

FINAL REPORT

For the

VICTORIAN INSTITUTE OF TEACHING

*The VIT Supporting Provisionally Registered
Teachers: Evaluation of Implementation in 2006*



Emma Richardson

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Thank you to Dr Helen Watt of Monash University for methodological and statistical advice in relation to this report



m | 0417 144 268

f | 03-9587-9775

w | www.ric-edu.com

e | emma.richardson@ric-edu.com



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Executive Summary

In 2001, The Victorian Institute of Teaching (“The Institute”) was established as a statutory authority by the *Victorian Institute of Teaching Act 2001*. The Victorian Institute of Teaching continues under the *Education and Training Reform Act 2006*.

This evaluation’s purpose is to assess the Institute’s 2006 *Supporting Provisionally Registered Teachers Program*, which required new teacher graduates to provide evidence they can meet eight professional standards. All new entrants to the teaching profession in Victoria are granted with the category of ‘Provisional Registration’ if they have not provided evidence of teaching experience. A key aspect of this program is that these teachers are assisted and guided through this process by an experienced teacher mentor.

The 2006 program required provisionally registered teachers (“PRTs”) to collect evidence of the eight standards by completing a number of requirements. They were;

- three *Collegiate Classroom Activities* (team teaching experiences),
- one *Analysis of Teaching and Learning* (reflection on a unit taught and analysis of two student’s work, or a comparative analysis of lessons),
- one *Commentary on Professional Activities* (a list of professional activities and reflection on three).

These tasks were designed to provide provisionally registered teachers with the opportunity to show evidence of the professional standards whilst also assisting them to engage in reflective and collegiate practice, strategies which are well reflected in literature as both effective for professional learning and popular (Carter and Francis 2001; Walkington 2005; Assuncao Flores and Day 2006; Kardos and Johnson 2007).

Provisionally registered teachers and their mentors were both given the opportunity to attend two half-day seminars to assist them in understanding the Institute’s evidence-based process and in gathering their evidence. Mentors were also given additional training in mentoring skills by the Department of Education.

Schools and principals were provided with written resources and principals had the opportunity to attend regular briefings to assist in the implementation of the final step of the process where provisionally registered teachers present their evidence to a school-based panel. Principals are required to make a recommendation to the Institute that either the teacher be granted full registration, or that they continue their provisional registration.

The evaluation of the 2006 program

This evaluation summarises the experiences and viewpoints of PRTs, mentors and principals who participated in the program in 2006. The questions used in this evaluation form part of a longitudinal approach to evaluating the program since 2004.



Basic demographic information from respondents about their schools and participation in training was collected. Questions were then focussed on experiences of mentoring and the three tasks (*Collegiate Classroom Activities*, the *Analysis of Teaching and Learning* and *Commentary on Professional Activities*). Further questions addressed the experiences of the final recommendation processes and three questions explore the program's effect and impact. The evaluation also aimed to assess perceptions of validity and rigour in the process.

Within this structure, issues of professional learning, the effects of professional collaborations between teachers and their professional development are addressed. There is also the opportunity for respondents to make general comments in open-ended questions at the end of the evaluation.

Three surveys were established and hosted online, with PRTs and mentors receiving email invitations to participate and Principals receiving a written invitation. Responses to the survey were received from 810 PRTs, 918 mentors and 69 Principals.

Evaluation findings

The majority of PRTs, mentors and principals had very positive overall perceptions of the process. The *Supporting Provisionally Registered Teacher Program* was seen as valuable and relevant, providing opportunities for professional learning through discussion and opportunities to improve professional knowledge and skills for all teachers involved.

Satisfaction with mentoring and the reciprocal benefits

Experiences of mentoring were once again found to be related to the levels of school support for the process – when mentors were in the same teaching areas and PRTs and mentors met regularly, the benefits were greater.

A relationship was found between the qualifications of new graduates and how highly they rated their mentoring experiences – those who completed undergraduate courses having more positive perceptions than those who completed postgraduate courses.

More effective use of the professional standards in conversations and when giving feedback was highlighted as an area for focus in the future.

Mentors were the most consistently positive in the program evaluation and were often explicit about their own professional learning through their participation in the program.

The three evidence tasks and influence on professional learning

The requirements were recognised as authentic tasks that heavily influenced classroom practice for the better – with the *Collegiate Classroom Activities* viewed by PRTs as the most valuable task from this perspective. The *Analysis of Teaching and Learning* was seen as having the most opportunities to provide



evidence of the standards, but was criticised in open-ended comments for its addition to workload and perceived duplication of university assignments.

Validity and rigour

Whilst regarded as valid, there were continued issues with perceptions of rigour, with levels declining from the 2005 program evaluation. Teachers appeared to make a connection between the level of documentation required and rigour.

Retaining teachers

Mentors and principals showed confidence in the program's effect on increasing the likelihood new teachers would stay in the profession, but one in three PRTs did not agree.

Implications of findings

A number of areas for focus are suggested by this report.

1. Ensuring the appropriate resourcing of the program
2. Attendance at mentor training and content of training seminars
3. Addressing perceptions of rigour
4. Improving contact with principals



1. Introduction and Background

Since the establishment of the Victorian Institute of Teaching in 2003, the teaching profession in Victoria is regulated across all sectors – every teacher must be registered. The Institute also has an important role to support the profession through ensuring teacher graduates receive an induction and support as they collect evidence to demonstrate they meet eight professional standards. The Institute has also developed other professional tools such as the *Code of Ethics* and the *Code of Conduct*.

The Institute's professional standards are used across the profession - for the approval of pre-service teacher education courses, with provisionally registered teachers to gain full registration (the process described in this report), and for fully registered teachers to renew their registration every five years. These professional standards serve not only to regulate the profession but are also a powerful statement for teachers and the wider community about what registered teachers in Victoria know and are able to do.

It is worth noting the influence of the renewal process on the attitudes towards process for PRTs discussed in this report. The knowledge of the requirements to renew registration has shown some influence in this program evaluation, with some teachers having specifically mentioned the renewal process in their open-ended comments.

As such, the process for PRTs seems to be reaching a greater level of acceptance and perhaps this is connected to this new awareness of how the standards are being used across the profession.

But there are still layers of resistance for the concept of provisional registration, with common objections regarding the level of documentation required and the fact that these teachers are already qualified by universities.

The formation of the Institute has certainly meant that a greater awareness of the merits of induction and mentoring support programs for new graduating teachers are now recognised and prioritised. Linking graduates with mentors and the inclusion of necessary experiences like the *Collegiate Classroom Activities* - modelling teaching practices and real support in the classroom – are now common experiences due to the Institute's requirements.

It is hoped the benefits of higher retention rates is the outcome of the Institute's program. This approach to teacher supports, working collaboratively and collegially and learning from one another also compliments initiatives by schools and systems to integrate professional learning teams and performance development cultures.



Previous evaluations

In 2003, the Institute ran a pilot program with 600 new teacher graduates and then in 2004 the program was implemented state-wide. Evaluations of these programs were conducted by ACER in 2004, 2005 and 2006 and findings from these evaluations will be referenced throughout this evaluation.

The status of provisional registration

Graduates from pre-service teacher education courses are granted provisional registration. This is a category for qualified teachers who do not have teaching experience. Under the Act, teachers can extend their provisional registration status after the initial 12 months and are granted a further 12 months. Provisionally registered teachers are encouraged to apply for full registration within this period, although if circumstances exist where they are unable to either comply with the minimum requirement of 80 days of teaching experience or they are unable to gather together sufficient evidence they meet the professional standards, the Institute may allow re-registration for a further period of provisional registration to allow teachers to meet the requirements to apply for full registration.

The Institute is careful to ensure that the period of provisional registration for new teachers is one of an experience of support rather than adding to anxiety or workload. For this reason teachers are encouraged to extend provisional registration if they are experiencing difficulty meeting the requirements for full registration.

The Teacher Education Continuum

A professional learning continuum is discussed in Ingvarson et al. (2007), where the *Supporting Provisionally Registered Teachers Program* builds on the experiences from pre-service teacher education and establishes a basis for continued professional learning.

This concept highlighted the fact that a continuum now exists between gaining qualification as a teacher and gaining full registration with the Institute. This aims to ensure induction and mentoring are experienced through the program of continuing support for new teachers.

This is a crucial point that lies beneath the process for provisionally registered teachers, that it should be providing support to teachers entering the profession.

The Standards of Professional Practice

The Institute developed eight professional standards which are used across the profession – to accredit teacher education courses, as a basis for teachers to provide evidence of in order to gain full registration (as is discussed in this evaluation), and for the renewal of teacher's full registration every five years. The standards now form a powerful language and tool that teachers in Victoria can use to explain what teachers know and should be able to do.



The Standards of Professional Practice are organised under three domains – professional knowledge, professional practice and professional engagement.

Professional knowledge
1. Teachers know how students learn and how to teach them effectively
2. Teachers know the content they teach
3. Teachers know their students
Professional practice
4. Teachers plan and assess for effective learning
5. Teachers create and maintain safe and challenging learning environments
6. Teachers use a range of teaching practices and resources to engage students in effective learning
Professional engagement
7. Teachers reflect on, evaluate and improve their professional knowledge and practice
8. Teachers are active members of their profession

Figure 1: The Standards of Professional Practice

The professional standards are used as a basis for the *Supporting Provisionally Registered Teachers Program* and the requirement for teachers to be given Full Registration is that they have provided evidence of the eight standards by completing and documenting three specific activities. The three activities are designed to provide the opportunity for a PRT to provide this evidence of meeting the standards.

The Collegiate Classroom Activities (Task One)

The *Collegiate Classroom Activities* are designed to be an opportunity for PRTs to participate in team teaching experiences with experienced teachers. Whilst most PRTs will complete this activity with their formal mentor, this is not a requirement and some PRTs will work with one or more teachers whilst completing the three separate activities that the process stipulates.

The Institute's guidelines are that the PRT and experienced teacher plan the activity around a focus which has been selected by the PRT. The aim is that the experience is collegiate and involves modelling and observation of teaching practice. There should be opportunity for reflective discussion before and following the activity, hopefully providing a professional learning opportunity for both PRT and the experienced teacher.

The Analysis of Teaching and Learning (Task Two)

The second task is for PRTs to reflect on their teaching knowledge and practice by providing some documentation of a unit or sequence of learning they have taught, with particular focus on two student's work samples. Teachers who are not able to complete the standard analysis can opt for the comparative analysis which were



piloted during 2006 (i.e. contract teachers, those in special schools or teachers with limited contact with the same group of students).

Whilst the Institute’s pro-forma for this component of the program is clear in its requirements, many teachers continue to over-document the *Analysis of Teaching and Learning* and this featured in the comments from PRTs, mentors and principals.

Commentary on Professional Activities (Task Three)

Teachers are required to provide a list of their professional activities and to reflect on three of these activities, commenting on how they may have influenced their professional knowledge and practice. This task provides the opportunity to show evidence of professional engagement and their ability to reflect and evaluate their knowledge and practice. Whilst this commentary will include professional development activities, it may also include further involvements which the teacher believes has influenced their development as a teacher.

The relationship between the required tasks and the standards

Figure 2 illustrates the relationship between the three tasks required of PRTs and the professional standards. The shaded boxes show the standards which are focussed on in each activity, and the ticks represent the opportunity to provide evidence of that standard in the relevant activity.

Standards	<i>Collegiate Classroom Activities</i>	<i>Analysis of Teaching and Learning</i>	<i>Commentary on Professional Activities</i>
1. Teachers know how students learn and how to teach them effectively		✓	
2. Teachers know the content they teach		✓	
3. Teachers know their students		✓	
4. Teachers plan and assess for effective learning	✓	✓	
5. Teachers create and maintain safe and challenging learning environments	✓	✓	
6. Teachers use a range of teaching practices and resources to engage students in effective learning	✓	✓	
7. Teachers reflect on, evaluate and improve their professional knowledge and practice	✓	✓	✓
8. Teachers are active members of their profession			✓

Figure 2: The relationship of the standards to the evidence

The *Analysis of Teaching and Learning* is clearly related to teacher’s work and therefore is focused around standards of professional practice (standards 1, 2 & 3) whilst also providing opportunity to show evidence of the standards of professional knowledge (standards 4, 5 & 6). The *Collegiate Classroom Activities*



are modelling opportunities where teachers can observe another's ability to create and maintain safe and challenging learning environments (standard 5) and use a range of teaching practices and resources to engage students in effective learning (standard 6). The *Commentary on Professional Activities* shows teacher engagement (standard 8) and all three tasks provide opportunities for PRTs to reflect and evaluate their professional knowledge and practice (standard 7).

Training and support for PRTs, mentors and principals

The Institute offered a program of support which included two training sessions for both mentors and PRTs in 2006. Principals were also offered briefing seminars which covered this process amongst other relevant Institute information they require.

The seminars ran across the state and twice a year – Day 1 in February and March and Day 2 in July and August. Mentor training was shared with the Department of Education, who ran the other half of the seminar and concentrated on the development of mentor skills. PRT seminars ran after school and also provide PRTs with opportunities to network with colleagues.

Day 1 of both programs was focused around the requirements of the process, the concept of a phased induction and support for PRTs, and offered access to resources and support from the Institute as the process was carried out.

Day 2 Seminars were a continuation of the examination of the evidence requirements and provided advice to Mentors and PRTs on how to compile this evidence. The recommendation meeting and panel process was also discussed in detail and advice was given about the management of the paperwork and administrative aspects.

These training seminars were supported with regular correspondence with teachers and schools, comprehensive materials and brochures widely distributed and complimented with the personal support offered by Standards and Professional Learning staff.

The recommendation process

The process relies on management at the school level, with schools and principals encouraged to convene a panel of teachers - a trained mentor, the principal and a teacher nominated by the PRT (often their mentor). At this meeting, the evidence is examined against the standards. The recommendation meeting is also an opportunity for professional discussion and reflection.

Panels reach a decision about whether the evidence meets the requirements against the standards and principals and then make a recommendation to the Institute for the PRT to be moved to the category of full registration or for an extension of provisional registration to be granted.



From August 2005 to August 2006, there were 2,645 provisionally registered teachers who moved to full registration. Of these, 229 were audited and required to send their evidence to the Institute to ensure the integrity of the process is maintained.

Context of registration requirements

The concept of provisional registration has been pioneered in Australia by the Victorian Institute of Teaching. Queensland and Western Australia have recently established similar categories, but no other jurisdiction has developed the support structures the provisional registration in Victoria is complimented with.

Victoria's program is referenced by other programs internationally such as the Scottish General Teaching Council's probationary induction scheme.

Focus of this evaluation

This evaluation continued the longitudinal approach to the evaluation of the program.

The first priority of the evaluation was to assess the program of support for teachers to develop their practice and to meet the standards of professional practice.

Additionally, issues of the program's validity and rigour and whether it is able to promote professional learning and improved teaching practice are addressed. The validity of the process continues to remain crucial to the Institute's ability to assure the general public that new teachers are qualified and competent.

This evaluation also examined the potential effect on retention of new teachers and the discussion of any changes and patterns in comparison with 2005.



2. Evaluation Methodology

The aim of the evaluation and this report is to better understand the experiences of PRTs, mentors and principals who participated in *The Supporting Provisionally Registered Teachers Program* in 2006. Their views about the registration process and requirements, its validity and rigour, and information about their school's induction and mentoring were all addressed in the questions. Open ended questions also allowed further comments to be made.

Slight changes were made to the survey instruments from previous years, but primarily the same questions were asked that have been asked each year. Questions in all three survey instruments were very similar and in many instances, questions are almost identical. This allows for close comparison between responses.

Those PRTs and mentors who attended VIT training seminars and had supplied email addresses were contacted and invited to complete the online survey.

- 1776 PRTs were invited to participate, with 180 undelivered or bounced invitations. Of the 1596 email invitations successfully delivered to PRTs, there were 810 responses to the survey.
- 1915 mentors were invited to participate, with 131 undelivered or bounced invitations. Of the 1784 email invitation successfully delivered to Mentors, 918 responses to the survey.
- Principals received a written invitation to participate and 69 responses to the survey were logged online.

Gender

The breakdown of responses by gender was as follows:

<i>PRTs</i>	Females – 77%	Males – 23%
<i>Mentors</i>	Female – 82%	Male – 18%
<i>Principals</i>	Female – 62%	Male – 38%

Teacher education course

The chart below (Figure 3) illustrates that the majority of PRTs received their qualifications through completing a post graduate teacher education course such as a Diploma of Education.



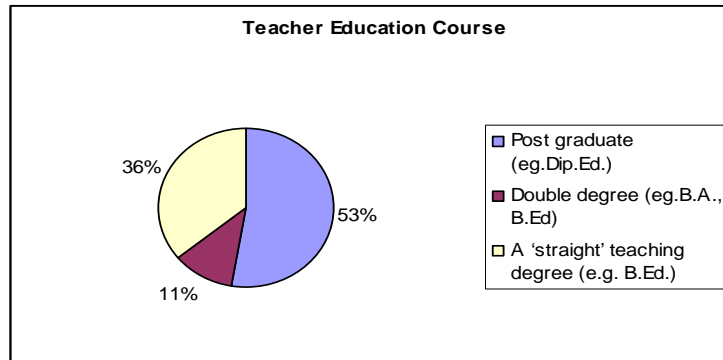


Figure 3: Qualifications of PRT respondents

School location

Sixty-five percent of PRT responses, 62% percent of mentors and 70% of principals were working in the Melbourne metropolitan area.

Eighteen percent of PRTs, 17% of mentors and 16% of principals were employed in large regional town or cities.

Seventeen percent of PRTs, 20% of mentors and 14% of principals were from rural areas.

School type

Forty-eight percent of PRT respondents were in primary schools, with 34% in secondary (7-12) settings. Nine percent were working in P-12 schools with 2% in secondary (7-10). The remaining 7% were working in P-10, special settings, secondary (9-12 and 7-8) and other schools which didn't fit into these definitions.

