

A Learning Guide for Teacher Mentors



Published by Teacher and Education
Support Development Unit
School Improvement Division
Office for Government School Education
Department of Education and Early Childhood
Development
Treasury Place, East Melbourne Victoria 3002

February 2010

© State of Victoria (Department of Education and Early
Childhood Development) 2010

The copyright in this document is owned by the State of
Victoria (Department of Education and Early Childhood
Development), or in the case of some materials, by
third parties (third party materials). No part may be
reproduced by any process except in accordance with
the provisions of the *Copyright Act 1968*, the National
Education Access Licence for Schools (NEALS) (see
below) or with permission.



An educational institution situated in
Australia which is not conducted for profit, or
a body responsible for administering such an
institution, may copy and communicate the materials,
other than third party materials, for the educational
purposes of the institution.

Authorised by the Department of Education and
Early Childhood Development, 2 Treasury Place,
East Melbourne, Victoria 3002.

ISBN 978-0-7594-0574-5

Contents

Preface	ii
Part A: Day 1 learning guide	
1. Building the relationship with a beginning teacher	1
2. Key mentoring skills for classroom observations	4
Active listening	4
Observation	6
Reflective conversations	9
Giving and receiving feedback	12
3. Day 1 resources and further reading	14
A. Mentoring in the new millennium	14
B. What is mentoring?	20
C. Reflective conversations	24
D. Seven norms of collaboration	25
E. Three types of feedback	26
F. Receiving feedback protocol	26
G. Three phases of induction: what do beginning teachers need?	28
H. Understanding beginning teachers' needs	29
Part B: Day 2 learning guide	
4. Emotional intelligence – knowing myself better as a mentor	33
5. Professional conversations	36
6. Mentoring stages	37
7. What next?	39
8. Evaluating induction and mentoring	41
9. Day 2 resources and further reading	44
A. Emotional intelligence and emotional competences	44
B. Some examples of reflective questions	45
C. Dealing with difficult conversations	46
D. Principal perspectives on induction and mentoring	49
E. Case stories from the induction and mentoring evaluation	52
F. High-quality mentoring and induction practices	56
References and further readings	59

Part A



Preface

*'I chose to be a mentor.
Mentoring is an important
and rewarding role.'*

Mentoring provides a powerful opportunity to improve students' learning outcomes through teachers learning with and from each other, making skills and experiences inter-generational.

Mentoring enables teachers to reflect on their practice and to question what they do as they go about their teaching. As a means of collegial professional learning, mentoring requires careful planning and effective implementation, so that it becomes embedded into the culture of the school supported *by design, not chance*.

This material will enable you to deepen your thinking about what an effective mentoring relationship entails.

It is designed to be used not only for the Teacher Mentor Support Program aimed at supporting beginning teachers, but also as an accessible resource for use in schools to enhance mentoring for all staff members.



1. Building the relationship with a beginning teacher

Who teachers are to one another matters. In a sometimes lonely profession, isolation within the individual egg cell crates of a school does not promote professional or personal growth. Parallel play may socialise youngsters in sandboxes, but it limits learning for adults

(Garmston & Wellman 1999).

Induction is important

It is essential that the beginning teacher receives a high level of support, especially in their first term in the school. Keep in mind that, at this stage, the beginning teacher may not be ready to be ‘mentored’ in terms of intensive professional dialogue.

They do need a buddy to help with orientation to the profession and the school and to help them plan. A buddy may grow into the mentor, or the mentor may be appointed who operates as a buddy in the first term before extending their role into mentoring in subsequent weeks. See ‘Three Phases of Induction’ on page 28 for more detail.

Mentoring is a key strategy of induction. Mentoring is essentially a formalised relationship that supports and encourages professional learning. In mentoring, a sound and trusting relationship will rely upon the degree of understanding and responsibility shared by the mentoring partners. The establishment of the relationship is crucial and will determine the level and quality of dialogue. Opportunities and time to get to know each other come first, building the foundations for the development of the professional relationship.

Structural elements supporting the mentoring relationship

- Time allocation – as reduced allotment, time for mentoring activities and time for professional learning activities.
- A well-considered teaching load and class allocation, which takes into account the beginning teacher’s experiences and needs.
- The position of an induction and mentor co-ordinator as a leadership position in the school.
- Regular and timetabled mentoring meetings on a weekly or fortnightly basis.
- The mentor and beginning teacher working in close physical proximity to one another.
- The mentor and beginning teacher teaching the same year or subject level.
- Active support from the school leadership for both the beginning teacher and the mentor.

The DEECD Evaluation of the Induction and Mentoring for Beginning Teacher Initiative strongly reinforces these points. Beginning teachers, mentors and principals/school leaders were asked what they thought were ‘the three key attributes of an effective beginning teacher mentor’. There was a remarkable level of consistency of responses across the three groups (see table 1).



Table 1: The three key attributes of an effective beginning teacher mentor, according to beginning teachers, mentors and principals/school leaders

Beginning teachers	Mentors	Principals/school leaders
<ul style="list-style-type: none"> • approachable, accessible, willing to be engaged • supportive • understanding • good communication, provides honest feedback • knowledge and experience (mainly pedagogical, but also subject matter) 	<ul style="list-style-type: none"> • ability and willingness to listen • empathy • supportive • good communication skills • experienced teacher 	<ul style="list-style-type: none"> • effective listener • communication skills • build effective, 'trusted', positive working relationships • able to give honest constructive feedback • high-level teaching and learning, skills/ curriculum knowledge • seen as role model by all teachers • willing to give time to the beginning teacher • empathy and patience

Across all of these different perspectives, a number of common elements of an effective beginning teacher mentor can be noted which, although neither complete nor comprehensive, are clearly relevant to identifying potential mentors capable of building effective trustful relationships with beginning teachers.

- **Accessibility** – being accessible to the beginning teacher; having time to spend with them; being responsive to their needs; having physical proximity to the beginning teacher's location in the school.
- **Empathy** – being understanding and supportive; and being patient with an inexperienced teacher's questions and uncertainty. What is crucially important in terms of empathy is whether the beginning teacher has actually felt understood by their mentor.
- **Knowledge and experience** – being an experienced teacher (although not necessarily a long-serving or older teacher); having ideas on, and strategies for, effective teaching (e.g. classroom management, planning and assessment, communication with students and parents); possessing relevant curriculum knowledge (desirable but not essential); and being a role model for teachers (and acknowledged and respected as such by other teachers).
- **Listening skills** – willing to listen; being reflective and sharing ideas; and providing honest and constructive feedback to the beginning teacher.

Schools have different approaches to matching mentors with beginning teachers. When asked as part of the evaluation, beginning teachers and mentors have agreed that the processes that led to the pairing of the mentor and beginning teacher are less significant in the overall effectiveness of the relationship than the motivation and quality of the mentor. That is, the primary consideration is that the mentor is motivated to be a mentor, enthusiastic in the role, and possesses the attributes of an effective mentor. If all else is equal between two potential mentors in terms of motivation, skills and experience, beginning teachers would say that 'access' is the next most important distinguishing factor.

As a mentor you can lead from wherever you stand. You are in the position of empowering your beginning teacher to realise their ambitions of making a difference in the lives of their students.

Teaching can be seen as 'a possibility to live into, not a standard to live up to' (Ben Zander).¹ You do not have to have all the answers; posing questions which can be resolved by working and learning together is far more important:

Asking a question is the simplest way of focusing thinking. Asking the right question may be the most important part of thinking

(Edward de Bono).²

The e⁵ Instructional Model

The e⁵ Instructional Model provides us with a framework to inform conversations and guide the observations, feedback and reflection of our classroom practice. This is an all-important resource when the beginning teacher is observing more experienced teachers or when the mentor is observing the beginning teacher. It enables the mentor and the beginning teacher to think more deeply about the development of expertise in teaching across the five pedagogical domains of engage, explore, explain, elaborate and evaluate.

The use of the e⁵ Instructional Model, together with the Principles of Learning and Teaching and the VIT Standards for Professional Practice, will assist mentors to undertake meaningful conversations about practice with their beginning teachers.

¹ <http://www.businessstrainingmedia.com/store/benzander.html>

² <http://www.habits-of-mind.net/questioning.htm>

2. Key mentoring skills for classroom observations

Active listening

Am I listening like I already know or I already understand?

Your approach to listening will be influenced by your prior experiences and the attitudes you have developed about listening – that is, both *listening to* and *being listened to*. Learning to listen to your beginning teacher is a key interpersonal skill in the mentoring relationship. Stephen R. Covey (1986) believes that listening is an important but often neglected part of communication, maybe because few of us have had any specific training in listening.



Otto Scharmer (2007) describes four different types of listening after more than a decade of observing people's interactions in organisations:

Listening 1: Downloading – 'Yeah, I know that already'

Scharmer says that this is listening by reconfirming habitual judgments. When you are in a situation where everything that happens confirms what you already know, you are listening by downloading.

Listening 2: Factual – 'Ooh, look at that!'

This type of listening is factual or object focused: listening by paying attention to facts and to novel or disconcerting data. You switch off your inner voice of judgment and listen to the voices right in front of you. You focus on what differs from what you already know. You ask questions and you pay careful attention to the responses you get.

Listening 3: Empathic – 'Oh, yes I know exactly how you feel'

This deeper level of listening is empathic listening. When we are engaged in real dialogue and paying careful attention, we can become aware of a profound shift in the place from which our listening originates. To really feel how another feels, we have to have an open heart. Only an open heart gives us the empathic capacity to connect directly with another person from within.

Listening 4: Generative

'I can't express what I experience in words. My whole being has slowed down. I feel more quiet and present and more my real self. I am connected to something larger than myself' (Scharmer 2007: 2).

Scharmer defines generative listening as 'listening from the emerging field of future possibility. This level of listening requires us to access not only our open heart, but also our open will'. According to Scharmer, when you listen at this fourth level, you come to realise that, 'at the end of the conversation, you are no longer the same person you were when you started the conversation. You have gone through a subtle but profound change' (Scharmer 2007: 2).

Covey also talks about empathic listening, describing it as 'listening and responding with both heart and mind to understand the speaker's words, intent and feelings' (Covey 1986: 128).

Empathic listening is particularly important when:

- 'the interaction has a strong emotional component
- the relationship is strained or trust is low
- we are not sure we understand or the data is complex or unfamiliar, or
- we are not sure the other person feels confident we understand' (Covey 1986: 147) .

Covey thinks that 'the essence of empathic listening is not that we agree with someone; rather we deeply understand the other person, emotionally as well as intellectually' (Covey 1986: 148).

Empathy comes from the Greek and literally means *in feeling or suffering*. 'We have empathy when we put ourselves in another's place and experience feelings as they experience them, *intuiting another's feelings* as was described by Goleman (1995). 'This does not mean we agree (as in sympathy), but that we understand the other point of view' (Covey 1986: 148).

According to Covey, when we listen to others, 'we tend to filter what we hear through our own experiences. Our background creates certain 'autobiographical filters'. When we respond, we are really telling them what we would do if we were in their position, rather than what they should or could do. How often do we say, "If I were you". Autobiographical responses can keep us from understanding' (Covey 1986:148).

Listening with our eyes, ears and heart should help us to pick up on the all important non-verbal cues, like body language as well as what is not said. This is not always as easy, as cutting straight to the chase could be seen as more expedient in busy and pressured school schedules. Empathic listening skills take practice; this type of listening is a skilful art. Be aware of the emotional landscape as there are times when autobiographical responses are appropriate; while at other times there is a need to offer a solution; and sometimes it's valuable to say nothing at all.

Covey (1986: 136) suggests **five empathic listening responses**:

1. '*Repeat verbatim* the content of the communication – words only, not feelings.
2. *Rephrase content* – summarise their meaning in your own words.
3. *Reflect feelings* – look more deeply and begin to capture feelings in your own words. Look beyond words for body language and tone to indicate their feelings.
4. *Rephrase content and reflect feelings* – express both their words and their feelings in your own words.
5. *Discern* when empathy is not necessary or appropriate.'

Suggestions for listening

- Let go of the need to control – by letting go on the grip a bit, you will be in a much better position to see and sense the position of your beginning teacher. Understanding comes about through conscious listening.
- Clear some space in your mind – are you truly listening? Or listening with half an ear while you are simultaneously concentrating on coming up with a solution or a quick fix?
- Prepare yourself to just listen; to tune in to where the other person is at. When we are able to really listen we are able to create the empathy and trust necessary to strengthen rapport.
- Relax and make sure the setting is conducive to supporting the conversation. Rapport can be established by the listener matching the posture and gestures of the speaker.

Observation

Observation is a powerful strategy in supporting the professional learning of teachers. The professional conversations that we undertake as part of the mentoring relationship are an opportunity to carefully look at students as they go about their learning and to observe what teachers actually do as part of their classroom practice.

As the mentor of a beginning teacher you will find yourself providing feedback on the basis of practice that you have observed. The development of effective classroom observational skills is vital for the mentor. Developing the skills of observation may take some practice. It is also worth remembering that as the mentor of a beginning teacher you are in a completely different position than working with a pre-service student teacher. Powell, Chambers and Baxter (2002) as cited by O'Mahony and Matthews (2005:26) have identified three critical roles for the mentor in effective classroom observations:

- To help stimulate and develop new practice (observation as development)
- To develop current practice (observation for development)
- To assure standards of practice (observation of development).

In organising for classroom observations three key steps need to be planned:

1. Preparation – deciding the purpose, what will be observed and how it will happen? How long will it take? What will the role of the observer be? Will it be an opportunity for some team teaching? Will notes be taken during the observation or later?

As part of a classroom observation, mentors can invite their beginning teacher into their own classroom to demonstrate and model a certain aspect of good teaching practice, or be invited into the beginning teacher's classroom as an observer. The purpose should be linked to building the skills and capacity of the beginning teacher.

2. Observation – collecting the data

Observation involves expectation, selective perception, interpretation and recall. As teachers, we are accomplished at observing our students with practised eyes, but we are less used to observing each other's teaching practice.

'Developing the discipline of noting and talking about evidence takes practice', according to Parker Boudett et al., who describe a principal who actively models the process of observation, calling it '*learning to see. I noticed that ... I saw that ... I heard that*', followed by examples of what was seen and heard' (2005:104). Instead of evaluation, learning to see teaching practice relies on description, which helps us to generate a shared understanding of the current reality in our classrooms.

3. Debriefing – the follow-up

Discussing the observation and its meaning to assist in identifying ideas and strategies for effective teaching practice. Sharing observations respectfully is a means of building on the relationship. This is also an opportunity to practise listening empathically and presenting ideas clearly and specifically, without criticism and evaluation. The debriefing should be planned to happen as soon as possible after the observation and should be conducted face to face.

These conversations can add to the effectiveness of your relationship. Openness and clear communication can help to build mutual understanding and trust and demonstrate respect for each other's differences and individual talents. (See also 'Reflective Conversations' on page 9.)

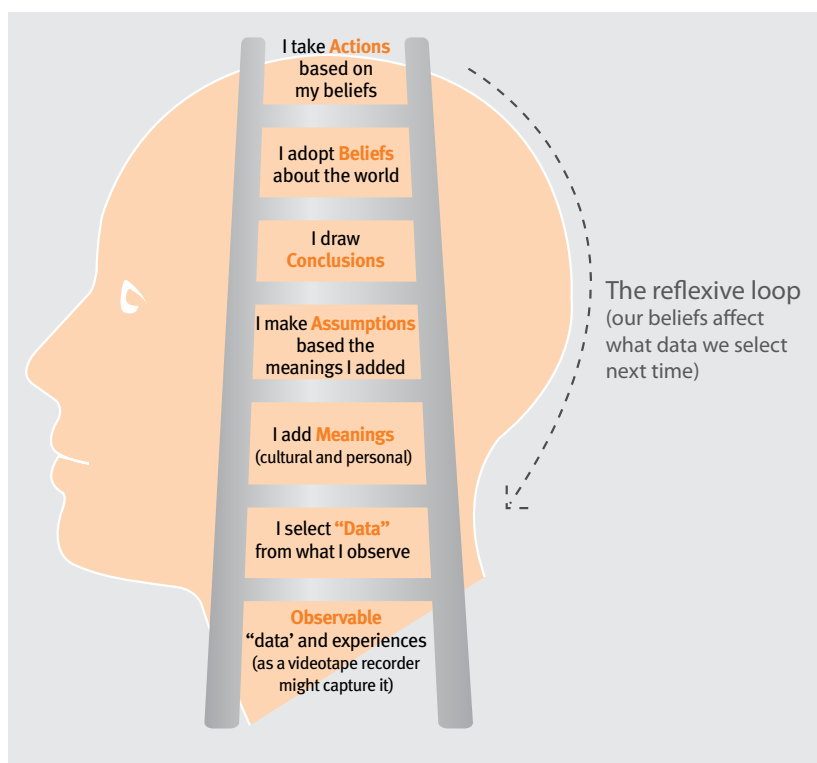
All too often what we see or observe is influenced by the mental models we carry with us – the pictures, assumptions and stories we know and think of as our reality. It is these models that influence what we see and how we interpret what we see.

