching Standards (AITSL, 2013).

There was also an understanding by many of the mentor teachers interviewed that their role was different to that of a supervising teacher in Professional Experience. Sam (Interview, 16.8.2012) understood mentoring to be a two-way process, as described by Boorer and Yeates (2013), where mentor teachers had the opportunity to share their experiences with their mentees in a non-assessed situation and mentees would have the time to hone their teaching skills while being immersed into a 'community of practice'. Marion envisaged the mentor teacher to be a role model for the mentee (Interview, 16.8.2012), an essential element of the role, as portrayed by Orland-Barak and Hasin (2010). Sam also saw the mentoring role as an opportunity to demonstrate 'good practice' of the profession and a chance for his own Professional Development (Sam, Interview, 2.8.2012). Sam's comment reflected Boorer and Yeates' (2013) theory that the mentor teacher is also able to reflect on the latest teaching trends which the mentee can share from the theory discussed in his/her university program. The mentees agreed that the QTMP could be a mutual learning experience with the mentor teacher and mentee co-developing and sharing resources (Mike and Sue, Focus Groups 2 and 3, 31.5.2012), and the opportunity for the mentee to give his/her mentor teacher an input of fresh ideas (Tom and Julie, Focus Groups 1 and 2, 31.5.2012) while shadowing and learning from the mentor teacher. Findings of how the mentor teacher role was fulfilled will now be discussed.

Theme 3: The Role Fulfilled

3.1 Colleague or Supervisor?

Chapter Four reported on the need to appoint additional mentor teachers based on the number of successful QTMP pre-service teacher applications received. This led Peter (principal) to ask for extra mentor teacher volunteers to meet the number of pre-service applicants. He admitted that some of these extra mentor teachers were not particularly suited to the role (Interview, 30.8.2012). The 'Top of the Class Report' (Commonwealth

of Australia, 2007) cited that random selection of supervising teachers for Professional Experience as problematic. This report demonstrated that random selection results in less than optimum outcomes for some pre-service teachers and supervising teachers in the Professional Experience program. A parallel may be drawn between the selection of mentor teachers for the QTMP and supervising teachers for Professional Experience. The data revealed that Mark, Mike, Sally and Tanya did not form positive mentor teacher/mentee relationships. In an interview, Jill, a mentor teacher, stated that she had a negative experience as well. These were attributed to the following negative issues:

1. Unsuitability of mentor teacher for the mentoring program (Orland-Barak & Hasin, 2010; Hastings, 2010): Tanya (mentee) felt that her mentor teacher was quite disinterested in the task of mentoring. She said that at their first meeting the mentor teacher sent her off to observe another teacher rather than have her observe one of her lessons (Focus Group 4, 31.5.2012). Jill (mentor teacher) did not really agree with the program and said that she only agreed to participate in the program because Peter had asked her Interview, 1.11.2012).
2. Mentor teachers were too busy to make time for the mentees (Zachary, 2012): Mark (mentee) saw his mentor teacher once or twice. He attributed this to the mentor's busyness (Focus Group 2, 20.9.2012). Sally (mentee) said, 'My mentor teacher came to the initial meeting late and left early'. She rarely saw her mentor teacher after that (Final Focus Group 3, 20.9.2012).
3. Incompatibility between the mentor teacher/mentee (Orland-Barak & Hasin, 2010; Hastings, 2010): Mike (mentee) and his mentor teacher interpreted the mentoring relationship in different ways, which caused incompatibility. Karen (university coordinator) discontinued the mentoring partnership. Not only was this experience detrimental to Mike's pedagogical development but also to his opinion of some teachers (Final Focus Group 3, 20.9.2012).

Hastings (2010), Orland-Barak and Hasin (2010) and Zachary (2012) have shown that negative experiences could be averted with careful selection and training of mentor teachers. Peter (principal) attributed these negative experiences of the QTMP to: (i) unsuitability of some teachers for the task (Interview, 30.8.2012); (ii) a lack of training of mentor teachers; and (iii) a lack of initiative by some mentor teachers (Interview, 6.11.2012). These concerns will now be discussed in relation to the literature.

While the mentees in the project were briefed by the university coordinator regarding the purpose, aims, expectations and components of the QTMP prior to the project commencing, the mentor teachers were not explicitly trained. Individual discussions were conducted by Peter with every mentor teacher on the nature and purpose of the program, including the mentor teachers being provided with the QTMP Handbook (Appendix C). The lack of training for mentor teachers was a flaw in the implementation of the QTMP. The literature strongly recommends training of mentor teachers to understand their role, to know what mentoring entails and present a plan or structure to be followed (Jordan et al., 2004; Orland-Barak & Hasin, 2010; Renshaw, 2012). Specific areas relevant to training discussed in the literature include: the mentor teacher's modelling of best teaching practice (Orland-Barak & Hasin, 2010); how the mentor teacher can share professional knowledge with his/her mentee (Van Velzen et al., 2012); the mentor teacher recognises that he/she is the purveyor of context for the mentee (Clarke et al., 2014); the mentor teacher is given techniques for conducting professional conversations with his/her mentee (Chalies et al., 2004; Walkington, 2005; Crasborn et al., 2008) and the mentor teacher is shown how to give quality feedback to the mentee (Zachary, 2012).

The recommended training should also outline the goals and structure for the mentor process that the mentor teachers were about to undertake. Zachary (2012) and Sanders et al. (2012) defined four structural phases of the mentoring process: (i) negotiating (establishing goals and rapport); (ii) enabling growth (support, challenge and vision); (iii) enabling growth (feedback, overcoming obstacles); and (iv) closure. Baylor University Community Mentoring for Adolescent Development (2009) recommended professional friendship as a fifth phase. The QTMP mentor teachers,

however, met their mentees for the first time at the launch of the project without any training. This meeting was the first phase of the mentoring process where goals and individual programs were to be established (Sanders, et al., 2012; Zachary, 2012). Clutterbuck (2005), Baylor University Community Mentoring for Adolescent Development Manual (2009) and Renshaw (2012) also viewed the initial meeting as critical to developing a relationship between the mentor teacher and the mentee. Four initial meetings between mentor teachers and their mentees showed the importance of initial meetings. Sue and Jenny established positive connections with their mentor teachers at the first meeting by establishing goals and a structure, and their relationships developed steadily from this point. Mike and Sally's negative experiences at the initial meeting continued for the remainder of the program. From Mike's and Sally's perspectives, their mentor teachers had either misunderstood the aims of the program or were not supporters of the initiative. Zachary (2012) stressed that such mismatches are probably more detrimental to the mentee and mentor teacher than non-participation in the program. Mike's comments regarding the mismatch suggest that the experience was detrimental to his development as a teacher, 'I feel I went backwards as a professional in terms of my teacher profession' (Final Focus Group 3, 20.9.2012).

If mentor teachers received training, the negative experiences for mentor teachers and mentees may have been prevented. Some prospective mentor teachers may have withdrawn from the QTMP if the expectations and skills required for the role had been delivered and explored in a training program (Crasborn et al., 2008; Levine, 2011; Renshaw, 2012). It would also have been helpful for mentor teachers and mentees to arrange follow up meeting/s during the program (either individually or as a group) to reiterate the goals/constraints of the program whilst debriefing on the success or otherwise of the program to that point. Sanders et al. (2012) recommended that mentors and mentees have reflective evaluations during the mentoring program. It must also be noted that the expectations of the mentees may also have been more realistic if they had been briefed on the role of the mentor teacher and the mentoring process.

The data highlighted that eight of the fourteen mentees experienced a 'collegial relationship' (Paul, Email, 29.8.201) or a 'working friendship' (Anne, Email, 30.8.2012)

with their mentor teachers. Mentor teachers who established a collegial relationship provided an 'environment that was supportive and encouraging' (Sue, Focus Group 2, 20.9.2012) and promoted 'discussion of aspects of teaching in an open manner' (Paul, Email, 29.8.2012). These comments suggested that collegial relationships developed between those mentor teachers and their mentees because the mentor teachers displayed essential characteristics of mentors as defined by Clutterbuck (2005) and Orland-Barak and Hasin (2010). Clutterbuck (2005) defined the essential characteristics of a mentor as: (i) great self-awareness; (ii) good communication and relational skills; (iii) commitment to his/her own professional learning; (iv) a deep understanding of his/her profession; and (iv) clear goals for the mentoring relationship. Orland-Barak and Hasin (2010) added further characteristics for mentor teachers: (i) good organisational skills; (ii) an ability to integrate the theory of teaching and the practice of teaching; (iii) a willingness to challenge and change his/her teaching style; (iv) a positive role model; and (v) reflective in his/her practice. Therefore, careful selection of mentor teachers based on essential characteristics is also necessary for the success of a mentoring program. The selection process should either include a referee indication of an applicant's suitability or a simple personality test to ascertain appropriate characteristics.

Sue (Final Focus Group 3, 20.9.2012, mentee) further commented on the amount of time her mentor spent with her, especially when her mentor only had one free period on the day she attended the school. Walkington (2005) saw that spending time is an essential element to the role of mentoring. Darling-Hammond (2010) and Sanders et al. (2012) added that spending time, not only indicates the importance which those mentor teachers place on the role, but also the significance of the relationship with the mentees. It is important to note that mentor teachers were not allocated extra time for their mentor teacher role, therefore, the extra time that the mentees experienced with their mentor teachers was a bonus for Sue and others. Jill saw the lack of payment and the burden of time demanded by the QTMP as a flaw of the project, highlighting the constraints of time and money on the success of this type of program.

By contrast to the collegial relationships, three mentees (Angela, Jane and Tanya) experienced a master/apprentice type relationship with their mentor teachers. Jane

described her relationship as, 'It was very much she was the supervisor and I was the student, like a Professional Experience' (Focus Group 1, 20.9.2012). Research completed by Keogh, Dole and Hudson (2006) regarding styles of supervision during Professional Experience found that where the supervising teacher was the master and the pre-service teacher was the apprentice, there was a detrimental effect on the development of the pre-service teacher's understanding of the role of the teacher. Allan (executive staff member) noted that some mentees did not have the opportunity to shadow their mentor or integrate into the school, therefore, by the end of the program, they still 'felt like a student teacher which wasn't beneficial for developing the colleague relationship' (Interview, 6.11.2012). Angela, Jane and Tanya said that the learning was limited, because they were restricted to observing classes. If the mentor teachers understood the role of mentoring as an 'experienced colleague' (Yip, 2003) rather than an extension of Professional Experience (AITSL, 2011; 2015), then Angela, Jane and Tanya may have had a true mentoring experience.

Marion also commented that the mentees needed to prioritise their time and be more committed to the QTMP. She felt that they were not present at school sufficiently to gain the full benefit of shadowing a mentor teacher and understanding what teaching is about (Interview, 6.11.2012). This comment denotes the expectations of all participants in the QTMP needed to be carefully delineated, as described by Zachary (2012) and Sanders et al. (2012) in the phases of mentoring processes.

Two other mentees, Sally and Mark, admitted that they did not really pursue the relationship with their mentor teachers because of a lack of communication and interaction with the mentor teachers (Final Focus Groups 3 and 4, 20.9.2012). Zachary (2012) described an apparent lack of time and interest as one of the major pitfalls of a failed mentoring relationship. Mark's comment that he still felt like a stranger at SHS (Final Focus Group 3, 20.9.2012), showed that immersion into the culture of SHS did not take place for him, even though he took advantage of available workshops and parent/teacher interviews.

For Mike, the mismatch of the mentor teacher and mentee resulted in a negative experience for him and his mentor teacher. Clutterbuck (2005) and Zachary (2012) expressed such a mismatch as a possibility, therefore, such partnerships should cease. As noted in Chapter Four ('Negative Relationships', p.134), the university coordinator stopped the partnership as soon as she became aware of the situation. Had the designers of the QTMP instigated a more structured program, as recommended by Crasborn et al. (2008) and Levine (2011), this situation may have been prevented. It should be noted, however, that Mike and his mentor teacher may still have had philosophical differences regarding the practice of teaching and a collegial relationship may not have resulted, even if a more structured program had been put in place.

From the mentor teachers' perspectives where effective mentoring took place, a positive relationship and strong collegiality resulted. Marion commented on the mutual respect that she and her mentee held for each other (Interview, 6.11.2012); whilst Will expressed, 'I tried to get him to see me as a colleague' (Interview, 1.11.2012). Those mentor teachers also saw this as an opportunity for Professional Development for themselves. This showed that they understood that mentoring is a two-way process, as defined by Boorer and Yeates (2013) and described earlier. (Participants' Aspirations, p. 198). Comments by Louise (Interview, 1.11.2012) and Marion (Interview, 1.11.2012) indicated that they saw the QTMP as an opportunity for Professional Development. Marion and Louise said they had to give 110% when they taught in front of their mentees. Their comments contrasted starkly with Jill's approach to the QTMP, which she described as an extra burden on teachers, not an opportunity for Professional Development (Interview, 1.11.2012). Jill's expressed concerns with the QTMP would suggest that based on Zachary's (2012) research on effective mentoring, she should not have been considered suitable for a mentoring role in this type of program.

As mentioned previously, Baylor University Community Mentoring for Adolescent Development Manual (2009), Sanders et al. (2012) and Zachary (2012) stressed that for effective mentoring to take place the mentor needed to establish a structure for the mentoring relationship that included rapport-building, direction-setting, progress-making, winding down and moving on/professional friendship. As discussed previously

(p. 192-193), this structural development began for some of the mentees at the initial meeting where goals were established (Sue and Jenny, Final Focus Groups 3 and 4, 20.9.2012). As the project progressed, the mentor teachers discussed the progress of the relationship with their mentees (Will, Interview, 16.11.2012). Other mentor teachers developed a professional friendship with their mentees that the mentees hoped would continue after the project finished (Tracey, Interview, 20.9.2012). The structure, however, was haphazard and was left to the mentor teachers to establish. Mentor training programs described earlier (MET program Renshaw, 2012) focus on developing goals and structures for the mentees, and how to move through the mentoring phases as a partnership with the mentee (Baylor University's Community Mentoring for Adolescent Development, 2009). If such a structure had been established and a framework for goals (direction-setting), as suggested by Parker-Katz and Bay (2007) had been set up before the project began, it is possible that more collegial productive relationships could have been established.

The findings showed that eight of fourteen mentees and three of five mentor teachers who participated in the study considered they enjoyed collegial relationships. There were several areas, however, where greater depth of organisation of the QTMP may have enabled positive outcomes for all mentees and mentor teachers. These areas include: (i) careful selection of suitable mentor teachers; (ii) training of mentor teachers; (iii) providing an initial meeting of mentor teachers before the launch of the project; and (iv) implementing a more structured program.

3.2 Strategies Implemented

The effectiveness of the four main strategies implemented by the mentor teachers to assist their mentees in their preparedness for teaching will now be discussed. The strategies implemented were:

- 3.2.1 Observations of and Debriefing of Lessons
- 3.2.2 Teaching and Team-Teaching
- 3.2.3 Assistance in Co-Curricular and Extra-curricular Activities
- 3.2.4 Attendance at Meetings

3.2.1 Observations of and Debriefing of Lessons

Crasborn et al. (2008) argued that a mentor teacher needs to be a 'critical friend' by encouraging 'reflective practice' in his/her mentee and assisting the mentee to prepare for teaching. The need for all practising teachers, including graduate teachers, to be reflective practitioners is targeted in the AITSL Teaching Standards (AITSL, 2013) where lifelong learning and reflection of teaching skills are core to Standard 6 (Engage in Professional Learning).

Effective QTMP mentor teachers promoted reflective practice in their mentees by encouraging observation of both theirs and other teachers; lessons, followed by a debrief and analysis of the lessons as recommended by Chalies et al. (2004), Walkington, (2005), and Clarke et al. (2014). In their final focus groups, the mentees commented on this process of observation and reflection:

'I saw a number of ways to approach teaching that up to that point were just a theory or concept especially in regards to behaviour management techniques. After the lesson my mentor teacher would ask me what I found interesting and what I got out of it?' (Jane, Final Focus Group 4, 20.9.2012)

Jane saw the connection of theory to practice in the classroom and the relevance of reflecting on the lessons for her as a teacher. The mentor teachers concurred with the value of observation and debriefing for the mentees. They added that this was also a time of reflection for them as they asked for input (Marion, Interview, 6.11.2012) and ensured they were showing best practice in their lessons (Louise, Interview, 1.11.2012). The executive staff saw observation and debriefing as a positive outcome for their staff as well, because the staff were being challenged to display good practice and model different teaching strategies (Peter, Interview, 1.11.2012). Kochan and Trimble (2000) noted that where a successful mentoring relationship occurred, the mentor and mentee were able to share ideas, develop listening skills and engage in reflective practice. Peter's (2011) research of the University of South Australia's school-wide approach to Professional Experience found that the program was a success because it was sustained by the supervising teachers staying with the program over a number of years and the supervising teachers felt supported by the school and university. This support

empowered them to reflect on their own teaching, which encouraged them to share with the pre-service teachers in the program. The QTMP was implemented in 2012, it is hoped that with further iterations of the QTMP program, including an increased structure, the mentor teachers who continue with the program will feel similarly empowered to reflect on their own teaching and share with their mentees, as reported in the South Australian experience.

3.2.2 Teaching and Team-Teaching

The data highlighted that several mentees were able to teach and/or team-teach. This provided opportunities for the mentor teacher to be the 'critical friend' in a non-threatening situation, as described by Crasborn et al. (2008). The mentor teacher would do this by debriefing with the mentee after each lesson. Three mentors, (Tom, Tracey and Anne) commented that teaching lessons and then reflecting on them with their mentor teacher enhanced their confidence and understanding of teaching pedagogy. This is described as a necessary ingredient for successful mentoring (Boorer & Yeates, 2013). Anne also described (Focus Group 4, 1.6.2012) the copious feedback her mentor teacher gave after she taught a lesson. The feedback was not restricted to a Professional Experience report, and therefore it could incorporate other aspects of Anne's teaching style relating to the students. Zachary (2012) described the giving of feedback in a mentor setting as an important aspect of the mentoring role. Two mentor teachers (Marion and Will) saw the giving of feedback strategy as pivotal to the collegial relationship, as well as to their mentees' preparedness for teaching (Interviews, 1.11.2012 and 6.11.2012), as described by Orland-Barak and Hasin (2010). As mentioned previously, the QTMP needed to have explicit or structured support for mentor teacher/mentee feedback sessions to occur for all of the mentees.

3.2.3 Assistance in Co-Curricular and Extra-curricular Activities

The fourth aim of this study was to determine if the QTMP assisted the pre-service teachers' knowledge, understanding, preparedness and appreciation of the teaching profession. The mentor teacher was seen as the 'purveyor of context', as described by Clarke et al. (2014). The mentor teachers who encouraged their mentees to assist in co-

curricular and extra-curricular activities enabled the mentees to observe aspects of the wider teaching role in context of the school activities. The mentor teachers modelled the wider teaching role according to Yip's (2003) description. They also provided situations for immersing into the 'community of practice', as discussed by Barab and Duffy, (2000). The mentees had the opportunity to work collegially in programs such as the Australian Indigenous Mentoring Experience (AIME) program, an after-school homework club, excursions and the choir. Whilst these opportunities were available to some mentees, others either did not make the time to do this or there was a lack of relationship with their mentor teachers, thus preventing participation in such experiences. There should have been explicit guidelines provided in the QTMP training that actively supported the mentor teacher/mentee relationship to facilitate the mentee being involved in extra-curricular programs and activities.

3.2.4 Attendance at Meetings

The literature suggested a number of other practical strategies that mentor teachers could adopt to encourage self-reflection in their mentees. The strategies included encouraging the mentee teacher to make judgments and decisions, and encouraging the mentee to participate in mini-research activities (Chalies et al., 2004; Walkington, 2005; Zwozdiak-Myers, 2012; Clarke et al., 2014). Some mentor teachers encouraged their mentees to attend meetings that involved programming for units of work and discussions of inclusive practices in the classroom. Sue said that she obtained valuable insights into programming in schools (Focus Group 2, 31.5.2012) whilst Paul said that he gained a far greater understanding of diversity in the classroom. These were invaluable opportunities for the mentees to reflect on teaching practice, be involved in decision-making and participate in the development of programs.

3.3 Professional Discourses

It was anticipated by the designers of the QTMP that the discourses experienced by the mentees with their mentor teachers and SHS staff would be professional, and assist mentees to deepen their understanding of teaching (Van Velzen et al., 2012). The executive staff, mentor teachers and mentees who experienced collegial relationships

expressed the change and development of conversations as the QTMP progressed. Peter (principal) saw a development of discourse between himself and a mentee, Julie (Final Interview, 6.11.2012). The mentor teachers saw the type of questioning by the mentees developing beyond basic classroom management to thinking through pedagogical actions. Louise noted the development in her mentee, 'I think initially we spoke about classroom management but then we moved on to what skills we could use, what resources we could use' (Interview, 1.11.2012). Urzua and Vasquez (2008) would term these types of discussions as 'prospective discourse', where the mentee is given the opportunity to discuss with the mentor teacher how to build on early experiences with a view towards developing and using these experiences in the future.

Margolis (2007) advocated that there should always be two-way discussions between the mentor teacher and the mentee. Talvitie, Peltokallio and Mannisto (2000) stressed the importance of maintaining the quality of such discourse. The mentees confirmed that as collegial relationships developed with their mentor teachers, their conversations became 'more professional' (Tracey, Interview, 20.9.2012), 'I could ask better questions' (Julie, Email, 29.8.2012) and 'conversations changed ... she was asking me for my opinion' (Jenny, Final Focus Group 1, 20.9.2012). This was contrasted, however, with Tanya's experience, who gave several instances where her discussion with her mentor teacher was one-way. The mentor teacher also sent Tanya to observe other classes rather than her own so that any discussion regarding classroom skills was limited. Tanya's resultant experience was a negative relationship with her mentor teacher. She sought out other staff to assist her to immerse into the 'community of practice' (Focus Group 4, 20.9.2012).

