JOURNEY TOWARDS FULL REGISTRATION: A STUDY OF BEGINNING TEACHERS' EXTERNALLY PROVIDED INDUCTION PROGRAMMES IN TEACHER-LED ECE SERVICES

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Lynley Westerbeke

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Abstract

The New Zealand Teachers Council recognises that "the induction of provisionally trained teachers is of critical importance for the retention and development of quality teachers" (Cameron, 2007, p. i). This study explores the effectiveness of an externally provided induction programme for provisionally registered teachers in teacher-led early childhood education services within Aotearoa New Zealand.

An interpretive approach was taken, which used questionnaires and semi-structured interviews to capture the participants' provisional registration experiences. The findings are presented in a narrative style in order to capture the voices of the participants.

The major findings from the study indicate that the induction process for beginning teachers in teacher-led early childhood services is a complex one, and not always a smooth transition from pre-service training.

The context of teacher-led early childhood services is unique to the education sector as it comprises fully qualified, in-training and un-trained educators within its teaching teams. The study is contextualised within a historical overview of both teacher registration and early childhood education in Aotearoa New Zealand.

The study indicates that there are both structural and situational factors which influence a beginning teacher's entry into the profession of teaching within a teacher-led early childhood service. These include the quality of the provisionally registered teacher's mentor and induction programme, the mandates and policies which govern the sector and the receptiveness of the professional community which the beginning teacher is being inducted into.

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Apendicies

The organisation of this thesis

The thesis is made up of five chapters. Chapter One: This chapter outlines my personal interest in this research project and the research questions this thesis aims to address are introduced in this chapter.

Chapter Two: The Literature Review explores relevant research and other literature which is pertinent to teacher registration induction and how this impacts on the beginning teacher. I have reviewed literature related to: teacher induction in New Zealand; the current political climate in New Zealand; the impact of government initiatives and policies for provisionally registered teachers in teacher-led early childhood services; the New Zealand Teachers Council *Learning to Teach* Research Programme and the role of the mentor in the registration process. It concludes by providing a rationale for the study.

Chapter Three: This chapter describes the methodology and methods of data collection used in this study. It gives reasons for the use of a qualitative, interpretive research design where a case study approach was adopted. This chapter describes the study's participants, methods for data collection and data analysis approach. Both the ethical considerations and the methods used to strengthen the trustworthiness of the study have been explained.

Chapter Four: This chapter presents the findings which have emerged from the data. These have been categorised into four themes. The first theme seeks to explore whether the findings indicate an externally provided advice and guidance programme in teacher-led early childhood services is effective. The second theme presents an analysis of the findings relating to the participants' experiences and understandings of their mentor. The third theme addresses the role reflection plays in contributing to a successful advice and guidance programme for provisionally registered teachers. The fourth theme examines influencing factors contributing to an effective advice and guidance programme, such as leadership and teaching with un-trained and in-training

teachers, and how this has shaped the way beginning teachers view both their practice and themselves.

Chapter Five: This chapter presents the Discussion and Conclusion for the study. In relation to the key questions and relevant literature which have shaped this study the findings are discussed and a summary of the key findings are provided. Issues arising for possible further research are identified and the limitations of the study are considered.

Chapter One

Introduction

1.1 Overview

This chapter outlines my personal interest in this research project, provides a rationale for the research and considers the context in which it is located.

Internationally, and New Zealand is no exception, there are wide concerns over teacher shortage. There is now evidence that the initial period of teacher registration for beginning teachers, is in part, linked to teacher retention. There are no guarantees that the transition from pre-service preparation for teaching and the realities of teaching practice, is going to be a smooth one for beginning teachers. The induction period is, therefore, not only important in ensuring national professional standards are achieved, but it also contributes to a beginning teacher's transition into the profession of teaching. While it may be incorrect to suggest the nature of the provisional registration journey embarked on by beginning teachers is predominantly the reason for beginning teachers leaving the profession, there is sufficient evidence to suggest it is a significant contributing factor (Cameron, 2007). Whatever the reasons, the "high attrition rates suggest that large private and social costs have been incurred in preparing people for a profession which they found did not meet their expectations, or was insufficiently rewarding, or which they found difficult" (OECD, 2005, p. 175). In an effort to concentrate on teacher registration quality and consistency and the rate of teacher attrition in the early years of practice, the New Zealand Teachers Council (NZTC) has recently sought to identify the areas of concern and implement strategies to address them.

1.2 The focus of this research

Recently the NZTC has focused its attention on what constitutes an effective advice and guidance programme for beginning teachers, and through a recent review of national and international literature has identified components of an

effective programme (Cameron, 2007). Presently, in early childhood services the registration process, governed by an advice and guidance programme, can be administered either internally or externally.

This research is framed around two key questions.

- To what extent does an external Advice and Guidance Programme in teacher-led early childhood education centres enable Provisionally Registered Teachers' to meet the guidelines of an Advice and Guidance Programme?
- How does this external Advice and Guidance Programme measure against the criteria for an effective programme outlined by the New Zealand Teachers Council?

This research project sought to view the provisional registration process, in teacher-led early childhood services, from the vantage point of a beginning teacher. I sought to identify factors within an externally provided advice and guidance programme which either enabled or limited them in the process of becoming fully registered and being viewed as 'fit to teach'. I was particularly interested in gaining the perspective of the beginning teacher in the context of their employment and examining the complexity and multiplicity of factors which influence their perceptions.

1.3 Interest of the researcher

As a qualified and registered teacher practitioner, and more recently, as an early childhood consultant, I have had a growing interest in the changing identity of individuals as they move from pre-service training as a student, to employment as a newly fully qualified teacher in teacher-led early childhood education (ECE) services. The transition to teaching as a fully qualified teacher is as unique an experience as the individual teacher is themselves. In effect, the time of provisional registration would ideally be viewed as part of the transition process for beginning teachers as they gradually (usually over two years) move

towards becoming confident and effective teachers and recognise the professional status of being fully registered and 'fit to teach'.

Having personally experienced an externally provided advice and guidance programme, the transition to being recognised as a fully qualified teacher was eased by being fortunate enough to have an experienced and highly competent mentor as my support and guide throughout my time of provisional registration. I was required to seek an external supervising mentor as, at that time, there were not any fully registered teachers in the centre I was employed in. Throughout my provisional registration I also completed post-graduate study part-time providing me with a professional network which offered support, added to my thinking and inspired my practice. That was not to say the journey was without its challenges, as the then teacher-led early childhood milieu was, and still is, comprised of practitioners in various stages of training. My personal experience as a beginning teacher initially took on a feature which I had not contemplated prior to becoming a fully-qualified teacher; that of being a pro-active advocate for quality practice. In essence my experience of the role of beginning teacher was merged with unwittingly becoming an educational leader in an effort to uphold the ideals established through my pre-service training. This was characterised by both simply becoming an interpreter of the terminology which defines early childhood education, to being an upholder of the theoretical underpinnings which guided my practice. Inevitably there was a growing sense of my own naivety as I had initially assumed that the transition into my teaching practice would be a seamless one and I would automatically be viewed by my colleagues as a qualified 'teacher'. I did not realise that the very notion of being a 'teacher' in the teacher-led ECE sector would require elucidation. While challenging at times, overall my initial teaching experience reinforced my desire to teach, and increased my passion, which had its inception during my pre-service training, to see quality teaching and learning outcomes for children. United with a supportive, experienced and highly capable mentor, who provided an effective advice and guidance programme, I was able to both meet the requirements for full registration and develop a sense of myself as a capable and competent teacher. Therefore, my personal

experience of an externally provided advice and guidance programme was both a positive and a successful one.

More recently I have supported a number of Provisionally Registered Teachers (PRTs) in a variety of ECE services, each with their own culture and context. This experience helped me to see that in the registration process 'one size does not fit all'. Feeling the responsibility of my role as a mentor, it also made me question how effective externally provided advice and guidance programmes actually were for PRTs in teacher-led ECE centres, and, if similar to my own experience, what unforeseen stresses influenced their journeys.

The context within which ECE teacher registration is placed in Aotearoa New Zealand is described in the following sections of this chapter.

1.4 The current ECE context in Aotearoa New Zealand

In Aotearoa New Zealand the ECE sector has experienced enormous change over the past few years. Within this sector, teacher-led ECE services have experienced, and are currently experiencing, both rapid growth and, subsequently, the associated pressures attached to this. This growth is occurring concurrently with the inherent demands placed on the ECE sector from government agencies as professional consistency is called for through the implementation of various criteria. The MoE's 10 year Strategic Plan instigated under the previous Labour Government, Pathways to the future: *Ngā Huarahi Arataki*, introduced goals to ensure increased participation, access to quality education for children and their whānau, and ECE teachers meeting and maintaining the same professional standards as teachers in other sectors (MoE, 2002). Funding, centre licensing regulations, as well as teacher qualification and registration requirements were comprehensively addressed through *Ngā Huarahi Arataki*, and while exciting for the sector, the Strategic Plan has also brought with it its own pressures. For example, the pressure for teacher-led ECE services to meet the MoE requirements for qualified and registered teachers has meant beginning teachers are at times employed in

leadership roles, or are without the support of more experienced qualified and registered teachers (Cameron, 2007). The reality of supply not meeting demand became evident in 2009 when the MoE, under the current National Government, announced that the 2010 goal of 80% regulated staff required to be registered teachers (at least 70% fully qualified with up to 10% in approved study), in teacher-led ECE services, was to be postponed. In 2011 the registered teacher requirement for regulated staff remains at 50%, which was the goal for 2007.

1.5 The Provisional Registration Advice and Guidance Programme in Aotearoa New Zealand

Each year thousands of PRTs throughout Aotearoa New Zealand participate in teacher registration induction programmes and the NZTC recognises, "the importance of ensuring that this was a positive experience for them" (NZTC, 2008, p.iii). The NZTC is, therefore, prioritising a focus on the supervised induction period in an effort to strengthen the teaching profession. The purpose of an advice and guidance programme for PRTs is to ensure that at the completion of the two year supervised programme "all teachers in New Zealand meet and maintain national standards" (MoE, 2006). Within a five year period PRTs must have an uninterrupted period of two years teaching experience. During this time they are required to be supervised by a teaching mentor throughout their advice and guidance programme. In order for beginning teachers to become accomplished practitioners they must receive effective advice and guidance from a more experienced registered teacher (NZTC, 2009). Teachers must be seen as 'fit to teach' in order to be granted full registration from the NZTC. This requires the PRT to show, through the provision of evidence, over the period of the advice and guidance programme, that they are ready to move towards the status of a fully registered teacher by demonstrating that they have understood and achieved the required Satisfactory Teacher Dimensions, or Registered Teacher Criteria. The PRT's supervising mentor oversees the advice and guidance programme, which broadly consists of observation, discussion and documentation (NZTC, 2009). The supervising mentor provides formal observation of teaching practice and

structured feedback, which is discussed with the PRT and documented. Topics for discussion include appraisals, mentoring conversations following observations, and discussion which arises from the PRT's critical self-reflection on their teaching practice. The PRT is also required to collect documentation in the form of records of planning and assessment, appraisal records, reflective journals and records of professional development (NZTC, 2009). At the completion of the provisionally registered period the supervising mentor attests whether the PRT has met the NZTC's standards for full registration. The criteria for teaching standards were until recently categorised into four areas within the Satisfactory Teacher Dimensions; professional knowledge, professional practice, professional relationships, and professional leadership. However, 2010 has seen the trialling of the Registered Teacher Criteria, which will then be phased in, replacing the Satisfactory Teacher Dimensions from 2011 onwards. The Registered Teacher Criteria were developed by the NZTC to update the Satisfactory Teacher Dimensions and bring them in line "with current thinking and research about quality practice" (NZTC, 2009, p.1). The participants within this study have used both the Satisfactory Teacher Dimensions and the Registered Teacher Criteria.

1.6 Shifting the parameters; the 2010 Budget

The 2010 budget, announced in May, unexpectedly changed the direction for the ECE sector, putting the Strategic Plan on hold for the immediate future. While the National government "wants all young New Zealanders to reach their potential and be given the opportunity to succeed" (New Zealand Treasury, 2010), significant changes were announced which questions the government of the day's commitment to quality. The changes include dispensing with the target set by the previous Labour government for all ECE centres to be staffed by 100% qualified and registered teachers by 2012 and removing the top two layers of the funding from February, 2011. This means that centres which currently fall into the 80 – 100% funding brackets will, from February, 2011, only receive the funding previously set for centres staffed with qualified and registered teachers up to 80%. This equates to a cut

of $295 million per annum from our highest quality ECE centres currently falling into the top two funding brackets, employing 80 -100% fully qualified and registered teachers (New Zealand Treasury, 2010, par. 6).

Prior to the 2010 budget announcement it became apparent that a number of services were struggling to employ qualified and registered teachers to meet the current 50% requirement with the intended date to move to a minimum of 80% qualified teachers in 2009 being put on hold. The pressure on the qualified teachers within these centres, who effectively carry the curriculum requirements of their centres, continues to be significant. The obligation for ECE centre owners to actively work towards meeting the requirements of the Strategic Plan has not only been slowed, but has essentially been removed. The teacher-led ECE services which are committed to high quality and had worked to secure 100% qualified and registered teachers, in accordance with the Strategic Plan, could feasibly be viewed as being penalised. The reduced funding which these services will now receive leaves many facing difficult decisions such as; possibly having to pass on increased costs to the families within their service, or recruiting unqualified educators to fill new positions, in order to keep their services financially viable.

An occasional paper written by Margaret Carr and Linda Mitchell in response to the 2010 budget challenges the decision by the National Government and refers to the 2008 UNICEF Innocenti Research Centre report, *The childcare transition. A league table of early childhood education and care in economically advanced countries.* The UNICEF report suggests 1% of the GDP as a minimum level of public funding for early childhood education to "ensure childcare is managed in the best interests of children and societies" (Carr & Mitchell, 2010, p. 2). The current level of early childhood education funding falls below this suggested benchmark at 0.6% of GDP.

Another challenging change resulting from the 2010 budget for the ECE sector in Aotearoa New Zealand is that from the 1st of November, 2010, New Zealand qualified Primary trained teachers will be recognised for funding purposes and can be included in centres' staff hour counts (MoE, 2010b). When seeking clarification of the definition of 'New Zealand qualified Primary trained

teachers' I was informed by the NZTC and the MoE that this also includes overseas trained Primary teachers whose qualifications are recognised by the NZTC and are, therefore, eligible to hold provisional registration in Aotearoa New Zealand. The Government claims that it is "committed to recognising the broad range of skills and knowledge primary qualified teachers can bring to early childhood education" (MoE, 2010b, p. 1). While the Government views this initiative as a means of addressing the shortage of qualified ECE teachers, particularly in teacher-led services, and enabling services with low ratios of qualified teachers' eligibility for higher funding rates, deeper fundamental concerns require addressing. These include the eligibility of overseas trained, primary qualified teachers to be employed in a New Zealand teacher-led ECE service, for 'funding purposes'. The issues of understanding the New Zealand early childhood curriculum, *Te Whāriki* (MoE, 1996), its theoretical underpinnings, or Aotearoa New Zealand's bicultural heritage, have not been addressed. These teachers can then begin the process of registration and work towards full registration while employed in their capacity as an 'early childhood teacher'. The NZTC states that "the main purpose of an induction and mentoring programme for PRTs is to support high quality professional learning so that the teacher can learn to develop fully effective teaching practices for the diverse learners they will be responsible for throughout their teaching career" (NZTC, 2010, p. 2). There is a strong link between the quality of an ECE service and the numbers of qualified teachers who have specialised in ECE which are in their employ (Mitchell, 2004; MoE, 2010a). Without incentive to employ qualified ECE teachers it could, therefore, be summised that the 2010 budget will have a direct impact on quality practice in ECE services throughout Aotearoa New Zealand.

Government initiatives supporting teacher quality include the expectation that all qualified ECE teachers are registered by the NZTC and the provision of the PRT support grant is provided to support the move to full registration. The support grant currently consists of $3,700.00 per annum, over a two year period. However, from mid 2011 the registration support grant will only be provided to teachers who are employed in teacher-led ECE services which fall into the 50% funding bracket, or below. Therefore, PRTs who currently work

in teacher-led ECE services funded higher than at the 50% rate, will no longer receive the registration support grant.

The 2010 Budget changes do not have a direct impact on the provisional registration experiences of participants within this study, however they will, to a lesser or greater degree, add to the compounding effect of inconsistency and changing standards within the teacher-led ECE sector.

In summary, the provisional registration journey for PRTs in teacher-led ECE services is a complex one. Within the teacher-led ECE sector induction is currently located in a time and place where there is obvious dissention between NZTC expectations of the teaching profession and the imposed constraints which impinge upon meeting those expectations. Some of the constraints have been identified within this section and include the issue of supply and demand of both qualified ECE teachers and registration mentors, and the government policies and mandates which control the direction of the teacher-led ECE sector. The following chapter will position the PRT employed in a teacher-led ECE service within the context of the literature surrounding teacher registration in Aotearoa New Zealand and establish the rationale for this study.

Chapter Two

Literature Review

2.1 Overview

This chapter examines the research and other literature which is relevant to teacher registration induction and how this impacts on the beginning teacher.

Feiman-Nemser (2003) gives emphasis to the importance of the teacher registration process for newly qualified teachers; the unique experiences, position and time a beginning teacher is placed in, and suggests the challenges which may be faced. Grudnoff's (2007, p. 8) PhD research investigating the transition from the role of primary school trained student teachers to beginning teachers, refers to "the critical role 'beginning to teach' plays in the professional life span of teachers". I have chosen to review literature specifically related to registration for beginning ECE teachers in Aotearoa New Zealand. A 'beginning teacher' has an accepted teaching qualification from an approved tertiary institute, has been processed by the NZTC and designated 'Provisionally Registered' (NZTC, 2006). While my research focus will be on teacher-led ECE services and how an external provisional registration advice and guidance programme supports teachers in these services, a brief overview of teacher registration in Aotearoa New Zealand will be given. Teaching is a multifaceted profession and as Feiman-Nemser (2001, p. 1026) asserts;

> *New teachers have two jobs – they have to teach and they have to learn to teach. No matter how good a preservice programme may be, there are some things that can only be learned on the job.*

The view held by the NZTC is that pre-service training is not sufficient for the preparation of effective teaching and, therefore, a period of induction is necessary to consolidate learning, apply theory to practice and to reflect, with the support of a more experienced mentor, what is required for effective practice and to ultimately be viewed as fit to teach. This view is supported by Grudnoff (2007) who refers to Feiman-Nemser (2001) by suggesting that

induction could be referred to as 'the second stage of learning to be a teacher' which requires adequate support to enable novice teachers to become confident and competent teachers. The NZTC (2009, p. 1) suggests that "induction (sometimes called 'advice and guidance') refers to the comprehensive and educative framework of support provided to PRTs as they begin their teaching practice in a real situation". While the focus by the NZTC is on the effectiveness of an advice and guidance programme in supporting a beginning teacher towards full registration, I suggest that in teacher-led ECE services the 'real situation' of teaching has not fully been explored. When determining the effectiveness of any advice and guidance programme offered to PRTs in teacher-led ECE services, it must be considered in light of the context unique to teachers within this sector.

Therefore, of particular interest in the registration journey is not only the role of the mentor, but also how the induction process can be viewed through an ecological lens – acknowledging the individual teacher and the myriad of influences which impact upon his/her teaching. This view is supported by Beutel, Hudson and Hudson (2009, p. 60) who suggests induction programmes are adapted and tailored for each individual beginning teacher as "it cannot be assumed they enter the profession with the same knowledge, skills and practices". Unlike all other education sectors, which require a minimum of a teaching degree for beginning teachers to hold a teaching position, ECE consists of teachers who have qualifications at both a diploma and degree level, gained from a vast array of tertiary providers. Grudnoff's (2007) research into primary trained PRTs supports the view that one set induction programme will not be universally beneficial for all beginning teachers. As all qualified and provisionally registered teachers in Aotearoa New Zealand are expected to meet the requirements for registration as determined by the NZTC, this notion is even more pertinent for the ECE sector, and requires consideration when tailoring an advice and guidance programme.

2.2 Historical Context

There is a relatively short tradition of teacher registration within the teacher-led ECE sector. Contrasting with free Kindergarten which has a longer tradition of teacher registration (since 1990) and is required by the Education Act 1989 to ensure all of their permanently employed teachers be registered, teacher registration within the remainder of the early childhood sector has only begun to be phased in from 2005. Therefore, while the free Kindergarten Association has worked on teacher registration policies and practices and has a large pool of fully registered, effective teachers as mentor teachers available for their PRT's, unfortunately the same cannot be said for the teacher-led ECE sector. The onus for finding a registration mentor teacher lies with the provisionally registered ECE teacher in teacher-led services. The NZTC recognises that not all PRTs will be able to find a suitable supervising mentor in their place of employment and may have to seek outside support (NZTC & MoE, 2006). The NZTC suggests that the PRT chooses a supervising mentor who has experience both in early childhood education and in "providing advice and support to teachers" (NZTC & MoE, 2006, p. 4). The NZTC also states that it is essential the supervising mentor has "time to meet with you regularly and be in a position to observe your practice at regular intervals" (NZTC & MoE, 2006, p. 4). Arranging your own mentor and ensuring you have an induction programme can be stressful for some PRTs. For example, through my role as a registering mentor, I am currently providing advice and guidance to the entire teaching team of three provisionally registered Montessori teachers. Without a qualified supervising mentor within their service, these teachers struggled to find anyone who would support them towards full registration.

Problems in finding mentors are due to the shortage of fully registered teachers within the teacher-led ECE sector, thereby reducing the pool available to fulfil the role of mentor teachers. As noted earlier, the NZTC requires that the PRT's mentor is "a fully qualified effective teacher, with the expertise to help you improve your teaching and your students' learning" (Cameron, 2007, p. 17). The relatively recent requirement for registration,

since 2005, means that the combination of limited experience, and imminent expectation, sees supervising mentors in teacher-led ECE services not necessarily equipped to evaluate whether the PRT is actually meeting the minimum standards for registration, or has a robust advice and guidance programme in place. A mentor may simply be chosen because they have met the requirement of being fully qualified and registered and are, due to location, available. The difficultly PRTs working in teacher-led ECE services have of locating fully registered teachers who will provide an induction programme, was identified in the research of Mitchell, Royal Tangere, Mara and Wylie (2006), and Aitken (2005). Feiman-Nemser (2001) suggests that beginning teachers deserve competent mentor teachers, just as children deserve competent teachers. However, in teacher-led ECE services the question of whether a beginning teacher's mentor is 'effective' and has the 'expertise' to critique and inform practice, may not be factored into any decision making on behalf of the beginning teacher.

2.3 Issues of quality control

This research will look closely at how external advice and guidance programmes, designed to support PRTs through to full registration, measures against the criteria identified for an effective advice and guidance programme. I believe that the factors mentioned above within the teacher-led ECE sector, has resulted in the quality of advice and guidance programmes not only being ad hoc, but in some instances, emergent. This view is supported by research (Cameron, 2007). The value of quality induction programmes significantly assisting the beginning teacher through the processes of teaching is well supported through literature (Ewing & Smith, 2003; Peeler & Jane, 2003; Wong, Sterling & Rowland, 2005)

The question of who monitors these teachers' advice and guidance programmes then arises. Currently the NZTC randomly audits 10% of applications for full registration. The question of inadequate advice and guidance programmes going undetected and thereby repeated for other PRTs must be raised. It is extremely positive that the previous Labour Government acknowledged the changes and challenges placed on the ECE sector and, through funding and

initiatives such as 20 ECE hours (for three to five years olds), were financially committed to achieving consistency and professionalism across all ECE services, allowing new centres to open and providing choice for families. However, the reality of teacher shortage brings into question the base line which is accepted as 'quality'. This question is not indiscriminate as recent research indicates that teachers with qualifications facilitate the improvement of educational outcomes for children. (Wylie, 2004).

While the criteria for quality is clearly identified by the NZTC and MoE (2006), the shortage of qualified and registered teaching mentors with the necessary expertise to identify and consolidate standards could have the potential to compromise the quality base line. The consequences of inadequacy for the ECE sector, also requires reflection. International research suggests that when professional environments and working conditions are not supportive this has a direct impact on teacher quality and retention (Futernick, 2007).

2.4 Learning to Teach Research Programme

In 2006 the NZTC launched *Learning to Teach*, a three stage research programme to "investigate the quality of advice and guidance provided for provisionally registered teachers in early childhood education services", which addresses some of the concerns raised above (Cameron, 2007, p.i). The *Learning to Teach* research programme comprised of *A Literature Review of Induction*, which was published in 2007, and informed the second stage of the research programme, which was also published in 2007; *A Survey of Provisionally Registered Teachers in Aotearoa New Zealand.* The final stage of the research programme was *Success Case Studies of Teacher Induction in Aotearoa New Zealand* which was published in 2008. This research initiative arose, in part, from a growing recognition of the correlation between the support and mentoring beginning teachers receive in their early years of teaching influencing their desire to remain in the profession, "which in turn impacts on teacher quality" (Cameron, 2007, p. 1). This view is supported by Kardos, Moore Johnson, Peske, Kauffman and Liu, who suggest that the

beginning teacher's early experiences are linked not only to their eventual performance as teachers but also their desire to remain in the teaching profession (Kardos et. al., 2001).

The long term aims of the *Learning to Teach* induction research programme, identified by the NZTC, were to influence the quality and retention of PRTs across all education sectors and inform policy development (Cameron, 2007). The NZTC believed that the research would also have an impact on the quality of teaching in general, through the flow on effect of PRTs influencing those within their settings (Aitken, Ferguson, McGrath, Piggot-Irvine & Ritchie, 2008). The first stage of the research programme, *Learning to Teach: A Review of Induction Theory and Practice*, was conducted by the New Zealand Council for Educational Research (NZCER) with Marie Cameron as the lead researcher.

Both the literature review and the survey of PRTs completed as part of the NZTC's *Learning to Teach* research reports also placed emphasis on the importance of sound induction for PRTs (Aitken, et. al., 2008, p.iii). The *Learning to Teach: Success Case Studies of Teacher Induction in Aotearoa New Zealand* highlighted the movement and retention issues within the ECE sector identifying PRTs who had received inadequate support and guidance in some services and subsequently changed their place of employment (Aitken, et. al., 2008).

The *Learning to Teach* research programme "emphasised how important good induction is for provisionally registered teachers" (Aitken, et. al., 2008, p.iii). However, the NZTC is also aware that the variations in nature and quality between advice and guidance programmes for PRTs is evident throughout the various education sectors within Aotearoa New Zealand and this has an influence on teacher quality. This view is supported by the Education Review Office (ERO) (2004) and the Organisation for Economic Co-operation and Development (OECD) (2005), who suggest that there is evidence that the quality of mentoring and support a beginning teacher receives impacts on their subsequent development as competent teachers. The NZTC believe that all phases of the *Learning to Teach* research programme have "enabled a

more complete picture of induction – the theory, experiences, and best practice" (Aitken, et. al., 2008, p. iv).

2.4.1   Learning to Teach – Literature Review

The *Learning to Teach* literature review, the first stage of the NZTC's research programme, provided a comprehensive and critical overview of both New Zealand and international research completed regarding teacher induction. The review described "best practices, underpinning theories and evaluations of approaches to induction including mentoring, assessment and moderation of assessments of newly qualified teachers" (Cameron, 2007, p. i). The *Learning to Teach* literature review also highlighted concerns, in particular, in the area of those responsible for the provision of an advice and guidance programme. It appears that the role of the supervising mentor is a key, but not exclusive, element in a cohesive advice and guidance programme, and the ensuing development of teacher quality. However, the literature review called attention to the fact that the training and support provided for tutor teachers, or supervising mentors, is inconsistent throughout the sectors. The NZTC is drawing on the "extensive literature on effective mentoring and mentor teacher development" and making steps to address this issue (NZTC, 2009, p. 6). Throughout 2009 and 2010 pilot programmes have been developed and trialled exploring models for mentor teacher development and support. The literature review also states that "little research exists on induction in early childhood and Maori medium settings" (Cameron, 2007, p. 74).