Imagine a parent walking down the corridor of their children's school. They pass the classroom of their Year 5 child. Raucous laughter and children shouting can be heard. Alarmed at the noise they look through the glass panel of the door and are horrified to see the students all out of their desks and the teacher (a beginning teacher) sitting on a desk with a bemused look on her face and her mouth wide open, while two students roll around on the floor locked in combat. The parent rushes off to see the principal, alarmed that the graduate has lost complete control. The parent has made an observation based on their own experiences of what a classroom should sound like and look like and they have made the assumption the beginning teacher has no control. What they did not know was that the class was exploring strategies in conflict resolution in playground bullying and the two students on the floor were engaging in enthusiastic role play.

This example is used to show how easy it is to jump to conclusions and misguided beliefs about what we have seen and heard and therefore what we believe is true. What happens when we observe something that results in us taking action? What are the processes behind this?

Senge et al. (2000:71) suggest the '*ladder of inference*' provides a process that can inform the way we observe, as shown in the figure 1.

Figure 1: The ladder of inference





The ladder of inference makes explicit the process we go through from the point of seeing to acting on what we have seen – the *what goes on in our heads*. The only part that is seen is the first step, observable data and experiences, and the last step, the action taken.

Being aware of the *ladder of inference* means that we can use it to:

- reflect on our own thinking and what influences our thinking
- make our thinking and reasoning transparent
- examine and question others' thinking.

We are not always aware of our mental models and, as such, we do not question our own interpretations. Reflective thinking ('*slowing down our thinking processes to become aware of how we form our mental models*'), and inquiry, (having '*conversations where we openly share views and develop knowledge about each other's assumptions*') (Senge et al. 2000:68) allow us to examine our assumptions.

Senge et al. make the point that reflection and inquiry are not something that we have learned; in fact, 'very few of us have learned how to build the skills of inquiry and reflection into our thoughts and emotions, and everyday behaviour' (1994:240). These are skills that require a lot of practice. This point reinforces that we should not fall into the trap of seeing mentoring as just common sense.

As mentors not only must we be aware of our mental models and the implications of what we see, but we also need to be aware of the beginning teacher's mental models and the sensitivity with which we must approach them when exposing their assumptions. Natural feelings that may arise as a result of exposing assumptions are anger, embarrassment, uncertainty, reluctance to talk, confusion of what to do and fear of retaliation (particularly in cases where the beginning teacher feels judgment may be passed and when this has implications for their employment). Critical reflection is about exposing assumptions, and this needs to be treated respectfully in the spirit of genuine inquiry and co-learning.

Consider what protocols form the basis for how formal observation is approached in your school?

Reflective conversations

Don't step in too fast; stand back. As a mentor you are facilitating learning not taking over. Reflective practice can be risk-taking.

'*Reflection* is the process of stepping back from an experience to examine it, carefully and persistently, and pondering its meaning to yourself through the development of inferences. Learning is the process where knowledge comes from thoughtful reaction to the experience that confronts us in our lives' (O'Mahony & Matthews 2005:28).

Reflective conversations aim to provide fresh insights into the practices of all teachers, by looking at and talking about classroom teaching in order to discover how those practices can be improved. It's a skill that can be used effectively by mentors as part of their tool kit.

As the mentor of a beginning teacher you can actively model and make transparent your own reflection on your practice, as when you 'think on your feet to capture and use the teachable moment with your students.' (O'Mahony & Matthews 2005:30).

Research carried out by O'Mahony and Barnett tells us that reflective thinking practices:

- 'help beginning and experienced teachers to organise their thoughts about past and present practice and help to make sense of classroom events
- lead to the development of professional forms of inquiry and questioning about practices of teaching and learning
- assist educators to ask questions about their practice
- provide a way to think about future action by analysing present scenarios about student learning
- promote the view that teaching is a process of constant knowledge building and sharing of good ideas
- promote vital interaction and collaboration among teachers by developing mutual understanding about their work in the classroom' (O'Mahony & Matthews 2005:30).

O'Mahony and Matthews refer to Schon's research that 'reflection is a process needing hindsight, insight and foresight for development. Schon talks about two categories of reflection:

- **reflection-on-action**, when reflection is made after a lesson. The mentor and beginning teacher can review what was planned to happen compared with what actually happened and discuss implications arising from this.
- **reflection-in-action**, which is when we consciously think about our teaching while we are teaching and so make modifications to make the teaching more effective. In the middle of a lesson the teacher may change an activity to better suit the needs of the students by writing some step-by-step instructions on the board instead of the planned oral explanation' (O'Mahony & Matthews 2005:30).

Barnett et al. illustrate the process of reflection using Kolb's theory of experiential learning. The cycle of reflection comprises '*concrete experience, reflective observation, abstract conceptualisation and active experimentation*' (2004:17). See figure 2.

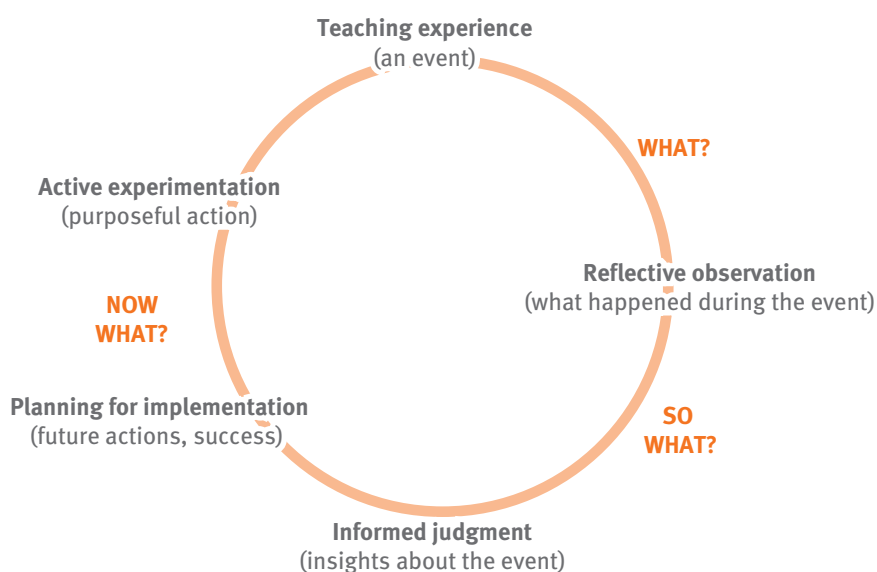
Beginning with the concrete experience phase, a direct teaching experience, our thinking is stimulated. This may well occur as our teaching unfolds, as in Schon's *reflection-in-action*.

In the second phase, reflective observation, or reflecting on the experience, we recollect the conditions and what happened so as to gather facts about the situation, as in Schon's *reflection-on-action*.

We use these facts to make informed judgments in the third phase, based on reasonable conclusions and emotional insights. We attempt to understand the experience by drawing inferences, insights and conclusions, about our own and others' motives, determining how the experience was handled and what could happen in the future.

The fourth and final phase, active experimentation, represents working with our new or affirmed thoughts, feelings and actions. As this phase takes place, the reflective learning cycle has come full circle, with these actions becoming the concrete experiences for further reflection and refinement (Barnett et al. 2004:17).

Figure 2: The cycle of reflection



Source: adapted from Barnett et al. 2004:19.

Kolb's model has been adapted by O'Mahony et al. with the addition of a *planning for implementation* phase, to include the important aspects of 'possible future actions to be undertaken and evidence to use to determine if future actions are successful' (Barnett et al. 2004:19). This illustrates the new practice that can emerge after reflection – *the reflexivity* – *the what we do with our reflections in planning for the future*.

As a mentor you play a powerful role in assisting your beginning teacher to reflect on practice and engage in inquiry. A safe environment and a relationship based on mutual rapport and trust enables you to expand your pool of understandings. By asking reflective questions, mentors can assist beginning teachers to build on their capacity and capability. Reflective questions are open ended and it's important that mentors carefully self-manage their emotions and suspend their judgments. There should be no feelings of *I know better, I know more, or that's not right*.

Reflective questions (Costa 2006:32) are characteristically framed with:

- An invitational tone and approachable voice that sounds credible and also has lilt and melody
- Plural forms: *What are the reasons for ...?* *What are some of your goals ...?* This immediately signals there is more than one option.
- Exploratory/tentative language: *might* instead of *is*, *could* instead of *are*, *should* instead of *can*. *'What might be the causes of ...?'* *'What are some of the ways ...?'* This signifies ideas are open to interpretation.
- Positive presuppositions using enabling language: *'As you recall ...'* *'As you anticipate ...'* *'Given what you know about ...'* *'As you examine the data, what are some of the similarities and differences that are emerging?'*
- Empowering presuppositions are open ended and point to possibilities. *'What are some of the goals you have in mind?'*, *'As you consider alternatives what seems most promising?'*
- Limiting presuppositions are not open ended. They easily make the listener feel defensive as the messages they may receive are *'If only you had listened'*, *'Do you have an objective?'*, *'Why were you unsuccessful?'*

More about reflective conversations can be found in the resources section on page 24.



Giving and receiving feedback

This is about exchanging information on the impact of an action or some specific behaviour. In the case of a teacher mentor, feedback to the beginning teacher supports the development of knowledge and skills in teaching practice.

Feedback is vital for improvement, for knowing 'if the job I am doing is okay; what do my mentor, principal and colleagues think of my performance'.

Benefits of effective feedback

Effective feedback does many things, including:

- honouring competence and reinforcing desired behaviours
- helping align expectations and priorities
- filling gaps in knowledge
- enabling people to know where to take corrective action
- alleviating the fear of the unknown.

It's important that good preparation be made prior to the feedback session. Finding the right time and place, and having all the information to hand is a good start.

Giving the feedback is an opportunity to listen with open ears, open mind and open heart to the beginning teacher's point of view and to hold an enabling conversation that is focused at building the capacity and confidence of the beginning teacher.

Techniques for giving effective feedback

- be aware of your motive – it should be to be helpful
- focus on the behaviour, not the person
- speak for yourself only
- use 'I' not 'you'
- restrict your feedback to things you know for certain
- focus on descriptions, not judgments
- feedback should be lean and precise
- check the other person understands the feedback, accepts it and is able to do something with it
- always end feedback with a request for future action.

The mentoring relationship is a dynamic and reciprocal one where both the experienced and new teacher work together in an equal professional relationship where they are both teachers and learners. Sometimes the mentor will seek feedback or the beginning teacher will offer feedback to the mentor.

Techniques for receiving effective feedback

- clearly articulate what it is that you want feedback on
- provide the necessary background information succinctly using specific examples, data and evidence where possible
- listen carefully to *all* that is said
- listen beneath the words
- ask open-ended questions for clarity
- acknowledge the feedback
- don't defend yourself
- take time to sort out what you have heard and what you want to do with it
- express your thanks.

A further thought for reflection: feedback will be influenced by the mentor's perceptions and correlating expectations. When the feedback is given through the 'lens' of the mentor's perceptions and expectations then the feedback can be coloured and may often simply reinforce what the mentor was expecting to find. Feedback not based on evidence may not only be not useful, but may also be potentially damaging to the beginning teacher's growth and development. This may occur for both the perceived high performer (whose areas for improvement are not identified) and for the perceived low performer (whose skills are not recognised).

As a mentor, there is a need to challenge any preconceptions or perceptions developed and how they may influence the conversation and the feedback provided. Active listening, observation and reflective practice are, of course, necessary skills in the process of giving and receiving feedback. The synergy of these skills is very powerful and fundamental to effective mentoring.

Giving and receiving constructive feedback can be among the most challenging interactions in the mentoring relationship. To ensure that feedback becomes a relationship-building experience for all participants, we need a framework that includes the following:

1. Clarify the purpose in giving the feedback.
2. Describe what you have observed – the beginning teacher's behaviour and actions and the impact of this behaviour.
3. Use open-ended questions to elicit a comment or response.
4. There may be a need for a solution; it may also only be an opportunity for a reflective conversation with improvement in mind but not a specific solution.

Ways of working together

Schools use a variety of protocols to observe practice. In one school, all teachers undertake Learning Walks using the following protocol:

- listen with empathy and understanding
- adopt a shared sense of responsibility
- adopt respectful collaboration
- address problems constructively
- defer judgments by keeping an open mind
- acknowledge diversity and difference
- assume and act with positive intent
- use constructive language
- share ethically
- create opportunities for enjoyment of work.

Further information for giving and receiving feedback can be found in the resources section on page 26.

3. Day 1 resources and further readings

A. Mentoring in the new millennium

Source: A Hargreaves and M Fullan 2000. Andy Hargreaves is professor and director of the International Centre for Educational Change, and Michael Fullan is dean, both at the Ontario Institute for Studies in Education and University of Toronto.

All professional work is complex and demanding

Poor professional judgment can result in a patient's death, buildings falling down, or people giving up on their own learning. The idea that new professionals should have mentors to guide them through developing the skills and managing the stresses of their work has become increasingly accepted. In teaching, for example, induction and mentoring programs have become widespread; however, their implementation has often been disappointing.

Mentoring practice may fall short of its ideals, not because of poor policies or program design but because we fail to regard mentoring as integral to our approach to teaching and professionalism. Mentoring of new teachers will never reach its potential unless it is guided by a deeper conceptualisation that treats it as central to the task of transforming the teaching profession itself.

In this article, we pursue this challenge in three ways. First, we link approaches to mentoring with an evolutionary model of professionalism in teaching, what we call the four ages of professionalism. Second, we extend this analysis to example key areas of change that should lead us to look at mentoring differently as we enter the new millennium. Third, we draw

conclusions for redesigning teacher preparation, developing continuous learning throughout the career, and changing the teaching profession more fundamentally.

The four ages of professionalism

Hargreaves (in press) outlines four broad historical phases of the changing nature of teachers' professionalism: (a) the pre-professional age, (b) the age of the autonomous professional, (c) the age of the collegial professional, and (d) the fourth professional age.

The pre-professional age

Public education began as a factory-like system of mass education. The most common teaching methods were recitation or lecturing, along with note-taking, question and answer, and seat work (Cuban 1984). In this pre-professional age, teaching was seen as managerially demanding but technically simple. Its principles and parameters were treated as unquestioned common sense. One learned to be a teacher through practical apprenticeship and improved by trial-and-error. The 'good teacher' demonstrated loyalty and garnered personal reward through service.

In this view, good teachers are enthusiastic people who 'know their stuff' and how to 'get it across', and can keep order in their classes. They learn to teach by watching others, first as students, then as student teachers. In a pre-professional image of teaching, teachers need little training or ongoing professional learning.

They learn refinements on the job within the confines of the classroom, which they control. Mentoring is reduced to a few words of encouragement and management 'tips' offered in the staff room: otherwise new teachers are on their own. This is scarcely mentoring at all.

The age of the autonomous professional

Beginning in the 1960s, the status of teachers in many countries improved significantly, compared to the pre-professional age. In this period, the terms *professional* and *autonomy* became increasingly inseparable among teachers. One of the overriding characteristics of teaching was its individualism. Most teachers taught their classes in isolation, separated from their colleagues. In the 1970s and 1980s, individualism and isolation were identified as widespread features of the culture of teaching (Rosenholtz 1989).

Professional autonomy enhanced the status of teaching as the amount of preparation was lengthened and salaries rose. But professional autonomy also inhibited innovation. Few innovations moved beyond adoption to successful implementation (Fullan 1991). The benefits of in-service education seldom became integrated into classroom practice, as individual course-goers returned to schools of unenthusiastic colleagues who had not shared the learning with them. Pedagogy stagnated as teachers were reluctant or unable to stand out from their colleagues.

Although induction and mentoring programs began to be introduced in a profession that was now acknowledged as being difficult, the surrounding culture of individualism meant that helping relationships in a school were confined to new mentoring. The message was that only novices or incompetents needed help. The rest of the teaching staff could manage by themselves. When help was associated with weakness new teachers sought to extricate themselves from it as fast as they could (Little 1990). The age of professional autonomy provided teachers with poor preparation for coping with the changes heading their way and against which their classroom doors would offer little protection.

The age of the collegial professional

By the mid-1980s, individual teacher autonomy was becoming unsustainable as a way of responding to the increased complexities of schooling. The persistence of individualism in teaching meant that teachers' responses to the challenges they faced were ad hoc and uncoordinated with the efforts of their colleagues and based on their own personal knowledge and skill.

At the same time, pressure to create collaborative cultures was growing due to the knowledge explosion, the widening of curriculum demands, the increasing range of special education students in ordinary classes, and the accelerating pace of change. Teaching was becoming even more difficult and complex, and efforts to build cultures of collaboration were increasing.