Professional discourses in staffrooms also proved to be another area where the mentees had a chance to hear and develop professional discourses with other staff members and to see that teaching is a collective responsibility shared by all teachers (Parker-Katz & Bay, 2007). The examples given by Anne, Jenny and Angela concerning professional discourses in the Physical Education, Mathematics and Science staffrooms (Anne, Jenny Focus Groups 1 & 4, 31.5.2012; Angela, Email, 10.9.2012) assisted those mentees in their professional understanding of how the school collectively cared for their students

in relation to learning. The sharing of resources in staffrooms also promoted professional discourse and collegial relationships, mutual respect and collegiality for the mentees (Angela, Email, 10.9.2012). The professional conversations in staffrooms where mentees were present were important, not only for helping the mentee to feel part of the 'community of practice', but also in developing their pedagogical knowledge, understanding of programming and lesson preparation and their identity as teachers (Margolis, 2007; Urzua & Vasquez, 2008; Van Velzen et al., 2012). The mentees also had the opportunity to learn and use the language of teaching in the staffroom when student learning was discussed and resources were shared (Angela, Email, 30.8.2012). Zanting, Verloop, Vermunt and Van Driel (1998) saw the understanding of the language of teaching as pivotal to becoming a teacher.

At this point, it is opportune to provide a summary comparison table. Table 5.1 summarises the agreement between literature and participants of the QTMP regarding the definition and characteristics of an effective mentor teacher. The literature is definitive about the need to train mentor teachers to be effective in their role. The summary shows that a lack of training of a mentor teacher for the QTMP resulted in a misunderstanding of the role by some mentor teachers and therefore disappointment for six of the mentees.

Table 5.1 A Mentor Teacher and his/her Role: What the Study Revealed.

What the Literature says	What was proposed for the QTMP	What the QTMP revealed
What is a mentor?	What is a mentor?	What was a mentor?
'A guide and teacher, who has expertise and experience but may not hold a senior position as he/she is someone committed to good teaching and professional development'. (Yip, 2003, p. 34)	Experienced teachers who would be colleagues and guides for the mentees	There was consensus on the definition of a mentor: 'An experienced colleague'.
What are the characteristics of an effective mentor teacher?	What are the characteristics of an effective mentor teacher?	What were the characteristics of an effective mentor teacher?
<ul style="list-style-type: none"> • Great self-awareness • Good communication and relational skills • Is committed to his/her own professional learning • Has a good understanding of his/her profession • Has a clear goal for the mentoring relationship • Good organisational skills • Is able to integrate theory and practice • Knowledge and expertise • Challenges, models and is reflective (Clutterbuck, 2005; Orland-Barak & Hasin, 2010) 	<ul style="list-style-type: none"> • Each of the mentor teachers would have at least some of the characteristics listed by Clutterbuck (2005) and Orland-Barak and Hasin. (2010) • The mentor teachers would be colleagues rather than supervisors 	<ul style="list-style-type: none"> • Very professional and developed a collegial relationship with the mentee • Developed a plan of action with clear goals for mentee • Was supportive and encouraging • Was able to discuss aspects of teaching openly • Encouraged the mentee to practise teaching skills • Encouraged reflection of teaching pedagogy • Showed commitment to the profession by participating in extracurricular activities
What is the mentor teacher's role?	What is the mentor teacher's role?	What was the mentor teacher's role?
<p>The mentor teacher is a:</p> <ul style="list-style-type: none"> • Provider of feedback • Modeller of good practice • Supporter of reflection • Purveyor of content (Clarke et al., 2014) • Developer of a supportive relationship (Yip, 2003; Clutterbuck, 2005) • Supporter to the pre-service teacher to become a reflective practitioner Invalid source specified. 	<p>The mentor teacher would:</p> <ul style="list-style-type: none"> • Be a role model • Assist the mentee in developing classroom skills • Assist and encourage the mentee to immerse into the 'community of practice' 	<p>The mentor teacher is a:</p> <ul style="list-style-type: none"> • Support and guide • Someone to talk openly about weaknesses and strengths • Imparter of information • Role model • Learner (from mentee) • Facilitator
Should mentors be trained?	Will the mentor teachers be trained?	Should the mentor teachers have been trained?
<ul style="list-style-type: none"> • The literature strongly recommends training of mentor teachers to understand, know and have a plan of structure to follow (Jordan et al., 2004; Orland-Barak & Hasin, 2010; Renshaw, 2012). • A training model is recommended. It should focus on developing personal qualities of each mentor, modelling of teaching practices, what and how to convey teaching requirements, giving of quality feedback. MET program an example (Renshaw, 2012). <p>Should mentees be trained?</p> <p>Baylor (2009) and Sanders et al. (2012) recommend that all participants have a good understanding of the mentor program.</p>	<ul style="list-style-type: none"> • Principal to speak individually to each mentor teacher to explain role and expectations. • Mentor teachers to be given QTMP handbook to explain role further. <p>Should the mentees be trained?</p> <p>The mentees were given a briefing where they were given the goals, expectations and the Handbook for the QTMP.</p>	<p>Yes they should have been trained. Lack of training resulted in a misunderstanding of the role This meant that six of the 14 mentees did not experience a 'collegial relationship'.</p> <p>Should the mentees have been trained?</p> <p>Some mentees had unrealistic expectations of the QTMP. Training of expectations and support for the QTMP would have assisted these mentees to understand the QTMP goals and purpose better</p>

Part B – Understanding of Profession

The second aim of the study was to determine if the QTMP helped pre-service teachers to gain a better understanding of how theoretical concepts learnt at university inform practice in the classroom. The findings in Chapter Four indicated a mixed response from the participants regarding the effectiveness of the QTMP to assist in the mentees' understanding of the theory/practice nexus.

This section will discuss the findings of Chapter 4 under the follow themes:

1. What is Teaching?
2. Preparedness to Teach
3. Theory/Practice Nexus

Theme 1: What is Teaching?

Furlong and Maynard (1995), Parker-Katz and Bay (2007) and Jones and Brown (2011) contended that in their initial Professional Experience, pre-service teachers could only focus on pedagogical skills and classroom management. Furlong and Maynard (1995) termed this the 'apprenticeship stage'. At this stage, the pre-service teacher focuses on being a teacher and is not ready to be reflective regarding their teaching practice or to philosophise on the nature of teaching. The majority of the mentees would have described themselves as at the 'apprenticeship stage' when they applied to participate in the QTMP. They had just completed their first Professional Experience and were centred on classroom practice. This assertion is confirmed in the data gathered from the initial focus groups when the mentees were asked to define teaching. The mentees had a teacher-centred view of teaching. Parker-Katz and Bay (2007) would see this teacher-centred view as normal for this stage of development of a pre-service teacher. Sally (Focus Group 2, 31.5.2012) exemplified mentee thinking about teaching as 'a transfer of your knowledge and skills to every student'. Most mentees would have attributed this view to their own experience of school and their recent Professional Experience placement. The mentees' views would have been influenced by their supervising teacher's supervisory style and teaching method whilst on Professional Experience. Case studies by Keogh, Dole and Hudson (2006), where the supervising teacher was the master and the pre-service teacher was the apprentice during Professional Experience,

found that the pre-service teacher saw teaching as teacher-centred in these situations. Some mentees may have encountered a master/apprentice situation in their Professional Experience.

In contrast to the mentees' understanding of teaching, mentor teachers and executive staff defined teaching as a collaborative learning experience where both the teacher and students learn (Marion, Interview, 16.8.2012). This would concur with Marsh's (2010) definition of a successful practitioner as a teacher: (i) whose classroom practice is one of collaborative learning; (ii) who uses and understands the knowledge of the theory supporting practical skills; and (iii) who is immersed into the learning community where he/she is employed. In addition, mentor teachers saw teaching as a journey of learning for themselves as teachers. They aimed, therefore, for best practice, not only to model for their mentees, but also for their own Professional Development (Will, Marion and Louise, Interviews, 1.11.2012 and 6.11.2012). As previously discussed, Standard 6.2 'Engage in professional learning and improve practice' of the Australian Professional Standards for Teachers (AITSL, 2013) specifically targets the Professional Development of teachers at every stage of their career. The McKinsey Report (2007), Darling-Hammond (2010), Peters (2011) and Hasesler (2012) also stated the importance of Professional Development and reflective practice for teachers in their journeys of lifelong learning.

Darling-Hammond (2010) discussed the need for effective mentoring so that mentees understood the breadth of the role of a teacher. The mentor teachers and executive staff hoped by the conclusion of the QTMP the mentees would see the whole picture of teaching because of a positive mentoring experience offered by the QTMP. By the end of the project, eight mentees said their understanding of the role of teachers had broadened. Comments supporting this included 'entire picture of teaching' and 'I got an appreciation of what else they had to do ... It made me realise you are not just concentrating on teaching but everything else as well' (Final Focus Group 3, 20.9.2012). Three of the four mentor teachers concurred with the mentees' statements that the mentees' understanding of what teachers do had broadened as a result of the QTMP. Each mentor teacher referred to an aspect of development in their mentee, e.g., Will saw

a change in the mentee's understanding of teaching, whilst Marion and Louise said their mentees now understood the complexity of the teaching role (Interviews, 1.11.2012 and 6.11.2012). It is interesting to note that the comments refer more to roles and classrooms, but little about the mentees' development of reflective practice. This could indicate the stage the mentees were at in their development as teachers. The literature refers to this stage as the 'competency' or second stage (Furlong & Maynard, 1995; Hawkey, 1997; Jones & Brown, 2011). It must also be noted that a combined participant debrief did not eventuate at the end of the QTMP. A combined debrief may have supported the pre-service teachers in their personal journey and revealed differing perspectives of experiences encountered by all the QTMP participants.

Theme 2: Preparedness to Teach

Research cited in Chapter Two (Furlong & Maynard, 1995; Hawkey R. , 1997; Jones & Brown, 2011; Renshaw, 2012) proposed that there are stages of development for pre-service teachers when dealing with the complexities of the professional practice. It was evident from the data that the mentees aligned with Hawkey's (1997) 'competency stage' by the conclusion of the QTMP. At this stage, the pre-service teacher was guided and evaluated against explicit competency descriptors rather than the mentor teacher's habits and ways of teaching. The mentees' comments aligned with the 'competency stage' as they talked more of their classroom confidence, feeling better prepared for teaching and understanding the breadth of teaching. Angela commented that she now understood 'all the extra stuff involved in teaching' (Final Focus Group 2, 20.9.2012). Jenny listed the extra-curricular and co-curricular activities she had been involved in to support Angela's comment (Final Focus Group 2, 2012). Tracey said that she now saw 'the entire picture of teaching' (Interview, 20.9.2012). Each mentee's comments attributed their understanding and confidence to the successful mentoring by their mentor teachers.

Crasborn et al. (2008) asserted that positive mentoring assists pre-service teachers in their preparedness to teach. Peter (principal) observed in the mentees 'a rapid development of understanding of teaching per se and how schools work' (Interview, 1.11.2012). He gave specific example of his discussion with several mentees. Peter believed that they were able to grasp the 'big picture of teaching because of their

relationship with their mentor teachers'. Two mentor teachers (Will and Marion) agreed that their mentor program had assisted their mentees in their preparation for teaching (Interviews, 1.11.2012 and 6.11.2012). They both now regarded their mentees as colleagues. Will saw his mentee as someone he would now employ and Marion commented that there was now a mutual respect between her and her mentee (Interviews, 12.11.2012 and 6.11.2012).

The four mentees who did not experience a positive relationship with their mentor teachers were unable to comment on their preparedness to teach as far as teaching skills and pedagogy were concerned. They did, however, note that other areas of the program equipped them with tools for the profession, tools that related to immersion into a 'community of practice', as described by Wenger (1998) and Barab and Duffy (2000). They referred positively to the parent/teacher interviews; workshops (Mark, Email, 20.8.2012; Sally, Email, 27.8.2012); accessing assistance with developing lessons for the next Professional Experience; going to morning teas; participating in professional conversations with staff in the staffroom (Tanya, Final Focus Group 4, 20.9.2012) and shadowing an executive (Mike, Final Focus Group 3, 20.9.2012). Although none of the mentees expressly said that they would not have had these experiences on Professional Experience, Louise (mentor teacher) expressed how the QTMP provided so much more than a Professional Experience in preparing the mentees for teaching, 'In this program, however, they can shadow an individual, not just the classroom, they can learn the logistics and the reality of being a teacher' (Interview, 30.8.2012).

Lave and Wenger (1991) and Chaiklin (2003) would describe the experiences offered to mentees by mentor teachers as part of the process of 'situated learning' whereby each experience assisted the mentee to be immersed into a 'community of practice'. Those mentees who felt secure in their 'situated learning' environment under the guidance of their mentor teachers had opportunities to experiment with their teaching. Paul tried 'different methods of getting students involved in school work' (Email, 3.9.2012). Tom had the opportunity to experiment with opening and closing lessons (Final Focus Group 3, 20.9.2012) and Julie assisted with marking Year 12 Drama trial exams and performances (Email, 29.8.2013). Other mentees observed different roles of the mentor

teacher within the school community, for example, welfare and year coordinator roles. Such experiences of 'joint enterprise' in teaching (Wenger, 1998) would concur with two 'situated learning' studies conducted by Conkling (2008) and Stanley (2010). Conkling (2008) found that through 'situated learning' pre-service teachers learnt from the practising teachers around them and other pre-service teachers, as well as learnt about the culture of a classroom. Stanley (2010) said that accountancy graduates felt more prepared for their professional life when they had experienced 'situated learning' in accountancy companies during their final year of study.

Three main factors therefore worked together in the QTMP to assist the mentees in their 'preparedness to teach':

1. The mentor teacher/mentee relationship: See Part A of this chapter (p. 185-203), with particular reference to Kochan and Trimble (2000), Yip (2003), Clutterbuck (2005) and Zachary (2012).
2. The opportunity to experience 'situated learning' to hone teaching skills and understand the teaching profession: See part B of this chapter (p. 204-213) with particular reference to Lave and Wenger (1991), Chaiklin (2003), Conkling (2008) and Stanley (2010)
3. The 'community of practice' of SHS: See Part C of this chapter (p. 213-225) for an in-depth discussion of this area with particular reference to Lave and Wenger (1991), Barab and Duffy (2000), Conkling (2008) and Stanley (2010).

Theme 3: Theory/Practice Nexus

The findings of the QTMP revealed that the theory/practice nexus continues to be problematic in ITE programs. These findings would concur with literature regarding the theory and practice nexus (Smedley, 2001; Brady, 2002, Parliament of Victorian Education and Training Committee, 2005; Commonwealth of Australia, 2007). Whilst there were many positive comments regarding the balance between theory and practice to develop a good classroom practitioner (Peter, Interview, 1.11.2012), the reality of the connection between theory taught at university and teaching practice in the classroom

was questioned by a number of the participants during the focus groups and interviews. The mentees' discussions in the initial focus groups regarding theory learnt at university impacting their classroom practice showed that many had seen a strong connection. Some, however, had experienced difficult Professional Experience placements and expressed that the theory taught at university did not impact on such classes (Tanya and Tracey, Focus Group 3, 31.5.2012). The mentees' concerns and comments echoed those concerns expressed in government reports from 2000-2015 discussed in Chapter Two, namely, Report of the Review of Teacher Education, New South Wales (2000), Parliament of Victoria Education and Training Committee (2005), Commonwealth of Australia (2007), COAG (2008), NSW Government (2013) and TEMAG (2015). It is interesting to note that the latest report 'Action Now: Classroom Ready Teachers' (TEMAG, 2015) has an emphasis on the need to integrate theory and practice through the establishment of structured and mutually beneficial partnerships between tertiary institutions and schools, therefore, the QTMP was a step towards meeting this outcome.

The mentor teachers and executive staff also expressed reservations about the meaninglessness of assignments (Allan, Interview, 30.8.2012) and that theory was limited in preparing mentees for the classroom (Marion, Interview, 16.8.2012). The mentor teachers stressed that immersion into the culture was needed (Louise, Interview, 30.8.2012) and development of 'learning communities' (Le Cornu, 2010; Le Cornu & Ewing, 2008) where the tertiary institutions, schools and pre-service teachers work together in a tripartite partnership (Will, Interview, 1.11.2012).

During the final focus groups and interviews, the mentees, mentor teachers and executive staff mentioned three areas that highlighted mentees' experiences as they developed an understanding of the theory/practice nexus:

1. Mentees' growing understanding of the relevance of the theory to teaching practice;
2. Mentees' need for theory to be taught using practical applications; and
3. A greater depth of knowledge required by mentees of different learning styles and classroom management strategies.

Both mentees and mentor teachers commented positively on the mentees' growing understanding of teaching by the end of the QTMP, e.g., Sue's discernment on the use of narratives in a classroom (Final Focus Group 3, 20.9.2012) and Will's realisation of his mentee's understanding of theory in practice (Interview, 1.11.2012). Sue showed that her thinking about teaching had broadened to discern what Parker-Katz and Bay (2007) postulated as the efficacy of theory in practice. Negative comments regarding the impact of theory on classroom practice, however, were re-emphasised by mentor teachers. Marion said that 'different learning styles and behaviour management were not sufficiently covered' (Marion, Interview, 6.11.2012) whilst Jill felt there was a need for the pre-service teachers to complete a project linking theory with the school whilst on Professional Experience (Interview, 1.11.2012). Tom also observed that some theory units were irrelevant to classroom practice (Final Focus Group 4, 20.8.2012) while other mentees said that 'their better theory units were those with practical applications' (Tanya, Final Focus Group 3, 20.9.2012,). This was supported by mentor teachers and executive staff who talked about the positive impact of practising teachers lecturing in the Graduate Diploma of Education (Secondary) course at UOW. These comments would concur with successful ITE programs discussed in Chapter Two (Fletcher & Macuga, 2004; Kiggins & Cambourne, 2007; Kruger et al., 2009; Le Cornu, 2010; Peters, 2011) where practising teachers were involved in the creation and delivery of the ITE program.

It must be stressed, however, that there needs to be opportunities for students to understand the links between theory and best practice in a rigorous tertiary context (Fletcher & Macuga, 2004; Allen & Peach, 2007). This was particularly noted by the mentees in the initial focus groups, as commented above and by the mentor teachers in their final comments. Jill and Marion (mentor teachers) stressed the need for mentees to gain a deeper knowledge of different learning styles and classroom management before graduating. Peter (Interview, 30.8.2012) stressed the importance of theory for classroom practice, saying that theory gave the framework for reflection, evaluation without the theory resulted in a lack of depth. This was reinforced in various programs already mentioned where the tertiary institutions and practising teachers were involved in

developing and delivering programs as a partnership (Fletcher & Macuga, 2004; Kiggins & Cambourne, 2007; Kruger et al., 2009; Le Cornu, 2010; Peters, 2011).

The QTMP was a program developed by both the university and practising teachers. The Professional Development workshops developed by the university coordinator and principal, and provided by staff at SHS, were a unique demonstration of this. At these workshops, the mentees had an opportunity to learn how theories expounded at university were being developed in classrooms. The QTMP made an attempt, more so than the many ITE programs, to link theory and practice. In so doing, it drew everybody's attention to theory-practice links. Having drawn everybody's attention to the theory-practice links, it was concluded that the workshops need to be revised to show these links more strongly, in some ways. The mentees' discussions regarding the workshops showed that some mentees gained an understanding of how theory impacts classroom practice and some mentees formed a conclusion that university subjects and assignments were not relevant to their teaching.

To conclude this section, Table 5.2 provides a summary of what the literature exposed, what was proposed for the QTMP and what the study of the QTMP revealed regarding: (i) what is teaching; (ii) preparedness to teach; and (iii) the theory/practice nexus. The table reveals the mentees' view of teaching as teacher-centred, focusing on classroom skills and immersing into the culture of the school. The definition of teaching by mentor teachers and executive staff is more aligned with Marsh's definition (2010). The mentee view of teaching did not change over the time of the QTMP, however, they developed a broader understanding of the role and were seen to be at the competency or second stage (Furlong & Maynard, 1995; Hawkey, 1997; Jones & Brown, 2011) of development towards preparedness to teach. The study and literature are aligned regarding the theory/practice nexus. All participants saw the need for more work to be done in this area in ITE programs.

Table 5.2 Understanding the Profession: What the Study Revealed.

