Student Success: How Teacher Mentoring can assist in the development of a Quality Teacher for the Classroom

A Research Project undertaken by David Crickmer during his sabbatical leave, Term 2, 2007.

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Executive Summary

The key areas of mentoring that were observed or discussed were, in order of priority:

- beginning teachers
- new principals
- failing teachers
- Peer-to-Peer mentoring

Peer-to-Peer mentoring did not appear to have been introduced on a national or state basis although there are areas where schools have introduced their own Peer-to-Peer mentoring services. There are also some school districts which have introduced trial Peer-to-Peer mentoring.

A structured training programme for the mentors and on-going support were found to be essential if the mentoring programme was to be successful. If the mentees could attend the mentor training sessions so they were clear as to the expectations and the way things would work, this notably improved the effectiveness of the mentoring programme.

Beginning Teachers

Throughout the world, there is an impending crisis as the number of teachers available does not match the required number of teachers. New Zealand teachers are eagerly sought by countries such as Australia and the UK who can entice them away with higher salaries and better working conditions. New Zealand needs to retain it teachers now and in the future or risk losing its brightest and best teachers to benefit other countries' children.

Structured mentoring programmes for beginning teachers work well with excellent results. Unstructured programmes with no comprehensive training of the mentors are very variable in their delivery and their results.

Ventura County, California, has hard data which demonstrates that the introduction of a planned, developed and supported mentoring programme increased the retention rate of beginning teachers from around 54% to 85%. This new retention figure has remained stable. The same results have been shown by Santa Cruz, California and other school districts where this structured approach has been introduced.

The key is in the training of the mentors and mentees and the on-going clear support and guidelines provided, so everyone is clear about the intentions, objectives and ultimate goal of the programme. The costs of the programme in Ventura are paid for in the money saved in not having to train replacement teachers who would otherwise have been lost to teaching.

New Principals

This is a growing area of mentoring as principalship gets more complex and principals are being appointed at a younger age with less experience than their predecessors in education as a whole.

Where the training of the mentors is structured, so the success of the programme increases as there is less reliance upon individual flair.

Failing Teachers

Failing teachers and mentoring them back to becoming successful teachers raises the dichotomy between mentoring and appraisal. Can the mentor also be the appraiser? Ventura resolved the concern by keeping mentor and appraiser absolutely separate. At the mentoring course in London, no solution to this tension between mentoring and appraisal was developed despite much debate.

This has not been introduced by any country visited on a national or state basis but there are areas where schools have introduced their own Peer-to-Peer mentoring services. Programmes to train the mentors are available and one was attended at the London Centre for Leadership and Learning.

With the provision of a national training centre where the mentoring skills can be taught (similar to the London Centre for Leadership and Learning) Peer-to-Peer mentors can be developed who can then utilise their skills back at their schools and also pass the skills onto others. To preserve consistency, refresher courses would have to be provided - consistency is the key towards success.

Recommendations

1. That a small working party:
    a. Visit Ventura, California to see at first hand their training programme for mentors and its implementation, with an aim to setting up a similar structured programme in New Zealand to develop mentors
    b. Contact Barry Joy and Jan Robertson (ex-Waikato University) at the London Centre for Leadership and Learning to discuss their mentoring programme to see if it can readily be made applicable for experienced teachers
    c. Gather input from John Daresh and Bruce Barnett. Both are practical and Barnett, having worked in Australia, has a feeling for the New Zealand schooling system.

2. As rapidly as possible, establish a structured nation-wide mentoring training system for the mentors of both beginning and experienced teachers with consistent follow-up courses to ensure consistency. These follow up courses could be done during the school holidays with residential courses at local boarding schools.

Prologue

It was a warm Wednesday morning in late summer and a Waitakere Effective Practice/Strengthening Families Committee meeting was in full flow. Representatives from various agencies and Government ministries and departments were present and the topic under discussion was the draft nationwide job specifications for the facilitators.

I was half listening to the discussion when the term 'Clinical Supervision' came up but what was more, it was spoken about with marked enthusiasm. I started to pay close attention. In my experience, clinical supervision and enthusiasm did not go together. Clinical supervision as a structured way of ensuring that teachers were performing to expectations had been introduced to me at a principal's training course in 1982 as In-Class Supervision or ICS. The concept had been further reinforced during post-graduate work I had undertaken towards a Master of Educational Administration a few years later. ICS, or In-Class Support as it also came to be called, had been 'flavour of the month' for some years. It had not been welcomed with enthusiasm by teachers and it earned the unfortunate sobriquet of In-Class Spying.

Clinical Supervision/ICS had proved difficult to implement especially where no non-contact time existed in a school. A senior teacher or a teaching principal would at times have to leave their class unattended or under the supervision of a teacher aide while observing in another teacher's classroom. The vital follow-up discussion after the classroom observations would be delayed until after school or even to another day so losing the immediacy required under the model. The formality of the process also had the potential to have a detrimental affect upon staff relationships, especially in a small school where the role of a principal was more that of a team member than that of a supervisor. (Personal experience and reports gained from other teachers and principals over the years.) I also found that its structured process did not give a true picture as to what was going on in the classroom - there was little

room for the spontaneity of teaching, seizing the teaching moment that is such a hall mark of an exciting learning environment.

Clinical Supervision as it had been originally postulated, had fallen into disuse in many schools or had been modified by individual schools to overcome the objections described above. Yet here at this meeting was a crowd of people, admittedly not teachers, but amongst them representatives from the Police, CYF, the Ministry of Social Development, and private organisations, all of whom I had believed had their feet firmly on the ground, who were now extolling its virtues. It was being discussed with great animation and enthusiasm. I was worried. Who would want to impose this dry and formal process upon our two facilitators? There was another teacher on the committee. We looked at each other in alarm. We both held a similar viewpoint about Clinical Supervision and we started to argue against the idea of having it introduced. A robust discussion developed.

As the discussion evolved so it became clear that we were using the same term but had very diverse definitions as to the meaning of the term. The teachers' model of clinical supervision was clearly not the one held by the others. Their model was far more of a debriefing session, a support session, and, in the case of the Police, almost a counselling session. The aim was to relieve stress and help the employee work more effectively. It was not a formal examination of a planned lesson or activity by a supervisor or senior person. It was in fact mentoring.

The enthusiasm with which they extolled the virtues of their clinical supervision model caught my interest. Here were experienced, highly trained and skilled practitioners in different fields who actively sought out their mentors to discuss the highs and lows of their day, who looked forward to their meetings, and who found the experience so supportive that they could actively and happily discuss what professional development they required to improve their personal standards and work. I

was captivated. This strongly reflective professional attitude was something I would love to see develop within my school and amongst teachers in general.

With this sort of enthusiasm being generated, I wondered whether mentoring could be a key to a number of concerns in education. Could it keep the teachers' enthusiasm going so they did not leave teaching after only a few years of teaching? Could it help develop reflective teachers who actively sought to improve their knowledge, pedagogy and teaching skills? Above all, could it help develop quality teachers who would inspire our children and who would set high personal and professional standards and goals for themselves and their students?