In these cultures, teachers develop common purpose, cope with uncertainty, respond to rapid change, create a climate of risk taking, and develop stronger senses of teacher efficacy. Ongoing learning cultures replace patterns of staff development that are individualised, episodic, and weakly connected to the priorities of the school (Fullan & Hargreaves 1996). The implications for initial teacher education, ongoing professional learning, and mentoring in particular include:

- Teachers learn to teach in new ways.
- Professional learning is seen as a continuous process, grappling with complex and evolving issues.
- Continuous learning is both an individual responsibility and an institutional obligation.
- Professional learning is not to be found in a choice between school-based and course-based modes of provision but in an active integration of and synergy between the two.
- Collegial professionalism means working with, learning from, and teaching colleagues.
- Teaching must be framed and informed by professional standards of practice that define what good teachers should know and be able to do and what qualities and dispositions they should possess to care for and connect with their students.

The fourth professional age

As we enter the 21st century, the world is undergoing profound social, economic, political, and cultural transformations. The social geography of post-modernity is one where boundaries between institutions are dissolving, roles are becoming less segregated, and borders are becoming increasingly irrelevant. What's 'out there' is now 'in here', and this has fundamental implications for teachers and administrators (Hargreaves & Fullan 1998). Teaching, for example, requires learning to work with more diverse communities and seeing parents as sources of learning and support rather than interference.

Not only are the social geographies of schooling changing in ways that blur the boundaries between schools and the world outside, but the social geographies of professional learning are also changing. There is more access to networks of professional learning. The content of professional learning needs to become wider and deeper. It needs to encompass working with parents, becoming assessment literate, keeping up with scientific breakthroughs in the pedagogy of learning, rekindling the purpose and passion of teaching, and working with others to bring about positive reforms in education. All of this is occurring in the midst of intense pressure and contradictory trends of centralisation and school-based management.

We are on the edge of an age of post-modern professionalism, where teachers deal with a diverse clientele and increasing moral uncertainty, where many approaches are possible and more and more groups have an influence. Will this age see positive new partnerships being created with groups and institutions beyond the school and teachers learning to work openly and authoritatively with those partners? Or will it witness the deprofessionalisation of teaching as teachers crumble under multiple pressures, intensified work demands, and reduced opportunities to learn from colleagues? Mentoring is embedded and embroiled in these developments.

No potentially powerful intervention, and mentoring is certainly one of them, can be treated independently of the evolving nature of society and the teaching profession within it. In order to meet the challenges of the post-modern age, mentoring must be guided by and linked to an overarching appreciation that, for better or worse, we are on the brink of redefining the teaching profession.

Challenges in the new millennium

In any complex occupation, new entrants need someone who can ‘show them the ropes’, develop their competence and understanding, and help them fit in. Even experienced practitioners can benefit from having the advice, support, and role modelling of colleagues.

Teaching is no exception. After decades of assuming that teachers teach alone and get better only through their own individual trial and error, there is increasing commitment to the idea that all teachers are more effective when they can learn from and be supported by a strong community of colleagues. While new teachers can benefit greatly from a mentor, mentors also learn from their protégés developing new insights into their own and others’ teaching, new relationships, and a renewal of enthusiasm and commitment to their craft and career.

Good mentoring is not accomplished easily. An expanding research literature has addressed the key issues surrounding it; the selection of mentors, how mentors and protégés are assigned or matched to each other, how formal or informal the relationship should be, how mentors should be rewarded for their contribution, and where the time for mentoring can be found (Little 1990). While this article is mindful of these enduring issues, we want to push the debate further. We ask not what the needs and issues of mentoring are in general but how we might challenge and extend the role of the mentor in a world where the very nature of teaching is undergoing profound changes. What are the challenges to mentoring at the beginning of a new millennium? In the following sections, we outline key areas of change that will push educators to look at mentoring differently in the post-modern age.

Mentors, not tormentors

As we have argued, teaching has become incredibly more complex over the past few years. The breadth of teachers’ classroom repertoires is expanding because of developments in the science of teaching (e.g., constructivism, cooperative learning, and assessment strategies), the spread of information technologies, and the challenge of adapting instruction to the needs and learning styles of students from diverse backgrounds and with special needs. These developments pose challenges for new and experienced teachers alike. The old model of mentoring, where experts who are certain about their craft can pass on its principles to eager novices, no longer applies.

Although it is possible to find a few teachers who are conversant and comfortable with the wide range of new teaching strategies, these individuals are a scarce resource and can quickly become overburdened. The reality in many schools today is that while assigned mentors may know more than new teachers about certain areas, such as school procedure or classroom management, the new teacher may sometimes know more than the mentor about new teaching strategies. If the school assumes the mentor always knows best, even about teaching strategies, innovative new teachers might quickly experience the mentor relationship as an oppressive one.

Mentors may seem more like tormentors, and the process of induction into the profession may amount to seduction (from the Latin, *seducere*, to lead aside) of the new teachers away from the purposes and practices they recently acquired in their teacher preparation experiences (Hargreaves & Jacka 1995).

Cochran-Smith and Paris (1995) recommend that new and experienced teachers work on and inquire into the problems of teaching and learning in a situation where everyone acknowledges that teaching is inherently difficult and even ‘experts’ do not have easy answers. This also means that the mentor relationship should not be the only helping relationship in a school. In a job that is inherently complex and difficult, everyone needs help, not just the incompetent teacher or the novice.

Support as well as standards

Another issue in the future of mentoring concerns teachers’ increasing needs for emotional support. Teaching is an emotional practice (Hargreaves 1998). It arouses and colours feelings in teachers and those they teach. Teaching involves not only instructing students but also caring for and forming relationships with them. With the children of many of today’s post-modern families (Elkind 1997) – families that often are fractured, poor, single-parented – this burden of caring is becoming even greater. Teachers are repeatedly putting their selves on the line. Times of rapid change, whether chosen or imposed, can create even greater anxiety and insecurity among teachers as the challenge of learning new strategies calls their competence and confidence into question.

In the drive to standardise teaching, to define and demarcate it through graded benchmarks of knowledge and competence, it is easy to lose sight of teaching’s emotional dimension, of the enthusiasm, passion, and dedication that make many teachers great. Emotion energises teaching but can also drain it. Thus, emotional support is one of the strongest needs of beginning teachers (Tickle 1991). In today’s demanding classrooms, experienced teachers also need this kind of support to talk through their emotions, manage their anxieties and frustrations, and be guided and reassured about the limits to the care they can provide when guilt threatens to overwhelm them (Hargreaves 1994).

Mentorship, therefore, involves more than guiding protégés through learning standards and skill sets and extends to providing strong and continuous emotional support. Just as emotional support for high school students should be the responsibility of all teachers, and not just one or two guidance counsellors, support for teachers should not fall to a few designated mentors but extend across the entire school community.

Communities as well as classrooms

A change force in teaching in the post-modern age is the way in which increased accountability, school choice, and cultural changes in families and communities are making teachers connect more with people and groups beyond the school – people who increasingly affect the world within it (Hargreaves & Fullan 1998). Connecting with what’s ‘out there’ means teachers’ work and relationships are extending beyond the classroom to help their

students within it. It means working more and more with adults as well as children and facing one’s fears to work more closely with those whom teachers might once have seen as their greatest adversaries and critics.

Good mentorship involves helping teachers work effectively with adults being sure (as a professional community) of their own judgments while also being open and responsive to the opinions of others. Teachers have important things to learn from parents and other community members – about the particular children they teach and sometimes (for instance, in relation to information technology) about ways to teach them. Teachers are not always the experts and working effectively with other adults means they will sometimes be the ones who are learning not teaching. As Wailer (1932) wryly observed in his classic text, *The Sociology of Teaching*:

Parent–teacher work has usually been directed at securing for the school the support of parents that is at getting parents to see children more or less as teachers see them. But it would be a sad day for childhood if parent–teacher work ever really succeeded in its object.

Dealing with the demographics

The imminent change in the demographics of teaching will require us to rethink how mentoring is recognised in schools. Teachers recruited in the 1960s and '70s to educate the baby-boomer generation are now approaching or already entering retirement. In the next five years, the teaching force in many countries will undergo a massive demographic renewal with large numbers of young teachers entering the profession for the first time.

Beginning teachers have often been isolated instances in their schools with many experienced teachers as their mentors. These mentors have been able to induct the new teachers into the existing culture of the school. Indeed, the evidence is that in such conditions, especially when employment in teaching has been insecure, beginning teachers quickly conform to the existing culture (Schemp, Sparkes & Templin 1993).

This will soon be reversed, with large cohorts of experienced teachers and mentors retiring. Young teachers will form large groups in many schools, to a point where they may begin to develop a new cultural dynamic. This shift creates a massive opportunity for innovation and renewal. It also carries risks of misdirected energy and excesses of error. Without strong leadership, the schools could be balkanised into older and younger teachers, where each group excludes and devalues the contributions of the other. In these circumstances the challenge for a dwindling group of mentors or lead teachers may not be to counsel individuals.

The challenge will be to bring together the cultures of youth and experience. This will involve harnessing the energies that new teachers bring to the system without marginalising the perspectives and wisdom of teachers whose knowledge and experience have deep roots in the past.

These are just a few of the challenges facing teaching and mentoring in a new century. They indicate that mentoring must become less hierarchical, less individualistic, more wide ranging, and more inclusive in its orientation than it has been viewed in the past.

New approaches to mentoring

Teacher induction programs are becoming widespread. Among teachers with up to three years experience surveyed during 1993–94, 56.4 per cent indicated they participated in an induction program (NASSP 1999). There is a growing body of resources on how to select train, and support mentors, how to set goals and assess outcomes, and how to define and spread best practices in mentoring.

We believe many of these mentoring programs will fall short of their potential; however, because of a failure to realise that they must be integrated with other developments in policy and practice that are required to transform the teaching profession. In the same way that we have seen site-based management fail to realise its potential, any formal mentoring policy can easily degenerate into acts of restructuring (adding formal roles) without re-culturing (altering the capacity of teachers).

We have identified three strategic approaches for developing mentoring programs that can make a lasting difference. First, we can conceptualise and design mentoring programs so that they are explicitly seen as instruments of school re-culturing. This means that all those involved must work on the deeper meaning of mentoring, seeing mentoring as a way of preparing teachers to become effective change agents who are committed to making a difference in the lives of young people and are skilled at the pedagogical and partnership developments that make success with students possible. Mentoring in this sense becomes not just a way of supporting individual teachers, but also a device to help build strong professional cultures of teaching in our schools, dedicated to improving teaching, learning, and caring.

Second, mentoring must be explicitly connected to other reform components in transforming the teaching profession. Mentoring must address the needs of all teachers new to the district or school, not just beginning teachers. It must be linked to the redesign of initial teacher education and ongoing school improvement.

At the University of Toronto, for example, we are implementing teacher preparation programs that have three design components: cohorts of students (up to 60), teams of school and university faculty (up to six on a team), and sets of partner schools (up to 10) in which subgroups of student interns work.

In this way, schools of education see themselves as in the business of school improvement as well as teacher education, and schools see themselves as in the business of teacher education as well as school improvement.

Furthermore, induction and the continuous development of teachers and administrators must build on the efforts of initial teacher education. All of these must be guided by standards of practice aligned with the concepts of good teaching required for what we earlier called the emerging realities of the post-modern age. Mentoring, in this sense, is viewed not only as an integral part of development and improvement efforts within the school but part of an entire system of training, development, and improvement beyond the school.

Third, all those involved directly and indirectly in teacher mentoring must realise they are looking at a vital window of opportunity to recreate the profession. The next few years will be a defining era for the teaching profession (Hargreaves & Fullan 1998). Will it become a force for society change and social justice? Can it develop its own visions of educational and social change, instead of reacting to the change agendas of others? Make no mistake about it. Those entering teaching at the turn of the millennium are entering at a time when the future of the profession is at stake. As we have stated previously:

Getting 'out there' means addressing the public perception that the profession of teaching does not monitor itself. It means engaging with external constituencies in establishing standards of performance.

It means becoming a force for societal development. Recreating the profession is a collective quest. But it begins with you and thousands of colleagues like you making individual contributions of your own (Hargreaves & Fullan 1998, pp. 104–5).

Conclusion

Mentoring is a means to a larger end: that of creating a strong, improvement-oriented profession in schools, professional associations, and teacher unions. As this challenge is addressed we should see mentoring move in the following directions:

- from being performed in pairs to becoming an integral part of professional cultures in schools
- from focusing only on classroom work with students to developing the ability to form strong relationships with colleagues and parents as well
- from hierarchical dispensations of wisdom to shared inquiries into practice
- from being an isolated innovation to becoming an integrated part of broader improvement efforts to reculture our schools and school systems.

These are some of the key challenges for mentoring at the turn of the millennium. The goal is not to create high-quality mentor programs as ends in themselves but rather to incorporate mentoring as part of transforming teaching into a true learning profession.

References

- Cochran-Smith, M & Paris, C (1995), 'Mentor and mentoring: Did Homer have it right?', in J. Smyth (ed.), *Critical Discourses on Teacher Development* (pp. 181–202), Cassell, London.
- Cuban, LJ (1984), *How teachers taught: Constancy and change in American classrooms 1890–1980*, Longman, New York.
- Elkind, D. (1997), 'Schooling in the post-modern world', in A Hargreaves (ed.), *Rethinking educational change with heart and mind* (pp. 27–42), Alexandria, VA: Association for Supervision and Curriculum Development.
- Fullan, M, with Stiegelbauer S (1991), *The new meaning of educational change* (2nd ed.), Teachers' College Press, New York.
- Fullan, M & Hargreaves, A (1996), What's worth fighting for in your school?, Teachers College Press, New York,
- Hargreaves, A (1994), *Changing teachers, changing times: Teachers' work and culture in the post-modern age*, Cassell, London; Teachers' College Press, New York.
- (1998), 'The emotional practice of teaching', *Teaching and Teacher Education*, 14, 835–854.
- (in press), *Four ages of professionalism and professional learning*, Teachers and Teaching.
- (This article is reprinted with the permission of the authors.)



B. What is mentoring?

The success of the mentoring relationship rests on the mutual excitement the mentor and beginning teacher have about a particular field and the commonality of their own working and learning styles. In the most successful partnerships, participants achieve intellectual and creative growth with shared ideas acting as a stimulus for that growth.

Research tells us that mentoring is:

Reciprocal

The experienced and new teacher work together in an equal professional relationship where they are both teachers and learners.

Dynamic

Mentoring influences/changes the context; and the context shapes the relationship. The relationship is organic. An understanding of mentoring is needed to underpin the approach but a formula does not work.

Reflective

The mentor facilitates reflection on the part of the beginning teacher to support the development of the beginning teacher's professional identity as a teacher; the mentor professionally challenges the beginning teacher in developing their theory of teaching, and sense of teacher efficacy. In doing this the mentor continuously reflects on their own practice and self-image as a teacher.

Based on Professional Support

While personal support is inherent in a mentoring relationship, the emphasis is on professional support, in this case supporting the growth of teaching expertise.

Mentoring is not...

- Cloning, or becoming a substitute parent, or acquiring a disciple, or an opportunity to prove how marvellous we are, or an opportunity to establish a power base.
- An alternative to a counselling or confessional relationship.
- About one person (the beginning teacher) becoming knowledgeable; it is about two people in a developmental relationship who are supporting mutual learning and growth.
- A job – it is a privilege and an opportunity.

Well, it is and it isn't...

Mentoring is not induction, but it is a key strategy of induction. Induction enhances, but does not take the place of, a mentoring program; nor should mentoring take the place of induction. Good mentoring often grows out of induction that lays the foundations for new teachers. Induction often works effectively with a designated 'buddy'.

A buddy provides 'friendship and personal support, particularly a shoulder to cry on when things don't go well. Mentoring is more professional – a critical friend focusing on reflective practice'. Mentoring will often require the use of coaching and counselling techniques, but differs from both.

A coaching relationship is more limited in its scope and will often focus on the development of particular work skills and the acquisition of knowledge. Coaching is usually short term and performance oriented. A person may share a coaching relationship with many people.

Counselling in the work context is usually short term – it is a transaction with a developmental and corrective objective. Even though counselling is usually a friendly encounter, it differs from merely a ‘friendly chat’ because there is a change imperative.

Wherever possible, mentoring should be separate from performance assessment arrangements to protect the integrity of each function and to foster trust and transparency in the mentoring relationship.

Beginning the mentoring relationship

Mentoring is like any other relationship. It will go through predictable phases as the partnership and individuals develop. Each stage has different and shared characteristics and challenges. This reading describes one view of the beginning stages usually associated with mentoring in schools.

Getting acquainted

In any relationship, time needs to be given to establish common ground, understandings and expectations.