The NZTC acknowledge that there are many ways in which an advice and guidance programme can be designed and delivered, taking into account the composition and setting (large, small, urban, rural etc.) of the ECE service. The NZTC describes an effective advice and guidance programme as including "a supervising/tutor teacher who is a fully registered effective teacher, with the expertise to help you improve your teaching and your students' learning" (NZTC & MoE, 2006, Section Four, p. 9). Regardless of whether the advice and guidance programme is delivered internally or externally the NZTC web site does state, however, that there are "some essential features that should be

considered in developing effective induction programmes for PRTs" (NZTC, 2010);

Such programmes should:

- *be tailored to individual needs and agreed with the PRT, mentor teacher and professional leader*
- *include regular observations of teaching practice and opportunities to observe other colleagues including of the mentor teacher*
- *have time for 'learning conversations' where the mentor provides feedback and facilitates critical reflection by the teacher on their practice*
- *be part of wider professional development and learning available to all staff*
- *include access to external networks and professional development opportunities*
- *provide opportunities to collect evidence of progress towards meeting the registration standards, the Satisfactory Teacher Dimensions (STDs) or Registered Teacher Criteria (RTC)*
- *be resourced appropriately and meet the contractual obligations of the employer*
- *have formal written records kept of the programme including professional discussions, observations and feedback, critical reflections on data by the PRT and any other professional development.*
- *The professional leader must also ensure formal records are kept of formative and summative evaluations of the PRT in relation to the registration standards (STDs or RTC).*

Cameron (2007, p. 45) suggests that the most significant message emerging from the *Learning to Teach* literature review is: "it is what teachers are being inducted *into* that is critical". Moving away from a focus on the early years of teaching in isolation, to a focus on the "profession of teaching", shifts the lens of provisional registration to one which includes the influencing elements which the PRT is immersed in (Cameron, 2007, p. 45). By having a collective vision of what the teaching profession should look like creates awareness of what is valued and aspired to, as well as how decisions or changes have a collective effect. The literature reviewed also emphasised the importance of relationships with colleagues which "extend beyond mentoring" and a "collaborative professional learning community ... with strong expectations that they will continue to learn and grow throughout their careers" (Cameron, 2007, p. 45). This is consistent with the current focus on building children's learning capabilities from a very young age with a view to life-long learning and, more

importantly, having the dispositions and skills necessary to become effective life-long learners (Carr, 2001).

The *Learning to Teach* literature review drew attention to recent research by Aitken (2005), which examined the "experiences of a group of eight newly registered early childhood teachers and found that practices and relationships within centres impacted on their transition to teaching" (Cameron, 2007, p. 58). Aitken's (2005, p. 100) research suggests that the demands placed on ECE teachers in "education and care centres" including the requirement to work long hours and carry responsibility and leadership too early in their teaching careers, also contributed to teacher attrition.

The *Learning to Teach* literature review highlights the research studies which have been completed both in Aotearoa New Zealand and internationally surrounding the issue of induction programmes for beginning teachers. However, due to the recent introduction of provisional teacher registration for all ECE teachers in Aotearoa New Zealand, there is still much research required, particularly in the teacher-led ECE sector. Cameron (2007, p. 72) states that "the survey of literature found little research on the induction of Provisionally Registered Teachers in early childhood settings". With little research completed in the area of induction for beginning teachers in teacher-led ECE services, Cameron (2007, p. 69) acknowledges that "there are few studies that are sufficiently robust to allow for strong conclusions to be drawn about the specific components that contribute to successful induction". The summary suggests that there is a growing awareness that induction programmes should be more focused on ensuring teachers adapt to their role as teachers and their new responsibilities, as well as support them to learn to successfully teach the children they are working with (Cameron, 2007). Cameron (2007, p. 69), suggests that rather than focusing on ways to reduce teacher attrition rates in the early years of teaching, induction programmes "should do more than assist new teachers to survive".

2.4.2   *Learning to Teach: A survey of Provisionally Registered Teachers*

Learning to Teach: A Survey of Provisionally Registered Teachers in Aotearoa New Zealand, completed the second stage of the *Learning to Teach* research programme carried out by the NZTC. A national survey and follow up focus group interviews were carried out by a team from NZCER and built on the literature review findings. The teachers chosen for the survey were asked "what their induction consisted of, what they had valued, and what barriers they had encountered" (Cameron, Dingle & Brooking, 2007, p.i). The researchers surveyed 183 ECE teachers who were all nearing their second year of provisional registration. The participants included 4 males and 179 females, which is consistent with the gender breakdown within the sector workforce (Cameron, Dingle & Brooking, 2007). Some of the key findings from this survey, significant for teacher-led ECE services, include;

Some teachers, particularly in the ECE sector, were expected to take on management or other responsibilities in their first year as a PRT. A large proportion of PRTs in all sectors considered that it was up to them personally to seek out assistance, although this was much higher in the ECE sector. About a fifth of ECE and secondary teachers and 14 percent of primary teachers considered that they had been left alone to "sink or swim". Twenty percent of secondary teachers and 12 percent of primary teachers reported that in their learning centres the registration process was seen primarily as a compliance exercise for audit purposes rather than a support process. Eight percent of ECE teachers did not have anyone specifically assigned to support and supervise them during their induction. Half of the ECE teachers surveyed rated mentor provision of emotional support and encouragement as the most important mentoring activity. While half of the PRTs surveyed considered it very important to have advice and guidance programmes which identified individual needs, set goals and provided planned experience to achieve the goals, analysis of teaching feedback indicated areas for improvement. ECE teachers were the least likely of those surveyed who received observation while teaching and formative feedback. Almost a fifth of the ECE teachers

may not have been formally observed. Around 40% of teachers in all sectors were not given feedback on their encouragement of critical thinking. Sixty two percent of ECE teachers indicated that the Satisfactory Teacher Dimensions were used as the assessment criteria for full registration.

2.4.3   *Learning to teach: Success case studies*

Learning to Teach: Success Case Studies of Teacher Induction in Aotearoa New Zealand, was published by the NZTC in 2008, as the third and final report for the NZTC's three stage research programme for teacher induction. The research was carried out by researchers Aitken, Ferguson, McGrath, Piggot-Irvine, and Ritchie. Dr. Peter Lind, Director of the NZTC, stated that the aim of the *Learning to Teach* research programme was "to identify exemplary induction practices within early childhood services, Maori medium settings and in other primary and secondary schools in Aotearoa New Zealand" (Aitken, et. al., 2008, p.iii).

The teachers selected as "success" cases represented a range of induction processes and a diversity of ECE services across the ECE sector. The sample included teachers from State Kindergarten (2 participants), home based child care provider (6 participants), education and care centre - community based (2 participants), education and care centre - urban (1 participant), education and care centre - privately owned – large franchise, large centre (4 participants) (Aitken, et. al., 2008, p. 14). The findings revealed that the induction processes across the five case study sites were not standardised and were "shaped by the structure of each organisation, its organisational culture and the aspirations of the teachers within it" (Aitken, et. al., 2008, p. 22). The range of induction processes varied from large, formalised advice and guidance programmes to informal and locally contained systems of support and guidance. While the methods applied to support the PRTs within the case study settings were diverse, all cases were deemed success stories. A range of exemplary induction practices were identified through this research. These included the support strategies that the PRTs had in place throughout their induction period. All cases in the research study identified that their support networks were not confined to their mentor teacher and were much wider than the allocation of a

mentor teacher. Cultivating a climate of supporting each other, and sharing ideas, occurred in the organisations where there were a number of PRTs. The support from colleagues, centre staff and managers was identified as helpful by all case study participants. The culture of support and how this is an influencing factor in teacher satisfaction and potential realisation is supported in literature e.g. Khamis (2000) and Sabar (2004). Beginning teachers enter into a prevailing culture and whether or not their transition is successful is determined by factors, such as, the welcoming from the members within the cultural group they are entering into, and whether they subsequently conform to or resist the dominant culture. Grudnoff (2007, p. 25) suggests that unfortunately the reality often is that, for beginning teachers, there is a sense of anguish which comes with compromising "their strongly held notions and conform to the dominant culture in order to 'fit in' and to be accepted like most migrants".

The success case studies also highlighted the importance of reflection as a "desired practice and characteristic" of PRTs (Aitken, et. al., 2008, p. 29). Retrospective reflection was also noted as a key feature ensuring PRTs see their growth and progress throughout their registration journey. While noted as a key feature and a desired characteristic of a successful advice and guidance programme it is difficult to see clearly whether reflection was always a component of the beginning teacher's philosophy and practice or whether this aspect of teaching had been encouraged and supported by the mentor. Only one of the study's participants articulated the strategies used by their mentor which strengthened and stretched their reflective skills.

The allocation of a mentor varied between being able to choose from a pool of mentors to being allocated one due to necessity (the lack of qualified teachers in their immediate setting). The success case studies did highlight, however, that regardless of how a mentor was selected, the strength of the relationship between the mentor and PRT was a determining factor in the ultimate success of the advice and guidance programme.

Two of the participants compared their experiences of being employed in two separate ECE services during their registration period. Both had negative and

unsupportive experiences of registration in their initial place of employment and then went on to have very positive and supportive ones in their current places of employment. While not explicitly articulated, there is a suggestion that there is a link between beginning teachers' induction programmes and job satisfaction.

The PRTs selected as success case studies were asked to make suggestions, based on their own experiences, which would help future teachers and mentors. A large majority of PRTs, "reinforced the notion that registration evidence should be largely about a teacher's every day practice and not something special or 'added on" (Aitken, et.al., 2008, p.27). The criterion for registration relates to what they already do in their teaching practice and a successful strategy was simply being reminded to document and reflect on the evidence. Rather than boxes to be ticked, gathering evidence from the PRT's practice and monitoring their progression reinforced the criterion and ensured substantive evidence of being 'fit to teach'.

The *Learning to Teach* success case studies acknowledged the importance of contextual supports such as; the provision of clear information and guidelines; knowledge about the registration process; transparency about funding entitlements; finding/making time for registration requirements.

While the number of participants selected as success case studies was relatively small, due to time constraints, the study does refer to literature by Denzin and Lincoln (2000, p. 446) who argue that when qualitative researchers carefully choose exemplars they will "learn some important things from almost every case (cited in Aitken, et. al., 2008, p. 12).

2.5 Mentoring

It is recognised that for the beginning teacher mentoring is an essential component of their process in becoming a fully registered teacher (Wong, et. al., 2005). The NZTC (2010, p.3) suggests that mentoring is a "central (but not the sole) component" of a successful and comprehensive induction programme for beginning teachers. However, it is also recognised that in order to make a positive difference in the lives of beginning teachers, mentors need to be good

at what they do and mentoring programmes need to be of a high quality standard (Cochran-Smith, 1991; Staton & Hunt, 1992; Ryan & Cooper, 2000). An effective mentor combines two equally important elements in their role of being able to bring beginning teachers to a high level of teaching within their first years of teaching. Firstly, they require the skills and knowledge necessary to understand what is required of a teacher, and secondly, the role calls for the skills and knowledge necessary to teach teachers (Feiman-Nemser, 2001). Moir and Gless (2001) suggest that to mentor an adult is quite different to teaching a child and, therefore, requires training specific to the role. Going beyond the idea of a mentor as a 'buddy', Moir (2003) expresses that effective mentors build relationships, respond to individual needs, and use both their teaching expertise and interpersonal skills to support the teacher. This view is supported by Pitton (2006) who suggests that beginning teachers require a mentor who gets to know them, understands, and is responsive to their individual needs. While supporting Moir's (2003) notion of an effective mentor, Villani (2002) proposes that there is some ambiguity about the role of the mentor. Acknowledging the various skills required of an effective mentor, such the ability to facilitate cognitive growth as well as being approachable, trustworthy and having integrity, Villani (2002) suggests that there is not always a focus on the beginning teacher's learning development. Having the capability to assess both formatively, through guidance and support, and summatively, by determining that criteria have been met, is a skill also required of an effective mentor. This suggests a level of competency is required.

Characteristics of a competent and effective mentor are highlighted in literature. The complex nature of mentoring is made apparent by Pitton (2006, p.66), who emphasises the need for mentors to be fully aware of the context teachers are teaching in, in order to fully understand the connection between their teaching and their contribution to "classroom effectiveness". Rowley (2006, p. 157) states that "high-performance mentors have a strong personal disposition toward learning that is apparent to their mentors". Grudnoff and Tuck (2003, p. 42) imply that in order to make judgements the judge has to be "credible". This is consistent with the NZTC's recent pilot programmes, exploring models for

mentor teacher development and support, which suggests that development programmes "may include (but not confined to) some of the following content:

- *Pedagogy of mentoring – including facilitative relationships*

- *Knowledge of the Satisfactory Teacher Dimensions and the Registered Teacher Criteria*

- *Approaches to gathering evidence of teachers' learning and of providing and documenting formative feedback*

- *Collection and analysis of learning data for PRTs to engage with, in their professional learning*

- *Knowledge of specific strategies such as for supporting differentiated learning needs, English for Second Language learners, English for Additional Language learners, and support to literacy and numeracy learning.*

- *Leadership development*   (NZTC, 2009, p. 6)

Beyond the ability to deliver content within an induction programme, literature surrounding the topic of mentoring also highlights the importance of mentors being empathetic to beginning teachers, especially in the very early stages of their teaching careers (Pitton, 2006; Stansbury & Zimmerman, 2000). Pitton (2006, p.3) suggests that many beginning teachers "often find themselves overwhelmed by the demands of a new job" and require mentors who provide empathy and personal support. Stansbury and Zimmerman (2000) suggest that it is important to acknowledge the emotions a beginning teacher experiences which may include; frustration, anxiety, exhaustion and even fear. Pitton (2006) also acknowledges that mentors may not always be compatible and suggests that if relationships are not conducive to growth, or the mentor is having difficulty supporting their beginning teacher, bringing in another mentor to help would be beneficial.

The following section seeks to clarify the role a mentor plays within a teacher registration induction programme in supporting a PRT to full registration.

2.5.1   Defining Mentoring

The NZTC document *Towards Full Registration* refers to the National Teacher Recruitment Clearinghouse definition of mentoring as "providing, in a supportive, non-threatening way, advice, counsel, insight, and facts that the less experienced person can use to guide his/her development into a seasoned professional" (National Teacher Recruitment Clearinghouse, 2000, p. 23). Cameron (2007) highlights the confusion and discrepancy in both literature and practice about the definition of the terms mentoring and induction. These are often used interchangeably by people, yet are distinctly different. Referring to Wong (2005), Cameron (2007, p. 13) provides the following explanation which offers an insight into the role of a mentor, the purpose for their role and how an induction programme differs;

> *Mentoring is a formal coaching relationship in which an experienced teacher gives guidance, support, and feedback to a new teacher. High quality mentor programs fully train mentors, pair first and second year teachers with mentors in similar grades and subject area, and provide release time and common planning time for mentors and mentored.*
>
> *Induction goes beyond mentoring to provide an extensive framework of support, professional development and standards-based assessments and evaluation. Comprehensive induction programs vary in their particular design, but essential elements include a high quality mentor program, ongoing professional development, access to an external network of beginning teachers and standards-based evaluations of beginning teachers and the program itself.*

While both successful mentoring and induction are governed by relationships, it is mentoring which relies on the strength of the professional relationship to effectively support the beginning teacher. Induction, to an extent, is bound by external measures which provide a working structure within which the mentor and beginning teacher operate. Beutel, Hudson and Hudson (2009) suggest that effective induction programmes are structured to consider both the theoretical underpinnings which guide practice and the practical applications of the relevant theory. An effective mentor not only ensures an effective induction programme is in place, but provides interactions which formatively assess the beginning teacher's practice and also, where necessary, constructively

challenges it. Timperley, Fung, Wilson, and Barrar (2006) suggest that teachers learn to teach through the provision of a variety of professional activities, such modelling, discussing and demonstrating, looking closely at children's learning outcomes and observation and feedback. The process of reflective practice which accompanies these learning activities can highlight the causal effects of intention, action and outcome. Trautwein and Ammerman (2010) suggest that reflection, while vital, is an often overlooked component of the feedback process. It can, therefore, be surmised that a mentor's role is to provide a beginning teacher with opportunities to effectively reflect on the teaching strategies used in their practice which promote or hinder optimal learning outcomes for children. Timperley, et. al. (2006) suggests that as teachers become familiar with the critical evaluation of their practice they are more likely to change both their thinking and practice.

Rowley (2006, p.157) implies that the most important characteristic of a high performing mentor is their "personal motivation to learn", which, when modelled to beginning teachers, encourages them to "confront the gaps in their knowledge base". Maldarez and Bodóczky (1999) reiterate the notion of mentors modelling reflective practice by suggesting that beginning teachers are encouraged to evaluate their mentors' practice. The research carried out by Timperley, et. al. (2006) highlights the professional interactions which support experienced teachers in the critical evaluation and enhancement of their practice. Cameron (2007, p.15) suggests that these are "also likely to assist beginning teachers to do likewise". As literature suggests, reflective practice is a vital component of an effective induction programme. O'Connor and Diggins (2002, p. 66) suggest that in *Te Whāriki* "reflection is considered not only an integral part of the planning and evaluation process, but also as the first step". Therefore, one of the roles of a mentor could arguably be to ensure PRTs have the skills to be effective reflective practitioners.

There is currently no requirement for mentor teachers to provide evidence of their skill and knowledge base, years of experience or proof of their capability to effectively mentor PRTs. At present there is no prerequisite for mentor training and a mentor teacher can simply meet the requirement of being 'fully

registered'. The NZTC suggests that the mentor teacher must be an experienced fully registered teacher. However, there is no criterion to be met, or definition of what 'experienced' means. Due to teacher shortage newly registered teachers are often called on to mentor PRTs within their service. It is, therefore, possible to see how inconsistencies in the delivery of an induction programme arise, as identified by the NZTC *Learning to Teach* research (Aitken, et. al., 2008; Cameron, 2007; Cameron, Dingle & Brooking, 2007).

The *Learning to Teach* Success Case Studies of Teacher Induction drew attention to a number of conditions which the participants viewed as enabling their professional learning. Two of these conditions concerned the PRT's relationship with their mentor. Mentors who were experienced, committed to the profession and committed to supporting the PRT were identified as an enabling condition. Regular contact between the PRT and their mentor was also recognized. This contact was not only restricted to pre-planned times of observation and feedback, but also extended to regular phone calls, emails or text messages. Mentoring is not about passing judgment, but about encouraging development (Grudnoff, 2007).

Building on from the NZTC's *Learning to Teach* research programme, four induction and mentoring pilot programmes were introduced in 2009 and 2010. The pilots covered Early Childhood Education – New Zealand Kindergartens' Regional Networks, Primary – Auckland UniService's Educative Mentor Programme, Secondary – Massey University's Professional Learning Community and Māori Medium – Te Whare Wānanga o Awanuiārangi's Connected Approach. The *Learning to Teach* research identified the "considerable disparity in the quality of induction programmes provisionally registered teachers were experiencing" and that there was not any specific training for mentor teachers (NZTC, 2010, p.1). Draft guidelines for Induction and Mentoring and Mentor Teacher Development developed by the NZTC (2010) include a Vision Statement for an effective mentor which states;

*An effective mentor is a reflective practitioner focused on inquiry into
their own and others' professional practice and learning – based on a
clear understanding of outstanding teaching.*

*An effective mentor acts as a change agent and educational leader,
dedicated to facilitating growth in professional capability of the
colleagues they specifically support and to the wider learning community.*

*An effective mentor has a sound knowledge and skill base for their role
and can establish respectful and effective mentoring relationships.*

<div align="right">(p. 4)</div>

The final report of the *New Zealand Kindergartens Induction and Mentoring
Pilot* which was one of four pilot projects funded by the NZTC, was released
early 2011. The pilot ran for one year with over 100 new qualified teachers and
mentor teachers from five kindergarten associations in three regional areas
participating. Mentors and PRTs from education and care centres were also part
of the study's groups. Examining the draft registered teacher criteria in a series
of workshops and network of groups throughout the year, the pilot provided the
opportunity for PRTs and mentors to meet together "to develop an effective
culture of collaborative, reflective practice for continual improvement"
(Podmore & Wells, 2010, p. 8). A number of key points were identified that
"are potentially success factors for induction and mentoring in early childhood
education contexts" (Podmore & Wells, 2010, p. 114). Some of these factors
which have direct relevance to the wider ECE sector are:

- *A nationally designed approach to regional workshops overseen by
  a central advisory group contributed to consistent and sustainable
  processes of induction and mentoring.*

- *The process emphasised the value of networking and taking time to
  unpack the NZ Teachers Council (2008, 2008/2009) Registered
  Teacher Criteria and Draft Guidelines for Induction and
  Mentoring programmes.*

- *The programme included "exemplary" planned professional
  development for beginning teachers, "hooking teachers early in
  their careers", and influencing wider teaching teams. It "tapped
  into an energy for more".*

- *Collaboration was a major strength of the formalised and focused professional development opportunities offered to mentors and PRTs.*

- *There was consistency of quality of the programme as a whole and the workshops specifically, amidst regional diversity.*

- *There was a focus among the participants on benefits for children, through enhanced teaching and learning*

(Podmore & Wells, 2010, p. 115)

The findings of the *New Zealand Kindergartens Induction and Mentoring Pilot* suggest that a collaborative approach to providing professional development to mentor teachers and PRTs is beneficial in bringing about consistency of both support and quality (Podmore & Wells, 2010). The report suggests that building trusted professional relationships across the sector helps to "give meaning" to the registration criterion and the guidelines for registration (Podmore & Wells, 2010, p. 115). The report also acknowledges the constraints for those within the teacher-led ECE sector which inhibit participation in professional development. One of the issues identified was that of available funds to teacher-led ECE services and was "not in relation to differences in teaching and learning between sectors" (Podmore & Wells, 2010, p. 116). This issue was identified in the report as it was acknowledged it is "crucial to address if effective professional development for PRTs and mentors is to be a reality across the sector" (Podmore & Wells, 2010, p. 115).

2.6 Characteristics of an effective induction programme

A successful induction programme is not only about good mentoring but also the characteristics of the systems and practices which support the learning and development of beginning teachers. NZTC Draft Guidelines for Induction and Mentoring and Mentor Teacher Development list six components of effective induction programmes;

1. *There is a clear programme vision*
2. *There is institutional commitment and support for the programme*
3. *Quality mentoring is a central (but not the sole) component*

4. *The programme is based on clear criteria to guide the learning of and formative feedback for the teacher.*
5. *The programme is focused on the daily practice of teachers with their learners*
6. *The programme will provide the support and processes needed so the teacher can move towards gaining full registration.*
    (NZTC, 2010, p. 3)

While the above components identified for an effective induction programme are in danger of being generalised, and in turn lose their potency, the NZTC suggests that mentors should be carefully selected and provided with high quality support for their role, and programmes should be intensive with specific guidance provided to the PRT. Currently it comes down to how the mentor teacher and the PRT interpret the requirements for registration. There is a destination to arrive at (full registration), with some key points to pass (Satisfactory Teacher Dimensions/ Registered Teacher Criteria) but the map is rather scant on coordinates. How it all comes together does not necessarily equate to a quality induction programme. The NZTC's *Learning to Teach* research programme correlates with this belief and highlights inconsistencies across induction programmes and throughout the various educational sectors (Cameron, 2007).

The image of an effective induction programme and an effective fully registered teacher is open to interpretation. Landon's (2007, p. 255) research suggests that a beginning teacher's beliefs about what constitutes "an accomplished professional teacher" took precedence over an induction programme's externally mandated standards. For example, good teachers often made informed judgments within their practice which cannot always be measured – they can be defended but not proven (Landon, 2007). Landon (2007) also suggests that an effective induction programme allows for beginning teachers to see expert teachers, who are capable of articulating their practice, in action. The adequate allowance of time for a beginning teacher to ensure they have completed their provisional registration requirements and the reduction of responsibility for the duration of the provisional registration period also

contributed to a successful induction programme and were protected, or not, by individual services policies. The notion that early responsibility and leadership in a beginning teacher's career is potentially detrimental is supported by the New Zealand Education Review Office in their report *Quality in Early Childhood Services* (ERO, 2010). The Education Review Office has identified a number of factors which contribute to poor quality education and care for young children in ECE services. One of these factors is ineffective leadership. The Education Review Office states that "ineffective leadership can result from lack of experience. Some leaders, although technically qualified, take on the role too early in their careers or are without the necessary support to do the job well" (ERO, 2010).

National policy initiatives supporting beginning teacher induction were instigated by the previous Labour government, primarily as a possible solution to identified issues within the ECE sector, such as, sustainable quality practice and teacher retention. While quality teacher practice can at times be difficult to define, Hattie (2003) suggests that the general consensus is that teacher quality is significantly influential on children's learning.

The *Learning to Teach* Success Case Studies of Teacher Induction in Aotearoa New Zealand called to attention the challenges at times faced by PRTs who have an external mentor. Negotiating release time and finding relievers due to staffing pressures can mean that time is a factor, with less time available for observations and discussions. The *Learning to Teach* Success Case Studies did, however, identify the benefits and advantages of having an external advice and guidance programme. These included:

- *provided a fresh perspective of practice – an outsider's view of the Provisionally Registered Teachers teaching and the learning context can assist learning more effectively*
- *ensured that the Provisionally Registered Teachers' working relationship with centre colleagues was not complicated or compromised*
- *ensured that the mentor teacher was a senior, veteran teacher.*
  (Aitken, et.al., 2008, p. 40)

The concept of being mentored is not a foreign one for PRTs as they would have experienced this relationship throughout their pre-service training whilst

on practicum or on teaching experience. The experience of being a student and being mentored by a qualified teacher against the criteria set by their tertiary provider in some way prepares a PRT for the registration process. One of the most significant differences between being mentored throughout training and being mentored through to full registration is that the advice and guidance programme is agreed upon by both the teacher and the mentor and the programme is essentially driven by the PRT. However, as Feiman-Nemser (2001) suggest, beginning teachers deserve mentors who are both caring and competent just as much as students deserve teachers who possess the same attributes.

Grudnoff's (2007) took a comprehensive look into the "process of transition and development that beginning primary teachers undergo over their first year of teaching". Grudnoff's longitudinal study investigated the experiences of 12 beginning teachers in 11 primary schools during their first year of teaching. While the research investigated the experience of primary school trained beginning teachers there are elements of Grudnoff's findings which are relevant for early childhood qualified beginning teachers. The research findings identified the importance of "a collegial and collaborative professional culture, which focused on whole school professional development" which was conducive to growth as a beginning teacher (Grudnoff, 2007, p. 271). The findings suggest that a school culture which is supportive to beginning teachers is one where there are opportunities for learning from more experienced colleagues and where there is evidence of quality professional and social relationships. This view is supported by Cameron (2009, p. 45), who states:

> *relying only on the learning that individuals do on their own is a weak approach to building workplace capacity. Moir & Gless (2001, p. 110) point out that "New teachers working in isolation navigate a slow and painful learning curve".*

There is a history of registration for primary school teachers with both time and funding secured to support the registration journey for beginning primary school qualified teachers. Given the relative short history of teacher registration for trained teachers in teacher-led ECE services, and the current changes to support grant funding, this finding is not only relevant to the ECE

sector but is also concerning. Grudnoff (2007, p. 271) also suggests that beginning teachers who experienced environments which were less supportive "were more likely to experience an ad hoc approach to induction, which impacted negatively on their opportunities for professional learning". The NZTC has already identified that there is inconsistency regarding advice and guidance programmes across all educational sectors and is seeking to address this issue. The study also identified that the growth of teacher confidence for a beginning teacher is vulnerable to change dependant on the environment that teacher was in. This finding is also significant for ECE beginning teachers. The issue of teacher identity and how a myriad of factors contribute to this was also a significant finding of Grudnoff's (2007) study. While focused on the experiences of primary trained beginning teachers the following quotation emphasises that the early years of teaching is anything but one dimensional and that the influencing factors contributing to success are complex;

> *In summary, while biography, beliefs, emotions and context influenced the way that the beginning teachers perceived and conceived themselves as teachers, it was the interplay between these factors that played the critical role in their professional development, and learning. The interrelationship between personal and contextual factors suggests that the participants' professional identities were not stable or fixed. The data indicate that how the beginning teachers viewed themselves changed in relation to context-specific circumstances, which confirms the important role that school-related factors played in the development of these beginning teachers.*
>
> (Grudnoff, 2007, p. 263)

2.7 An ecological approach to induction

The complexity of the relationship between beginning teacher and mentor could possibly be viewed holistically. Bronfenbrenner's ecological model of understanding learning and development frames *Te Whāriki* (1996), which acknowledges the individual within the various environments or settings he/she moves in. Bronfenbrenner conceptualised the environment on a number of influential levels. The belief and values systems within those settings, or those which indirectly influence them, all affect and contribute to an individual's learning and development. Bronfenbrenner espoused that in order to fully understand both a child's evolving identity and development we

must be mindful of the environments which they inhabit (microsystems), and those which impact upon them (meso-, exo-, and macrosystems) (Bronfenbrenner, 1979). With the child as the central learner, or active participant, moving between various learning environments, influences which impact upon his/her development include the environment itself, those operating within it, and the "relationships between these environments" (MoE, 1997, p. 19). Bronbenbrenner (1979) suggests that the interpersonal relationships which produce a balance of power between partners are the ones which are most beneficial to encouraging development. Bronfenbrenner (1979, p. 60) believes that:

> *Learning and development are facilitated by the participation of the developing person in progressively more complex patterns of reciprocal activity with someone with whom that person has developed a strong and enduring emotional attachment and when the balance of power gradually shifts in favour of the developing person.*

While Bronfenbrenner's theory provides a holistic insight into children's learning and development I believe it is equally relevant when understanding the provisional registration journey embarked on by beginning teachers. Using Bronfenbrenner's theory as a lens to filter our understanding of provisional registration, the interpersonal relationship between beginning teacher and mentor should be balanced and reciprocal, where power is shared between both partners. We must also take into account the impact which external influences have for beginning teachers, such as varying levels of qualified and registered teachers employed across the sector. This reality has the potential to reduce the beginning teacher's pool of collegial support, which has been identified as an important factor in a successful provisional registration process (Aitken, et. al., 2008).