What the Literature says	What was Proposed for the QTMP	What the Study Revealed
What is Teaching?	What is Teaching?	What is Teaching?
<p>Teaching is</p> <ul style="list-style-type: none"> • Successful classroom practice where collaborative learning is taking place; • Use and understanding of the knowledge of the theory supporting practical skills; and • Immersion into the learning community where a teacher is employed (Marsh, 2010). 	<p>The designers of the QTMP wanted the mentees</p> <ul style="list-style-type: none"> • To experience the big picture of teaching in a school; and • To observe the various styles of teaching and learning and not just the teacher-centred approach to teaching in a classroom. 	<ul style="list-style-type: none"> • At the beginning of the QTMP mentees saw teaching as a transfer of knowledge, teaching skills (a teacher-centred model). • At the conclusion of the QTMP the mentees said their understanding of the role of teachers had broadened but their attitudes to teaching hadn't changed. • The mentor teachers and executive staff defined teaching as 'collaborative learning'.
Preparedness to Teach	Preparedness to Teach	Preparedness to Teach
<p>Renshaw discusses Furlong and Maynard's three stages of learning from early idealism to professional, reflective practice. It is at this final stage that pre-service teachers could be ready to teach (Renshaw P. , 2012).</p> <p>Furlong and Maynard (1995) define three stages the mentor takes for the pre-service teacher to prepare to teach:</p> <ol style="list-style-type: none"> 1. Apprenticeship Stage; 2. Competency Stage; and 3. Autonomous Teaching. 	<p>The designers of the QTMP wanted to assist in preparing the mentees to teach by giving them an opportunity to be mentored by a mentor teacher and through this mentoring to immerse into a 'community of practice'.</p>	<ul style="list-style-type: none"> • Mentees had only completed one Professional Experience. They were at the idealism stage of development at the beginning of the QTMP. • At the conclusion those mentees who experienced a positive relationship with their mentor teachers said they felt better prepared for teaching. Mentor teachers and executive staff saw a development in the mentees towards reflective practice. • Mentees were at the competency stage in their development towards preparedness to teach.
Theory/Practice Nexus	Theory/Practice Nexus	Theory/Practice Nexus
<p>Theory/practice nexus is the disconnect between what pre-service teachers learn in a pre-service teacher education program at a tertiary institution and the practice of teaching in schools (Turney, Eltis, & Wright, 1985; Sobel & French, 1998; Smedley, 2001; Brady, 2002; Fletcher & Macuga, 2004).</p>	<p>The QTMP was a partnership between SHS and UOW. The designers of the QTMP specifically worked together to:</p> <ul style="list-style-type: none"> • Develop workshops to be conducted at the school to show how theory impacted the classroom; and • Provide an opportunity for mentees to observe theories learnt at university interpreted in the classroom. 	<ul style="list-style-type: none"> • All participants had both negative and positive comments regarding the theory learnt at university impacting classroom practice. • The workshops were a positive step towards showing the impact of theory on classroom practice. Both mentees and mentor teachers indicated that there was still more work to be done to integrate theory with practice in preparing pre-service teachers for teaching. This is to be addressed in the recommendations.

Part C – Enablers and Inhibitors

This section will discuss the findings of Chapter Four regarding the third and fifth aims of the study. To reiterate, the third aim of this study was to examine the strategies the coordinators of the UOW/SHS collaboration developed to immerse Graduate Diploma of Education (Secondary) students into the school's 'community of practice'. The fifth aim of the study was to ascertain what were the enablers and inhibitors when a tertiary institution and a school partnership provided an innovative pre-service teacher education opportunity. The findings of Chapter Four revealed that many strategies were enablers but some practices were inhibitors to the mentee's understanding and immersion into the school's 'community of practice'.

Part C is divided into the following themes:

1. 'Community of Practice'
 - 1.1 Shadowing the Mentor Teacher
 - 1.2 Parent/Teacher Interviews
2. UOW/SHS Collaboration
 - 2.1 Professional Development at SHS
 - 2.2 Executive Access
 - 2.3 Faculty Staffrooms
 - 2.4 Staff Attitudes
 - 2.5 Resources/Time
 - 2.6 School Staff Meetings

Theme 1: 'Community of Practice'

Data revealed that participants had varying views of the term 'community of practice'. Table 5.3 contrasts their views regarding 'community of practice' held at the beginning and conclusion of the QTMP.

Table 5.3 Participant Understanding of 'Community of Practice'

Participant understanding of 'community of practice' at the commencement of the QTMP	Participant understanding of 'community of practice' at the conclusion of the QTMP
Mentees' understanding of 'community of practice'	Mentees' understanding of 'community of practice'
<ul style="list-style-type: none"> • Collegiality and staff network • Student support • Staffroom culture • Sharing of resources • Staff meetings • General atmosphere of a school 	<ul style="list-style-type: none"> • Staff morning teas • Workshops • Coming in every Tuesday • Executive meetings • Parent/teacher interviews
Mentor teachers' understanding of 'community of practice'	Mentor teachers' understanding of 'community of practice'
<ul style="list-style-type: none"> • Mentee became a member of a staff community • Mentee developed relationships with staff • Mentee attended weekly staff morning teas • Parent/teacher interviews 	<ul style="list-style-type: none"> • Mentee became a member of the faculty • Mentee participated in activities provided by mentor teacher and the school • Mentee understood the complete role and job of the teacher
Executive staff's understanding of 'community of practice'	Executive staff's understanding of 'community of practice'
<ul style="list-style-type: none"> • Staff meetings, and morning teas • Mentees are a part of this school • Parent/teacher interviews • See a staff member interview a student about their behaviour • Workshops 	<ul style="list-style-type: none"> • Workshops • Shadow the mentor teacher • Parent/teacher interviews • Participate socially with the staff

The mentees' lack of understanding of the term 'community of practice' was described in Chapter Four. For example, Mark stated that he had not heard of a 'community of practice' before but hoped that the program would help him understand it (Focus Group 2, 31.5.2012). When mentees were further pressed about a 'community of practice', they guessed that it was related to areas associated with the school culture, such as staffrooms, staff meetings and the general atmosphere of the school (see Table 5.3). Some areas mentioned, such as sharing of resources, collegiality and staff meetings would align with the 'collective learning' associated with a 'community of practice', as framed by Lave and Wenger (1991), but these were random thoughts from the mentees rather than part of a whole concept.

The mentees' lack of understanding 'community of practice' would concur with the mentees being at the apprenticeship stage of development as pre-service teachers

(Furlong & Maynard, 1995; Jones & Brown, 2011) commenced the QTMP. The mentees hoped that the QTMP would assist them in understanding 'community of practice'.

Similar to pre-service teachers, mentor teachers and executive staff did not have a real understanding of a 'community of practice'. What they generally asserted as a 'community of practice' was the 'immersion into the whole school culture'. In Chapter Four, a school culture is described as the 'outworking of a school's vision and policies in its activities'. For mentor teachers and executive staff, this encapsulated classrooms, staffrooms, parent/teacher interviews, welfare, staff meetings, morning teas, performances and extra-curricular activities. Peter, Sam and Will did, however, include the workshops in their definition of 'community of practice'. The workshops were a 'process of collective learning in a shared domain of human endeavour' (Wenger, 2006, p. 1) specifically designed to immerse the mentees into the 'community of practice' of SHS.

Table 5.3 indicates that at the conclusion of the QTMP those mentees who had experienced a collegial relationship with their mentor teachers and interacted positively with the community of SHS considered that they had been immersed into the 'community of practice'. Two mentees believed they were accepted and therefore became part of their faculties (Sue and Jenny, Focus Group 2, 20.9.2012). Sue and Jenny moved on from what Lave and Wenger (1991) described as 'peripheral participation' (observing from the sidelines) to integration (full participant in a sociocultural practice). They attested to the strategies their mentor teachers put in place for them to enable this to occur, Sue was able to attend a planning meeting in order to write a unit of work (Focus Group 2, 31.5.2012) while Jenny assisted her mentor teacher in a homework program and the AIME Program, and she became a member of her mentor teacher's faculty (Final Focus Group 3, 20.9.2012). In both these situations the mentees were encouraged to become part of the collective learning with their mentor teachers. Another mentee (Tracey) found that she could develop collegial relationships with other staff faculties because of forming relationship in the staffrooms and the sharing of resources.

The understanding of 'community of practice' by mentor teachers and executive staff had not really changed over the course of the QTMP. As noted in Table 5.3, the mentor teachers discussed mentee immersion into the culture as significant success of the QTMP. Marion talked about the activities her mentee attended (Interview, 6.11.2012) while Will and Louise (Interview, 1.11.2012) discussed the mentees' bigger understanding of a teacher's role. Peter endorsed the QTMP as an opportunity to understand the workings of the school. He did also discuss, however, the significance of the workshops for both staff and mentees as the 'community of practice' of the school.

Although the mentor teachers and executive staff only described immersion into the school culture as a 'community of practice', some mentees actually experienced 'situated learning', as described by Lave and Wegner (1991) in Table 5.3. 'Situated learning' may have been more effective if the mentor teachers understood what immersion into a 'community of practice' involved. Most mentor teachers offered a hybrid form of Professional Experience rather than 'situated learning' for their mentees. Future QTMP initial training needs to include 'situated learning' theory for mentor teachers.

As reported in Chapter Four, various strategies were designed and implemented as part of the UOW/SHS collaboration in order to accomplish this immersion into a 'community of practice'. The following two strategies were considered to be enablers: (i) shadowing the mentor teacher; and (ii) attending parent/teacher interviews. These two activities are discussed below.

1.1 Shadowing the Mentor Teacher

Lave and Wegner (1991) cited five case studies of how people were naturally immersed in a 'community of practice' where they learnt the skills of that community by shadowing, observation, participating and gradually absorbing the learning community as part of themselves under the guidance of a mentor. This gradual immersion into a 'community of practice' was termed by Lave and Wegner (1991) as 'legitimate peripheral participation'. The findings revealed that 'shadowing the mentor teacher' was an example of 'legitimate peripheral participation'. Shadowing enabled the mentee to

gain understanding of the complexities of teaching and the 'community of practice' of SHS, and to gradually participate in the teaching role and the community. All groups of participants agreed that shadowing was an enabling strategy of the QTMP. The mentor teachers saw shadowing as necessary for mentees to understand the complexities of the role (Louise and Marion, Interviews 1.11.2012 and 6.11.2012). Three mentees (Sue, Paul and Julie) said that shadowing unlocked for them the role of the teacher and culture of the school (Emails, 27.8.2012, 29.8.2012 and 3.9.2012). An executive staff member (Allan) observed, 'Where good shadowing took place the mentees integrated into the school really well' (Interview, 6.11.2012). Shadowing the mentor teacher was a rich opportunity. It enabled the mentor teacher to: (i) model good practice (Orland-Barak & Hasin, 2010); (ii) share professional knowledge with the mentee (Van Velzen et al., 2012); (iii) demonstrate the Australian Professional Standards for Teachers (AITSL, 2013); (iv) reveal the context of teaching for the mentee (Clarke et al., 2014); (v) develop professional conversations with the mentee (Chalies et al., 2004; Walkington, 2005; Crasborn et al., 2008); and (vi) encourage the mentee's reflection of practice (Crasborn et al., 2008).

1.2 Attending Parent/Teacher Interviews

All mentees agreed that attending the parent/teacher interviews was a highlight of the QTMP and was an enabling strategy of the UOW/SHS collaboration. At the parent/teacher interviews, the mentees observed their mentor teachers interacting with parents. The parent/teacher interviews enabled the mentees, through observation or 'peripheral participation', (Lave & Wenger, 1991) to experience another aspect of the role of teachers in preparation for their 'preparedness to teach'. Interacting with the community and parents is a recognised standard (Standard Seven) of the Graduate Teaching Standards (AITSL, 2013). The parent/teacher interviews were fundamental for preparing mentees for the teaching profession. Will and Louise (mentor teachers) regarded the parent/teacher interviews as an opportunity to see the 'community of practice' in action as teachers worked with parents to support the students (Interviews, 1.11.2012 and 6.11.2012). Will further noted that his mentee adopted the strategies decided upon with the parents, an enabling opportunity taken by this mentee. The mentees noted that the parent/teacher interviews were an example of their mentor

teachers modelling good practice (Orland-Barak & Hasin, 2010) as they interacted with parents and students. The mentees commented on the 'useful hints' (Sally, Email, 27.8.2012), 'dealing with challenging parents' (Anne, Focus Group 4, 1.6.2012) and 'reassuring parents' (Angela, Focus Group 4, 1.6.2012).

Theme 2: UOW/SHS Collaboration

A number of other strategies designed and implemented by UOW and SHS coordinators as part of the QTMP collaboration were seen to be enablers and/or inhibitors to immersing the mentees into the 'community of practice' of SHS.

- 2.1 Professional Development at SHS
- 2.2 Executive Access
- 2.3 Faculty Staffrooms
- 2.4 Staff Attitudes
- 2.5 Resources/Time
- 2.6 School Staff Meetings

2.1 Professional Development at SHS

The workshops conducted by SHS teaching staff were a unique aspect of the QTMP where the teaching community of SHS shared their professional teaching experiences with the mentees. This was an opportunity for mentees to understand how the theory learnt at university impacted the classrooms where these teachers were working. The reactions to the workshops by the mentees varied, as noted in the data. Those mentees who expressed positive learning saw the contextual awareness of the theory as an important outcome from the workshops (Jane and Sally, Focus Groups 1 and 2, 20.9.2012; Mark, Email 27.8.2012). The negative responses were echoes of those expressed in the literature in Chapter Two concerning relevance of theory to classroom practice (Smedley, 2001; Parliament of Victoria Education and Training Committee, 2001; Sobel & French, 1998). Two main criticisms were: (i) workshop leaders not being aware of what had been taught at university; and (ii) lack of depth of the workshops to assist the mentees in their teaching (Jenny, Sally, Tom and Mark, Final Focus Group 2, 20.9.2012). The mentees expressed a perceived lack of communication between the university and the school as a reason for the workshops not meeting their needs. This lack of communication between stakeholders has been particularly noted as a concern in

the Professional Experience literature (House of Representatives Standing Committee on Education and Vocational Training, 2007; Peters, 2011, Renshaw, 2012). It must be noted, however, that the university coordinator and the principal discussed the workshops extensively, including topics to be covered (Field Notes, Phone Conference 1.5.2013). It was the execution of the workshops by teaching staff and the length of the workshops that caused negative comments from the mentees. These criticisms could have been addressed had there been better communication between the university and the presenters. It should be noted that the stakeholders of the QTMP all had differing expectations of the workshops. The mentees commented that the content was superficial and did not meet their needs, The mentor presenters sought to deliver what they identified as practical applications of a particular aspect of teaching. However, there is only a limited amount of content that can be delivered in the time allocated, in this instance this was 90 minutes. It may be argued that each of the stakeholder groups had their own interpretations of the design and purpose of the workshops, this in turn meant that each group felt that their expectations had not been met.

By contrast, Peter, as principal, felt that the workshops provided excellent Professional Development for his staff and the mentees. He considered the workshops to be an opportunity for staff presenters to share their accumulated knowledge with the mentees. Further, he believed the workshops were a positive example of partnership with the university in a meaningful 'learning community' (Le Cornu & Ewing, 2009; Le Cornu, 2011) where theory impacted practice (Interview, 1.11.2012). It could be perceived that this contrasting view is symptomatic of the different stakeholders viewing the education enterprise from different vantage points. A program like the QTMP that seeks to be more reflexive and adaptive than traditional teacher education programs needs to have a capacity built into it that enables and encourages a 'community of practice'. (Bloomfield, 2009). It is important to reiterate that no extra workload allowance, that is, time was given to the workshop leaders to either prepare or present.

As discussed in Chapter Two, partnerships between universities and schools are now being developed as an element of Professional Experience programs and Professional development of supervising teachers (AITSL, 2011; 2015; NSW Government, 2013). At

the time of the QTMP (2012), such partnerships were uncommon. Both the university coordinator (Karen) and principal (Peter) considered this partnership as a positive adjunct to the Professional Experience program for UOW where mentees had the opportunity to understand from practising teachers the breadth of the profession and the need for theory to underpin practice (Field Notes, 30.4, 2012). The workshops conducted as part of the QTMP were a significant step towards an 'enduring partnership', as noted by Rossner and Commins (2012) where there was a commitment to reciprocal learning relationships between the university and SHS, as well as genuine collaboration between the stakeholders. The workshops showed that a reciprocal learning relationship is possible between a tertiary provider and a school but it is not without challenges as two institutions serving different purposes collaborate.

2.2 Executive Access

As reported in Chapter Four, two mentees (Mike and Tom) shadowed the principal (Peter) for a day to observe the administration of a school. This was a unique 'situated learning' experience (Lave & Wenger, 1991). Both mentees commented in the final focus groups that these days were a highlight and also showed the possibilities for them in their future careers. Research into successful education systems (Darling-Hammond, 2010; McKinsey Report, 2007; Oregon Mentoring Program, 2007) has revealed that early career teachers who are mentored and have good role models tend to remain in the profession. Through the executive shadowing experience, Mike and Tom observed significant aspects of the school community, the complexities of running a school, and the need for personal organisation. During the final focus groups, Mike and Tom (Final Focus Groups 3 and 4, 20.9.2012) discussed their experiences. The other participants in these focus groups requested that every mentee have an opportunity to shadow an executive staff member. This would assist in the immersion into the culture of the school and demonstrate the various opportunities for career paths within a school. For Mike and Tom this strategy was an enabler that gave them special insight into the administration of a school. It was a disappointment for many other mentees that they did not realise they had the opportunity to shadow the senior executive, although it had been a recommended opportunity of the program by the university coordinator at the initial meeting before the QTMP began.

2.3 Faculty Staffrooms

As discussed in Professional Discourses (Part A, p. 200-02) the staffroom is a context where the mentees can experience teaching as a collective responsibility (Parker-Katz & Bay, 2007). The faculty staffroom was considered by Peter (Interview, 30.8.2012) to be the most natural setting where mentees could immerse into the school's 'community of practice'. Peter hoped that the mentees would experience people 'who engage in a process of collective learning in a shared domain of human endeavour' (Wenger E. , 2006, p. 1). For some mentees, however, the staffroom was not welcoming and inhibited immersion into the community (Mike and Mark, Final Focus Group 3, 20.9.2012). Positive role modelling of teaching and inclusion of the mentees in the community did not occur in these staffrooms from these mentees' perspectives. Darling-Hammond (2010) and Watt and Richardson (2011) classified experiences, such as negative staffroom relationships and lack of mentoring, as deterrents for a graduating teacher pursuing a long-term career in the profession.

2.4 Staff Attitudes

Individual teacher attitudes towards the mentoring process also inhibited the success of the QTMP. The examples in Chapter Four showed that six mentor teachers were inappropriate for the role due to: (i) a lack of interest in the role (Sally, Final Focus Group, 3, 20.9.2012); (ii) too busy to have time for the role (Mark, Final Focus Group 2, 2012); (iii) incompatibility with the mentee (Mike, Final Focus Group 3, 20.9.2012,); and (iv) a lack of understanding of the role (Angela, Jane and Tanya, Final Focus Groups 2, 3 and 4, 20.9.2012). Each negative response has been discussed extensively in this chapter (Part A, Section 3.1: 'Colleague or Supervisor?' p.198-205). At this point, it is also important to note the negative impact that individual mentor teachers' attitudes had on the mentees' understanding of, and immersion into, the 'community of practice' of SHS.

Lave and Wegner (1991) saw the gradual immersion by 'legitimate peripheral participation' into the 'community of practice' as pivotal to the mentee's understanding of the profession. Barab and Duffy (2000) stated that a mentee could only become

'bound' to the community if 'legitimate peripheral participation' had taken place. Where poor mentoring occurred in the QTMP, the mentees either had no experience or limited experience of 'legitimate peripheral participation'.

2.5 Resources/Time

Chapter Two focused on a number of government reports that have been produced since 2000, for example, 'Quality Matters. Revitalising Teaching: Critical Times, Critical Choices' (Report of the Review of Teacher Education, New South Wales, 2000), 'Step Up, Step In, Step Out: Report into the Sustainability of Pre-Service Teacher Training in Victoria' (Parliament of Victoria Education and Training Committee, 2005), 'Top of the Class Report' (Commonwealth of Australia, 2007), 'National Partnership Agreement on Improving Teacher Quality' (COAG, 2008), 'Great Teaching, Inspired Learning' blueprint (NSW Government, 2013) and 'Action Now: Classroom Ready Teachers' (TEMAG, 2015). Each report advocated the need to improve ITE. In particular, the reports since 2007 have focused on the need to develop partnerships between tertiary providers and schools regarding Professional Experience to bridge the theory/practice nexus. The most recent report, 'Action Now: Classroom Ready Teachers' (TEMAG, 2015) has as one of its proposals:

'Integration of theory and practice: establishment of structured and mutually beneficial partnerships'. (Proposal 3, p. 10)

As previously highlighted from the data, this kind of partnership arrangement requires resources and time. Federal funding for partnerships, such as the Schools' National Partnership Program launched in 2009, ceased in 2013, resulting in the end of the program. Other programs such as 'The Knowledge Building Community' (Kiggins & Cambourne, 2007), 'Learning Communities' (Le Cornu, 2010), 'Learning Circles' (White et al., 2010) and 'School-Wide Approach' (Peters, 2011) were dependent on the particular involvement of school and university personnel, and/or government funding. When the personnel involved withdrew from the program and/or funding was withdrawn, most programs ceased or diminished in their effectiveness.

Chapter Four highlighted that the implementation of the QTMP requires human resources and time. The QTMP had no funding for its implementation. The stakeholders (i.e. students and staff from SHS or UOW) who participated in the project had no time allocation or extra support available to them. They contributed because they saw an opportunity to enhance the theory/practice nexus of the Graduate Diploma of Education (Secondary) program and at the same time, meet the demands of the Graduate Standards for Teachers (AITSL, 2011; 2015). The realities of the need for funding and resources were seen in the comments made by a mentor (Jill) and two mentees (Tracey and Sally). Jill saw the QTMP as an extra responsibility for teachers beyond their already heavy workload with no time or financial incentives offered (Interview, 8.2.2012). Tracey and Jane found that communications between the university and the mentees, and the university and its staff as problematic. The mentees also found it difficult to visit SHS due to the demands of their university schedule with no timetable allowances (Final Focus Groups 2 and 3, 20.9.2012).