The mentoring partners need to meet together regularly. Simply identifying yourself ‘as a mentor – please come and talk with me any time you want’ is a great way to kill off any potential relationship!

So make time to get together and treat it as a high priority. Allow an informal conversation to develop sharing and discovering common interests, values and goals.

Communicating expectations

This is where, together, you set up the parameters or ‘ground rules’ of the relationship. Be encouraged to be clear, open and specific. Explore who you each are, what you understand a mentoring relationship is like. You might like to explore:

- your work personality types
- your preferred learning styles
- how you might reach agreements and what they might be about
- how a mentoring relationship works
- the importance of tackling problems respectfully
- what happens if it’s not working.

Exploring objectives

It is much easier to gauge whether you are achieving your objectives if you set desirable, specific realistic ones in the beginning. Seriously consider the two way process of mentoring. Discuss what you want and don’t want, strategies to achieve these, and style and purpose of feedback. These may include:

- setting objectives
- feedback styles and purposes
- accepting where you each are at
- sharing skills and knowledge.

Some suggested strategies in working with mentoring partnerships include:

- modelling practice – each visit the other’s classroom
- reflective practices – talking about what has happened in classes, journal writing, and team debriefings on practices and routines

- videoing lessons – of partners and others for joint review
- collaborative planning and assessment
- reading groups to discuss current articles and research
- learning teams with an emphasis on trialling new ideas, reflecting and refining practice
- networking with other beginning teachers, mentors, learning area specialists, etc.
- using tools such as the e⁵ Instructional Model, the Principles of Learning and Teaching and the Standards of Professional Practice to support conversations.

Relationship-building strategies

The following strategies for successful relationship-building have a wide range of applications and can be used beyond your relationship with your beginning teacher. They form a solid framework for engaging in reflective practices and for sharing feedback.

Understanding needs and emotions

The four basic needs that are operating in the context of the mentoring relationship are:

- to feel safe
- to belong and to be acknowledged
- to feel good about ourselves and well regarded by others
- to have freedom to grow and to contribute.

Conversely, when it is perceived that these needs are under threat, people tend to respond in predictable ways – becoming anxious, defensive and self-focused – that are counter-productive to building strong relationships.

Have clear and shared standards and goals

It is important that the mentors and beginning teachers are clear about the standards and expectations that accompany their roles within the mentoring program and also within the context of the whole school. These should be spoken about and set at the very beginning of the relationship.

Send relationship-building messages

Messages are relayed through:

- the words we choose
- para-language – such as tone, pitch and timing
- body language – in particular our facial expressions.

In most interactions, it is our para-language and body language that convey the most powerful messages, with the words we select an important contribution to the images and connections made by the person with whom we are interacting.

Focus on achievements

It is important to recognise achievements and focus on what is being done well and what brings a sense of pride and accomplishment. This gives recognition and confidence to people and confirms that they are valued as members of the collegiate community, irrespective of the challenges ahead.

In giving recognition to achievements, skills and attributes, we can avoid a situation in which the perspectives of the mentor and/or the beginning teacher are distorted by an unhealthy or inappropriate emphasis on what is missing or has ‘gone wrong’.

Let the story be told and heard

It is a specific human need to tell our story and to be confident of having been heard. It is only when people believe that they have been heard, understood and respected that they will be genuinely prepared to listen to suggestions about how they may do things differently or better the next time.

Rapport and trust

Forming a trusting relationship with your beginning teacher is paramount. When trust has been established, problems and issues can be faced and dealt with more effectively.

In a trusting relationship a sense of equality exists and both parties are able to feel understood, safe and valued. Trust enables risk taking and learning through error. New ideas can be explored and opinions expressed without criticism.

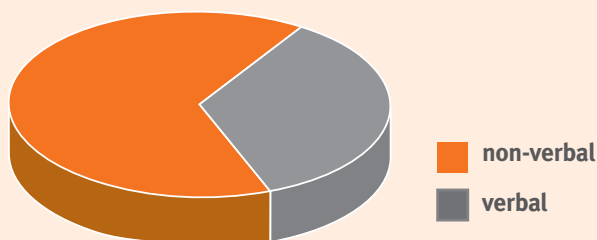
Factors that promote trust in a relationship arise out of a sense of mutual respect and recognition of each other’s strengths and differences. Trust means there is a sense of transparency that comes out of well-planned and strategic organisation with no hidden agendas.

In times of stress we down shift to the old part of our brain, the reptilian brain that tells us fight or flight. Trust allows us to maintain levels of the highest mental functioning in the neocortex the neo-mammalian part of our brains (Costa 2006:24).

Trust is a more long-term relationship whereas rapport is more immediate. The elements of rapport identified by Costa are posture, gesture, tonality, language and breathing (2006:24). Much of our meaning is communicated through non-verbal components, and researchers on ape behaviour such as Dianne Fossey and Jane Goodall tell us that this is something that we have brought with us through our evolution, having the addition of language along the way.

Figure 3 illustrates the proportion of meaning inferred from non-verbal and verbal components (Costa 2006:25).

Figure 3: Proportion of meaning inferred from non-verbal and verbal components



Non-verbal – 65 per cent: Verbal – 35 per cent:

- posture
- gesture
- proximity
- muscle tension
- facial expression
- pitch
- volume
- inflection
- pace
- words

Costa contests that of the 35 per cent attributed to verbal components of meaning only 7 per cent is given to words. He also says that if you can bring your body language into alignment the words you use take on greater meaning (Costa 2006:25). This is especially useful for a special conversation when deep meaning is required:

Many, and sometimes most, of the critical meaning generated in human encounters are elicited by touch, glance, vocal nuance, gesture or facial expression with or without the aid of words. From the moment of recognition until the moment of separation, people observe each other with all their senses, hearing pauses and intonation, attending to dress and carriage, observing glance and facial tension, as well as noting word choice and syntax. Every harmony or disharmony of signal guides the interpretation of passing mood or enduring attribute. Out of the evaluations of kinetic, vocal, and verbal cues decisions are made to argue or to agree, to laugh or to blush, to relax or resist to continue or cut off conversations

(Barnlund in Costa 2006:24).

When there are difficulties

An effective mentoring relationship engages the mentor and beginning teacher as thinking partners, sharing in the identification of issues and goals and identifying the development issues and objectives in accessible, user-friendly messages.

Mentoring is like any other relationship; it will go through predictable phases and from time to time the people involved will experience difficulty with their roles and each other. Accepting that difficulties are part of the territory will help mentoring partners to normalise the experience and to take a proactive approach in the identification and resolution of the issues.

The mentor coordinator or assistant principal are valuable resources in challenging times, having both the responsibility and sufficient distance from the mentoring partnership to provide wise counsel and appropriate direction when the situation demands.

We are the only person who can take responsibility for our own attitudes and behaviours. In any given situation, we make the choice about what we will think and feel and how we will respond and interact.

What we are may be our parents' fault. What we remain is our responsibility.

In the mentoring relationship, it will be imperative to accept responsibility for our part in every interaction and to try to consistently make the best possible choices in our purpose, perceptions and behaviours.

Should there be need for confrontation, please remember the guidelines shown in table 2.

Table 2: Guidelines for dealing with difficulties

Never in	Anger
Confront	Immediately – unless you're angry – otherwise you rely on your memory and memory is subjective
Be	Specific about behaviour Clear – check communication
Use	Data – clear information
Provide	Examples of behaviour – often people have different perception
Follow-up	Rather than thinking it will all blow over

C. Reflective conversations

Some possible questions that can support critical reflection and inquiry:

- What do we know as a fact about the situation?
- What do we feel is true but have no evidence to back it up?
- What don't we know – what questions are there?
- What is impossible to know?
- What can we do to test our mental models?

Reflective conversations should be rich in open-ended questions and can be used in the following instances.

Expose assumptions

- Please tell me a little more about ...
- Help me to understand that idea; what you're saying here is ...
- Can you give me an example to help me understand ...?
- To what extent ...?
- So, are you suggesting ...?
- I'm curious about ...

Build trust

- listen deeply
- use non-judgmental responses
- acknowledge ideas and feelings
- encourage contributions of ideas
- give attention to the other person
- relate questions to particular events, situations, people and actions.

Promote thinking

- What might you see happening in your classroom if ...?
- What do you think would happen if ...?
- How did you decide/come to that conclusion? Have you thought about ...?
- What results do you expect? (Salzman 2003:31).

Consider alternatives

- How can I learn from this?
- How can I approach this problem flexibly?
- How might I look at the situation in another way? How can I draw upon my repertoire of problem-solving strategies?
- How can I look at this problem from a fresh perspective? How can I illuminate this problem to make it clearer, more precise?
- How might I break this problem down into its component parts and develop a strategy for understanding and accomplishing each step?
- What do I know or not know? What questions do I need to ask?
- What strategies are in my mind now? What am I aware of in terms of my own beliefs, values and goals with this problem?
- What feelings or emotions am I aware of that might be blocking or enhancing my progress?
- How can we solve it together and what can I learn from others that would help me become a better problem-solver?

D. Seven norms of collaboration

1. Promoting a spirit of inquiry

Exploring perceptions, assumptions, beliefs, and interpretations promotes the development of understanding. Inquiring into the ideas of others before advocating for one's own ideas is important to productive dialogue and discussion.

2. Pausing

Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion, and decision-making.

3. Paraphrasing

Using a paraphrase starter that is comfortable for you. For example 'So ...' or 'As you are ...' or 'You're thinking ...'. Following the starter with an efficient paraphrase helps members of the group in hearing and understanding one another as they converse and make decisions.

4. Probing

Using gentle open-ended probes or inquiries. For example 'Please say more about ...', 'I'm interested in ...', 'I'd like to hear more about ...', or 'Then, you are saying ...', increases the clarity and precision of the group's thinking.

5. Putting ideas on the table

Ideas are the heart of meaningful dialogue and discussion. Label the intention of your comments. For example, 'Here is one idea ...' or 'One thought I have is ...' or 'Here is a possible approach ...' or 'Another consideration might be ...'.

6. Paying attention to self and others

Meaningful dialogue and discussion are facilitated when each group member is conscious of self and of others, and is aware of what he or she is saying and how it is said as well as how others are responding. This includes paying attention to learning styles when planning, facilitating, and participating in group meetings and conversations.

7. Presuming positive intentions

Assuming that others' intentions are positive promotes and facilitates meaningful dialogue and discussion, and prevents unintentional put-downs. Using positive intentions in speech is one manifestation of this norm.

(Source: © 2006 Centre for Adaptive Schools www.adaptiveschools.com.)

E. Three types of feedback

Warm feedback is constructive, explicit and helps build on strengths. For example:

- The process really helped students focus their thinking about a difficult issue (e.g. reconciliation, death of a parent, abortion, youth suicide, etc.).
- I liked the way you gave students a range of options in terms of the way they could respond to the project.

Cool feedback is constructive and raises issues or potential questions. It encourages reflection on particular aspects of teaching and learning with a view to improving. It notices what's not in the work and flags it for consideration. For example:

- I wondered about the amount of structure that you provided students and whether you saw a need for more or less in the future?
- What would have happened for students to be more engaged in the task?
- If you were to do this task again, what could you do to increase the intellectual quality of student responses?
- What would have changed if students had worked in collaborative groups?

- What opportunities did students have to be involved in the assessment process – either self-assessment or peer assessment?
- How could you increase students' opportunities to make more decisions for themselves during the unit?
- How would students use or apply this knowledge in the real world? How would you know if they were capable of doing so?
- How relevant did students see this unit to their own lives? How could you make it more so?
- What kinds of student thinking would you like to see more of? How could you plan for this?
- What would you have liked to see more/less of during the activity? How could that happen?

Hard feedback is again explicit. It raises issues to promote broader, deeper thinking about work. For example:

- How does this approach sit with your own values?
- You seemed to be assuming X or Y – how might that have impacted the final result?

Source: © 2000 Australian National Schools Network and the Coalition of Essential Schools USA.

F. Receiving feedback protocol

The following protocol (Lacey 1999:68) provides a clear framework for feedback and can be used with your beginning teacher if required.

Purpose

To establish an understanding of how each member of a mentoring pair would prefer to give and receive feedback.

Approximate time: 20 minutes.

Resources needed: A feedback table for each person.

Steps

Each participant reads the table (see table 3) and ticks five statements that best describe how they prefer to receive feedback. It is important to stress receive feedback and not *give* feedback. Each person then ranks those five statements from one to five, with one being the most important. Rankings are then compared.

Lacey advises that it is common that 'Given with care', 'Directly expressed' and 'Fully expressed' will be ranked highly. When we give feedback we often like to give it with care, sometimes with so much care that the receiver does not receive a clear message.

The question that should be asked is 'Whose need is being met when we give feedback?' The answer must be the need of the person receiving the feedback. It is important that both mentors and beginning teachers understand their partner's preferred way of giving and receiving feedback.

Table 3: Feedback preferences (to be ranked 1 to 5)

Statement	Description	Ranking
Given with care	To be useful, feedback requires the giver to feel concern and care for the person receiving the feedback – to want to help. Not hurt the other person.	
Invited by the recipient	Feedback is most effective when the receiver has invited the comments. This provides a platform for openness and some guidelines; it also gives the receiver an opportunity to identify and explore particular areas of concern.	
Freedom of choice to change	Feedback is most readily accepted when the receiver is supported to change but does not feel compelled to change.	
Directly expressed	Good feedback is specific and deals clearly with particular incidents and behaviour. It is direct, open and concrete.	
Fully expressed	Effective feedback requires more than a bald statement of facts. Feelings also need to be expressed so that the receiver can judge the full impact of their behaviour.	
Non-evaluative	Specific behaviour is commented on rather than personal value judgments about that behaviour.	
Well timed	The most useful feedback is when the receiver is receptive to it and is sufficiently close to the particular event being discussed for it to be fresh in their mind.	
Readily actionable	Effective feedback centres around behaviour that can be changed. Feedback concerning matters outside the control of the receiver is useless.	
Checked and clarified	If possible, feedback should be clarified to explore differences in perception.	

(Lacey 1999:68)

G. Three phases of induction: what do beginning teachers need?

Before starting the job

This phase relates to preparation and introduction/welcome, and takes place prior to the commencement of teaching. It includes orientation, which is the introduction to the profession, the employer and the workplace.

Key issues to be worked through and information required by new teachers during this phase may include:

- availability and location of curriculum materials and teaching resources
- information about students prior to teaching
- timetable and grade allocation
- school rules and policies
- how to access school facilities and equipment (e.g. photocopying); keys
- who's who and what's where?
- desk arrangements and availability of classroom resources
- expectations about teaching role and responsibilities
- full registration process for Provisionally Registered Teachers (PRT) – what this process involves, and the support available.

Laying the foundations

This phase relates to the first term. While the first few weeks of teaching are about supporting new teachers in 'finding their feet', the focus of this period is to lay the foundations enabling teachers to further develop and extend their practice.

Key issues to be worked through and information required by new teachers during this phase may include:

- managing student behaviour/ classroom management
- catering for students with a range of learning needs
- effective teaching and learning strategies
- organising student learning
- student assessment
- communicating/dealing with parents
- teaching strategies for particular content areas
- inclusion of students with a disability
- record-keeping
- developing sequenced learning programs; curriculum planning
- full registration process – opportunities to undertake one/two collegial classroom activities; begin list of professional learning activities undertaken.

Continuing professional learning

This phase relates to the first year, emphasising the need to respond to individual professional learning needs.

Key issues to be worked through and information required by new teachers during this phase may include:

- managing student behaviour
- student assessment and record-keeping
- catering for students with a range of learning needs and inclusion of students with a disability
- effective teaching and learning strategies
- report writing
- communicating with parents
- organising student learning including student motivation
- developing sequenced learning programs
- teaching strategies for particular content areas
- full registration process – opportunities to undertake further collegial classroom activities; continue to list and comment on professional activities undertaken; develop the Analysis of Teaching and Learning; and present Evidence of Professional Practice to panel of peers.

H. Understanding beginning teachers' needs

Lang (1999) refers to four stages of teacher development – survival, consolidation, renewal and maturity; the amount of time a teacher spends in each stage depends on a number of factors including:

- the teacher's own self-concept and self-efficacy
- the context in which they begin teaching and the support provided within the school.

Lang explored the survival stage by following seven beginning teachers through their first year of teaching.

'The Survival Stage' describes teachers always on the run, stressed, working long hours, and having an imbalance of work and personal life: On the edge. While the first year may be likened to 'survival', it doesn't have to be. This is the purpose of induction and mentoring support. Induction and mentoring should work towards taking the 'survival aspect' out of the first year of teaching.

The two following case stories illustrate two beginning teachers' needs.