Peer mentoring seemed such an obvious step. It certainly looked most attractive but appearances can be deceptive. I wanted some concrete facts before contemplating its introduction into my school. Further questions arose. How did the mentoring of teachers in New Zealand compare to overseas practice? Has it been shown to help retain young teachers? Has it been shown to retain experienced teachers? Has it been shown to help develop quality teachers? What developments in mentoring are taking place overseas and are these applicable to the New Zealand situation?

I wanted to find out more. I started to do some research.

Background

Today education and teaching are in a state of crisis in New Zealand and around the world. By 2016, the Education International general secretary Fred van Leeuwen stated in a speech to the Australian Education Union conference in Canberra, it is estimated there will be a world wide shortage of 18 million primary school teachers (Reported in: *The Age,* Melbourne, 16 January 2007). Competition between countries, especially between the English speaking countries of the UK, Australia, the USA, and New Zealand will be strong to attract skilled teachers. Will patriotism be enough to retain the skilled teacher numbers found at present in New Zealand or will the siren song of higher pay and better conditions overseas further deplete a dwindling resource? What can be done to retain our New Zealand trained teachers in New Zealand and in teaching?

Many teachers are leaving the profession after only a few years of teaching and despite the numbers of teachers newly graduated from a training institution and becoming fully qualified teachers, the average age of teachers is increasing. In the USA, 9.5% of teachers leave before they complete their first year and nearly 30% leave within 5 years. (Department of Education, Virginia, 2000). In Australia, the *Sun Herald* (02 July 2006) reported that urgent measures were needed to boost teacher retention rates as alarming numbers were due to leave teaching in the next five years. In New Zealand, unofficial reports (discussion with members of NZEI, 2006) indicate that finding experienced teachers willing to take on the role of a senior teacher is becoming increasingly difficult. There are less applicants for principals' positions and beginning teachers have had to be appointed to sole charge positions as there were no suitable applications from fully registered teachers. From personal discussions with new teachers, few see themselves still teaching after four years in the classroom.

Why is this happening and what can be done to stop the loss of these teachers? There is need for immediate action for as Gonzales & Sosa (1993) and Odell & Ferraro (1992) (quoted in O'Mahoney & Matthews) point out, many of those leaving are the most talented and the most gifted of teachers.

Mentoring may well assist in halting this drain of talent from the profession. Indeed, some of the newspaper articles which bemoan the loss of new teachers allude to mentoring as a solution. The *Illawarra Mercury* (14 February 2006) for example, while reporting that too many first year teachers were leaving, also called for more support and mentoring for these teachers to stop this trend. Closer to home, the *New Zealand Herald* (30 September 2004), reported that many beginning teachers were complaining of a lack of support: 'One Year 2 teacher, who declined to be named, told the Herald that after the first year, all ties with mentors and training were often severed, setting teachers adrift and sometimes on the wrong track'.

On 04 February 2007, Oregon*Live.com* carried a report by Jan Silverman (The Associated Press). This report stated that:

> 'States from Oregon to Georgia are considering pouring millions of dollars into mentoring programs for new teachers, aiming to stop many educators from spending just a few years in the classroom before leaving for greener, less taxing pastures. Researchers indicate that as many as 50 percent of teachers nationwide will leave the profession within their first 5 years on the job, fed up and frustrated'

The report went on to point out that the biggest loss of teachers is experienced in the poorer, more urban schools and that the national cost of this teacher turn-over amounts to $US2.2 billion a year. However, the report continues, the introduction of mentoring has been shown to increase the retention rate, especially for beginning teachers. In California where a mentoring programme for beginning teachers is in place in every school district, the retention rate has increased from c.50% to c.84%

according to Liam Goldrick, director of policy for The New Teacher Centre, based at the University of California in Santa Cruz.

Mentoring is not new. As Lowney (1986) explains, the origin of the word goes back to Greek mythology and Homer's epic *The Odyssey*. Odysseus, before he went off to the Trojan War, entrusted his household and his son Telemachus, to Mentor who was a close friend. In the 20 years that Odysseus was away from his home and his wife, Mentor faithfully carried out the task entrusted to him.

A mentor has come to mean an experienced and trusted counsellor. The meaning can be taken further to include in it a person who takes a personal and positive interest in the professional development of an individual while at the same time keeping the relationship at an emotional distance. This partnership of mentor and mentee can be traced back to the relationship between master and apprentice in the Guilds of the Middle Ages and beyond. Mentoring, even without the official terminology, is as old as mankind itself.

Despite the above definitions, what exactly is 'mentoring'? Mentoring is often confused with coaching and the two are sometimes used interchangeably. They are however distinct. Coaching is a sub-set of mentoring. Looking at both mentoring and coaching in the context of teaching and education should assist in clarifying these differences and similarities.

Mentoring is a ***formative*** process.

It is a long term developmental relationship which is focussed upon the mentee, linking together the mentee's individual development, learning, and professional performance so that they become more

focussed. The setting of positive goals by the mentee is encouraged along with personal and professional reflection. O'Mahoney and Matthews (2005) provide the following definition of mentoring;

> 'a personal enhancement strategy through which one person facilitates the development of another by sharing skills, expertise, values and knowledge. It is a long-term, developing relationship which allows the learner to build skills and knowledge while attaining goals for career development.'

Sidney Trubowitz (2004) is more succinct in his definition;

> 'Mentoring is a process of enabling another to act and of building on the mentee's strengths, rather than one of imposing ideas and information from the outside.'

He is however very specific about what a mentor must do;

> 'Mentors must provide support to ...teachers for all aspects of their job, including interacting with parents, finding stimulation from others and working with them to improve education within the school, appreciating their role as members of a professional community, dealing with students, and recognising that teacher activity reaches beyond the narrow confines of the classroom.'

Both Trubowitz and O'Mahoney and Matthews emphasis that mentoring requires trust on both sides and that without this trust, mentoring cannot take place.

Mentoring encourages the development of team players as opposed to the development of individuals. In today's world of education, where the team approach is an increasing part of a school's ethos, this makes mentoring *per se* become an important component of staff development. Mentoring also decreases anxiety. The old adage 'a problem shared is a problem halved' still rings true. Mentoring

permits, in fact encourages, the discussion of concerns and worries - hence the need for absolute trust between mentor and mentee.

Teaching can be an isolated and insecure profession with a teacher interacting effectively with his/her class but finding it difficult to discuss any concerns or problems with other members of staff for fear of appearing to be a failure or of not quite measuring sup to the perceived standards of the others. This is especially so during periods of change and change is the one constant in education. Mentoring overcomes this innate anxiety with its encouragement of discussion and open dialogue. This same process also encourages reflection.

Actions without reflection mean that progress cannot be made. It is only with reflection upon past actions that improvements can be found and new directions and approaches considered and actioned. Mentoring encourages this and it is an important part of the mentoring process.