The lack of resources was highlighted in Section 2.1 – Professional Development at SHS (Part C, p. 218-20). Whilst there was much interaction between the designers of the QTMP regarding the 'workshops', no time was allocated for mentors to prepare the workshops. The workshops were to act as a strategy for bridging theory and practice. This concept was discussed as a priority in many government reports, for example, the 'Top of the Class Report' (Commonwealth of Australia, 2007). This report highlighted the isolation of the supervising teacher who only had contact with the pre service institution when the Professional Experience handbook was received. The supervising teacher had no opportunity to make input into the design of the course nor be informed about the design of the course. The supervising teacher did not know how the pre-service teacher had been prepared for the practicum. The mentee comments indicated that there was a disconnect of knowledge between what had been discussed in lectures and what the teachers shared. Had there been training for the supervising teachers and opportunity for them to be more involved in the wider content and course design the QTMP may have been more effective.

2.6 School Staff Meetings

Staff meetings are another example of a 'community of practice' (Lave & Wenger, 1991) where teaching can be seen as collective responsibility (Parker-Katz & Bay, 2007). For these reasons, all staff meetings at SHS were made available to the mentees during the QTMP. Executive staff commented that they had hoped the mentees would attend executive staff meetings but no mentees took advantage of this offer (Peter and Allan, Interviews, 1.11.2012). As the QTMP was a voluntary project with no assessments, the mentees' first priority was to focus on the immediate needs of attending lectures and completing assignments rather than attending staff and executive meetings, although they were opportunities for them to observe the organisation, management and decision-making of the 'community of practice' of SHS. Barab and Duffy (2000) classified meeting attendance as evidence of teachers being 'bound' to a 'community of practice'. Such meetings are where school decisions are made and owned. One mentee (Paul, Final Focus Group 2, 20.9.2012) regretted that he had focused on simply working with the mentor teacher during the QTMP and not immersing himself into the 'community of practice'.

Time allocation and knowledge of all aspects of the QTMP were inhibitors to mentees attending staff meetings. As suggested by the mentees, future programs need to consider carefully the management of these areas to ensure mentees have every opportunity to become 'bound' to the 'community of practice' (Barab & Duffy, 2000).

Table 5.4 summarises Part C and compares what the literature says, what was proposed for the QTMP and what the study of the QTMP revealed regarding the definition of 'situated learning' and a 'community of practice'; the role of the mentor teacher in assisting the mentee to immerse into the school's 'community of practice'; and the role of the school in assisting the mentee to immerse into its 'community of practice'. Table 5.4 reveals that all participants lacked an understanding of the 'situated learning' theory as described in the literature and what immersion into a 'community of practice' meant. Whilst the UOW/SHS collaboration did offer a range of activities as shown in Table 5.4, some were utilised by a few mentees (shadowing an executive) and others were not utilised at all (attendance at staff meetings).

Table 5.4 'Community of Practice' Immersion: What the Study Revealed.

What the Literature says	What was proposed for the QTMP	What the study revealed
What is a 'community of practice'?	What is a 'community of practice'?	What is a 'community of practice'?
A 'community of practice' is a group 'formed by people who engage in a process of collective learning in a shared domain of human endeavour' (Barab & Duffy, 2000, pp. 37-38).	The opportunity for mentees to observe and participate in as many areas of the 'community of practice' of SHS. These opportunities would include: <ul style="list-style-type: none"> • Shadowing of a mentor teacher and his/her roles; • Spending time in staffrooms; • Participating in Professional Development at SHS; • Attending parent/teacher interviews; • Shadowing an executive; • Attending meetings; and • Participating in social activities. 	At the start of the QTMP, the mentees did not really understand the term 'community of practice'. The mentor teachers and executive staff defined it as 'immersion into the whole school culture'. At the conclusion of the QTMP, those mentees who had experienced a positive relationship with their mentor teacher said they understood the breadth of the 'community of practice' in a school and felt more prepared for the teaching role. The mentor teachers and executive staff were still mainly referring to 'immersion into the school culture as a 'community of practice'.
The role of the mentor teacher in immersing a mentee into a 'community of practice'	The role of the mentor teacher in immersing a mentee into SHS 'community of practice'	The role of the mentor teacher in immersing a mentee into SHS 'community of practice'
'Situating learning' is a socio-cultural theory of learning whereby a person is immersed in a 'community of practice' where he/she learns the skills of that community by observing, trying aspects of the community skills and eventually absorbing the learning and community as part of himself/herself, under the guidance of a mentor' (Lave & Wenger, 1991; Chaiklin, 2003; Conkling, 2008).	The mentor teacher would be the representative of the 'community of practice' of SHS. The role would therefore include assisting the mentee to immerse into the school's culture.	The successful mentor teacher implemented some/all following strategies to assist the mentee to immerse into the 'community of practice': <ul style="list-style-type: none"> • Shadow the mentor teacher to observe the role of the teacher and the culture of the school; • Encourage participation in faculty staffrooms and staff meetings; and • Participate in extra-curricular activities.
The role of the school in immersing a mentee into a 'community of practice'	The role of SHS in immersing a mentee into a 'community of practice'	The role of SHS in immersing a mentee into a 'community of practice'
'Situating learning' is a socio-cultural theory of learning whereby a person is immersed in a 'community of practice' where he/she learns the skills of that community by observing, trying aspects of the community skills and eventually absorbing the learning and community as part of himself/herself, under the guidance of a mentor' (Lave & Wenger, 1991; Chaiklin, 2003; Conkling, 2008)	SHS would open every aspect of school life to the mentees. Certain activities would be compulsory: <ul style="list-style-type: none"> • Attendance at parent/teacher interviews; • Attendance at one staff meeting; and • Attendance at workshops. Other activities were not compulsory but available: <ul style="list-style-type: none"> • All staff meetings; • Social activities; • Observation of other classes in other faculties; and • Shadowing an executive. 	SHS provided many different strategies to assist in the immersion of the mentees into the school's culture and to teaching, these included: <ul style="list-style-type: none"> • Provision of Professional Development in the form of workshops; • Observation of parent/teacher interviews; • Shadow an executive; • Attendance at school meetings; and • Attendance at social events.

Final Comments

This section referred to enablers and inhibitors. The UOW/SHS collaboration provided many opportunities to enable mentees to immerse into the 'community of practice' of SHS. All mentees attended the Professional Development workshops, parent/teacher interviews and at least one staff meeting. Those mentees who experienced collegial relationships with their mentors also shadowed their mentor teacher in all of his/her various roles. Two mentees spent a day with the principal. These activities were unique opportunities that are not available to all pre-service teachers in a Professional Experience program. The strategies were designed to assist mentees in their immersion into a 'community of practice'. Whilst some mentees felt that they were at the periphery of the community of SHS by the end of the QTMP, others considered themselves 'bound to the community' and well-prepared for teaching.

Whilst the enablers were obviously advantages afforded to the participant pre-service teachers of the QTMP, the inhibitors highlighted in the data demonstrated the difficulties faced when institutions attempt to embed standardised recommendations such as those described in the reports identified in Chapter Two. It should be reiterated that the selection criteria for the QTMP was pitched at the recognised high achieving Graduate Diploma of Education (Secondary) students. This selection was based on early academic results and potential shown in their initial Professional Experience. Yet this criterion alone could not guarantee that these pre-service teachers would all experience a collegial mentoring relationship. The selection process also did not ensure the pre-service teachers' commitment to the QTMP, which was work added to a demanding university program.

Without remuneration in terms of financial, workload or time, the teacher/mentor 'buy in' and support for the QTMP was difficult to guarantee or secure at both institutions. Mentoring requires a belief for the concept and those who were selected by the principal because they did not volunteer proved to be the hardest to fully realise the ideals of the QTMP. The university/school partnership is a common theme in the reviews, as studied and reported in Chapter Two. However, what these reports, reviews and/or blueprints failed to demonstrate is the 'how'. In an era of increasing fiscal restrictions, where more

is often expected but with fewer resources, any extra demand that relies on goodwill may be met with, at best, a lack of support and at worst, disdain by university academics and school-based teachers. There is a fine line between acceptance and cynicism. Recommendations for implementation will be discussed further in Chapter 6.

Chapter Summary

Chapter Five discussed the significant findings of the study from the perspective of all participants. It was divided into three themes that discussed the aims of the study, as follows:

Part A – Emerging Relationships

Part B – An Understanding of the Profession

Part C – Enablers and Inhibitors

The chapter highlighted the reasons for the success of the QTMP for the majority of the participants. The following statement is an extract from Table 5.4 that summarises the reasons for success:

'At the conclusion of the QTMP, those mentees who had experienced a positive relationship with their mentor teacher said they understood the breadth of the 'community of practice' in a school and felt more prepared for the teaching role' (Table 5.4).

However, Chapter Five also highlighted areas where the QTMP was not successful and the reasons for this. Chapter Six will suggest recommendations from the findings of this study for future iterations of the program and for ITE in general.

CHAPTER 6:

RECOMMENDATIONS – REVIEWS VERSUS REALITY

Introduction

The purpose of this study was to report on a Quality Teaching and Mentoring Project (QTMP) designed for Graduate Diploma of Education (Secondary) pre-service teachers from UOW. It was the intent of the QTMP to offer the identified pre-service teachers the opportunity to participate in the day-to-day activities of a school's culture and Professional Development programs, as well as work alongside a mentor teacher who would guide this experience. As Chapter 5 indicated, this program was successful for those pre-service teachers who experienced a collegial relationship with their mentor teachers. Through such collegial relationships, the pre-service teachers were able to hone their classroom skills and immerse into the 'community of practice' of SHS. Opportunities were also provided for pre-service teachers to observe, understand and question the theory/practice nexus. Tracey, Tom and Paul were three mentees who experienced positive mentoring relationships. These mentees' comments of their experiences, discussed in Chapter Four, are repeated here:

'Because my mentor teacher and I developed a good relationship I feel that I have gained a lot of experiences I otherwise wouldn't have received and it has helped me grow as a teacher and develop in areas which I otherwise wouldn't have been able to achieve. It has also helped me in having more hands on experiences.' (Tracey, Email, 29.8.2012).

'My mentor told me to come in whenever I wanted. She gave me some lessons to open and close. She was really active and asked what assignments I had to do. I had a fantastic experience.' (Tom, Final Focus Group 2, 21.9.2012)

'I have had experiences of teaching students on a one on one basis and finding how those students respond positively to doing class work when this occurs. These experiences have been helpful in understanding the diversity of students within the class room and helpful in experimenting with different methods of getting students involved in school work' (Paul, Email, 3.9.2012).

These comments indicate the importance of the 'collegial relationships' between these mentees and their mentor teachers and the impact such relationships had on the mentees' preparedness to teach. The QTMP was considered a success for these mentees and five other mentees. The stakeholders were therefore keen to continue and improve upon the QTMP in 2013. There were, however, a number of participants whose experience of the

program was not positive, primarily because of the lack of or negative relationship with their mentor teacher. The aim of Chapter Six is to build on the positives of the QTMP with recommendations for future QTMP iterations as well as propose recommendations to refine future ITE mentoring/immersion programs. A diagrammatic representation of the content discussed in this chapter is presented in Figure 6.1.

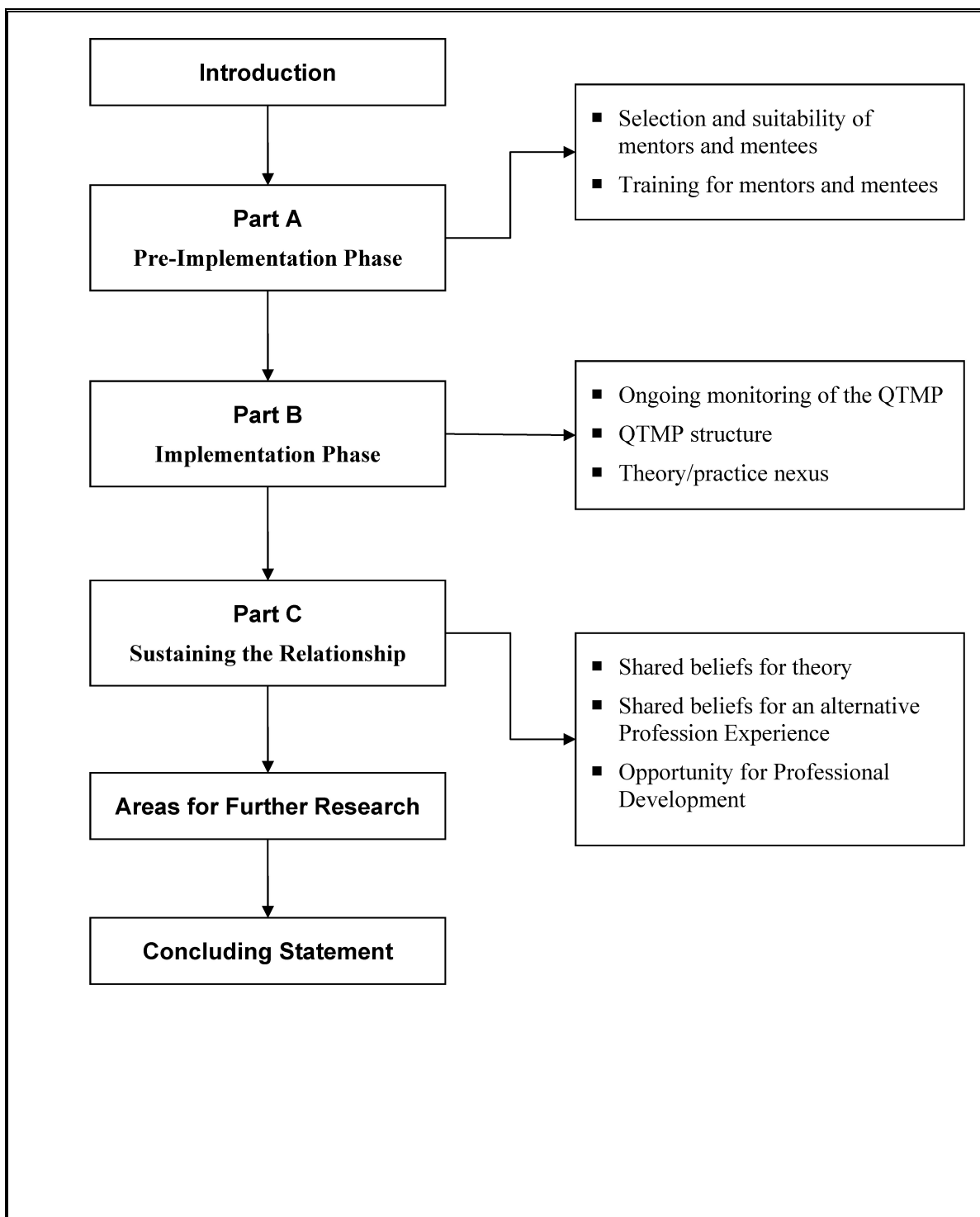


Figure 6.1 Chapter Map

Part A – Pre-Implementation Phase

This section recommends a series of strategies that need to be employed prior to the pre-service teachers (mentees) arriving at the partnership school. Data showed that targeted and thorough preparation was present but not fully developed to meet the needs of the participants. This preparation is significant for both the school and university when organising mentors and mentees. A tripartite relationship should be established when planning and designing any program, and should involve all stakeholders (university coordinators, school executive, school coordinators, mentor teachers and mentees). At the university, a coordinator for the program should be formally appointed who would be involved in selecting pre-service teachers for the program, as well as ensuring and following up on mentees participating in the program. The university coordinator would need to coordinate the following:

1. Supervise mentees' immersion into the school so it aligns with university studies;
2. Monitor mentee attendance; and
3. Monitor mentee/mentor relationships, targeting and adjusting support as necessary.

It is also recommended that a coordinator be appointed at the school, who would:

1. Ensure that mentees and mentor teachers are informed of meetings and workshops, and organise informal gatherings;
2. Develop a relationship with each of the mentor teachers and mentees to ensure the program is running smoothly for all; and
3. Become an additional support person and engage in reflective dialogue with the mentees regarding their classroom practice and teaching.

Both the university and school coordinators would participate in the recruitment and training processes. They would work closely to develop and implement all aspects of the mentoring program. The coordinator roles will be expanded upon in the following sections.

Selection and Suitability of Mentors and Mentees

The establishment of the following processes in selecting the mentor teacher is recommended to enable a positive outcome for all involved in the program. As this research demonstrated, selection and suitability is foundational for success.

Before selection of any school-based mentor is undertaken, a clearly defined explanation of the QTMP and its underlying theoretical constructs and ideals, together with a role description for a school-based mentor, must be made available to all prospective mentors. This would need to be developed and agreed upon by both coordinators and institutions. Once a description of the program has been disseminated, a formal application process is recommended whereby teachers apply and are interviewed for the position of a mentor teacher. This process would ensure that each teacher has considered the role carefully and understood the nature and demands of the program. To stress the value of the partnership, the interview panel would comprise a school executive, school coordinator and the university coordinator. The interview would highlight those teachers who possess the ability to relate, connect and empathise with the needs and concerns of a pre-service teacher (mentee). It would also be important to note that the mentor teacher role is a great opportunity for Professional Development and for teachers who wish to attain the Highly Accomplished Teacher Standards in Australian Professional Standards for Teachers (AITSL, 2013). This would encourage school executive to promote the QTMP as a Professional Development opportunity. This approach would ensure that the number of mentees selected is reliant on the number of identified mentors.

Although all mentees were keen to participate in the QTMP, the findings showed that some mentees did not have realistic expectations of the project nor did they avail themselves of all aspects of the project. From the findings and the literature, a clear promotion of the program and a careful selection process for the mentees is recommended. Just as the prospective mentor teachers should have a prescribed selection process, so too should the pre-service teachers submit an Expression of Interest followed by an interview process conducted with the school coordinator and university coordinator.

Training for Mentors and Mentees

From feedback given by the mentees and literature reviewed, the initial meeting between the mentor teacher and the mentee is significant in establishing the best match between the mentor teacher and mentee's goals for the program. It is therefore proposed that a combined training workshop/s would be highly beneficial for all participants to be introduced to the aims, purpose and content of the QTMP. Such a training workshop/s would ensure that all stakeholders were exposed to the aims of the QTMP. A compulsory component for the training workshop/s would need to cover the theoretical underpinning, that is, 'situated learning' and the scope to develop this concept within the 'community of practice' of the school. As indicated it maybe necessary to have a number of workshops which are scaffolded. The following are recommended topics that should be included in the pre-implementation training workshop:

Table 6.1 Recommended Workshop Topics

Topic	What the research says	What the QTMP revealed
Purpose, possibilities and realities of the program	Training required for mentors and mentees to understand the program's purpose, possibilities and realities (Jordan, Phillips, & Brown, 2004; Crasborn, Hennissen, Brouwer, Korthagen, & Bergen, 2008; Levine, 2011; Renshaw, 2012)	The study revealed there was a lack of understanding of the purpose, possibilities and realities of the QTMP by a number of mentor teachers and mentees.. This resulted in some less than optimal experiences for some of the mentor teachers and mentees.
What is the role of a mentor teacher?	<p>A mentor teacher's role</p> <ul style="list-style-type: none"> • a professional role model who relationally assist a mentee in their preparedness to teach (Pungur, 2007; Orland-Barak & Hasin, 2010) • an instructional coach, emotional support, and socialising agent (Hobson, 2002; Millwater & Ehrich, 2008; Hennissen, Crasborn, Brouwer, Korthagen, & Bergen, 2011; Butler & Cuenca, 2012) 	The data showed that not all of the mentor teachers who participated in the QTMP understood the role. Eight of the fourteen mentees who participated in the study stated that they had experienced a 'collegial relationship' with their mentor teacher. These eight mentees said that as a result of the relationship with the mentor teacher they were better prepared for teaching and had been immersed into the 'community of practice' of SHS. The six mentees who did not experience a collegial relationship with their mentor teachers considered that their mentor teachers had not understood the role.
Roles and responsibilities of the university and the school coordinator	Le Cornu (2012) saw the school coordinator as the liaison person between the school and the tertiary institution and the coordinator for the mentees and mentor teachers (a mentor role where needed). The tertiary coordinator would provide a similar communication path but also be a mentor role to mentees as needed (Le Cornu, 2010)	The QTMP did not have official school and university coordinators to fulfil the roles described by Le Cornu. Communication to and mentoring of mentor teachers and mentees were dependant on the designers of the QTMP who were allocated no extra time or resources to do this. Lack of communication and guidance posed challenges for the participants.
What is 'situated learning'?	'Situated learning' is a socio-cultural theory of learning whereby a person is immersed in a 'community of practice' where he/she learns the skills of that community by observing, trying aspects of the community skills and eventually absorbing the learning and community as part of himself/herself, under the guidance of a mentor' (Lave & Wenger, 1991; Chaiklin, 2003; Conkling, 2008)	The data showed that that there was a lack of understanding of situated learning by mentor teachers. Six mentees did not have the opportunity to hone teaching skills as they were either restricted to observe by their mentor teacher or had little connection with their mentor teacher.
What is immersion into a 'community of practice'?	'Immersion into the community of practice' refers to a pre-service teacher's participation in, or engagement with, the 'community of practice' of a school. Wenger (2006) defined a 'community of practice' as a group 'formed by people who engage in a process of collective learning in a shared domain of human endeavour' (p. 1).	The data showed that mentor teachers and executive staff understood 'community of practice' to be the school's culture rather than the definition given by Wenger. The mentor teachers therefore encouraged the mentees to immerse into the culture of the school, i.e. the outworking of a school's vision and policies in its activities, for example, disciplinary procedures in classrooms, school assemblies, staff meetings and social events
Theory/practice nexus	The disconnect between what pre-service teachers learn in a teacher education program at a tertiary institution and the practice of teaching in schools is known as the theory/practice nexus (Brady, 2002)	The data showed that theory/practice nexus was still problematic in ITE programs. All participants saw the importance of theory informing classroom practice but still cited examples of theory and practice not aligning in university programs.