Anna's Story

'A long time ago in a galaxy far, far away' – 'a long time' being 'a mere 14 months ago' and the 'galaxy far, far away' being 'Monash University' – I lived in a different world. A world where every lesson had to be meticulously planned. A world where there was always the safety net of an experienced teacher in the back of the classroom. A world where yard duties and staff meetings were voluntary. A world, in short, that was trying to be like the 'real world of teaching' and just kept telling us, 'You'll see!' Well, I saw all right ...

I graduated from Monash University in 2006 with a Graduate Diploma of Education and a few misgivings in my pocket. Was I really equipped to deal with high school life from the perspective of a teacher?

On that memorable first day of teaching, I thought, 'This is going to be a breeze!' Student behaviour was excellent. I had mainly Year 7s and they were probably just as intimidated as I was; I'd just practised not to show it so much. By the third day, they'd adjusted remarkably well and established their pecking order – the trouble was, I wasn't too sure anymore where I was in that order ...

During teaching rounds, I had been teaching an average of two lessons per day and I'd been flat out, planning lessons, finding resources and talking lessons over with supervisors. Now, all of a sudden, I was teaching four to five lessons a day, I still had no resources up my sleeve and I was drowning in work. I simply couldn't believe that they made us leave school at 6 pm when I was nowhere near having finished planning!

By the second week, all classes were running. My Year 10 home group was too cool for school – were they taking me seriously at all? I had a Year 8 English class that was running riot – 26 students, among them six boys who'd try anything to disrupt a lesson. They taught me, as no uni course could ever have done, why it's never good to 'smile before Easter'. I had two Year 8 Music classes who were supposed to play instruments soon and I was terrified to let them because I couldn't see them, or me, or the instruments come out in one piece.

After that second week, I was overwhelmed. There was too much to do and I wasn't keeping up! Little things tripped me up, things like, 'What's a form assembly and what do I do there? What's the correct school uniform supposed to look like? They taught us the VELS at uni but what's PAC, SPIT, etc.?'

At six o'clock one night, as I was internally panicking because the cleaners would come by any minute to lock up, one of the experienced teachers came up to my desk and said, 'You're doing too much – is there anything I can help you with?' I almost burst into tears, just because there was another human being who obviously sympathised with my struggle to cope, which I had taken to be individual and private. Not only did she understand; she gave me two practical tips that I've tried to live by ever since:

- Don't write a lesson plan in too much detail.
- Take some time off for yourself, even if it means that your classes don't go as well as they would if you'd planned better.

One of my most poignant memories of these first few weeks is my mentor coming back to her desk and saying, 'I've had such a bad class just now – they went crazy!' On the one hand, the thought that bad classes would never be a thing of the past was depressing. On the other, though, I felt reassured. It wasn't just me whose Year 8 classes sometimes spun out of control. It wasn't just me who every now and then felt totally inadequate. Above all, it wasn't just me coming back to my desk and needing a good whinge.

There is another episode that illustrates this very well. I was lucky enough to be at a school with a large group of first year teachers and we helped each other through a lot. One day after school, another one of the beginning teachers came up to me in the social staffroom and said, 'I've just had the most supremely awful Year 9 group you can imagine...'. He then proceeded to tell me about the lesson which apparently had gone from bad to worse. At first, I just listened with a great bubble of relief growing inside me and then I started talking about my own day. We weren't advising or judging, we weren't even – at that moment – searching for ways to do better next time; we just needed to vent and have somebody listen sympathetically. One by one, the other graduate teachers came back from classes and we must have sat there for an hour, reliving our first weeks. Yes, we were whinging, but slowly, the smiles on our faces appeared again. Being honest was unbelievably cathartic and that was probably the moment when we first found our feet.

My mentor was an important person in that first year. She was an invaluable resource, answered all the questions that seemed stupid to me and helped me distinguish between important and unimportant. She shared her professional knowledge and introduced me to the social aspects of the staffroom. Above all, she helped me to cope when I was feeling like a lousy teacher.

She is no longer officially my mentor but a valued colleague and we still share our knowledge, a good whinge every now and then and strategies of coping with the challenges. We work closely together and have a shared passion for helping others achieve their best – which is one of the things that I love most about the profession.

Since that time so 'long, long ago', I think I have grown up a bit. Last September, I was deemed 'grown-up' enough to go on the school trip to Japan and we had a wonderful time. I also managed to get through the hell that is reports twice, virtually unscathed. This year, I am a form teacher of a Year 7 class who have come wide-eyed into the school just like I did a year ago. I am also buddy to a new teacher who has come new into the school and we share failures and triumphs as well as professional knowledge.

Looking back is great, because I can see how far I've come already. Looking ahead is even better because there is still so much to learn, so many challenges to face and so many skills to master.

Melanie's Story

As a new graduate mentoring was exactly what I needed! Even though I am mature age, had worked as an integration aide and have three children, I found having my own grade for the first time very daunting.

It's a huge learning curve in so many areas. I had to:

- get to know the staff at the school
- learn my way around the school and how the school functions
- locate resources
- assess students to find out where they're at
- plan engaging teaching and learning activities for a room full of students who are all at different stages in their learning
- teach and enforce classroom rules and boundaries
- implement behaviour management strategies
- carry out a multitude of admin tasks ... the list goes on ...

One of the things I really appreciated about my mentor in the first few weeks of school was the way she would come to my room before school started to:

- see how I was going
- check whether I needed anything, and
- to inform me of anything that might be happening during the day that I might not be aware of.

This practice on my mentor's part really helped to establish a good relationship between us because it made me feel that my mentor:

- was genuinely interested in my wellbeing
- was available to help me, answer questions and support me should I need a brain to pick or an ear to listen. This had the added benefit that it helped me to feel safe.

I believe some of the key factors in a successful mentoring relationship are mutual trust, respect and a non-judgmental environment in which to learn. My mentor never made me feel like she was better than I was, even though she had years more teaching experience than I did. One thing my mentor would say to me time and time again was that 'There's no such thing as a silly question!'

Whether we're a student learning in the classroom, a graduate teaching their own class for the first time or an experienced teacher who has been teaching for years, we all need to feel valued and accepted. If we feel valued and accepted then we can feel safe.

It's important for new graduates to feel safe because then they can be honest and seek the help and support they need. They can say to their mentor:

- 'I've never used this particular teaching method before; could I sit in on one of your classes and watch what you do?'
- 'Could you please come into one of my classes and model this particular teaching method?'

If a beginning teacher feels safe enough to go to their mentor and ask for advice, they benefit from the mentor's teaching experience.

Others factors I believe are important for a successful mentoring relationship include:

- the mentor making themselves available, and
- effective listening and honest communication between the mentor and the beginning teacher.

I had lots of informal conversations with my mentor on a variety of topics and at times I needed to debrief at the end of the day. I appreciated having an experienced point of view to reference from. Many times my mentor suggested things that I would never have even considered.

One thing that I wish I had more of in my mentoring relationship was constructive feedback. Sometimes I felt like my mentor was too nice and didn't want to point out any of my shortcomings. I was and still am eager to grow and learn and wanted to be told how I could do things better and in what ways I could improve. At times it takes courage to give constructive feedback, but if it's done in the context of a safe relationship built on honest communication, trust and respect, then it is worthwhile making the effort. The beginning teacher may not always agree with your opinions, but at least you have given them the opportunity to think of things from another point of view.

During third and fourth terms my mentor and I were actually fortunate enough to organise for our Administration and Planning Time to be blocked at the same time. We used to sit and work on our weekly planners together. We both found this extremely useful as two heads are better than one. It was something I would have found very beneficial right from the beginning of the year. As a new graduate I had limited resources, as in books, games, etc. I also had limited teaching experience, so it helped having access to my mentor as a resource.

Both my mentor and I really enjoyed our team teaching experiences. Instead of my mentor coming in and sitting on the sidelines, observing me teach a lesson; we planned the lessons so that we were both contributing to the teaching and learning activities. My mentor would often act as a scribe while I lead the class discussion or she would roam around the grade giving assistance while I taught a small group. This approach made me feel more comfortable as I didn't feel like the spotlight was solely on me. Also my mentor really enjoyed playing an active part in the lesson and commented on a number of occasions how it had been a learning experience for her observing me teaching things differently than she would have.

It was great to feel like I was contributing to my mentor's teaching and learning knowledge and not always just picking her brain. Graduates often come in with fresh ideas and have knowledge and skills that they can share with experienced teachers. It's a partnership with both the mentor and beginning teacher working to grow and learn together.

I'll leave you with this last thought. Mentoring is a two-way professional collegiate partnership which contributes to the growth and development of both partners.

Part B

The Teacher Mentor Support Program Day 2 continues the opportunity to develop skills as a mentor.

Completing Day 2 of the program can create further opportunities for conversations at your school to support collegiate practices and shared understandings of the knowledge, skills and behaviours required for effective induction and mentoring. Using the Standards of Professional Practice as a context to work through the phases of induction, beginning teachers are supported to achieve full registration.

In your mentoring relationship, the professional wellbeing of your beginning teacher is paramount. The support you give your beginning teacher will enable him or her to become part of a culture of professional learning that promotes and encourages reflection on practice through ongoing professional conversations.

The reciprocal nature of mentoring is an ideal opportunity for you to learn with and from each other, either as part of a larger team, or as learning partners – with the shared commitment towards the development of each other.

Research tells us that one of the biggest drivers of workplace morale is team work. The professional interaction (the talking with one another about what we do and how we do it) has a strong influence on wellbeing, and the feedback we get from our colleagues is powerful. Your role as a mentor supports the development of your beginning teacher's practice, contributing to their efficacy and wellbeing as a teacher.

4. Emotional intelligence – knowing myself better as a mentor

Emotional intelligence refers to the capacity to deal effectively with ones own and others' emotions. When applied to the workplace, emotional intelligence involves the capacity to effectively perceive, express, understand and manage emotions in a professional and effective manner

(Stough & Palmer 2002).³

Research has found that high IQ alone does not necessarily mean success. In team work situations, for example, emotional intelligence is essential for success. Daniel Goleman argues that both rational intelligence (IQ) and emotional intelligence will determine how well we do in life (Goleman 1995: 28). Unlike our rational intelligence, we can work on developing and improving our emotional intelligence.

Emotional Intelligence is about a person's ability to understand and manage their own emotions and behaviours as well as those of others. It's a person's ability that helps people cope with frustrations, control emotions and get along with others.

Empathy is an important component of emotional intelligence. Empathy as described by Goleman is 'intuiting another's feelings' (1995:96). He claims that empathy comes from being able to read non-verbal cues. It is more about how it is said rather than what is said. Paying attention to how a message is conveyed is a learned skill.

As a mentor you need to show the beginning teacher that you sense how they feel by 'play(ing) back inner feelings in another way' (Goleman 95:100). If your focus is on the problem or the task rather than the beginning teacher you may miss the underlying factors that have led to the action or behaviour. As a mentor, you 'sense how to give effective feedback' and 'know when to push for better performance and when to hold back' (Goleman 1998:101), because of your ability to empathise.

A mentor who has empathy is said to be empathic, which Rogers defines as:

the way of being with another person (which) ... means temporarily living in their life, moving about in it delicately without making judgments ... to be with another in this way means that for the time being you lay aside the views and values you hold for yourself in order to enter the other's world without prejudice ... a complex, demanding, strong yet subtle and gentle way of being

(Rogers in Costa 2006:23).

As important as empathy is, so too is emotional self-awareness. This competency is about knowing and understanding the emotional self. Self-monitoring, by standing back and viewing the beginning teacher's actions and behaviours without superimposing yourself or your judgments, means the sole focus is the beginning teacher. A mentor cannot focus on the beginning teacher if they are pre-occupied with their own issues and problems.

As a mentor you are sensitive to your beginning teacher, which by implication means 'to be sensitive (to your beginning teacher) you must be sensitive to your self' (Boyatzis 2002:18).

³ www.emr.vic.edu.au/Downloads/Tracey_Ezard_Presentation_2008.ppt

Personal competence (self-awareness and self-management)

Self-awareness

Emotional self-awareness: People high in self-awareness are attuned to their inner signals, and recognise how their feelings affect them and their job performance. They are attuned to their guiding values and can often intuit the best course of action, seeing the big picture in a complex situation. Emotionally self-aware people can be candid and authentic, able to speak openly about their emotions or with conviction about their guiding vision.

Accurate self-assessment: Those with high self-awareness typically know their limitations and strengths, and exhibit a sense of humour about themselves. They exhibit a gracefulness in learning where they need to improve, and welcome constructive criticism and feedback. Accurate self-assessment lets a person know when to ask for help and where to focus in developing new strengths.

Self-confidence: Knowing their abilities with accuracy allows people to play to their strengths. Self-confident people can welcome a difficult assignment. Such people often have a sense of presence, a self-assurance that lets them stand out in a group.

Self-management

Self-control: Those with emotional self-control find ways to manage their disturbing emotions and impulses, and even to channel them in useful ways. A hallmark of self-control is the person who stays calm and clear-headed under high stress or during a crisis – or who remains unflappable even when confronted by a trying situation.

Transparency: Those who are transparent live their values. Transparency – an authentic openness to others about one’s own feelings, beliefs, and actions – allows integrity. Such people openly admit mistakes or faults, and confront unethical behaviours in others rather than turn a blind eye.

Adaptability: People who are adaptable can juggle multiple demands without losing their focus or energy, and are comfortable with the inevitable ambiguities of organisational life. Such people can be flexible in adapting to new challenges, nimble in adjusting to fluid change, and limber in their thinking in the face of new data or realities.

Achievement: Those with strength in achievement have high personal standards that drive them to constantly seek performance improvements – both for themselves and those they lead. They are pragmatic, setting measurable but challenging goals, and are able to calculate risk so that their goals are worthy but attainable. A hallmark of achievement is in continually learning – and teaching – ways to do better.

Initiative: People who have a sense of self-efficacy – who have what it takes to control their own destiny – excel in initiative. They seize opportunities, or create them, rather than simply waiting. Such a person is always looking to create better opportunities for the future.

Optimism: A person who is optimistic can roll with the punches, seeing an opportunity rather than a threat in a setback. Such people see others positively, expecting the best of them. And their ‘glass half-full’ outlook leads them to expect that changes in the future will be for the better.

Social competence (social awareness and relationship management)

Social awareness

Empathy: Those with empathy are able to attune to a wide range of emotional signals, letting them sense the felt, but unspoken, emotions of a colleague or team. Empathic people listen attentively and can grasp someone else's perspective. Empathy makes a person able to get on well with people of diverse backgrounds or from other cultures.

Organisational awareness: Those with keen social awareness can be politically astute, able to detect crucial social networks and read key power relationships. They can understand the political forces at work in an organisation, as well as the guiding values and unspoken rules that operate among people there.

Service: Those high in the service competence foster an emotional climate so that people directly in touch with the customer or client will help keep the relationship on the right track. They monitor customer or client satisfaction carefully to ensure they are getting what they need. They also make themselves available as needed.

Relationship management

Inspiration: People who are able to inspire others both create resonance and move people with a compelling vision or shared mission. Such people embody what they ask of others, and are able to articulate a shared mission in a way that inspires others to follow. They offer a sense of common purpose beyond the day-to-day tasks, making work exciting.

Influence: Those adept in influence are persuasive and engaging when talking to others. They are able to find just the right appeal for a given listener to knowing how to build buy-in from key people and a network of support for an initiative.

Conflict management: People who manage conflict best are able to draw out all parties, understand the differing perspectives, and then find a common ideal that everyone can endorse. They are able to acknowledge the feelings and views of all sides, redirecting energies toward a shared ideal.

Building bonds: Those who relate well to diverse individuals, establishing trust and rapport within the organisation and with external partners and networks, are able to cultivate a web of relationships.

Teamwork and collaboration: Those who are able team players generate an atmosphere of friendly collegiality and are themselves models of respect, helpfulness and cooperation. They draw others into active, enthusiastic commitment to the collective effort, and build spirit and identity. They spend time forging and cementing close relationships beyond mere work obligations.

(Source: adapted from Fullan 2005:30–8.)

5. Professional conversations

We tend to see ourselves primarily in the light of our intentions, which are invisible to others, while we see others mainly in the light of their actions, which are visible to us

(J. G. Bennet cited in F. Kofman 2006:133).

Communication is a study in itself. There are numerous books written about the art of conversation. One possible approach adapted from Fred Kofman's *Conscious Business* (2006:145–150) follows.

Underpinning the conversation between the mentor and beginning teacher is mutual purpose. In this relationship the overriding mutual purpose can be defined as the joint endeavour to build and develop teacher practice. In preparing for a conversation the five mutual learning purposes to think about are:

1. Learn their story: why did they take the action they did? What was their motive? What experiences influenced their actions? (use reflective questioning).
2. Tell your story: express what you saw, thought and felt – clearly, respectfully and honestly. (Remember the Ladder of Inference.)
3. Develop a way forward together: having heard both stories what possible outcomes or actions are possible?
4. Converse with respect: it's no good having a conversation if there is a lack of trust.
5. The environment is important: for example, is there privacy? Is there enough time? Are there any other issues that need to be addressed before this conversation takes place?