Langdon (2007, p. 289) suggests that, similar to other professions, in order for beginning teachers to become "exceptional" they require situations which exude competence, high quality pedagogical and principled ethical practices. In essence, beginning teachers require mentors who have the ability to acknowledge and respond appropriately to their individuality and their unique

working situation, yet also possess the professional qualities which seek and promote excellence in teaching, and are able to scaffold learning where necessary. Ideally the mentor's role is to support the beginning teacher in achieving the goals of the induction programme; that they eventually feel confident in their ability to meet the criteria established by the NZTC on their own. Beutel, Hudson and Hudson (2009) suggest that mentors consider beginning teachers' differing pre-service training, skills, knowledge and practice situations. Mentors should, therefore, be sensitive to the needs of the beginning teacher and tailor the induction programme according to their individual requirements, as we cannot make assumptions that 'one size fits all'.

Bronfenbrenner (1979) suggests that the macrosystem in particular is crucial to reflect on, as it has the power to influence all other environments which impact on an individual's development. It is, therefore, important to view provisional registration for beginning teachers in teacher-led ECE services through the lens of the macrosystem. Within the macrosystem are contained the laws and policies which govern the direction the Government envisage ECE heading as well as the actual constraints placed on the registration process for PRTs in the teacher-led ECE sector. Currently, the policy changes imposed on the teacher-led ECE sector by the Government will have a direct impact on the PRT, the learning environment they are working in, and their mentor's ability to provide support through an effective induction programme.

2.8 Rationale

In summary, the literature review has revealed that quality induction programmes are important; affecting future teaching practice, current and future teacher quality and teacher retention. There is limited research particularly in the teacher-led ECE sector focusing on the provisional registration journey of PRTs, establishing not only the effectiveness of their induction programmes but also the components determining successful movement from beginning teacher to fully registered teacher. Much of the research conducted in Aotearoa New Zealand is focused on the primary or secondary school sectors with limited research conducted within ECE. The

NZTC has indicated that there are inconsistencies in both the quality and delivery of induction programmes for PRTs across all of the educational sectors (Cameron, 2007). In particular, there is little known in the way of research about the registration experiences of PRTs in teacher-led ECE services. The teacher-led ECE sector is uniquely situated in the educational milieu within Aotearoa New Zealand in that it is compromised of both qualified and unqualified teachers and has a relatively short history of teacher registration (Cameron, 2007). As noted earlier the OECD (2005, p. 175) states that the "high attrition rates suggest that large private and social costs have been incurred in preparing people for a profession which they found did not meet their expectations, or was insufficiently rewarding, or which they found difficult". While this fact is acknowledged by the NZTC, the stories of those who have found the profession out of step with their expectations, unrewarding or difficult have yet to be fully heard. In particular, this appears to be the case for those teaching in teacher-led ECE services.

This study's research focus is on identifying the effectiveness of externally provided advice and guidance programmes in teacher-led ECE services. The extent to which these induction programmes met the guidelines of an induction programme as identified by the NZTC, and how PRTs gave meaning to their experiences in 'context' were scrutinised within this study.

The intention of this research was to examine the robustness of externally provided induction programmes in teacher-led ECE services in order to identify components which could be refined, thereby ensuring quality outcomes for PRTs in the future. However, the literature also indicates that induction programmes cannot be viewed in isolation and the locally situated factors, such as support networks, values and attitudes also require addressing (Grudnoff, 2007). The following chapter identifies how these questions were answered through this study and outlines the research methodology and methods used.

Chapter Three

Methodology

3.1 Overview

This chapter outlines the methodology and methods used in this thesis. It gives reasons for the use of a qualitative, interpretive research design where a case study approach was adopted. This chapter describes the study's participants, methods for data collection and data analysis approach. Both the ethical considerations and the methods used to strengthen the trustworthiness of the study have been explained.

3.2 Introduction

The overall aim of this research project is to investigate the effectiveness of external advice and guidance programmes for PRTs in teacher-led ECE services.

In order for me to determine *effectiveness* it was necessary to refer to the literature which best defines the term in the context of teacher-led ECE settings. In the 2007 (p. 16) *Learning to Teach* literature review of *Induction Theory and Practice,* conducted by Marie Cameron, indicators of an effective advice and guidance programme for PRTs in a New Zealand context were identified as ensuring that these teacher;

> *develop into effective teachers who reflect on the impact their teaching has on learning;*
>
> *display increasing confidence in their ability to teach at particular levels;*
>
> *increasingly develop good relationships with learners and others involved in the learners' education and well-being;*
>
> *are enthusiastic learners themselves, participating in professional development to improve their knowledge and capabilities as teachers; work in a collegial and cooperative fashion with other staff members;*

> *demonstrate initiative, imagination, and innovation in their planning and teaching;*
>
> *Accept advice and know when to ask for it.*
> <div align="right">(NZTC & MoE, 2006, Section One, p. 3).</div>

Cameron (2007, p.16) further states that "there has been no research specifically on whether New Zealand advice and guidance programmes ensure that teachers who are awarded full registered status exhibit the criteria listed above". As the above criteria for measuring effectiveness are in essence subjective in nature this had to be taken into consideration when choosing the appropriate research design to ascertain whether PRTs perceived themselves as meeting, or not meeting, the criteria for effectiveness. In light of the NZTC's focus on strengthening the advice and guidance programme for provisional registration and realisation that the role of the mentor teacher is a crucial one, measuring the effectiveness of an externally provided programme in teacher-led ECE services is both current and pertinent.

This research study is intended to add to the body of research already conducted regarding the effectiveness of externally provided induction programmes for beginning teachers in teacher-led ECE services, thereby, hopefully improving practice. Creswell (2008) identifies three grounds for research which ultimately contribute to the improvement of practice and policy in the field of education. The first is that research adds to our knowledge about important educational issues, contributing to existing information. Building on existing literature a research report can add information which confirms or challenges the results of prior studies. The accumulation of results adds credence to our growing understanding of what works well, and what doesn't. The replication of prior research projects can contribute to the compilation of results, adding new insight with participants and situations not previously studied.

The second reason research is important is that research improves practice. Teachers can use research results, and suggestions for improvement, to reflect on, inform and develop their practice. Cohen, Manion and Morrison (2000, p. 3) suggests that laypeople base their understanding on assumptions and

"personal experience in the form of *common-sense knowing*". However, this approach is limited and lacks the scientific approach of research which is carefully constructed, systematic and analytical. Burns (2000, p. 3) suggests that "research is a systematic investigation to find answers to a problem". Therefore, teachers can consult research studies to consider new ideas or evaluate an approach they may be considering for their particular educational setting (Creswell, 2008). Using research to reflect on practice can result in a paradigm shift for teachers; challenging assumptions, influencing personal philosophical underpinnings and pedagogical approaches to teaching practice.

The third reason is particularly pertinent in the current political climate. Sound research informs policy debates. When policy makers take a particular stance on an educational issue, such as the value of having fully qualified ECE teachers for children's life-long learning, research can inform the issue and contribute to discussion and debate. Creswell (2008, p. 6) suggests that in order for research to be useful it "needs to have clear results, be summarized in a concise fashion, and include data-based evidence".

While the importance of research is clearly evident (Cohen, et. al., 2000; Creswell, 2008; Merriam, 1998. & Mutch, 2005) limitations exist which require realistic evaluation (Creswell, 2000). These include the lack of clear results, the issue of questionable data due to the low number of participants or information gathered from participants who are not in a position to fully understand or address the problem, and ambiguous questions used which have influence on the results, affecting validity and reliability. These issues will be addressed further in this chapter.

The purpose of this study – to ascertain the effectiveness of an external advice and guidance programme, determined the choice of methodology and rendered an interpretive and qualitative lens as the logical option, since the focus was on the *experiences* of the teachers' provisional registration induction programme. The intention of this study was to interpret, or give meaning to, the socially constructed accounts of the participants' experiences measured against what the

NZTC suggests an effective advice and guidance programme looks like. The rationale for adopting the chosen methodology will now be discussed.

3.3 Positivist and interpretive paradigms

While there are three forms of educational research which are notable to provide social researchers with a lens for making meaning of social phenomena – positivist, interpretive, and critical, the two most prominent worldviews are the positivist and interpretive paradigms (Carr & Kemmis, 1986; Ruane, 2005) . Cohen, et. al. (2000, p. 27) suggests that both the positivist and interpretive paradigms both seek to understand phenomena; however, this is achieved through "two different lenses".

The positivist lens applied to research is observable and quantifiable, striving for objectivity. The positivist paradigm is governed by controls and measures and *reality* can only be discovered by scientific methods (Bassey, 1995). Underpinning this model is a belief that rules govern human behaviour and are, therefore, measurable by the rules which govern the natural sciences (Cohen, et. al., 2000). Reality from a positivist perspective is measurable, not governed by context, with reliability determined by the replication of the study with similar results achieved.

Contrasting with a positivist perspective Merriam (1998) argues that qualitative researchers seek to understand experiences, rather than discover facts or verifying a hypothesis, and that the inquiry of these experiences, are by nature value laden. Interpretive research looks at the multiple realities which are socially constructed by individuals, seeking to understand the meaning they assign to their processes (Merriam, 1998). Through an interpretive lens *reality* is subjective, dispenses with assumptions and endeavours to understand the interpretation of an individual's account of an event or experience. Cohen et.al. (2000) identifies a number of features which distinguish the interpretive approach to research. They include the assumption that people deliberately and actively construct their social world, through which they gain meaning which is

unique to them; both individuals and events are unique, multi-layered and complex, challenging any lens which seeks to generalise; the interpretation of one single event can be as varied as those who participate in it; situations need to be examined through the eyes of the participants and that "many events are not reducible to simplistic interpretation, hence 'thick descriptions' (Geertz, 1973) are essential" (Cohen, et. al., 2000, p. 22).

An interpretive researcher begins with the individual and then seeks to understand their subjective view of the world in which they inhabit, as opposed to a positivist researcher who would seek the discovery of fact, or general laws, asserting that truth can be discovered. This would be difficult when acknowledging experiential subjectivity. It is argued by Denzin and Lincoln (2005) that interpretive researchers are interested in social experience, how meaning is attributed to this, acknowledging the socially constructed and value laden nature of inquiry. As this research study requires a research design which enables participants to share their experiences of participation in an external advice and guidance programme for PRTs, the appropriate paradigm through which to gather and analyse the data was deemed to be interpretive. Therefore, the chosen design of questionnaires which included open-ended questions, and face-to-face interviews, sought to guard the integrity of the participants' data with the intention of understanding the participants' perspective of their experiences.

3.4   *Design and methods*

To recap, the purpose of this research is to ascertain the effectiveness of an externally provided advice and guidance programme, such as the teacher registration programme experienced by the research participants. This section seeks to provide an overview of the induction programme under scrutiny, this study's participants and the methods used for data collection.

3.4.1 Overview of the externally provided advice and guidance programme reviewed in this study

The advice and guidance programme accessed by the PRTs who participated in this study is provided by an independent ECE consultancy company. When the consultancy is approached to mentor a PRT an initial three way contract is entered into between the teacher, the mentor and the centre manager. This is to ensure that all parties understand the requirements and support needed for the PRT to reach full registration status. Although not always possible, due to location or availability, there is a provision of flexibility allowing the PRT the opportunity to choose their mentor from the pool available. This was often the case if there had been a prior relationship and the PRT has indicated that they were more comfortable with a certain mentor.

The advice and guidance programme offered by the consultancy is designed to be holistic in nature. Rather than focusing on individual Satisfactory Teacher Dimensions or elements of the Registered Teachers' Criteria, thereby, requiring the PRT to find evidence to fit each criterion, the essence of the consultancy's approach to gathering evidence is that it begins with the teacher's practice; ensuring reflection on practice precedes identification of criterion met. This approach is consistent with the observation by the NZTC that the criteria should be viewed as overlapping and interdependent. PRTs are provided with four professional development workshops per year, in cluster groups with other PRTs, which focus on various aspects of practice; such as biculturalism and planning. Current literature surrounding the focused topic is provided for further reading and reflection, and opportunities for collegial discussion are provided. The PRT are then provided with reflective questions which 'hone in' on their practice. They are then required to critique their own practice against the criteria for registration; providing evidence in the form of reflections, assessment/learning stories, examples of planning for learning, photos etc. The PRTs then identify the Satisfactory Teacher Dimensions/ Registered Teacher Criteria which they believe have been met. This aspect of the programme is designed to empower the teacher to appraise

their practice against the criteria for registration as well as current and relevant literature.

The participants' external advice and guidance programme consists of four visits per year for observation and feedback by the registration mentor. Professional development is provided through four separate workshops for the PRT. These are primarily provided in a central location allowing PRTs from different settings to come together, and time is allocated for the teachers to share and discuss their personal teaching and registration experiences. The focus of the workshops provided includes topics such as; communication, knowledge to knowing, planning, bi-culturalism, and behavioural management. To support the workshop a reading is provided to the PRT for reflection. The workshops are based on current research-based literature and link to both Te Whaariki and the criteria for registration. The PRT is then asked to reflect on their practice in light of the information provided in the workshop. Focusing on the topic they then write reflections and provide evidence to support their understanding of how they are meeting the criteria for registration, within their practice. Rather than focusing on one Satisfactory Teacher Dimension or Registered Teacher Criteria, at a time, and then linking practice to that dimension or criteria, the programme begins with the teacher's practice and the PRT reflects on how their practice is meeting the criteria for registration. In a sense this is more in keeping with how early childhood educators assess children's learning. It is contextual, integrated and holistic in nature. For example, reflecting on the communication with parents/whānau regarding an issue with a child could in essence meet a number of Satisfactory Teacher Dimensions, or Registered Teacher Criteria. The programme is designed so that the evidence 'falls' out of the PRT's practice rather than creating an environment where the registration process is somehow separate from it and evidence is possibly manufactured. The programme is also designed so that the PRT is able to reflect on their practice, in light of what current literature tells us best practice looks like, and learn from it. Regular folder checks are made by the mentor and opportunities for further discussion are provided via phone calls or emails.

The role of the mentor in this particular externally provided advice and guidance programme is significantly different from that of an internal mentor. Due to location the mentor's meetings with the PRT is usually limited to times of observation and feedback and the workshops. However, as the workshops occur in clusters the opportunity during these occasions for individual time with the PRT is limited as a result. Between meetings the PRT has the opportunity to communicate with their mentor, through telephone calls or emails, regarding any aspect of their advice and guidance programme or practice which is concerning them. The mentor observes practice, provides feedback and feed forward, assesses reflections and registration folders against the Satisfactory Teacher Dimensions/Registered Teacher Criteria and tailors the programme according to the individual requirements of the teacher. For example, a workshop delivered to a group of teachers on the topic of assessment may reveal PRTs are struggling with their understanding and identification of learning dispositions. The mentor will then ensure these teachers receive the relevant professional development enabling them to develop this aspect of their teaching which has been identified as requiring support.

Since the establishment in 2006 of the ECE consultancy, offering external advice and guidance programmes for PRTs, approximately ninety teachers have participated in registration programmes, either for the entirety of their registration journey or for part of it. A significant number of teachers have participated in more than one advice and guidance programme due to the transient nature of early childhood teaching. Full statistical records of teachers' places of employment and residential addresses were not placed on a central data base until 2008. To reduce the possibility of bias, potential participants were chosen from those I had not had any prior contact with. The pool of possible participants for this research was forty four teachers. Of the forty four teachers invited to participate in this research project the majority were still somewhere on the continuum of the two year registration process with the minority having now gained full registration status.

3.5   *The study's participants*

As noted earlier, forty four invitations to participate in this study were sent to
PRTs who had been involved in the externally provided induction programme
outlined above (Programme A). Of those who chose to participate in this study,
sixteen completed the first questionnaire, twelve indicated that they wished to
continue with the study of which ten eventually completed the second
questionnaire and from the ten, six were chosen for case studies; where they
participated in a combination of structured and semi-structured interviews.
Refer to Table 1.

Methods used for data collection	Number of Participants	Number of Participants	Number of Participants
First Questionnaire	16		
Second Questionnaire		10	
Case Study Interviews			6

Table 1: Overview of participants' participation in this study

3.5.1   *The summary/analysis of the participants' demographics that completed the first questionnaire (Appendix D).*

Registration status

Of the sixteen participants who completed the first questionnaire twelve were
provisionally registered at the time of the study and four were fully registered.
Prior to becoming provisionally registered fourteen had ECE teaching
experience, while two had no prior teaching experience. Of the twelve
participants who had prior ECE teaching experience, one had up to one year's
experience, one had one to two years, two had two to three years, three had

three to four years, one had four to five years and four had more than five years ECE teaching experience.

Of the sixteen who completed the first questionnaire fifteen of the participants went into permanent full-time teaching positions as their first appointment after being provisionally registered by the NZTC, while one participant's first appointment was as a day reliever. All participants were in ECE teaching positions as permanent employees at the time of the study. Identifying the number of teaching positions held during their time of provisional registration five indicated that they had held one teaching position; six held two teaching positions and five of the participants were employed in three separate teaching positions. During the period of provisional registration ten of the participants were employed in positions of responsibility. All ten identified their job title as 'Team Leader'.

3.5.2 Details of Advice and Guidance Programmes participated in by the initial sixteen participants of this study

Of the sixteen participants who completed the first questionnaire, eight had solely participated in Programme A throughout their time of provisional registration. This was the induction programme that was the focus of this research. The remaining eight participants had participated in two advice and guidance programmes. Refer to Table 2. For the purpose of this study the advice and guidance programme which is being examined is referred to as 'Programme A' and other advice and guidance programmes entered into by the participants are referred to as 'Programme B'. A breakdown of the participants' induction programmes, indicating whether they were externally or internally provided is as follows:

Participant	Advice and guidance programmes participated in		Programme A *(Programme being reviewed by this study)*	Programme B *(Any other advice and guidance programmes provided)*
1	1st External			4 months
	2nd External		19 months	
2	1st External			15 months
	2nd External		7 months	
3	External		19 months	
4*(Teacher E)	1st Internal			8 months
	2nd External		16 months	
5*(Teacher B)	External		2 years	
6*(Teacher A)	1st External			19 months
	2nd External		5 months	
7	External		2 years	
8* (Teacher F)	External		10 months	
9	1st Internal			6 months
	2nd External		12 months	
10	External		19 months	
11	1st Internal			12 months
	2nd External		12 months	
12	1st External		12 months	
	2nd External			9 months
13	External		10 months	
14	1st External		10 months	
	2nd External			9 months
15*(Teacher C)	1st Internal			3 months
	2nd External		21 months	
16*(Teacher D)	External		6 months	

Table 2: An overview of advice and guidance programmes participated in by the sixteen initial participants

*indicates the participants chosen for case study interviews

3.5.3 *Participants' employment and demographic statistics*

Of the sixteen participants completing the first questionnaire, thirteen indicated that they were teaching in a privately owned education and care centre; two of participants indicated that they were employed in a privately owned Kindergarten and the remaining one participant identified that they were teaching in a community based education and care centre. Of the sixteen participants who responded to this question, thirteen indicated that they were teaching in an 'all day' centre and three indicated that they were teaching in a 'sessional' ECE service. Of the sixteen initial participants, nine identified their ethnic group as Pakeha/European, four Asian, one Pacific Island, one Indian and one Caucasian West Indian.

From the ten participants who had completed the second questionnaire, six participants were chosen as case study participants.

Those chosen for the case studies consisted of five female participants and one male participant. Four of the participants had Bachelor of Teaching degrees from a University, one had obtained a Diploma of Teaching from a Polytech and the remaining participant had a Postgraduate Diploma in Teaching from a Polytech. Three case study participants had obtained full registration status, two participants were in their first year of provisional registration and the remaining participant had just completed their provisional registration requirements and was applying for full registration status with the NZTC. Of the six chosen for case studies three of the participants had experienced one externally provided advice and guidance programme (Programme A) and had the same mentor throughout their time of provisional registration. Refer to Table 3. One of these participants was now fully registered with the remaining two in their first year of provisional registration.

Case Study Participant	Gender	Qualification: Type of tertiary provider	Length of time in Programme A	Length of time in Programme B	B: Externally provided	B: Internally Provided
Teacher A	Female	Graduate diploma: Polytech	6 months	18 months	Yes	
Teacher B	Female	Diploma: Polytech	2 years			
Teacher C	Male	Degree: University	21 months	3 months		Yes
Teacher D	Female	Degree: University	10 months			
Teacher E	Female	Degree: University	16 months	8 months		Yes
Teacher F	Female	Degree: University	12 months			

Table 3: An overview of case study participants' gender/ qualification demographics and Advice and Guidance programmes participated in.

Research Methods

3.6 Questionnaires

Creswell (2008) has outlined the advantages and disadvantages of survey research designs. The focus of survey research is directed primarily at learning about a targeted population; to, for example, determine opinions, identify individual beliefs and attitudes and to evaluate programmes. The researcher uses questionnaires as a tool to generate data from the targeted sample, such as "basic personal or demographic information" as well as supplying answers to questions (Creswell, 2008, p. 394). Therefore, the utilisation of questionnaires for this research study enabled data to be gathered which were both statistical, and the individual interpretation of events, or answers to the open ended questions posed. The inclusion of open-ended questions in the questionnaire seeks to mitigate the impersonal nature of questionnaires. In an open-ended question the respondent is given the

opportunity to "decide the aspect, form, detail and length of their answer" (Moser & Kalton, 1971, p. 341). The use of open-ended questions can, therefore, increase the validity of the research.

Ideally, in order to confidently generalise "the results to the population under study" a high response rate to the questionnaires is sought (Creswell, 2005, p. 367). If the response rate is too low "response bias" can occur (Creswell, 2005, p. 368). As Cresswell (2005, p. 368) states that "with a low return rate, the key issue is not necessarily how many people returned an instrument, but whether bias exists in those who *did* return it". One strategy adopted in an effort to generate a high response return rate was the inclusion of pre-paid self address envelopes and a follow-up letter send two weeks after the first questionnaire was sent out. All effort was also made in an attempt to track down the PRTs, who had participated in Programme A, who had changed address.

3.6.1   *First questionnaire*

The forty four teachers selected to participate in this research study were initially sent a short questionnaire (see appendix A). The initial questionnaire was designed to generate statistical data ascertaining the participants' registration status, prior ECE teaching experience, part-time/full-time/long term relieving positions, number of teaching positions employed in during provisional registration, positions of responsibility, number of advice and guidance programmes participated in, sector and region teaching in, and the ethical group the participant identified with. Veal (1992, p. 52), suggests that one advantage of such a questionnaire is that it can be used "to make general statements about large populations". Veal (1992), proposes that a general survey is useful in describing the characteristics of a specific population. The rationale behind seeking this data was to ascertain how many of those who have participated in the ECE consultancy's advice and guidance programme have had more than one teaching position as a PRT. For those who have participated in more than one advice and guidance programme the continuity of support and guidance received can be affected. It was also necessary to identify those who indicated that they have been or are in a position of

leadership while still provisionally registered, as research suggests this is not advisable and can impact on the PRT's 'success' (Cameron, 2007). A final question at the end of the initial questionnaire asked that those who wished to continue to participate in the research study, involving a second questionnaire and possibly selected for a face-to-face interview, indicate their consent to do so.

3.6.2   *Second questionnaire*

The second questionnaire (see Appendix F) was designed to generate data specifically about the advice and guidance programme provided by an external source and the attributes of the registration mentor supporting the teacher through provisional registration. Both closed-ended and opened-ended questions were used in the second questionnaire. Creswell (2008) suggests that both forms of questioning are capable of generating informative and useful data. The use of preset closed-ended questions can yield useful information which supports concepts identified in the literature. The open-ended questions permit the participant to expand on their response, give reasons and add comment, which goes beyond the response they may give to a closed-ended question. The concepts underpinning the questions, included in the second questionnaire, were initiated from the factors which are observed in effective advice and guidance programmes, identified in recent literature (Cameron, 2007).

The first three questions were designed to establish the participants' familiarity with the provisional registration process and the satisfactory teacher dimensions - the criteria used to determine full registration. When asked whether or not the advice and guidance programme had made the participant more familiar with the satisfactory teacher dimensions an open-ended question followed, asking how had it done this? Questions five to sixteen related to the characteristics of an effective mentor as described in the NZTC's *Learning to Teach* 2007 literature review of induction theory and practice. Various factors have been identified by a number of studies which contribute to effective mentoring (Bartell, 2005; Fletcher & Barrett, 2003;

Rippon & Martin, 2003). These identified factors include the requirement of mentors who are;

> *"approachable, with the time and skills to provide emotional support; who are enthusiastic, well-regarded and credible teaching role models: who possess current and relevant educational knowledge and skills, and who are able to observe and give feedback on teaching"*

<div align="right">(Cameron, 2007, p. 70)</div>

Mentors should also be able to:

- *direct support towards improving student achievement*
- *use formative assessment to guide support*
- *assist with documenting professional growth over time*
- *model and encourage on-going self assessment and reflection*
- *foster collaboration and leadership among teachers*

<div align="right">(Cameron, 2007, p. 71)</div>

Participants were invited to state whether they strongly agreed, agreed, neither agreed or disagreed, disagreed or strongly disagreed with statements based on the above criteria. As the teachers who chose to participate in this study have experience of externally provided advice and guidance programmes the critique of their mentor is particularly pertinent. Without their mentor being part of their teaching team, or located in the same building as themselves, the ability for their mentor to effectively display all of the above criteria could potentially be limited. As the mentor teacher was assigned to the PRT, and not chosen by them, how they perceived their mentor, and whether or not they could subsequently build a reciprocal relationship with them was also important to be identified.

Questions seventeen to nineteen were designed to determine how the participants viewed themselves as teachers. These questions were chosen as a measure of effectiveness identified in literature is teacher confidence (Cameron, 2007).

3.7   *Case studies*

Questionnaires and one-to-one interviews with the six selected case studies
were chosen methods to generate data from the participants. Case studies in
education tend to be more qualitative in nature and are designed to "gain an in-
depth understanding of the situation and meaning for those involved" (Merriam,
S. B., 1998, p. 19). Merriam (1998, p. 19) also suggests that "the interest is in
process rather than outcomes, in context rather than a specific variable, in
discovery rather than confirmation". The aim of employing face-to-face
interviews with selected case studies is to shed light on individual experiences
which are bound by context and in each case is particularly specific (Mutch,
2005).

Merriam (1998, p. 41) suggests that the use of case studies as a research design
is beneficial in the field of education as it enables the researcher to examine
"educational processes, problems, and programs" to gain the understanding
necessary to improve practice. Utilizing question prompts and allowing case
study participants to talk freely about their own beliefs and understandings
gives priority to their personal accounts of their experiences, and reduces any
prior assumptions influencing the results which could be made by the
researcher (Cohen, et. al., 2000). This method of data gathering was
particularly important for the participants in this research study as they had not
selected an external advice and guidance programme to gain full teacher
registration. The use of an external advice and guidance programme was
chosen for the participants by their employers, primarily due to the lack of fully
qualified and registered teachers with the experience necessary to support the
PRTs in their employ. For these participants it was also deemed, by their
employers, that the advice and guidance programme provided by the external
source was cohesive and professional and, therefore, trustworthy. The
participants' personal interpretations of whether or not their individual advice
and guidance programme was effective could be only determined through
conversation; where they had the opportunity to share their understanding of
their experiences.

Stake (2000, p. 441) suggests that while many researchers would like to "tell the whole story", this is impossible and "exceeds anyone's knowing". The extent to which case study participants share their experiences can vary in volume from very little to a lot, depending on the constraints imposed by the physical nature of the interview, the individuals themselves and the connectedness between the interviewer and the interviewee. A caveat, shaped by an awareness of the influence of subjectivity, is required to be placed over the content of data gathered through case study interviews. Solely using the data gathered and analysed from six case studies would be imprudent to make any generalisations, however, as Stake (2000, p.448) clearly articulates; "the purpose of a case report is not to represent the world, but to represent the case".