It is recommended that the training workshop be conducted as a collaborative process between UOW and the school. Such collaboration would assist in enhancing the university/school partnership and commence the program with shared understandings, as well as incorporate the theory and practice underpinning the program. At the conclusion of the training workshop, the mentor and mentee would meet at a scheduled meeting. An informal setting for this meeting would optimise the opportunity for the mentor teacher and mentee to establish goals and expectations, and exchange information.

Part B – Implementation Phase

Ongoing Monitoring of the QTMP

The data showed that some mentees enjoyed a collegial relationship with their mentor teacher but others did not. From the literature reviewed and findings of the study, ongoing monitoring of the mentor/mentee relationship by the mentor teacher with the mentee at regular intervals would be recommended. This monitoring would assist the mentor teacher in directing an individualised program for the mentee, as well as give the mentee an opportunity to comment. Each meeting would also have a particular focus based on the mentee's university studies at the time of the meeting. It would also be recommended that the school coordinator of the program regularly meet with the mentor teacher and mentee to monitor progress of their relationship. Such meetings would give the mentor teacher and his/her mentee the opportunity to alert the school coordinator of any highlights, problems or difficulties. This level of commitment is without financial remuneration, therefore, is reliant on goodwill (to be discussed below; see Sustaining the Relationship).

It is also recommended that there be frequent communication with the school coordinator and university coordinator who both need to establish a professional rapport as they represent the key conduits for the mentors and mentees, and for the program's success. An online presence, such as a Moodle page could assist the coordinators with interpersonal communication and with all participants. It would be advantageous for the school coordinator to maintain a role in the academic program in the university, either as a tutor or a guest lecturer so they are involved in all aspects of the mentee's learning

at university and school. Similarly, it would be beneficial for the university coordinator to have a role within the school, either as the Professional Experience liaison for the school or involved in other aspects of teaching/learning, such as Professional Development of teachers within the school. Developing a mutual understanding and creating a presence of key personnel would support the viability and sustainability of this type of program.

QTMP Structure

The data discussed the need for the QTMP program to be more structured. The literature strongly recommends a structure for mentoring programs such as the QTMP. A flexible structure was proposed for the QTMP in the Handbook (Appendix C), which included compulsory attendance at workshops, parent/teacher interviews, shadowing the mentor teacher and attending meetings. The data suggested the need for more structure around the relationship with their mentor teacher and the time spent at the school. The following guidelines are proposed to enhance structure and strategies used by mentor teachers in the Implementation Phase.

As previously stated, the mentor teacher and his/her mentee need to establish a set of goals to be achieved during the program and then create a plan for fulfilling those goals.

A set of suggested guidelines include:

- Mentor teacher/mentee agreed and structured timetable;
- Lesson observations with particular subjects and year groups;
- Schedule of staff meetings (the mentee should attend two);
- The mentee's involvement in attending and/or observing one or more of the following: programming meetings, parent/teacher interviews, year coordinator meetings, welfare meetings and co-curricular and extra-curricular activities;
- Discussion and analysis of the school's Discipline Policy with the mentor teacher, including practice of the Discipline Policy in classrooms; and
- Discussion and observation of different teaching styles to suit individual learning needs in a classroom.

In addition to the above guidelines, a feature of the mentoring relationship would include the practice of engaging the mentee in critical thinking and reflective practice of observed teaching styles and the mentee's own teaching style, for example, critical thinking and reflection around areas such as student-centred learning and implications for the mentee's teaching. Reflective practice and critical thinking ensures ongoing development of the mentee's thinking about his/her teaching practice towards preparedness to teach. A workshop regarding reflective practice, hosted by the university, for both the mentor teachers and mentees would enhance Professional Development for all as well as assisting in the mentor teacher's accreditation. The honing of a mentee's teaching and classroom skills is achieved by the mentor teacher encouraging the mentee to teach and team-teach lessons in the mentor teacher's classroom. This form of relaxed teaching practice would help to develop the mentee's confidence in the classroom, as well as provide opportunities to experiment with different teaching techniques, various approaches to lessons and differentiation of the curriculum for individual needs of students. Finally, the mentee is able to immerse into the 'community of practice' of the school through shadowing the mentor teacher.

Theory/Practice Nexus

The importance of developing strong collaboration between the school and the university was shown, particularly in the delivery of the workshops. A 'learning community' (university personnel, mentor teachers, school executive staff and mentees) that was established during the QTMP could be further enhanced by involving extra university personnel in the program as coordinators, advisors to the mentor teachers, seminar leaders and workshop leaders. Such involvement would benefit all stakeholders, particularly the mentees because they would have the opportunity to see a collaborative partnership in action, thus strengthening the 'community of practice'. University assessments that reflect observations from immersion into the school's 'community of practice' would be one example to highlight to the mentees the collaborative partnership in action.

Part C – Sustaining the Relationship

Belief, passion and the desire to make a difference in teaching and ITE may be the drivers of a program such as the QTMP but they do not sustain a school/university partnership, as this study demonstrated. The findings of the QTMP highlighted that implementing reviews, recommendations and blueprints into practice is a challenge. As stated in Chapter Two, the most recent reviews of ITE recommend that schools and universities work together to form partnerships. Whilst a favourable catchphrase, the reality of creating a partnership between what are two very different contexts with competing and conflicting pressures is where the challenge and difficulties arise. The following recommendations may help future partnerships develop and endure.

Shared Beliefs for Theory

An alternative program such as the QTMP that is founded on the premises of 'situated learning' and 'mentoring' requires that participants have: understanding of the concepts, and belief in their ability to enhance the Professional Development of a pre-service teacher. Without a clear understanding and shared belief, the program has limited opportunities to succeed and be sustainable. This kind of understanding and shared knowledge, however does not eventuate without the time and energy of like-minded personnel. The government reviews discussed in Chapter Two do not provide suggestions on how to achieve the coming together of the institutions. Therefore, a newly created partnership is reliant on a few staff members from both institutions and their intrinsic belief for the improvement of ITE. The review of literature has shown that when alternative programs are funded by one-off grants or specialised sourcing arrangements, they cease to operate when the funding ends. Therefore, it is unlikely that monetary incentive could be offered. However, 'time' equals currency in schools and allocating extra time in the mentor teacher's timetable for them to participate in the QTMP is strongly recommended. It is also important to note a more recent incentive that participation by teachers in such a program is now a recommended part of the accreditation for Highly Accomplished Teacher level in the Australian Professional Standards for Teachers (AITSL, 2013). Likewise, in the university context, workload recognition of the time required for developing a partnership must be factored when calculating an academic's workload.

Shared Beliefs for an Alternative Professional Experience

To achieve sustainability of an alternative program that features a hybrid version of Professional Experience, a clear and shared understanding of its intent and key elements is required. Immersion into a 'community of practice' is not a traditional form of Professional Experience. For decades, the traditional Professional Experience has meant that the supervising teacher received a daily allowance and is an assessor of the pre-service teacher. To be a mentor teacher is not the same as being a supervising teacher, and therefore the differences in structure and allowance must be made clear at the pre-implementation phase.

Opportunity for Professional Development

The QTMP was a missed opportunity for the promotion of Professional Development for mentor teachers in 2012. Professional Development needed to be featured in the promotion of the program so that mentor teachers could see the link between their participation and ongoing Professional Development, thus meeting the Professional Teaching Standards, especially Standard 6.2 'Engage in professional learning and improve practice' (AITSL, 2013) ¹⁰. If teachers value their involvement in the QTMP as Professional Development, they will acknowledge it as an attractive opportunity. The failure of hybrid programs that do not offer remuneration or have a source of ongoing funding can mean that the teacher feels that it is one-sided, that is, they are required to do extra with less. To factor in Professional Development as a career opportunity or enhancement is a cultural shift in thinking. The need for teachers to value practical opportunities will be reliant on the dissemination and clear articulation of the potential that involvement in a program like the QTMP affords. Likewise, university personnel would be unlikely to receive remuneration for their participation in the QTMP. There may be a 'buy in' process if the QTMP is seen as part of academic staff Professional

¹⁰ As noted in Chapter Two (p. 57-58) there are now online modules for training supervising teachers developed by AITSL (AITSL, 2015)

Development, and/or aligned with position descriptions and viewed as part of their 'core teaching and learning business'.

Areas for Further Research

This study has shown that mentoring Graduate Diploma of Education (Secondary) pre-service teachers and immersing them into a 'community of practice' in preparation for teaching was a successful program for the majority of those who participated. As the study was limited to a restricted timeframe, a longitudinal research would be beneficial to monitor and explore the mentees' transition into the early years of teaching. A comparative study of UOW graduate teachers who completed the QTMP and graduates who did not may also extend the findings of this study. The QTMP was extended to include three schools in 2013 and 2014. It would therefore be constructive to evaluate the two succeeding programs and compare them with the 2012 program. Further research into best practices of mentoring for pre-service teachers would also ensure the program stakeholders continually reflect and commit to improvement of the program. Continuous improvement of the program can only lead to better outcomes for new graduate teachers as they enter the profession and for mentor teachers.

Concluding Statement

In summary, this study reported on the QTMP, which occurred for Graduate Diploma of Education (Secondary) students between May and September 2012. The study pursued a naturalistic case study design, which employed qualitative methods of data collection and analysis. Data were gathered from three groups of participants in the QTMP who were interviewed either individually or in focus groups to gain an insight into the mentoring project. This added depth and breadth to the findings. The study also made recommendations for the conduct of future programs similar to the QTMP and ITE programs.

As the findings of this study indicated, pre-service teachers who developed a collegial relationship with a mentor teacher were considered better prepared for teaching because they had the opportunity to hone their teaching skills and to be immersed into a school's

culture and 'community of practice'. The QTMP showed that partnerships between schools and tertiary institutions, which embed immersion and encourage a mentoring relationship without the constraints of a Professional Experience, are beneficial. There was a mismatch between the reviews, recommendations and blueprints that included school/university partnerships as a common theme. Therefore, the time and effort required to create such a program cannot be underestimated and there must be shared values for its ideals and intent in order for the QTMP program to succeed.

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LIST OF APPENDICES

Appendix A: Pre-service Teacher Applications

Appendix B: Information and Consent Forms

- B.1 – Pre-service teacher consent form (first)
- B.2 – Mentor teacher consent form
- B.3 – Executive staff consent form
- B.4 – Pre-service teacher information sheet (first)
- B.5 – Mentor teacher information sheet
- B.6 – Executive staff information sheet
- B.7 – Amended consent letter from University of Wollongong Ethics Committee
- B.8 – Pre-service teacher consent form (second)
- B.9 – Pre-service teacher information sheet (second)

Appendix C: QTMP Handbook

Appendix D: Focus Group and Interview Questions

- D.1 – Pre-service teachers focus group questions (first)
- D.2 – Pre-service teachers email interview questions
- D.3 – Pre-service teachers focus group questions (final)
- D.4 – Mentor teachers interview questions (first)
- D.5 – Mentor teachers interview questions (final)
- D.6 – Executive staff Interview questions (first)
- D.7 – Executive staff interview questions (final)

Appendix E: Report on Mentoring Project to Stakeholders

Appendix F: Field Notes

- F.1 – Field notes (meeting, 28.2.2012)
- F.2 – Field notes (meeting, 7.5.2012)
- F.3 – Field notes (initial focus group 1, 31.5.2012)

APPENDIX A: PRE-SERVICE TEACHER APPLICATIONS

Partnership in Quality Teaching and Mentoring

Name	Jenny
Methods	Mathematics
Student No.	3648746

Part A	Please provide a 350 – 500 word statement summarising your reasons for applying to the Southland UOW Project.
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The chance to participate in the SHS /UOW Project would, I believe, be an invaluable opportunity to enrich my GDE experience, therefore allowing further development of my personal pedagogy. As the Graduate Diploma in Education is a very condensed teaching course, any additional and varied experiences available through this program, such as involvement in professional workshops both at the school and the Illawarra DEC, would supplement the basic course, therefore benefiting my development before beginning as a teacher in a classroom of my own.

The opportunity to be immersed in as many different school environments and cultures as possible throughout this year is significant as it allows me to observe and experience many of the practices which we are learning about in our classes at university, while also enabling me to observe the general running of the school and any special programs which Southland High School runs. The observation and team teaching experiences with a mentor in my subject area offered by this project would also provide exposure to a wider range of teaching styles, techniques, resources and pedagogies otherwise not available in the Graduate Diploma in Education.

As stated below, I consider one of my teaching weaknesses to be classroom behaviour management. I believe that one of the best ways for me to develop this skill is to be immersed in classroom situations in which I can observe a variety of approaches to classroom management and have the opportunity to explore and practice the skills I learn in an environment supported by a mentor teacher.

Part B	Please provide a 250 word reflection of what you have learnt regarding your teaching Strengths and Weaknesses after your Initial Professional Experience.
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Since beginning my Initial Professional Experience I have come to consider one of my major teaching strengths to be my ability to see concepts from a number of different perspectives. This enables me to explain concepts to students in a variety of ways in order to best convey the information to individuals.

On the other hand, I believe that my lack of experience in a classroom results in a weakness with regards to my behaviour management skills. By familiarising myself with school policies, and through observation of the different classroom management approaches of a number of teachers throughout my Initial Professional Experience, and my limited personal experience, I believe I have greatly improved my behaviour management skills, however I recognise that this is an area with room for improvement.

I am also aware that I need to develop my ability to keep disruptive and distracted students engaged in the activity at hand. Planning a lesson which incorporates a variety of instruction methods and activities appeared to have some impact on the level of disruption, as did the preparation of additional activities for fast workers, however this issue is still one aspect of teaching in which I am developing.

Overall I believe my biggest strength to be my enthusiasm and energy, and my love of assisting others to learn. I welcome constructive criticism, and consistently make an effort to reflect on each lesson and teaching experience in order to continually improve.

Partnership in Quality Teaching and Mentoring

Name	JULIE
Methods	Drama and English
Student No.	3286927
Part A	<p>Please provide a 350 – 500 word statement summarizing your reasons for applying to the r. SHS/UOW Project.</p> <p>As soon as I heard about this project, I knew I wanted to be involved. I believe I am a good "worker", that is, to say that I learn better through doing. To me, this project would allow me to learn in an interactive way; improving and honing my skills as a teacher, with guidance from a mentor. There could be no better way to learn then from the experiences of a long service professional teacher. I know that this project would help me. I want to remain as active as possible, continuing the learning process that I began on PEX and devote this entire year to becoming the best pre-service/ first year out teacher I can be. I want to develop several English based units of work and get a head start on developing material for my accreditation. I want to experience the world of marking and have a greater understanding of how to judge a good piece of work for levels 4, 5 and 6. Which, especially relates to the drama classroom. I feel it is difficult to judge and mark a child's creativity and therefore need to see drama teachers in action, to discuss this further. □ I want to have more observation time and see different types of teachers at work. I want to develop a new level of confidence that I can take with me when I begin my minor PEX. I recognize that I need more help to continue developing as a teacher in a lot of different areas. I am not going to wait to become a better educator; instead I am going to continue to pursue new levels of excellence. The guidance provided through the SHS/UOW project, is definitely my major reason for applying. I have only just begun to crack the surface, of what it means to be a teacher and really want the opportunity to discuss issues, theories and methods with a career professional in their teaching domain. I feel that my recognition of this need to improve and the help that further guidance could provide, means I will work incredibly hard to meet the expectations of students who undertake this project and therein makes me an appropriate candidate for your consideration.</p>
Part B	<p>Please provide a 250 word reflection of what you have learnt regarding your teaching Strengths and Weaknesses after your Initial Professional Experience.</p>

	<p>Before PEX began I believed that good teaching, came from good planning. This turned out to be one side of an innumerable dice. I not only needed to plan, but I needed to over-plan. To be ready to adapt, while maintaining speed, control and constantly assessing the students levels of understanding and then readapting to those conditions. I needed to better explain what goals the students needed to achieve by the end of each lesson and engage them in level appropriate activities that would help them to do so. However, at the same time I needed to discipline the class, create a rapport with the students and take care to always remain positive and care for their personal well-being. This was difficult. It was the ultimate multitasking job. I found it baffling and didn't quite know how someone managed to do all these things at once. I accepted on PEX that I wasn't ready to do everything at once, although, I definitely want to continue to develop into a teacher who can. The good things I discovered on PEX was that I am full of enthusiasm and willing to give every ounce of my energy to my students learning. I failed at times but pushed through and every time achieved something new. It helped that I am a performer because If things weren't going so well I could play my way through. PEX was both wonderful and scary, where I discovered I am not as strong as I thought I would be but that I have the resilience and exuberance to pull through at the end of the day.</p>
<p>Please provide a copy of your Initial Professional Experience Report. □Email to: karenf@uow.edu.au by COB Thursday 19 April 2012.</p>	

APPENDIX B: INFORMATION AND CONSENT FORMS

B.1 – Pre-service teacher consent form (first)



PRE-SERVICE TEACHER CONSENT FORM

Title: An immersion into the profession: A mentoring program for Graduate Diploma of Education (Secondary) pre-service teachers.

I have received the information about the study titled '**An immersion into the profession: A mentoring program for Graduate Diploma of Education (Secondary) pre-service teachers**' and have been able to talk about this with the researchers.

I understand that if I decide to be involved in this study I need to complete the following during the 2012 academic year:

- Participate in three individual interviews with a researcher. Each interview will last approximately forty-five minutes and will take place at the school where the Quality Teaching and Mentoring Project is taking place. Each interview will include questions regarding whether theory learnt at university relates to practice in the classroom my perceptions of teaching, and my experience of mentoring

I understand that this project will take place in 2012. I have been told that there are no foreseeable risks or burdens beyond the time involved in the participation. I am free to refuse participation and withdraw myself from the study or withdraw information from the study at any time. To withdraw my information I email Dr. Sharon Tindall-Ford (sharontf@uow.edu.au) to indicate my desire to withdraw from the study. My refusal to participate or withdraw consent will not affect my participation in the Quality Teaching and Mentoring Project or my relationship with the researchers of the study.

I understand the results of this study will be published and presented as an EDD thesis and in an academic journal. The identity of participants, however, will not be revealed. I agree for it to be used in this way.

I understand that the researchers conducting this study have my protection, interests and safety as their first priority at all times.

My signature below indicates:

1. I have read the information provided about this study;
2. I clearly understand the procedures;
3. I voluntarily agree to participate in the study and understand that I may withdraw at any time.

I (name) _____ agree to take part in the study titled:

An immersion into the profession: A mentoring program for Graduate Diploma of Education (Secondary) pre-service teachers.

Signature _____ Date: _____ 2012 _____

B.2 – Mentor teacher consent form



MENTOR TEACHER CONSENT FORM

Title: An immersion into the profession: A mentoring program for Graduate Diploma of Education (Secondary) pre-service teachers.

I have received the information about the study titled '**An immersion into the profession: A mentoring program for Graduate Diploma of Education (Secondary) pre-service teachers**' and have been able to talk about this with the researchers.

I understand that if I decide to be involved in this study I need to complete the following during the 2012 academic year:

- Participate in two individual interviews with a researcher. Each interview will last approximately forty-five minutes and will take place at my school. Each interview will include questions regarding whether theory learnt at university relates to practice in the classroom, my perceptions of teaching and my experience of the mentoring program.

I understand that this project will take place in 2012. I have been told that there are no foreseeable risks or burdens beyond the time involved in the participation. I am free to refuse participation and withdraw myself from the study or withdraw information from the study at any time. To withdraw my information I can email Dr. Sharon Tindall-Ford (sharontf@uow.edu.au) to indicate my desire to withdraw from the study. My refusal to participate will not affect my participation in the Quality Teaching and Mentoring Project or my relationship with the researchers of the study.

I understand the results of this study will be published and presented as an EDD thesis and in an academic journal. The identity of participants, however, will not be revealed. I agree for it to be used in this way.

I understand that the researchers conducting this study have my protection, interests and safety as their first priority at all times.

My signature below indicates:

1. I have read the information provided about this study;
2. I clearly understand the procedures;
3. I voluntarily agree to participate in the study and understand that I may withdraw at any time.

I (name) _____ agree to take part in the study titled:

An immersion into the profession: A mentoring program for Graduate Diploma of Education (Secondary) pre-service teachers.

Signature _____ Date: _____ 2012

B.3 – Executive staff consent form



EXECUTIVE STAFF CONSENT FORM

Title: An immersion into the profession: A mentoring program for Graduate Diploma of Education (Secondary) pre-service teachers.

I have received the information about the study titled '**An immersion into the profession: A mentoring program for Graduate Diploma of Education (Secondary) pre-service teachers**' and have been able to talk about this with the researchers.

I understand that if I decide to be involved in this study I need to complete the following during the 2012 academic year:

- Participate in two individual interviews with a researcher. Each interview will last approximately forty- five minutes and will take place at my school. Each interview will include questions regarding my reasons for partnering with University of Wollongong in the Quality Teaching and Mentoring Project, my perceptions of the program when it begins and at the conclusion of the program and whether the program met my expectations.

I understand that this project will take place in 2012. I have been told that there are no foreseeable risks or burdens beyond the time involved in the participation. I am free to refuse participation and withdraw myself from the study or withdraw information from the study at any time. To withdraw my information I can email Dr. Sharon Tindall-Ford (sharontf@uow.edu.au) to indicate my desire to withdraw from the study. My refusal to participate or withdraw consent will not affect my participation in the Quality Teaching and Mentoring Project or my relationship with the researchers of the study.

I understand the results of this study will be published and presented as an EDD thesis and in an academic journal. The identity of participants, however, will not be revealed. I agree for it to be used in this way.

I understand that the researchers conducting this study have my protection, interests and safety as their first priority at all times.