School sector

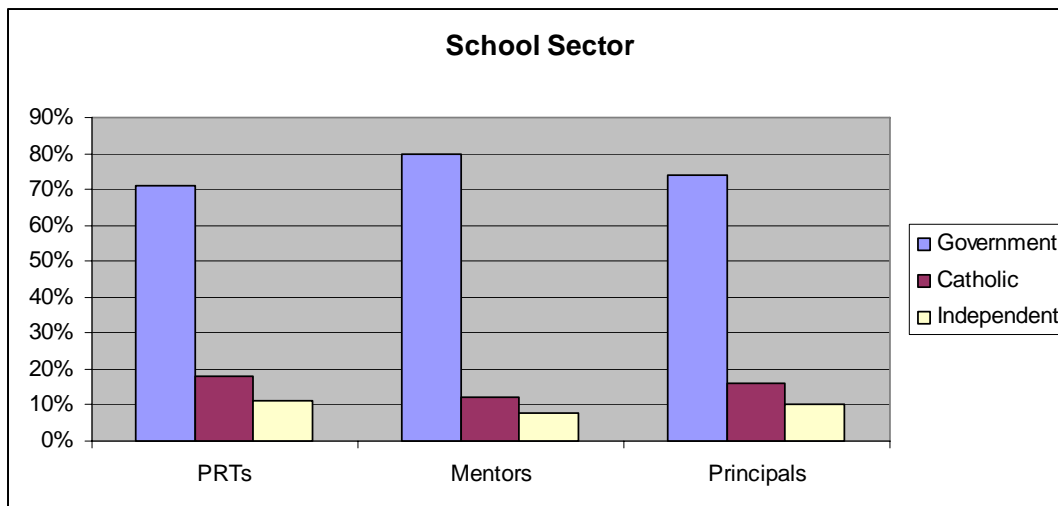


Figure 4: School sectors of all respondents



Figure 4 shows that the breakdown of responses from PRTs, mentors and principals from each sector were very similar.

There were slightly less responses from mentors in the Catholic and Independent sectors than there were from PRTs and principals. It does indicate that there is still a need to focus on increasing the participation of mentors from the other sectors.

Employment arrangements

Forty-two percent of PRTs had permanent/ongoing employment positions (9% less than in the 2005 evaluation) and 52% percent were employed on a fixed term contract (5% more than in 2005).

One percent responded that they were Casual Relief Teaching and 2% as 'other'.

As the following comment indicates, the employment status of PRTs is an important consideration for how the program is experienced.

I found it worthwhile, but a lot of work. Even though I clearly did too much work from the V.I.T's perspective, I think we feel pressure from schools to put in heaps of work, particularly those who are on contracts etc.

PRT Government Combined Primary/Secondary

SMS=3.0 CCA=2.67 ATL=3.00 CPA=2.80 FP=3.00 PE=2.33

Further detailed analysis of the data from this question is problematic as there is some potential for incorrect information input due to confusion when making a response. This report suggests that this question be re-written in next year's evaluation, separating the employment status (permanent / ongoing / contract) from the hours worked (full time / part time / casual).

Attendance at Institute Training

PRTs

Ninety-nine percent of PRT responses indicated that they had attended Institute Training Seminars in 2006, which is an increase of 7% on those in 2005 who'd attended training. One hundred percent of principals said that the PRTs from their school had attended Institute seminars.

Furthermore, eight percent of PRTs responded that they had attended Institute Training in 2005. It could be then assumed that this 8% of teachers were in their second year of provisional registration, but when asked what year they collected most of their evidence, only one percent said they'd collected evidence in 2005, with 99% responding that they had collected their evidence during 2006. As would be expected, these teachers had considerably higher levels of part time and casual relief teaching employment situations than the overall responses.



Mentors

Ninety-two percent of mentors said they'd attended training in 2006, with 25% in 2005, 5% in 2004 and 2% in 2003. There were considerable discrepancies of PRTs understanding of their mentor's participation in training, with 56% of PRTs saying their mentors had attended training during 2006 and 27% saying that their mentors hadn't attended training during 2006. Sixteen percent didn't know if their mentors had attended training.

Continuing this pattern, 53% of PRTs didn't know if their mentors had attended training in years previous to 2006, only 14% thought mentors had been trained in 2005, 3% in 2004, and 1% in 2003.

Percentages of principals who believed that mentors from their schools had attended Institute training were much higher. Eighty-three percent of principals responded that mentors from their schools had attended Institute training seminars, with 6% not knowing whether mentors from their school had been trained. Forty-three percent of principals believed the mentors from their school had attended training in 2004, 84% in 2005, and 86% in 2006.

Principals and other school leaders

PRTs were much less certain about whether the principal or any other school leaders from the school recommending them for full registration had attended training. Forty-eight percent didn't know whether anyone had attended training in 2006, with 78% not knowing about attendance in previous years.

Fifty-eight percent of principals said they or other school leaders had attended Institute sessions during 2006, 72% in 2005, 39% in 2004 and 18% during 2003.

It would be beneficial for schools and for the Institute for employers to be provided with clear guidelines and expectations for principals and mentors about the regularity of attendance required at training. It would also be beneficial for participants for these questions about attendance at training be simplified in next year's evaluation.

Evaluation format

The evaluation report is similar in layout to previous reports prepared for the Standards and Professional Learning Branch of the Institute.

In addition to the statistical analysis of the data, when quoting the responses from the final option of the survey, this report has included additional data. This assists in creating a picture of where this response fits into the overall demographic.

This data contains information of whether the teacher was a PRT, mentor or principal and any information they have supplied on school type and sector. For PRTs, the individual's rating against each of the following scales is included.



Scales

Each questionnaire contained a series of questions for a number of aspects of the program. This report has continued to use the *School Mentoring Support* scale developed by ACER in the 2005 Program Evaluation, and has utilised similar methodology to create scales for subsequent areas of the program evaluation. Each scale was subjected to Principal Component Analysis and subscale scores were formed through averaging component items.

Scale Code	Description	Section
SMS	School Mentoring Support	3
CCA	Collegiate Classroom Activities	4
ATL	Analysis of Teaching and Learning	5
CPA	Commentary on Professional Activities	6
FP	Final Processes for Recommendation	7
PE	Program's Effect	8

Figure 5: Scales developed by this evaluation



3. Mentoring Experiences

Questions about mentoring experiences were asked of all 2006 PRTs, mentors and principals. These questions were designed to provide information about the provision, appropriateness and quality of mentoring, including opportunities to illustrate agreement or disagreement with the choice of mentor, satisfaction with the mentoring quality and the mentoring processes they had experienced.

The information supplied early in the questionnaire as well as responses to whether mentors and PRTs had met regularly, whether they were in the same teaching areas and whether they used the standards as a basis for their conversations allowed analysis about influences on the quality of mentoring relationships.

These questions and responses also helped to illustrate whether there was school support for the process.

Figure 8 contains a summary of responses to questions that were asked about mentoring experiences.

Attitudes towards mentoring

Almost all PRTs who participated in the survey (97%) had been provided with a mentor by the school who signed their recommendation report. These are encouraging statistics and illustrated that new are teachers experiencing induction and were being supported.

A strong majority of all respondents agreed that their mentors were an appropriate choice (statement “d”) - 81% of PRTs, 90% of mentors and 99% of principals.

Similarly, the levels of satisfaction with mentoring (statement “e”) were very high – 80% of PRTs and 88% of mentors being satisfied with their mentoring, and 97% of principals happy with the mentoring processes at their school. It is worth mentioning that the question asked of principals in this section was slightly different in its focus to that asked of PRTs and mentors – it asked about the mentoring processes in the school rather than the mentoring itself. Principals are therefore responding to a question which is more about procedures and structures rather than just the mentoring practices and the quality of mentoring. Nevertheless, the satisfaction levels with the choice and quality of mentors were very high.

There was a relationship between mentors being in the same area as PRTs, and the PRT’s satisfaction with the choice and quality of mentor. For primary teachers, 55% had mentors who were teaching the same year level as them, and for secondary and specialist teachers, 72% said that their mentors taught in the same subject area as them.



Figure 6 includes the overall level of PRT agreement (*blue*) for the questions about the regularity of meeting and the appropriateness of choice and satisfaction with mentoring¹. It compares the overall level of agreement with the figures for primary (*green*) and secondary (*orange*) teachers with and without mentors teaching in the same area as them.

Survey results showed a pattern between the regularity of meetings and whether PRTs and mentors were working in the same areas. Sixty percent of secondary teachers and 72% of Primary teachers without mentors in their area agreed that they met regularly. In contrast, higher levels - 73% of secondary and 82% of primary teachers - who had mentors in the same areas agreed that they met regularly. In addition, there was a similarity of these figures to the responses about the satisfaction with the mentoring relationship, which indicates the importance of having regular meetings to establish and maintain a quality mentoring relationship.

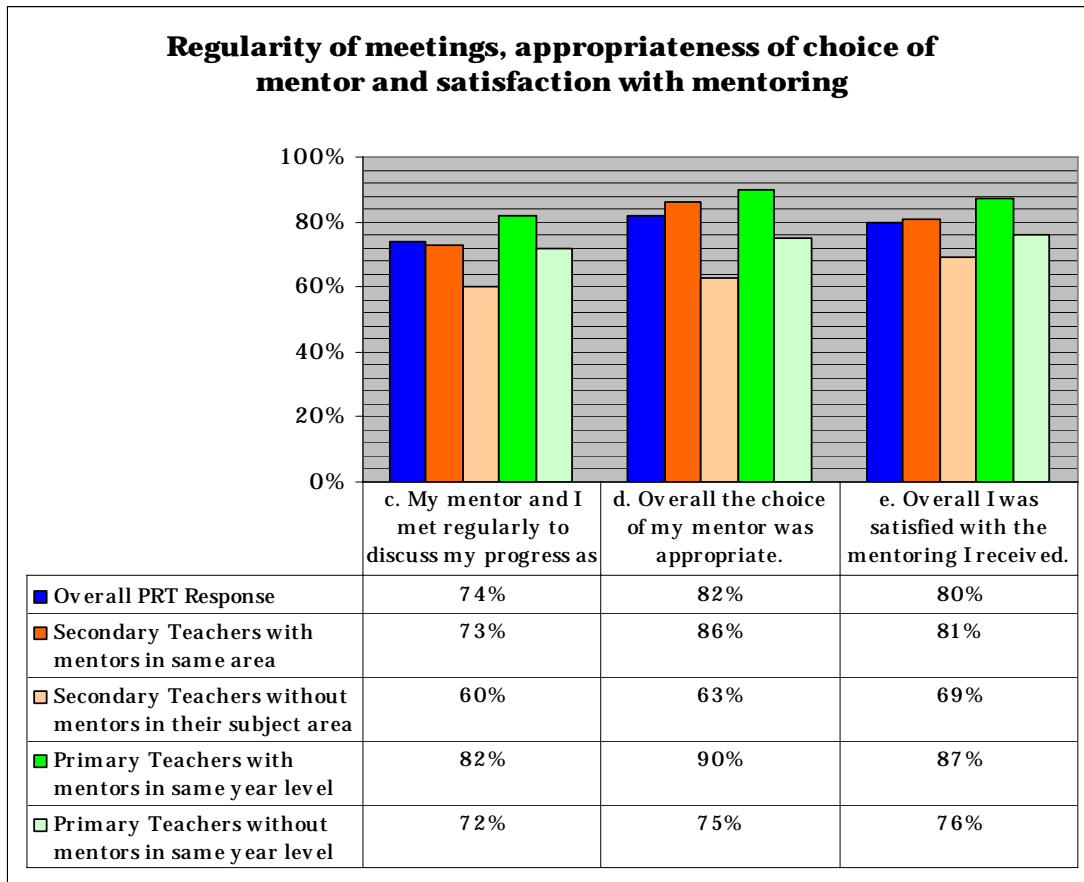


Figure 6: Mentoring relationships and teaching areas

¹ Note that the question responses required recoding for this analysis, with Primary teachers including those who selected P-6 as an option. Secondary teachers included those who selected 7-10, 7-12 and 7-8 as an option. Those who chose P-10, P-12 and specialist schools were excluded from this analysis, as they were not able to be categorised definitely as Primary or Secondary. These excluded groups were small in size.



Whilst there were 82% of PRTs overall who agreed that their choice of mentor was appropriate, only 63% of secondary school PRTs who had mentors outside of their subject area felt that their mentor was an appropriate choice. Similarly, 69% of those PRTs were satisfied with the mentoring they received compared with the overall percentage of 80%.

These figures also demonstrate that primary teachers had higher levels of satisfaction with their mentoring relationships than secondary teachers.

Continuing this line of analysis, this phenomenon is well illustrated by using the SMS scale (see page 24), which indicates the overall satisfaction with the mentoring and school support. Whether teachers are working in the same teams seems to have bearing on their experiences of mentoring as a whole.

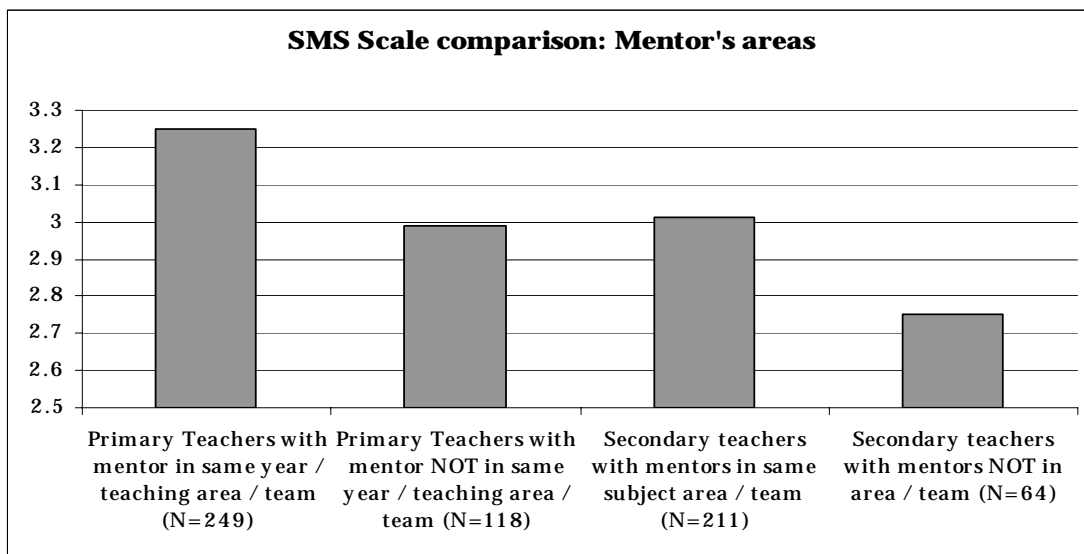


Figure 7: SMS scale comparison with teaching areas

Many PRTs chose to comment about their mentoring relationships at the end of the questionnaire and themes of provision, choice and satisfaction were well represented in their responses.

I got a lot out of this process of observation, discussion and reflection. It really helps having a mentor who teaches the same subject and year level as you - my mentor and I sat next to each other and only ever met informally - often it was to discuss the subjects and year levels that we both taught.

PRT - Government

SMS=3.17 CCA=4.0 ATL=3.71 CPA=3.80 FP=3.83 PE=3.67

Mentors should have to meet with the provisionally registered teacher each week and report on the meeting to ensure that it takes place. Mentors should be in the same teaching field as provisionally registered teacher to assist with suggesting ideas and which work to collect and present.

PRT - Government Secondary

SMS=2.67 CCA= 2.86 ATL=3.00 FP=2.67 PE=2.00



For secondary school teachers, perhaps it could be stated that their mentor must be in the same subject and level. This would allow for the Collegiate Classroom Activities to be better utilised.

PRT - Catholic Secondary

SMS=2.33 CCA=2.33 ATL=2.71 CPA=2.40 FP=2.83 PE=1.67

Another strong theme which featured in PRT comments about their mentoring relationships was their recognition of resourcing issues.

Mentors need to be provided with more support so they can better support graduates. My mentor was a fantastic teacher and supportive colleague but did not have the time, nor the support from the school to be an effective mentor. I feel that currently VIT is asking experienced teachers to provide support to beginning teachers but they aren't being supported in this practice at a school level. Nor are they supported financially and they should be. Teachers have so much to do and so little time as it is, maybe the mentors need to only be leading teachers who are not in the classroom or an impartial auditor who is specialised in the beginning teachers area (this is especially critical in specialist settings such as autism). Good luck.

PRT - Government

SMS=2.17 CCA=3.00 CPA=4.00 FP=3.00 PE=2.67

Schools need to think about who they make mentors. I feel that another graduate teacher is not appropriate.

PRT - Government Primary

SMS=1.5 CCA=2.33 ATL=2.71 CPA=2.6 FP=2.83 PE=2.67

Effective resourcing of the mentor aspect of the process is a theme which is reoccurring throughout this report and will be discussed in more detail in subsequent sections.

Leadership and mentoring

Overall, PRTs were satisfied with the level of support and encouragement they received from their school leadership teams in gathering their three components of evidence (statement “f”), with 84% agreeing with this statement. Similar levels of agreement from mentors – 87% - were made.

Therefore, 16% of PRTs and 13% of mentors were not satisfied with the support from their leadership teams, but the perceptions of principals suggests that perhaps there are discrepancies between what is occurring for PRTs and mentors and the perceptions by school leadership. Secondly, the issues of resourcing the program which are constant threads through this report could have some bearing on these figures.

Additionally, there was considerable differentiation between the perceptions of PRTs and mentors about how regularly they met. Ninety percent of mentors agreed that they met regularly to discuss their progress, whereas only 74% of PRTs agreed with this statement. Ninety-seven percent of principals believed that mentors and PRTs had met regularly, but recognised this as sometimes being difficult.

The biggest challenge is of course finding the time for mentor and mentee to meet regularly.

Principal - Government Primary



There could be a few possible explanations for this – the teachers who responded to the survey were not necessarily the mentors and PRTs who worked together and therefore may have had different experiences. It is also worth considering that this is an indicator of a phenomenon well documented in education literature - that beginning teachers desire more opportunities to work collegially with mentors and colleagues and therefore (in this case) they do not believe that they met regularly enough (Weiss 1999; Hargreaves and Fullan 2000; Kardos and Johnson 2007).

Professional Learning

Eighty-four percent of PRTs agreed that the guidance and feedback from their mentors and other colleagues significantly changed aspects of their classroom work for the better (statement “a”). Eighty-eight percent of mentors and principals also agreed with this statement. These were powerful statements about the importance and value of this process in enhancing new teacher’s classroom practice.