3.8   Interviews

An interview is employed to explore attitudes and views regarding a topic or issue. The interview process is structured and is a useful research tool to elicit information that may be unidentified by the researcher. The composition of an interview includes a clearly defined purpose and plan, prepared open-ended questions, consenting participants who have been identified, prepared individual or group meetings (Babbie, 1990; Creswell, 2008; Wallen, 1993). Through the use of open-ended questions participants are able to voice their views and experiences unhindered by the constraints of perspectives implied by the researcher or past research.

Creswell (2005, p. 215) identifies "filtered" information "through the views of the interviewers" as a possible disadvantage of interviews, where the participants' views are summized d by the researcher in the research report. In an effort to overcome this issue the participants' data has primarily been included verbatim in this study. A further disadvantage is that the interviewee may be affected by the researcher's presence or provides the perspective they perceive that the researcher would like to hear, rather than respond honestly (Creswell, 2005). To lessen the possibilities of this occurring the researcher always stressed confidentiality and articulated at the beginning of each interview the significance of each participant sharing their unique journey.

Of the ten participants who indicated on completion of the second questionnaire that they would be willing to participate in a face-to-face interview six were selected to do so, eventually based on accessibility and locale. It was important that the interviews were conducted in a setting which was acceptable to the participants and provided the level of anonymity necessary to share freely their provisional registration experiences. The interviews were conducted away from any early childhood setting and time was structured so that the participants could talk without constraint. Cohen et. al. (2000) suggests that often interview questions are structured in a way which assumes that those who are being interviewed have particular insight into the cause of certain behaviour. This is rarely the case and often can only be achieved after "long and difficult effort" (Cohen, et. al., 2000, p. 124). This insight was a significant point for reflection and being aware that not every individual is a naturally reflective person, provided a caveat for the ensuing interviews. Allowing the participants the autonomy to share their experiences without judgement or expectation was central to the interview process. While the case study interviews were comprised predominantly of pre-set questions, allowing for continuity and comparability between participants, allowances were made for participants to talk freely about their advice and guidance experiences. For the first interview, which I conducted with one of the case study participants, I followed the guidelines of a structured interview, without veering away from the prepared open-ended questions. This however, did not generate the 'thick descriptions' I was hoping for and after consultation with my supervisor I modified my interview approach and used semi-structured interviews as a preferred method for data collection, which I now move to.

3.9   *Semi structured interviews*

An interview between participant and researcher is socially situated where knowledge is constructed between participants (Cohen, et. al, 2000). Many factors contribute to the data which are generated when using semi structured interviews as a method of data collection. For example, the trust between interviewee and interviewer may vary depending on the connection between

participants established at the beginning of the interview (Cohen, et. al., 2000). This will have a direct impact on the motivation of the interviewee, and the amount of information shared at the interview. Also, the provision of time to 'converse' and the freedom to 'go off the track' or expand on a point are all factors which influence the generation of data through semi structured interviews. Merriam (1998) suggests that when adopting interviews as a method of data collection they can be viewed as purposeful conversations. Conducting the interviews in a neutral, relaxed setting, without any constraints of time, generated a place which was conducive for 'conversation'.

Presenting the remaining case study participants with the prepared open-ended questions meant that data could be consistently gathered across all participants which personalised the experiences of each individual against the criteria for effectiveness as indicated by literature (Cameron, 2007). However, adopting a semi structured interview approach allowed for tangents to be followed and stories to be told which were never expected. In many ways this upheld the ethos of interpretive study; "seeking out emic meanings held by the people within the case" (Stake, 2000, p. 441). Themes which were pertinent to each case study participant regarding their PRT experience in the context of their workplace were then open to emerge.

Stake (2000, p. 441) also reminds us that regardless of how respectful the researcher is of "each person's realities", they ultimately decide "what the case's *own story* is, or at least what will be included in the report". Without trying to downplay the representation of the data it is still necessary to be mindful that in the end it is the researcher who decides what part of the story is included in the final report, and what is excluded. To minimise the possibility of misrepresentation, participants received the opportunity to view their transcripts and approve or amend the content prior to its inclusion within this thesis. In order to minimise the possibility that the report would not fairly represent the participants' stories as much of their data, in a complete state, was included in the report, thereby seeking to keep it in context.

3.10   Ethical considerations

Consent was gained from Waikato University's Faculty of Education, Human Research Ethics Committee. When conducting this research the following ethical issues were considered.

3.10.1   Access to participants

Before commencing this research project I approached the director of the independent ECE consultancy to find out whether she was willing to have her externally provided advice and guidance programme scrutinised and measured against the criteria for effectiveness as identified by the relevant literature. The director gave her consent, and viewed this as an opportunity to help refine the service she was providing to the teacher-led ECE sector. The director provided me access to the database listing the PRT's who had accessed the service. A letter of introduction was sent to all centre managers involved, outlining the research and informing them of my intention to invite their teachers to be participants in this research study (Appendix A). A letter of introduction, outlining the research, along with the first questionnaire, an informed consent form and self addressed stamped envelope was then sent to the forty four PRTs who were participating in or had participated in Programme A (Appendices B, C and D). The twelve participants who chose to be part of the second phase of the data gathering were sent an information sheet, the second questionnaire, and a consent form (Appendices E, F and G). Six participants were chosen to participate in case study interviews, based primarily on their locale and accessibility.

3.10.2   Informed consent

Once ethical approval had been gained from the University of Waikato letters to teachers involved in the externally provided advice and guidance programme (Programme A) were sent out; fully outlining the research project's intent and structure and inviting participation in the research study (Appendix B).

Accompanying this letter was a consent form which was signed and returned with the first questionnaire by those choosing to participate in this study (Appendices C & D). A second consent form was sent to the participants who indicated that they would like to be involved in the second part of the study, involving a further questionnaire and possible one-to-one interview (Appendix G). Informing the consent form was a detailed information sheet outlining the interview procedure and stating the points at which the case study participant could withdraw from the research project (Appendix E). Once the case study participants had been selected times and location for the interviews were mutually agreed upon. At the beginning of each interview with the case study participants I reiterated both the intent of the researcher to ensure confidentiality and that each participant had the autonomy to only answer the questions that they felt comfortable with.

3.10.3   *Confidentiality*

To address the issue of confidentiality the participants were given the opportunity to choose pseudonyms for themselves. However, none of the participants chose to do this and were content with being identified as Teacher A, B, C etc. Neither the ECE services the participants were employed in during their time of provisional registration were identified, nor their mentor teachers or any of the advice and guidance programmes participated in. The researcher acknowledges the importance of protecting the identity of the participants throughout the various stages of the research project. Although neither participant was involved in an induction programme at the time of this study, the issue of confidentiality was raised by two of the participants who had both revealed difficult experiences of their advice and guidance programme. It was important that identities were protected to avoid unwanted speculation. These participants were provided the opportunity to comment on and amend the draft of the findings section within this thesis before reaching the stage of completion, however, both felt this was unnecessary.

3.10.4 Potential harm to participants

Stake (2000, p.447) states that "the value of the best research is not likely to outweigh injury to a person exposed". In order for the case study participants to feel at ease with sharing their induction experiences an assurance of anonymity and confidentiality was both ethical and crucial. Confidentiality was clearly articulated in the introductory letter and on the information sheet supplied to the participants (Appendices B & E). It was also reiterated at the beginning of the case study interviews. In order to protect the identity of this study's participants the identity of the advice and guidance programme under review (Programme A) was not disclosed.

3.11 Trustworthiness – reliability and validity

It is imperative that all research is conducted in an ethical manner, none more so than in the field of education where teaching professionals intervene in and influence the lives of people (Merriam, 1998). In validating qualitative research one must first understand the view of *reality* through both a positivist and an interpretive lens. When determining reliability through a positivist lens, the ability to replicate a study and endeavour to yield the same results is deemed essential. In order for this to be achieved there has to be an assumption that there is one single reality and through replication of the study results will remain the same, thereby ensuring validity. Primarily from a positivist viewpoint the researcher's role is to ensure that there are established and reliable measures and controls ensuring that the study can be replicated.

This is impossible in interpretive research as individual interpretations of an event or experience suggest there is no point of reference for replication in the traditional sense, as interpretation is subjective. Merriam (1998, p. 202) suggests that the assumptions underlying qualitative research are that the individual's view of the world is highly contextual and multifaceted and, therefore, "reality is holistic, multidimensional, and ever-changing". As this research is looking at individual interpretations of a shared experience – in this

case, an externally provided advice and guidance programme, an interpretive research approach was appropriate. By adopting the use of case studies as a means of gathering data, a fuller picture of the *reality* of an experience or event is, thereby, able to capture the richness and complexity of individual understandings and insights. Merriam (1998, p. 206) suggests that in qualitative research;

> *a researcher wishes outsiders to concur that, given the data collected, the results make sense – they are consistent and dependable. The question then is not whether findings will be found again but whether the results are consistent with the data collected.*

In order for the findings to be consistent with the data collected I have endeavoured to represent the findings of the case study participants in a manner which authentically and relevantly presents the full content of the interviews.

However, it has been noted by Cohen et. al., (2000, p. 120) that when using interviews to gather data, validity was a "persistent problem". The tendency to overstate or understate a problem can affect validity and measures to reduce this and, thereby achieving greater validity requires consideration. Cohen et. al. (2000) suggests that the reduction of bias is one way in which to increase validity in a research study which uses interviews. The characteristics of the interviewer, the participant and the essence of the questions have been identified by Cohen et. al (2000) as sources of bias. In particular, these can include:

- *the attitudes, opinions, and expectations of the interviewer;*
- *a tendency for the interviewer to see the respondent in her own image;*
- *a tendency for the interviewer to seek answers that support her preconceived notions;*
- *misunderstandings on the part of the respondent of what is being asked.*

(Cohen, et. al. 2000, p. 121)

It is impossible to have interviewer neutrality and it is important to be mindful of the reality that many factors contribute to bias. As each person is a unique individual they bring to the interview their own interpersonal and experiential

understandings which inform the way they approach an interview, which subsequently influences the data. Differences, such as culture, age, race, religion, social class and, in the case of these research studies participants – teaching experience and education, all have the possibility of influencing how the respondent interacts in an interview situation. Therefore, it requires the acknowledgement that it is not feasible to suggest an interviewer or respondent will not have influence on each other and, therefore, the data. It is, however, essential that strategies which ensure the minimisation of bias are explored. On a personal level, a family value which is ingrained in my being and influences my interactions with others, is welcome acceptance of people from diverse backgrounds and value of others regardless of ethnic background, age or creed. The PRTs who were eventually chosen as case study participants came from cultural backgrounds not dissimilar to my own and every effort was made for them to feel comfortable throughout the interviews.

While the case study interviews conducted for this research project were semi-structured in nature, the same questions and order of words were used for the majority of the interview (the first eight questions). Silverman (1993, cited in Cohen, et. al., 2000) suggests that this is one method for managing reliability. However, Cohen et. al. (2000) propose that due to the complexities of social interaction there is no guarantee that controlled wording will translate to a controlled, bias free interview. Through the use of wording outlined in literature to shape the questions in the case study interviews, a form of control was sought to minimise bias. As each question was presented to the case study participants they were provided the autonomy to respond as they saw fit. At times clarification was sought; however, simply repeating the question and allowing them time to reflect proved to be sufficient. Therefore, the six case study participants' interpretations of each question are solely their perspective on how that question related to their individual experience. In an effort for the case study participants to feel relaxed and at ease with the interview, a venue was chosen which was comfortable and away from any educational setting. Before the formal component of the interviews began a period of time was taken to simply chat.

The length of this time was determined by the participant. I endeavoured to be sensitive to each participant's need to casually converse, the content of which was often unrelated to the research topic. During this time any questions which arose about the research project were answered, however, it was primarily an opportunity for the participants to construct the beginnings of a trusting relationship with me.

In interpretive research knowledge is constructed, therefore, trustworthiness is gained through an authentic representation of the participants experiences, without embellishment or diminution. For that reason I had a commitment to accuracy and to ensure, to the best of my ability, that I present the participants' stories without any form of ambiguity.

3.12 *Analysis of data*

Neuman (2003) suggests that data analysis involves the researcher looking for patterns in the data, identifying these patterns and then interpreting them and representing them through the findings.

The analysis of the first questionnaire, completed by sixteen participants, consisted of gathering the data and grouping it according to the categories outlined in the questionnaire (Appendix D). For example, current registration status and number of advice and guidance programmes participated in.

The second questionnaire (Appendix F), completed by ten participants, involved both closed and open-ended questions. The data were analysed according to question categories; for example, familiarity with the registration process and mentor experiences and perceptions.

The six case study interviews were tape recorded and transcribed. The interviews consisted of seven questions designed to measure the effectiveness of an externally provided advice and guidance programme. These questions were shaped by the relevant literature which determined the components of an effective induction programme, acknowledged through the *Learning to Teach* literature review, and conducted by Marie Cameron (2007) for the NZTC. Upon

completion the transcripts were sent to the participants for their approval and opportunity for amendment.

On return of the transcripts, and after consideration of the data gathered, I began to realise that the original premise for determining 'effectiveness' was to a degree incomplete. A number of patterns or common themes which had a direct influence on the participants' registration experiences (outside of the structured questions) were emerging across the transcripts which began to determine the eventual themes outlined in the findings section of this thesis. When referring to contexts and situations of a case study Stake (2000, p. 439) suggests that the "case is a complex entity operating within a number of contexts – physical, economic, ethical, aesthetic, and so on". In many ways this research project has evolved to include the examination of the complexity of some of the issues which have emerged from the data. Stake (2000, p. 440) suggests that "issues are complex, situated, problematic relationships", which draw attention not only to the experience but also the holistic cradle in which the experience lies.

As I reflected on the content of the transcripts it also became evident that the experiences of the participants were a mixture of the celebration of success, an insight into the professionalism of beginning teachers, and also a poignant reminder of the vulnerable position many new teachers find themselves in. It was important to retain the authenticity of the participants' voice. Hence, significant quotes have been used as each theme is explored. The findings are thematically sequenced in order of their significance in addressing the research questions of this study. These themes will be discussed in depth in the following chapter.

3.13   Conclusion

This research adopted an interpretive, qualitative model, through the use of questionnaires and case study interviews. It was hoped that the participants would attribute meaning to their provisional registration experiences in the context of their uniquely located place of work. I aimed to analyse the data

against the relevant measures of effectiveness as outlined in literature whilst giving voice to the participants' induction experiences, thereby determining the situational and structural influences which influence and impact on teaching and learning. This chapter addressed some of the strengths and limitations of adopting an interpretive model and discussed some of the ways of attending to the issues of authenticity and trustworthiness. The following chapter provides an analysis of the data and examines the emergent themes which gave meaning to the participants' induction practices and the practices of the learning environment the PRTs were immersed in.

Chapter Four

Findings

4.1 Introduction

When beginning this research project I was interested in the effectiveness of externally provided advice and guidance programmes in teacher-led early childhood services. Initially, I assumed it would be a relatively simple process as I focused on the experiences of PRTs who participated in an advice and guidance programme offered by an independent early childhood consultancy, specialising in the provision of externally provided induction programmes, and then measure these experiences against criteria identified in literature. However, as I began the process of gathering data, in particular through case study interviews, it became evident that the issue of determining effectiveness was far more complex than I had initially thought. The data gathered through questionnaires and interviews revealed not only how beginning teachers perceived the elements of an effective advice and guidance programme, in relation to the defining literature, but also the conditions and attitudes within the workplace which protect and promote professional growth, and contribute to the emergent identity of the beginning teacher. Therefore, while the data gathered gave substance to the retort of this study's research questions, the theme of effectiveness developed in breadth and depth.

To recap the research questions which frame this research study:

- To what extent does an external advice and guidance programme in teacher-led early childhood education centres enable provisionally registered teachers to meet the guidelines of an advice and guidance programme?
- How does this external advice and guidance programme measure against the criteria for an effective programme outlined by the New Zealand Teachers Council?

This chapter includes four themes of interest arising from the case studies that are pertinent to determining whether an externally provided advice and guidance programme (Programme A) in teacher-led ECE centres is effective and how it measures against the criteria as outlined by the NZTC.

The first main theme examines the effectiveness of the externally provided provisional registration programme (Programme A) in relation to the criteria for effectiveness identified by the NZTC through their *Learning to Teach* research programme. The desired outcome of an effective advice and guidance programme is ultimately that a PRT can be fully registered and viewed as 'fit to teach'. The characteristics of an effective teacher include their ability to; help children to become more interested and successful learners; look for evidence of the impact of their teaching; refine and develop their teaching approaches; refine and develop their relationships with learners, parents and caregivers; increase in confidence in their ability to teach; show initiative, imagination and innovation in their planning and teaching; refine and develop their teaching approaches; look for evidence of the impact of their teaching (Cameron, 2007). This theme sought to determine the participant's ability to not only articulate their understanding of each category in relation to their teaching practice, but also identify whether they feel that their practice/growth can be linked to their advice and guidance programme.

The second theme examines the role which the mentor plays in contributing to an effective advice and guidance programme. The questionnaires and case study interview questions were used to elicit information about the participants' insights into the effects of the mentor/beginning teacher relationship and their provisional registration experiences. This theme is important in supporting the view that the role of the PRT's mentor in their registration process is significant, and determining whether an external mentor is able to adequately provide the support needed to reach full registration. Identifying the role of the mentor/s in Programme A would also help determine the effectiveness of the programme.

The third theme of reflective practice emerged from the case study interview conversations. It became apparent that for the case study participants, reflective practice was aligned to professional growth as the beginning teachers moved towards the status of being fully registered and viewed as 'fit to teach'. It also became evident that the ability to reflect on ones practice is not always innate, and four of the six case study participants (Teachers C, D, E & F) referred to their pre-service training and how this element of practice was taught and refined throughout their time of gaining their relevant qualification to teach. The data indicated that the ability to reflect on ones practice appeared to produce professional growth in spite of registration and workplace conditions, which were not essentially conducive to growth and development. This theme explores the participants' reflective practice, and how this has impacted on their teaching practice and induction experiences, in an effort to move them forward to full registration status. As effectual reflective practice enables a PRT to realise professional growth, identifying whether this aspect of teaching is interwoven in their induction programme will also help to determine the effectiveness of Programme A.

Also emerging from the case study interviews, the fourth theme examines the pressures experienced by the transitioning beginning teachers which are inherent to teacher-led ECE services. The reality of transitioning into a teacher-led ECE service as a beginning teacher, without fully comprehending the associated pressures which comes from working alongside practitioners in varying stages of being qualified was explored. The impact of early leadership on the beginning teacher's registration journey became an issue of relevance and was also explored. This theme is also about the implications inherent to the dual role of beginning teachers who are also educational leaders; not only for those in roles as team leaders but also for those who choose to be advocates for quality practice in teacher-led ECE services.

I will examine each of the above themes in the data. These are discussed in relation to relevant literature supported by this study, throughout this chapter, but in greater detail in the discussions chapter.

As noted in Chapter Three, three of the six case study participants had participated in more than one induction programme throughout their time of provisional registration. Therefore, the externally provided induction programme under scrutiny is referred to as Programme A and Programme B is referred to when describing *any* other advice and guidance programme participated in. Of the six case study participants three (Teachers A, C & E) had been in more than one advice and guidance programme throughout their time of provisional registration. All three of these participants, who at the time of this study had reached the status of full registration, began their provisional registration journey in settings other than those which provided an external advice and guidance programme through the independent consultancy reviewed in this study. Two of the case study participants (Teachers C & E) initially experienced internally provided advice and guidance programmes (Programme B), with the remaining participant (Teacher A) experiencing an externally provided programme (Programme B). Teacher C's internally provided advice and guidance programme covered the first three months of his time as a beginning teacher. Teacher E spent her initial eight months of teaching also participating in an internally provided advice and guidance programme, while Teacher A spent nineteen months participating in an externally provided programme before changing her place of employment.

4.2 *The effectiveness of the externally provided induction programme in relation to the NZTC's criteria for effectiveness.*

As the research questions which frame this study sought to determine 'effectiveness' it was necessary to establish a measure with which the data could be analysed against. I chose to focus on the literature identified in the *Learning to teach* literature review completed by Cameron (2007). Three measures determining effectiveness of induction programmes identified by Cameron's (2007) research are; the reduction of the attrition rate of teachers in the early years of teaching, the impact of induction on teacher satisfaction and confidence, and the impact of induction on teachers' expertise. Cameron

(2007) identifies various indicators which suggest an induction programme has been successful, signifying teacher satisfaction and confidence as well as identifying the impact of induction on teacher expertise. The identified indicators were used as guiding questions for the case study questionnaire and interviews in an effort to measure the effectiveness of Programme A's externally provided advice and guidance programmes, and for those who have participated in more than one induction programme, 'Programme B'.

The findings for this theme have been grouped into three sections. The first section contains the relevant data from the second questionnaire (Appendix F) which sought to determine the ten participants' who completed the questionnaire's understanding and implementation of the criterion for registration. The second section contains the data which indicates the six case study participants' interpretation of their induction programme/s and how this influenced their teacher satisfaction and confidence. The third section contains the six case study participants' data which indicates the impact of their induction programme/s on their expertise as teachers.

4.2.1   *Questionnaire findings regarding the effectiveness of an advice and guidance programme.*

One of the indicators that a PRT has met the NZTC's guidelines of an advice and guidance programme is that they are aware of the requirements for registration and are able to demonstrate having understood and achieved the criterion for registration; either the satisfactory teacher dimensions/the registered teacher criteria (NZTC, 2009).

Of the ten participants who completed the second case studies questionnaire none felt that they were very familiar with the requirements for teacher registration when they began the provisional registration process. One participant believed that they were familiar, six not very familiar and three not familiar at all with the requirements for teacher registration. All of the participants began their provisional registration using the Satisfactory Teacher Dimensions as the criterion for measuring their teaching practice. When asked how familiar they were with the STD's when they began the registration

process the findings showed that their familiarity with the criterion was aligned to their familiarity with the full teacher registration process; one was familiar, six were not familiar and three were not familiar at all. Reflecting on their time participating in an externally provided advice and guidance programme, nine of the participants believed that their induction programme had made them more familiar with the criteria for registration, with one believing that it had not.

Some of the ways in which the participants noted that the advice and guidance programme had made them more familiar with the Satisfactory Teacher Dimensions are as follows:

Through the workshops and my mentor's excellent teaching and mentoring skills. (participant 1)

Workshops with detailed explanation and examples, as well as observation and consultation of practice. (participant 2)

By constantly referencing to the Dimensions and receiving advice and guidance through the workshops. (participant 3)

By going through them all. But mainly by providing me with them so that I could read them. (participant 4)

The advice and guidance programme tells you what they are, where to access information. As I reflect on my practice I look back to them to see which areas are connecting. (participant 5)

Through individual appointments with my mentor. (participant 6)

Was given information of what registration involved and what the Satisfactory Teacher Dimensions were when I first started. I then reflected on my practice and started to make sense of them. (participant 8)

I eventually found out about through dialogue with my mentor and as I reflected on my practice. (participant 9)

Through discussions with my mentor and workshops. (participant 10)

Five of the ten participants who completed the second questionnaire made reference to the role that their mentor played in supporting them in increasing their understanding of the STDs. Four of the ten participants referred to the

workshop component of the externally provided advice and guidance programme under scrutiny (Programme A) as a means of providing information and understanding about the registration criterion. This finding is significant as the workshops in Programme A are specifically designed to increase awareness of the requirements for registration. The workshops support the PRT to look at specific elements of teaching practice (such as positive guidance), then reflect on their own practice and how they can find evidence of meeting the criteria, or whether this may be an area for growth. Three of the participants acknowledged that it was through reflection that they gained insight about the criterion. For the ten participants the findings give substance to the argument that an externally provided induction programme in teacher-led ECE services can support PRTs to meet the guidelines of an advice and guidance programme as expressed by the NZTC (NZTC, 2009).

4.2.2 Teacher satisfaction and confidence in relation to the effectiveness of an advice and guidance programme.

An indicator that an induction programme has been effective is that the PRT has a level of satisfaction and confidence in their teaching ability (Cameron, 2007).

The discussion which occurred when the participants indicated whether or not teaching had turned out as they had hoped helped to determine the participants' levels of 'teacher satisfaction'. The findings suggest that there is a link between the shift from expectation, or hope, to reality and the sense of satisfaction a teacher experiences.

Teacher E and Teacher C both believed that teaching had turned out as they had hoped it would. While not specifically linking this belief to their induction programmes, both teachers had positive and supportive induction experiences for the majority of their provisional registration journey (Programme A) and had strong reciprocal relationships with their mentors:

> *I guess it is everything that I hoped it would be* (although) *it's different to what I thought it would be. When I decided that I wanted to be a teacher, I hoped that I was making the right choice and that it would be a job that I*

would enjoy for the rest of my life. That's what my hopes were. I wanted a career ... To me it's the best job in the whole world and there isn't anything else I would want to do, in terms of jobs. (Teacher E)

Teacher C believed that teaching had turned out more than he had hoped for. Initially hoping that it would be a career that he simply enjoyed, the reality of teaching had proved to be far more rewarding that he had expected:

...the actual relationships and the opportunity for mixing and meeting with children who are so diverse, and have such diverse insights and thoughts, and views about themselves and where they are situated, and the whole notion of learning has been more exciting than I thought it would be.

The two case study participants (Teachers A & D) who felt that teaching had not turned out as they had hoped had both experienced difficult, yet different, workplace experiences. For Teacher A, who became qualified in ECE after spending time as a primary school teacher, her perception of teaching in the ECE sector was changed over her two years of provisional registration:

It (early childhood education) *is more demanding than I thought it would be. I thought early childhood would be easier than primary school because that is the reason I left primary school teaching.*

Teacher D had high ideals when beginning her first teaching position as a newly qualified teacher. Her notion about the support she would receive as a beginning teacher, to a degree, was forged through her experiences while studying at University. Teacher D experienced strong professional support during this time and had formed an idea of what the 'profession' would look like; that it would be a continuation of the professionalism she had experienced throughout her training. As a student Teacher D was a high achiever, and was invited into the Honours programme. Her perception of the profession was that collectively teachers would be working together, striving for quality in their teaching and that she would be viewed as a beginning teacher who required mentoring and support from more experienced colleagues. Within weeks of beginning her first teaching position as a newly qualified teacher she experienced staffing changes which dramatically altered the dynamics of the

team she was a part of. Working alongside teachers without qualifications, with little support and the only other fully qualified teacher also a new graduate, proved to be difficult:

> *I feel like it's too difficult as a beginning teacher. You kind of have an idea of what it's going to be like; that you will have a lot of support and there will be teachers to learn off and learn from. But when you are in a situation where you don't have those people around ... you don't have any idea of what to do. You don't know all the strategies that you are going to use. You don't know and you don't have the experience to know if they will work. So you feel as though you are floating and you don't have any direction.*

Throughout the interviews it became evident that the level of support the six case study participants received from their mentor and their advice and guidance programme, clearly influenced their level of confidence they had in their ability to teach. The results of this study revealed mixed evidence of the effectiveness of Programme A in building teacher confidence. Two of the six case study participants believed that they had experienced strong, reciprocal, relationships with their mentors in Programme A (Teachers C & E) which contributed to their belief that Programme A was effective in building their confidence.

Teacher C was able to make the connection between Programme A and his increased confidence in his teaching ability. However, the aim of teaching is being able to enhance children's learning experiences and Teacher C was able to articulate how this contributes to developing a positive identity of self as an effective teacher:

> *Well yeah, it has helped me to become more confident. But not, hopefully, arrogant. I am much more confident, but I suppose I take more confidence from the moments where you have a good experience from working with children. That is much more potent.*

Teacher E identified that her confidence in her own teaching ability had grown as a direct result of her advice and guidance programme (Programme A), and the comments she received from her mentor:

> *Yes. Heaps! Being told you are a good teacher by your mentor helps. All the time. It always gives you a boost. ... you need to hear heaps of good things about yourself so that you can continue to be reflective and not just be hard on yourself all the time. (Teacher E)*

However, there were case study participants who felt that their confidence in their teaching ability had been adversely affected as a direct result of the inadequacies experienced in their advice and guidance programme (Programme A). Three of case study participants (Teachers B, D & F) all believed that they did not have the support that they needed as beginning teachers, while participating in Programme A. Two of these participants (Teachers D & F) were experiencing inconsistent support and guidance from their mentor. They were also in difficult working environments which were bereft of support from more experienced qualified teachers. This overall lack of support appeared to influence their view of teaching.