For all of the above reasons, mentoring is not a summative process. As Lowney points out, the Californian model goes as far as to say that a mentor cannot evaluate other teachers. A mentor builds up a personal relationship with the mentee, a relationship which could be jeopardised if the mentee also knew that their mentor was also their appraiser and that any concerns expressed during the mentoring process could be resurrected in a formal appraisal.

Coaching is a part of mentoring, a sub-set of the mentoring whole. Coaching is however, very specific: it is job focussed, skilled based, and short term. It is carried out on the job. A teacher can be coached in the use of asTTle and how to use it to analyse, for example, the written language results for the class. It is mentoring however that effects a change of teaching practice and philosophy which leads to the development of the quality teaching of written language within the classroom. Both

coaching and mentoring work well together. It is mentoring however that knits the skills learnt from coaching into the educational practice of a quality teacher.

Mentoring in education in New Zealand has been around for a long time. Although it is not a customary part of the on-going support structure of schools it does take place both formally and informally.

The most common form of formal mentoring is the mentoring of a beginning teacher. A tutor teacher is appointed by the school principal to work with a beginning teacher, to oversee their development and to ensure that they have a smooth and fulfilling entry to the profession as a fully registered teacher. This is generally for a two year period although it is most intense in the beginning teacher's first year of teaching. The tutor teacher fulfills the function of a mentor thorough the support and guidance he/she gives to the beginning teacher. It is a task that involves extra work on the part of the tutor teacher which is recognised financially. The training of the tutor teachers is however limited, voluntary, and is not standardised throughout the country. The standard of mentoring, as a result, varies from school to school and tutor teacher to tutor teacher.

A second form of formal mentoring is where a teacher is considered to be 'at risk' and has a teacher appointed to work with him/her. This appointment is more of a supervisory capacity than as a mentor in the true sense of the term although mentoring may take place. There is not the clear cut distinction between the mentoring process and the appraisal process that is found in the Californian education system.

On an informal level, teachers often mentor other teachers on an ad hoc basis be it through friendship, empathy, or a realisation that here was a person who could be/needed to be helped. Despite the

dichotomy between the appraisal and mentoring, in the days of the Department of Education and the Inspectorate, many inspectors mentored teachers to a degree and guided them towards courses or promotional opportunities. Many teachers who were teaching prior the education reforms of 1989 can name the teachers, principals, and inspectors who took an interest in mentoring them as a young teacher and without whose support they would probably not have followed the path in education that they eventually took. The role of the inspectorate has now been lost to education. Other sources of mentoring are, however, still alive and well.

In some schools, formal mentoring has been initiated through the establishment of Quality Learning Circles which encourage teachers to work together. At Bruce McLaren Intermediate these were set up specifically as part of a written language contract and teachers had to be involved. Visits were made by teachers to other teachers' classes to observe the teaching of aspects of written language which was followed by a critique and discussion. It was a form of peer mentoring but a relationship that was not, by some, entered into willingly. Nevertheless, after a few months it was noticed that where a trusting relationship had been established, the concept was spreading to other areas of the curriculum. It was also noted that very professional discussions were taking place during the breaks in the staffroom - teachers were actively discussing concerns, putting forward ideas, sharing successes, and generally working as a team. In discussion with those involved, comments were made of a feeling of greater commitment and rekindled enthusiasm for teaching.

Mentoring may well be answer or at the least part of the answer towards the retention of teachers. It may also help in the development of quality teachers, teachers who enthuse children and encourage them to learn. At this point it may be wise to define another term - a quality teacher.

For the purposes of this paper, quality teachers are teachers who have an on-going desire for their students to achieve excellence and who continuously seek self-improvement in order to achieve this goal. The standards set by the teachers are high both for their students and for themselves. Second best will not do. This requires the teachers to reflect consistently upon their practice, continually looking for ways to improve so the children are actively interested in what is being taught and gain the greatest benefit from their lessons. They set personal and professional goals for themselves so they always have targets towards which to aim. They are flexible, think on their feet, and are spontaneous - grasping the teachable moment and running with it even if it means the class conducting a science investigation when it is timetabled to do something else. Perhaps above all, they have a sense of confidence in themselves and in the ability of the children they are teaching. High expectations lead to high achievements. As one teacher put it 'Children give you what you expect of them, no more and often less. The higher you set the goals, the higher will be the achievements. Correspondingly, the lower your expectations, the lower the children's achievements'.

Activities Undertaken (Methodology)

The thesis of this research was the proposition that mentoring assists in the retention of teachers, and the development of quality teachers and quality teaching programmes. The rationale behind this be summed up as follows:

- When a beginning teacher is enthused about their work knowing that they are following the correct procedures for their school, that great results are being obtained, and that a difference is being made for their students, then that teacher is more likely to want to remain in teaching and education.
- Quality teaching is the key to student educational success as it generates quality learning programmes. However, the transformation of a classroom teacher into a quality classroom teacher is not an automatic progression. It cannot be regulated by decree. It cannot be proscribed. It can however be developed and nurtured.

The present annual appraisal of teachers in New Zealand against the Professional Standards is not sufficient in itself to ensure every teacher becomes a teacher of excellence. On-going professional reflection and reflective feedback must take place. In-depth professional discussion undertaken with a trusted mentor and with whom progress towards clear personal and professional achievement goals can be planned and plotted would help this process. Trust is essential if the teacher is to reflect in-depth upon his/her teaching successes as well as the failures, and look for the underlying causes of both.

Mentoring was thus perceived to be the key and it was mentoring that I wanted to research.

Mentoring is established in the USA and becoming established in the UK. I wanted to see how successful it was proving in developing quality teachers, the views of those involved on mentoring, what training was undertaken and, if possible, take part in a training course myself.

The Research Questions

- What is presently in place in the USA and England to ensure quality education is being delivered:
  - The official appraisal process? (akin the New Zealand Professional Standards)
  - The unofficial processes?

- What training is provided for the introduction of the mentoring of experienced teachers in the USA and England:
  - For the schools?
  - For the teachers?

- What are the views about the process from those involved in the mentoring of experienced teachers and how are any concerns being addressed from:
  - The schools?
  - The teachers?

- How effective is the mentoring of experienced teachers in delivering quality education in the eyes of:
  - The schools?
  - The teachers?
  - The Offices of Education in the USA?
  - OFSTED in the UK?
- Would the mentoring of experienced teachers be of benefit to Bruce McLaren Intermediate School and/or the New Zealand Education system?

Visit/Research Programme Outline

Initial research was undertaken via the internet and email to locate the best examples of:

- Mentoring training
- Mentoring introduction
- Mentoring in action

The aims behind the research programme were to see:

- Mentoring
  - how teachers are trained to be mentors
  - how the mentoring process is introduced to a school
  - the success of the mentoring once it has become part of the school culture.
- Quality Teacher Development
  - whether or not the research is correct when it shows that mentoring
    - increases job satisfaction and that as a result it encourages teachers to stay in the profession
    - develops teachers into quality teachers.