One statement about whether the standards were used in the mentoring relationship as a basis for guidance and feedback (statement “b”) was included in this series of questions. PRTs responded with lower levels of agreement - 70% - compared to 91% of mentors and 86% of principals.

Whilst this has not been identified as significant in previous program evaluations, a 21% difference between the perceptions of the provisionally registered teacher and of the mentors could indicate an area for future focus. Considering the provisionally registered teachers are required to use the standards heavily in the documentation, this discrepancy is perhaps not due to a lack of knowledge or comfort with the standards. This report suggests that whilst the mentors may believe that they are using the standards for guidance and feedback, there appears to be a divergence between the perceptions of PRTs and mentors in this area.

This could be a focus for future mentor training, for it can only be of benefit for mentors and PRTs to have the language of the standards used in a practical sense, to make explicit links between their teaching practice and what the standards mean. This is what PRTs are required to do when compiling their collection of evidence and mentors must now also reference standards when renewing their registration every five years.

School Mentoring Support (SMS Scale)

Some PRTs were clearly disappointed by their experiences of mentoring and indicated that it was the school’s support for the process which determined its success.

I think the process that provisionally registered teachers have to complete is good; however it needs to be ensured that the process is valued by the school. I had to choose my mentor who wasn't teaching the same subject as me, we weren't allocated time release together and she didn't really understand her role either.

PRT - Government Secondary

SMS=1.67 CCA=1.5 ATL=2.86 CPA=3.40 FP=2.33 PE=2.33



Mentors also were very aware of the need for leadership support.

It was good and effective for improving practice but very time-consuming for both of us and this was not recognized by the School Leadership team to the degree that was necessary.

Mentor – Government Secondary

In the evaluation of the 2005 program, Ingvarson et al. (2007) developed a scale they named “*School Mentoring Support*” (SMS). They found that there was a strong correlation between the responses to all of the questions in this section on mentoring, and that the SMS measure was a good method of conducting the analyses of factors.

The scale assisted in explaining the variation in PRT perceptions about the registration process and it assisted in establishing a direct relationship between school mentoring support and all of the other experiences of the program.

Figure 8 includes the data that were used in the SMS scale.

<i>To what extent do you disagree or agree with the following statements?</i>		Strongly Disagree %	Disagree %	Agree %	Strongly Agree %
a. As a result of guidance and feedback from my mentor and other colleagues I have significantly changed aspects of my classroom work for the better.	T	2	14	61	23
	M	2	10	68	20
	P	0	12	58	30
b. My mentor used the Institute’s Standards of Professional Practice as a basis for providing me with guidance and feedback.	T	9	20	51	19
	M	2	7	63	28
	P	3	12	57	29
c. My mentor and I met regularly to discuss my progress as a teacher (including developing and gathering evidence).	T	9	17	43	31
	M	0	9	52	38
	P	0	3	48	49
d. Overall the choice of my mentor was appropriate.	T	6	12	34	47
	M	2	8	58	32
	P	0	1	42	57
e. Overall I was satisfied with the mentoring I received.	T	7	12	36	44
	M	1	9	66	23
	P	0	1	48	49
f. Overall I was satisfied with the level of support and encouragement I received from my school leadership team in gathering my three components of evidence.	T	5	11	44	40
	M	3	9	54	33
	P	-	-	-	-

Figure 8: Summary of responses to statements about mentoring experiences

The 2006 data had very similar patterns and as such, this report recommends the continued use of this scale. Appendix One contains the principal component analysis of the six items in the scale, and details of the scale’s internal reliability (Cronbach Alpha = 0.876).



The SMS scale established that those provisionally registered teachers who rated highly on the scale also had high levels of school mentoring support, and therefore it provided a useful platform from which to then examine the responses further in the questionnaire.

This is well illustrated by looking at the comments of those PRTs who rated highly on the scale:

My mentor helped me feel secure in the knowledge that I was not alone and helped me realise that I wasn't meant to know it all! It was fantastic to have someone to bounce ideas off. My mentor also gave me heaps of practical advice from lesson ideas to behaviour management and encouraged me constantly. A very useful program!

PRT - Government Primary

SMS=3.67 CCA=3.00 ATL=4.00 CPA=3.00 FP=4.00 PE=4.00

The mentor system was the best part to this program. I team taught with my mentor and I believe that really steered my teaching practice and would recommend this to others.

PRT - Government Primary

SMS=4.0 CCA=3.33 ATL=3.14 CPA=3.80 FP=3.50 PE=4.00

These positive responses are interesting compared with those who rated much lower on the SMS scale:

I think if I had a successful relationship with my mentor my responses would be different. As it was, my mentor and I never had any meetings and she had little idea of what was occurring in my classroom. We never observed each other's teaching in a collegiate manner at all. At the review my mentor stated that she felt her role was more of an observer rather than a guide and that she had been observing my progress covertly throughout the year. This didn't really help me at all and I felt very isolated throughout the whole process. I had a very lonely year.

PRT - Government Primary

SMS=1.67 CCA=2.57 ATL=2.40 CPA=1.67 FP=2.50

I believe the process requires a lot from both provisionally registered teachers (especially in their first year) and from others in the school. It was hard for me to arrange times with an un co-operative mentor and busy leadership staff and I feel that due to hectic schedules, the format and benefits of the full registration program were not fulfilled to their highest potential.

It was hard to organise Collegiate activities with other staff and have their classes covered, and when other leadership staff came things came up that meant they couldn't participate that day and it needed re-scheduling.

I can understand that some schools have the VIT registration process well under way but I do not think my school is as dedicated to it as other schools.

PRT - Catholic Primary

SMS=1.67 CCA=2.5 ATL=2.71 CPA=2.4 FP=1.83 PE=2.0

These experiences indicate the mentoring aspect of the program is closely linked to the leadership support and the implementation of the program by the school.

The SMS scale was then used to investigate whether there were any differences across types of teachers and schools, and their attitudes and responses to their mentoring experiences.



Appendix two shows that analysis using the SMS against gender, school sector (Government, Catholic, Independent), and teachers from metropolitan Melbourne schools, regional schools and rural schools found that there was no significant differences.

When examining the qualification backgrounds of respondents, there was a statistically significant effect of the SMS scale against teaching qualification. The undergraduates (e.g. Bachelor of Education) reported higher SMS levels than the post graduates (e.g. Diploma of Education). The combined degree was in between and does not differ statistically from the other two groups.

A further analysis was done comparing the SMS scale by the employment status and arrangements of PRT respondents. As mentioned earlier, the analysis of employment status was complicated by the possibility of respondents choosing more than one option in their responses. Appendix two contains this analysis and it showed no significant differences or patterns. A loose relationship is found to exist between being full-time and higher SMS scores.

Comparison of 2005 and 2006 responses

A comparison of PRTs (*green*), mentors (*orange*) and principals (*blue*) who agreed with the statements about mentoring is illustrated in Figure 9. The responses of 'agree' and 'strongly agree' were combined for this analysis. Figure 9 compares the level of agreement in the 2005 (*lighter shades*) and 2006 (*darker shades*) program evaluations.

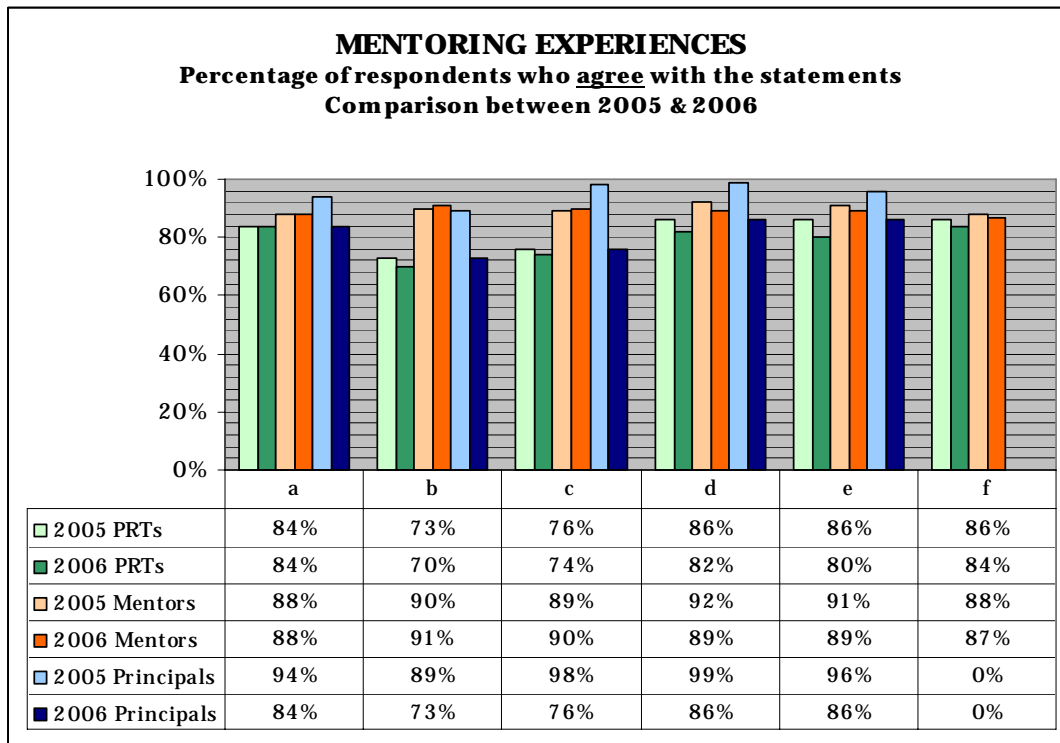


Figure 9: Comparison of 2005 and 2006 responses to questions about mentoring experiences



PRT responses in the 2006 program were very similar to those from 2005. There was a slight decline overall in the level of agreement with the statements in 2006 but it was not statistically significant.

Similarly, mentoring responses were quite similar, with small increases in the reported use of the standards and the regularity of meetings. There were slight decreases in the level of agreement with statements about the appropriateness of choice of mentors and satisfaction with mentoring.

Changes in principal responses were the greatest – with lower levels of agreement in 2006 to all statements than were recorded in 2005. Most significant were the statements about the use of the standards by mentors, the regularity with which mentors were meeting and the choice of mentors being appropriate.

These changes could be due to the different method of inviting principals to participate in the survey – whilst principals were invited to participate by email for the 2005 survey, principals were contacted by letter for the 2006 evaluation and directed to the website for the online survey.

It must also be noted that because there were 69 responses to the Principal survey compared to 810 responses in the PRT and 918 Mentor surveys, the variations will be more substantially noticeable. Secondly, slightly lower number of principals responded in 2006 than in 2005, so the differences are more evident.

There were also demographic changes to the principal population who responded in 2006 compared with in 2005. There was a change of 11% more female and less male principal respondents. The figures for primary and secondary are unclear in the 2005 program evaluation, so it is difficult to do a thorough examination for this aspect of the principal demographic, but it would appear that there was about 16% less primary school principals and 2% more secondary principals in the 2006 evaluation. The other principals were from specialist schools and combined primary-secondary schools, which is an increase of 14% from the 2005 figures. There was also a 4% increase in responses from principals in government schools than in 2005, with the 4% decrease being from principals in independent schools.

The patterns of slightly more secondary and government school principal responses could assist in providing an explanation for the overall decrease in attitudes from principals, as these demographics in mentor and PRT responses also often affect the response to the negative.

This report suggests that close monitoring of levels of principal satisfaction with mentoring should be a priority for subsequent program evaluations.



Summary

Mentoring was rated as an extremely valuable aspect of the process for all teachers involved, with high levels of satisfaction with mentors and the quality of mentoring. There was a direct relationship between mentors being in the same area as provisionally registered teachers and higher satisfaction levels with mentoring.

Mentoring was established as influential in making improvements to a new teacher's classroom practice and a valuable opportunity for professional learning.



4. Collegiate Classroom Activities (Evidence Task One)

The *Collegiate Classroom Activities* requires provisionally registered teachers to complete three team teaching activities with an experienced teacher – in the majority of cases this is their mentor. The aim of this component of evidence is to assist provisionally registered teachers access support and modelling of teaching strategies, with opportunities for reflective discussions about the day-to-day elements of classroom practice. For this reason, the Institute suggests that the *Collegiate Classroom Activities* are completed in the first semester of teaching when issues around classroom practice are most prevalent and supports are most needed.

Guidelines encourage both teachers involved in the task to engage in the planning for the activity. The pro-forma directs PRTs to explicitly reference standards five (“maintaining a safe and challenging learning environment”) and six (“using a range of teaching practices and resources to engage students in effective learning”) in their focus for the activity, thus providing the opportunity for them to present evidence of these standards.

Other Institute requirements for the *Collegiate Classroom Activities* are that two occur in the PRT’s classroom and one occurs in the experienced teacher’s classroom. This allows for a broad experience of the different levels of relationships with students.

Teachers were asked a series of questions which aimed to find out what their perceptions were about the *Collegiate Classroom Activities*. They covered:

- whether it was an authentic reflection of teacher’s work
- whether beneficial changes to teaching practice were made and whether their understanding of the standards was deepened by doing the activity
- whether the activity gave a teacher a good chance to show they’d met the relevant standards
- whether the activity was a valid and rigorous method of assessing against the standards

Attitudes towards the Collegiate Classroom Activities

Responses to the six statements about the *Collegiate Classroom Activities* were extremely positive – all responses are included in Figure 11. Not only does the data on this component of the process show support for the concept and for the benefits professionally, but many respondents chose to be explicit about their support for these opportunities in the open-ended additional response section.

All teachers gain from professional conversations, collaborative teaching experiences and shared professional learning - the Institute's requirements made it essential that time was allocated to these areas.
Mentor – Government Primary



My personal development was enormously encouraged by being able to perform a collegiate activity within another like classroom in another like school. My personal teaching practices were improved by having this opportunity.

PRT – Government Primary

SMS=4.00 CCA=4.00 ATL=3.86 CPA=4.00 FP=4.00 PE=4.00

Collegiate activities are very worthwhile.

Mentor – Government Primary

The *Collegiate Classroom Activities* were clearly viewed as being highly relevant to teacher's work, with responses of 81% of PRTs and 90% of mentors who agreed that the *Collegiate Classroom Activities* reflected authentic aspects of their work as a teacher (statement "f").

Professional Learning

Combined responses to questions about the *Collegiate Classroom Activities* assisted in understanding whether the activity is viewed as being valuable to teaching practice by providing opportunities for developing skills and knowledge.

There were clear indications that the *Collegiate Classroom Activities* are opportunities for professional learning for both PRTs and their mentors.

Seventy-four percent of PRTs, 88% of mentors and 87% of principals agreed that beneficial changes were made to teaching practice as a result of these activities (question "c").

I really enjoyed the collegiate classroom activities and I felt they assisted me with my teaching.

PRT – Government Primary

SMS=3.50 CCA=2.83 ATL=2.43 CPA=4.00 FP=3.50 PE=2.33

...it allowed me to reflect more specifically on what I do in the classroom. I already reflected although it taught me to reflect on my lessons in different ways. I found it a very valuable experience in the end.

PRT – Government Primary

CCA=4.0 SMS=3.83 ATL=4.0 CPA=4.0 FP=4.00 PE=3.67

Furthermore, the activities were seen as deepening an understanding of the standards with 73% of PRTs, 92% of mentors and 89% of principals who agreed with this statement (statement "a").

The fact that teachers valued this process and saw its role in assisting them to improve their teaching practice is encouraging. It is also worth noting that the responses in 2006 have maintained the levels of the 2005 program evaluation, where there was an increase in the perceptions of this task in providing opportunities for professional learning.



Validity and rigour

Figures around the *Collegiate Classroom Activities*' validity were encouraging, with 83% of PRTs, 93% of mentors and 90% of principals who agreed that they gave them a good chance to show they had met the standards (statement "b"). Seventy-three percent of PRTs, 89% of mentors and 87% of principals responded that they felt that they were a valid way of assessing against the standards (statement "d").

Issues of rigour continued to surface as they were consistently rated lower than the other responses, with 59% of PRTs, 75% of mentors and 69% of principals who responded that they felt that the *Collegiate Classroom Activities* were a rigorous way of assessing against the standards (statement "e").

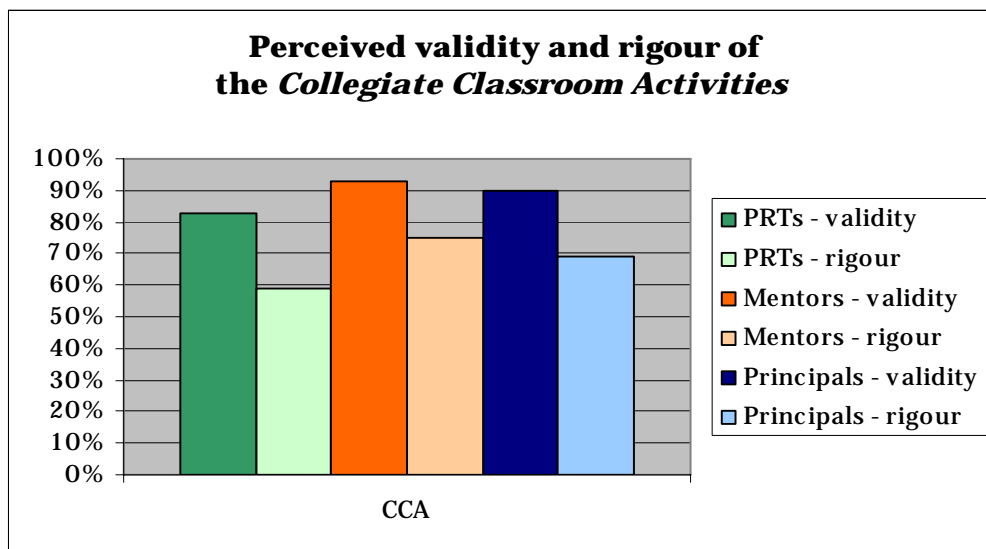


Figure 10: Perceived validity and rigour of the *Collegiate Classroom Activities*

Figure 10 shows that all three groups of teachers rated the *Collegiate Classroom Activities* consistently more highly in validity than they did in rigour.