When talking about teaching practice with your beginning teacher, some questions to consider might be:

- Is the purpose of the conversation clearly understood?
- Is your conversation collaborative and cooperative – one that works towards a shared understanding?

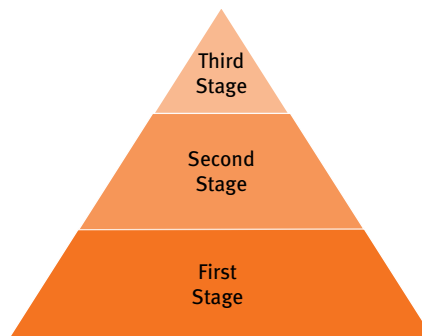
- Do you listen to understand, to make meaning, and to find common ground?
- Do you try to enlarge and possibly change your beginning teacher's point of view?
- Do you model an open-minded attitude; are you open to changing your point of view?
- Do you try to do your best thinking, expecting that your beginning teacher's reflections will add to your thinking?
- Are you able to temporarily suspend your beliefs or judgments?
- Do you address problems constructively?
- Do you promote a sense of mutual inquiry and collective knowledge?
- Are you able to respect your beginning teacher and seek to neither alienate nor offend?
- Are you able to evaluate what you have seen and help your beginning teacher to reflect on their actions in a productive and positive way?
- Are you able to concentrate on the behaviour you have seen and talk about it in such a way that is critical but does not offer criticism? A critical conversation should always seek to build, but never demolish your beginning teacher's confidence.
- Does your beginning teacher feel you understand them and their point of view?

6. Mentoring stages

A mentoring relationship will go through predictable stages as the partnership and individuals develop. (See Day 1 Learning Guide, page 21.)

The SAGE mentoring program uses O'Mahony and Matthews's model, which is explained here and illustrated in figure 4 (2005: 71). Table 4 lists the behaviours associated with the three mentioned stages.

Figure 4: SAGE mentoring program model



First stage

The mentor assists the beginning teacher in accomplishing specific tasks related to their new position and provides modelling of skills, sharing of strategies and observational feedback.

Second stage

The beginning teacher is more self-directed in the development of skills but also needs more consistent and frequent feedback. Directing the beginning teacher to self-reflective practices will assist them in evaluating their own progress.

Reflective practice can consist of methods which promote a deeper awareness of the teaching process, such as:

- journals
- formal and informal conferences
- observations of each other
- reflective questioning strategies.

Educators who use reflective practice:

- can make adjustments to the curriculum versus following a prescribed path
- identify new ways to structure activities and routines
- develop or incorporate new strategies for student achievement
- recognise methods that are effective.

Third stage

The beginning teacher is no longer reliant on the mentor and can provide possible solutions to problems encountered. The mentor can provide a sounding board to discuss the beginning teacher's concerns and offer emotional support. During this time, the mentor relationship will begin to redefine into a peer support and collegial relationship.

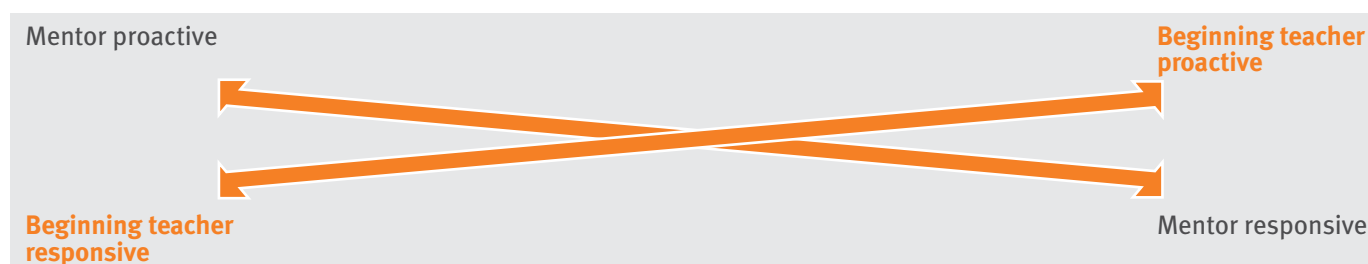
Both the mentor and the beginning teacher need to be aware that the mentoring relationship usually has a finite period. The relationship does not need to end at the completion of the registration process. How it is 'finished' and celebrated should be negotiated along the way as the relationship changes to accommodate the new and more collegial needs of both parties.

The focus of the mentoring relationship should be in response to the beginning teacher's needs and, as a result, is an evolving relationship. Figure 5 illustrates the dynamic of the relationship.

Table 4: Typical behaviours associated with each stage of mentoring

What would you expect to see between a mentor (M) and a beginning teacher (BT) in a successful mentoring relationship that is professional and equal.		
<p>First stage: The mentor assists the beginning teacher in accomplishing specific tasks related to their new position. The beginning teacher is more dependent.</p> <ul style="list-style-type: none"> • M and BT discuss mutual expectations and goals • M builds trust and confidence • M assists and demonstrates • M offers advice and guidance • M acknowledges and praises • M provides professional support • M models and makes explicit professional and competent performance • M explains and shares strategies\ BT describes and self-discloses • BT receptive and responsive to advice • BT observes and analyses M's practice • BT applies new knowledge and strategies • BT questions 	<p>Second stage: The beginning teacher is more self-directed in the development of skills but also needs more consistent and frequent feedback. The beginning teacher grows increasingly independent.</p> <ul style="list-style-type: none"> • M and BT give and receive feedback • M and BT challenge • M and BT observe • M models • M assists BT in the development of effective teacher practice • M offers options • M questions • M facilitates and expects emergent independence • M promotes reflection • M acknowledges and gives recognition • BT confident and creative • BT uses evidence for self-reflection 	<p>Third stage: The beginning teacher is no longer reliant on the mentor and can provide possible solutions to problems encountered. The beginning teacher and mentor are interdependent.</p> <ul style="list-style-type: none"> • M and BT: • two-way dialogues involving joint decision-making, problem-solving and authentic co-learning • collaborative planning and assessment • alternating leadership • reflective practice (use of open questions to expose assumptions, build trust, promote thinking and consider alternatives) • giving and receiving feedback • The mentoring relationship is gradually redefined as the goals are accomplished and a supportive and collegial relationship develops.

Figure 5: Behavioural dynamic between mentor and beginning teacher



7. What Next?

As the year unfolds and the beginning teacher moves through the phases of their learning and grows in confidence and in their sense of efficacy of themselves as a teacher, the mentoring relationship moves through the three stages discussed in the previous section.

The following strategies have been suggested by O'Mahony and Matthews (2005: 99–03) as being pertinent to the stages and phases along the mentoring relationship in response to questions posed by mentors.

How do I show I am interested in helping them?

- Listen more than you talk, and ask questions.
- Ask open, reflective questions.
- Watch for body language clues and respond accordingly.
- Talk about their interests and issues; you are there to support them.
- Approach discussions in a way that is sensitive to the feelings of the beginning teacher.
- Don't hurry, be prepared to slow down.
- Be flexible and open – you don't just have to stick to school issues.

How do I check that I am doing alright?

- Ask your beginning teacher how they think the relationship is going.
- Ask them whether they feel they are benefiting, and tell them that they are being listened to.
- Use your observation skills and wisdom to alert yourself to signs in body language of uneasiness, discomfort or hesitation.
- Set goals and milestones for the mentoring relationship as measures of progress.
- Define stages for achievement so that you both know you are making progress and can celebrate them.
- Remember mentors don't enter into relationships as experts purporting to know everything. They also want to learn during the experience. As with anybody else, he or she might need help advice and support in doing this. Mentors need to ask themselves, 'Who mentors me?' Identify at least one person that you can turn to for advice.

What happens if things don't go as expected?

- With the best will in the world, mentoring relationships do not always develop as we want or have planned. It is important not to just press on regardless if you are not getting on.
- Diagnose first and make decisions later. Discuss these things openly.
- Check out what your beginning teacher thinks is happening and how they feel.
- Reflect on your own concerns and issues.
- Try to identify and describe problems in a detailed and specific way rather than a generalised way.
- Discuss a mechanism to put in place to handle difficulties and potential issues of conflict in the relationship.
- Use the program coordinator as a possible mediator of relationship issues.
- Check what provision there is or what procedures have been defined for mentors or beginning teachers who are unhappy with their relationship.
- Make a plan for improvement or recovery, and then monitor it.
- Agree to walk away if appropriate.
- Refer to Day 1 resources and further readings section page 14.

How do I ensure I am developing my role as a high-quality mentor?

- Determine what you mean by 'high-quality mentor'. Are there any objective ways of measuring success?
- Ask your beginning teacher what they would see as high-quality mentoring. What are the indicators?
- Prepare for sessions and set goals and objectives.
- Work by consensus and determine ways to achieve this.
- Work out ways to disagree and handle difficult issues in the mentoring relationship.
- Discuss ways to handle conflict – should it arise – in the mentoring relationship.
- Keep yourself up to date, and undertake professional development where necessary.
- Monitor progress – both your own and that of your beginning teacher. Mark achievements and celebrate success.
- Regularly reflect on the progress of the relationship.

8. Evaluating induction and mentoring

All school programs and initiatives need to be evaluated in terms of their effectiveness; looking at what has worked well and what could have been done differently. Involving new teachers, those beginning, returning or new to positions, in evaluating and developing future induction support and taking a leading role in the implementation of future support is a strategy well worth considering.

Evaluating induction support

1. Did the school-based induction support respond to your individual needs in relation to:

	✓	✗
Understanding the role and work requirements		
Developing your teaching and learning practice		
Developing your teaching capacity through multiple sources of feedback		
Knowing who to approach for assistance and support		
Accessing the facilities and resources needed to carry out your responsibilities		
Establishing good working relationships with colleagues and school management		
Understanding the policies, guidelines and procedures of the workplace		
Establishing clear work goals		
Gaining acknowledgment and feedback from the principal or their nominee		
Gaining a sense of belonging to the school community		
Contributing and sharing your knowledge, skills and experiences with your colleagues		
Involvement in collaborative curriculum planning		
Access to a peer network		
Providing access to offsite professional learning opportunities to meet individual needs		

2. How would you rate the induction support?

☐ Not useful ☐ Slightly useful ☐ Moderately useful ☐ Very useful ☐ Highly Useful

Why?

3. How would you rate the following?

a. The mentor support you received?

☐ Not useful ☐ Slightly useful ☐ Moderately useful ☐ Very useful ☐ Highly Useful

b. Your opportunities to observe and be observed?

☐ Not useful ☐ Slightly useful ☐ Moderately useful ☐ Very useful ☐ Highly Useful

c. The support provided to critically reflect and self-monitor your own process?

☐ Not useful ☐ Slightly useful ☐ Moderately useful ☐ Very useful ☐ Highly Useful

Comments

4. What were the most useful aspects of the induction support received?

5. What aspects of the induction support did you find least useful?

6. What additional activities should be included in future induction support in your school?

9. Day 2 resources and further reading

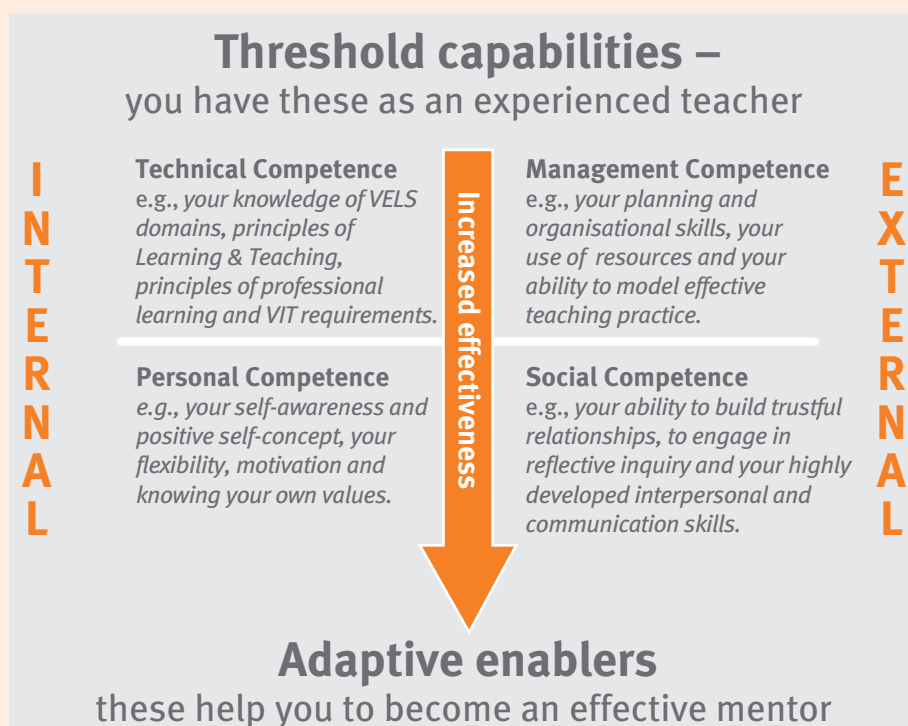
A. Emotional intelligence and emotional competencies

Exploring emotional competencies enables us not only to examine what constitutes emotional intelligence; we can also attempt to measure the level of emotional intelligence. Emotional competencies refer to personal and social competencies:

- The management of ourselves (personal competence): *self-awareness and self-management*
- The influencing of others (social competence): *social awareness and relationship management.*

Goleman asserts that while technical and management competencies are necessary and matter, they do so as ‘threshold capabilities’ (1998:94). It is the components of emotional intelligence that indicate outstanding performance. Figure 6 shows the importance of the personal and social competencies as enablers of effective performance.

Figure 6: Becoming an effective mentor



The message in this diagram suggests that a mentor needs to have more than a ‘significant’ amount of specific knowledge and be generally ‘more experienced’ than the beginning teacher. In addition, the mentor needs to be a well-regarded professional with a passion for teaching and to possess the qualities that will enable them to engage with integrity in a generous, trusting relationship committed to shared personal and professional development.

B. Some further examples of reflective questions

The following reflective questions as suggested by Barnett, O'Mahony and Matthews (2004: 73) build on the material presented in Part A.

Concrete experience (what?)

- What do you want to discuss?
- What's working, not working?
- Tell me about ...?
- What's on your mind?
- How was your lesson?
- What do you think about?

Reflective observation (what?)

- What went as planned?
- Give me a few more details?
- What changes have occurred since we last met?
- What was the best part of the lesson?
- How do you feel about the experience?
- Can you tell me what the students learned?

Abstract conceptualisation (so what?)

- Why do you think the lesson went so well?
- What have you learned from this experience?
- What cues did you use to know things were not going well?
- What assistance do you need to change the situation?
- What have you discovered about yourself? About your students?
- What will you do (not do) again?

Planning for implementation (now what?)

- What are your next steps?
- What do you expect to happen when you ... ?
- What results are you trying to achieve?
- How will you know if your plan is working?
- How can you use what you have learned in another situation?
- How can I and others assist you in reaching your goal?

C. Dealing with difficult conversations

The following article by Judy Ringer is included as a resource and draws on some of the latest literature on conversations. Think of a conversation you've been putting off. Now read on.

There are dozens of books on the topic of difficult, crucial, challenging, important (you get the idea) kinds of conversations. Those times when you know you should talk to someone, but you don't. Maybe you've tried before and it went badly. Or maybe you fear that talking will only make the situation worse. Still, there's a feeling of being stuck, and you'd like to free up that stuck energy for more useful purposes. There are many well-written and informative books on how to have these important, crucial, and difficult conversations. At the end of the article, I list them. Get at least one and read it. They're all great.

What you have here is a brief synopsis of best practice strategies: a checklist of action items to think about before going into the conversation; some useful concepts to practice during the conversation; and some tips and suggestions to help your energy stay focused and flowing, including possible conversational openings. You'll notice one key theme throughout: you have more power than you think.

Working on yourself: How to prepare for the conversation. Before going into the conversation, ask yourself some questions: What is your purpose for having the conversation? What do you hope to accomplish? What would be an ideal outcome?

1. You may think you have honourable goals, like educating an employee or increasing connection with your teen, only to notice that your language is excessively critical or condescending. You think you want to support, but you end up punishing. Some purposes are more useful than others. Work on yourself so that you enter the conversation with a supportive purpose.
2. What assumptions are you making about this person's intentions? You may feel intimidated, belittled, ignored, disrespected or marginalised, but be cautious about assuming that that was their intention. Impact does not necessarily equal intent.
3. What 'buttons' of yours are being pushed? Are you more emotional than the situation warrants? Take a look at your 'back-story', as they say in the movies. What personal history is being triggered? You may still have the conversation, but you'll go into it knowing that some of the heightened emotional state has to do with you.