The planned visits will be to:

- study a well established mentoring programmes in action in schools and to establish the extent to which it produces quality classroom teachers and programmes
- discuss mentoring, its advantages and disadvantages with the relevant academic theorists
- discuss mentoring, its advantages and disadvantages with those who are involved in the process. In other words, hearing what those at the 'sharp end' have to say about the process.

The United States of America (where mentoring is established)

Engagement with:

- Through the University of Hawaii, Department of Education, two schools in Honolulu:
  - Maryknoll School (Grade School Division) Principal: Paul O'Brien
  - Washington Middle School Principal: Michael Harano

- The Ventura County Office of Education, California.
  - California was one of the first states to set up state-supported work in mentoring after the Hughes-Hart Education Reform Act of 1983.
  - Ventura County was selected as it has an ethnic and social diversity comparable in many ways to that found in Waitakere City and Greater Auckland. It is also noted for the work that has been done by the County Office of Education in mentoring.

- Dr John Daresh and Dr Bruce Barnett from the University of Texas (El Paso and San Antonio campuses respectively). Both have worked extensively in mentoring.
  - John Daresh is at present working in Chicago, the third largest school district in the USA, looking at the mentoring of principals. He has written a number of books upon and conducted research into, mentoring.
  - Bruce has worked on mentoring in Victoria, Australia, and in collaboration with Dr Gary O'Mahoney written a number of books relating to mentoring and the improvement of schools.

- Barry Sweeny in Chicago who has been involved in the development of mentoring programmes since 1986 when he did the research to set up a mentoring programme in 1987 as part of a teachers' settlement with the Board of Education. This was later followed by his

taking up the position of staff development officer for an area of 343 schools. After six years he set up his own business to develop high performance mentoring to improve teaching practice and student results.

Great Britain (where mentoring is in the process of being established).

Engagement with:

- The Training and Development Agency (TDA) which is part of DFES. (On the recommendation of OFSTED)
  - Jeff Cull

- Dr Barry Joy and Dr Jan Robertson (ex Waikato University) of the London Centre for Leadership and Learning

- Attendance at an open course on mentor training at the London Centre for Leadership and Learning

- Saffron Walden County High (Essex) Principal: John Hartley

Findings

In the USA and in England and Wales, as in New Zealand, all teachers are expected to meet set criteria before they were registered as fully trained teachers. In the USA, these criteria vary from state to state with the result that a teacher certified as a full teacher in California, for example, would not be accepted as full teacher in Texas until he/she had shown they could meet the competencies set down for Texas. There was little movement of teachers across states as a result.

In England and Wales, once qualified as a teacher, that teacher could teach anywhere in England and Wales. An identical procedure is found in New Zealand.

From the onset of research it became clear that the trends noted in the media regarding the problems of teacher retention and the loss of teachers to the profession is a world wide concern. How this concern was addressed varied from area to area and in the effectiveness of the process.

It was common to all three countries however, that mentoring was part of the process. Mentoring was being introduced, or had been introduced, to assist the beginning teacher meet the necessary criteria and become a fully registered teacher. There were many common features in the theoretical approaches to mentoring but much variation in the practical applications.

Mentoring in the main was primarily concerned with the mentoring of beginning teachers. There was also discussion about the mentoring of new principals, of teachers 'at risk' (failing teachers), experienced teachers who have moved to a new school to help them learn 'how things work around here'. There was a little discussion about the on-going mentoring of teachers to assist them to become better teachers and so provide the children with a higher quality education. The main emphasis was upon beginning teachers, new principals, and teachers at risk.

An exception to this was found in the work of Barry Joy and the mentoring course at the London Centre of Leadership and Development, and also with Barry Sweeny (Chicago). Sweeny established his own business which was concerned with high performance mentoring with the aims of improving teaching practice and student results.

The approach found in the USA where mentoring has been established for a number of years was practical and pragmatic. The training courses were structured and the expectations clear to all involved.

Addressing the concerns in the USA

Within the USA, there are thousands of discrete school districts. In the greater San Antonio area for example, there are 14 school districts and in the State of Texas around 1000. Each school district is independent and makes it's own decisions. An example of this is the degree to which the *No Child Left Behind* government initiative promulgated by President Bush has been taken up across the USA. This initiative has not been taken up by every school district in the country and amongst those districts which have taken up the initiative and the associated extra federal educational funding; some are now considering opting out of the scheme due to the pressures on both teachers and students while others are considering opting in. The school districts cannot be mandated to take up the initiative by the federal government.

The salaries paid to teachers are not on a national scale and vary from State to State. Within each school district, the salaries can also vary from area to area. Those teachers who choose to teach in a less desirable area, for example Oxnard in Ventura County, are paid an incentive to teach in that area. This financial incentive is not available those teachers in the areas seen as more desirable. (In England this is akin to the London Allowance paid to teachers who work in London with the associated higher

cost of living). This salary incentive has however often not proved to be enough to attract the necessary numbers of teachers to the less desirable areas and other methods such as mentoring have been introduced as a result. In the same way, the London Allowance is not enough in itself to attract native trained teachers to work in London with the result that the inner London schools are 'held together by teachers from New Zealand, Australia, and South Africa' (Discussion with principals in London).

In Honolulu, Hawaii, there had been concern at the loss of beginning teachers to the profession - the attrition rate had been high. A state initiated programme to mentor beginning teachers had been put in place and had proven to be successful. The loss of young teachers was reduced and greater satisfaction with teaching as a whole was reported. However educational cuts needed to be made and funding was removed from this mentoring programme although it could continue on a voluntary basis. It was reported (personal communication) that by 2007 the whole programme had quietly died and the expressed dissatisfaction with teaching from the beginning teachers was once again increasing along with the rate of attrition.

In Ventura County, California, the same concerns had been expressed by the Office of Education regarding the retention of beginning teachers. The on-going retention rate of beginning teachers was between 50% to 54%. Up until the mid-1990s, this loss rate had been assuaged by new teachers entering the profession, nevertheless it was considered to be an unacceptably high rate of attrition.

A Beginning Teacher Support and Assessment Programme (BTSA) was instigated. After a successful trial it was implemented in its present form in 2003 and has made a dramatic positive impact upon the teacher retention figures which have moved from 54% to 85%. Over the past two years, Ventura has

developed the programme further. The book *Mentoring Matters* (2003), which was produced with the implementation of the programme, is now in its second edition.

So impressive was this improvement that when cutbacks had to be introduced to the funding of education in California, the BTSA programme was maintained at the instigation of the state treasury as it was saving the state money. The costs involved in the running of the programme were less than the costs involved in training the replacement teachers that would be required if the programme was to be abandoned.