These patterns in responses around the validity and rigour of the *Collegiate Classroom Activities* are issues that are highlighted in the 2004 and 2005 program evaluations, but it is of further concern that these statistics continued to decline in 2006 – from 63% in 2005 to 59% of PRTs in 2006 who believed the *Collegiate Classroom Activities* to be rigorous (see Figure 12 for further comparisons). These patterns are also exhibited in responses from mentors and principals.

More encouraging is the perception of teachers that the *Collegiate Classroom Activities* gave them an opportunity to illustrate their ability to meet the relevant standards. Whilst discussed earlier in the section on professional learning, this response is also connected to the concept of the processes' validity.



To what extent do you disagree or agree with the following statements about the Collegiate Classroom Activities?		Strongly Disagree %	Disagree %	Agree %	Strongly Agree %
a. Completing the <i>Collegiate Classroom Activities</i> deepened my understanding of the relevant standards in the Standards of Professional Practice for Full Registration.	T	7	20	62	11
	M	1	7	70	22
	P	6	6	57	32
b. The <i>Collegiate Classroom Activities</i> gave me a good chance to show how I met the relevant standards in the Standards of Professional Practice for Full Registration.	T	5	13	67	16
	M	1	5	66	27
	P	6	4	57	33
c. I have made beneficial changes to my teaching as a result of feedback given to me by my mentor and my own reflections on the <i>Collegiate Classroom Activities</i> .	T	6	20	60	14
	M	1	10	67	21
	P	4	9	64	23
d. Completing the <i>Collegiate Classroom Activities</i> was a valid way of assessing whether I had met the Institute's standards.	T	6	21	60	13
	M	2	8	68	21
	P	7	6	64	23
e. Completing the <i>Collegiate Classroom Activities</i> was a rigorous way of assessing whether I had met the Institute's standards.	T	7	33	48	11
	M	3	22	59	16
	P	9	22	59	10
f. The <i>Collegiate Classroom Activities</i> reflected authentic aspects of my own work as a teacher.	T	6	13	63	18
	M	2	8	66	24
	P	-	-	-	-

Figure 11: Summary of responses to statements about the Collegiate Classroom Activities

Future Considerations

Some comments posted in the open-ended option at the end of the survey indicate that the *Collegiate Classroom Activities* are still seen as 'observations' and that there is still confusion about how to implement true team teaching and collegiate activities.

Whilst there still appears to be schools who had different ways of implementing Institute guidelines, this teacher still speaks highly of the experience.

The Collegiate visits were extremely worth while. I gained so much information from watching an experienced teacher teaching. I wish I could have done more of this!! And then for two different teachers to come into my room to observe me gave me confidence when they reassured me that I was going OK, and they also provided me with helpful hints to improve my teaching. I really do wish I could do this every year!

PRT – Government Primary

SMS=2.83 CCA=3.67 ATL=3.14 CPA=3.20 FP=4.00 PE=3.0



Comparison of 2005 and 2006 responses

There was little change in the level of agreement with the statements about the *Collegiate Classroom Activities* from 2005 to 2006.

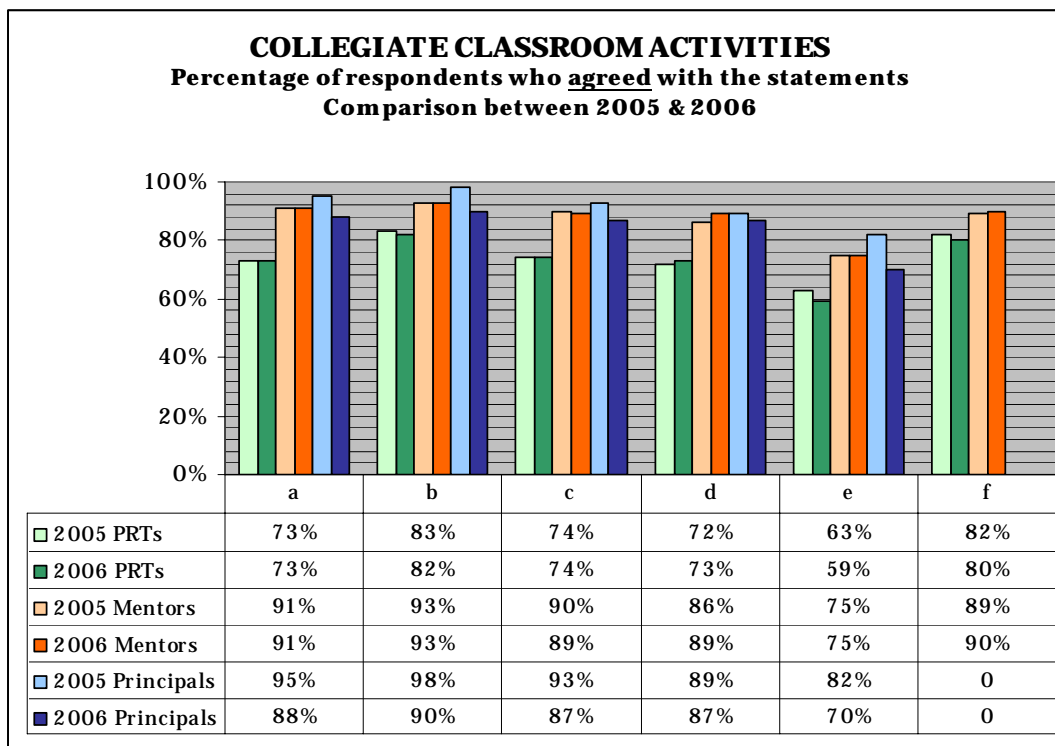


Figure 12: Comparison of 2005 and 2006 responses to statements about the *Collegiate Classroom Activities*

Once again, principals showed the greatest level of change from the 2005 figures, with overall decreasing levels of agreement with all statements.

PRTs and principals both illustrated declines in the level of agreement with the statement about the task's rigour (statement "e") and overall there was a lower level of agreement with this statement compared with all others. There was not a change in the mentor's level of agreement with the rigour in the process from 2005 to 2006.

It is interesting to note that mentors showed the most consistent and positive approach to all responses over the 2005-2006 periods.

Summary

In summary, the *Collegiate Classroom Activities* is viewed as an authentic task which is related to teacher's work. It is also seen as valuable to teaching practice and assists in the development of skills and knowledge. Whilst respondents rate the activity as valid, there continue to be lower levels of agreement with the perceptions of the task's rigour and PRT and principal levels are declining. Mentors continue to rate the activity very highly.



5. Analysis of Teaching and Learning (Evidence Task Two)

The *Analysis of Teaching and Learning* (“ATL”) is described by the Institute as being the activity which best reflects the core business of teachers. PRTs are required to reflect on the planning and delivery of a unit of work and how their teaching of this unit has been influenced by the needs of the particular students in their class, with reference to samples of two student’s work.

In doing so, they are given an opportunity to address the standards of knowing how students learn and how to teach them effectively (*standard one*), knowing the content they teach (*standard two*), knowing their students (*standard three*), and planning and assessing for effective learning (*standard four*). They also have the opportunity of showing evidence of creating and maintaining safe and challenging learning environments (*standard five*), using a range of teaching practices and resources to engage students in effective learning (*standard six*) and reflecting on, evaluating and improving their professional knowledge and practice (*standard seven*).

The pro-forma offered to PRTs as a guide to this task is structured around sections which include placing the unit of teaching and learning in context – they are asked to discuss their school’s specifics and details about their students which may influence the choices they make about how and why they teach. PRTs then are guided through reflections about their planning and then a reflection on two student work samples taken from two students. These work samples aim to provide a platform from which PRTs can discuss how their teaching has influenced the student’s learning.

The questions around the *Analysis of Teaching and Learning* were structured around the following concepts:

- whether the ATL deepened their understanding of and gave a good chance to show they’d met the standards,
- whether the feedback given by mentors about ATL has helped improving their teaching,
- whether completing the ATL has benefited their teaching,
- whether it was a valid and rigorous method of assessment, and
- whether it reflected authentic aspects of their teaching.

Alternatives to the Analysis of Teaching and Learning

Three alternatives were developed in response to the needs of teachers who were not working with the same groups of students on a regular basis, or teachers who found that the students they were teaching had different requirements than cohesive units of work. These were trialled in 2006 by the Institute.

The three alternatives were developed and named as being for teachers in alternative school settings, teachers who were casual relief teachers, and teachers who were specialists. Some of the feedback in this evaluation about the *Analysis of Teaching and Learning* has come from teachers who chose to use these alternatives, obvious from some of the open-ended responses.



It would be worthwhile considering an option for next year's program evaluation which allows an indication of which *Analysis of Teaching and Learning* has been completed for the process.

Attitudes towards the Analysis of Teaching and Learning

Once again, the view of the overall majority of PRTs, mentors and principals was that the *Analysis of Teaching and Learning* was a worthwhile and valuable task. All responses to the statements in this section are included in Figure 13. The data on this component of the process shows an encouraging level of support for the *Analysis of Teaching and Learning*.

The *ATL* was seen as being relevant to teacher's work, with eighty-two percent of PRTs, 90% of mentors and 89% of principals who agreed that the *Analysis of Teaching and Learning* reflected authentic aspects of teacher's work (statement "g").

Professional Learning

Teachers responded positively to the statements that the *Analysis of Teaching and Learning* were professional learning opportunities.

Well above the majority of respondents agreed that the activity assisted them in reaching a deeper level of understanding of the professional standards (statement "a"), with 78% of PRTs, 89% of mentors and 88% of principals who agreed with this statement.

Two statements referred to the effect of the *Analysis of Teaching and Learning* on teaching practice, with 91% of mentors and 88% of principals agreeing that the feedback mentors gave about the *ATL* helped improve teaching (statement "c"). Sixty-eight percent of PRTs agreed with this statement, a 23% difference in perception with the mentors. This highlights the different views of the benefits of the process from new teachers and the more experienced mentors and principals. These figures are similar to responses from 2005.

Strong majorities of mentors and principals believed that the *ATL* benefited the PRT's teaching (statement "d"), with 87% of mentors and 84% of principals agreeing with these statements. Once again, lower percentages of PRTs - 67% - rated the *ATL* in terms of having a beneficial influence on their teaching. There are many possible readings and reasons for this discrepancy, but it cannot be ignored that one third of PRTs didn't feel this exercise had any value in it for improving or benefiting their teaching. Reasons for this were well represented in the open-ended responses.



The following issues were themes throughout these responses;

- schools have unrealistic expectations of PRTs and the evidence that they are required to put together
- the level of documentation required is unnecessary and too similar to university assignments
- first year workloads are already high and this requirement adds to these stresses and pressures
- PRTs would prefer more opportunities to work collegially with other teachers than compile documentation.

Some samples of these open-ended responses are included below.

The amount of work required to complete the 3 tasks should not be increased: it was quite difficult to complete the work, considering it impinged on time used for planning, preparation and assessment. It is certainly valid work, however, and I found the Analysis to be most valuable.

PRT – Government Primary

SMS=3.00 CCA=2.83 ATL=3.57 CPA=2.80 PE=2.33 FP=2.67

With the analysis of teaching and learning, while it gave me a chance to reflect on the learning and assessment which was taking place in the unit I taught, it was time consuming to document and was similar to assignments we complete at university. I found that the Collegiate Classroom activities were very valuable and it was great to observe another teacher's practice and be given feedback on my own.

PRT – Government Primary

SMS=3.33 CCA=3.50 ATL=3.00 CPA=3.40 PE=3.33 FP=3.00

I feel that there may be other ways to assess provisionally registered teachers than getting them to complete the analysis. I felt that it was a whole lot of EXTRA work I had to complete. I feel that observing and reflecting other teachers and getting leading teachers to come and work in grades to watch you teach is more beneficial than completing an analysis. Collegiate activities and list of professional development were worth it, analysis of teaching was not.

PRT – Government Primary

SMS=3.50 CCA=3.00 ATL=2.00 CPA=2.80 PE=2.00 FP=3.33

I felt the analysis of teaching and learning was quite difficult and added a lot of additional work load and just felt like a university assignment which was difficult on top of the teaching work load. I can understand what it assesses but I think it needs revising.

PRT – Government Primary

SMS=3.50 CCA=2.83 ATL=2.43 CPA=4.00 PE=2.33 FP=3.50

The prevalence of these types of comments throughout the surveys in the open-ended responses indicated that there were still issues with this aspect of the process. Whilst the data showed high levels of support for the benefits of the *Analysis of Teaching and Learning*, there were few written responses which specifically discussed the benefits of the *ATL*. These issues are discussed in further detail in section nine.



<i>To what extent do you disagree or agree with the following statements about the Analysis of Teaching and Learning?</i>		Strongly Disagree %	Disagree %	Agree %	Strongly Agree %
a. Completing the <i>Analysis of Teaching & Learning</i> has deepened my understanding of the relevant standards in the Standards of Professional Practice for Full Registration.	T M P	6 1 9	16 6 9	67 75 63	11 18 25
b. The <i>Analysis of Teaching & Learning</i> gave me a good chance to show how I met the relevant standards in the Standards of Professional Practice for Full Registration.	T M P	4 1 1	12 5 4	68 73 66	14 20 27
c. The feedback given to me by my mentor about my <i>Analysis of Teaching & Learning</i> has helped me to improve my teaching.	T M P	8 1 1	25 9 9	54 77 66	14 14 22
d. Completing the <i>Analysis of Teaching & Learning</i> has benefited my teaching.	T M P	8 2 4	25 11 10	56 71 57	11 16 27
e. The <i>Analysis of Teaching & Learning</i> was a valid way of assessing whether I had met the Institute's standards.	T M P	6 1 4	17 10 9	65 72 61	12 16 25
f. The <i>Analysis of Teaching & Learning</i> was a rigorous way of assessing whether I had met the Institute's standards.	T M P	7 2 4	26 18 16	56 65 66	11 15 12
g. The <i>Analysis of Teaching & Learning</i> reflected authentic aspects of my own work as a teacher.	T M P	6 1 4	12 8 6	65 70 67	17 20 22

Figure 13: Summary of responses to statements about the *Analysis of Teaching and Learning*

Validity and rigour

The views of PRTs, mentors and principals about the validity of the *ATL* as being an assessment tool were encouraging, with 77% of PRTs, 88% of mentors and 86% of principals who agreed with this statement (statement “e”). The following comment recognises that the additional workload is actually worthwhile and valid.

The amount of work required to complete the 3 tasks should not be increased: it was quite difficult to complete the work, considering it impinged on time used for planning, preparation and assessment. It is certainly valid work, however, and I found the Analysis to be most valuable.

PRT - Government Primary

SMS=3.00 CCA=2.83 ATL=3.57 CPA=2.80 PE=2.33 FP=2.67

Eighty-two percent of PRTs, 93% of mentors and 93% of principals also agreed that the task gave them a good chance to show they’d met the professional standards (“b”).



The question about the task's rigour ("f") was again rated slightly lower, with 67% of PRTs, 80% of mentors and 78% of principals agreeing that it was a rigorous way of assessing against the standards.

An interesting comparison to consider regarding the perceptions of validity and rigor in the process is to compare the responses to the questions between the *Collegiate Classroom Activities* and the *Analysis of Teaching and Learning*.

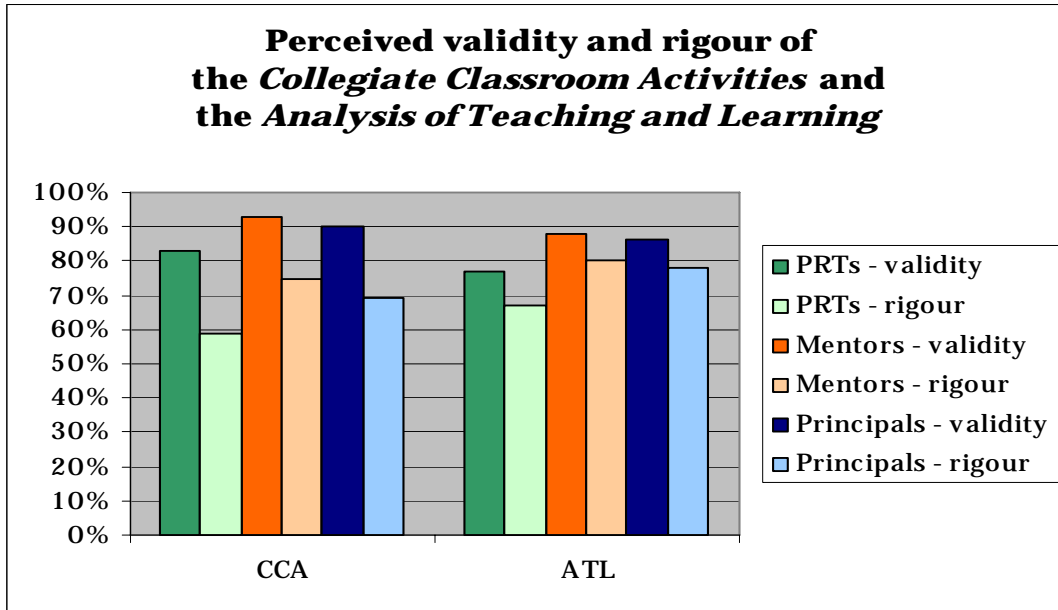


Figure 14: Comparison of perceived validity of CCAs and ATL

These comparisons are seen in Figure 14, where it is once again apparent that mentors showed the most positive responses.

The perception of all respondents is that the *Collegiate Classroom Activities* was slightly more valid than that of the *Analysis of Teaching and Learning*. On the other hand, the *Analysis of Teaching and Learning* was seen by all groups of teachers as being more rigorous than the *Collegiate Classroom Activities*.

The margins between the perceptions of validity and rigour were greatest with the *Collegiate Classroom Activities* than they were with the *Analysis of Teaching and Learning*.



Comparison of 2005 & 2006 responses

Again, there was little change from 2005 to 2006 in the level of agreement with the statements about the *Analysis of Teaching and Learning*, but principals showed variations, with declines in all statements except “g”.