The experience of being immersed in a situation without the benefits occurring in a more collaborative and supportive learning community, and with insufficient, although positive, support from her mentor, Teacher D's identity as a teacher was clearly being shaped:

> *No. Again, because I feel as though the position I was in was too difficult and I felt as though I was beginning to ...., over time I felt as though I was becoming more and more worried and stressed about going to work every day and I never felt on top of it. I never felt as though I was a good teacher when I was there and although you go through the process and you are encouraged in your registration programme, I feel that in the end I felt heavier and heavier until I didn't feel as though I was doing a good job at all. No, the registration programme didn't help me in that way* (to increase her confidence).

In spite of receiving inadequate support throughout her advice and guidance programme Teacher F felt that she possessed the inner strength to strive to become a good teacher and fulfil the requirements for registration seemingly alone. While struggling with her dual position as a beginning teacher and Team Leader, Teacher F managed to maintain a positive image of herself as a confident and competent teacher. However, she did not attribute any of her success to her induction programme (Programme A):

No, not at all! (the advice and guidance programme increasing her confidence in her ability to teach). *I see it as something completely different to my teaching. I do look at the standards and I use those to reflect on my practice. But that's me reading it off a piece of paper. It is not really someone supporting me and guiding me to get deeper or showing me that I am meeting x,y,z. I do use those to reflect on my practice to gauge my own level of learning within my practice, but it has nothing to do with my advice and guidance programme. ...I think that I am doing a really good job.*

Experiencing almost two years with a mentor (Programme A) who was very busy, and unable to provide adequate time to support and encourage Teacher B, influenced the confidence that she had in herself as a teacher. However, after beginning a new teaching position throughout the final month of her provisional registration, Teacher B received intense support from her new Manager and another fully qualified, experienced teacher:

Not having the support, I don't think it has given me any confidence. To a degree it has definitely done the opposite. But, having a little bit of support at the end made me feel way up there ...on a real high.

The findings suggest that an effective advice and guidance programme is supportive, which affects teacher confidence. Conversely, the results also indicate that a lack of support has the potential to negatively influence teacher confidence. These findings support Khamis (2000) and Sabar's (2004) research which suggests a culture of support has a direct influence on teacher satisfaction.

4.2.3 *Teacher expertise in relation to the effectiveness of an advice and guidance programme.*

Evidence that an advice and guidance programme has been effective is the identifiable growth and development in teacher expertise. All of the case study participants believed that they had made a difference in the lives and learning of the children that they have taught throughout their time of provisional registration.

For Teacher E, focusing not only on what was important for the learning and development of the children she worked with, but also striving for quality within her teaching practice, was identified as what motivated her as a teacher. This she attributed to Programme A. Having a supportive mentor throughout the majority of her time while provisionally registered (Programme A), Teacher E was encouraged to work towards quality in her teaching practice. She reflected on previous workplace situations where quality wasn't always sought and how this could potentially impact on children's lives:

> *Any child that goes into a care situation, someone is going to make a difference in their lives – whether it is a negative or a positive difference in their lives. I would like to think that I am making a positive difference in children's lives.*

Using tools gained through his three year teaching degree; such as reflection and using current and relevant literature as a quality measure, Teacher C reflected on how this positions himself as a teacher to make a difference in the lives and learning of the children he teaches. His advice and guidance programme (Programme A) contributed to his teacher expertise by reinforcing the notion of constant and critical reflection of his practice:

> *...if you are continually in that position then hopefully it contributes to making children's learning valuable and meaningful for them.*

For Teacher F, who had experienced high staff turnover and was placed in a position of acting team leader during her first year, the notion of commitment to the children and being able to make a difference in their lives was the determining motivation to stay in a difficult workplace situation. Teacher F felt that she had not experienced an effective advice and guidance programme (Programme A) due to insufficient time provided by her mentor, as well as no apparent recognition of her beginning teacher status where she was working. However, despite these issues Teacher F perhaps reveals a personal element within a professional teacher; that of passion and commitment:

> *...that is the reason that I am probably still there. ...I have seen the change in those children, and there have been really positive changes, and I feel if I was to go it would be unravelled.*

To varying degrees four of the six case study participants felt that their advice and guidance programme (Programme A) had assisted them to become better at helping children to become more interested and successful learners. This is also an aspect of teacher expertise which is identified in literature (Cameron, 2007).

Teacher C believed that his participation in Programme A had aided him significantly with supporting children to become more interested and successful learners. While primarily contributing this belief to his mentor's ability to speak directly into his practice and provide effective formative assessment, he also reflected on his role as a teacher and how this influences children's learning:

> *I think that the one thing I want to steer away from in being a professional teacher, and I think that the programme contributed to it to an extent, even though it may be well in the background, is that teaching doesn't become about a person imparting knowledge to another person. I think it* (the advice and guidance programme) *probably contributes to that because it enables me to remind myself that I can still learn, and as a result I am not a transmitter of knowledge; predetermined knowledge.*

Teacher D believed that while elements of the advice and guidance programme (Programme A) assisted her in this aspect of her teaching, such as encouraging her to critically reflect on her practice, she felt it could have done a lot more, with further constructive feedback.

Teacher A had participated in two externally provided advice and guidance programmes and felt that the first (Programme B), which had a strong professional development component, focused on encouraging children's interest in learning. The aspect of professional development within Programme B added to Teacher A's sense of her teacher expertise.

An element of the advice and guidance programme the six participants were involved in (Programme A) was a series of workshops covering various aspects of teaching, such as communication with children, parents/whānau and colleagues. While believing that she had received ample support from her mentor, Teacher E was dissatisfied with Programme A's workshop component

and its ability to extend her knowledge base about children's learning. She felt that the workshops repeated information which she believed she had successfully comprehended in her teaching degree, and was already applying to practice. This was seen as a missed opportunity to provide robust professional development which would help her improve her teacher expertise:

> *In terms of the one on one, then yeah, that was really helpful. In terms of the workshops maybe not so much. Maybe a little bit. Not as much as what I expected ... I didn't get as much as what I should have.*

Two case study participants (Teachers B & F) felt that their advice and guidance programme (Programme A) had not helped them contribute to the development of their teacher expertise in helping children to become more interested and successful learners. Teacher F did not feel as though her advice and guidance programme had focused on increasing children's interest in learning or looking for their success as learners. She believed that, rather than building on her teaching degree, the advice and guidance programme she was involved in neither challenged her practice nor sought to examine it in depth.

The ability to look for evidence of the impact of their teaching is another indicator of teacher expertise (Cameron, 2007). Four of the six case study participants (Teachers A, C, D & E) responded that their advice and guidance programme had encouraged them to look for the evidence of the impact of their teaching, thereby, contributing to their teacher expertise. Teacher A felt that her first advice and guidance programme (Programme B) provided "amazing professional development" which encouraged her to look for evidence on the impact of her teaching, however, her second programme (Programme A) failed to do this. Teacher C felt strongly that his advice and guidance programme (Programme A) had a clear expectation of seeking evidence to support the impact of his teaching. He also believed that this was already instilled in him throughout his pre-service training, which combined with his mentor reinforcing the notion of professionalism through constant reflection on the criteria for registration against his teaching practice:

It is a responsibility as a teacher that I have to fulfil...I have a duty to find out whether the teaching and the learning has been meaningful.

Both Teacher D and Teacher E felt that their advice and guidance programmes (Programme A) helped them to look for the evidence of their teaching, contributing to their teacher expertise, but also felt that this practice was established throughout their pre-service training.

The Education Review Office (2004) and OECD (2005) suggest that quality mentoring and support impacts on a beginning teacher's development as a competent teacher. This notion is supported through the findings, in particular from Teacher E who referred to the support, both professional and emotional, she received from her mentor. Her mentor helped her to focus on the significant growth which had occurred within the learning environment she was teaching in, which in turn helped her to both refine and articulate her teaching philosophy:

In respect to the decisions that I make, and looking at how they impact on children's learning and development, then definitely (the advice and guidance programme has helped)*. The one on one support from my mentor has done that for me, definitely.*

Teacher B's belief that she was not allocated sufficient time or support from her mentor throughout her time of provisional registration resulted in her being quite confused about her requirements for registration. Supporting Grudnoff's (2007) notion that support through provisional registration is not confined to that of the mentor, but is ideally situated in the wider expression of the professional learning environment, Teacher B found support from colleagues who were more experienced teachers. In the final month of her provisional registration she began teaching in another centre, and while she kept the same mentor she received significant support from her centre manager and another fully registered teacher who also mentored PRTs. This encounter provided sufficient support for Teacher B to move to a place of clarity and confidence. One of the components of an induction programme as listed by the NZTC (2010, p. 3) is that "there is clear institutional commitment and support for the

programme". Teacher B's experience suggests that this component was evident in the later stages of her provisional registration journey, but missing from the early stages. The evidence of 'institutional commitment' for registration clearly made a difference to Teacher B's ability to achieve the guidelines of her advice and guidance programme, and build on her teacher expertise:

> *Only probably in the last month, having extra support, was I able to truly examine my teaching and how this effected children's learning. Other than that, no I haven't. No, it hasn't made a difference at all.*

As a beginning teacher, Teacher F felt quite disappointed with her advice and guidance programme (Programme A). She had received few visits from her registration mentor and viewed her registration as something she simply had to do herself, regardless of the lack of support she was receiving. This lack of support also extended to the professional learning environment Teacher F was working in. As a result Teacher F found it difficult to see how her advice and guidance programme had influenced her teaching and encouraged her to look for evidence of her teaching in children's learning:

> *I think that the way I am with my view on teaching, and the way I communicate and build relationships, is due to the way I was trained ...my own beliefs and values and all of those sorts of things. There has been no impact* (on my teaching) *from my advice and guidance programme. Not a thing ... nothing. It has all been from the University and who I am as a person.*

Being able to refine and develop teaching approaches is a further component of teacher expertise as identified in literature (Cameron, 2007). Hattie (2003) suggests that teacher quality is significantly influential on children's learning. Therefore, being able to refine and develop teaching approaches is a key component of a quality teacher as it has a direct impact on children's learning. Reflecting on their advice and guidance programmes four of the six case study participants were able to link their experience of the programme (Programme A) with their ability to refine and develop their teaching approaches.

Teacher D felt that her advice and guidance had helped her, but she believed her mentor could have given her more support when it became obvious that the teaching situation she was in was too difficult for her. While her mentor was able to observe her practice and provide feedback on her teaching practice, Teacher D felt this was too compartmentalised. While it would have been unethical for Teacher D's mentor to encourage her to leave her place of work, she was fully aware of the contextual pressures associated with Teacher D's job. Teacher D appeared to view her mentor's neutral stance as disappointing. Her overwhelming workplace situation clouded Teacher D's ability to clearly view her growth in teacher expertise and make many connections with her induction programme:

> *...although it did* (the advice and guidance programme) *encourage me to develop strategies that I could use to get through difficult situations, I felt that really the position that I was in was really too difficult for a beginning teacher to get through. So, I kind of wish that in my teacher registration programme I was encouraged to move on, because now that I have, I feel a massive weight has lifted off my shoulders and I feel I can get back to teaching.*

Teacher B said that she struggled with her advice and guidance programme (Programme A) and spent a significant portion of her provisional registration time feeling insecure about her expertise as a teacher. Teacher B struggled to make a real connection between the refinement of her teaching practice and her advice and guidance programme, and felt this was due to a lack of time spent with her mentor. Teacher B's experience suggests that while the critical observation of her practice from her mentor was beneficial, it simply wasn't consistent enough to result in transformative practice:

> *No, because I have had hardly any feedback. I've had ... when I've had a couple of observations I've had some pretty good feedback for them, but that's all I've ever had. So, no, it hasn't influenced my practice at all.*

This opinion was reiterated by Teacher F who also struggled with her mentor's demanding workload, leaving little time for her advice and guidance programme (Programme A), which she viewed as inadequate and ad hoc.

Teacher F also had difficulty connecting her advice and guidance programme with her ability to refine and develop her teaching approaches.

A further indicator that an effective advice and guidance programme affects teacher expertise is the ability to refine and develop relationships with learners, parents and caregivers (Cameron, 2007). One of the Strands of *Te Whāriki*, the New Zealand early childhood curriculum, is 'Family and Community' and, therefore, a focus within all pre-service training programmes. All of the participants to varying degrees referred to their personal philosophies which governed their interactions with parents and caregivers, rather than solely attributing any refinement of these interactions to their advice and guidance programme.

Teacher E was also able to make links with her induction programme and the relationships that she has with learners, parents and caregivers:

> *I guess with learners – yeah, definitely. They are the basis of what you do. They are the starting point of everything that you do, and so I guess that everything that you do through your provisional registration is essentially about them, and building on their learning. In terms of my parent relationships ... I did talk to my mentor about it and she helped me to see that it seems to come more naturally over time and with experience. Learning what different people's expectations are and becoming more confident about dealing with parents and overcoming insecurities is an area of growth.*

Teacher D was able to make a connection with her advice and guidance programme and her development in building and refining relationships with learners, parents and caregivers, however it was rather tenuous. She attributed this ability to her own philosophical beliefs and pre-service training:

> *I suppose it all does contribute in one way or another, but I feel as though I do that for myself. Building relationships have always been important to me and that has always been an important part of my practice. ...but perhaps it did. It might have all played a part, but I feel as though I take the responsibility* (to refine and develop relationships with learners, parents and caregivers) *on myself.*

The ability to show initiation, imagination and innovation in planning and teaching has also been identified as a component of teacher expertise (Cameron, 2007). The findings indicate that the case study participants who were in supportive advice and guidance programmes, with a mentor who provided adequate time for observation and feedback, were able to identify the above components in their teaching and planning.

Teacher C linked his advice and guidance programme (Programme A) to his increased level of confidence as a teacher which he was able to transfer into his planning contributions:

> *Yeah, I think it has ... because the actual process itself provided insight and the opportunity to look at your own teaching - you take that with you. It is an opportunity to build upon further with greater confidence to initiate planning or contribute to planning with a degree of more authority. Not authority because I am a registered teacher, but authority because I am more confident.*

Teacher E reflected on her provisional registration journey and linked the advice and guidance (Programme A) she had received from her mentor, with her increased ability to be innovative in her planning and teaching, thereby contributing to her increase in teacher expertise:

> *Imagination, probably not. Innovative, I guess so. It has inspired me to be inspiring, so I guess that is innovative. Initiative is something that you kind of have or you don't. I think that comes with experience as well. You learn to be innovative - probably not using imagination or initiative ...but innovation, yeah – definitely.*

4.2.4 *Networks of support which contributes to the effectiveness of an advice and guidance programme.*

Being able to compare two externally provided advice and guidance programmes, Teacher A was clearly able to identify various aspects of her teaching and make clear links to the content and support of her induction programmes. The first (Programme B), covering her first eighteen months as a beginning teacher, was supportive and she felt that definite growth as a teacher

occurred. During this time Teacher A's mentor also oversaw the planning in a number of centres (owned by a leading franchise). The combination of mixed centre professional development, one on one support from her mentor, and a whole centre approach to supporting beginning teachers, appeared to result in Teacher A becoming quite confident with planning and within herself. She also noted that her Manager, during her time in Programme B, was fully aware of the PRTs within her centre and actively encouraged them and encouraged a collaborative approach to supporting them. However, in her second induction programme (Programme A), Teacher A was immersed in a situation which she perceived to be inadequate. She indicated that she had insufficient support from her mentor, as well as from within the learning environment she was working in. As an example, Teacher A commented that it took until just prior to completing her time of provisional registration (Programme A), to have discussions with another PRT in her centre about registration entitlements. Her perception was that her second place of employment did not have a culture of support for their PRTs.

Teacher C gave an example of his induction programme working in partnership with his professional learning community. Complementing the supportive relationship with his mentor in Programme A, Teacher C was immersed in a collaborative, supportive, learning community. He commented that ongoing professional, theoretical discussions were part of the culture of his workplace, which contributed to his teacher expertise.

Teacher B identified the support she received from her mentor as insufficient and felt that she could not make any connection between her advice and guidance programme supporting or encouraging her to demonstrate initiative, imagination or innovation in her planning and teaching. While she believed that she had experienced growth in the area of planning, she attributed this to professional development offered by her ECE centre and the support of her managers. Teacher B viewed this as being separate from her advice and guidance programme which, while expecting her to include evidence of effectively meeting the criteria relating to planning, did not specifically focus on this or offer any constructive guidance. Teacher B experienced a network of support outside of her relationship with her mentor (Programme A) during the

final months of her time of provisional registration. The support she received to fulfil her registration requirements from her manager and an experienced, fully registered teaching colleague, was viewed as immensely beneficial.

The perceived inconsistency of adequate support received from her mentor and her centre manager was evident in the interview with Teacher D. There appeared to be an overwhelming sense of 'abandonment' experienced throughout the first year as a beginning teacher. Teacher D felt as though she was a "lone voice" when contributing ideas to planning and was quite overwhelmed by the situation she found herself in:

> *I feel as though I was drowning in my practice, so contributing to planning... it felt like someone else was always doing the planning, and I didn't always agree with what was happening. It just felt like they were pulling things out of thin air all the time – like there wasn't any solid structure. So the registration programme? Well, it did encourage me to a degree, I suppose, but the situation was really unmanageable. It didn't seem as though I could make anything really rich happen.*

Without the perceived support from within her professional learning environment, or from her mentor, Teacher D was in an unenviable position. While it appeared that she instinctively knew she had the skills to contribute effectively to planning (albeit at an emergent level), without effective support from her mentor or her centre manager, Teacher D's confidence in her ability to contribute was compromised. This is consistent with Grudnoff's (2007, p.25) research which suggests that when beginning teachers compromise "their strongly held notions and conform to the dominant culture" there is a sense of anguish.

In contrast, Teacher F had also experienced a lack of support from both her mentor and the wider learning community, yet she believed that she had grown in her ability to demonstrate initiative, imagination and innovation in her teaching and planning. However, she attributed this success to her pre-service training, and who she was as a person, and was unable to make any link with her advice and guidance programme (Programme A):

> *Again I think so, but not because of my advice and guidance programme. I think being self driven and self motivated, and just basically taking it on*

board myself, as well as having a solid foundation to draw on. I think it is all thanks to the training I got from the University. It gave me the skills to do that myself and doing it for the children as well.

While Teacher F's identity as a teacher and positive self belief that she was both capable and competent, was clearly evident, the aim of the two year provisional registration process is that it consolidates and extends, in a real teaching context what has been learnt during pre-service training. Cameron (2009, p. 45) points out that "relying only on the learning that individuals do on their own is a weak approach to building workplace capacity". Without effective advice and guidance from her mentor (Programme A) and support from more experienced colleagues within her workplace, the question of Teacher F's real professional growth and teacher expertise can legitimately be raised.

The above findings are consistent with the findings from the *Learning to Teach: Success Case Studies of Teacher Induction in Aotearoa New Zealand.* The success case studies identified that support networks were not confined to that of the mentor teacher and included the networks of support provided by teaching colleagues and other PRTs (Aitken, et. al., 2008). The participants of this study who had a network of support, primarily from their mentor, but also from their teaching colleagues, identified a greater sense of teacher satisfaction and confidence. This is consistent with literature which suggests the culture of support experienced by beginning teachers' influences teacher satisfaction (Khamis, 2000; Sabar, 2004). For Teacher D, the findings indicate that her perceived lack of support within her professional learning environment also appeared to have an impact on her confidence and identity as a teacher.

4.2.5   Summary of the interviews with the case study participants

The case studies provides evidence to support Cameron's (2007) observation that links are made between the level of support PRTs receive during their induction period and their subsequent development teachers; teaching satisfaction and confidence and teacher expertise. The findings tend to indicate that support does not only come from the beginning teacher's mentor, but the wider educational community and supporting infrastructures. The findings

imply that the effectiveness of Programme A could be improved through the individualising of any professional development provided, rather than solely offering standardised workshops. This study's findings suggest that externally provided advice and guidance programmes, in teacher-led ECE services, are capable of meeting the guidelines of an induction programme as outlined by the NZTC. However, the role of the mentor and the constructs of the induction programme are sufficient if accompanied by the adequate allocation of time to support the PRT. Supporting Grudnoff's (2007) PhD findings, the findings of this study also propose that of increasing importance is the collaborative, professional learning community that the PRT is immersed in on a day to day basis. Without this overview of practice from supportive, more experienced and competent others, Teacher F's measure of her growth and development is rather subjective. Cameron (2007, p.73) suggests that "the professional learning communities in which teachers work are fundamental to effective induction".

4.3   *The role of the mentor*

The NZTC identifies the significant part the mentor plays in an effective advice and guidance programme (Cameron, 2007). For each of the case study participants their mentor was chosen for them while taking part in the advice and programme under scrutiny (Programme A). Interactions between mentor and PRT comprised predominantly of pre-arranged meetings, such as those for observation and feedback of their teaching practice. The parameters for the design of the advice and guidance programme were established by the independent early childhood consultancy.

4.3.1   *Questionnaire findings regarding the participants view of their mentor's capabilities*

The second questionnaire posed twelve questions which sought to determine how the participants viewed their mentor; in a support role throughout their advice and guidance programme and whether or not they perceived their mentor to be competent in that role. Ten participants returned the second questionnaire.

The questionnaire was designed using the criteria for an effective mentor as determined by the NZTC (Cameron, 2007). The ten participants were asked to indicate whether they strongly agreed, agreed, neither agreed nor disagreed, disagreed or strongly disagreed with twelve statements relating to their experiences with, and understanding of, their mentor. The findings are presented in Table Four:

Statement	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
1. My mentor supported me towards improving my teaching practice.	3	3	3		1
2. My mentor used formative assessment to guide support.	2	6	1	1	
3. My mentor documented my professional growth over time	3	5	1	1	
4. My mentor encouraged on-going self assessment and reflection	3	6	1		
5. My mentor fostered collaboration among teachers	2	4	4		
6. My mentor fostered leadership among teachers	1	6	2	1	
7. My mentor possessed current and relevant educational knowledge	4	4	1	1	
8. My mentor was able to accurately observe and give feedback on my teaching	2	6	1		1
9. My mentor was enthusiastic	3	4	1	2	
10. My mentor was approachable	3	4	2	1	
11. My mentor provided emotional support	3	4	1	2	
12. My mentor was available when I needed to speak to her	2	5	2		1

Table 4: The findings from the second questionnaire – Mentor characteristics

The findings from the second questionnaire indicate that the majority of participants felt their mentor provided the support necessary to guide them professionally through their advice and guidance programme. Six of the ten participants identified that their mentor supported them in improving their teaching practice. However, three participants neither agreed nor disagreed, and one disagreed that they had been supported to improve their practice. While seven of the participants stated that their mentor was enthusiastic, approachable, provided emotional support and was available when they needed to speak to them, three of the participants did not agree that this was their experience.

The findings indicate that eight of the participants felt their mentor used formative assessment to guide support, document professional growth over time, possessed current and relevant educational knowledge, and was able to accurately observe and give feedback on their teaching. Of the ten participants who completed the questionnaire six believed that their mentor fostered collaboration among teachers.

4.3.2 Case study participants' findings regarding their view of their mentor

For all of the six case study participants a correlation was evident between the relationship with their mentor/s and a sense of their perception of success, or not, throughout their time of provisional registration. All participants expressed some association with the support, or lack of, that they received from their mentor and the subsequent confidence that they felt while engaged in their advice and guidance programme. Teacher C acknowledged the support of his mentor and the strength of his advice and guidance programme (Programme A) in assisting him refine and develop his relationships with learners, parents and caregivers:

> *Yeah, I was just thinking about the value sometimes of the observations and feedbacks that I had with my mentor teacher – which were all quite valuable. They were always very constructive in terms of feedback, and even criticism. It is true, they were always very constructive. Aided by the relationship* (I had) *with that mentor teacher has allowed for quite a lot of*

honesty and openness. So in terms of this (relationships with learners, parents and caregivers) *it has been valuable and, for example, allowed me to think about the meaningfulness of the teaching which I do.*

One of the case study participants (Teacher B) struggled for support from her mentor throughout her advice and guidance programme (Programme A), feeling that there wasn't enough time allocated for in-depth support or critique of her practice. Teacher B enjoyed teaching and was well respected amongst her colleagues but appeared insecure about her teaching ability. She felt her advice and guidance programme, and more specifically her mentor, did not feed back to her what she was doing well and what she could improve on. This feeling of uncertainty clouded her ability to view her teaching evidenced in children's learning, through a clear lens. Teacher B attributed her lack of confidence and professional growth to her advice and guidance programme. The lack of growth identified by Teacher B influenced the ability to identify her own expertise as a teacher:

I don't think that I have had enough support in my teacher registration. I could probably have grown more and gained more knowledge through having more support.

Being able to compare both advice and guidance programmes enabled Teachers A, C and E to identify the attributes within their mentors which they perceived to be effective. Teachers C and E both experienced internally provided inductions programmes (Programme B) before changing their place of employment and completing their time of provisional registration through Programme A. Both Teachers C and E suggested that Programme B was ineffective, noting their respective mentors inexperience and understanding of the registration process as the primary reasons for their conviction. They both perceived Programme A as effective and throughout the transcripts noted professional respect for their mentors' ability and investment in their induction programme. For Teachers C & E the times of observations and feedback while participating in Programme A, proved to be particularly beneficial in helping them view their practice critically against the criteria for registration with the support and guidance of their mentor. For Teacher C the process of his practice

being observed and receiving feedback was central to his desire to grow as a teaching professional:

> *Yes, I would have to say that the times of observation and feedback from my mentor did help me to develop my teaching approaches. Probably more than I would have first thought. Having someone independent observe me, someone I trusted and respected, was great. She was able to point out areas of my practice that I could improve on, or simply be made aware of, in a way which was empowering and ultimately brought about change.*

Having participated in two advice and guidance programmes, internal and external, throughout her two years of provisional registration, Teacher E acknowledged that it was her second, externally provided, induction programme (Programme A) which was the most beneficial to her growing as a professional teacher. As a team leader, Teacher E noted that the advice and guidance received from her external mentor was appreciated as she introduced changes into her learning environment. She felt that having the support of someone outside of her centre helped her to see more clearly what she was trying to achieve, which gave her the confidence to be innovative in her practice:

> *Reflecting on the whole environment and stuff – I got a lot of support through that. I guess I got the stepping stones through my support from my mentor and I built on that from there. ...I was able to begin that journey with support. It enabled me to reflect on what I was doing and refine my teaching approaches. Definitely.*

Teacher A spent the vast majority of her time as a PRT in Programme B, before changing her place of employment and finishing off her time of provisional registration through Programme A. Both Teacher A's advice and guidance programmes were externally provided. However, for Teacher A, Programme B was determined to be effective and Programme A, ineffective. The findings indicate that her mentor in Programme B build a strong and supportive relationship with Teacher A, was informative, sensitive to her learning needs, and within the workplace encouraged a network of support other than herself. In contrast, Programme A's mentor was often unavailable, appeared to dismiss

Teacher A's learning needs and failed to inform her of her registration support grant entitlements.