In 2005, a State Survey was undertaken to study teacher retention in California (Futernick, 2007). 220 teachers who had decided to leave teaching were surveyed together with 235 who had decided to remain in teaching. The results showed that for those who decided to remain in teaching it mattered 'a lot' for 63.8% of them that they had close professional relationships with other members of the staff. For beginning teachers, 51.9% reported that the mentoring and support programme mattered 'a lot' in their decision to stay in teaching. (To see the significance of this figure it needs to be appreciated that the highest rating reported reached 68.5% support.)

David Simmons (Director - Teacher Support Services Ventura County Office of Education) placed a great deal of emphasis upon the collection and collation of data to provide empirical evidence of the success of the mentoring programme and give guidance for changes or developments that needed to be made. This data clearly showed the success of the programme and its approval rating within the profession. It was this data that enabled the programme to receive the necessary funding to continue despite the educational cuts in California.

One aspect of the Ventura County Office of Education that was most impressive was the cohesive way in which the various departments worked so well together. There were common goals to achieve: excellence in education and to train and retain teachers of quality. The mentoring programme, the written resources, and the on-going research into the success or otherwise of the mentoring work in the schools all knitted together seamlessly. Practitioners were brought in to be part of the organising team to keep everyone's feet firmly on the ground. The interchange of ideas was free and uninhibited. It was not a large team, but the team and the results it achieved were most impressive.

In Santa Cruz (San Francisco), the New Teacher Centre has been established. The programme if very similar to that of Ventura and the results achieved are also similar - a retention rate as high as 95% against a national retention rate of nearly 50%.

The aims of The New Teacher Centre are summed up on its website (www.newteachercenter.org):

> *The NTC rests its foundation upon the Santa Cruz New Teacher Project (SCNTP), established in 1988, as a systematic, mentor-based teacher induction model. In working with new teachers and, more recently, new principals, the NTC induction programs help novices not only to survive their early years, but to emerge as confident, skilled professionals. The NTC's unique induction model helps novice educators maintain a strategic focus on student learning and classroom instruction with the guidance of highly trained and supported mentors. The NTC works with new and veteran educators, researchers, and policy makers to support the development of strong induction models by providing resources and programs that address effective mentoring and supervision practices, issues of equity, using student data to improve instruction, and strategies for meeting the needs of English Language Learners.*

Our ultimate goal and vision is that as beginning teachers exit their induction programs, they ..... value and know how to use effective assessment practices in their classrooms. .... that they see the collaborative aspects of their induction period as central to their becoming an outstanding teacher and that they seek ways to support their school sites in being true learning communities.

The New Teacher Centre is involved in numerous local, state, and national partnerships throughout the USA as well as conducting research relating to mentoring of both beginning teachers and principals. Here, perhaps is the genesis of a national programme for the whole of the USA.

Despite the proven success of the programme in Ventura and the progress being made by the New Teacher Centre in Santa Cruz in developing partnerships, there is much variation in the mentoring of teachers. As John Daresh and Bruce Barnett (personal communication) related, a state will mandate that a programme for beginning teachers will be set up and the great majority of states have something in place but 'it is driven from the heart rather than the head'. Resources are uneven and there is great variation between and within states.

In Texas, for example, it is mandated that every new teacher is to have a mentor. This is however an unfunded mandate so the implementation of the programme varies greatly as it is up to the individual school districts to implement the programme. Initially, mentors were paid a stipend of $US2000 but this, as in Hawaii, had been lost with a resultant decline in volunteers to become mentors. There is a great loss of teachers in Texas especially amongst those who have alternative paths to follow due to their qualifications eg engineers.

To help overcome this loss of teachers, salary incentives are used to attract teachers where there are serious shortages - bilingual education, science, and mathematics. This incentive can be as high as $US5000.

In Chicago - the third largest school district in the USA with more than 440,000 students in over 700 school buildings - it had been noted that there was a decline in the popularity of becoming a principal caused by the increased administration demands, 'greater stress, pressure, longer hours, and a higher degree of conflict than teaching' (Cunat and Daresh, 2007). The decline in the salary differential between the administrator and the classroom teacher making the move to becoming a principal less financially attractive also contributed towards this trend. There was a struggle, not only in Chicago but nationally, to find individuals willing to take on these challenges. In Chicago, this issue was 'reaching a crises point'. (Personal communication).

A solution was the Effective Leaders Improve Schools (ELIS) Project which was launched with a grant from the United States Department of Education along with funding from the City of Chicago and private foundations. The mentoring of beginning principals in Chicago public schools was a facet of ELIS and the success or otherwise of this programme was researched by Mary Cunat and John Daresh.

In their report, Cunat and Daresh reported that the beginning teachers clearly found mentoring had 'been an important ingredient in their professional formation and development'. One down side that was reported was that both mentors and mentees wished that there had been more free time so that they could meet more frequently as both found the process stimulating, interesting and worthwhile. The mentors, incidently, were paid an extra $US2400 for taking on this position and also received training before they could take up the position.

Bruce Barnett had worked in Australia on mentoring as well as in the USA. One of his findings in Australia is strongly supported by both John Daresh and Barry Sweeny: mentors needed to be trained before they could take up their positions. Barnett also commented (personal discussion) that the best model was training both the mentor and the mentee so they understood the process clearly. It is the more expensive of the various models but 'it remains the best value for money'. This was the model taken on by Venture County Office of Education.

Addressing the concerns in England

It had been hoped to meet with officials from OFSTED to discuss the research questions. OFSTED however passed the query onto the TDA (Training and Development Agency). The TDA is a non-departmental government body and is effectively an operational body of the DFES. As such it had been given a remit to develop Continuing Professional Development which contains a mentoring component. A national framework for mentoring had been developed but further development had been 'put on the back burner' as there were more pressing remits to be considered.

Teacher retention England and Wales by the end of the third year of teaching was slightly higher than the figures in the USA although this may be due to the USA looking at a longer period of service - up to five years. Nevertheless, the retention rate at the end of three years of teaching in England and Wales was between 60% and 70%. The loss of teachers was reportedly due to stress. (Personal communication - Jeff Cull. TDA.)

A big difference between the USA, New Zealand, and England and Wales emerged however in the expectations of how long a teacher would remain in the profession. It was reported that in England it was expected that teachers would stay in teaching for 3 to 5 years and then move to another occupation. This loss of teachers would be rectified by newly trained teachers many of whom would

be taking up teaching as a second or third occupation change. This was in direct contrast to the USA expectations where teaching was still considered to be a long term career choice.

New teachers in England have three terms of induction (1 year) after which they have to meet set criteria. It was reported that around 100 fail to meet this criteria of which around 35 would appeal the decision with a number having their period of induction increased as a result of their appeal.

A new performance management scheme is in the process of being promulgated which would have an induction period of 1 to 6 years and an insistence upon the teacher being open to mentoring/coaching. Mentoring/coaching is still at a research stage and is one of the areas to be reviewed for the 2007/2008 financial year. Once the data has been reviewed, a policy can be developed. Currently, a teacher has to be approved as meeting the professional standards before moving to the upper pay scale - this is similar to the New Zealand system whereby a teacher has to meet the professional standards each year if they are to move up a salary step.