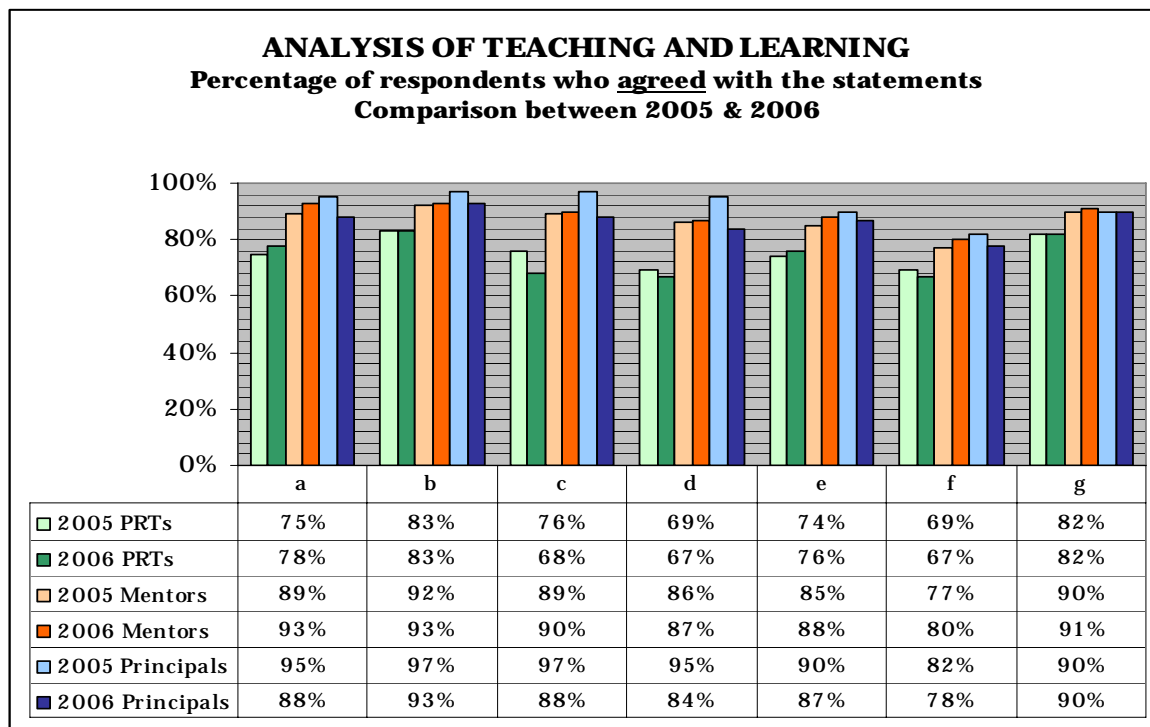


Figure 15: Comparison of 2005 and 2006 responses to statements about the *Analysis of Teaching and Learning*

Unlike the *Collegiate Classroom Activities*, where levels of agreement with the statements about validity and rigour declined, there were slight increases in 2006 with the perception of validity and rigour to do with the *Analysis of Teaching and Learning* task.

There was also an 8% decrease in agreement of PRTs with the statement about the feedback given to them by mentors about the ATL helping them improve their teaching.

Otherwise, these statistics are encouraging for this task – showing slight increases in many areas and maintaining similar levels of agreement in others.



Summary

The *Analysis of Teaching and Learning* task is viewed by teachers as being an authentic task which is related to teacher's work. It is also seen as valuable to improving teaching practice through professional learning, and the task is viewed as being valid. Whilst levels of the perception of the task's rigour are not as high as other responses, this is not as much of a concern as it is with other aspects of the process, with it being rated as more rigorous than the *Collegiate Classroom Activities*.

The overwhelming number of open-ended responses which indicate the concerns about documentation and workload with this task point to the need for addressing the implementation at a school level, with many schools still requiring too much from PRTs.



6. Commentary on Professional Activities (Evidence Task Three)

The final requirement of provisionally registered teachers was to provide a *Commentary on Professional Activities* – in which they are given the opportunity to show that they reflect on, evaluate and improve their professional knowledge and practice (*standard seven*) and that they are active members of their profession (*standard eight*).

PRTs provide a list of professional activities that they have engaged in since they began practicing as a teacher, and they reflect on three of the activities, discussing the effect of these activities on their professional knowledge and practice. The list of professional activities is an opportunity for PRTs to show that they are an engaged member of the profession and the education community.

Questions about the *Commentary on Professional Activities* were asked about:

- whether the understanding of the standards was deepened by doing this task,
- whether the task was a good chance to show the standards had been met,
- whether the task was valid,
- whether the task was rigorous,
- whether the task had a positive effect on collaboration with colleagues and engagement with the profession.

Attitudes towards the Commentary on Professional Activities

PRTs, mentors and principals responded to a series of questions which gauged their attitudes towards this task. Their responses are included in Figure 16. The questions aimed to understand whether this task is a valuable method for promoting professional learning whilst also being a useful tool for assessment against the professional standards.

Attitudes towards the *Commentary on Professional Activities* were positive in the majority, with 69% of PRTs, 86% of mentors and 84% of principals agreeing that the task had a beneficial effect on collaboration with colleagues and professional engagement (statement “e”).

Professional Learning

Sixty-two percent of PRTs, 87% of mentors and 81% of principals agreed that the *Commentary on Professional Activities* deepened the understanding of the relevant standards (statement “a”). The level of agreement with this statement for this task is lower from PRTs than with the other two tasks, with 73% for the *Collegiate Classroom Activities* and 78% for the *Analysis of Teaching and Learning*.



This pattern was also reflected in mentor responses, with the most valuable task for deepening the understanding of the standards in mentor's views being the *Collegiate Classroom Activities* (92%).

Having said this, mentors still valued the *Commentary on Professional Activities* – as can be seen by the comment below.

I feel that the new process of deliberately matching Professional Activities to the Standards of Professional Practice is an excellent step forward. It allows both the PRT and the mentor to be fully aware of the reasons for undertaking PA as well as the benefits for all parties.
Mentor – Independent P-12

<i>To what extent do you disagree or agree with the following statements about the Commentary on Professional Activities?</i>		Strongly Disagree %	Disagree %	Agree %	Strongly Agree %
a. Providing a list and commentary of my professional activities has deepened my understanding of the relevant standards in the Standards of Professional Practice for Full Registration.	T M P	9 2 1	30 11 16	53 72 69	8 15 12
b. Providing a list and commentary of my professional activities gave me a good chance to show that I had met the relevant standards in the Standards of Professional Practice for Full Registration.	T M P	5 1 9	12 6 9	69 71 66	14 21 22
c. Providing a list and commentary of my professional activities was a valid way of assessing whether I had met the Institute's standards for 'Professional Engagement'.	T M P	5 2 3	15 8 18	67 73 61	12 17 15
d. Providing a list and commentary of my professional activities was a rigorous way of assessing whether I had met the Institute's standards for 'Professional Engagement'.	T M P	7 2 6	29 22 30	53 61 55	11 15 9
e. Providing a list and commentary of my professional activities had a beneficial effect on the extent to which I collaborated with colleagues and engaged with the profession.	T M P	9 2 3	23 11 13	56 69 63	13 17 21

Figure 16: Summary of responses to statements about the *Commentary on Professional Activities*



Validity and rigour

Seventy-three percent of PRTs, 92% of mentors and 88% of principals agreed that this task was a good chance to show that PRTs had met the relevant standards (statement “b”). Once again, PRTs rated the *Commentary of Professional Activities* the lowest of the three tasks in this area (*Collegiate Classroom Activities* – 83%, *Analysis of Teaching and Learning* – 82%).

Whether the task was a valid method of assessment against the standards (statement “c”) was agreed to by 73% of PRTs, 90% of mentors and 76% of principals.

The level of agreement with whether the *Commentary of Professional Activities* was rigorous followed the established pattern and was again lower – with 64% of PRTs, 76% of mentors and 64% of principals (statement “d”).

The comparison of the perceptions about the three task’s validity and rigour showed that the *Commentary on Professional Activities* is generally viewed less positively than the other tasks, particularly by principals.

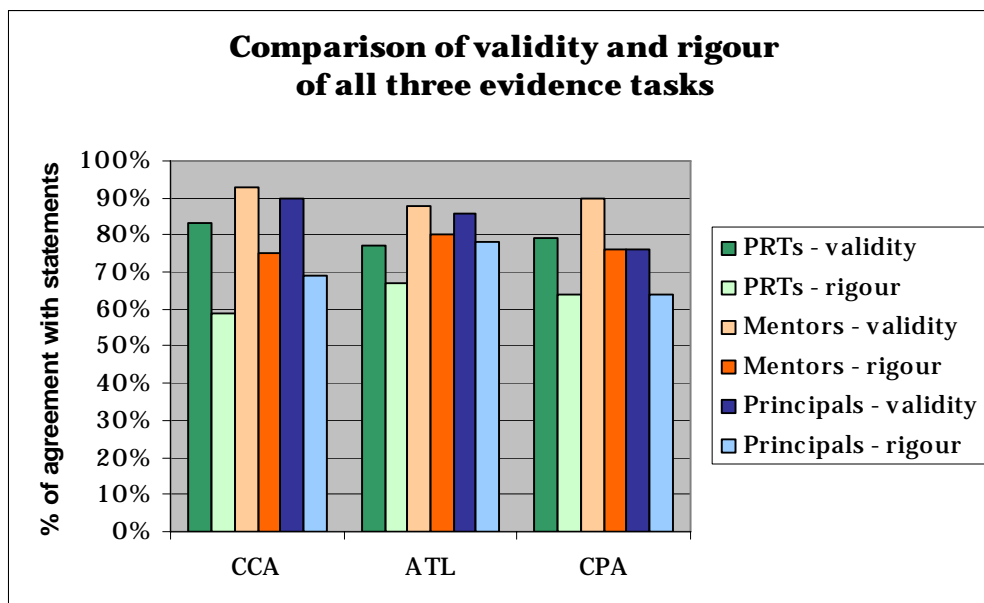


Figure 17: Comparison of validity and rigour (all evidence tasks)

PRTs saw the *Commentary on Professional Activities* as slightly less valid but more rigorous than the *Collegiate Classroom Activities*, but more valid and less rigorous than the *Analysis of Teaching and Learning*. There was a greater difference for mentors in the perception of the task’s validity and rigour, more similar to their perceptions of the *Collegiate Classroom Activities*.

PRTs and mentors rated the *Commentary on Professional Activities* with a greater level of validity than the *Analysis of Teaching and Learning*, whereas principals rate it considerably lower than the other two tasks in both its validity and rigour.



Comparison of 2005 and 2006 responses

Mentors showed slight increases in the level of agreement with the all of the statements about the *Commentary on Professional Activities* in 2006 compared with the 2005 figures.

PRT views of this task were similar to that of 2005, with an increase of 4% in the link of the task to the standards and a decrease of 6% in the perception of the task as rigorous. The considerable increase from 2004 (57%) to 2005 (70%) in PRTs who felt the task had a beneficial effect on collaboration with colleagues and engagement with the profession was sustained in 2006, with only a slight decrease of 2% to 68%.

Principal's levels of agreements were lower again in 2006 from 2005.

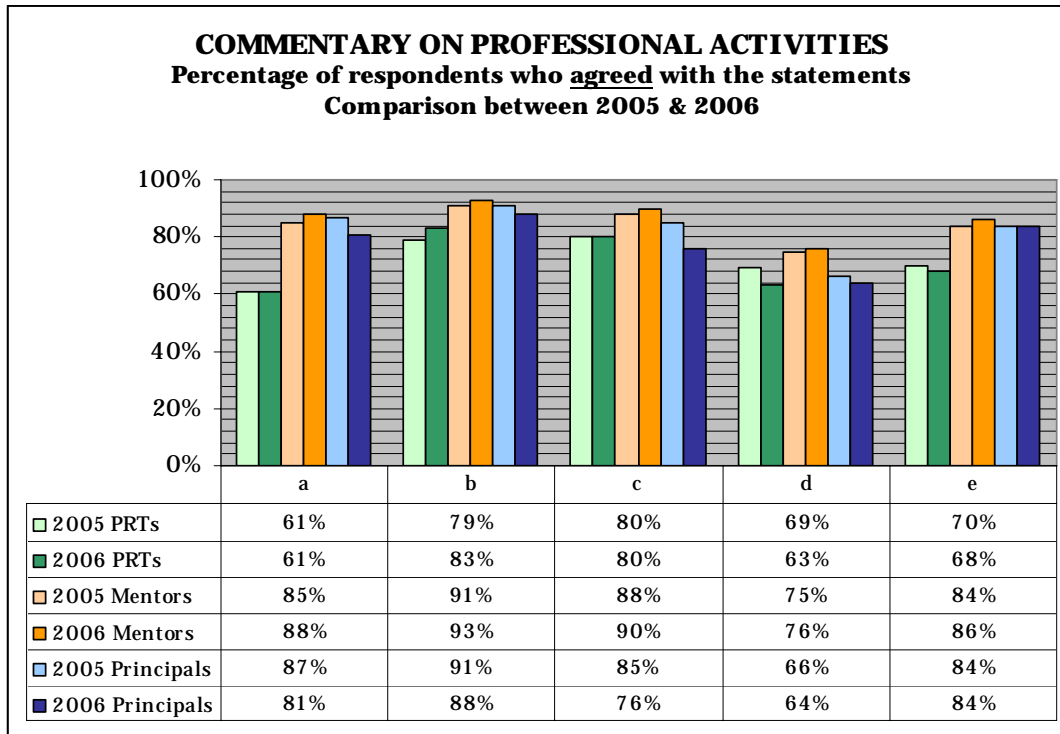


Figure 18: Comparison of 2005 and 2006 statements about the *Commentary on Professional Activities*



Summary

General attitudes to the *Commentary on Professional Activities* are positive. Whilst the *Commentary on Professional Activities* is seen (particularly by mentors and principals) as being a beneficial task for collaboration and engagement, it does have lower levels of agreement with statements about it providing opportunities to show standards are met and its effect on deepening the understanding of the standards. This could be simply a result of the task being related to lesser numbers of standards than the *CCAs* and *ATL*.

This task does not differ greatly from the established pattern of all responses indicating that there are issues requiring some future consideration around rigour. It is interesting to note that principals do not seem to place much value on the task, showing notable differences in the level of agreement with the statements around the task's validity and rigour in comparison to their responses to these statements for the other two tasks.



7. Final Processes for Recommendation

Once provisionally registered teachers have completed the required tasks and compiled their collection of evidence they are required to present this evidence to a school-based panel for assessment.

Institute guidelines for schools are that these recommendation panels should include a principal (or delegated representative), a mentor who has attended training, the PRT and a support person for the PRT (often their mentor). The meeting is an opportunity to reflect and evaluate the evidence against the professional standards. The panel then makes a recommendation to the Institute as to whether the PRT be moved to Full Registration.

Questions about recommendation processes were around the following themes:

- whether the tasks were sufficient for panels to make assessments against the standards, were used to make judgements for the recommendations for full registration, and whether they were used as a basis for feedback,
- whether schools allocated sufficient resources for the final recommendation processes,
- if the school's process was fair,
- if the school's process was rigorous.

The questions aimed to find out whether school's implementation of the final processes are ensuring that the standards are guiding the assessment of evidence and recommendations, whether the processes are being well enough resourced, and are fair and rigorous.

Attitudes towards the recommendation process

Responses about school's recommendation processes were extremely positive. Figure 20 details percentages of all of the responses received to this series of questions.

Ninety-two percent of PRTs, 94% of mentors and 90% of principals agreed that the three tasks and the collection of evidence were sufficient for panels to make assessments and judgements against the professional standards.

Similar positive responses (90% of PRTs, 94% of mentors and 97% of principals) were made to the statement that the panel used the standards as a basis for their decision to recommend full registration.

Clear majorities of all groups of teachers agreed that the standards were used as a basis for feedback (82% of PRTs, 91% of mentors and 91% of principals).



Resourcing

Whilst levels of agreement with statements about the resourcing of schools for this part of the process were lower than the other responses in this section, they were still encouraging - with 83% of PRTs and mentors and 93% of principals who agreed with these statements.

The responses indicated that teachers would like schools to resource the final processes more than they are currently. It could also be a possibility that teachers saw this question as an opportunity to indicate that they would like the program itself be more resourced, as time release and time featured heavily in all open-ended responses.

It is also interesting to note that mentor and PRT levels of agreement with this statement were equal, when in all other areas of the survey mentors were predominantly the most positive in response. Time release and time for mentors was a feature of many comments and complaint so perhaps this lower level of agreement with this statement is an indicator of the disgruntlement of mentors.

My PRT was very meticulous in everything that she did. As a result extensive workload was added to her existing teaching, as she wanted to present a polished 'folio' to the panel, not a mediocre tokenistic gesture. (She was also coming up for end of year contract renewal at the same time) As a mentor I gave up a lot of my free time to work with my PRT, likewise the PRT used her free time to see me. This added workload dimension to both parties needs to be taken more seriously by schools and supported with appropriate time release if the mentor process is to continue running smoothly. (Note I took on the role voluntarily on top of my full teaching duties and was only given time release occasionally to support some work)

Mentor – Government Specialist Language School

The increased workload placed on a provisionally registered teacher in the first years of teaching makes the job more stressful. These teachers need support not more work to complete. Our school provided no time release to do any of the tasks required. I used my preparation time to view Collegiate Classroom Activities and many nights we did not leave school until 6pm. That is a long day for a graduate teacher. I think schools need to have the funding to support the graduates and the mentors be providing time to do these activities.

Mentor – Government Specialist School

The most useful part of the process was having a mentor to talk to. Other than that, I don't feel it benefited me, and the school didn't seem to value the process either. Any meetings with my mentor were in my lunch break, and I was not given any extra time release as a graduate - which showed me that the school didn't value it and just added to my workload. To be honest, all it did was add extra work into an already busy and stressful first year of teaching. I think in your first year you should be just left alone to teach, anything like this should be done in your second year, if at all.

PRT – Government Primary

SMS=2.50 CCA=1.83 ATL=1.57 CPA=1.20 PE=1.33 FP=2.00

Worth noting within this discussion is that principals rated this statement lower in 2006 than in 2005 and the following quote from the open-ended responses indicated a level of desire for greater funding and resourcing.

The mentoring program needs more funding in schools to enable time to be dedicated for mentors and provisionally registered teachers to get the benefit of collaboration...

Principal – Government Primary



These comments also indicate that some schools have continued to overlook the need for supporting new teachers, but also value it enough to want it to be resourced adequately.