My signature below indicates:

1. I have read the information provided about this study;
2. I clearly understand the procedures;
3. I voluntarily agree to participate in the study and understand that I may withdraw at any time.

I (name) _____ agree to take part in the study titled:

An immersion into the profession: A mentoring program for Graduate Diploma of Education (Secondary) pre-service teachers.

Signature _____ Date: _____ 2012

B.4 – Pre-service teacher information sheet (first)



INFORMATION SHEET FOR PRE-SERVICE TEACHERS

Title: An immersion into the profession: A mentoring program for Graduate Diploma of Education (Secondary) pre-service teachers.

What is the purpose of the research?

This is an invitation to participate in a study conducted by the University of Wollongong. The purpose of the research is to explore how Graduate Diploma of Education (Secondary) pre-service teachers' experiences in a Quality Teaching and Mentoring Program contribute to their understanding of theory - practice nexus, enhances their preparedness to enter the teaching profession and how a mentoring program may be adopted as an adjunct to Professional Experience.

What is expected of you in this study?

If you volunteer to be involved in this study you will be asked to participate in three individual interviews with a researcher. Each interview will last approximately forty-five minutes and will be conducted at the school where the Quality Teaching and Mentoring Project is undertaken. Each interview will include questions in the following three areas:

1. How theory informs practice in the classroom, for example:
Was the theory learnt at university relevant and informed the classroom practice as you have experienced it? Why? Why not?
2. Your understandings of the teaching profession, for example:
What is teaching?
What do teachers do?
In what ways do you anticipate this program will assist you in preparing you to become a teacher?
3. Your experiences in the mentoring program, for example:
What strategies is your mentor teacher using to increase your preparedness to teach? How useful are these strategies for you?

When will the study take place?

The study will take place between May and October 2012. The first interview will commence at the start of the program. The second interview will occur in late July and the final interview will take place at the conclusion of the Quality Teaching and Mentoring Project.

There are no foreseeable risks or burdens to you beyond the time involved in participation. You are free to not participate in the study or withdraw yourself from the study or withdraw information at any time. We ask that if you decide to withdraw from the study to please email Dr. Sharon Tindall-Ford. (sharontf@uow.edu.au). You will still be able to participate in the Quality Teaching and Mentoring Project even if you do not consent to participate in this study or if you decide to withdraw from the study.

Both positive and negative aspects of the program that are raised by participants will be used to inform changes to the following year's program. The results of this study will be published as an EDD thesis document and in an academic education journal or conference paper. The raw data will be stored in a locked filing cabinet in the researcher's office for the duration of not less than 5 years. The identity of participants, however, will not be revealed. For the sake of confidentiality, the researcher will not ask for student names and every interview will be coded to ensure confidentiality. Access to all data will be restricted to the researchers participating in the study.

This study has been reviewed by the Human Research Ethics Committee of the University of Wollongong. If you have any concerns or complaints regarding the way this research has been conducted, you can contact the UoW Ethics Officer on (02) 42214457 or rso-ethics@uow.edu.au

Thank you for your assistance

Dr Julie Kiggins

Sub Dean

Faculty of Education

(02) 42214658

jkiggins@uow.edu.au

Dr Sharon Tindall-Ford

Assoc. Dean Teacher Ed.

Faculty of Education

(02) 4221 3553

sharontf@uow.edu.au

Ms Julie Mathews

Researcher

Faculty of Education

(02) 98198840

julie.mathews@wi.edu.au

B.5 – Mentor teacher information sheet



INFORMATION SHEET FOR MENTOR TEACHERS

Title: An immersion into the profession: A mentoring program for Graduate Diploma of Education (Secondary) pre-service teachers.

What is the purpose of the research?

This is an invitation to participate in a study conducted by the University of Wollongong. The purpose of the research is to explore how Graduate Diploma of Education (Secondary) pre-service teachers' experiences in a Quality Teaching and Mentoring Program contribute to their understanding of theory - practice nexus, enhances their preparedness to enter the teaching profession and how a mentoring program may be adopted as an adjunct to Professional Experience.

What is expected of you in this study?

If you volunteer to be involved in this study you will be asked to participate in two individual interviews with a researcher. Each interview will last approximately forty-five minutes and will be conducted at your school. Each interview will include questions in the following three areas:

1. How theory informs practice in the classroom, for example :
 - From your perspective, is the theory learnt at university relevant and does/ should it inform classroom practice? Why? Why not?
2. Your understandings of the teaching profession, for example:
 - What is teaching?
 - What do teachers do?

In what ways do you anticipate this program will assist in preparing your mentee to become a teacher?

3. Your experiences in the mentoring program, for example:
 - What strategies have you been implementing to increase your mentee's preparedness to teach? In what ways do you feel they have been successful or unsuccessful to date?

When will the study take place?

The study will take place between May and October 2012. The first interview will occur in early August and the second interview will take place at the conclusion of the Quality Teaching and Mentoring Project.

There are no foreseeable risks or burdens to you beyond the time involved in participation. You are free to not participate in the study or withdraw yourself from the study or withdraw information at any time. We ask that if you decide to withdraw from the study to please email Dr. Sharon Tindall-Ford. (sharontf@uow.edu.au). Your participation in the Quality Teaching and Mentoring Project will not be affected should you choose not to participate in the study or wish to withdraw from it at any time.

Both positive and negative aspects of the program that are raised by participants will be used to inform changes to the following year's program. The results of this study will be published as an EDD thesis document and in an academic education journal or conference paper. The raw data will be stored in a locked filing cabinet in the researcher's office for the duration of not less than 5 years. The identity of participants, however, will not be revealed. For the sake of confidentiality the researcher will not ask for participant names and every interview will be coded to ensure confidentiality. Access to all data will be restricted to the researchers participating in the study.

This study has been reviewed by the Human Research Ethics Committee of the University of Wollongong. If you have any concerns or complaints regarding the way this research has been conducted, you can contact the UoW Ethics Officer on (02) 42214457 or rso-ethics@uow.edu.au

Thank you for your assistance

Dr Julie Kiggins

Sub Dean

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42214 658

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Dr Sharon Tindall-Ford

Assoc. Dean Teacher Ed.

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(02) 42213553

sharontf@uow.edu.au

Ms Julie Mathews

Researcher

Faculty of Education(02)

(02) 98198840

julie.mathews@wi.edu.au

B.6 – Executive staff information sheet



INFORMATION SHEET FOR EXECUTIVE STAFF

Title: An immersion into the profession: A mentoring program for Graduate Diploma of Education (Secondary) pre-service teachers.

What is the purpose of the research?

This is an invitation to participate in a study conducted by the University of Wollongong. The purpose of the research is to explore how Graduate Diploma of Education (Secondary) pre-service teachers' experiences in a Quality Teaching and Mentoring Program contribute to their understanding of theory - practice nexus, enhances their preparedness to enter the teaching profession and how a mentoring program may be adopted as an adjunct to Professional Experience.

What is expected of you in this study?

If you volunteer to be involved in this study you will be asked to participate in two individual interviews with a researcher. Each interview will last approximately forty-five minutes and will be conducted at your school. Each interview will include questions in the following three areas:

1. Your reasons for partnering with University of Wollongong in the Quality Teaching and Mentoring Project, for example:
Why did you initiate this partnership?
What are you hoping your teaching staff will gain from undertaking a mentoring role?
2. Your perceptions of the program when it begins and at the conclusion, for example:
What support structures have you put in place to facilitate the practice of the mentoring program at Southland High School?
Do you consider the pre-service teachers are well prepared for entering the teaching profession? Why? Why not?
3. Whether the program met your expectations, for example:
From your perspective was this partnership program a success? Why? Why not?

When will the study take place?

The study will take place between May and October 2012. The first interview will commence at the start of the program and the final interview will take place at the conclusion of the Quality Teaching and Mentoring Project.

There are no foreseeable risks or burdens to you beyond the time involved in participation. You are free to not participate in the study or withdraw yourself from the study or withdraw information at any time. We ask that if you decide to withdraw from the study to please email Dr. Sharon Tindall-Ford. (sharontf@uow.edu.au). Your participation in the Quality Teaching and Mentoring Project will not be affected should you choose not to participate in the study or wish to withdraw from it at any time.

Both positive and negative aspects of the program that are raised by participants will be used to inform changes to the following year's program. The results of this study will be published as an EDD thesis document and in an academic education journal or conference paper. The raw data will be stored in a locked filing cabinet in the researcher's office for the duration of not less than 5 years. The identity of participants, however, will not be revealed. For the sake of confidentiality, the researcher will not ask for participant names and every interview will be coded to ensure confidentiality. Access to all data will be restricted to the researchers participating in the study.

This study has been reviewed by the Human Research Ethics Committee of the University of Wollongong. If you have any concerns or complaints regarding the way this research has been conducted, you can contact the UoW Ethics Officer on (02) 42214457 or rso-ethics@uow.edu.au

Thank you for your assistance

Dr Julie Kiggins	Dr Sharon Tindall-Ford	Ms Julie Mathews
Sub Dean	Assoc. Dean Teacher Ed.	Researcher
Faculty of Education	Faculty of Education	Faculty of Education(02)
42214 658	(02) 42213553	(02) 98198840
jkiggins@uow.edu.au	sharontf@uow.edu.au	julie.mathews@wi.edu.au

B.7 – Amended consent letter from University of Wollongong Ethics Committee



INITIAL APPLICATION APPROVAL
In reply please quote: HE12/122

18 May 2012

Ms Julie Mathews
53/20 Bonner Avenue
MANLY NSW 2095

Dear Ms Mathews

Thank you for your response dated 15 May 2012 to the HREC review of the application detailed below. I am pleased to advise that the application has been approved and forwarded to the Department of Education and Training for approval of your SERAP application.

Ethics Number: HE12/122
SERAP No: 2012096
Project Title: To develop an understanding of the experiences and the relationships between pre-service teachers and their mentors during a Quality Teaching and Mentoring Project
Researchers: Ms Julie Mathews, Dr Julie Kiggins, Dr Sharon Tindall-Ford
Approval Date: 17 May 2012
Expiry Date: 16 May 2013

The University of Wollongong/Illawarra Shoalhaven Local Health District Social Sciences HREC is constituted and functions in accordance with the NHMRC *National Statement on Ethical Conduct in Human Research*. The HREC has reviewed the research proposal for compliance with the *National Statement* and approval of this project is conditional upon your continuing compliance with this document.

A condition of approval by the HREC is the submission of a progress report annually and a final report on completion of your project. The progress report template is available at <http://www.uow.edu.au/research/rso/ethics/UOW009385.html>. This report must be completed, signed by the appropriate Head of School, and returned to the Research Services Office prior to the expiry date.

As evidence of continuing compliance, the Human Research Ethics Committee also requires that researchers immediately report:

- proposed changes to the protocol including changes to investigators involved
- serious or unexpected adverse effects on participants
- unforeseen events that might affect continued ethical acceptability of the project.

Please note that approvals are granted for a twelve month period. Further extension will be considered on receipt of a progress report prior to expiry date.

Your original application will be forwarded to the Department of Education and Communities and you should receive an email from them confirming receipt of your application and contact information in the next seven days.

If you have any queries regarding the HREC review process, please contact the Ethics Unit on phone 4221 3386 or email rso-ethics@uow.edu.au.

Yours sincerely



A/Professor Garry Hoban
Chair, Social Sciences
Human Research Ethics Committee

Cc: Dr Julie Kiggins, Faculty of Education

B.8 – Pre-service teacher consent form (second)

UNIVERSITY OF
WOLLONGONG



PRE-SERVICE TEACHER CONSENT FORM

Title: An immersion into the profession: A mentoring program for Graduate Diploma of Education (Secondary) pre-service teachers.

I have received the information about the study titled '**An immersion into the profession: A mentoring program for Graduate Diploma of Education (Secondary) pre-service teachers**' and have been able to talk about this with the researchers.

I understand that if I decide to be involved in this study I need to complete the following during the 2012 academic year:

Participate in one focus group and two individual interviews with a researcher. Each will last approximately forty-five minutes and will take place at the university and the school where the Quality Teaching and Mentoring Project is taking place. Each interview and focus group will include questions regarding whether theory learnt at university relates to practice in the classroom my perceptions of teaching, and my experience of mentoring.

I understand that this project will take place in 2012. I have been told that there are no foreseeable risks or burdens beyond the time involved in the participation. I am free to refuse participation and withdraw myself from the study or withdraw information from the study at any time. To withdraw my information I email Dr. Sharon Tindall-Ford (sharontf@uow.edu.au) to indicate my desire to withdraw from the study. My refusal to participate or withdraw consent will not affect my participation in the Quality Teaching and Mentoring Project or my relationship with the researchers of the study.

I understand the results of this study will be published and presented as an EDD thesis and in an academic journal. The identity of participants, however, will not be revealed. I agree for it to be used in this way.

I understand that the researchers conducting this study have my protection, interests and safety as their first priority at all times.

My signature below indicates:

1. I have read the information provided about this study;
2. I clearly understand the procedures;
3. I voluntarily agree to participate in the study and understand that I may withdraw at any time.

**I (name) _____ agree to take part in the study titled:
An immersion into the profession: A mentoring program for Graduate Diploma of Education
(Secondary) pre-service teachers.**

Signature _____ Date: _____ 2012 _____

B.9 – Pre-service teacher information sheet (second)



INFORMATION SHEET FOR PRE-SERVICE TEACHERS

Title: An immersion into the profession: A mentoring program for Graduate Diploma of Education (Secondary) pre-service teachers.

What is the purpose of the research?

This is an invitation to participate in a study conducted by the University of Wollongong. The purpose of the research is to explore how Graduate Diploma of Education (Secondary) pre-service teachers' experiences in a Quality Teaching and Mentoring Program contribute to their understanding of theory - practice nexus, enhances their preparedness to enter the teaching profession and how a mentoring program may be adopted as an adjunct to Professional Experience.

What is expected of you in this study?

If you volunteer to be involved in this study you will be asked to participate in two individual interviews and one focus group with a researcher. Each interview and focus group will last approximately forty-five minutes and will be conducted at the university and the school where the Quality Teaching and Mentoring Project is undertaken. Each interview will include questions in the following three areas:

1. How theory informs practice in the classroom, for example:
Was the theory learnt at university relevant and informed the classroom practice as you have experienced it? Why? Why not?
2. Your understandings of the teaching profession, for example:
What is teaching?
What do teachers do?
In what ways do you anticipate this program will assist you in preparing you to become a teacher?
3. Your experiences in the mentoring program, for example:
What strategies is your mentor teacher using to increase your preparedness to teach?
How useful are these strategies for you?

When will the study take place?

The study will take place between May and October 2012. The first interview will commence at the start of the program. The second interview will occur in late July and the final interview will take place at the conclusion of the Quality Teaching and Mentoring Project.

There are no foreseeable risks or burdens to you beyond the time involved in participation. You are free to not participate in the study or withdraw yourself from the study or withdraw information at any time. We ask that if you decide to withdraw from the study to please email Dr. Sharon Tindall-Ford. (sharontf@uow.edu.au). You will still be able to participate in the Quality Teaching and Mentoring Project even if you do not consent to participate in this study or if you decide to withdraw from the study.

Both positive and negative aspects of the program that are raised by participants will be used to inform changes to the following year's program. The results of this study will be published as an EDD thesis document and in an academic education journal or conference paper. The raw data will be stored in a locked filing cabinet in the researcher's office for the duration of not less than 5 years. The identity of participants, however, will not be revealed. For the sake of confidentiality, the researcher will not ask for student names and every interview will be coded to ensure confidentiality. Access to all data will be restricted to the researchers participating in the study.

This study has been reviewed by the Human Research Ethics Committee of the University of Wollongong. If you have any concerns or complaints regarding the way this research has been conducted, you can contact the UoW Ethics Officer on (02) 42214457 or rso-ethics@uow.edu.au

Thank you for your assistance

Dr Julie Kiggins

Sub Dean

Faculty of Education

42214658

jkiggins@uow.edu.au

Dr Sharon Tindall-Ford

Assoc. Dean Teacher Ed.

Faculty of Education

(02) 4221 3553

sharontf@uow.edu.au

Ms Julie Mathews

Researcher

Faculty of Education(02)

(02) 98198840

julie.mathews@wi.edu.au

APPENDIX C:

QTMP HANDBOOK

**Partnership in Quality Teaching and
Mentoring**

**SOUTHLAND HIGH SCHOOL
AND
UNIVERSITY OF WOLLONGONG**

MENTORING PROGRAM

2012

**GRADUATE DIPLOMA IN EDUCATION
SECONDARY**

Aim of the Program

Overview

The aim of the Project is to provide extended professional learning experiences for Graduate Diploma of Education (GDE) Secondary Pre-service Teachers who have been identified by Method Lecturers and UoW Academics as demonstrating a high level of engagement and teaching potential and have had a successful Initial Professional Experience.

A mentor teacher will support and develop pre-service teacher's understanding of teaching, learning and the secondary school context and will facilitate the immersion and extended learning experiences the program offers.

The program also aims to further develop the leadership and professional dialogue and understandings of pre-service teachers and mentors, thus better preparing pre-service teachers for the teaching profession and bridging the gap between the theoretical program delivered at university and the practical experiences provided at school (Commonwealth of Australia, 2007; Le Cornu, 2008).

Over the past ten years there has been an attempt by individual institutions in Australia to bridge the theory practice nexus by including supervising teachers as part of the theory component of the education program and to include schools in site-based participatory learning for the pre-service teacher; the Southland High and UoW Partnership in Quality Teaching and Mentoring Program aims to address this gap.

Please Note

*All Preservice Teachers have been made aware of the Child Protection (Prohibited Employment) Act, 1998 and Commission for Children and Young People Act, 1998 and have completed the New South Wales Department of Education and Communities Declaration - Appendix 4 form at the beginning of their University degree. Preservice Teachers cannot commence Professional Experience unless they have signed the Declaration and submitted the form to the Faculty of Education.

*Faculty of Education academic staff and interns have completed the National Criminal Records Check.

*Professional Experience is a compulsory component embedded in our Undergraduate and Graduate Diploma of Education courses. Therefore it is an expectation that students who participate in these courses are capable of meeting the demands of navigating their own way to, from and around the Professional Experience contexts: e.g. school sites. It needs to be noted that the off-campus environment is beyond the control of UOW.

*This booklet has been developed based on the work undertaken by Academic Connection Mentoring Program.

Partnership in Quality Teaching and Mentoring

Southland High School and UoW – Mentoring Program 2012

Graduate Diploma in Education, Secondary - EDGD800

What is Mentoring?

Mentoring rests on the development of a shared relationship between the mentor teacher and the pre-service teacher. The role played by the mentor teacher in this relationship may consist of the following:

- **Role model**
 - Model expertise in teaching and school leadership to pre-service teachers
- **Identifying opportunities**
 - Identifying and linking pre-service teachers with opportunities that will help them to further develop their teaching skills and prepare them to thrive in their professional experiences and prepare them for their first year of their teaching careers.
- **Advisor**
 - Providing advice and guidance to pre-service teachers on teaching issues related to their graduate diploma of education studies and their professional experiences.
- **Teacher**
 - Teach pre-service teachers so as to develop their understandings of teaching and learning and knowledge of the teaching profession.
- **Talent developer**
 - Identifying and helping pre-service teachers to develop their talents.
- **Trainer**
 - Training pre-service teachers to reach a high standard of success as a person starting out in the teaching profession
- **Coaching**
 - Providing support to pre-service teacher in achieving his or her specific goals in their teaching.
- **Encouragement to seek assistance**
 - Sharing knowledge of services offered by DEC and other educational organisations and helping pre-service teachers to connect with these resources and institutions to support their development of their teaching and understanding of the profession.
- **Protector**
 - Support pre-service teachers by providing them with information to avoid potentially negative experiences in the classroom.
- **Inspiration**
 - Motivating pre-service teachers to succeed by virtue of their own actions.

(Zeind, Zdanowicz, MacDonald, Parkhurst, King, & Wizwer, 2005; Kosoko-Lasaki, Sonnino & Voytko, 2006; Schein as cited by Valeau, 1999).

Mentoring vs. Supervising Teacher

One challenge mentors face is separating their roles as mentors from their roles as teachers and/or supervisors. Research suggests that mentoring relationships are distinct from supervisory and teaching relationships in two main ways:

1. They are based on an exchange, and
2. Both parties (ideally) learn, grow and undergo identity transformations as a result (e.g. the mentee becomes the mentor's peer, and the mentor is regenerated). (Zeind, Zdanowicz, MacDonald, Parkhurst, King, & Wizwer, 2005).



It is very important to make this distinction, as confusing these roles can have negative impacts on the mentoring relationship.

For example, treating a pre-service teacher as a student can interfere with the development of the pre-service teacher's trust in the mentor, so that the pre-service teachers might be less confident and comfortable asking the mentor questions. This can, in turn, impede the growth of both the pre-service teacher and mentor.

Roles and Responsibilities

So, how does one avoid confusing these roles? The chart below is designed to provide some examples of how to distinguish the mentoring role from the role as a teacher and Professional Experience supervisor.

	Mentors	Supervisors	Teachers
Student development	Mentor works with pre-service teacher one-on-one to overcome specific challenges and succeed.	Supervisor oversees pre-service teachers' development.	Teaching encourages the development of knowledge for pre-service teacher.
Student achievement	Mentor helps pre-service teacher to set their own goals, and works with pre-service teacher to ensure they achieve them.	Supervisor oversees the accomplishment of goals mutually set by pre-service teacher and supervisor.	Teacher sets pre-service teachers' goals and determines whether they have been reached.