As with the USA, there was no national standard approach to mentoring. Mentoring is encouraged but it is up to the individual school/local authorities as to whether or not it actually takes place. There is a research framework relating to mentoring/coaching but this has not been taken up nationally and is reported as being difficult to access - 'clumsy' was the word used - and not easy for a teacher to understand. Many schools have put in place systems that work for them. When a workshop was run by the TDA, it was found that only one school was actually following the national coaching framework.

Beginning teachers do have an 'induction tutor' who monitors that the teacher is reaching the professional standards to become a fully registered teacher. This has proved to be successful although

it is not a mentoring programme *per se*. Examples of good practice are identified and a show case of these made through case studies.

An initiative from the TDA is bringing together groups to explore, for example, effective practice. There are 150 Local Education Authorities (LEA) each with an induction co-ordinator who meet with the TDA twice a year. The focus of these meetings is upon such matters as the LEA quality assurance role in meeting statutory requirements for induction.

John Hartley, Principal of Saffron Walden County High School, Essex, provided a viewpoint from the 'chalk face'. Saffron Walden County High is recognised as one of the top high-performing schools in Essex. It is sought after by teachers who wish to work at the school and who also want to live in the increasingly desirable Saffron Walden area. Despite this there is an annual turn-over of staff of 15% - 20%, a turn over which Hartley would like to see reduced to 10%. This could be achieved he believes, through a stronger mentoring programme although this may not address some of the reasons for teachers leaving - married women following their husbands to new locales, high performing teachers leaving for promotional reasons, and the general mobile shifting professional population of the area.

Within the school there is a teacher training programme for graduate teachers which is run with other secondary schools in the area. The standard of professional development is high and there is also a leadership development programme. New beginning teachers are not too difficult to obtain as the school has close links with Cambridge University College of Education and is a teaching practice school. This enables the school to tap on the shoulder those training teachers who show exemplary promise and offer them a teaching position - a practice not unknown in New Zealand!

As pointed out by TDA, new teachers are provided with a mentor. At Saffron Walden County High these mentors are given extra release time (3 hours a week) to work with the beginning teacher, to prepare for meetings etc. The mentors are trained within the school although at times an outside agency is used. The new teachers are also provided with a reduced timetable to reduce the initial stress of a teaching position and are give a Year 2 buddy who acts as a professional friend - extra release time is also provided for the buddy. Each week, there is a school-wide induction programme which consists of a session with a senior member of staff giving an idea of 'how things work around here'.

The mentoring process at Saffron Walden County High while impressive was unique to that school. It was not part of a national strategy and the use of teaching resources had to borne by the school. The success of the programme could be determined by the success of getting the new teachers registered as fully registered teachers together with subjective comments on the process through a regular staff attitude survey. Teachers, Hartley reported, wanted to stay in the profession because of a sense of commitment (a vocation), and for the enjoyment of the job. Pay did have a bearing upon retention, with a teacher earning £35,000 a year after 10 years teaching and not taking on any extra responsibilities, as did excellent professional development, the holidays, and the social side of school staff life.

Effective teachers were effective because of their training and their prioritisation. They were not effective as a result of the LEA or national initiatives. All the initiatives at Saffron Walden were internally driven, or driven by the local cluster of schools. Hartley is the main instigator of both and is to be commended.

Mentor Training

As would be expected there are different approaches to the training of mentors but there is one aspect upon which all agree: mentors do need to be trained. This can be a formal, pragmatic approach to the training as was seen in the USA or it can be a more theoretical approach as seen in England. Despite these minor differences in approach, there are common threads:

- mentoring is a constructive rather than an instructive process
- mentoring and appraisal are to be kept apart
- there must be a rapport between the mentor and the mentee
- the mentor and mentee must be matched in their learning styles
- mentoring must never lose sight of the ultimate goal of enhancing the students' education and learning
- the mentor does not provide solutions but rather asks clarifying questions which help the mentee come up with his/her own solutions
- opportunities are provided to enable the mentee to make informed decisions and to articulate these clearly to others
- the mentor focuses upon the mentee's strengths, not his/her weaknesses
- the mentor shows his/her respect for the mentee
- there is no room for collusion, manipulation, or cloning.

Whitmore (quoted in Joy, B. 2006) suggests the following qualities being essential for a mentor: patient, detached, supportive, interested, good listener, perceptive, aware, self-aware, attentive, retentive, technical expertise, knowledge, experience, credibility, and authority. As Joy points out, most, if not all of these can be learned and developed.

A developmental model of mentoring

Pollard's (quoted in Joy, B. 2006) 4-stage developmental model of mentoring provides a good foundation for a training programme giving the various stages through which the mentor and mentee have to go.

	Beginning Teaching	*Supervised Teaching*	*Teaching to Learning*	*Reflective Teaching*
Stage of development	Survival	Recognising difficulties	Hitting the plateau	Moving on
Focus of student learning	Rules, rituals, routines and estab. authority	Teaching competencies	Understanding pupil learning and developing effective teaching	Taking control and developing professionalism
Key role of mentor	Providing models of effective practice	As trainers providing focussed advice and instruction	As critical friends providing constructive critique for development	As co-enquirers joining together in aspects of prof. development
Mentoring strategies	Student observation focussed on class routines and teacher techniques	Focussed observation by mentee combined with structured observation of the mentee and feedback	Focussed observation by and structured observation of the trainee. Re-examination of lesson planning	Partnerships in teaching and supervision

Mentoring is a powerful and useful tool in helping the teachers develop professionally. The research and reports all indicate that it is not only the mentee who benefits from the mentoring process, so does the mentor. For the mentor to most effective, expert mentoring and training is required to train the mentor. Barry Sweeny stated that it took him some years before he started getting everything together to bring the training of the mentors to the standard he wanted to achieve.

The pragmatic approach used in California is a very effective training method. With both the mentor and the mentee training together everything is clear to both and the expectations are similar. That down time when the mentor and mentee are getting to know each other and building up a working rapport is accordingly reduced. There will however come a time when the mentor would know the training process only too well and to continue with the training would lead to boredom. There would

then have to be a concerted effort made in the training programme to ensure that the programme provided for the mentees did not deviate in substance from the programme provided in the past for the mentors. Any big differences would mean a return of the mentors to the programme so once more everyone knew what was expected.

The Mentoring-Coaching Programme attended was an Open Course at the London Centre for Leadership in Learning, Institute of Education, University of London. It was a three day programme consisting of a two day course with a follow up day four months later. The course was designed by Barry Joy, Head of Mentoring and Coaching, at the London Centre for Leadership and Learning.

The course itself was most rewarding and interesting.

This was a course that dealt with process not input and in as much differed from the approach taken by John Daresh and Ventura County Office of Education where the emphasis lay upon what was needed to be known. As Joy put it (personal communication) he (Joy) concentrates on what you do know and what are the implications of this knowledge. He believes that every mentor must have a personal philosophy as to why mentoring is so essential as this will help in articulating their way towards their own clarity and coherence. Know yourself first and then you can help others.