4.3.3   Comparison between an internally provided mentor and an externally provided mentor

The two case study participants (Teachers C & E) who had both initially experienced internally provided advice and guidance programmes before changing employment, where their advice and guidance programme was provided externally, were able to reflect on, and compare both programmes. As the mentor is an integral part of an advice and guidance programme, gaining the insights and experiences of these two participants helped to explore the effectiveness of an externally provided programme. The significant difference with having an internally provided mentor is that the provisionally registered teacher is ideally able to observe their mentor's practice (assuming that they are working in the same vicinity), enter into regular dialogue about practice and pedagogy, and have their own practice observed on an ongoing basis. However, both of the case study participants who were able to compare their experiences of an internally provided programme with an externally provided programme, had greater confidence in their mentor while participating in their externally provided induction programme. Teacher E reflected on the assistance she received from her second mentor in supporting her reflect and refine her teaching practice:

> *In terms of the mentor support – yeah,* (it helped) *hugely. The one on one support that I got...that was really helpful. I guess I got the stepping stones through my support and I build on that from there.*

When comparing both of her advice and guidance programmes, Teacher E reflected on the mentor which she had in her internally provided programme (Programme B):

> *At* (my initial place of employment) *I had an internal mentor. But she didn't really know what she was doing. I didn't have a lot of confidence in her ability to really support me.*

She went on to ponder what it may have been like having an internal mentor in her current place of employment, where she is in a leadership position and had completed registration through an externally provided advice and guidance programme:

> *I can only guess the problems you could have with an internal mentor, especially as a team leader. If my manager was my mentor now it would affect my registration because I couldn't feel as though I could talk about stuff with that person. So having an external mentor helps significantly because you are not working together and they are just there to be your support and nothing else.*

When trying to identify whether the first advice and guidance programme (Programme B) contributed to the personal and professional growth Teacher E had experienced, throughout her teacher registration journey, she stated:

> *If I had stayed in my old job ... and had no responsibility then I don't think I would have come as far as I have. In the eight months that I was there I grew a little bit, but I don't know if my later growth was because I was a team leader or because I had a good advice and guidance programme. Whether it was because I had to step up, or because I had good support from my mentor who encouraged me to be reflective?*

In comparison, when identifying the role her externally provided mentor played in supporting her registration (through Programme A), Teacher E stated that her mentor helped her to:

> *Reflect and then refine my teaching approach. I feel like there wasn't anything else I would have wanted out of my teaching registration programme.*

Throughout the interview it became evident that Teacher E had high professional standards and constantly critiqued her own teaching practice. When asked whether the externally provided advice and guidance programme increased her confidence in her ability to teach, Teacher E replied:

> *Yes. Heaps. Being told that you are a good teacher by your mentor helps. All the time. It gives you a boost... You need someone there constantly telling you who you really are; especially when you are being reflective. It is hard. You need to hear heaps of good things about you so that you can continue to be reflective and not just be hard on yourself all the time.*

Teacher C also experienced an internally provided advice and guidance programme (Programme B) when first finding employment after completing a Bachelor of Teaching degree. Upon reflection he acknowledged that his confidence in his internally provided mentor's experience and ability to support him through provisional registration was marginal:

> *My mentor had only just completed full registration herself and she didn't appear to know what she was doing. She lacked confidence which in turn affected my confidence in her ability to support me.*

Comparing this experience with an externally provided advice and guidance programme (Programme A), Teacher C believed that he had received adequate support from his external mentor:

> *Yes, I did. I certainly took on board her attitude and emphasis that this was my opportunity as a beginning teacher to carry on with learning. You are still a learner, even though you are qualified. I think that still came across. To know that there was still somebody there you respected, and you were still part of a process, enabled you to carry on learning and display your learning.*

In summary, the two teachers who experienced both internally and externally provided advice and guidance programmes felt that the significant difference in the support that they had received from their mentors was the level of respect for, and trust that they had in their mentor's ability to support them through provisional registration. For both of the participants the externally provided mentor (Programme A) offered the level of professional support required to meet the guidelines of an advice and guidance programme as outlined by the NZTC.

4.3.4 *Comparing two externally provided advice and guidance programmes*

One of the participants had participated in two externally provided advice and guidance programmes in two different ECE settings. Of her first (Programme

B), Teacher A was enthusiastic about the support that she received from her mentor in helping her to refine and develop her teaching approaches:

> *After observations...it was almost like a positive, a minus and an interesting. She would go "hey, I really like how you did that ..." She almost did sandwich feedback. She did it in such a way that was so nice. She would say "I'm going to give you one thing to work on. Let's work on..." I still use some of the things that she taught me. I liked (her approach)...it was non-threatening. Not too critical.*

When asked to compare this approach with that of her second external mentor (Programme A), which she had for five months, she replied:

> *I felt a bit isolated. She didn't observe me. She visited me maybe twice*

This experience was obviously traumatic for Teacher A, who described herself as a shy person. While her first mentor initiated contact regarding her advice and guidance programme within the first week of her employ, the second took "a long time" to initiate contact. Communication was ad hoc and it wasn't until the completion of her registration that she found out a portion of her provisional registration support grant money had been allocated to ensure she had four hours per month paid non-contact time to focus on her registration requirements. This was only passed on to her via another teacher who had recently completed provisional registration. Unfortunately, as she had no knowledge of her entitlements she had not utilised this time.

The second externally provided advice and guidance programme (Programme A), gave Teacher A, a sense of "isolation". The mentor provided for her was a centre manager in another ECE service, under the same umbrella as the one she was employed in. Again, time was identified as a contributing factor in the success of her advice and guidance programme. However, in this instance it was the lack of time which was acknowledged:

> *But ... was a centre manager. How can she give credit to teacher registration? It's huge! It's a huge process...It affects the time to look and the time to observe and it's important.*

After experiencing a strong network of support in her first place of employment (Programme B), Teacher A was both surprised and disappointed that this was not the case in her second. The provisional teacher registration programme (Programme A) appeared to be viewed as something separate from day to day teaching and the onus for the progress of the programme fell squarely on the shoulders of the PRT. This lack of coherence contributed to her feelings of isolation. On the one day when two hours was allocated for teacher registration work Teacher A had this taken away from her by her team leader. Without prior knowledge that this was legitimately her time, Teacher A commented:

> *Because she is team leader and has the authority, I kind of thought "well, I'm not going to rock the boat too much here". So, I ended up doing most of my stuff at home.*

This incident highlights the vulnerable position a PRT can be in when they are disempowered through lack of information, transparency of funding, and centre wide support.

Teacher A disclosed to both mentors that she had a mild learning disability and felt fully supported by her first mentor, who took this into consideration throughout her advice and guidance programme. However, she did not feel this was not the case with her second mentor. When sharing this key piece of information with her second mentor Teacher A stated:

> *I don't think it actually registered. She just said "Oh, what's that?". I thought she might have said "Oh, can you give me something more about that so that we can kind of help you with everything". But it didn't happen, which was kind of disappointing.*

Again, this contributed to her sense of vulnerability and isolation.

In summary, being able to compare both externally provided advice and guidance programmes enabled Teacher A to highlight the role and attributes of a good mentor and how both elements contribute to, and distract from, an effective induction programme. The findings are consistent with the NZTC's

(2010) recommendation that an effective mentor teacher has the capability to establish respectful and effective relationships. Communication in particular was identified as clear, professional and consistent when referring to Teacher A's first mentor. This laid down the foundations for a professional relationship which was reciprocal and was firmly built on respect and trust. Teacher A's second experience was starkly different. Having a positive experience behind her, Teacher A clearly identified the shortcomings of her second advice and guidance programme.

Communication with Teacher A's second mentor was experienced as inadequate. Teacher A felt that a respectful, reciprocal relationship with her mentor in Programme A was never fully established. In contrast, her first mentor was employed primarily to provide induction programmes to the PRTs in the organisation, which allowed for more time with each PRT and the establishment of respectful, reciprocal relationships. Teacher A's experiences suggest that the role of the mentor plays a significant part in ensuring the effectiveness of an externally provided effective advice and guidance programme, so that the PRT meets the guidelines outlined by the NZTC.

In summary, the case study findings indicate that the PRT's relationship with, and confidence in their mentor teacher had an effect on how they progressed throughout their time of provisional registration, and whether they viewed their induction programme as effective. Two of the participants highlighted the benefits of having an external mentor and the level of objectivity that provides. The data from the participants who felt disappointed with their mentor in Programme A (Teachers A, B & F) suggests that lack of time; availability and commitment to their provisional registration journey was a key contributing factor towards this feeling of dissatisfaction. Both Teacher C and Teacher E perceived their first mentors (Programme B – internally provided) as ineffective and uninformed about the registration process.

The elements of a successful mentor relationship, identified through the case study findings which contribute to a successful induction programme, suggested that the 'quality' of the professional relationship between mentor and PRT was

a contributing factor. The findings indicate that an effective mentor gives the provision of; time, experience, effective advice and guidance, and is in-tune with the PRT both emotionally and professionally. Components of effective mentoring were highlighted as being supportive and responsive throughout the findings. The findings indicate that an external mentor is able to provide an effective advice and guidance programme if they demonstrate competency in the role and the relationship between mentor and PRT was strong. This is consistent with the findings of the *Learning to Teach* success case studies which assert that regardless of how a mentor is selected, the strength of the relationship between mentor and PRT was a determining factor in the ultimate success of the advice and guidance programme (Aitken, et.al., 2009).

4.4   Reflective practice

The theme of reflective practice was a recurring one throughout the case study interviews, although not originally a focus of the interview questions. All of the participants independently made reference to this aspect of their teaching. In particular, Teacher E referred regularly throughout the interview to the importance of reflection in her teaching practice. She acknowledged that, although a focus during her pre-service training, this wasn't necessarily at the forefront of her mind when she began teaching, nor was it something that she considered 'easy':

> *You know, because before I started teaching I didn't really think about reflection... You don't think teachers are that reflective. You know teaching's a job and you like it ...* (but)*..., you don't think about reflection and what you have to do, or anything like that. I think it is different to what I expected. The hard part of teaching is being reflective. It's changing and being open to change, I guess. In terms of teaching that is what I would find the hardest.*

Teacher C also saw reflection as a noteworthy component of provisional registration which continued on into his practice as a fully registered teacher:

> *Reflection still remains significant in my teaching... I mean that's still a significant learning tool that I carry on with. Not always writing them down but taking the opportunity to reflect is still quite significant.*

During the course of the interview Teacher D acknowledged that, while her advice and guidance programme wasn't necessarily as beneficial as she had hoped for, the reflective aspect of teacher registration helped to strengthen her identity as a teacher:

> *...just reflecting on your practice ... I think it does contribute to forming the foundations of teaching. I definitely felt that what I reflected on...belonged to me, and that became part of who I am as a teacher.*

The skill to critically reflect on practice had for some been honed through pre-service training. In particular the four case study participants (Teachers C, D, E and F) who identified that they had received the minimum of a University degree appeared to understand the components of reflective practice which brought about transformative change. When asked to reflect on whether her advice and guidance programme had encouraged her to look for the impact of her teaching Teacher D made a connection with her pre-service training:

> *I would say that ...before I started teacher registration that was really obvious. I probably had that particular skill refined and reinforced through my Uni training. I felt that was who I was before I started teaching* (a reflective practitioner).

Teacher F's noted that throughout her pre-service training an emphasis was placed on becoming a reflective practitioner to the point where she started thinking "oh, here we go again!". Once she started teaching she began to see that "reflection is crucial", and acknowledged that it had become a component of her daily teaching practice:

> *What I have learnt through Uni has absolutely helped me. It has defined who I am as a teacher...Now that it has been a year on from training it has started to all fall into place and make sense. Like reflecting all the time and drawing on all that knowledge...*

Part of being a reflective practitioner is also seeing clearly the gaps between different philosophies and pedagogies within the teaching team. Teacher F began to question the differences between those who were reflective

practitioners and those who were not, and began to make associations with the correlation of prior knowledge about what constitutes quality and practice:

> *I do wonder why can't everyone aim at achieving the best? Why do they have to settle for less than the best? Maybe they don't know what the best is? That's why, when I first started teaching, no one really had the heart or the passion to say 'this isn't OK. The children deserve more than this. Let's get it up to where it should be'.*

Teacher B felt that she struggled throughout her provisional registration, due to her inability to reflect critically. Feeling unsupported she appeared to have a negative view of her advice and guidance programme (Programme A), and identified her ongoing struggle with reflection as contributing to her feelings of discontent:

> *I don't think that I have had enough support in my teacher registration in becoming provisionally registered. And I could probably have grown more and gained more knowledge through having more support... I didn't know what I was doing. I wasn't taught how to reflect on my teaching properly and this made it really difficult when I had to get stuff for my folder. I knew it wasn't right, but I didn't know how to change it.*

The notion that 'one size does not fit all' highlights the importance of tailoring advice and guidance programmes for individual teachers. This was particularly evident in the comments made by Teacher A. Teacher A identified that she has a mild learning disability and had experienced two externally provided advice and guidance programmes; identifying the first as successful and the second as lesser so. An implication of Teacher A's learning disability was that she struggled with more conventional methods of reflective practice. Teacher A felt supported by her first mentor who encouraged her to use photography as a reflective tool and modified her advice and guidance programme to suit her specific learning needs:

> *She would say "hey, don't forget to take those awesome photos. And if you are doing something just write it on a scrap of paper".*

The validation Teacher A received from her first mentor had a direct impact on her self-efficacy:

I know that I am a good educator... Just seeing it on a piece of paper or seeing a photo or a reflection, then I can say "wow" or "that's why I do that".

Reflective practice can be thought of as thinking critically about your practice and being committed to ongoing learning (O'Connor & Diggins, 2002). The final three questions from the second questionnaire (Appendix F) were designed to find out how the participants viewed themselves, in light of their practice. The findings from the ten participants who completed the second questionnaire are as follows:

Statement	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
17. I am an enthusiastic learner, participating in professional development to improve my knowledge and capabilities as a teacher.	4	6			
18. I work in a collegial and co-operative way with other staff members.	3	7			
19. I accept advice and know when to ask for it.	3	7			

Table 5: The findings from the second questionnaire – PRT self assessment

The above findings indicate that all of the participants viewed themselves positively as both committed learners and effective team members. However, as one of the six case study participants (Teacher B) appeared to have great difficulty knowing how to critically reflect, it would seem that the benefits of any professional development for her would be reduced.

In summary, being able to reflect on your practice is a key component of effective teaching and an effective induction programme. The four case study participants who appeared to have a secure understanding of how to reflect all had University teaching degrees and referred to their pre-service training as forming their identity as reflective practitioners. They were able to apply the skills of reflection to their teaching practice, which enabled them to 'move forward' towards the professional standards required of a fully registered

teacher. Reflection is an empowering tool and a component intrinsic to an effective practitioner (Cameron, 2007). However, not all beginning teachers have refined this skill prior to becoming provisionally registered. The findings indicate that the quality of the pre-service programme may contribute in part to the success of an induction programme. Within an effective induction programme, one of the roles of the mentor is to scaffold the learning of this facet of teaching practice, where there is evidence that the beginning teacher requires support.

4.5   *Inherent pressures for beginning teachers transitioning into teacher-led ECE services*

As the case study interviews unfolded the contextual difficulties faced in the participants' early years of teaching, which subsequently impacted on their induction programmes, became apparent. Factors such as the content of pre-service training, the culture and context of the service the PRT was employed in, and being placed in a position of responsibility as a beginning teacher were all influential on the beginning teacher's induction journey. Three of the case study participants were employed for a portion of their provisional registration period in a team leader role. This theme is about the implications inherent to the dual role of those beginning teachers who are also educational leaders in teacher-led ECE services. The experiences of the case study participants employed in leadership positions during their time of provisional registration were explored.

Although the MoE's (2002) Strategic Plan was initially designed to eventually ensure all ECE teachers are fully qualified and registered, a significant number of teacher-led ECE services are currently constituted of practitioners who are un-trained, in-trained or fully trained. The experiences of the six case study participants as beginning teachers, in this unique educational sector milieu were also explored.

4.5.1   *Beginning teachers in leadership positions*

As noted earlier, Teacher E was employed in two centres during her time as a beginning teacher. The first position was as a teacher in an established community based ECE centre where she participated in an internally provided advice and guidance programme (Programme B). The second twelve months was as team leader in a privately owned teacher-led ECE centre where she participated in an externally provided advice and guidance programme (Programme A). In the second setting she participated in, as team leader, she was responsible for three teachers and initially was the only fully qualified teacher in her team. Teacher E identified the shift in focus during her registration as she moved from employment as a teacher in one setting to team leader in another:

> *I was purely focused on my registration when I was teaching. And then when I went to a team leader position my concerns were more focused around middle management. I was more focused on my team leading than my teaching.*

While discussing the dilemma of being in a team leader role and working through provisional registration as a beginning teacher, Teacher E identified that being a team leader "definitely did" impact on her teacher registration. Acknowledging that in her capacity as a team leader the focus was taken away from her as a beginning teacher and that the extra responsibilities which came with the position contributed to a sustained period of stress:

> *The communication side of team building, and keeping your team motivated are extra stresses that you have. And there are more things to reflect about on top of your teaching practice. That falls on you while you are still trying so hard to be a good teacher.*

While viewed as capable by management for the role of team leader, Teacher E felt that her status as a beginning teacher was not taken into account. She was expected to fulfil the role of team leader without acknowledgement that her inexperience required additional support. During this time she was on a "huge learning curve" where she drew on her "intuition", which was informed by both

life experience and, more importantly, all that she had learnt from University. She did not feel as though the enormity of the learning curve she was on was acknowledged by management:

> *I think that the expectations were a little unclear in that respect and that is why my practice did become intuitive, because I didn't know what the expectations were and what I should be doing. It was never really talked about specifically... in terms of registration and being a team leader. Therefore, maybe because those expectations were unclear, I did just have to use my initiative and just do what I was doing.*

The notion that leadership requires specialised support was touched on by Teacher E. She did acknowledge that in hindsight it may have been helpful to have specific professional development in leadership; however, she felt that there was a sense from management that she was in the position of team leader, so she just had to get on with it. While acknowledging valuable support from her mentor (Programme A), Teacher E essentially found herself in a 'sink or swim' situation which subsequently brought about a lot of professional and personal growth:

> *In* (my first teaching position) *I grew a little bit, but I don't know if my later growth was because I was a team leader or because I had a good advice and guidance programme. Whether it was because I had to step up, or because I had good support around me which encouraged me to be reflective? Maybe if I had a job in my new centre with no responsibility, and the same support, it may have been completely different. Probably... because I would have been able to work on just me - as a beginning teacher, not as a team leader.*

Teacher E was able to identify that she had experienced considerable growth throughout her time of provisional registration, but the experience of being a team leader, and the stresses associated with the role she felt had reduced her ability to position herself clearly in her own success story. Throughout the interview it became apparent that her self-efficacy was slightly affected, and this may have been because she had not consistently received the support or validation she required in her dual role as team leader/beginning teacher. When questioned about whether she felt she had been able to make a difference in the

lives and learning of the children she taught, Teacher E thought for a while and hesitantly replied with sentences which began with; "I would like to think I do", "I hope I have made a difference ...", "I would like to think that I am a good teacher...".

The mentor Teacher E had for teacher registration during this time provided her with both encouragement and support. This support had obviously been empowering and a critical element in Teacher E's ability to successfully move forward towards full registration:

> *She encouraged me to try new things and to be the best. Not just to tick the boxes and meet criteria, but to be the best person that you can be and be the best team member that you know how to be. To be inspiring to other people. I was inspired to be inspiring... to be inspirational!*

Reflecting on her time as a team leader and as a young beginning teacher, Teacher E was quite philosophical:

> *Everything you do, you draw on everything you have learnt. So it's kind of hard to look back. Being a team leader definitely added to the stress. Although, I never found the advice and guidance programme stressful at all. But being a team leader took away from what you could have done... focusing on being a teacher – as just a teacher!*

The notion that being successful as a beginning teacher while being placed in a position of leadership without clear expectations or support, is difficult and ultimately calls on the individual's concept of professionalism, was also acknowledged by Teacher F. Within a month of her employment as a teacher in her first full time position in a privately owned teacher-led ECE centre Teacher F was made a team leader. This was due to the high staff turnover at the time and the centre having difficulty securing qualified staff, let alone experienced qualified staff. Within her team there was another beginning teacher who worked part-time and had trained with her at University, as well as two un-trained teachers, and a "sea of relievers". When asked whether teaching had turned out as she had hoped Teacher F's response was:

Teaching as I had hoped? I knew that it wasn't going to be a walk in the park, but I didn't know I was going to be as stressed as I was being a beginning teacher with a lot of teachers leaving and then being made head teacher with all of that responsibility after a month of being there.

Teacher F felt that she was viewed as an "expert in the room" during her early months as a beginning teacher. This was an extremely difficult time for her and one which required her to draw on all of her strength to work through. The measure Teacher F used to determine her successful navigation through this complicated time was 'survival':

To have answers for things and being accountable and having all that responsibility, I just had to step up to that. I believe that I did a good job, because I survived that, and I think it made me a better teacher for it. I didn't mind taking on all those extra responsibilities, but then at the same time I was not recognised as a beginning teacher. As someone still needing to learn...I'll still be learning all of my teaching life, but for now, for these two years it is crucial that I am supported. And when you are trying to organise everybody else and there is no support for you? You know....what do you do? I ended up hating my job. I absolutely hated it. I used to wake up in the morning and feel sick to go to work. It shouldn't be like that, but the only thing that was keeping me there was the children. Because, if teachers were feeling bad, what were those children feeling?

Her professionalism and dedication to teaching was highlighted in Teacher F's remarks, yet "hating her job" due to the added responsibility of being a "head teacher" indicates that it was a time which was more difficult than one could expect for a beginning teacher. Indicating the benchmark for quality practice which was instilled in her throughout her time at University, Teacher F stated:

It is only starting to come right now (twelve months later)*. Through hard work ... through blood, sweat and tears and having a strong vision of quality and what it looks like and not letting it go.*

In summary, the findings suggest that the dual-role of PRT and team leader was not necessarily a naturally blended one. For some PRTs this dual role creates tension and confusion, compromising their identity as a competent and confident teacher -which should be an outcome of an effective induction programme. The findings indicate that the responsibilities attached to

leadership positions can detract attention away from 'learning to teach'. This finding is consistent with the NZTC recommendation that beginning teachers have reduced responsibility in their teaching roles to facilitate a focus on meeting the guidelines for registration (Cameron, 2007). Grudnoff (2007) also suggests that the time of induction is a time where a beginning teacher's identity as a professional teacher is being formed.

4.5.2 *Working in a team comprising un-trained, in-training and fully trained teachers*

While the first two years of teaching practice as a beginning teacher are ideally spent consolidating prior knowledge and unpacking the learning and development required for full-registration, beginning teachers in teacher-led centres are often working alongside colleagues who are not as qualified as themselves, or at times – not qualified at all. Fully qualified beginning teachers are aware of this reality and a great number move into teaching positions within teacher-led services with their 'eyes wide open'. However, the reality of what this actually means to the profession, and how this affects their teaching practice, is not often addressed until they are immersed in a teaching team with teachers at different stages of qualification. It is here, often for the first time, where philosophies and pedagogies are revealed, and challenged. Four of the six case study participants (Teachers C, D, E, & F) had a University gained Bachelor of Teaching degree and the findings showed common characteristics among these participants which indicated the difficulties they experienced associated with working in a mixed ability team teaching. Teacher F pointed out that it is only in the teacher-led ECE sector where teachers do not have a 'universal' qualification and this in itself has the potential to influence quality:

> *There is a vast difference between un-trained, in-training and qualified teachers, especially in terms of quality. It brings its own pressures. Even simply looking at qualifications - when you look at primary or secondary teachers they all go through University. In early childhood you can do a diploma or a degree – all of the providers are so different. There is no set standard...We could all be working in the same room together, except my idea of quality is this, yours is this.*

The combination of leadership and being the most qualified in her teaching team, alongside one of her colleagues who was employed part-time, led Teacher F to explain the position she felt she was placed in:

> *Part of my role whether I liked it or I didn't like it, was being an advocate for quality. We* (herself and her qualified colleague as beginning teachers) *had an idea of what quality is and we became really hard on ourselves and quite down, because we felt we were sinking...through lack of support, and because I was put into a position of responsibility without being recognised as a beginning teacher.*

When asked to give an example from her practice to clarify where the difficulties lie when teaching with un-trained or in-training teachers, Teacher F stated:

> *When I provide an activity I am providing the children with an experience which may extend their skills but I am also thinking about their learning dispositions and that's why I find it hard working in a team with mixed abilities. You don't know the depth of their* (un-trained or in-training teachers) *understanding and perception of how children learn, so that also makes an impact on how quality is viewed and how you teach as a team... There could be something happening and others see it on a superficial level and don't see how I am trying to facilitate the learning beneath it. I am almost not understood as a teacher and may be viewed as I think I am better than everyone. It is not that at all – I am just striving for that quality and that standard and where we want our children to be and how we want them to learn.*

The findings revealed that having a clear idea about what teaching young children looks like, and understanding how to facilitate this learning, was at times challenging when teaching in a team with teachers who had not been trained. This was identified by four of the six case study participants (Teachers C, D, E, & F). Teacher F stated:

> *There needs to be some standard or benchmark in order to be called a teacher if we honestly believe children will reach the aspirations of Te Whāriki – that children will leave us as confident and competent learners and communicators. We are gearing them up to be lifelong learners, and if I seek to achieve that and perceive them as capable learners, then it will*

inevitably be something different from someone who hasn't got a University degree, or is even un-trained and doesn't know.

The dilemma of differing understanding within a teaching team about how children learn and develop, or dispositional learning, and how this informs and translates to individual teaching pedagogy, was raised by Teacher D:

There is a conflict when you are working alongside people who don't have the same vision or the same goal. You don't actually think about it when you first start teaching. I was working with an untrained teacher who had been working in centres for years, but she did a whole lot of stuff that I didn't agree with. For example, she was prone to putting colouring in books out and those sorts of things. She thought that because the children enjoyed it, then it was a really good thing. But straight away I thought of a couple of children who already battled with doing everything just right – they didn't even really like trying to write their own name because they struggled with doing it 'perfectly'. When the colouring in pictures came out, I straight away thought 'what are they learning, are they even learning anything, and what is this doing to their identity as a learner?'. I wanted to just take those things away and say 'this is the way it should be done' and (this is) *why. I had those discussions with her but she was adamant that what she was doing was acceptable, and as a beginning teacher I felt uncomfortable and thought 'I shouldn't be having disagreements about these basis fundamental aspects of teaching'.*

As a more mature beginning teacher, Teacher C also touched on the dilemma of teaching with untrained teachers, and highlighted the shift in professional dialogue. The notion of quality within the overall practice of the teaching team he first worked in (Programme B) as a beginning teacher was ad hoc, primarily due to a lack of understanding about what constitutes quality:

I suppose it does in some ways present challenges when you are working alongside teachers who are at varying stages of being qualified. You have to accommodate, not in a patronising or dismissive way, people who are untrained. They will not have the same content, or even the same quality base, as someone who has been through training. People going through training – they are on that journey, but you also have a commonality there because that process is there. But people who are untrained, there is that lack of, or less substance to being able to explain or articulate their teaching. You make allowances for that – not in a sort of elitist way, but you do have to shift your dialogue to be able to have those professional conversations.

Comparing this experience of working in a teaching team made up of people who were qualified, un-qualified and in-training, with his current teaching team constituted of fully qualified teachers, Teacher C noted that there was a difference:

> *There is a consistency of knowledge and experience that is similar to your own. And I think that enriches your teaching as well as making it more consistent.*

In her role of team leader, supporting a teaching team which included two first year in-training teachers, Teacher E also highlighted the difficulty of having to support growing capabilities within her team:

> *When G first started studying she started getting her non-contact. They* (student teachers) *don't learn about assessment and stuff until quite a way into their training but they are expected to have non-contact and write learning stories. I don't know if that is a correct expectation or whether it is an expectation they* (management) *should have placed on them. I guess in that respect too, they* (in-training teachers) *expect to have non-contact time because everyone else has it – so it's finding that boundary. I did have to spend a lot of time with her and explain a lot of that to her – to a teacher who was going into her first year of training, but after maybe four or six months it became apparent it wasn't a realistic expectation for her to write learning stories and do assessment. She wasn't ready for it. I handed it over to management to do what they wanted to do with that information, but that was my opinion on it. Time is going to be wasted to write assessments when you really have no clue about what it means -to be a reflective teacher or even the importance of what assessment and evaluation does for children.*

While acknowledging that teaching in a team with un-trained and in-training teachers brings its own challenges, Teacher C reflected on how being secure in who he was as a teacher helped him to enter into professional dialogue with his un-qualified colleagues, and commented on how this may be different for younger, less experienced, qualified beginning teachers. Being an advocate for what teaching young children means in a teacher-led ECE service requires not only sound practice, which measures itself against quality, but being able to justify and qualify your practice:

I think it comes down to how secure you are in your own capabilities and not defining yourself solely by your qualification – but defining yourself by what your qualification means. That's significant I think. You could easily hide behind the notion of being qualified but, however, if you don't use that to be able to qualify yourself, rather than just have a qualification, then I think it is much harder and potentially not positive...I have encountered people who still can't articulate what that qualification carries or means. I think that is a waste for some services to have people who operate on that level – a superficial level. It is having qualified people who are able to know and apply what that qualification entails. That's meaningful.

4.6 Conclusion

In summary, the findings indicate the role of beginning teacher in a teacher-led ECE service is a complex one. Successful early experiences for beginning teachers are not limited to the effectiveness of an induction programme, or the relationship a PRT has with their supervising mentor. For the majority of the case study participants their relationship with their mentor was a positive one, however, the findings indicate that any potential benefit is reduced when adequate time is not provided to ensure the relationship is a responsive one. The findings indicate that the ability to reflect on ones practice in order to realise professional growth, and contextual factors, such as, teaching in a team with educators who do not all hold a relevant teaching qualification, and being placed in a position of responsibility as a beginning teacher, are all potentially challenging. For the majority of the case study participants being able to draw on theoretical approaches and knowledge were influential in their development and identity as teachers. The findings indicate that not being fully acknowledged as a beginning teacher by management, the challenging of theoretical and philosophical underpinnings of practice by less qualified teachers, and not having experienced and competent teachers as mentors within the teaching team were all barriers to achieving a successful induction.