Effective Mentors

Mentors not only have very broad roles that are distinct from their other roles as teachers and supervisors, but their effectiveness depends on their ability to embody a number of qualities. Specifically, effective mentors are:

- **Respectful**
They respect pre-service teachers and conduct themselves in a manner that commands respect as well. The relationship is built upon mutual respect.
- **Knowledgeable in the field**
They are wise and knowledgeable in the pre-service teachers field, so that they can easily provide relevant information and pertinent advice.
- **Create opportunities**
They create opportunities for pre-service teachers, they identify and create appropriate opportunities for pre-service teachers to succeed.
- **Compassionate**
 - They are understanding and compassionate toward pre-service teachers; they are willing and prepared to help.
- **Develop talents in others**
 - They identify and foster the development of pre-service teachers' talents.
- **Positive in their attitudes**
 - They value, praise and encourage their pre-service teachers to succeed.
- **Personally invested and committed**
 - They are invested and committed on a personal level to helping pre-service teacher to succeed.
- **Emotionally supportive**
 - They provide pre-service teacher with emotional support in coping with the academic and personal challenges they face in their Graduate Diploma of Education.
- **Confident**
 - They are confident in their abilities to effectively mentor pre-service teachers.
(Orland-Barak, 2005; Rogers, 2009; Stolberg, 2011; Valeau, 1999; Zeind, Zdanowicz, MacDonald, et. Al., 2005)

Southland High Mentor Teachers

Special Education

- 2 Mentor teachers
- Will

English

- 2 Mentor teachers
- Jill
- Marion

Mathematics

- 4 Mentor teachers

Science

- 4 Mentor teachers
-

Personal Development Health Physical Education

- 3 Mentor teachers

History Society and its Environment

- 2 mentor teachers
- Louise
- Sam

Creative and Performing Arts

- 5 Mentor teachers



UoW Pre-service Teacher Mentees

Surname	First Name	Method	S/N	Email	Phone (Mobile)
	X	English/History			
	Mike	Legal Studies & Business			
	Terry	Visual Arts			
	Julie	Drama			
	X	Science/Chem/Biology			
	Jenny	Mathematics			
	Tanya	English Society & Culture			
	Sue	Science			
	Tom	English			
	Sue	History/English			
	Anne	PDHPE			
	Mark	Science			
	Paul	Science Biology			
	Angela	Science			
	Sally	History			
	Jane	English/History			
	Tracey	Visual Arts			

UoW Mentors and Mentees (Pre-service Teachers)

Southland Mentor Teacher	UoW Pre-Service Teacher
Sam	Mike Legal and Business Studies
Will	Terry Visual Arts
X	Julie Drama
X	X Science, Chemistry and Biology
X	Jenny Mathematics
X	Tanya English, Society and Culture
X	Angela Science
Marion	Tom English
X	Sue History/English
X	Anne PDHPE
X	Mark Science
X	Paul Biology
X	Angela Science
Jill	Sally History
Louise	Jane English/History
X	Tracey Visual Arts
X	X English/ History

The Role of Mentees

Being a pre-service teacher mentee provides wonderful opportunities to learn and grow in your quest to become the best teacher you can be. As a mentee you have a responsibility to help establish a positive and productive, mentor/mentee relationship in a way that is mutually manageable and beneficial.

- **Be prepared for your mentoring sessions**

- Model professionalism in your mentor meetings by being prompt, prepared, and maintaining a professional attitude. You should aim to establish the agenda for each session and try and have a clear focus on what you would like to cover and achieve in each session. It is important to be punctual and well organized, it is a good idea to provide an overview recent events, progress and developments. It is good practice to email a basic outline of the areas you would like to cover or experiences you would like to have prior to the meeting.

- **Don't be afraid to ask and communicate**

- Your mentor will not know what your goals are or your concerns are so make sure to **communicate clearly your expectations** for the program remember your mentor wants to help you! You need to share your hopes, fears, ideas and goals openly, even if your mentor has quite a different background or style.

- **Listen with an open mind**

- Make sure you are ready to learn and take on advice when you come to each mentoring session. Challenge yourself to find the connection, rather than rule out the advice or perspective that you are hearing. Be ready to learn something new as a result of the conversation.

- **Take notes on all sessions and follow up on your mentor's suggestions**

- Take notes at your mentor session, share the notes with your mentor and follow up on your mentor's suggestions – have action items for each meeting. If you are unable to implement them for some reason, let them know why.

- **Keep in touch and utilize technology**

- Make sure you keep your mentor 'in the loop' of what you are doing; it is up to you to make sure you communicate regularly through emails, phone call and meetings. Remember email allows your mentor to mentor you on his or her own schedule and in

their free time.

- **Be focused**

- While your mentor's purpose is to support you develop your development as a teacher, the Student Professional Experience outlines the responsibility of Preservice Teachers when they are involved in any Professional Experience in a setting outside of the University.

- **Understanding, knowledge and skills in teaching**

- Make sure you make sure you use your mentor's time wisely and productively; they are teachers with busy lives. By establishing a time commitment and ensuring that conversations start and end on time, you will demonstrate respect and responsibility to your mentor.

- **Keep confidentiality**

- Never disclose to others your discussions always act in a professional and ethical manner.

- **Make time and Share**

- Find opportunities to make time for your mentor. Share- remember the relationship is not just one way. Communicate your successes with your mentor and how his or her advice has lead to professional development and changes in teaching practice and understandings. Remember it is important to say THANK YOU for the time and advice your mentor has provided. The relationship is not just one way. Communicate your successes with your mentor and how his or her advice has led to professional development and changes in teaching practice and understandings.



Southland High UoW Mentoring Program

2012 PROGRAM

Professional Learning Meetings.

Pre-service teachers will coordinate with their mentors their attendance at the professional school meetings listed below. It is anticipated that Pre-service teachers will **attend at least one** Executive meeting (E), Learning Support Team Meeting (LST), Welfare/ Wellbeing Meeting (W) and Faculty Meeting (FM) during the program.

Executive Meetings (E)

When: Wednesdays 1:15pm

Attending: Principal, Deputy Principals, Head Teachers.

Focus: School management and professional learning

Learning Support Team (LST)

When: Monday 10:20 am

Attending: Varied personnel inc. Deputy Principal, School Counsellor, School Learning Support Teacher ESL Teacher, Executive Teacher, Head Teacher Special Education.

Focus: Responds to teacher and other referrals in the design of Individual Learning Plans for students with learning needs.
Plans support classroom teachers in accommodating students in their class rooms.

Welfare/Wellbeing (W)

When: Alternate Mondays 12:35 pm

Attending: Deputy Principal, School Counsellor, Year Advisers, various guest speakers, community organisations

Focus: Program of professional experience dealing with such issues as cyber safety, anti harassment, grief, child protection, stress management, children at risk, out of home care, community services.

Faculty Meetings (FM)

When: Mondays 2:35 pm

Attending: Staff teaching in the faculty area

Focus: Various purposes ranging from professional learning experiences to management.

Parent Teacher (PT)

It is compulsory that all pre-service teachers will attend the Southland High Parent Teacher evening on the **15th of May** with their mentor.

Professional Learning Workshops (PLW)

A series of Workshops will be organised on Fridays for Pre-service teachers and Southland High Staff.

It is anticipated that pre-service teachers attend each workshop. The Professional Learning Workshops will be held on Friday in the following areas:

- Inclusive Teaching and Learning
- Behaviour Management
- Special Education

Please note these workshops will be held in Semester 2, dates to be confirmed.

Teaching and Learning Experiences

It is expected that the pre-service teacher will coordinate and negotiate with their mentor(s) times that they can visit Southland High to observe teaching, team teach with their mentors and be involved with a variety of school activities including parent teacher interviews to be held on the 15th of May, observe and possibly teach in special education classes, working with HSC students and a variety of other professional learning experiences organised at the school.

Summary Calendar of Professional Learning Meetings and Workshops

	May	July	August	September
Monday	LST, F, W*	LST, F, W*	LST, F, W*	LST, F, W*
Tuesday	PT#			
Wednesday	E,	E,	E,	E,
Thursday				
Friday		PLW	PLW	PLW

* Held every second Monday

One only scheduled 15th May

Helpful Hints for Your Meetings

Initial Meeting

Your first meeting maybe a little awkward and stilted. The following page is designed to provide tools for this first meeting. The aims of the first meeting should be to:

1. Set a friendly but professional tone for the mentoring relationship, and begin to build trust;
2. work with the pre-service teachers to identify his/her goals for the program; and
3. agree upon a regular meeting or email schedule.

Building Rapport: Conversation Starters

One of the most crucial aspects of a mentoring relationship will be setting the tone of the relationship. It is recommended that mentors open with small talk to initiate a friendly but professional conversation. Some good conversation starter questions to consider include:

1. What made you decide to apply for this program?
 2. What made you decide to become a teacher?
 3. What experiences have you of teaching so far?
 4. What are your goals for the program.
- Conversation starters should be light but professional and relevant.

According to (Rolfe, 2007, p.38), a 'facilitative approach' is recommended in mentoring. This means:

- 'Listening more than speaking.
- Asking questions, prompting, or remaining silent but encouraging in order to elicit ideas from the mentoree; and
- Allowing sufficient time for conversation to move from specific goals and action plan.'

(Rolfe, 2007, p38).

Getting Organised

Effective mentoring relationships also depend on organization. It is important to get organized from the outset in the first meeting, by collaboratively:

- sharing expectations for the relationship (communication, support, etc.);

- identifying the pre-service teachers fears and goals;
- developing a plan of action to address fears and achieve goals;
- creating a meeting schedule; and
- selecting an appropriate meeting location (Rolfe, 2007)

Discuss and organise professional learning experiences for the pre-service teacher as an addition to the organised professional learning activities. Moreover, a meeting protocol should be developed. It is recommended that pre-service teachers provide the agenda for each meeting in advance (Rolfe, 2007). The agenda should include mutually agreed upon routine items, such as 'progress update on goals/action plan'. Again, this should follow conversation starters, as moving into these items immediately could put students off.

Rolfe (2007) suggests the following ways to get the most out of mentoring:

- 'Schedule regular contact, set aside time
- Create an appropriate environment
- Establish rapport
- Agree on ground rules
- Identify goals and plans for their achievement
- Prepare for each conversation, draft an agenda
- Engage in productive conversation
- Ask for and provide feedback on the process'

(Rolfe, 2007, p.50)



Blank Application Form

Name	
Methods	
Student No.	

Part A	Please provide a 350 – 500 word statement summarising your reasons for applying to the Southland High/UOW Project.
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Part B	Please provide a 250 word reflection of what you have learnt regarding your teaching Strengths and Weaknesses after your Initial Professional Experience.
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Please provide a copy of your Initial Professional Experience Report.

Email to: karenf@uow.edu.au by COB Thursday 19 April 2012.

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APPENDIX D:

FOCUS GROUP AND INTERVIEW QUESTIONS

D.1 – Pre-service teachers focus group questions (first)

Focus Group Questions for Graduate Diploma of Education (Secondary) **Pre-service Teachers for First Focus Groups**

Pre Quality Teaching and Mentoring Project Focus Group Questions

- 1. To understand the nature of the relationships among the selected cohort of Graduate Diploma of Education (Secondary) students and their school based mentors?**

What is teaching?

What do teachers do?

In what ways do you anticipate this program will assist you in preparing you to become a teacher?

What is a mentor?

What are you hoping to gain from the mentoring program?

- 2. To understand the pre-service teachers' experiences as they develop an understanding of the theory-practice nexus**

From your perspective, do you think that the theories you have learnt in your course at university so far seem relevant and inform classroom practice?

- 3. To examine what strategies the school-based teacher mentors employed**

What strategies do you anticipate will be used by your mentor teacher in preparing you to be a teacher and the teaching profession?

How will you contribute to the collegial relationship with your mentor?

What do you understand a school's Community of Practice to be? How do you envisage your mentor teacher and the school will assist you in becoming a member of the school's Community of Practice?

D.2 – Pre-service teachers email interview questions

Mid-Point Quality Teaching and Mentoring Project Questions

- 1. To understand the nature of the relationships among the selected cohort of Graduate Diploma of Education (Secondary) pre-service teachers and their school based mentors?**

Has your experience in the program to date changed your thinking about teaching and what teachers do? How?

What experiences in the program have been helpful in preparing you to become a teacher?
Why have these experiences been helpful?

What experiences in the program have been unhelpful in preparing you to become a teacher?
Why have these experiences been unhelpful?

What are you gaining from the mentoring program?

How are you contributing to the mentoring program?

- 2. To understand the pre-service teachers' experiences as they develop an understanding of the theory-practice nexus**

Discuss from your perspective, if the theory you are learning at university is relevant and informative in understanding observed classroom practice?

- 3. To examine what strategies the school-based teacher mentors employed**

What strategies is your mentor teacher using to increase your preparedness to teach? How useful are these strategies for you?

What strategies has your mentor teacher implemented to develop a collegial relationship with you? In what ways do you consider they have been successful or unsuccessful to date?

What strategies have your mentor teacher and the school implemented to enable you to become a member of the school's Community of Practice? How useful are these strategies for you?

From your perspective have the professional conversations with your mentor changed over the last few months? If so, in what ways have these conversations changed?

D.3 – Pre-service teachers focus group questions (final)

Focus Group Questions for Graduate Diploma of Education (Secondary)

Pre-service Teachers for Final Focus Groups

1. To understand the nature of the relationships among the selected cohort of Graduate Diploma of Education (Secondary) pre-service teachers and their school based mentors?

Has your experience in the program changed how you think about teaching and what teachers do? How?

What experiences in the program were helpful in preparing you to become a teacher? Why?

What experiences in the program were unhelpful in preparing you to become a teacher? Why?

What do you see as the significance of the relationship between you and your mentor teacher?

Do you feel better prepared as a teacher and for the teaching role as a result of the mentor program? Why? Why not?

2. To understand the pre-service teachers' experiences as they develop an understanding of the theory-practice nexus

Is the theory learnt at university relevant and informing of classroom practice as you have experienced it? Why? Why not?

3. To examine what strategies the school-based teacher mentors employed

Discuss how effective were the strategies implemented by your mentor teacher to increase your preparedness to teach.

From your perspective did you develop a collegial relationship with your mentor teacher as a result of the strategies that were put in place? Why? Why not?

How effective were the strategies implemented by your mentor teacher and the school to enable you to become a member of the school's Community of Practice?

From your perspective did the professional conversations with your mentor teacher change over the course of the program? If so, how did they change?

4. Recommendations

Do you see merit in running such a program for Grad Dip Ed pre-service teachers in the future? Why? Why not?

What changes or recommendations would you make to designers of the program?

D.4 – Mentor teachers interview questions (first)

Interview Questions for Mentor Teachers for the First Interview

- 1. To understand the nature of the relationships among the selected cohort of Graduate Diploma of Education (Secondary) pre-service teachers and their school based mentors?**

What is teaching?

What do teachers do?

In what ways do you anticipate this program will assist in preparing your mentee to become a teacher?

How do you perceive your role as a mentor? Are your perceptions of the role of mentor changing as the program progresses? If so, in what ways?

What are you gaining from the opportunity to be mentor?

- 2. To understand the pre-service teachers' experiences as they develop an understanding of the theory-practice nexus**

From your perspective, is the theory your mentee is learning at university relevant and informing his/her classroom practice? Why? Why not?

- 3. To examine what strategies the school-based teacher mentors employed**

What strategies are you implementing to prepare your mentee to be a teacher and a successful member of the teaching profession?

What strategies have you put in place to develop a collegial relationship with your mentee?

An aim of the program is to immerse the mentees into the school's Community of Practice. How are the school and you as a mentor going about this?

Are your professional conversations with your mentee changing as the program progresses? If so how?

D.5 – Mentor teachers interview questions (final)

Interview Questions for Mentor Teachers for the Final Interview

1. To understand the nature of the relationships among the selected cohort of Graduate Diploma of Education (Secondary) pre-service teachers and their school based mentors?

From your observations has your mentee's understanding of teaching and what teachers do changed over the course of the program? If so how?

Do you consider that this program has assisted your mentee to be well prepared as a teacher and for the teaching role? Why? Why not?

What did you gain from the mentoring program?

What do you see as the significance of the relationship between yourself and your mentee?

2. To understand the pre-service teachers' experiences as they develop an understanding of the theory-practice nexus

Was the theory your mentee learnt at university relevant to classroom practice? Why? Why not?

3. To examine what strategies the school-based teacher mentors employed

How effective were the strategies you implemented to increase your mentee's preparedness to teach?

Did you change any strategies to increase your mentee's preparedness to teach? If so, did these changes have positive results?

From your perspective did you develop a collegial relationship with your mentee as a result of the strategies you put in place? Why? Why not?

Did your professional conversations with your mentee change over the course of the program? How?

From your perspective did the strategies which you and the school implemented enable your mentee to become a member of the schools' Community of Practice? Why? Why not?

D.6 – Executive staff Interview questions (first)

Interview Questions for Executive Staff for the First Interview

- 1. To understand the nature of the relationships among the selected cohort of Graduate Diploma of Education (Secondary) pre-service teachers and their school based mentors?**

What is teaching?

What do teachers do?

In what ways do you anticipate this Mentoring Project will assist in preparing pre-service teachers in becoming teachers?

Why did you initiate this partnership?

What are you hoping your teaching staff will gain from undertaking a mentoring role?

What sort of relationships would you like to see develop between the mentor teachers and their mentees?

- 2. To understand the pre-service teachers' experiences as they develop an understanding of the theory-practice nexus**

From your perspective, is the theory learnt at university relevant and informative to classroom practice? Why? Why not?

- 3. To examine what strategies the school-based teacher mentors employed**

What support structures have you put in place to facilitate the practice of the mentoring program at Southland High School?

What plans have you put in place for the mentees to observe the school's Community of Practice?

D.7 – Executive staff interview questions (final)

Interview Questions for Executive Staff for the Final Interview

1. To understand the nature of the relationships among the selected cohort of Graduate Diploma of Education (Secondary) pre-service teachers and their school based mentors?

From your observations have the mentees' understanding of teaching and what teachers do changed over the course of the program? If so how?

From your observations have the mentors made professionally relevant changes over the course of the program? If so how?

What do you think were the most valuable learning experiences for the pre-service and mentor teachers?

What changes did you observe in the relationships between the mentors and their mentees?

Do you consider the pre-service teachers are well prepared for entering the teaching profession? Why? Why not?

From your perspective was this partnership program a success? Why? Why not?

2. To understand the pre-service teachers' experiences as they develop an understanding of the theory-practice nexus

From your observations was the theoretical content taught at university relevant informative to today's classroom context for the pre-service teachers? Why? Why not?

3. To examine what strategies the school-based teacher mentors employed

How successful and appropriate were the support structures you put in place to facilitate the practice of the mentoring program?

In what ways were the strategies which the school and the mentors implemented to assist the mentees to become part of the school's 'community of practice' effective or ineffective?

What recommendations would you make for a future Quality Teaching and Mentoring Project at Southland High School? Should there be a continuation and expansion of the Project into other schools in 2013?

**APPENDIX E:
REPORT ON MENTORING PROJECT TO STAKEHOLDERS**

**Report on a Partnership in Quality Teaching and Mentoring
SOUTHLAND HIGH SCHOOL
AND
UNIVERSITY OF WOLLONGONG
MENTORING PROGRAM 2012**

Coordinators: Peter Jones and Dr Sharon Tindall-Ford

Supervisors: Dr Julie Kiggins and Dr Sharon Tindall-Ford

Researcher: Julie Mathews

REPORT ON A PARTNERSHIP IN QUALITY TEACHING AND MENTORING

SOUTHLAND HIGH SCHOOL AND UNIVERSITY OF WOLLONGONG MENTORING PROGRAM, 2012

Aim of the Program

To immerse and provide extended professional learning experiences for Graduate Diploma of Education (GDE) Secondary Pre-service Teachers who were identified by Method lecturers and UOW Academics as demonstrating a high level of engagement and teaching potential and have had a successful Professional Experience (UOW and Southland High School, 2012).

The Program

Each pre-service teacher was appointed at least 1 mentor teacher whose role was to support and develop the pre-service teacher's understanding of teaching, learning and the nature of the secondary school context. The mentor teacher was to facilitate the immersion of the pre-service teacher into extended learning experiences offered by the program (UOW and Southland High School, 2012).

The program was open-ended and it was left to the pre-service teacher/mentor teacher to decide how they would like to use the opportunity to immerse and extend the pre-service teacher's learning experience. The school encouraged the pre-service teachers to immerse themselves into its community of practice by including in the program compulsory attendance at:

1. The official opening of the program where the mentor teachers and pre-service teachers were also to meet for afternoon tea and share expectations
2. Workshops provided by Southland High School
3. Attendance by pre-service teachers at a Parent/Teacher Interview evening

The other opportunities offered (but not compulsory) to the pre-service teachers by the school included:

1. Attendance at executive meetings, staff meetings, faculty meetings and welfare meetings
2. Observation of classes in faculties other than the pre-service teacher's subject area
3. Attendance at staff morning teas and other social events

Time Frame of the Program

Mid-May 2012 to September 21, 2012

Program Participants

17 Pre-service teachers participated in the program. Each pre-service teacher applied for the program by completing an application form which included:

- 350-500 word statement summarising their reasons for applying for the program
- 250 word reflection of what they had learnt regarding their strengths and weaknesses after their initial Professional Experience
- a copy of their Initial Professional Experience Report

28 Mentor teachers participated in the program. In addition the Principal, Deputy Principal and several specialised staff conducted workshops. The Principal also had 2 mentees shadow him for a day.

Research conducted on behalf of the Program:

In order to gain an understanding of the value of the Mentoring Program a researcher was appointed. The research centred around the following focus question:

'What happens to pre-service teachers when they undertake the Quality Teaching and Mentoring Project?'