Fairness and rigour

Teachers indicated that they felt that the final processes in their schools were very fair – with 97% of PRTs, 96% of mentors and 100% of principals who agreed with this statement (statement “e”).

Whether the school’s processes were rigorous recorded lower levels of agreement than any of the other statements in this section - 74% of PRTs, 84% of mentors and 92% of principals.

Similar to the patterns noted with the sections on the three tasks required of PRTs, there is a decline in the perception of the processes’ rigour from the figures in the 2005 program evaluation (5% decline in PRT response, 2% mentor and 1% principal).

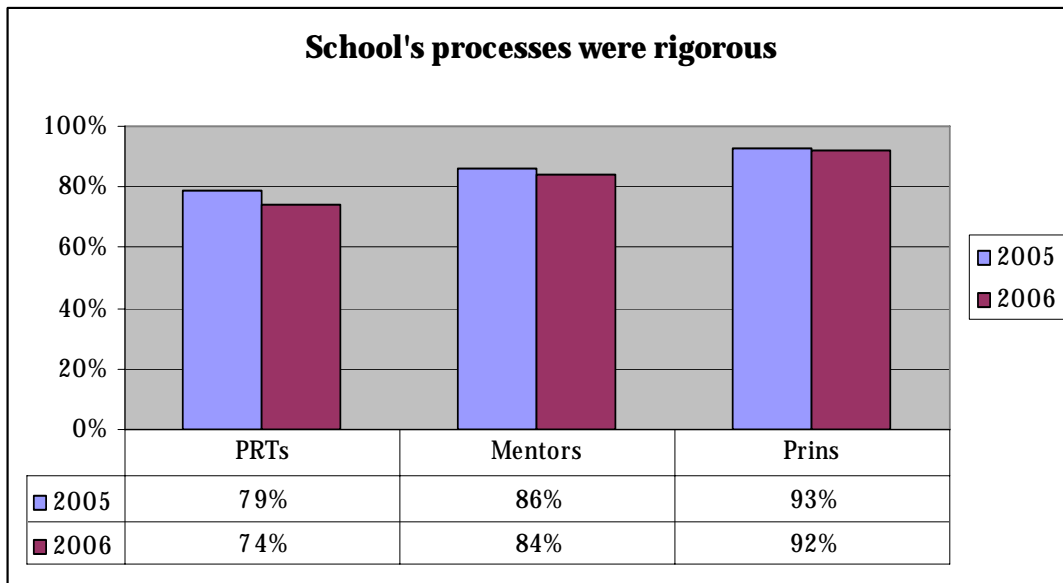


Figure 19: Comparison of perceptions of rigour of school’s final processes

This decline in perception of rigour suggests that the process may need some further refinement. For one in four PRTs to believe that the final recommendation processes are not rigorous should be an area of concern if this is to be a continued aim for the Institute.



<i>To what extent do you disagree or agree with the following statements about your school's final processes for recommending your eligibility for full registration based on your presentation of the three components of evidence of professional practice:</i>		Strongly Disagree %	Disagree %	Agree %	Strongly Agree %
a. My three components of evidence (the <i>Collegiate Classroom Activities</i> , the <i>Analysis of Teaching and Learning</i> , and the <i>Commentary on Professional Activities</i>) provided the Principal and panel with sufficient evidence to judge whether I met the Institute's standards of Professional Practice for Full Registration.	T M P	2 1 3	7 5 6	58 54 55	34 40 35
b. The Principal and panel used their knowledge and understanding of the Institute's standards of professional practice to make their judgment about my eligibility to gain full teacher registration.	T M P	2 2 2	8 4 2	62 59 53	28 35 44
c. The Principal and panel gave me feedback that was grounded in the Institute's standards of professional practice.	T M P	4 1 5	16 6 5	58 59 53	23 32 38
d. My school allocated enough time and resources to effectively carry out the final recommendation processes for my full teacher registration.	T M P	5 4 0	12 10 8	53 52 38	30 31 55
e. The final recommendation processes used in my school to assess my evidence were fair.	T M P	1 1 0	3 2 0	57 52 32	40 44 68
f. The final recommendation processes used in my school to assess my evidence were rigorous.	T M P	4 2 0	22 12 8	50 54 42	24 30 50

Figure 20: Summary of all responses to statements about school's final processes



Comparison of 2005 and 2006 responses

Comparison of the responses from 2005 with the 2006 cohort indicated that there was little overall change in perceptions of the recommendation processes.

Once again, principals had lower levels of agreement with the statements. Worth noting is the fact that 2006 principals logged a 6% decline in the level of agreement with the statement that the three components of evidence were sufficient to make judgements of whether PRTs met the standards. This would seem to indicate that this cohort of principals is less satisfied with the evidence and its structure, and as the comment below illustrates, principals are looking further to inform their decisions.

Whilst the components of evidence for the Standards were good vehicles for the provisionally registered teachers to address and discuss at the final panel meeting, the decision should also be based on the evidence of sound classroom procedures and practices. Input from the principal team and the mentors were vital in the decision to grant full registration.

Principal – Government Primary

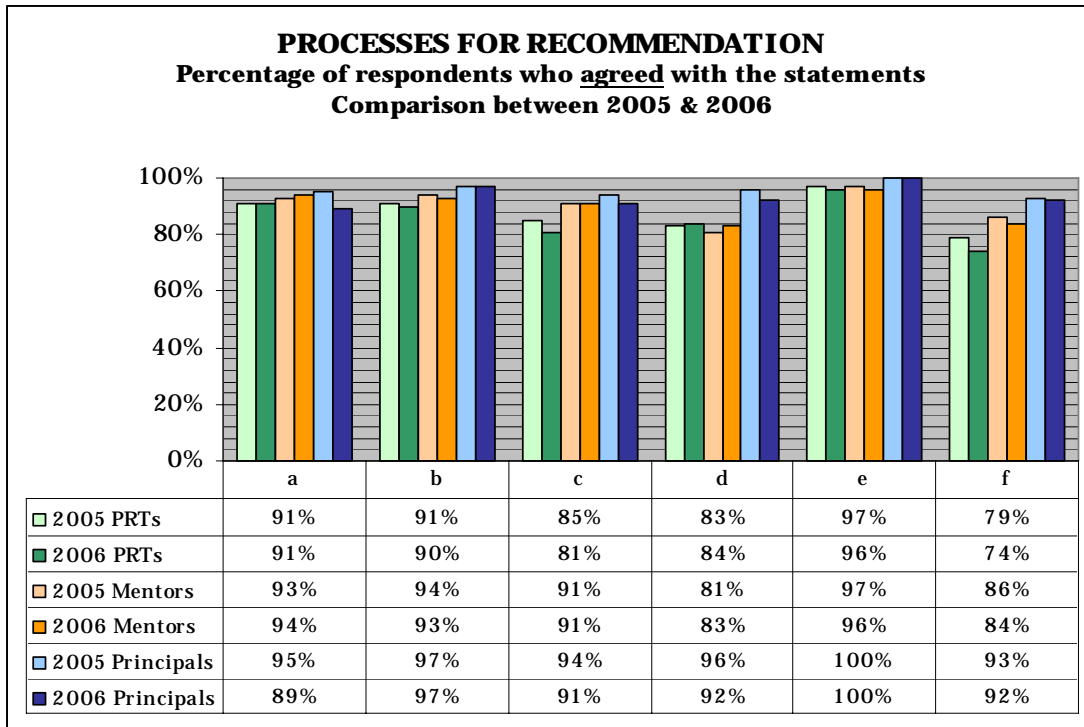


Figure 21: Comparison of 2005 and 2006 responses to statements about school's final processes

Principals from the 2006 program evaluation also rated 4% lower than those from 2005 in the level of agreement with the statement about the time and resources being allocated to effectively carry out the final recommendation processes. Considering that principals themselves are primarily responsible for making the decisions about the allocation of resources for programs in schools, it would be an interesting area for further research to find out reasons for this change.



Principals with negative responses to the section on the final recommendation process often made comments about their experiences with PRTs who were not living up to the professional expectations of the principals.

*There is no capacity built in to the program for the provisionally registered teacher who totally ignored the mentor's advice and did not make any changes to evidence growth in pedagogy or practice. The classroom activity must have greater rigor. One provisionally registered teacher used three Year 2 handwriting lessons which did evidence improvement in the skill but no changes in the teaching skills or approach of the teacher. The VIT process gave the panel no option but to recommend her. I am disappointed at the lack of rigor and no minimal expectations.
Principal – Government Primary*

Mentors and PRTs maintained very similar levels of agreement with statements about the final processes between 2005 and 2006.

There was a decline of 4% in 2006 from PRTs agreeing with the statement that their principals and panels grounded feedback in the standards, which corresponds to the lower levels of agreement with the similar statement about their mentoring relationship. This continues to indicate a possible focus in regard to the perception PRTs and the use of the standards as a tool for feedback. Whether this is signifying that the PRTs do not feel that the standards are being used as a basis for feedback or whether PRTs are using these questions to denote the declining levels of satisfaction with the feedback they are receiving in general would be worthwhile examining further.

Finally, PRTs also indicated that the rigour in the final recommendation processes was an area for concern, with a decline of 5% from the 2005 program evaluation figures.



The following comment from a 2006 PRT suggests a level of frustration with what they perceive as a lack of accountability and fairness intrinsic in the process.

I do believe that this process should be more carefully monitored by the Institute as I was confused as to the level of presentation that was actually expected. Also there is a lot that you can put into a presentation to look and sound good that can be totally different to what you actually do in your classroom. I find that it was similar to a uni presentation that you could bluff your way through, and believe me I know of people who did exactly that. For those of us who put in the time and effort required it is almost an insult to our hard work and commitment to the profession to see those people gain full registration on a bluff. I believe that the Institute really should come and see what graduate teachers are doing in their schools so that the presentation is a back up to what is seen instead of the only evidence seen. Overall it was a very time consuming process that I enjoyed due to the fact that it gave me a chance to show my principal what I had achieved professionally throughout the year. It's a good process but one that needs more accountability and fair assessment across the board.

PRT – Government Primary

SMS=3.00 CCA=2.67 ATL=2.57 CPA=2.40 PE=2.33 FP=2.50

The comment was not the only one made along these lines.

I found the process to be very useful, because I made a decision to use the process to develop my skills. HOWEVER, I am aware of many people I trained with who did the very bare minimum, or even less, and still gained registration. I don't know how you solve the issue that many graduates and schools do not use the program well and to the full extent.

PRT – Government Primary

SMS=4.00 CCA=3.67 ATL=3.71 CPA=3.40 FP=3.83 PE=3.0

Summary

The final recommendation processes are highly valued by PRTs. They indicated resoundingly that the final processes were fair, that the tasks required of them are sufficient for schools to make judgements that they meet the standards and that schools do actually have the knowledge about the standards to be making these judgements – all very encouraging responses.

Feedback, resourcing and rigour were the areas that rated lower in this section of the questionnaire and reflect the continued concern about the consistency of the application of the policy across the system, the need for more resources and time to be allocated, and perhaps the issue of feedback and the effectiveness of this feedback may also require some further research to foster a greater understanding of the issues surrounding these responses. It is worth noting that the final processed were rated the most highly in rigour than any other section of the questionnaire.



8. Program's Effect

The evaluation of the program contained some final questions which attempted to grasp the overall effect of the process. These queries were around whether the program assisted by creating opportunities for teacher's professional conversations and dialogue, whether the program improved professional knowledge and skills, and whether it increased the likelihood that provisionally registered teachers would stay in teaching.

Responses to this section of the survey are included in Figure 22.

Ninety-two percent of PRTs, 98% of mentors and principals agreed to the statement that the program helped them to discuss professional practice with others (statement "a").

Ninety-one percent of PRTs, 98% of mentors and 94% of principals agreed that the *Supporting Provisionally Registered Teachers Program* helped them improve professional knowledge and skills.

<i>To what extent did completion of the Institute's Supporting Provisionally Registered Teachers Program help you to:</i>		Not at all %	To a minor extent %	To a moderate extent %	To a major extent %
a. discuss professional practice with others?	T	8	30	46	16
	M	2	6	65	28
	P	2	17	44	38
b. improve your professional knowledge and skills?	T	9	30	43	18
	M	2	6	64	28
	P	6	14	44	36
c. increase the likelihood that you will stay in teaching?	T	37	25	28	9
	M	6	27	52	14
	P	17	23	39	20

Figure 22: Summary of responses to statements about program's effect

A visual representation of PRT responses is illustrated by Figure 24, which also includes a comparison of the responses from the 2005 program evaluation. Similarly, Figure 25 and 26 are charts of mentor and principal responses over this two year period.

Generally the responses are positive, but changes from 2005 figures does indicate some decline in positive responses by PRTs. Mentor responses had noteworthy increases in those selecting 'to a moderate extent' and slight declines in the choice of the negative response. Principal responses continued to be more negative than the 2005 evaluation, with increases in those who chose 'to a minor extent' and decreases in those choosing 'to a moderate extent' for these first two questions.



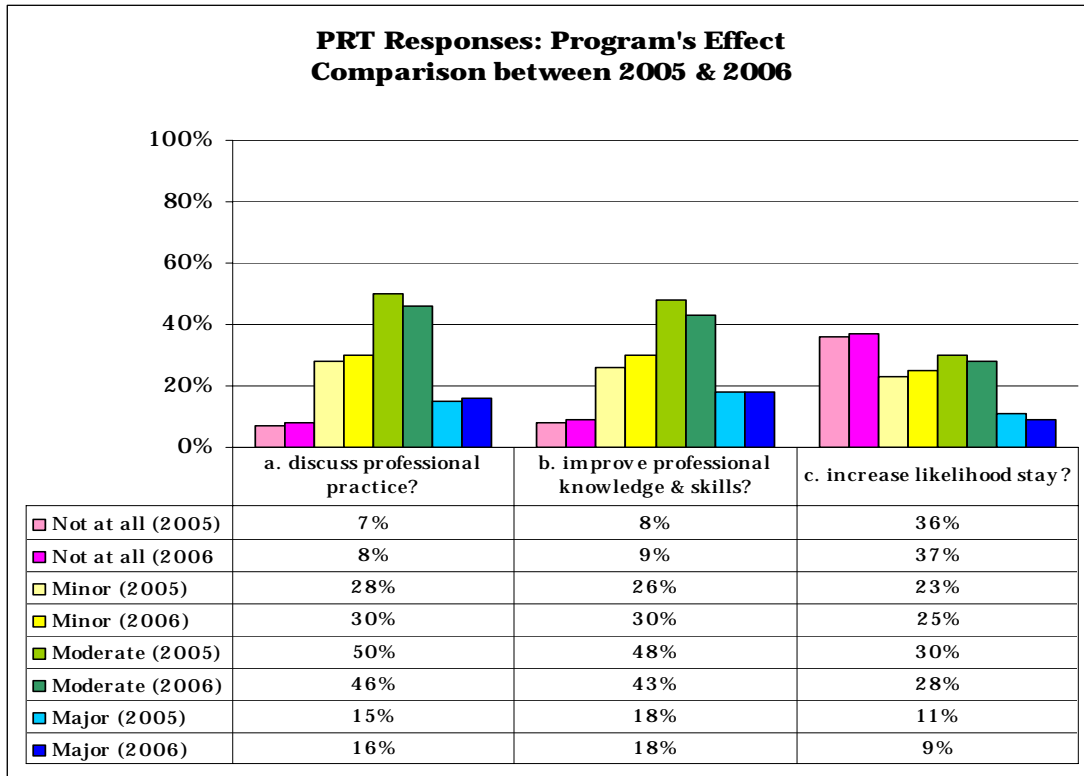


Figure 23: PRT Responses to program's effect (2005-2006)

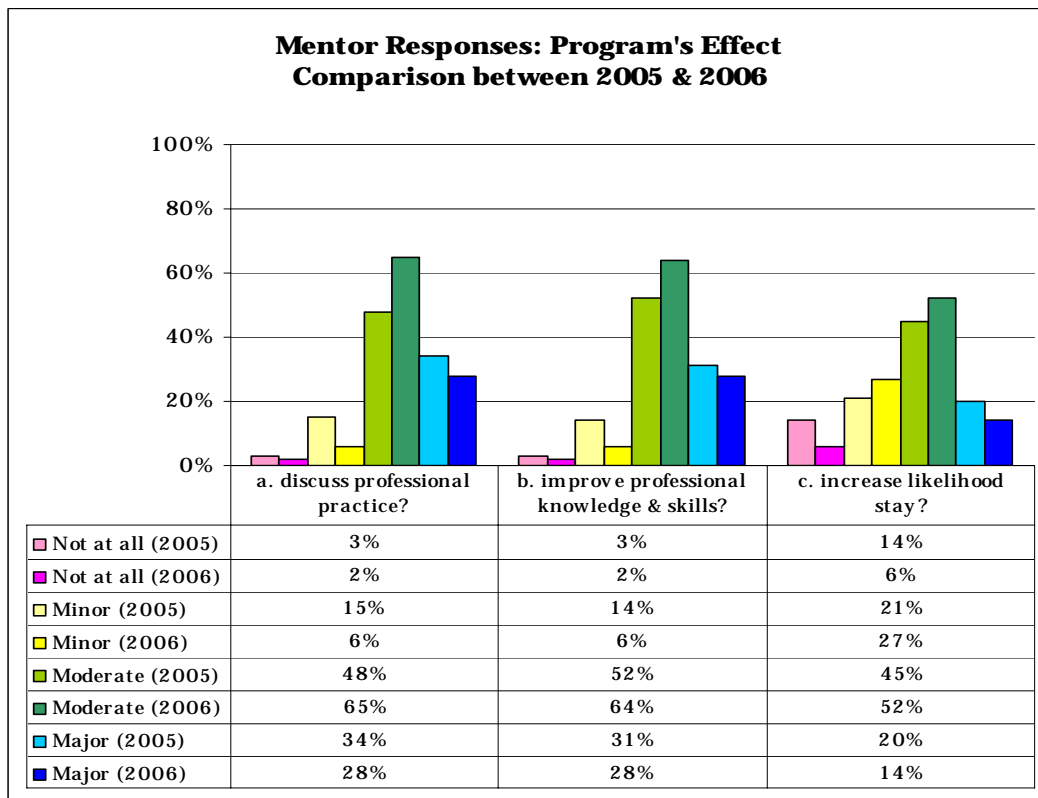


Figure 24: Mentor responses to program's effect (2005-2006)