Barry Sweeny has developed a Peer-to-Peer mentoring programme. He made the point that:

> *Research shows that implementing new strategies and knowledge is not a fertile ground for risk-taking, growth or learning. Only when coaching and mentoring are provided is it reasonable to expect that teachers will be able to adapt, adopt, and master the new strategies they have learnt in training .... and student success increases.*

This concurs with the observations made at Bruce McLaren Intermediate School with the involvement of the staff with the Ministry of Education's Written Language Contract. Once Peer-to-Peer mentoring had been established so the teachers were supporting each other, real progress was made in the adoption of the new techniques being taught and the subsequent substantial improvement in the students' results.

Implications

The predominant thrust of all the mentoring that was observed or discussed was concerned with the development of beginning teachers. The next observed priority was the mentoring of new principals and, to a lesser extent, teachers who were failing - the former is however increasing in priority as research continues to show the key position within a school that is held by a principal. The mentoring of experienced teachers into become more effective teachers delivering Quality Learning to their students was, however, an area which currently appears not to be considered for development/training to any great extent. The mentoring of teachers in transition - moving to a new school, position, department - also did not have a high profile.

The probably cause for this lack of balance would be the need to prioritise the use of scarce resources. The loss of beginning teachers prior to the introduction of mentoring, to continue using the Ventura example, was horrendous. Money was actually saved by the mentoring programme. It is cheaper to retain beginning teachers than to replace them with new beginning teachers. Similar examples can be found in the literature, for example Santa Cruz.

Support for beginning teachers in New Zealand is on a national basis. Release time (0.2 FTTE in Year 1 and 0.1FTTE in Year 2) is made available for the school to use to assist the beginning teacher in the ways best suited to both school and beginning teacher. A mentor teacher is also appointed to a beginning teacher by the principal and receives extra remuneration as a result - not much, but enough to make the mentor realise that what they are doing is important and that the extra time the mentor gives up for mentoring is appreciated. There however, the consistency ceases.

Some schools give the 0.2 FTTE component directly to the beginning teacher who has a day's release (or two half days) a week. Other schools use the 0.2 as part of the overall staffing component and

employ extra staff to work with classes - beginning teacher support is then provided as an extra or takes place outside the school hours. Other schools use the component as part of an on-going training programme for the beginning teacher (Discussions with other principals). There is no overall structure, it being left to the needs of each school as determined by the principal.

The training of the tutor teachers is voluntary and the training itself can vary. This has been clearly enunciated in the recent 'Research News' from the Teachers Council *(Mo Nga Kaiwhakaaks Teachers 07,* 2007) which quotes the findings from the NZCER research report, *Learning to Teach: A Survey of Provisionally Registered Teachers in Aotoeroa New Zealand'* which was launched in July 2007. Although there were:

> *many good practices experienced by the Provisionally Registered Teachers in the study .... also the finding that significant numbers of them did not enjoy good quality advice and guidance.*

The article in 'Research News' goes on to say:

> *A particular area of concern that emerged from the workshop discussions... was the large number of newly qualified teacher who are not receiving intensive, sustained support from a skilled mentor. Previous research* (including Cameron, 2007) *indicates that trained and skilled mentors are fundamental to the success of induction programmes. (Mo Nga Kaiwhakaaks Teachers 07,* 2007. Research News).

The latter point *that trained and skilled mentors are fundamental to the success of induction programmes* is perhaps one of the key areas of failure of the induction programme of beginning teachers in New Zealand. There is no consistency in the training (which as stated earlier is voluntary), the training, which covers a day, is not sufficient to develop skilled mentors, and there is no follow-up to the training to ensure consistency amongst those who have undertaken the training. In the light of

these failings, that there is a great variation between and within schools regarding the quality of the training programme for beginning teachers is not really an unexpected result. The basic framework is however in place and New Zealand beginning teachers are better off than those in Hawaii, where the beginning teacher induction programme is no longer supported financially and has withered on the vine.

The mentoring of principals is receiving an increasing amount of attention and the associated research (eg Cunat and Daresh, 2007). This research indicates that the mentoring programmes are proving to be successful. The introduction of the mentoring of new principals can possibly be attributed to the increase in the number of new principals being appointed who are younger and who have not had the depth of experience that previous principals enjoyed, and also to the increase in complexity of a principal's job (Personal communication with principals overseas and in New Zealand).

Using examples from New Zealand. The decreasing age and/or lack of experience of principal appointees is best illustrated by noting that first year beginning teachers have been appointed to the principalship of some rural single teacher schools due to the dearth of candidates for these positions (Personal communication, NZEI). Principals are also being appointed who have not the width of educational experience which in the primary service used to be attained through a move to another school when moving to a more senior position. This enabled those moving up the promotional ladder to experience different schools and leadership styles. Today appointments to more senior positions are often internal and it is quite possible for a teacher to spend their entire career at one school commencing as a beginning teacher and concluding as the principal.

Mentoring is a very efficacious way of working with the newly appointed principals and helping them to master their new position. New principals in New Zealand, with whom their mentoring programme

has been discussed, speak most enthusiastically about the support they received and confidence they gained as a result of their mentoring. It appears from oral reports that whereas prior to the introduction of the principals' mentoring scheme, many new principals were having difficulties which were detrimentally reflected in their schools, since the scheme's introduction this number has now much reduced.

Some of the questions that were raised regarding the mentoring programme for beginning teachers in New Zealand do however also relate to this mentoring programme. Does the training develop skilled mentors? Are the training programmes sufficiently in-depth to develop the skills required for successful mentoring? Is there a follow up to ensure consistency or once trained, is that it?

The main line of enquiry of the research project was the mentoring of experienced teachers to enable them to become effective teachers (Quality Teachers) delivering Quality Learning to their students.

When discussed it was generally agreed that such an approach would be of great benefit for teachers and students but it was not yet considered to be a priority. John Daresh and Bruce Barnett did discuss mentoring in these terms and saw real possibilities in this approach in encouraging teachers to continue in the profession by alleviating burn-out and boredom and revitalising valuable and experienced teachers. This approach was also supported by Barry Sweeny and the mentoring programme attended at the London Centre for Leadership and Learning. The concerns about such a programme revolved around cost, time, and priorities.

The general consensus was that the priorities were: the mentoring of beginning teachers, beginning principals, and failing teachers. Any other areas such as the development of teachers, or assisting in transition, were areas which were considered to be part of a school's staff development programme.

For a mentoring programme which develops a teacher into a teacher of quality to be introduced to a school, there would be a commitment for release time for both the mentor and mentee. There would also need to be a commitment to a mentor training programme. A mentor may have a number of mentees, it may be a one to one ratio - irrespective, the release time involved would cost in teacher salaries to cover the release required. To date, the mentoring of experienced teachers to become quality teachers, i.e. those who consistently deliver quality programmes to the children in their class(es) is not seen as having high enough priority so justifying the increase in Vote: Education. It does not have the same priority status either in New Zealand or overseas as does the mentoring of beginning teachers or beginning principals.