The following four areas were explored in order to answer the focus question:

1. *The nature of the relationships among the selected cohort of Graduate Diploma of Education (Secondary) pre-service teachers and their school-based mentor teachers. (Has the project assisted the pre-service teachers' knowledge, understanding, preparedness and appreciation of the teaching profession?)*
2. *The Graduate Diploma of Education (Secondary) pre-service teachers' experiences as they develop an understanding of the theory – practice nexus. (Did they gain an understanding of how theoretical concepts learnt at university inform practice in the classroom?)*

3. *The strategies the school-based teacher mentors and the school employed for preparing Graduate Diploma of Education (Secondary) pre-service teachers for the classroom and school culture.*
4. *Whether the mentoring project assisted the professional development of the mentor teachers.*

For the purposes of this report the Mentor Teachers will be termed **Mentors** and the Graduate Diploma of Education (Secondary) Pre-service Teachers will be termed **Mentees**.

Qualitative Research in a Situated Learning Framework was undertaken to obtain the data. The data were collected by the use of Focus Groups/Interviews/Emails. The following table shows how the participants were involved in the data collection.

Mentees	
Focus Groups at beginning of the Program	4 Focus groups and 14 participants
Email to mentees at mid-point of Project	14 respondents
Focus Groups at end of the Program	10 participants and 1 respondent via email
Mentors /School Executive	
Semi- structured Interviews of mentor teachers at mid-point of Program	5 interviewees
Semi- structured Interviews of mentor teachers at end of Program	4 interviewees
Semi- structured Interviews of Executive Staff at mid-point of Program	Principal and Deputy Principal interviewed
Semi- structured Interviews of Executive Staff at end of Program	Principal and Deputy Principal interviewed

SWOT Analysis of the Mentoring Program

Strengths of the Program	Weaknesses of the Program
<p><i>The nature of the relationships among the selected mentees and their mentors.</i></p> <ol style="list-style-type: none"> Many mentees developed a collegial relationship with their mentors. They commented that this was an excellent experience of learning and sharing. <p><i>The mentees' experiences as they developed an understanding of the theory – practice nexus.</i></p> <ol style="list-style-type: none"> The Workshops provided mentees with the opportunity of hearing about theory in practice from staff who were dealing with integrating students and special needs, behaviour management etc. Opportunity to observe lessons, especially those areas where mentee had not had the opportunity to practise teaching skills (i.e. second teaching method). <p><i>Which strategies the mentors and the school employed.</i></p> <ol style="list-style-type: none"> The mentees had the opportunity to see what teachers do i.e. all of the extra areas out of the classroom such as welfare, planning excursions, planning camps, parent/teacher interviews, co-curricular activities. Some mentees enjoyed a positive experience in the staff room and staff meetings were insightful where resources were shared and professional conversations occurred. Parent/teacher interviews were a good learning experience for all of the mentees Two pre-service teachers had the opportunity to shadow the 	<p><i>The nature of the relationships among the selected mentees and their mentors.</i></p> <ol style="list-style-type: none"> The mentors were not all suitable for the program. Some had been asked to be part of the program and were negative about it. Some were too busy and could not afford the time required. Several mentors volunteered for reasons other than assisting mentees to immerse into the school's community of practice. The mentors were not trained for their role. Two mentees said that their experience was a positive one in the program but the relationship with their mentor remained a top down one where the mentor took a supervising teacher role rather than that of a colleague. <p><i>The mentees' experiences as they developed an understanding of the theory –practice nexus.</i></p> <ol style="list-style-type: none"> The workshops were too short. Workshops of an hour's length prevented enough depth of topic. The workshops only reinforced what had been taught at university. The university did not keep the mentees and mentors informed of changes and updates to the program. <p><i>Which strategies the mentors and the school employed.</i></p> <ol style="list-style-type: none"> Flexibility of the program meant some of the mentors/mentees did not develop a program because a structure was not enforced. The staff room experience was less than helpful for some mentees. They felt unwelcome and a stranger by the end of the program. They did not experience any professional conversations with the

<p>principal for a day and found this a great opportunity to understand the vision of the school from the executive perspective and the complex role of the principal</p> <ol style="list-style-type: none"> 8. Mentees had the opportunity to be part of the staff and school such as the Tuesday morning teas, assemblies, playground duties, assisting in marking trial HSC practicals. 9. Resources were shared between mentors and mentees. 10. There were debriefs of lessons between mentors and mentees. 11. Opportunities to practise areas of pedagogy where mentees were not confident were provided e.g. opening and closing lessons. 12. Several mentees were able to be part of a planning session for a program for a faculty. 13. The program was flexible so that the mentees could get as much out of the program as they had opportunity for. <p><i>Whether the mentoring project assisted the professional development of the mentors.</i></p> <ol style="list-style-type: none"> 14. Most mentors and the principal (who was shadowed by 2 mentees) said that this was good professional development. They had to be well prepared and be able to explain their methodology. 15. Preparation and presentation of workshops were observed to be excellent professional development both professionally and for development of presentation skills 16. Several mentors commented that they were appreciative of comments from the mentees regarding lessons and their approach to teaching. 17. Several mentors appreciated the sharing of resources and current thinking by mentees. 	<p>staff.</p> <ol style="list-style-type: none"> 8. Not many mentees were able to attend the meetings suggested. The meetings took place on days when the mentees had lectures and seminars at university. 9. If the mentor teacher did not assist the mentee they did not really become part of the community of practice, e.g. the mentor did not organise for their mentee to attend meetings, did not encourage the mentee to observe other staff teaching, did not encourage professional conversations in staff room with the mentee present. 10. Some mentors did not allow the mentee to teach or co-teach. The mentee had to simply observe the whole time. This proved to be a boring exercise for some. <p><i>Whether the mentoring project assisted the professional development of the mentors.</i></p> <ol style="list-style-type: none"> 11. For those mentors who did not develop a collegial approach there was no professional development for them as teachers. They regarded the exercise as a training activity for the mentees rather than a mutual journey toward immersing the mentee into the school's community of practice.
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Opportunities of the Program	Threats to the Program
<p>'When I was getting swamped at uni I would go in for a day and realise this is what I want to be doing' (statement by Mentee Jenny, regarding her experience of the program).</p> <p><i>The nature of the relationships among the selected mentees and their mentors.</i></p> <ol style="list-style-type: none"> 1. A number of mentees developed a collegial relationship with a more experienced teacher. Each expressed the benefits to them as developing teachers because of this relationship. <p><i>The mentees' experiences as they developed an understanding of the theory – practice nexus.</i></p> <ol style="list-style-type: none"> 2. All mentees had the opportunity to understand how theory learnt at university applies in the classroom through specialists leading workshops and discussions with mentors regarding teaching practice. 3. Observing experienced teachers in the classroom-mentees were able to gain a broader experience of the various teaching styles and strategies than at PEX. 4. Observing and assisting students with special needs assisted in mentees' understanding of the theories associated with these students. <p><i>Which strategies the mentors and the school employed.</i></p> <ol style="list-style-type: none"> 1. A number of mentees experienced professional conversations 	<p><i>The nature of the relationships among the selected mentees and their mentors.</i></p> <ol style="list-style-type: none"> 1. Mentors: those who are not suitable (some did not know how to develop a collegial relationship with the mentee) or too busy to be a mentor. 2. Mentors: need to want to do this and see that it is of benefit to the future of teaching plus good professional development for them. <p><i>To examine Which strategies the mentors and the school employed.</i></p> <ol style="list-style-type: none"> 1. Staffrooms: need to be welcoming of mentees. In the program there were some mentees who wouldn't go in to their allocated staff room because they felt unwelcome. 2. Mentors: need to understand and access the opportunities that the program can afford their mentee so the mentee can be immersed into the school's community of practice. <p><i>Organisational Issues.</i></p> <ol style="list-style-type: none"> 1. Workload: there is an extra workload for the university coordinator, the school coordinator, the mentors, workshop leaders and the mentees. Remuneration for coordinators and mentor teachers may need to be considered. 2. Time: <ul style="list-style-type: none"> • some mentees have difficulty getting to the school due to pressure of university work, jobs, illness and family commitments. Several rarely went to the school.

<p>both with their mentor teacher and in the staffroom.</p> <ol style="list-style-type: none"> 2. A number of mentees had the opportunity to observe and gain experience in a particular area of interest, e.g. welfare, year coordinator, marking HSC Drama. 3. Several mentees worked collaboratively with their mentors and other staff to develop programs. 4. Mentees participated in Parent/Teacher interviews, which enabled them to gather ideas for future interviews. 5. A number of mentors and mentees shared resources for the benefit of each. 6. Many mentees saw their mentor as a resource via email for assignments, lesson planning at another PEX etc. 7. Mentees have witnessed the Community of Practice within the school i.e. staffrooms, meetings, professional conversations, assemblies, playground duties, extra-curricular activities, co-curricular activities etc. <p><i>Whether the mentoring project assisted the professional development of the mentors.</i></p> <ol style="list-style-type: none"> 1. A number of mentors were open to new ideas and thinking from mentees. 2. A number of mentors were open to critiquing of their lessons by the mentees. 3. Several mentors commented that they felt that they needed to teach particularly well for the mentee. 4. Mentors debriefed lessons with mentees. This enabled the mentors to explain their pedagogy. 	<ul style="list-style-type: none"> • mentors need to have this as a priority in time or not commit to the program. <ol style="list-style-type: none"> 3. Ownership of the program: the program needs an allocated coordinator at the university and the school to ensure the sustainability and ownership of the program. 4. Communication via email: the mentees and mentors need to be kept informed and updated.
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Recommendations by Mentees and Mentors/Executive Staff.

Mentee Recommendations	Mentor/Executive Recommendations
<p><i>To understand the nature of the relationships among the selected mentees and their mentors.</i></p> <ol style="list-style-type: none"> 1. Mentors need to volunteer and should be appropriate for the role. 2. Mentors need to be trained as to the role so a collegial relationship is possible between mentors and mentees. 3. The better mentors (generally) were those who had graduated in the last 5-10 years. They seem to understand the needs of a mentee. 4. The mentor allocated could be: <ul style="list-style-type: none"> • the supervising teacher from first PEX if this has been a successful PEX and the dynamics make this possible. This was successful with 2 of the mentees. • with a different teacher but in the same school as the first PEX as mentees will be familiar with the school and feel comfortable straight away. 5. Every Grad Dip Ed student should have the opportunity of the program. A number of schools in the area should be incorporated into the program. Pre-service teachers could organise their own mentors from these schools. 6. Time frame of the program is good. It shouldn't be any longer. <p><i>The mentees' experiences as they develop an understanding of the theory-practice nexus.</i></p> <ol style="list-style-type: none"> 7. The program should be incorporated into the Grad Dip Ed so that all lecturers are aware of the program. Grad Dip Ed would 	<p><i>To understand the nature of the relationships among the selected mentees and their mentors.</i></p> <ol style="list-style-type: none"> 1. More support of mentors and a fostering of the understanding of the role. <ul style="list-style-type: none"> • The mentors enjoy being a sounding board especially by email when the mentees are out on another PEX. 2. The mentor role is different from the supervising teacher role and therefore the two roles should be separate. 3. The program should be expanded to include those pre-service teachers who have struggled at PEX. This could be an opportunity for them to see if teaching is really for them and/or to develop their skills further. <p><i>The mentees' experiences as they develop an understanding of the theory – practice nexus.</i></p> <ol style="list-style-type: none"> 1. Mentees should keep a log of what they have done that could be looked at by either the uni or the mentor. <p><i>Which strategies the mentors and the school employ.</i></p> <ol style="list-style-type: none"> 1. Mentees should shadow their mentors completely for at least a day so they understand what teachers do. <ul style="list-style-type: none"> • Mentees should have the opportunity to shadow an executive or year coordinator for a day. 2. A designated coordinator for the program to keep the

<p>need to be adjusted to incorporate the program so there was not as much pressure on the mentees.</p> <p>8. Workshops need to be longer (half day). The workshop leaders also need to know what has been taught at university so that the leaders can share in greater practical depth. This would enable the mentees to better grasp how theory influences the classroom.</p> <p><i>Which strategies the mentors and the school employ.</i></p> <p>9. The Program needs to have more structure. There were several suggestions:</p> <ul style="list-style-type: none"> • Mentors/mentees commit to meeting for 3 hours every two weeks with an agreement of what to cover during that time. • Several meet and greets at the beginning of the program so the mentors and mentees can get to know each other. Personal contact is much better than organising via emails. • Both mentors and mentees be made more aware of what is possible during the program. e.g. the mentee is able to teach, the mentee is able to observe other faculty lessons, the Principal is available to talk with etc. 	<p>excitement and interest should be appointed.</p> <p>3. Workshops need to be at least once per term for mentors/mentees to keep the enthusiasm for the program going.</p> <p>4. The idea is good but could reside within the practicum (not a separate program). Perhaps the amount of teaching could be reduced and the pre-service teachers have a defined research project where have to look into what immersion into a school looks like.</p> <p><i>Whether the mentoring project assisted the professional development of the mentor.</i></p> <p>5. Mentors should have an opportunity to go to the university to understand the environment that the mentees are operating out of and for professional enrichment.</p>
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Overall Recommendations- combined from Mentors/Executive and Mentees

	Overall recommendations	Comments regarding recommendations
Organisation	1. Program should be rerun. The timeframe is appropriate.	<ul style="list-style-type: none"> Except for one of the final respondents all mentees/mentors/executive staff felt that this was a positive and worthwhile program and should occur again.
	2. A tighter structure should be developed for the program. Mentees need to fulfil the requirements assisted by the mentors.	<ul style="list-style-type: none"> Mentees/ mentors need to understand the breadth of the program offered and tailor the program to suit the needs of the mentee. The mentees should be required to fulfil certain requirements e.g. observation in different faculties, shadowing their mentor for a full day, shadow an executive/ coordinator, attendance at a faculty meeting, attendance at p/t interviews etc. Mentees should complete a log of what they have fulfilled.
	3. Workshops should be included but be at least half day in length to enable more depth.	<ul style="list-style-type: none"> Workshops were a positive experience for the mentees but tended to duplicate theory learnt at uni. Mentees felt the brevity of the workshops prevented in-depth development of the topics. Time for questions and answers would enable the opportunity for theory and practice to merge for the mentees.
	4. Appoint coordinators for the program (a school and a university coordinator)who liaise with the	<ul style="list-style-type: none"> One of the problems of the program was the lack of flow of information for the mentors and the mentees.

	mentors/mentees.	<ul style="list-style-type: none"> For some the program waned towards the end and a coordinator could facilitate continued enthusiasm.
	5. The program should be available to all GDE pre-service teachers. It should especially include those pre-service teachers who have had difficulties with PEX.	<ul style="list-style-type: none"> The mentees felt the program should be incorporated into the Grad Dip Ed program and not be an extra, due to workload pressures etc. This would mean expanding the program to other schools. Including pre-service teachers who are having difficulties with PEX would be a challenge for mentors. The mentors would need to be especially trained for this role. The program would give the opportunity to those pre-service teachers who are experiencing difficulties to see if teaching is not appropriate or the program could give them the chance to develop the skills needed for successful classroom teaching.
Mentors/ Mentees	6. Mentors should volunteer and be suitable for the role.	<ul style="list-style-type: none"> Some mentors who were encouraged into the role to meet the demand of the number of mentees may not have been appropriate for the role. The mentors should be selected carefully. Not only should they volunteer, their suitability should be checked .
	7. Mentors / mentees should be trained in expectations and possibilities of the roles and the program.	<ul style="list-style-type: none"> Pre- workshops to be run with both mentors/mentees present to understand the program and roles. Other times of socialisation for mentors/mentees to get to know each other would be of benefit. This could be in the form of special afternoon teas at the school or mentors go to uni to be part of the university space. Combined workshops for mentors/mentees to be run to keep enthusiasm for the program going.

References

UOW Education Faculty and Southland High School. (2012) Partnership in Quality Teaching and Mentoring: Southland High School and University of Wollongong Mentoring Program Handbook. University of Wollongong, Wollongong NSW.

APPENDIX F: FIELD NOTES

F.1 – Field Notes (Meeting, 28.2.2012)

Field Notes from Meeting 28.2.2015 regarding QTMP

Descriptive Notes	Reflective Notes
<p>Peter (Principal) and Karen (UoW) in attendance <i>Summary</i> Start Date of Program 1st Week in May Number of Students 6-12 students Methods – All methods if possible dependent on applicants</p>	<p>When I received these notes of the meeting I noted the following: The program was to be limited to 6-12 students so that it could be a real pilot program and Peter told me at a later meeting that he wanted only mentor teachers who were considered potentially good mentor teachers</p>
<p><i>Draft Program</i> Week 30th April Afternoon Tea – Introduction to the Partnership in Quality Teaching and Mentoring Program Selected GDE Pre-service Teachers and Mentors (Invite Dean, GDE Director, Regional Director Graham Kahabka)</p> <p>Week 7th May Meeting with mentor/ observe lesson- discussion on mentoring, outcomes for the mentor/ mentee</p> <p>Week 14th May Professional Learning Experience with mentor including team teaching/planning and teaching a class</p> <p>Week 21st May Professional Learning Experience – Possibly Special Education Immersion Experience</p> <p>Week 28th May TBC Please Note: All pre-service teachers to select 1 or 2 Professional Activities from the SHS Schedule may include – Special Education, Leadership Activities, Aboriginal Education, Planning meetings, parent teacher meetings <i>Program to resume in Spring Session from late July and run for 8 weeks until late September. Weekly Program to be developed</i></p>	<p>There was a careful plan for the QTMP which still needed further planning before the QTMP is to begin. A meeting with the mentor teachers is planned. The Professional Learning Experiences will be an exciting additive to the program</p>
<p>Peter 1] Provide list of possible Mentors for Selected Pre-service teachers AND those pre-service teachers identified as requiring further support 2] Provide list of possible Professional Learning workshops and opportunities being held at</p>	

Southland High between 7 th May - 1 st June AND late July – September 3] Art Work for Partnership in Quality Teaching and Mentoring Program	
Karen 1] Email method lecturers regarding outstanding GDE pre-service teachers based on their professionalism, commitment, capability, engagement – Collate List of possible students 2] Organise proforma for identified pre-service teachers to complete and email 3] Invite students to apply via email. Pre-service teachers required to email a ½ - 1 page EOI on why they would like to be involved in the program, attaching Initial PEX report and support documentation. 4] Collate all applications by 21 st April 5] Work with Southland High developing program 6] Organise basic mentoring info to provide mentors and mentees 7] Work with doctoral student regarding the study.	
Peter and Karen via email organize program to include the following: Observation of Lessons Team Teaching Experiences Teaching with mentor feedback & support Special Education Experiences/ Lessons/ Inservicing Exposure to variety of school programs/events Child Protection Updates Inclusive Teaching and Learning Workshops Seminars Welfare Team Meetings Leadership Teams Faculty/Staff Meetings Parent Teacher Interviews Quality Teaching: coding of lessons, assessment tasks Targeted Senior Student Study Program Aboriginal Education Excursions Lesson Observations Curriculum Development	It will be interesting to see if all of these ideas are able to be incorporated into the program. There may be some pruning of the program as it develops. All fantastic ideas.

F.2 – Field Notes (Meeting, 7.5.2012)

Field Notes: Launch of QTMP at SHS on 7 May 2015

Descriptive Notes	Reflective Notes
<p>3.30pm: Official Launch of the QTMP</p> <p>At this meeting the Principal, Peter launched the QTMP, introduced each of the stakeholders and welcomed the mentees with their mentor teachers.</p> <p>Mentor teachers received the QTMP Handbook</p>	<p>The meeting was a good length and was attended by staff from NSW DEC, local councillors, UOW School of Education staff, mentees and mentor teachers from SHS.</p> <p>There was a good vibe at the meeting and an expectation of the potential of the QTMP</p> <p>The mentees and mentor teachers were seated next to each other which gave them an opportunity to get to know each other.</p>
<p>4.15pm Afternoon tea was served and the mentor teachers had the opportunity to meet and discuss the QTMP with their mentees.</p> <p>Most Mentor teachers spent some time with their mentees organising timetables and times for the mentees to be at the school.</p> <p>One particular example of mentor teacher/mentee interactions: Sue's mentor teacher told Sue to pick a day to come in and they would work together on that day</p>	<p>Afternoon tea was delicious and a real boost to the positive atmosphere.</p> <p>Not all of the mentor teachers attended the Launch or a few left early. Some mentees were left to entertain themselves over afternoon tea.</p> <p>Other mentor teachers and mentees seemed to hit it off straight away.</p> <p>I chatted to several mentor teachers who were very excited about the QTMP. They commented that they thought it would be really good for the mentees in their preparation for teaching.</p>
<p>5pm End of the Launch</p>	<p>Most mentor teachers and mentees seemed to leave the meeting excited to begin the next 5 months of mentoring.</p>

F.3 – Field Notes (Initial Focus Group 1, 31.5.2012)

Field Notes following Initial Focus Group 1, 31.5.2012

Descriptive Notes	Reflective Notes
Participants: Jane (English/History pre-service teacher) Jenny (Mathematics pre-service teacher) Julie (Drama pre-service teacher)	
Good participation from all participants. Each question was answered thoughtfully	Julie was particularly vocal and appeared very sure of herself. She was obviously using the mentor situation at this stage to great advantage with the time she was spending at the school.
The participants shared how they felt and what they thought about teaching, their hopes for the QTMP, and their understanding of mentoring	Jane and Jenny were not overpowered by Elisa who wanted to dominate It was good to see Jane and Jenny comparing, their PEX school with SHS in an intelligent discussion
Their comments regarding 'community of practice' indicated their limited understanding of what this was, although Julie seemed to have a better handle on the concept	