Therefore, while an effective advice and guidance programme, coupled with an effective mentor supporting a PRT to full registration, can to an effect be measured and found sufficient according to the criteria, the accompanying pressures inherent to working in a teacher-led ECE service requires deeper discussion. In Cameron's (2007) summary of the *Learning to teach* literature

review of induction theory and practice, it is suggested that there is a growing awareness that induction programmes should be more focused on ensuring teachers adapt to their role as teachers. The findings support Cameron's (2007) proposal, but suggest that for some beginning teachers the reality of their role is more complex than their induction programme and their mentor could manage.

The following chapter summarises the key findings and implications for mentors and those that determine the constraints which govern the provisionally registered journey in ECE teacher-led services. The thesis contributes to the growing body of research which is beginning to place the registration experience in context; highlighting the structural and situational factors which determine a successful entry into the profession of teaching. This thesis argues that externally provided induction programmes can, not only be sufficient, but are also effective, if delivered appropriately.

Chapter Five

Discussion and Conclusion

5.1 Introduction

This thesis should be viewed as contributing a small amount to the emerging picture provided by the little research already completed surrounding the issue of effective advice and guidance programmes for beginning teachers in ECE (Cameron, 2007).

When I began this research my aim was to determine the effectiveness of externally provided advice and guidance programmes for PRTs in teacher-led centres. With the Strategic Plan, Pathways to the future: *Ngā Huarahi Arataki* (MoE, 2002) in place at the time of beginning this research, my topic acknowledged both the growth and relative newness of registration programmes in teacher-led ECE services and, therefore, my research was deemed to be relevant and pertinent. However, the National government's 2010 budget, and subsequent changes to the support grant received by provisionally registered ECE teachers in teacher-led services, have in effect shifted the parameters of my research.

The research questions which this thesis set out to answer are intertwined, yet separate. The first question sought to determine whether a PRT could meet the guidelines of an advice and guidance programme through an externally provided induction programme. To generate data in an effort to answer this question the second questionnaire, completed by ten participants, focused on ascertaining their knowledge of the criterion for registration and their perception of their mentor's ability to move them towards full registration, as well as the quality of the PRT/mentor relationship – such as their mentor's approachability, enthusiasm and availability.

The second research question framing this study sought to establish how an externally provided advice and guidance programme, to PRTs in teacher-led ECE services, measured against the criteria used by the NZTC determining 'effectiveness'. While defining what an effective advice and guidance programme actually looks like in practice proved to be elusive, literature did offer a possible measure (Cameron, 2007). Literature indicated that effectiveness could possibly be measured against learning outcomes; such as whether a PRT believes that the induction programme has enabled them to make a difference in the lives and learning of children, whether teaching has turned out as they had hoped or whether there has been growth in teacher expertise, such as, if they are able to motivate children's learning. The data generated in this study's case studies are contained within the context of individual 'experiences' and are subjective in nature. However, the data provides a means of testing the hypothesis that an externally provided advice and guidance programme in teacher-led ECE services can be 'effective'.

The following section discusses whether Programme A is effective and has met the guidelines of an advice and guidance programme. The findings of the six case study participants, determining whether they believe that their induction programme has enabled them to see within their teaching practice evidence of the above indicators, is also discussed. In particular, the discussion will include the case study participants' view of the role that their mentor played in providing adequate support and a comprehensive induction programme, and how this influenced their teaching practice.

5.2   The effectiveness of externally provided advice and guidance programmes

5.2.1   Meeting the guidelines of an advice and guidance programme

The findings provide evidence that an external advice and guidance programme in teacher-led ECE centres does enable PRTs to meet the guidelines of an advice and guidance programme. The questionnaires indicated that the

majority of participants in Programme A experienced growth in their understanding of the requirements for registration and had confidence in their mentor's ability to support them. However, the findings from the case studies also indicate that regardless of whether an induction programme is internally or externally provided the components of an effective programme as identified by the NZTC have to be evident, such as having an effective mentor who is able to provide adequate time for the PRT. Both Teacher C and Teacher E experienced a disappointing internally provided programme (Programme B) before changing their place of employ and continuing their provisional registration journey effectively through an externally provided programme (Programme A). Contrasting with these experiences, Teacher A initially experienced a successful externally provided programme (Programme B) before moving to a new ECE centre where her externally provided induction programme (Programme A) was inadequate. The data signifies a number of aspects which contribute to an induction programme meeting the guidelines of an advice and guidance programme, such as individualising programmes to meet the needs of the PRT, scaffolding learning where required and acknowledging contextual factors which inhibit professional growth as a beginning teacher. These issues will now be discussed.

The findings support the notion that induction programmes should ideally be tailored to the individual. The two teachers (Teachers C and E) who believed that they had experienced support and growth throughout their induction programme (Programme A), and had successfully reached the status of becoming fully registered, all noted elements of the programme which were personalised and which 'moved them forward' as teachers. Providing an induction programme tailored to the individual was evident with Teacher A, whose learning disability was acknowledged by her first mentor, and strategies for success were integrated into her first externally provided advice and guidance programme (Programme B). Contrasting with this, Teacher B revealed through the case study interview that she struggled with how to reflect effectively on her practice, and believed that she did not experience the growth and development she potentially could have throughout her time of induction. While this was eventually rectified just prior to becoming fully registered,

through the support of teaching colleagues in a new place of employment, her induction programme could have been tailored to address this learning requirement once it became apparent. Beutel et. al. (2009) proposes that beginning teachers do not enter the profession of teaching with the same skills, knowledge and practices; therefore, their induction programmes should ideally be tailored to meet their specific learning requirements.

Learning is continuous and does not end once a teacher has successfully obtained the required qualification for the profession. Ideally the induction phase of teaching should be a relative easy progression as the beginning teacher transitions from their pre-service training. However, the findings indicate that this is not always the case and rather than viewing transition as a familiar 'step' into the profession you are trained for, it can become an unforeseen and problematic 'leap into the unknown'. This was particularly evident for Teacher D, whose initial teaching experience was not a positive one. Literature suggests that positive initial professional experiences are critical to the learning and development of beginning teachers as they consolidate the beginning teacher's knowledge and experiences which precede this (Cameron, 2007; Langdon, 2007). This study found that half of the case study participants experienced a situation where their status as a beginning teacher was not fully recognised in their place of employment. This finding is significantly higher than the findings of the *Learning to Teach Survey*, study which found that 20% of the ECE teachers surveyed believed that they had been left alone to 'sink or swim' (Cameron, et.al., 2007). This suggests that regardless of how the induction programme is provided (internal or external) the support received through recognition of the status of beginning teacher in the workplace and supporting policies and practices contributes to an effective induction experience. The reviewed literature indicated that an effective induction programme is comprehensive, supportive and goes beyond the PRT/mentor relationship (Cameron, 2007; Grudnoff, 2007; Moir & Gless, 2001). Consistent with Cameron's (2007, p. 1) observation in the *Learning to Teach* literature review, the findings show that within the workplace, with little acknowledgement of their novice status, a significant proportion of beginning teachers in this study (three of the six case study participants) were left to "sink or swim" (Cameron,

2007, p. 1) in their early years of teaching. A component of an effective induction programme would, therefore, involve the mentor acting as an advocate for the PRT in their place of work. Beginning teachers are in unequal power relationships with the professional leaders within their workplace. Policies and practices relating to induction, and the role and expectations of beginning teachers, are often already in position, which creates the culture within the centre. To ensure an effective advice and guidance programme can occur, the mentors can use their role to inform management about best practice, advocate on behalf of the PRT and suggest changes to policies and practices which will help create a supportive and collaborative learning environment. The following section examines the role of the mentor within Programme A.

5.2.2   Mentoring

One of the key findings of this study is that effective mentoring requires the allocation of adequate time, by a competent mentor, in order for the PRT to be effectively supported through to full registration. There was an acknowledgment by the case study participants that they were still learning and, therefore, required support to ensure that they adequately reached the status of becoming fully registered. For the case study participants who indicated that they had received strong support from their mentors, their accounts of their early teaching experiences as PRTs suggest that this support sufficiently carried them through any times of perceived dilemma. The case study participants, who did not experience the support necessary, equally highlighted the key role of the mentor in the registration process. For these participants, who did not experience regular meetings for dialogue and critique of practice through observation and feedback, the findings indicate that they were not able to fully connect their practice to their advice and guidance programme. Hence, often being devoid of accurate measurement, which would ideally be provided by their mentor, their confusion resulted in their inability to assess whether they had effectively met the requirements of registration. Hence, the measure of whether they had provided adequate evidence of meeting the registration requirements was in effect determined by them. This is consistent with Grudnoff and Tuck (2003, p. 2) who suggest that the understanding of standards

"comes down to credible judges making judgements", especially when the nature of the standard provides room for interpretation. Drawing on their experience, an effective and competent mentor is able to articulate and measure with reduced ambiguity what the registration criterion looks like in practice.

The findings indicate that Programme A was inconsistent regarding sustained supportive relationships between PRT and mentor. Cameron (2007, p. 47) refers to Moir and Gless (2001) who "stress that the success of any support programme depends on a strong, supportive, and sustained relationship between the mentor and new teacher". For the case study participants, the quality of the relationship between mentor and PRT in Programme A influenced the effectiveness of the induction programme. The participants who noted that they trusted in their mentor's ability to make accurate judgements on their practice also indicated that they had positive induction experiences.

In many ways the criterion for registration, the *Satisfactory Teacher Dimensions* or the *Registered Teacher Criteria*, could be viewed in a similar way to the principles and strands of *Te Whāriki* (MoE, 1996). On the surface they look relatively straight forward, yet the essence of each one requires considered and ongoing reflection, with the support of a more experienced teacher, and assessed by a credible judge (Grudnoff & Tuck, 2003). One of the *Registered Teacher Criteria* is related to 'Professional relationships and professional knowledge'; "Fully registered teachers demonstrate commitment to promote the well-being of all ākonga" (NZTC, 2009, p. 8). In order to measure practice against this criteria the PRT should ideally provide evidence of deep critical reflection. One of the key indicators of this particular registration criteria being met is that teachers "take all reasonable steps to provide and maintain a teaching and learning environment that is physically, socially, culturally and emotionally safe" (NZTC, 2009, p. 8). The role of the mentor is to ascertain through conversation, critique of documentation, and observation of practice, the PRT's level of understanding of the registration criterion, and how this is applied to their everyday practice. To determine whether a teaching and learning environment is 'emotionally safe' requires the critique of one's teaching philosophy, pedagogy, and centre policies and

practices, against relevant literature and regulations. Without clear guidance from a competent and available mentor, the measure for effectively meeting the criterion could be open for misinterpretation or be reduced to a state of simplification.

The case study participants also indicate that when their mentor was effective and familiar with the contextual factors within their teaching practice, professional growth was realised. The investment of mentor time, through availability, helps to ensure that the relationship with the PRT is strong, supportive and sustained, which Moir and Gless (2001) suggest is the foundation of any successful induction programme. The NZTC (2010) indicate on their website that an external mentor will be effective if they are able to make frequent visits to the PRT and that they understand the culture of the workplace. The findings also suggest that the converse applies, in that a lack of time and not fully appreciating the context of the workplace, contributed to an ineffective induction programme.

The inconsistency recognised by the NZTC both in the quality of induction programmes and the quality and consistency of the mentor interactions, were evident in the case study participants' responses. For two of the case study participants (Teachers A and B) their mentor interactions in Programme A appeared to be less than desirable. Teacher A considered that her mentor, in Programme A, was disconnected to the context that she was working in, was unable to accommodate her specific learning needs, did not inform her of her registration entitlements, and was not always available when required. Teacher A also indicated that her mentor was unable to guide her through her registration requirements, although this appeared to be an issue of compatibility rather than solely competency. Teacher B was allocated a different mentor in Programme A yet also felt that there was a lack of time allocated by her mentor to support her, despite her constant asking.

In contrast, within the same induction programme, to varying degrees, Teachers C, D, E and F perceived their mentors as effective. For Teachers D and F they identified that their mentor was approachable and capable, however, she was

rarely available, thereby reducing her effectiveness to support and guide them successfully. In addition, their mentors did not appear to fully appreciate the influencing contextual factors which caused the stress they believed they experienced in their early months of teaching. Pitton (2006) suggests that effective mentors are those who spend time understanding the context teachers are teaching in, which enables them to offer appropriate support as well as provide accurate assessment. The role of the mentor, therefore, requires sensitivity and the ability to view relationships through an ecological lens in order to support beginning teachers in gaining and maintaining confidence and competence. Bronfenbrenner (1979, p. 60) believes that the facilitation of learning and development occurs when the learner has "developed a strong and enduring emotional attachment" with the person supporting them. This can only occur when quality time has been invested in a relationship.

Teachers C and E both experienced strong reciprocal relationships with their mentor who was approachable, experienced, compatible and available. Both Teacher C and E made reference to the high regard they held their mentors in, both personally and professionally. Teacher C and E's transcripts gave examples supporting Rowley's (2006, p. 157) work, which suggests that an effective mentor inspires the mentee to effectively critique, change and "confront the gaps in their knowledge base". The experiences of the case study participants, within the one induction programme (Programme A), indicate that effective mentoring requires evidence of situational awareness, competency, compatibility and availability. Some of the case study participants' had the same mentor within Programme A, yet had different experiences. However, it appeared that the primary difference between participants who had the same mentor what that of variation in the amount of time invested in the individual induction programmes. The participants who had difficult experiences noted the reduced amount of time they had with their mentor. They also indicated that the time they spent with this particular mentor was beneficial; it was simply too insufficient to be effective. The findings suggest that unless all of the above mentioned indicators are evident, inconsistencies in mentor /PRT relationships and programme content were apparent.

The NZTC acknowledges that there are inconsistencies amongst induction programmes for beginning teachers across all educational sectors in Aotearoa New Zealand (Cameron, 2007). There is also recognition by the NZTC that not all PRTs' mentors are prepared for their role, or effective in their function as a mentor (Aitken, et. al., 2008). Although this study did not include gathering data from the PRTs' mentors and is, therefore, unable to ascertain how prepared they were for their roles, there is some evidence that on occasion the 'function' of two of the mentors in Programme A was experienced by the PRTs as ineffective.

The findings of this study also highlighted the inconsistencies within induction programmes as well as the realisation that for some of the participants they weren't always in a supportive, collaborative learning environment. In a move to reduce the inconsistencies apparent in induction programmes throughout Aotearoa New Zealand, the NZTC has funded four pilot projects to trial models of support for PRT and mentor support (Podmore & Wells, 2010). The preliminary results indicate benefits for both mentors and PRTs and suggest various means to support effective ECE induction and mentoring programmes in the future, including "providing opportunities for PRTs and mentors to undertake professional development" (Podmore & Wells, 2010, p. 120). It appears that bringing PRTs and mentors together in cluster groups to examine the guidelines and criterion for registration, as has occurred through the pilot projects, would be beneficial for all participating in an induction programme. Grudnoff's (2007) research also highlights the importance of structures within the professional learning environment which are conducive to supporting the beginning teacher throughout the period of provisional registration, which in effect provide informal opportunities for mentoring, complementing the formalised advice and guidance programme provided by the mentor. Moir and Gless (2001) suggest that mentoring an adult is different to teaching a child and, therefore, requires specific training. Access to a mentor cluster group providing collegial discussion, support and targeted professional development, would acknowledge this role distinction.

In order to bring about consistency in mentor quality the *quality of the mentor* could also be explored further by the NZTC. Moir (2003) expresses that effective mentors build relationships, respond to individual needs, and use both their teaching expertise and interpersonal skills to support the teacher. The role of mentor has been identified through literature as a "crucial (but not the sole) component" of a successful and comprehensive induction programme (NZTC, 2010, p. 3). As the NZTC has indicated that there are inconsistencies of quality and consistency of the mentor interactions within induction programmes, it can then be suggested that not all fully registered teachers currently possess the qualities required of a mentor to fulfil this crucial role. Currently, a mentor teacher could possibly replicate their experience of an induction programme, which potentially could also have been ineffective. In teacher-led ECE services where there has not been a history of registration and there is a shortage of fully registered teachers this is indeed a possibility. Mentors could be vetted by the NZTC indicating years of experience, current knowledge of the guidelines and criterion for registration, and involvement in any relevant professional development. This would assist in addressing the issue of mentor inconsistency by ensuring mentors establish that they are effective teachers with current knowledge, rather than being chosen simply because they meet the criteria of being a 'registered' teacher.

The following section discusses the issue of reflective practice as a necessary skill enabling a PRT to realise professional growth which gives evidence of being 'fit to teach'.

5.3 Reflective practice

The findings indicate that when the induction programme invites reflective practice, and it is inculcated in the PRT, professional growth is realised. The case study participants who specified their ability to reflect critiqued their practice against the criteria for full registration as well as current literature which informed their notion of quality teaching and learning. Accounts of their reflective practice appeared focused, combining suggestions for professional

growth from their mentors with a sound understanding of the importance of reflection. The participants who were skilled in reflective practice not only described themselves as constantly examining their teaching, but also provided a rationale for their beliefs and values about teaching and learning.

The notion that positive transition experiences, and the transfer of knowledge from one setting to the next, facilitate success as a beginning teacher is identified in literature (Aitken, et. al., 2008; Grudnoff, 2007). Grudnoff (2007) suggests that an effective advice and guidance programme is a journey, which has its beginnings in pre-service training (Grudnoff, 2007). The findings also indicate that the participants who connected their reflective practice to their pre-service training were able to transfer their knowledge and skills to their teaching practice, and induction programmes, as beginning teachers.

However, the findings also suggest that not all beginning teachers have formed the skills necessary in their pre-service training to realise this central component of effective practice. Feiman-Nemser (2001, p. 1019) stated that "preservice preparation is a time to begin forming habits and skills necessary for the ongoing study of teaching in the company of colleagues". Reflective practice is identified through literature as a 'change agent' and a key component in producing growth as a teacher (Cameron, 2007; Feiman-Nemser, 2001). Trautwein and Ammerman (2010) suggest that reflection, while vital, is an often overlooked component of the feedback process. The ability to reflect on ones practice in light of current literature and regulations is fundamental to teaching. Reflective practice is an enabling tool, ensuring the practitioner has the skills and ability to refine practice and implement strategies which promote quality teaching and learning. Without the skills to reflect on what constitutes 'best practice', important paradigm shifts in philosophy and pedagogy do not occur, perpetuating the possibility of inconsistency, inaccuracy and mediocrity of practice. This is of importance in discerning the effectiveness of an externally provided induction programme. Consequently, this study suggests that greater recognition should be given to the importance of reflective practice throughout pre-service programmes as well as induction, and rectified through mentoring or professional development where it is found wanting.

5.4 Inherent pressures for beginning teachers transitioning into teacher-led ECE services

Being in a position of leadership as a beginning teacher or working alongside unqualified or in-training teachers can be viewed as common practice in teacher-led ECE services. For the four participants who gained their teaching qualification from a University, which did not require students to fulfil a component of regular work place teaching experience apart from their yearly teaching practicums, the transition from student teacher to beginning teacher in a teacher-led ECE centre was not necessarily a smooth one. The findings of the case study participants who experienced leadership as beginning teachers will now be discussed.

5.4.1 Leadership

The notion that beginning teachers in positions of responsibility are less able to focus on their provisional registration journey, thereby, compromising the effectiveness of the induction programme, is supported in this study. The case study participants (Teachers C, E, & F) who were in positions of team leadership had a combination of little or no prior teaching experience before becoming provisionally registered. Three of the participants were in their early to mid twenties, while the remaining one was a mature adult. There appeared to be a direct correlation between the combination of teaching inexperience and reduced life experience and the level of stress attached to the position of leadership as a beginning teacher. The first questionnaire was completed by sixteen participants with ten participants indicating that they were in a position of leadership during registration. Of these ten, three had more than five years teaching experience. This is consistent with other studies that have shown that a significant number of beginning teachers enter leadership positions provisionally registered, at times with a considerable number of years of teaching behind them (Cameron, 2007; ERO, 2004). The Education Review Office (2010) has identified teachers taking on roles of leadership very early in

their careers as one of the components which contribute to reduced quality practice and learning outcomes for children in ECE services.

The three case study participants who were in leadership positions as beginning teachers fell into the category of having a relatively shorter period of teaching experience before taking up positions of leadership. Without being able to compare their experiences with beginning teachers who had greater teaching experience prior to becoming provisionally registered, it cannot be suggested that leadership is always going to increase stress levels and detract from effectively focusing on the advice and guidance programme. One of the case study participants (Teacher C) brought years of management experience to his teaching practice and did not struggle with balancing a time early in his teaching career as team leader with meeting his requirements for registraton. However, the findings indicate that for two of this study's participants, the demands of leadership distracted attention away from the role of 'learning to teach'. Teacher E stated that "being a team leader took away from what you could have done... focusing on being a teacher – as just a teacher".   The findings of this research study support Langdon's (2007) belief that the reduction of responsibility throughout the provisional registration period contributes to an effective induction programme.

I believe that this finding is significant in that if the provisional registration period is to be viewed as a time of development and growth as an effective teacher, leadership early in the PRT's career could have the potential to compromise the effectiveness of any induction programme's ability to support optimal development and growth for the beginning teacher. Aitken's (2005) research also suggests that in the ECE sector some beginning teachers were expected to take on too much responsibility in their early years of teaching. However, there must be some caution when interpreting these results as the study participants who were PRTs in leadership positions were relatively young and lacking teaching experience. Throughout Aotearoa New Zealand a number of ECE PRTs in teacher-led services have significant years of teaching experience behind them before embarking on gaining a relevant teaching qualification, as the results of the first questionnaire also indicates. This is

primarily due to the fact that a number of un-trained and in-training educators will be employed as teachers either prior to embarking on a relevant teaching qualification or throughout the years of their teaching training.

The study's participants, who raised the issue of leadership impacting on their early years of teaching, and time of provisional registration, indicated that they were not prepared for leadership in their pre-service training, suggesting that there appears to be little focus on leadership at an undergraduate level. Unlike other education sectors, leadership in ECE is not always a gradual progression along a career path, but can be thrust upon a beginning teacher in response to a need within the teaching team, as occurred for Teacher F. Given the relatively high levels of PRTs in positions of increased responsibility or leadership as beginning teachers, I suggest that relevant ECE teaching qualifications contain a component of leadership skills development.

5.4.2 *Working in a team comprising un-trained, in-training and fully trained teachers*

An unexpected outcome of this study was the raising of awareness of the difficulties some of the case study participants experienced in their early years of teaching when they faced the realities of working in teaching teams at various stages of being qualified. The findings indicate that working alongside un-qualified and in-training educators who hold the ambiguous title of 'teacher' can bring tension and be both challenging and stressful. For two of the case study participants (Teachers D and F) the difficulties perceived by them working in this context also brought a significant element of disillusionment. The acknowledgment that these factors can, to a lesser/greater degree, create pressure/stress, influence practice and challenge pedagogy became evident throughout the case study interviews. The findings also suggest that working in teams consisting of educators with mixed experience and qualifications has the potential to reduce quality outcomes of learning for children. This is a dimension of the participants' narrative which cannot be ignored, as it provides an insight into the domain of 'real teaching' in teacher-led ECE services. This issue will not be rectified in the near future, however, the acknowledgment that

for some PRTs it can be a catalyst for tension should be factored into any advice and guidance provided by mentors.

Wylie (2004) suggests that qualified teachers facilitate the improvement of educational outcomes for children. This study suggests that the situational context in which a qualified PRT is employed has the potential to reduce their ability to participate and contribute within the teaching/learning environment. The findings indicate that working alongside un-trained and in-training teachers is, at times, not only stressful, but could potentially be disempowering for a qualified teacher. The findings suggest that this is particularly true if the relationship is one where the balance of power is not equal. Potentially, this could also reduce the facilitation of the improvement of learning outcomes for children.

Whether the constitution of teams with mixed qualifications reduces the potential for qualified teachers to teach effectively, subsequently reducing the improvement of educational outcomes for children would be a pertinent area for future research. I believe that this could add some weight to the reinstitution of the goals of the *Strategic Plan* (MoE, 2002)*,* which was actively working towards realising 100% fully qualified and registered teachers within the teacher-led ECE sector, by 2012.

5.5   *The implications of the 2010 budget*

The 2010 Budget announced that the registration support grant of $3,700.00 per annum will no longer be available for PRT's in teacher-led ECE services who fall into any funding bracket over fifty percent (up to 50% of their regulated teachers are qualified). Two of the six case study participants will be affected by the changes to the support grant which will come into effect mid 2011. These PRTs will no longer receive the grant which would support them through the final stages of their advice and guidance programme. For those no longer receiving the registration support grant the quantity of release time PRTs receive to work on their registration requirements, observe experienced

teachers' practice, and to have time with their mentor, will now be determined/governed by the individual teacher's employers/managers. It is my experience that the current reality of being a PRT in a teacher-led ECE service without government mandates and incentives in place which secure quality practice and consistency, decision making is primarily determined by finances. Teacher-led ECE services have a finite pool of funds to work with and there are no guarantees that induction programmes for their PRTs will be seen as an area of priority. The quality of the induction programmes for PRTs in teacher-led ECE services above the fifty percent funding bracket is now likely to become even more questionable. It could be determined that without the benefits of programmes and infrastructures honed from experience, as occurring in state Kindergartens, and without adequate funding to support time for the activities listed above, many advice and guidance programmes for PRTs in the teacher-led ECE sector may be injudicious interpretations of what is required for full registration.

This view is reiterated in the recent *NZ Kindergarten Induction and Mentoring Pilot Final Research Report* which states:

> *The removal of the target for 100% qualified and registered teachers in teacher-led services by 2012 and the cuts to the Ministry of Education professional development budget announced earlier this year, have the potential to undermine both effective induction and mentoring programmes. Centres may not be able to afford to support teachers to undertake a comprehensive professional development programme.*
> (Podmore & Wells, 2011, p. 115)

The 2010 budget also announced that New Zealand qualified primary trained teachers could now have their qualifications recognised for funding purposes in ECE services. This also includes overseas trained primary teachers who have received provisional registration status by the NZTC, allowing them to begin an induction programme leading towards full registration, and be viewed as 'fit to teach'. This suggests that the mentor teacher supporting a provisionally registered overseas trained and qualified primary teacher would then be ethically required to ensure the teacher's induction programme is robust enough so that they develop effective teaching practices suitable for ECE learners, in a

bi-cultural context. It is likely that this would require a significant paradigm, philosophical and pedagogical shift, both for the PRT and their mentor. Adequately supporting a PRT who falls into this category will require a well thought out induction programme and ample time allocated for the mentor and PRT to ensure all of the registration requirements are fulfilled. Without the benefit of the registration support grant this would be a difficult task. It can, therefore, be assumed that the implications of the 2010 budget and subsequent policy changes will be far reaching, with further unanticipated pressure placed on the teacher-led ECE sector.

With the ECE sector in this state of fluctuation, the continued pressure for centres, which currently employ less than 80% qualified teachers, to secure qualified teachers, limiting their ability to employ based on any criteria for quality, or compatibility with their centres philosophy, a perpetuating cycle of teacher registration mediocrity could potentially occur. The 2010 budget announcement has done little to relieve this pressure. It could be ascertained that the removal of timelines, ensuring quality for all ECE centres, has in fact compounded the issues for qualified and registered teachers working in these centres. In a significant number of centres the expectation for beginning teachers to fill leadership roles where they are working in a team without experienced qualified and registered teachers has not changed. The obligation for increasing the required percentage of qualified and registered teachers has, however. As the requirement to employ teachers who are at the very least in-training has been removed, unfortunately, the 2010 budget changes may indicate that ECE centres will once again employ 'good' people who have no intention of training but will hold the title of 'teacher' alongside the employed qualified and registered teachers.

Without mandates in place which ensure that the sector steadily moves forward towards the goal of 100% qualified and registered ECE teachers, there are no guarantees that decisions will always be made which are ethical and enhance quality teaching and learning outcomes for children.

5.6   Implications for Policy

Using Bronfenbrenner's ecological model to position the beginning ECE
teacher in the registration process one has to look at the various environmental
levels which impact on the individual, and how potentiating they are.
Bronfenbrenner (1979, p. 284) states that;

> *the developmental potential of a setting is a function of the extent to which
> the roles, activities, and relations occurring in that setting serve, over a
> period of time, to set in motion and sustain patterns of motivation and
> activity in the developing person that they acquire a momentum of their
> own.*

Recent policy changes by the Government of the day suggest that there is less
value placed on qualified ECE teachers in teacher-led services and the
importance of teacher registration for PRTs in this sector, ultimately affecting
the learning outcomes for the children that they teach. As the teacher-led ECE
sector has been set apart through policy from all other educational sectors, this
in itself suggests an unequal balance of power which has the potential to
diminish a beginning teacher's professional and developmental growth. As the
macrosystem contains the societal and cultural values positioning very young
children and those who teach them, how this is reflected in current policy is
very revealing. The removal of the support grant for PRTs in services over the
50% funding rate and the cap on funding at 80% qualified teachers have a direct
flow on effect, not only for the quality of teaching and learning for children, but
also for the notion that ECE teaching in teacher-led services is indeed a
'profession'; and that teachers in this sector should be afforded the same
entitlements as other members of the teaching profession.