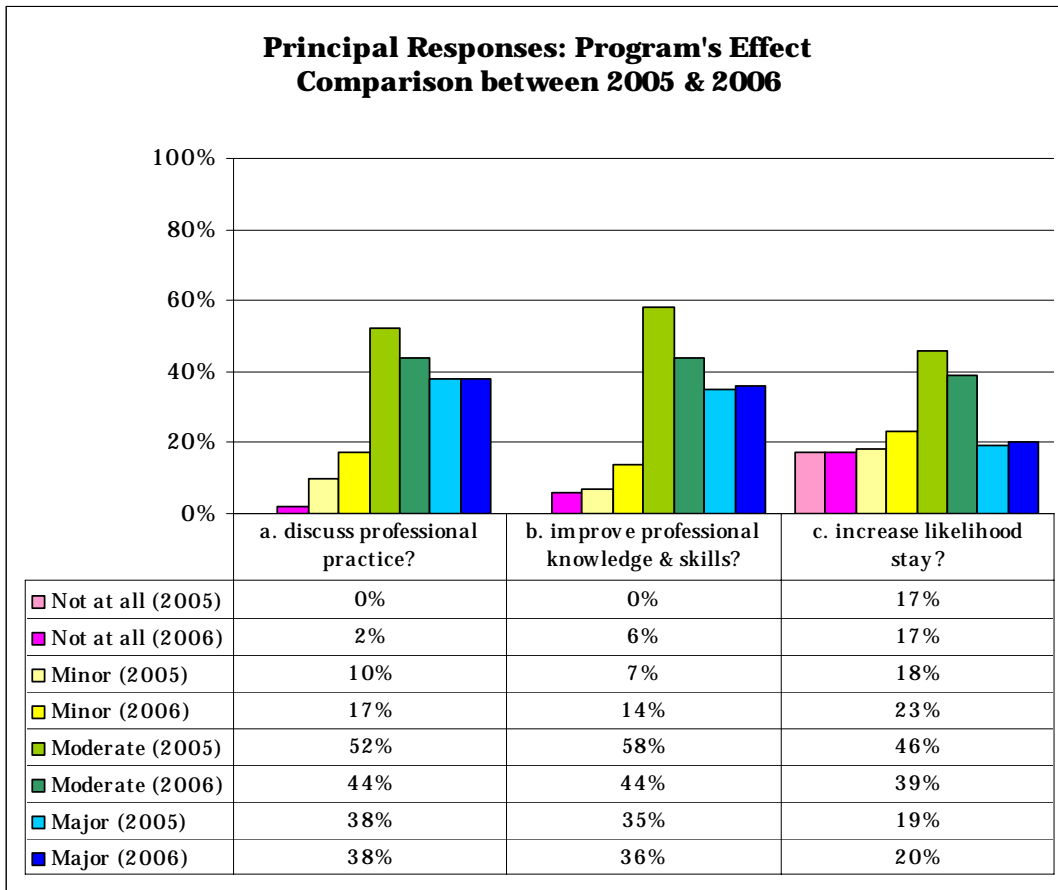


Figure 25: Principal responses to program's effect (2005-2006)

The final question in this section addressed one of the priorities of the program and purposes for which the process and program is designed – to attempt to address issues of declining retention rates in the first 3-5 years of teaching.

Sixty-two percent of PRTs responded that this program had an effect on increasing the likelihood they would stay in teaching. More convincing majorities – 93% of mentors and 82% of principals - also responded that they thought the program had an effect. Whilst the figures from mentors and principals are very encouraging, 37% of PRTs chose to respond that the program had no effect on the likelihood that they would remain in teaching – over one third of responses. The following comment is indicative of the attitudes of this group of teachers.

I think this process needs an overhaul and the relationships between the Institute and the schools needs to be strengthened. I did not have a mentor for my first term; the expectations were unclear in my school. Time release was not looked upon favorably and the expectations of the Institute were very different to what occurred in my reality. I did a lot more work than what was suggested by the Institute. In some ways I think the Institute needs a reality check. I also don't think this survey will give you the feedback you are looking for. You need to talk to people also. I think it was good to have a mentor. I think teaching is underpaid, overworked and I won't be in it for more than 4 years.

PRT – Government P-12

CCA=3.00 ATL=2.86 CPA=2.80 PE=2.67 FP=2.83



There are a number of issues which are raised in this teacher's response – the level of school support and the implementation of the process had been poor, and the experiences were not positive.

On the other hand, many others saw the process as valuable because it ensures that first year teachers are given support.

I think the program ensures that Graduate teachers have the necessary support and guidance in their first year of teaching which plays an important role in keeping them in the teaching profession.
Principal – Government Secondary

Summary

A majority of responses agreed that the program had a positive effect on discussing professional practice with others and improving professional knowledge and skills, with PRT levels of agreement slightly lower than those registered in 2005. Encouragingly, mentors were slightly more positive in 2006 than they were with these statements in 2005.

Convincing majorities of mentors and PRTs said that the program had a positive effect on increasing the likelihood that the new teachers would stay in the profession. Two out of three PRTs agreed with this statement, so one third did not see that the program was having a positive effect on retaining them in the profession. Whether this view may change the longer they remain in teaching and with hindsight their perspectives on the value of the *Supporting Provisionally Registered Teachers Program* is recognised further down the track would only be apparent by revisiting the same cohort of teachers in years to come. Perhaps it would be timely to investigate this as a further research project using the data from this evaluation's longitudinal approach.



9. Summary of Open-Ended Comments

As in previous years, respondents were given the opportunity to make further comments in an open-ended field at the end of the survey. Whilst the 2005 program evaluation reported that approximately one third of participants chose to take this opportunity, the 2006 survey had slightly higher levels of comments made – with 38% of PRTs, 32% of mentors and 50% of principals adding reflections.

The comments section was an opportunity for many respondents to highlight areas of the program they believed needed to be addressed. Many of these comments have been included throughout the other sections of this report, but included below is a discussion and summary of the themes which featured regularly in responses.

Common themes which regularly appear throughout the open-ended responses were:

- Workload
- Duplication of university assignments
- School's interpretations and implementations
- Resourcing
- Mentor quality and training
- Moving processes into the second year of teaching

Workload

Many responses simply wanted to make the point that they saw the requirements for PRTs to gain their full registration as an addition to an already demanding workload. They spoke about how difficult the first year of teaching already was without having further documentation required of them. Mentors and principals also made similar comments. As the exact numbers of comments from 2005 are not available, it is difficult to compare whether there was an increase in these comments, but they certainly figured heavily in the final open-ended section of the survey.

As a graduate teacher it was hard enough to stay on top of all the work required as a teacher - the marking, planning, meetings, student issues, report writing, chasing up other people etc - and complete the necessary paperwork to become a fully registered teacher. As such, the way that the program was run needs to be altered. A teacher shouldn't have to do the amount of work that was asked in order to complete their registration.

PRT – Catholic Secondary

SMS=2.83 CCA=1.50 ATL=1.14 CPA=1.60 FP=2.50 PE=1.00



The principal below emphasised mentoring as being the most valuable aspect to the process, but argued that the documentation is a workload concern and caused stress for many teachers.

It is an extremely time consuming obligation on top of the simple expectation to cope adequately in the graduate year of teaching. The mentoring is excellent and we use it extensively. The document is easy for the few teachers who make the transition easily but adds extreme amounts of pressure to many of our beginning teachers.
Principal – Government Primary

Another point made by principals and mentors is that first year teachers take longer to complete tasks than more experienced teachers, and as such to increase their workload again is unnecessary.

Still a lengthy process in the first year of teaching when graduate teachers are under the pump because it takes twice as long to do anything as a result of their lack of experience.
Principal – Government Secondary

Many of the provisionally registered teachers were quite negative in many of their open-ended responses.

The assessment caused the most stress and place even more pressure on me as a teacher. I was discussing things with other teachers already and I came close to quitting because of this ridiculous assessment.
PRT – Government Primary
SMS=4.00 CCA=3.50 ATL=1.57 CPA=1.80 PE=1.00 FP=2.83

It took a long time and was a large additional body of work to complete at the same time as being a first year teacher. I did the bare minimum and it added to my already overloaded work load.
PRT – Government Primary
SMS=3.67 CCA=2.83 ATL=3.00 CPA=2.60 PE=3.00 FP=2.83

Duplication of university assignments

Furthermore, many responses indicated that they saw the requirements as being too similar and a duplication of what was completed at University.

We average 15-20 Pre Service Teachers over the course of a year, from 3 universities. Over the past 8 years we have hired about 18 graduates. Our knowledge base is strong. The 2 case studies which are a VIT requirement for registration are at 3rd year university standard. They are an extremely poor assessment for suitability as a teacher. They do not reflect the realities of starting a career in teaching. They increase the workload without enhancing professionalism.
Principal – Government Secondary

I guess it's just another assignment (we're straight out of uni and have just completed many similar tasks to receive the degree).
PRT – Government Secondary
SMS=3.50 CCA=2.67 ATL=2.29 CPA=1.60 PE=2.33 FP=2.67



This following comment agreed with the above about the requirements being a duplication of university assignments. But they also indicated that what teachers do in their everyday practice is similar to the requirements of the Institute and this could be a key to understanding the high level of dissatisfaction with the documentation conditions. The PRT suggests that using their working documents should be enough to provide as evidence, rather than have to transpose it into the Institute's pro-forma.

I felt that the activities that we completed were similar, if not the same as activities I completed at university the year before of which I was assessed and marked as achieving. ...The planning that I complete for units and themes in my classroom and with my planning teams are sufficient and of a good standard and hence I believe that the planning that I was already doing ought to have been sufficient evidence. Using a different tool simply increased my work load which, along with my stress levels, was high enough.

PRT – Government Primary

SMS=3.50 CCA=2.17 ATL=1.86 CPA=2.20 PE=1.67 FP=2.67

Whilst the Institute's message in 2006 training seminars increased the focus on drawing from everyday teaching practice, it would seem that this has not been sufficient to address the concerns of many teachers that the process is adding to workload and teacher stress. It is worth the Institute reconsidering ways to improve this situation, and as the mentor quoted next suggests, increasing the opportunities for practical activities may be a possibility.

The analysis of teaching and learning task ended up very much like a uni assignment, even though it wasn't supposed to be (But how can the PRT avoid this?). I personally believe that more was gained from working in each other's classrooms and discussing and reflecting on professional practice as equals (as opposed to student - teacher model that they experience in their training). The PRT was able to confidently question why I did things in particular ways in my classroom without fearing that she would reprimanded for speaking out of turn.

Mentor – Government Specialist Language School

This report suggests that to provide alternatives to the methods of presenting the evidence against the professional standards so that teachers are not duplicating their work by having to subscribe to what is perceived as a strict structure would be beneficial to addressing the continued problems with this process adding unnecessarily to teacher workloads. This would require an aggressive communications strategy to ensure that a new approach was widely circulated and implemented by schools across the system. The following discussion relates to similar issues of implementation.

There were numerous comments which indicate that the implementation of the process varies considerably from school to school. Within these comments are a number of themes and issues.



School's interpretation and implementation

Firstly, the benchmarks required by schools in order for them to make final recommendations for full registration appear to have considerable discrepancies. As such, some schools are expecting too much from PRTs and the requirements are then seen as an addition to workload and stress. On the other hand, others are seen to de-value the process and compromise the rigour by implementing only the most basic requirement. Many PRTs believed that this was unfair.

My issue which may not be relevant to this survey is that I spent considerable time producing my registration documents. Other staff did it in one night and still obtained the same registration. ... I think it is disgraceful that my efforts are diminished and devalued by the school and other teachers.

PRT – Government Secondary

CCA=2.83 ATL=2.86 CPA=2.20 PE=2.67 FP=2.50

The school did not seem to take the process seriously. The overall attitude was that it was a 'hurdle' task. Collegiate Activities were a joke. Some people completely made up aspects of their portfolio but there was no real way to keep tabs on this. On top of a first year teaching load, this portfolio significantly increased the workload. The school was very unsupportive - we (all grad teachers) were instructed to find our own mentors after having 6 weeks at the school. I wasn't very impressed with how this process was implemented. The final review did not really involve much. It was a simple discussion that, in my case, focused more on the other leading teacher and assistant principal who were conducting the 'interview'.

PRT – Government Secondary

SMS=1.83 CCA=2.17 ATL=2.43 CPA=2.80 PE=2.00 FP=2.00

More folio's need to be audited to make the process fair to all

PRT – Government Secondary

SMS=2.17 CCA=3.00 ATL=2.86 CPA=3.20 PE=2.33 FP=3.17

These comments indicate that the Institute still has some work to do to ensure the implementation of the process across the system is consistent. The slight decline in the program's perceptions of rigour may suggest that the varied implementation of the process is having some effect on teacher's feelings about the integrity and rigour of the program across the state.

Resourcing

Secondly, there were many comments about the appropriate resourcing of the program in order for it to be effective. The majority of these were around the issue of mentors and PRTs being able meet regularly.

The one thing which is required for this process is time for both the Provisionally Registered Teacher and Mentor. The work involved is massive.

Mentor – Government Secondary

Resources re mentors and coordination of the process need to be considered if it is to be sustainable.

Principal – Government Primary



This issue corresponds to the earlier findings of the survey, where it was found that when mentors and beginning teachers meet on a regular basis and are located in the same teaching areas, the mentoring relationship is more effective. Teachers and school leaders have taken the final comments section as an opportunity to mention that they require support from their systems to be able to ensure that these structures are in place. Principals indicated that they would like resource the program more effectively but the pressures on their budget prevents them from doing so.

Mentor quality and training

Related to the issue of resourcing were the remarks which made the point that mentoring relationships were extremely valuable, but that there were still issues with mentor selection. Much was made of whether the mentors had the time and commitment for the process.

When I refer to my mentor, I'm referring to the mentor the school provided. There was no actual time allocated to speaking with this person on a regular basis and, as I'm in a specialist area, I took the initiative myself to find a mentor in another school. This was the person who provided all the appropriate mentoring and without which I would have struggled in my area of teaching...

PRT – Government Primary

SMS=2.33 CCA=3.00 ATL=2.86 CPA=2.80 FP=3.00 PE=3.33

Some teachers were very positive about the training and the supporting documentation provided to them by the Institute.

The support material provided by the Institute combined with the mentor training days were a great help and guide. Well done on the quality work that you are doing.

Mentor – Government Primary

It was very easy to follow the book, my mentor was extremely helpful. The training sessions were extremely helpful!

PRT - Government Primary

SMS=3.83 CCA=4.0 ATL=4.0 CPA=4.0 FP=4.0 PE=4.0

Maintain the training sessions as they were extremely useful and relevant

Mentor – Government Secondary

But many comments in this survey indicated that the satisfaction with the current mentor training was not high and that alternatives to this training need to be considered.

Two day in-service for mentors was too long - a majority of mentors felt this. A one day in-service would seem more appropriate and a two hour session with the beginning teacher coordinator is often sufficient.

Principal – Government Primary

Did hear some criticism of VIT professional development for mentors - common sense and a waste of time.

Principal – Government Secondary

The training sessions could be better done in a single day, as I found the 2nd day (as did my PRT in his training) to be repetitive and not very useful.

Mentor – Government Primary



Participation in the Supporting Provisionally Registered Teachers Program should be optional - seminars are too lengthy and we basically re-read information provided to us in book format. The PRT report is still far too lengthy and time consuming for PRTs to complete in their first year out.

PRT – Catholic Secondary

SMS=2.17 CCA=2.83 ATL=3.14 CPA=3.00 PE=1.33 FP=3.17

There were also a number of mentors and PRTs who made the comment that they would like to have the opportunity to attend training seminars together. This should be an option that the Institute considers to assist teachers in addressing the issues of having time to meet together and work through the requirements in a practical manner.

Mentors and provisionally registered teachers need to attend the same training days.

Gives better focus and can initiate discussion between them on that day.

Mentor – Government Secondary

These perspectives do not provide a good basis for implementation of increases to external training and supports but indicate that some method of supporting schools internally would be preferable. Whilst the 2005 evaluation argues that “mentors require four to five days of training to reach acceptable levels of consistency²”, any concept of changing the requirements for mentors to attend more than the current two days of training would be met with resistance.

Moving processes into the second year of teaching

Suggestions that the process would be more valuable in the second year of teaching were a continued pattern from those made in 2005, where the report stated that “These comments make sense, especially the point that new teachers would probably be in a better position to analyse and evaluate their teaching in the second year³.”

Although the registration program has improved my understanding of teaching and learning, the added pressure to a first year teacher seems unnecessary. I would have found my first year less stressful if I had not had to start my registration until second year. I received enough support from the school but was sometimes overwhelmed by the many things I had to take on in my first year. The program is good but timing and when it is to be started should be considered. A year to consolidated other areas maybe more helpful before starting registration. I personally would feel more confident doing it now.

PRT – Government Primary

SMS=3.17 CCA=3.00 ATL=3.00 CPA=3.00 PE=2.67 FP=2.83

Many teachers believed they would concentrate on the task more effectively when they had other areas of their roles under more control, stating that they would like to reap more benefits from the process. Many would have like to not have had the added complication of having to apply for their jobs and new contracts.

² Ingvarson, L., E. Kleinhenz, et al. (2007). The VIT Program for Supporting Provisionally Registered Teachers: Evaluation of Implementation in 2005. A. C. o. E. R. Teaching and Leadership Research Program. Melbourne, Australian Council of Education Research: 1-54. p.47

³ Ibid p.44



Perhaps it would be worthwhile for the Institute to consider aligning the process more closely with the current structures and documentation requirements of annual reviews and school-based procedures across all sectors. Another approach would be to make the written documentation seem less like a university assignment but somehow more beneficial to teaching practice by increasing the opportunities for modelling and classroom based activities.

Summary

Additional comments by respondents pointed to a number of areas for the Institute to consider for the future of the program.

Whilst the process is rated as valid in the survey findings by the majority of responses, it has been clearly indicated by respondents that the process is still a duplication of university requirements for many teachers and still causing unnecessary additions to workloads. The choices that schools are making when implementing the process are directly influencing new teacher's experiences, particularly in the areas of how well resourced the mentor relationships are – with appropriate structures and time release being the best possible outcome.