4. How is your attitude toward the conversation influencing your perception of it? If you think this is going to be horribly difficult, it probably will be. If you truly believe that whatever happens, some good will come of it, that will likely be the case. Try to adjust your attitude for maximum effectiveness.
5. Who is the opponent? What might they be thinking about this situation? Are they aware of the problem? If so, how do you think they perceive it? What are their needs and fears? What solution do you think they would suggest? Begin to reframe the opponent as partner.
6. What are your needs and fears? Are there any common concerns? Could there be?
7. How have you contributed to the problem? How have they?

Four steps to a successful outcome

The majority of the work in any conflict conversation is work you do on yourself. No matter how well the conversation begins, you'll need to stay in charge of yourself, your purpose and your emotional energy.

Breathe, centre, and continue to notice when you become off-centre – and choose to return again. This is where your power lies. By choosing the calm, centred state, you'll help your opponent/partner to be more centred, too.

Centring is not a step; centring is how you are as you take the steps. (For more on centring, see the resource section at the end of the article.)

Step 1: Inquiry

Cultivate an attitude of discovery and curiosity. Pretend you don't know anything (you really don't), and try to learn as much as possible about your opponent/partner and their point of view. Pretend you're entertaining a visitor from another planet, and find out how things look on that planet, how certain events affect them, and what the values and priorities are there.

If they really were from another planet, you'd be watching their body language and listening for the unspoken energy as well. Do that here. What do they really want? What are they not saying?

Let them talk until they're finished.

Don't interrupt except to acknowledge. Whatever you hear, don't take it personally. It's not really about you. Try to learn as much as you can in this phase of the conversation. You'll get your turn, but don't rush it.

Step 2: Acknowledgment

Acknowledgment means to show that you've heard and understood. Try to understand them so well you can make their argument for them. Then do it. Explain back to them what you think they're really going for. Guess at their hopes and honour their position. They won't change unless they see that you see where they stand. Then they might. No guarantees.

Acknowledge whatever you can, including your own defensiveness if it comes up. It's fine; it just is. You can decide later how to address it. For example, in an argument with a friend I said: 'I notice I'm becoming defensive, and I think it's because your voice just got louder and sounded angry. I just want to talk about this topic. I'm not trying to persuade you in either direction'. The acknowledgment helped him (and me) to recentre.

Acknowledgment can be difficult if we associate it with agreement. Keep them separate. My saying, 'this sounds really important to you,' doesn't mean I'm going to go along with your decision.

Step 3: Advocacy

When you sense that they've expressed all their energy on the topic, it's your turn. What can you see from your perspective that they've missed? Help clarify your position without minimising theirs.

For example: 'From what you've told me, I can see how you came to the conclusion that I'm not a team player. And I think I am. When I introduce problems with a project, I'm thinking about its long-term success. I don't mean to be a critic, though perhaps I sound like one. Maybe we can talk about how to address these issues so that my intention is clear'.

Step 4: Problem-solving

Now you're ready to begin building solutions. Brainstorming is useful, and continued inquiry. Ask your opponent/partner what they think would work. Whatever they say, find something that you like and build on it.

If the conversation becomes adversarial, go back to inquiry. Asking for the other's point of view usually creates safety, and they'll be more willing to engage.

If you've been successful in centring, adjusting your attitude, and in engaging with inquiry and useful purpose, building sustainable solutions will be easy.

Practise, practise, practise! The art of conversation is like any art – with continued practice you acquire skill and ease.

You, too, can create better working and family relationships, ease communication problems and improve the quality of your work and home environment. You're on the way, and here are some additional hints.

Tips and suggestions

- A successful outcome will depend on two things: how you are and what you say. How you are (centred, supportive, curious, problem-solving) will greatly influence what you say.
- Acknowledge emotional energy – yours and theirs – and direct it towards a useful purpose.
- Know and return to your purpose at difficult moments.
- Don't take verbal attacks personally. Help your opponent/partner come back to centre.
- Don't assume they can see things from your point of view.
- Practise the conversation with a friend before holding the real one.
- Mentally practise the conversation. See various possibilities and visualise yourself handling them with ease.
- Envision the outcome you're hoping for.

How do I begin?

Opening the conversation. In my workshops, a common question is 'How do I begin the conversation?' Here are a few conversation openers I've picked up over the years – and used many times!

- 'I have something I'd like to discuss with you that I think will help us work together more effectively.'
- 'I'd like to talk about ... with you, but first I'd like to get your point of view.'
- 'I need your help with what just happened. Do you have a few minutes to talk?'
- 'I need your help with something. Can we talk about it (soon)?' If they say, 'Sure, let me get back to you,' follow-up with them.
- 'I think we have different perceptions about ... I'd like to hear your thinking on this.'
- 'I'd like to talk about ... I think we may have different ideas on how to ...'
- 'I'd like to see if we might reach a better understanding about ... I really want to hear your feelings about this and share my perspective as well.'

Write a possible opening for your conversation.

(Source: © 2005 Judy Ringer, Power & Presence Training.)

Resources

Crunn, Thomas F, *The Magic of Conflict*, available at <http://www.aikiworks.com>

Stone Douglas, Patton Bruce & Heen Sheila, *Difficult Conversations*.

Patterson Kerry, Grenny Joseph, McMillan Ron & Switzler Al, *Crucial Conversations*, available at <http://www.crucialconversations.com>

FAQs about Conflict, by Judy Ringer. This article can be found on the free articles page at <http://www.judyringer.com>

D. Principal perspectives on induction and mentoring

Lyn Gordon from Ballarat North Primary School

Our leadership team supports beginning teachers by ensuring staff new to our school are linked with a trained mentor usually situated in an adjoining classroom where they are readily accessible for ongoing support and guidance. Timetables are arranged to promote joint planning and facilitate sound curriculum and program development. Additional support is also provided to graduate teachers in preparation for full VIT registration. This includes opportunities to observe experienced teachers and participate in collegiate classroom activities and discussions.

Beginning teachers are the future of education and, as such, it is both the responsibility and obligation of schools to ensure that they are well supported in their early years of teaching through strong mentoring relationships involving caring, committed and passionate staff who are involved in quality teaching and learning and willing to share their knowledge and expertise.

As soon as we appoint a beginning teacher we assign them to a grade level or specialist position and ultimately to a unit team. The school is arranged in unit teams as a strategy to nurture strong collegiate relationships. This provides an additional layer of support to new inductees and their mentors.

Our school's induction and mentoring practices are strategic and comprehensive in that all new teachers appointed to our school participate in a formalised Induction Program aligned to Victorian Institute of Teaching (VIT) requirements and Department of Education and Early Childhood Development (DEECD) guidelines. The program starts prior to teachers taking up their position at the school. New staff meet first with the principal and/or assistant principal to be familiarised with school procedures and expectations. Induction materials include a comprehensive staff handbook. New staff are invited to attend team planning meetings prior to commencing their teaching appointment. Curriculum resources, program documents and classroom materials are also made available.

Mentors at our school are experienced and accomplished practitioners with extensive teaching knowledge and skills who have completed the two-day mentor support program. We are all mentors in our own way and as a school we have adopted a collective responsibility to ensure new staff to our school are made to feel welcome, involved, appreciated and supported.

My responsibilities as an educational leader of Ballarat North Primary School means that I am committed to providing quality learning activities that promote excellence and encourage students and staff to understand learning as a life-long process and themselves as life-long learners. I believe that knowledge, resources, skills and strategies shared among professionals are powerful motivators for growth and educational change and no more so than for beginning teachers.

An effective mentoring relationship should be an active listening process based on mutual respect and trust in which the benefits of the partnership are reciprocal to both the mentor and beginning teacher, with the conversations shared enhancing the professional learning and growth of both.

Feedback on our induction and mentoring practices and processes is gathered by direct feedback as part of the annual review process, informal feedback on a daily basis and formal feedback via the VIT registration process for provisionally registered teachers. Feedback is also sought and provided through the mentoring process and unit team arrangement.

Our future plans include ensuring the sustainability of our mentoring program by a continuing commitment to the ongoing training of mentors through the mentor support programs.

We promote reflection and resilience by encouraging staff to participate in a range of professional learning activities at a variety of levels and to trial their newly acquired knowledge, skills and understandings in a supportive collegiate environment where quality conversations about teaching and learning occur on a daily basis. All beginning teachers formulate an individual professional development plan in consultation with their mentor and unit team in which they identify areas to support their professional practice and continuous growth. Our school culture promotes the belief that a reflective teacher is a resilient teacher, and all staff are continuously reflecting on their practice asking and answering the question ‘How can we/I do this better?’

The ways our experienced and new teachers work together to improve practice include staff working as supportive and collegiate professional learning teams that meet on a weekly basis. Teams work together to develop and improve curriculum delivery, formulate common assessment tasks, discuss and moderate student work samples, share teaching strategies and explore new DEECD initiatives. Teachers also report back to their unit after attending professional development programs and support others to implement new teaching approaches.

In a nutshell ... Teaching and learning is the core business of all schools and research shows that it is teachers who make the difference. They are a school’s most valuable resource and are the key personnel in achieving school goals and targets. As a school we are mindful of our privileged position in inducting and mentoring beginning teachers, but are committed to enhancing the teaching practices and performance of all teachers.

Ross Bevege from Berwick Secondary College

My leadership team supports beginning teachers by designating one of the assistant principals to organise induction in term 1, and to work with each beginning teacher throughout terms 2, 3, and 4. Domain leaders are also given responsibility for helping new teachers with resources and curriculum programs. At the start of term 2 all domain leaders are asked to complete an induction checklist with new teachers to ensure that they have received all the necessary information and assistance. Domain leaders are also expected to ‘touch base’ with new teachers at the start of each term to ensure that they have the necessary resources, etc. Learning team leaders will often assist new teachers with classroom management and discipline issues and with parent contact. In 2008 the college adopted a relational learning focus, where home group teachers and class teachers are asked to develop classroom relational plans and programs that build better relationships between students and/or teachers. A relational learning leader has been appointed to assist staff in this endeavour.

Beginning teachers are enthusiastic – they are interested in the profession and passionate about making a difference in the lives of the students they teach and in taking on leadership roles once they have settled into the college. They are still learning their craft and appreciative of any assistance and support given. We all need to remember back to when we first started teaching and the difficulties we experienced. Beginning teachers are the future of the profession. They will re-model good induction processes to others given time.

As soon as I appoint a beginning teacher or a new staff member, I ask the selection panel chairperson to notify the assistant principal responsible for induction so that their induction to the college can be organised. All new staff are given a ‘buddy’. Beginning teachers will have a buddy and/or a mentor.

My school’s induction and mentoring practices have been designed over several years, and refined in consultation with new staff and in response to their written feedback. The program is designed to support beginning teachers to lay the foundation for learning and professional growth. Generally, the induction program begins at the end of the previous school year. New staff are sent a letter of congratulations. They are also invited to attend a pre-commencement (induction) day. The structure of this pre-commencement day has evolved over the years and has been informed by participant feedback. It is structured so new teachers to the college can meet and work with colleagues – particularly their program leader and/or support person (buddy) on curriculum-related matters. To foster collegiality, new staff members are invited to a

morning tea in their particular program area and to lunch with their program area ‘buddy’ and the principal team. During the initial stages of employment, and particularly in their first term, new teachers are given additional support and acknowledgment. On the first day of the school year, new staff are formally introduced at the first staff meeting and whole school assembly. Throughout term 1, the college runs a series of opportunities through the professional development calendar to acquaint new staff with college processes and to provide an opportunity for staff to ask questions and clarify common issues around curriculum, student management, school decision-making, committees, professional development, annual reviews, employment conditions, report writing and parent–teacher interviews. During first semester, I have a chat with all new staff to monitor their progress and to collect feedback on college programs and processes. In term 2, the induction program shifts focus to provide ongoing support.

Mentors at my school are experienced teachers who have shown an interest in helping others. They generally share the same subject discipline, faculty office and may teach at the same year levels. Mentors have different strengths and understand that they are not expected to be ‘experts’ but someone who guides others in a learning process.

My responsibilities as the educational leader of my school means that I foster positive relationships, collegiality and develop teacher leadership and potential to maximise the school’s capabilities and to improve student achievement.

An effective mentoring relationship should foster rapport and support. Mentors should be able to gauge when their partner is concerned or in need of assistance, etc. It should be a partnership or collaboration and involve time where the partners talk, listen and provide insightful feedback. This feedback should be reciprocal, involving open and honest communication, providing encouragement and assistance to meet goals or learning objectives. Mentors need to build confidence, be patient and set appropriate challenges that will stretch their beginning teacher’s knowledge and skills. Finally, the relationship should be non-judgmental and based on trust. In a mentoring relationship the mentor will need to change roles depending on the circumstances.

Feedback on our induction and mentoring practices and processes is gathered by conducting our own induction effectiveness survey each year at the end of term 4. The college also sought feedback on its induction processes through DEECD’s performance and development culture accreditation.

Our future plans include trying to find an effective way of inducting staff members who begin their stay with us during the year usually on short-term contracts. In 2008, we put together an induction folder for casual relief teachers (CRTs) providing basic information about the college and its processes. New CRTs are happy to receive this information to guide them in their work in their first few days.

We promote reflection and resilience by our performance and development process, which is based on a teacher inquiry where staff are encouraged to work in teams on a project related to the college strategic plan. Teachers can do in-house professional development in support of their teacher inquiry. The results of these teacher inquiries need not be perfect. We expect teachers to learn by trial and error and to reflect and evaluate their work. Teachers also collect two sources of feedback in this process. Many use student feedback surveys and collegiate activities, but beginning teachers do not complete these projects. Their VIT evidence is sufficient to show that they have met the professional standards for incremental progression.

The ways our experienced and new teachers work together to improve practice includes the use of flexible learning spaces where teachers are encouraged to work in teams to complete collaborative projects. Many beginning teachers usually work in these teams with more experienced staff. First-year teachers are also allocated a one period allowance in their allotment; that is, they teach one less period and have one more free period for correction and preparation.

In a nutshell ... an effective induction program involves a whole-school approach – welcoming and assisting new staff is the responsibility of all leaders and teachers in our college – particularly because we are so large and geographically diverse.

E. Case stories from the induction and mentoring evaluation

These case stories are taken from the 2008 external evaluation of the induction and mentoring initiative. They provide representative examples of effective induction and mentoring practice in schools.

The supportive school culture

The beginning teachers from Iramoo Primary School give it top marks for its induction and support program. It is clear that the school has the processes in place to give beginning teachers a great start, but the processes grow out of a school culture that recognises their contribution and sends a consistent message.

Patricia Viscusa, a mentor and leading teacher, says, 'We start with the view that they are qualified teachers, they have passed their degree, and we're not here to assess them. We are here to support them and for us to learn from each other. "Respect, Responsibility and Relationships" is our school motto for children and staff, and we have tried to make our support for beginning teachers consistent with that'.

This culture is modelled by the school leadership team. The principal and assistant principals take responsibility for the induction process, and mentors are selected from the school's leading teachers and coordinators. Being chosen as a mentor is seen as an acknowledgment of the valuable expertise and experience you can bring to the task.

An induction day for new teachers is held during term 4 of the previous year. The principal and assistant principals address the group and explain the culture of the school before each leading teacher talks about their area of responsibility, such as literacy, numeracy, middle years, etc. The new teachers also find out what class they will have and they are given information specific to that year level. Each new teacher is given a pack containing a book of school policies, a profile of who the students are and the kind of backgrounds from which they come, a school vest and a name tag. The induction includes a school tour, and new teachers are shown where each unit keeps the resources they will have at their disposal.

New teachers also meet the students they will teach the following year, which makes for a more comfortable and relaxed start in term 1. Any teacher who is appointed too late to take part in the induction day can take advantage of the fact that it is repeated just before school commences in term 1. Beginning teachers are invited to contact the IT coordinator to ensure they have access to a laptop at the start of term 1, and they can access their edumail from the first day of employment.

The group of beginning teachers and their mentors meet every fortnight throughout the year. These meetings are a forum for professional development, covering topics such as professional language, behaviour management, interacting with parents and assessment. Beginning teachers are able to raise issues and questions as they arise. This group engagement increases the support a beginning teacher can draw on. One remembered that 'My mentor was available to me or other graduate teachers any day, all day'.

Leading teachers are often in beginning teacher classes to help with literacy and numeracy programs, but this is always done in a spirit of peer support, rather than assessment. One beginning teacher reported that frequent visits by her mentor were welcome because her mentor came to know the students well. Patricia Viscusa notices that beginning teachers at Iramoo Primary School appreciate the way other teachers visit and help. 'They do not feel threatened and are really receptive to colleague visits. They are open to honest constructive feedback and are often able to reflect on their practices at a high level.'