Compared with the history of registration in all other educational sectors which
have in place supporting infrastructures, the journey of registration for teachers
in teacher-led ECE services is still in its infancy. In light of the latest policy
changes there is a strong possibility that the progress made over the past few
years could now potentially be placed in jeopardy. While it is important for
education in general to determine whether induction programmes are effective

for the members of its profession, ensuring those charged with guiding children's learning and development are 'fit to teach', the question of what "teachers are being inducted *into*" cannot be avoided (Cameron, 2007, p. 45). The National government states that it "wants all young New Zealanders to reach their potential and be given the opportunity to succeed" (New Zealand Treasury, 2010). However, suggesting that the professionals who teach these children can effectively achieve the guidelines of registration and be deemed 'fit to teach', without any funding to support them, renders the above statement by the government rather incongruent.

The changes to policy regarding funding, in ECE teacher-led services, have in effect altered an already precarious milieu which will possibly perpetuate the occurrence of 'sink or swim' experienced by PRTs in this study and also identified through research (Aitken, et. al., 2008).

Currently government policy direction is adversely affecting the teacher-led ECE sector. Policies should, ideally, consistently recognise the professional status of ECE teachers, and the role qualified teachers have in ensuring every child has the opportunity to reach their potential. Government policies must be such that they provide an environment which allows for this to happen. It is unjust that teachers and children in teacher-led ECE services are being devalued by the current policies which fail to ensure consistent quality teaching practice and learning outcomes for children in Aotearoa New Zealand. With Cameron's (2007) *Learning to Teach* literature review making clear links between the quality of the induction programme and both teacher retention and quality practice, one would assume policies would be in place which ensures funded induction programmes are accessible to all, irrespective of the sector taught in.

5.7 *The implications for the externally provided advice and guidance programme examined in this study (Programme A)*

The intention of this research was to examine the robustness of an externally provided induction programme, in teacher-led ECE services in order to identify components which could be refined, thereby ensuring quality outcomes for PRTs in the future. The findings have identified aspects of the induction programme under investigation (Programme A) which work well, such as, the benefits associated with having an external, independent mentor. Being able to examine the PRT's practice impartially was viewed as advantageous by the case study participants. However, the importance of providing a time-rich induction programme, regardless of whether it is internally or externally provided, was also clearly evident. Two of the case study participants (Teachers A and B) both expressed that their individual learning needs were not sufficiently met by their mentors in Programme A. Providing greater flexibility within the externally provided induction programme to get together on a 'needs base' outside of the planned times for meeting is recommended. The time to understand the setting and context within which the PRT operates, to understand the unique learning requirements the PRT has and the time to support, guide and provide advocacy if needed were all highlighted as important by the case study participants. This study implies that when an induction programme did not take these factors into account frustration occurred, and a PRT's early experience as a beginning teacher was a difficult one. These aspects, identified in this study, of what would constitute an effective induction programme from a PRT's perspective are consistent with those identified in the findings from the *Learning to Teach* Success Case Studies (Aitken, et. al., 2008). Therefore, in order for relationships to be strengthened, and that growth and development are supported, the externally provided induction programme could ensure sufficient time is afforded to the PRT and their provisional registration journey. A greater awareness of the context the PRT is working in would also enhance the effectiveness of Programme A. If the PRT is working in a team primarily made up of un-trained

or in-training teachers and is the educational leader by default, whether it is recognised in the setting or not, this in itself would indicate that extra support is required. This study also raised awareness of the importance of centre-wide support for beginning teachers and where this was not evident difficulties arose. Therefore, greater awareness of the centre-wide support afforded to the PRT would also enable Programme A to accurately position the PRT and modify the support the mentor provides.

The findings also indicate that the match between mentor and PRT is not always conducive to the development and growth of the beginning teacher. In future the externally provided induction programme (Programme A) could factor this possibility into the provision of mentors for their PRTs. As the goal of an induction programme is to effectively support a PRT through to full registration then the professional relationship between mentor and PRT cannot be ignored. For whatever reason, where there are concerns that the relationship is not fully reciprocal, and where confidence is evident, then another mentor should ideally be allocated to the PRT, from the pool of mentors available.

The recognition of the PRT's background experience and level of knowledge gained through their pre-service training was also identified in this study. The content of Programme's A professional development workshop component was identified as deficient in challenge and did not provide anything new for a number of the case study participants. While the workshop provides an opportunity to meet with other PRTs and as a means of providing information and understanding about the registration criterion, the content of the professional development provided could be more responsive to the teaching and learning needs of the PRTs.

One of the participants (Teacher B) indicated that she was not aware of her entitlements as a PRT and how her support grant was being used. Her mentor in Programme A failed to inform her, and consequently Teacher B did not receive the release time to work on her registration requirements, even though money from her support grant had been allocated for this to happen. To ensure this experience is not repeated, Programme A could provide training for their

mentors ensuring that they are fully aware of the registration process and their role in providing accurate information, support and guidance.

5.8   *Personal Growth*

Throughout the course of writing this thesis I have reflected on the literature, and personal stories, against my role as a registration mentor. The uniqueness of the context within which the provisional registration journey for PRTs in teacher-led ECE services is placed, has for me been made evident, and has caused me to rethink my role as a mentor. For me, it is no longer only about supporting the beginning teacher to reach full registration. I have had to question what being 'fit to teach' actually means, the potential of an advice and guidance programme to bring quality practice into the sector and even, what does the profession which beginning teachers are being inducted into 'look like' and value. The realities of being employed as a fully qualified beginning teacher in a teacher-led ECE centre should not be viewed superficially or without consideration. The transition from pre-service training to employment should neither be under estimated. Taking the time to understand and appreciate the factors which impact upon a beginning teacher, such as the make-up of their teaching team or the level of support they are receiving centre wide, is now something I will endeavour to do with greater awareness. This is not to say that this has never been part of my conscious awareness. It is that I now have a deeper understanding of how these factors impact on a beginning teacher's identity and how their advice and guidance programme should be tailored to reflect this. I have a sense of the vulnerability experienced by a significant number of beginning teachers and the need for support which goes beyond times of observation and feedback. As a beginning teacher, being able to have a mentor who walks along side of you as you traverse through times of uncertainty or difficulty, as well as identifying successes and celebrating professional and personal growth, cannot be underestimated. Therefore, for the mentor being an advocate and having sufficient time allocated to build strong reciprocal relationships between the mentor and PRT is essential.

5.9   *Growth as a researcher and limitations of the study*

When I began this research project my previous research experience was limited to say the least. Drawing from a post graduate research methods paper and with the support of my supervisor I entered into the deep on what can only be described as a vast learning curve. My case study interviews reflected my growing understanding of data collection. Initial interviews were relatively short with the intention of being objective and simply allowing the interviewee to answer my research questions. However, I discovered over time that rich conversations happen outside of these questions and that probing questioning, seeking clarification etc. elicited richer data. Therefore, there are gaps present which if this study was to be repeated, would hopefully be filled.

This thesis is not a comprehensive study of externally provided advice and guidance programmes in teacher-led ECE services as it only involved 6 case study participants from one region of Aotearoa New Zealand. There was also a lower questionnaire return rate than hoped for. Of the initial forty four questionnaires sent out, sixteen participants chose to be part of this study. Therefore, the findings cannot be generalised to all externally provided induction programmes. I acknowledge that the data gathered, in particular from the case studies used, is small in real terms and, therefore, findings should not be generalised. However, the experiences of this study's participants provided an insight into the realities faced by some PRTs in teacher-led ECE centres. The PRTs' successes and challenges were highlighted along with their professional growth, or lack of, evident.

The study was also limited due to the timing of the interviews in the research process, which were spread over a longer period of time than initially planned for. In hindsight, after analysis of the interview transcripts, and realisation that common themes were emerging, a second interview would have been beneficial. A second interview involving all of the case study participants would have provided an opportunity to delve deeper into these emergent issues and would have generated richer and more comparative data. If this study were

to be repeated the voices of the mentors would also provide substance to the overall representation of external induction programmes in teacher-led ECE services.

As a researcher my growth has been substantial. The adage that it is not the destination one arrives at that is the most important thing, but the journey taken to get there, has taken on new meaning. My journey into the field of research is perhaps comparable to that of a beginning teacher entering the full time work place for the first time. I have been able to consolidate prior learning while 'learning on my feet' as I have become immersed in the realities of this craft. While I consider myself still a novice, both my understanding and knowledge of research has grown with the support and guidance of an experienced mentor and has allowed me to grow in confidence and competence. My hope is that the findings of this study will in some small way contribute to the research already conducted surrounding the area of interest.

5.10   Conclusion

The six case study participants, involved in externally provided advice and guidance programmes in teacher-led ECE services, have provided evidence of the complexities of issues beginning teachers face during their early years of professional teaching, while embarking on a journey towards full registration. The case studies have identified that teacher registration cannot be viewed in isolation but is ideally embedded within a collaborative, supportive learning community. The findings of this study support Grudnoff's (2007) research into the transition experiences of beginning primary school teachers, which suggests that the learning community in which the PRT is situated is greatly influential.

This study has identified a range of influencing factors on a beginning teacher's induction success; such as mentor expertise, availability and approachability, and the provision of adequate time and support. The skills and knowledge, such as reflection, required for a beginning teacher to progress sufficiently towards full registration were also identified. This is consistent with the

findings of the *Learning to teach* success case studies, which also identified that the components stated above were present in a successful induction programme (Aitken, et. al., 2008). Contextual factors which influence the effectiveness of an advice and guidance programme include beginning teachers in leadership roles, and the expertise within the teaching team. A further context factor also identified by the NZTC (2010) as essential in an induction programme is that of institutional commitment and support for the induction programme.

The findings indicate that the participants who felt the support from both their mentor and their centre could have been stronger, essentially 'muddled' through the provisional registration process. Cameron (2007, p. 72) states that while registration portfolios "can be both a vehicle for documenting professional growth, and demonstrating achievement of teaching standards, they risk being a collection of documents if the process is insufficiently guided". Without receiving the sufficient guidance required it is difficult to say whether a PRT can be considered 'fit to teach' at the completion of the professional registration period. However, the study does show that when an externally provided induction programme in teacher-led ECE centres contains all of the components, as outlined by the NZTC, then it can be deemed effective in the eyes of its participants.

As Cameron (2007, p. 45) states, "the most important message that emerges from the literature on induction is: it is what teacher are inducted *into* that is crucial". This raises a number of questions; is the teacher-led ECE sector welcoming of beginning teachers, recognising their need for support and guidance?; are policies in place which ensure induction of beginning teachers is viewed as a centre wide priority ensuring the strengthening of teaching within the sector? An effective advice and guidance programme, regardless of whether it is internally or externally provided, must acknowledge the contextual factors which are influential to success.

The findings of this study have given voice to the induction experiences of six beginning teachers in teacher-led ECE services. Induction cannot be viewed in isolation and the findings indicate that there are three components which

influence the beginning teacher's early experiences; the mentor, the immediate professional learning environment and external factors, such as Government policies pertaining to ECE. Consistent with Bronfenbrenner's ecological approach to learning and development all environments within which the individual inhabits must be taken into consideration (Bronfenbrenner, 1979). This study's findings suggest that if the relationship with the mentor is strong then it can support the PRT through the majority of dilemmas faced in the early years of teaching. Where there was evidence of a collaborative and supportive professional learning environment, this was also conducive to an effective induction experience. The findings indicate that where there was a lack of support both with the mentor and within the professional learning environment the beginning teacher's early experiences were difficult; potentially contributing to the attrition rate identified by the NZTC (Cameron, 2007), but also equally concerning, adversely altering the identity of the beginning teacher. Unfortunately, the teacher-led ECE sector is presently powerless to change the direction in which the current Government has deemed appropriate for the sector. Therefore, we are in a situation where we must use 'the cards we are dealt with' well and with wisdom. The sector has the ability to strengthen the role of the mentor and the content of any induction programme provided. The sector also has the ability to reflect on what the profession should look like and make changes to centre policies and practices ensuring that all beginning teachers are protected and provided with the best opportunities possible to consolidate prior learning, and effectively grow and develop as competent and capable teachers.

This study has raised concerns about primary trained teachers who are now able to gain their full teacher registration while employed in an ECE setting. The context of ECE is different to that of primary school and this should be acknowledged within their induction programme. This is particularly true for overseas trained and qualified primary school teachers. The content of their induction programme must not only reflect the context within which they teach, but their level of understanding of the core philosophical beliefs and values which underpin Aotearoa New Zealand's curriculum, *Te Whāriki* (MoE, 1996).

I began with questions about the ability of externally provided advice and guidance programmes in teacher-led ECE services to both meet the guidelines of an induction programme and be effective. The experiences of the participants within this study suggest that this is possible, if all of the components of an effective induction programme are in place. However, the study revealed that the context within which the induction programme is placed, and how it is situated in the political framework, is also greatly influential to eventual success as a beginning teacher.

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Appendix A: Letter to Centre Managers

My name is Lynley Westerbeke and for the past eighteen months I have been working with ……… as a supervising mentor for Provisionally Registered Teachers. I am currently undertaking a research project for my Masters of Education thesis through Waikato University. My thesis supervisor is Dr Sally Peters, her contact details are; email speters@waikato.ac.nz, ph 856 2889 ex 8386

My research is focusing on the Provisional Registration process, in particular external Advice and Guidance programmes, such as the one provided by ……... As Teacher Registration is relatively new for the teacher-led early childhood sector (introduced since 2005) I am interested in finding out from teachers their Provisional Registration experiences and the potential effects and benefits of external mentoring.

I would like to inform you that I will soon be sending out a short questionnaire to all early childhood teachers who have participated in the ……… Provisional Registration Advice and Guidance Programme with ………..

The research will be conducted in two parts. The first involves one short initial questionnaire. Six teachers will then be randomly selected for case studies, from those who indicate that they are interested in participating in the research study. The second part involves completing a further questionnaire and, if the teacher has authorised participation and has been selected, participating in a face-to-face interview which will take about one hour to complete at a time and place suitable for the participant. The project will adhere to the University's ethical guidelines for research, which ensures confidentiality and voluntary participation. Every effort will be made to ensure no teachers or their place of employment will be able to be identified in any published material.

If you have any questions or concerns regarding this research project, please feel free to contact me.

Regards
Lynley Westerbeke

Contact details:
32 Young Street
Claudelands
HAMILTON 3214

email: paulw12@slingshot.co.nz

Appendix B: Introductory letter to participants.

This letter is to ask if you would be interested in participating in a small research project I am undertaking for my Masters of Education thesis. My thesis supervisor is Dr Sally Peters, her contact details are; email speters@waikato.ac.nz, ph 856 2889 ex 8386

My research is focusing on the Provisional Registration process, in particular external Advice and Guidance programmes such as the one provided by ……... As Teacher Registration is relatively new for the teacher-led early childhood sector (introduced since 2005) I am interested in finding out from teachers their Provisional Registration experiences and the potential effects and benefits of external mentoring.

The research will involve one short initial questionnaire (enclosed). If you choose to complete the questionnaire you can decide whether or not you would like to participate in the second part of the research. The second part involves completing a further questionnaire and following that, a small number of people will be randomly selected and invited to participate in a face-to-face interview which will take about one hour to complete. Any information you provide will be confidential. Please be assured that every effort will be made to ensure your name or any identifying features of yourself or your centre will not be included. An electronic copy of the thesis will become widely available, as Masters Theses are required to be lodged in the Australasian Digital Thesis (ADT) database. The project will adhere to the University's ethical guidelines for research, which ensures confidentiality and voluntary participation.

If you agree to participate I will ask you to sign the enclosed consent form that outlines the conditions of participation and my responsibilities as well. Please return the consent form with the completed questionnaire in the stamped addressed envelope provided by _____.

Please feel free to contact me if you have any questions about this research project.

Regards,
 Lynley Westerbeke

32 Young Street
Claudelands
HAMILTON 3214
email: paulw12@slingshot.co.nz

Appendix C: Consent form
(First questionnaire)

I have read the Introductory letter and have had the details of the study explained to me. I understand that I may ask any questions about the research study at any time.
I understand that I have the right to decline any particular question in the questionnaire.

I agree to participate in this study under the conditions set out in the introductory letter.

Signed: _____

Name: _____

Date: _____

Researcher contact details: **Research Supervisor contact details:**
Lynley Westerbeke   Dr. Sally Peters
32 Young Street
Claudelands
HAMILTON 3214

email: paulw12@slingshot.co.nz

Appendix D: First Questionnaire for teachers who have participated in Programme A

Section One: Details of teaching position(s)

1. **Are you currently** *(please tick the one that applies)*

    - ☐ Provisionally Registered
    - ☐ Fully Registered

2. **Prior to becoming Provisionally Registered have you have any ECE teaching experience?**
    (please tick the one that applies)

    - ☐ Yes   ☐ No

3. **If yes, please indicate the length of your ECE teaching experience**
    (tick the one that applies)

    - ☐ up to one year   ☐ One to two years
    - ☐ Two to three years   ☐ Three to four years
    - ☐ Four to five years   ☐ More than five years

4. **What sort of teaching position was your first appointment after being provisionally registered?**
    (tick all that apply)

    - ☐ Permanent
    - ☐ Day relieving
    - ☐ Short-term relieving (2 weeks or less)
    - ☐ Long-term relieving
    - ☐ Full-time (30 hours or more a week)
    - ☐ Half-time or more (15 hours a week or more)
    - ☐ Part-time (less than 15 hours a week)
    - ☐ Supervisory

5. **If you have had more than one teaching position since provisional registration, what is your current teaching position?**
    (tick all that apply)

    - ☐ Permanent
    - ☐ Day relieving
    - ☐ Short-term relieving (2 weeks or less)
    - ☐ Long-term relieving

☐   Full-time (30 hours or more a week)
☐   Half-time or more (15 hours a week or more)
☐   Part-time (less than 15 hours a week)
☐   Supervisory

6.   How many teaching positions have you had since becoming provisionally registered?
(If you are fully registered, indicate the teaching positions you had during provisional registration)

☐ One   ☐ Two   ☐ Three   ☐ Four or more

7.   At any time during your Provisional Registration period have you been employed in a position of responsibility?

☐ Yes   ☐ No

8.   **If you answered yes to question 7, what was your job title** *(e.g Team Leader)*

Section Two: Details of Advice and Guidance Programmes

9.   How many Provisional Registration Advice and Guidance Programmes have you participated in?

☐ One   ☐ Two   ☐ Three   ☐ Four or more

10.   Please indicate the length of time you have spent in each Advice and Guidance Programme and whether you had an internal or external registration supervisor

Advice and Guidance Programme	Internal/External Registration Supervisor	Dates from and to

Section Three: About you

11.   In what sector are you currently teaching? *(please tick one)*

☐   State Kindergarten
☐   Education and care (community based)
☐   Education and care (private)
☐   Home-based ECE service
☐   Other _____

12.   If you are in a centre, is the centre:

☐   Sessional?   ☐   All day?

13.   In what region of the country is your centre/service? *(please tick one)*

☐   Northland   ☐   West Coast
☐   Auckland   ☐   Canterbury
☐   Waikato   ☐   Otago
☐   Bay of Plenty   ☐   Southland
☐   Gisbourne   ☐   Tasman
☐   Hawkes Bay   ☐   Nelson
☐   Taranaki   ☐   Malborough
☐   Manawatu - Wanganui ☐   Chatham Islands
☐   Wellington

14.   Please indicate which ethnic group/s you identify with?

☐   Maori   ☐   Pakeha/European
☐   Pacific Island   ☐   Asian
☐   Other _____

15.   **Please indicate whether you would like to participate further in this research study - involving a second questionnaire and possibly a face to face interview, which will be randomly selected?** *(please tick one)*

☐   Yes   ☐   No

Thank you for your participation

Please return this survey to Lynley Westerbeke in the envelope provided by _____.

Appendix E
Information sheet for interviews

What is this study about?

This research explores the effectiveness of externally provided Advice and Guidance Programmes for Provisionally Registered early childhood teachers. Teacher Registration is relatively new for the early childhood sector (other than State Kindergarten), with Government requirements for teacher registration being phased in as recent as 2005. My research project aims to examine both the requirements of an effective Advice and Guidance Programme for Provisionally Registered early childhood teachers and how the Advice and Guidance Programme both benefits and is understood by people like you.

What am I being asked to do?

I invite you to take part in the second part of this study, which involves you talking about your Provisional Registration experiences. The second part of the study includes (i) completing a second, more in-depth questionnaire and (ii) possibly participating in a face-to-face interview. You can indicate whether you would like to participate solely in the questionnaire or participate both in the questionnaire and the face-to-face-interview. Six teachers will be randomly selected and invited to participate in a face-to-face-interview, from those indicating willingness to participate. The interview will take about one hour to complete and will be organised at a time and place that is suitable for you. I will audio-tape the interview, although you are free to ask for the recorder to be turned off at any time.

What will happen to my information?

I will use the information you give me to analyse what early childhood teachers think about teacher registration Advice and Guidance Programmes, in particular external Advice and Guidance Programmes such as the one offered by…………. The information received will form the data for my Masters thesis. Some brief quotations may be used to illustrate the effectiveness of the Advice and Guidance Programmes you have participated in. Be assured that every effort will be made to ensure no-one will be able to identify you, or your place of employment, in any of this material. A pseudonym will be used when referring to any data contributed by you. A copy of the interview transcript will be sent to you shortly after the interview so that you can read, check and approve the content. At the end of the study, the tape-recordings and written documentation will be securely kept in a box at my home, for a period of at five years and then be destroyed, in accordance with clause 12(1) of the Ethical Conduct in Human Research and Related Activities Regulations 2008. I will send you a summary of my findings at the end of the study. An electronic copy of the thesis will become widely available, as Masters theses are required to be lodged in the Australasian Digital Thesis (ADT) database.

What can I expect from the researcher?

If you decide to participate in this project, the researcher will respect your right to:

• Ask any questions about the study at any time during participation;
• Decline to discuss any particular issue brought up in the interview;
• Withdraw from the study up to one week after receiving the transcript of the interview;
• Provide information on the understanding that your name will not be used;
• Ask for the audio-tape to be turned off at any time during the interview;
• Have a copy of the transcript.

Who can I speak with about my participation in this project?

If you have further questions or concerns, please contact either myself or Dr. Sally Peters (research supervisor) Sally's contact details are below:
Dr. Sally Peter, Department of Human Development and Counselling, School of Education, University of Waikato. Ph: (07) 856 2889 ex 8386. email: speters@waikato.ac.nz

Regards, Lynley Westerbeke   Contact details: 32 Young Street
                                                            Claudelands,   HAMILTON 3214
                                                    email: paulw12@slingshot.co.nz

Appendix F: Second Questionnaire

Please focus on the Advice and Guidance Programme provided by
……………. when answering the following questions.

1. **How familiar were you with the requirements for Teacher Registration when you began the Provisional Registration Process?** *(please tick the one that applies)*

☐ Very familiar ☐ Familiar ☐ Not very familiar ☐ Not familiar at all

2. **How familiar were you with the satisfactory teacher dimensions when you began the provisional registration process?**

☐ Very familiar ☐ Familiar ☐ Not very familiar ☐ Not familiar at all

3. **Has the advice and guidance programme made you more familiar with the satisfactory teacher dimensions?**

☐ Yes ☐ No

4. **If yes, How has it done this?**

_____

_____

_____

_____

_____

Do you strongly agree, agree, neither agree or disagree, disagree or strongly disagree with the following statements? *(please tick the one that applies)*

5. **My mentor supported me towards improving my teaching practice.**

☐ strongly agree ☐ agree ☐ neither agree or disagree ☐ disagree ☐ strongly disagree

6. **My mentor used formative assessment to guide support.**

☐ strongly agree ☐ agree ☐ neither agree or disagree ☐ disagree ☐ strongly disagree

7. **My mentor documented my professional growth over time.**

☐ strongly agree ☐ agree ☐ neither agree or disagree ☐ disagree ☐ strongly disagree

8. My mentor encouraged on-going self assessment and reflection.
☐ strongly agree ☐ agree ☐ neither agree or disagree ☐ disagree ☐ strongly disagree

9. My mentor fostered collaboration among teachers.

☐ strongly agree ☐ agree ☐ neither agree or disagree ☐ disagree ☐ strongly disagree

10. My mentor fostered leadership among teachers.

☐ strongly agree ☐ agree ☐ neither agree or disagree ☐ disagree ☐ strongly disagree

11. My mentor possessed current and relevant educational knowledge.

☐ strongly agree ☐ agree ☐ neither agree or disagree ☐ disagree ☐ strongly disagree

12. My mentor was able to accurately observe and give feedback on my teaching.

☐ strongly agree ☐ agree ☐ neither agree or disagree ☐ disagree ☐ strongly disagree

13. My mentor was enthusiastic.

☐ strongly agree ☐ agree ☐ neither agree or disagree ☐ disagree ☐ strongly disagree

14. My mentor was approachable.

☐ strongly agree ☐ agree ☐ neither agree or disagree ☐ disagree ☐ strongly disagree

15. My mentor provided emotional support.

☐ strongly agree ☐ agree ☐ neither agree or disagree ☐ disagree ☐ strongly disagree

16. My mentor was available whenever I needed to speak with her.

☐ strongly agree ☐ agree ☐ neither agree or disagree ☐ disagree ☐ strongly disagree

17. I am an enthusiastic learner, participating in professional development to improve my knowledge and capabilities as a teacher.

☐ strongly agree ☐ agree ☐ neither agree or disagree ☐ disagree ☐ strongly disagree

18. I work in a collegial and co-operative way with other staff members.

☐ strongly agree ☐ agree ☐ neither agree or disagree ☐ disagree ☐ strongly disagree

19. I accept advice and know when to ask for it

☐ strongly agree ☐ agree ☐ neither agree or disagree ☐ disagree ☐ strongly disagree

20.   **Is there anything else you would like to add?**

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Appendix G: Consent form
(Case studies)

I have read the Information Sheet and I understand what I am agreeing to as a participant.

I understand that my confidentiality will be maintained and that any information I share will only be used for the purpose of the named research study and any presentations or publications that may result from this research.

I understand that I have the right to decline any particular question in the questionnaire.

I have read and understand the Ethical issues identified by the researcher and how these will be dealt with.

I understand that I have the right to withdraw from my participation in the research up until I return the questionnaire and if interviewed, until I have approved and returned my transcript. If I choose to withdraw from the research study before these points I will contact the researcher.

I am willing to be interviewed *(please tick one)*   ☐ Yes   ☐ No

If I agree to be interviewed and I am selected for interview I consent to the face-to-face interview discussions being taped and transcribed and I understand that I have the ability to amend or change anything in the transcript.

Signed: _____

Name (please print):   _____

Date: _____

My preferred pseudonym is: _____

Researcher contact details: **Research Supervisor contact details:**
Lynley Westerbeke   Dr. Sally Peters
32 Young Street   Department of Human Development and Counselling
Claudelands   School of Education
HAMILTON 3214   University of Waikato
                                 Private Bag 3105
                                 HAMILTON 3240

                                 Ph: (07) 856 2889 ex 8386

email: paulw12@slingshot.co.nz   email: speters@waikato.ac.nz

Appendix H: Possible Interview Questions/Prompts

Do you feel that you have been able to "make a difference" in the lives and learning of the children you teach?

Can you tell me more?

Do you feel that teaching has turned out as you have hoped?

Can you explain?

Has the the Provisional Registration Programme assisted you to become better at helping children to become more interested and successful learners?

If yes - how has this happened?   Could you give some examples?
If no   - why do you feel this way?

Has the Provisional Registration Programme encouraged you to look for evidence of the impact of your teaching?

Can you tell me more?

Has the feedback you received through your Provisional Registration Programme helped you to refine and develop your teaching approaches?

If yes - how has this happened?   Could you give some examples?
If no   - why do you feel this way?

Has the feedback you received through the Provisional Registration Programme helped you refine and develop your relationships with learners, parents and caregivers?

If yes - how has this happened?   Could you give some examples?
If no   - why do you feel this way?

Has the Provisional Registration Programme increased your confidence in your ability to teach?

If yes - how has this happened?   Could you give some examples?
If no   - why do you feel this way?

Has the Provisional Registration Programme increased your ability to show initiative, imagination and innovation in your planning and teaching?

If yes - how has this happened?   Could you give some examples?
If no   - why do you feel this way?

Is there anything else you would like to add?