This returns the concern to the school and here some interesting developments were discussed. At Saffron Walden County High School mentors are trained within the school or by an outside agency. The school is also part of a cluster of two secondary schools and 9 primary schools which provides a certain amount of weight when their funding allocation is combined, funding which can be used for training purposes.

Within the school, John Hartley pairs up beginning teachers with a Year 2 teacher as a professional friend. This 'friend' in turn is given extra release time to work with the Year 1 teacher. Such a scheme, when applied to facilitating the mentoring of experienced teachers, could work in any school. It would require some timetabling shifts and, in primary schools, some funding to enable release to take place but this would not be an impossible task. The development of an experienced teacher into a quality teacher is part of professional development and if this was a declared priority in a school, then the funding would come from that budget.

Another approach was found in the mentoring course attended. The Mentoring-Coaching course run by the London Centre for Leadership in Learning was a course which developed the mentoring skills for the introduction of mentoring into a school successfully. This mentoring could be to develop teachers into teachers of quality, to help teachers who are failing, to mentor those who have just taken on new senior management positions. It enabled a school to become a separate entity and not be dependent upon an outside agency.

The two approaches discussed are not mutually exclusive - one can build on the other. The course sets the foundations, the school builds from there with returns to the course to keep things consistent and on track. Barry Sweeny employed a similar model.

When the mentoring programme which Sweeny had researched and developed was implemented in 1987 it was found that the Guide Teachers (as they were known), who were used for orientation and facilitating any first experiences being undertaken by a teacher, were providing all the support needed for teachers with 2+ years teaching experience. The programme as it developed, introduced regular meetings between Sweeny and the mentors to keep everything together - these meetings were initially every month but later reduced to four a year - and ensured the consistent approach which is such a necessary part of this programme. Over the years, Sweeny developed his programme to reach the Peer-to-Peer mentoring described earlier.

The mentoring of failing teachers brings to light a dichotomy within mentoring, a dichotomy that reverberated throughout the mentoring course that was attended in London and that was discussed at length in Ventura. This was the mentor holding the dual role of mentor and appraisal. Barry Sweeny saw a way through this dilemma with his Peer-to-Peer mentoring with the mentee becoming more self-critical and reflective. The mentoring course considered that when mentoring and appraisal work well

together, Utopia has been achieved. Utopia is however seldom achieved or if it is achieved, did not remain in a stable condition at a school as other variables come into play. The solution from Ventura was to keep the two arenas of mentoring and appraisal distinct and discrete.

This dilemma is one that is solved as a teacher becomes more reflective and self-analytical and so able to self-appraise with confidence - a scenario approached in the 'Prologue'. (Would this be interpreted as Utopia?) In New Zealand, the assessment against the professional standards would still have to be signed off by the principal of the school which by its very nature involves a form of structured observation and a summative judgement being made. How preferable it would be for the teacher to enter into this process actively looking forward to it and using it as a springboard to make further professional progress.

Conclusions

There are not enough experienced teachers at present and this is a problem that is going to increase world wide. Our home trained teachers are going to be enticed overseas by higher wages, better conditions, and a sense of adventure. A few teachers will still come here from other western countries as part of their overseas experience. Others will come here as immigrants but may not be desirable as teachers due to the standard of their oral English. We face a net loss of experienced (Year 3+) young teachers.

We need to keep our teachers in New Zealand. Once fully registered they know the system, the schools, the expectations. They do not need to learn to adapt to a new system and master new curricula. They do not need to master a foreign language in order to teach. If they leave to have a family, they are more likely to return to teaching. Mentoring is a prime means towards gaining this end as is shown by the increase in the retention rates where mentoring has been introduced.

Beginning Teachers

New Zealand is losing teachers, many of them beginning teachers. There is mentoring in place - the tutor teacher appointed to a beginning teacher - but the training is voluntary and variable and it depends upon teachers volunteering to undertake the task of tutor teacher. This does not necessarily mean that the teachers who would be the better mentors put themselves forward for the position and in some instances the person putting themselves forward may be doing so for the incorrect reasons. The delivery of the tutor teacher programme varies from school to school and from tutor teacher to tutor teacher within each school, as does the success of the programme. There are too many variations to ensure the retention success rate that is being experienced in the Ventura and Santa Cruz and which New Zealand needs to emulate if this country is to retain its trained teachers.

New Zealand needs to instigate:

- a common training course standardised throughout the country which is compulsory for all tutor teachers.
- mentees also to attend the course so that they receive the same training as their tutor teacher
- the mentor training course held in Ventura should be used as a template for this training (or at the least a starting point)
- accurate data needs to be kept of the success of the programme judged though an increase in the retention rates of beginning teachers.

The savings made by retaining these beginning teachers should, judging from the Ventura experience, exceed the costs involved in setting up and supporting the mentoring programme. It is not often that a training proposal has the potential to cost less than not implementing the proposal!

Experienced Teachers

There is a growing shortage of experienced teachers who are the engine room of education.

- In July 2007, three positions in an intermediate school in west Auckland had to be filled. The only suitable applicants were newly graduated beginning teachers. A similar lack of suitable experienced teachers has been reported by other principals.
- It is being reported as increasingly more difficult to find suitable senior teachers from outside a school - many positions are now internal appointments.

Mentoring within a school needs to be encouraged to keep the experienced teachers keen and enthusiastic about teaching - one of the main reported benefits of a mentoring programme. There is much information relating to the establishment of a mentoring programme within the school. That of Barry Sweeny's approach has been described earlier but there is also other excellent material such as John Daresh's manual *Teachers Mentoring Teachers: A Practical Approach to Helping New and*

Experienced Staff. The mentoring course attended at the London Centre for Leadership and Learning was also an excellent initial training session for principals wishing to become mentors. The course could readily be amended to include experienced teachers and introduced to New Zealand

Whatever approach is selected, there needs to be common standardised initial training followed up with on-going support to ensure the mentors (and mentees if they are trained with the mentors) are still consistently singing in tune.

Immediate Recommendations

1. That a small working party:
    a. Visit Ventura, California, to see at first hand their training programme for mentors and its implementation, with an aim towards setting up a similar structured programme in New Zealand to develop mentors
    b. Contact Barry Joy and Joy Robertson at the London Centre for Leadership and Learning to discuss their mentoring programme to see if it can readily be made applicable for experienced teachers
    c. Gather input from John Daresh and Bruce Barnett. Both are practical and Barnett, having worked in Australia, has a feeling for the New Zealand schooling system.

2. Establish a structured nation-wide mentoring training system for the mentors of both beginning and experienced teachers as rapidly as possible with consistent follow-up courses to ensure consistency. This could be done during the school holidays with residential courses at local boarding schools.

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