Graduates are also invited to choose another teacher, in addition to their mentor, to visit and observe.

The beginning teachers are surveyed at the end of term 1 to find out how they are settling in and how the school might improve its induction program. The principal has an informal meeting with beginning teachers to welcome them, and later in the year invites them to drop by individually for a chat.

The way Iramoo Primary School approaches the Victorian Institute of Teaching's registration process is also informed by their school culture. Again, beginning teachers are treated as qualified professionals. The mentors and beginning teachers set a timeline so that any requirements are met progressively throughout the year. This support saves beginning teachers from the term 4 rush, when they are also writing reports and applying for jobs, and is greatly appreciated.

There is ongoing discussion about the presentation of evidence, and models from previous years are provided as a guide. Beginning teachers are encouraged to collate and present their evidence in a professional manner and mentors are available to provide feedback on draft samples. The recommendation process occurs in the first few weeks of term 4 and involves a discussion and presentation of the evidence to the principal's nominee and two mentors. It is also an opportunity for the beginning teachers to share their learning journey, receive feedback on their evidence and celebrate achievements. If there are any issues or concerns these are raised with the beginning teacher earlier in the year.

The beginning teachers at Iramoo Primary School are working with some young teachers who started out in other schools. They understand that the culture at Iramoo is not found everywhere. They know how lucky they are.

The secondary school

When you are running a focus group about how schools support their beginning teachers, the beginning teachers from Sebastopol Secondary College stand out. They are the ones who say to almost every issue raised, 'Actually our school was really good at that' or 'That was really clearly laid out for us'. More unusual was the fact that this was a secondary school, as experience suggests that secondary schools sometimes find it more difficult to establish coherent, school-wide approaches to induction and mentoring.

At Sebastopol Secondary College beginning teachers, and other teachers who are new to the school, start the school year a day before everyone else. They are briefed by the school leadership team and spend time with the staff service manager, Gary Ebbels, who explains the ongoing support they will receive during the year. They meet with their department heads and are shown around the school.

There is an induction plan for new staff, with a checklist to ensure everyone is allocated a desk, assigned a laptop, connected to edumail, given the syllabus for their classes and so on. New teachers also receive a package of resources including a school diary, whiteboard markers and other classroom essentials.

One of the highlights for the beginning teachers from Sebastopol who came to the evaluation focus group (and the thing which made them the envy of everyone else in the room) was being given a CD containing a comprehensive package of teaching materials – an outline of every lesson, with handouts and resources. While it doesn't suggest how the beginning teacher should approach each lesson, the package does provide wonderful support to get them started and in tune with their colleagues.

The beginning teachers are timetabled together for a meeting with Gary every week while the rest of the school is having their 'tutor group', or form group meetings. Initially, these meetings cover 'the basic mechanics of how things work in the school', including descriptions of the various programs and activities and suggestions about what beginning teachers might find useful to get involved in. The program is structured, but there is always room for beginning teachers to raise issues or problems. The group then works together to come up with solutions, or experienced staff might be invited in to assist.

The group also works together each week to address the VIT registration requirements. Topics covered one by one include classroom management, preparing lesson plans, assessment, and other staff might join the group for a topic in which they have particular expertise. The group discusses the issue, the different approaches they might take in different learning areas, and possible ways of gathering and presenting evidence for their VIT registration. The beginning teachers then bring back a draft the following week.

While these meetings take the teachers through the VIT registration process, they are also being supported in curriculum and pedagogy by mentors from their own departments. This includes the usual collegiate teaching and observation opportunities.

Second and third year teachers continue to work with mentors, though this is a less structured arrangement. They also assist new graduates through informal mentoring and social interactions.

The college also has a professional development program in which all staff participate, learning through peer observation and structured feedback. Regular Professional Learning Team meetings give staff an opportunity to share what they have learnt, or to narrow in on particular themes (e.g. effective ways to begin classes). This is obviously a rich source of information and insight for beginning teachers.

Twice during the year the beginning teachers are taken out to dinner by the school leadership team to discuss how they are settling in, and whether there are other things they feel they could offer the students or the school.

Around the end of third term, each beginning teacher submits their evidence for registration to a panel of senior staff who read it thoroughly and make notes. The panel then meets with the beginning teacher to discuss their achievements, congratulate them on their hard work, and invite them to reflect on their year. On rare occasions the panel might also suggest that a little more thought or evidence is required in a specific area. More often, the work of the beginning teacher significantly exceeds the expectations of the school (and VIT requirements). At the end of this process, the results are presented to the principal for endorsement.

At the end of the year, the school presents each beginning teacher with a framed certificate, signed by the principal, to mark their transition to full registration.

Induction plans, timetabling, structured programs, practical support and peer-to-peer learning – all of these things come together to provide new teachers with a running start at a challenging career.

Leading by example

At some schools, the principal and the leadership team take a close interest in the development and progress of beginning teachers. Phillip Hines, principal of Fyans Park Primary School, takes the approach that these are the educational leaders of the future. The school, and the profession, will benefit from any initial investment in their induction and development. At Edenhope P–12 College, the principal also has a close working relationship with beginning teachers, and makes sure they are given all the information they need to succeed.

In 2008, an influx of beginning teachers at Fyans Park Primary School inspired the principal to formally implement some ideas he had been turning over in his mind. As soon as a teacher is appointed they are invited to the school for a comprehensive tour and a discussion with the principal. They are also invited to spend time at the school before it ends for the year, if their work commitments allow.

Many then come in to school during the summer break to liaise with department leaders and pick up planning documents and resources so that they are ready to start. While everyone expects beginning teachers to spend their first few days and weeks learning, the reality is that in teaching you have to hit the ground running. On the first day the principal invites Prep parents to a celebratory morning tea soon after drop-off, which is excellent community engagement and a great kindness to the Prep teachers, especially the new ones.

After that the future leaders in education program begins. It exposes beginning teachers to positive feedback and sound development of their teaching skills. It also gives them a sounding board as they work their way through first-year challenges. It involves fortnightly meetings with the principal, assistant principal and a leading teacher with key responsibilities. All new teaching staff are welcome. Meetings run for 30–45 minutes, and either address a theme chosen by the principal, or they are thrown open for beginning teachers to raise issues and questions. Information about how to develop professional relationships with parents, for example, is provided early and often. This is a non-threatening forum where beginning teachers can really come to grips with their concerns. One new teacher couldn't understand why he was having so much trouble with lesson planning until his peers suggested he was trying to put in too much detail and might need to leave more room for 'flow'.

The leadership team asks for honesty. Even future leaders need to admit they are struggling with something before they can resolve it. Department leaders can also suggest topics that the principal might usefully cover with the beginning teachers.

The experienced teachers on staff embrace the program as an excellent opportunity for beginning teachers, and are sometimes invited in to lend their expertise in relevant themed meetings. The principal believes the program 'firms us up as a team'.

Next year, the program will move into a new phase, building an ongoing coaching relationship between the principal and the beginning teachers. The focus will shift to deeper reflections about effective teaching practice. And from there, he hopes these beginning teachers will end up coaching each other and new teachers as they come into the school.

At Edenhope P–12 College, they start the induction process off with possibly the best-ever induction pack. Before the start of the school year, new staff receive a package containing a booklet about the school (which also goes to first-time families), school policies, a map of the school, bell times, a photo of staff from the previous year (with names), a list of teachers and their areas of responsibility, term dates, the school calendar for the year, the teacher's class list and timetable, even the canteen list.

New staff meet with the principal on the first day back, tour the school and then meet with the staff in their domain areas. (Many have spent time in the school the year before or over the break.) In some domains the secondary teachers will be given the syllabus for the year and teaching materials for at least the first topic. Over the first few days, beginning teachers learn the 'nitty-gritty' about the school day – how the day proceeds, where the students are allowed and not allowed to be, who's expected to be at meetings, and so on.

After that there are two formal staff induction meetings per term with the principal and the VIT Coordinator. Teachers in first, second and third year attend and lunch is provided. Each meeting has a particular focus, such as report writing, conducting parent–teacher interviews and classroom management (which is first cab off the rank, and often raised in subsequent meetings).

The beginning teachers also meet regularly with their mentors, and engage in collegiate teaching opportunities with mentors and others. Domain leaders play a vital role in inducting and supporting new teachers, and the school is conscious that another member of staff should be asked to step in to support the induction role when a new domain leader has just been appointed.

The professional development coordinator for the school makes sure that beginning teachers are informed about professional development opportunities, and the school encourages beginning teachers to make the most of them.

When school leaders take an interest in beginning teachers, it seems to foster a welcome that is orderly, sustained, consistent and nurturing.

F. High-quality mentoring and induction practices

The following resource is taken from the New Teacher Centre in America and is aimed at ‘education leaders who are seeking to create and/or improve induction programs with practices that support teacher retention, teacher development and improved student learning’.

Moving toward ...	Moving away from ...
Rigorous mentor selection based on qualities of an effective mentor: Qualities may include: evidence of outstanding teaching practice, strong intra- and inter-personal skills, experience with adult learners, respect of peers, and current knowledge of professional development.	Choosing mentors without criteria or an explicit process: Without strong criteria and a rigorous selection process, there is a risk that mentors may be chosen based more on availability or seniority, rather than their qualifications to engage in meaningful interactions with beginning teachers.
Ongoing professional development and support for mentors: Effective teachers don’t always know what it is about their teaching that is effective. Many mentors are also surprised to find that translating knowledge to students is not the same as translating knowledge to adults. High-quality and ongoing training, as well as a professional learning community, are needed to help mentors develop the skills to identify and translate the elements of effective teaching to beginning teachers.	Insufficient professional development and support for mentors: Without initial, and ongoing, high-quality training to support their development, mentors miss out on the guidance and professional community they need regarding the complex practice of developing beginning teachers and strategising for the challenges they face.
Sanctioned time for mentor–teacher interactions: Mentors need sanctioned time to focus on beginning teacher development. Mentors and beginning teachers should have 1.25–2.5 hours per week to allow for the most rigorous mentoring activities. That time should be protected by teachers and administrators.	Meetings happen occasionally or ‘whenever the mentor and teacher are available’: Often both parties are so busy that meeting time gets relegated down the list of priorities. The short fragments of time that may be found are typically insufficient for fostering real relationships and growth.

Moving toward ...	Moving away from ...
<p>Intensive and specific guidance moving teaching practice forward: Focusing on professional teaching standards and the appropriate content area standards allows for instructional growth to help teachers know concretely how to improve. For example: ‘Let’s look at your assessment data and talk about what strategies will help you address the concern you had about reaching your struggling English Language Learner students’.</p>	<p>Non-specific, emotional or logistical support alone: Emotional support is important, but alone is not sufficient to improve teacher practice. Without specific instructional feedback, mentoring can not impact student learning. For example: ‘You’re doing a great job, Jane. Keep it up!’</p>
<p>Professional teaching standards and data-driven conversations: Just like student learning, beginning teacher learning should be data driven and standards based. To be effective, feedback to beginning teachers must be grounded in evidence about their practice, including information gathered through classroom observations and student work. Use of professional teaching standards, documentation of mentoring conversations, and data collection on various components of classroom practice ensures a solid structure for focusing on continuous instructional growth.</p>	<p>Informal and non-evidenced based feedback: The rigor of the program may be compromised when interactions are too often based on informal conversation and opinions not drawn from evidence. Without a structure and focus on real-time data derived from beginning teacher practice, interactions may not result in improved teaching practice.</p>
<p>Ongoing beginning teacher professional development: Beginning teachers benefit from a professional learning community that is guided by professional teaching standards and the appropriate content area standards, and focused on teacher development, problem-solving and mutual support. Opportunities such as regularly scheduled seminars and online learning communities provide a context for rich networking, professional dialogue and reflection, as well as combating isolation.</p>	<p>Professional development NOT specifically tailored to the needs of beginning teachers: Novices are in a unique developmental phase that can not be addressed by ‘one size fits all’ workshops or training. Professional development disconnected from teacher needs can feel irrelevant, at best and, in many situations, only serves to overwhelm beginning teachers.</p>

Moving toward ...	Moving away from ...
<p>Clear roles and responsibilities for administrators: Administrators play a critical role in setting the stage for beginning teacher and mentor success, creating time for induction, and establishing a positive culture for teacher development in their buildings and in the system. Professional development for administrators and ongoing communication with them about the needs of new teachers and the nature of the program ensures that they understand their role in fully supporting induction.</p>	<p>Lack of training/communication with administrators: Without clearly articulated strategies to support beginning teachers, and protect induction activity time, principals may inadvertently undermine the prospects of beginning teacher success (e.g., assigning beginning teachers the most challenging classes, assigning additional responsibilities, or not anticipating their needs for basic resources).</p>
<p>Collaboration with all stakeholders: Strong communication and collaboration among stakeholders, including administration, school boards, union/association leadership, and professional partners, creates a culture of commitment and ensures success.</p>	<p>Isolated programming and lack of alignment: Without strong partnerships and alignment, instructional initiatives can be undermined. Beginning teachers may receive mixed messages from varying support providers, and feel overwhelmed, confused and frustrated by all the different layers of information coming at them.</p>

References and further readings

References

- Achieve Global (2006), *Giving and Receiving Constructive Feedback: Participant Workbook*.
- Barnett, Bruce G, O'Mahony, Gary R & Matthews, Robin J (2004), *Reflective Practice: The Cornerstone for School Improvement*, Hawker Brownlow Education, Heatherton Victoria.
- Boyatzis, R, (2002), *Core Competencies in Coaching Others to Overcome Dysfunctional Behaviour*, available at www.eiconsortium.org
- Costa, Arthur L (2006), *Dimensions of Learning Conference Session Papers*, Hawker Brownlow Education.
- Covey, Stephen R (1986), *The Seven Habits of Highly Effective People* Facilitation Program, Franklin Covey Co, United States.
- (1989), *The Seven Habits of Highly Effective People*, The Business Library, Melbourne Victoria.
- Department of Education and Early Childhood Development, Victoria (2008), *Principal Class Performance and Development Support Materials: Collegiate Group Toolkit*, at www.eduweb.vic.gov.au/edulibrary/public/teachlearn/leader/pcpd_collegiate_group_toolkit-gdl-20070831.pdf
- Department of Education, Victoria (2006), *Induction in Effective Schools* www.eduweb.vic.gov.au/edulibrary/public/staffdev/teacher/induction/Induction_in_Effective_schools.pdf
- Fullan, Michael (2005), *Education in Motion Leading in a Culture of Change*, Australia Workshop Tour.
- Garmston, RJ & Wellman, BM (2000), *The Adaptive School: Developing and Facilitating Collaborative Groups*, Christopher-Gordon Publishers, Norwood Massachusetts.
- Goleman, D (1995), *Emotional Intelligence*, Bantam, New York.
- Hargreaves, A & Fullan, M (2000), 'Mentoring in the New Millennium' in *Theory into Practice*, Vol. 39, No. 1, College of Education, Ohio State University.
- Kofman, Fred (2006), *Conscious Business*, Sounds True, USA.
- Lacey, K (1999), *Making Mentoring Happen: A Simple and Effective Guide to Implementing a Successful Mentoring Program*, Business and Professional Publishing Ltd.
- Lang, C (1999), 'When does it get any easier? Beginning Teachers experiences during their first year of teaching', Paper presented at the AARE-NZARE Conference, Melbourne.
- O'Mahony, Gary R & Matthews, Robin J (2005), *A Climate of Mentoring Building Teams for School Improvement*, Hawker Brownlow Education, Heatherton Victoria.
- Parker Boudett, Kathryn, City, Elizabeth A & Murnane, Richard J (2005), *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning*, Harvard Education Press, Cambridge Massachusetts.
- Salzman, J (2003) *Becoming a Mentor – are you fit for the job?* Hawker Brownlow Education, Heatherton Victoria.
- Scharmer, C Otto, *Addressing the Blind Spot of Our Time*, available at www.theoryu.com/documents/Theory_U_Exec_Summary.pdf
- Senge P, Cambron-McCabe N, Lucas T, Smith, B, Dutton J & Kleiner A (2000), *Schools that Learn A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares About Education*, Doubleday, New York.
- Senge, P, Kleiner, A, Roberts, C, Ross, R & Smith, B (1994), *The Fifth Discipline Fieldbook*, Nicholas Brealey Publishing, London.
- Ussher, W (2001), *Reflective Practice: Evaluative Lecturers Empowering Students during Teaching: Practicum Interviews*, Paper at ATEA conference.

Further readings

- Patterson, Kerry et al. (2002), *Crucial Conversations: Tools for Talking when Stakes are High*, McGraw-Hill, New York
- Rosenberg, Marshall (2003), *Non-violent Communication: A Language of Life*, Puddle Dancer Press, Encinitas, CA.
- Stone, Douglas et al. (1999), *Difficult Conversations: How to Discuss What Matters Most*, Viking, New York.