Teachers continued to present the idea of making the program a second year requirement rather than something that was required of them when there were so many other pressures they were trying to deal with.

The comments section indicated that there is still work to do to ensure that the program is experienced as a support rather than an additional matter that must be completed.



10. Evaluation Findings

The survey findings reported in this evaluation are optimistic for the Institute, with the majority of PRTs, mentors and principals having very positive overall perceptions of the process.

This was a valuable experience.

PRT - Government

SMS=4.0 CCA=3.83 ATL=4.0 CPA=4.0 PE=4.0 FP=4.0

I felt my portfolio was a celebration of my years teaching.

PRT - Government Primary

SMS=3.50 CCA=3.67 ATL=3.71 CPA=3.00 PE=3.00 FP=3.00

The program was very valuable for both my mentorees and for the principal and assistant to the principal. ...Thank you for the guidance from the Institute and the two day program for the mentors. It has all been very worthwhile.

Mentor – Government Primary

I felt that all aspects of the process were very supportive in progressing the provisional teacher to full registration.

Mentor – Government Primary

Satisfaction with mentoring and the reciprocal benefits

Levels of satisfaction with mentoring and school supports were high. Respondents agreed that in the majority of circumstances, mentors were appropriate choices and levels of satisfaction with the quality of mentoring were therefore positive.

A relationship between mentors being in the same teaching areas as PRTs and the regularity of meeting, satisfaction with the choice of mentors and quality of mentoring was found.

Primary school teachers recorded higher levels of satisfaction with mentoring than those from secondary schools.

The use of the SMS scale was continued from its development in the 2005 program evaluation and analysis found that there was no significant difference in gender, school sector, location, employment status. But there was found to be a significant difference in the relationship with qualifications – with higher SMS levels for those who completed an undergraduate course such as a Bachelor of Education than who finished a course akin to a Diploma of Education.

Whilst PRTs and mentors indicated that they were satisfied with the level of school support from leadership, there were some discrepancies between the perceptions of principals and mentors with how regularly PRTs and mentors were meeting. Considering PRT satisfaction levels rated consistently lower than mentors and principals in all responses, it is worth reflecting on whether this is an indication of new teachers seeking even further collegiate opportunities and that perhaps school and leaders ought to become even more aware of the needs of new teachers. As the final recommendation processes and mentoring are the most



highly valued aspects of the program for PRTs, this also indicates that the opportunities for professional discussion with experienced teachers are something that new teachers seek and value.

Overall, mentors have consistently rated the most positive in responses and were the most enthusiastic about the program. They often went further to comment about how they benefited professionally from participating in the process.

I would like to say that being a mentor is a great and rewarding experience as you learn so much yourself. All teachers should have a chance to participate in the program. It is the best professional development I have participated in. ...Thank you for this opportunity.

Mentor – Government Secondary

The process is of great value not only to the mentoree but the mentor as well. I found it very satisfying to support, encourage and guide another in a profession that I enjoy. It was challenging for something we can occasionally take for granted and required reflection and evaluation.

Mentor – Government Primary

The reciprocal value of the mentoring experience was also recognised by principals.

The process also has great benefits for the mentor teachers - they also refreshed their teaching practice and knowledge.

Principal – Government Secondary

The three evidence tasks and influences on professional learning

The 2006 program has clearly influenced the professional learning of teachers through improvements to teaching practice and knowledge. All three evidence tasks were established as being relevant to teacher's work and reflecting authentic aspects of teaching.

The survey acknowledged that mentor and other colleague feedback had significantly changed classroom practice and that beneficial changes to teaching practice resulted from the *Collegiate Classroom Activities*. Slightly lower levels of endorsement were given by PRTs of the *Analysis of Teaching and Learning* and the *Commentary on Professional Activities*, which was then linked to issues raised in the open-ended section about workload, the documentation requirements and issues of duplication of university requirements. The PRT levels of agreement with these statements did show some decline from the 2005 program evaluation and therefore need monitoring for future programs.

The program clearly resulted in helping teachers discuss professional practice with others and improving professional knowledge and skills – as a majority of responses from all groups of teachers illustrated.



Use of the standards

Mentors and principals had high levels of agreement with all of the statements about how the standards were used throughout the process. PRTs consistently responded to these questions with lower levels of agreement.

The *Analysis of Teaching and Learning* rated as the most effective task in deepening their understanding of the standards – most likely due to the higher number of standards referenced by the activity. This was supported by levels of agreement with statements about each task being a good chance to show the standards were met, with the *Collegiate Classroom Activities* and the *Analysis of Teaching and Learning* being the most highly rated, followed by the *Commentary on Professional Activities*.

The perceptions of PRTs were considerably lower regarding how the standards were used in guidance and feedback by mentors, colleagues and the panel's feedback being grounded in the standards than the responses from mentors and principals.

Validity and rigour

The requirements were regarded as being valid ways of assessing against the professional standards and the final processes of schools were rated very highly by respondents as being fair.

Issues of the processes rigour were not as encouraging, with declining levels of the perceptions of the rigour of each task from 2005 to 2006 – particularly by PRTs and principals. Mentors were generally more positive, but also rated lower in the statements about rigour in comparison with their responses to the other statements in each section.

The *Collegiate Classroom Activities* were rated the lowest in rigour of all tasks, yet was consistently mentioned in the open-ended comments as being the most beneficial aspect of the process. The *Analysis of Teaching and Learning* was the most criticised part of the program in the comments section, with teachers arguing that it was a duplication of university requirements and a substantial increase to their workloads, yet they rated it as being second only to the final processes for recommendation in rigour. The *Commentary on Professional Activities* was seen by PRTs and mentors relatively positively, but principals rated it lower on both validity and rigour, many failing to see its benefits.

The final processes for recommendation were seen most positively overall of all other sections of the process by PRT respondents. Much of this was due to the higher levels of rigour they rated them as having, whilst at the same time many were also were critical of the unrealistic and inflated level of expectations from schools. Some principals took the opportunity to make comments about their frustration with the process for recommending PRTs for full registration and the minimum standard requirements being too low.



As a member of a panel, I believe that only meeting two of the points under each standard is too easy. A teacher who would benefit from another year of support, and through their teaching have not demonstrated the expected competence can easily achieve this. Then it makes it difficult for the school to justify their decision not to grant full registration.

Mentor – Government Secondary

These findings continued to indicate problems with the level of understanding principals have for the process. Issues for the Institute to satisfy teacher concerns of increased workload yet maintaining the perceptions of the processes of rigour are also apparent. Without rigour, the program is in danger of losing respectability and the aims of the Institute to ensure a minimum level of competency of its registered teachers may not be possible to maintain.

The rigour with which the program is assessed is poor and the VIT MUST examine the process AND the Standards to ensure PRT understanding and compliance.

Mentor – Government Primary

Having said this, the perceptions of the process and the standards' validity are encouraging, as are the levels of support from mentors – those who have the most contact with the Institute and are perhaps the most qualified to make comments about the program, its aims and implementation.

Principal open-ended comments do indicate some level of frustration with the process, which they would like to be more rigorous. They would appear to wish the process be more of a tool to use to deal with issues of teacher performance and achievement.

Retaining teachers

The effect of the program on increasing the likelihood that new teachers would stay in the profession was recognised by the majority of mentors and principals. Two thirds of PRTs believed that the program was having a positive effect on retaining them in the profession.



11. Implications of findings

Ensuring the appropriate resourcing of the program

Issues of resourcing for mentoring relationships to be able to develop and function most effectively continue to be an issue for both the Institute and for school systems. The continued effectiveness of training and support for mentors is also an area which requires further research and development.

The fundamental question remains about responsibility and whether schools, their systems or the Institute can act on rectifying the situation to ensure that the appropriate resourcing and funding for mentor time release and ongoing training support is provided. The danger is that over time, mentors may not continue to commit to the process based on goodwill - which alone is not sufficient to continue to justify the addition to their workload. This theme is apparent in the report on the case studies which supplements this program evaluation.

Interestingly, principal agreement with statements about the appropriate resourcing of the program is declining, yet they are ultimately responsible for the how it is implemented and resourced in their schools. This is addressed below in the discussion around the need for greater conversations with school leaders.

Attendance at mentor training

The level of involvement of mentors from the Catholic and Independent sectors in training was rated considerably lower than those from government schools. Perhaps because of the method of funding and the facilitation by Department staff in conjunction with the Institute, it could be a continued perception that seminars are for government mentors. It would be worthwhile to consider ways of increasing the numbers of mentors from these other sectors as the benefits of cross-sectoral sharing for schools and mentors to learn from one another at these seminars is valuable. In addition, it is imperative that the information about the program and the valuable training for mentors is effectively communicated to all sectors and therefore increasing the level of participation would be advantageous.

Secondly, it would be beneficial for the regularity of attendance required at training to be greater publicised. There is great inconsistency in the frequency of attendance at mentor training - so the more effective communication of these guidelines would be constructive – perhaps resulting in participation from greater numbers of schools.

Finally, there are indications that the quality of training seminars for mentors can be unpredictable, with some participants making a point of mentioning the benefits they gained from attending sessions, and others specifically mentioning the disappointment with the mentor training. It would be worthwhile investigating the mentor training seminars in greater detail to ascertain where the strengths and weaknesses lie and perhaps this is something which is a joint venture with the Department of Education & Early Child Development.



In terms of the content of mentor training, this report suggests that a focus for future training should be methods of linking teaching practice with the professional standards and how to be more explicit in doing so. It can only benefit the implementation of the renewal policy and the ongoing success of this process as PRTs potentially move into mentoring roles for the standards and for this language to be used more heavily in teacher conversations.

Perceptions of rigour

Issues of the decline in the perceptions of the processes rigour must be monitored closely. For one in four of PRT to believe that the final recommendation processes are not rigorous should be an area of concern for the Institute.

Solutions to these issues are not straightforward or simple – it seems that as the Institute has attempted to make the tasks and requirements less of a workload issue, this has then affected the perceptions of rigour.

Whether it is timely to consider possible alternatives to the current audit process and the importance the Institute is continuing to place on these issues are topics for further discussion.

Improved contact with principals

Findings clearly indicate that greater levels of discussion with principals and school leaders are required to address a number of issues. The basis of which is to attend to lower levels of satisfaction with the process and to improve the understanding of the requirements of the program.

Principals can play an integral role in ensuring the mentoring and supports are appropriately resourced, that teachers are able to attend the Institute's training and that the process is implemented without additional or inflated expectations of the standards required. The understanding of the process being a measure of competence rather than performance is another area which requires some attention.

More effective strategies to engage principals in conversations with the Institute and its functions may be worthwhile at this point and could also be beneficial for assisting with the implementation of the renewal policy.



13. Future areas of research and the 2007 program evaluation

Some areas for the Institute to consider developing the knowledge of in future research and evaluations are:

- To include information about respondent demographics - such as basic indicators of age groups, any previous employment backgrounds, years of teaching experience and whether mentors had mentored previously - to give a richer picture of the demographic and to assist in gaining a greater understanding of the influences on their experiences of the program. Any patterns regarding generational considerations or career change influences could be useful.
- To include questions which allow for more explicit responses from mentors to assess their own professional learning outcomes from participating in the process.
- To refocus the questions about the three tasks as they are not consistent with one another. The *Analysis of Teaching and Learning* section had one more question about the benefits of the process to the PRTs teaching than the *Collegiate Classroom Activities* and there were fewer questions about the *Commentary on Professional Activities* in total. Therefore the weighting and the focus of each section is not equal and comparisons between the three sections are not entirely even.
- To change the wording of question about employment situation in order to limit confusion and ensure that data is more reliable.
- To simplify questions about attendance at training so as to reduce the possibility of confusion.
- It would be worthwhile considering an option for next year's program evaluation which allows an indication of which *Analysis of Teaching and Learning* has been completed for the process.
- There is no place to indicate neutrality rather than to opt not to answer the question and therefore it may be worth considering whether a five point scale may result in more reliable data.
- To investigate and track PRTs who'd attended training and compare with the general PRT population's experiences of the program.
- To investigate the overall trends of those who take two or more years to gather evidence and apply for full registration. Research could establish whether they are more or less positive about the process and whether there are any implications for further programs.



- A pilot program for teachers to go through the process in their second year of teaching rather than their first year could be interesting to consider in reference to the continued calls for the process to move from the stressful time of the first year of entrance into teaching.



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APPENDIX I

Principal Component Analysis - 1 factor

Communalities

	Initial	Extraction
a. As a result of guidance and feedback from my mentor and other colleagues I have significantly changed aspects of my classroom work for the better.	1.000	.403
b. My mentor used the Institute's Standards of Professional Practice as a basis for providing me with guidance and feedback.	1.000	.432
c. My mentor and I met regularly to discuss my progress as a teacher (including developing and gathering evidence).	1.000	.763
d. Overall, the choice of my mentor was appropriate.	1.000	.738
e. Overall, I was satisfied with the mentoring I received.	1.000	.806
f. Overall I was satisfied with the level of support and encouragement I received from my school leadership team in gathering my three components of evidence.	1.000	.577

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.718	61.969	61.969	3.718	61.969	61.969
2	.711	11.857	73.826			
3	.648	10.802	84.628			
4	.505	8.423	93.052			
5	.278	4.626	97.678			
6	.139	2.322	100.000			

Extraction Method: Principal Component Analysis.



Component Matrix ^a

	Component
	1
a. As a result of guidance and feedback from my mentor and other colleagues I have significantly changed aspects of my classroom work for the better.	.635
b. My mentor used the Institute's Standards of Professional Practice as a basis for providing me with guidance and feedback.	.657
c. My mentor and I met regularly to discuss my progress as a teacher (including developing and gathering evidence).	.873
d. Overall, the choice of my mentor was appropriate.	.859
e. Overall, I was satisfied with the mentoring I received.	.898
f. Overall I was satisfied with the level of support and encouragement I received from my school leadership team in gathering my three components of evidence.	.760

Extraction Method: Principal Component Analysis.

a. 1 components extracted.



Scale Reliability: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	759	93.4
	Excluded ^a	54	6.6
	Total	813	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.876	6

The SMS reliability was $\alpha = .876$, indicating good inter-item consistency.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
a. As a result of guidance and feedback from my mentor and other colleagues I have significantly changed aspects of my classroom work for the better.	15.36	12.944	.516	.879
b. My mentor used the Institute's Standards of Professional Practice as a basis for providing me with guidance and feedback.	15.62	12.028	.538	.878
c. My mentor and I met regularly to discuss my progress as a teacher (including developing and gathering evidence).	15.46	10.423	.793	.834
d. Overall, the choice of my mentor was appropriate.	15.19	10.687	.766	.839
e. Overall, I was satisfied with the mentoring I received.	15.24	10.292	.822	.828
f. Overall I was satisfied with the level of support and encouragement I received from my school leadership team in gathering my three components of evidence.	15.22	11.637	.649	.859



APPENDIX II

Univariate Analysis of Variance - SMS by gender

Analysis of the respondent's gender against the SMS scale found that there was no significant difference between male and female responses.

Between-Subjects Factors

		N
What is your gender?	1	581
	2	177

1=Female 2=Male

Descriptive Statistics

Dependent Variable: SMS

What is your gender?	Mean	Std. Deviation	N
1	3.0528	.68319	581
2	3.1224	.60283	177
Total	3.0690	.66556	758

Tests of Between-Subjects Effects

Dependent Variable: SMS

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	.658 ^a	1	.658	1.486	.223
Intercept	5173.462	1	5173.462	11686.425	.000
Whatisyourgender	.658	1	.658	1.486	.223
Error	334.674	756	.443		
Total	7474.944	758			
Corrected Total	335.331	757			

a. R Squared = .002 (Adjusted R Squared = .001)

Estimated Marginal Means

What is your gender?

Dependent Variable: SMS

What is your gender?	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
1	3.053	.028	2.999	3.107
2	3.122	.050	3.024	3.221



Univariate Analysis of Variance - SMS by teaching qualifications

There was a statistically significant difference in SMS scores according to the teaching qualifications of respondents. This was accounted for by a significant post hoc difference between undergraduate and post graduate teacher education qualifications.

The undergraduates reported higher SMS levels than the post graduates. The double degree scores fell between and did not differ statistically significantly from the other two groups.

Between-Subjects Factors

		N
Was your teacher	1	395
education course:	2	87
	3	274

1=Postgraduate 2=Double Degree 3=Undergraduate

Descriptive Statistics

Dependent Variable: SMS

Was your teacher	Mean	Std. Deviation	N
1	3.0190	.68687	395
2	3.0479	.71026	87
3	3.1490	.61390	274
Total	3.0694	.66605	756

Tests of Between-Subjects Effects

Dependent Variable: SMS

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2.781 ^a	2	1.391	3.153	.043
Intercept	4805.113	1	4805.113	10893.222	.000
Was your teacher education course	2.781	2	1.391	3.153	.043
Error	332.156	753	.441		
Total	7457.583	756			
Corrected Total	334.938	755			

a. R Squared = .008 (Adjusted R Squared = .006)



Estimated Marginal Means

Was your teacher education course:

Dependent Variable: SMS

Was your teacher education course:	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
1	3.019	.033	2.953	3.085
2	3.048	.071	2.908	3.188
3	3.149	.040	3.070	3.228

Multiple Comparisons

Dependent Variable: SMS

Tukey HSD

(I) Was your teacher education course:	(J) Was your teacher education course:	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1	2	-.0289	.07866	.928	-.2136	.1558
	3	-.1300*	.05222	.035	-.2527	-.0074
2	1	.0289	.07866	.928	-.1558	.2136
	3	-.1011	.08173	.431	-.2931	.0908
3	1	.1300*	.05222	.035	.0074	.2527
	2	.1011	.08173	.431	-.0908	.2931

Based on observed means.

*. The mean difference is significant at the .05 level.



ANOVA - SMS by school sector

There was no significant difference between Government, Catholic or Independent school sectors on SMS scale scores.

Descriptives

SMS								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	537	3.0667	.67666	.02920	3.0094	3.1241	1.00	4.00
2	137	3.1192	.64167	.05482	3.0108	3.2276	1.00	4.00
3	85	3.0039	.62888	.06821	2.8683	3.1396	1.33	4.00
Total	759	3.0692	.66513	.02414	3.0218	3.1166	1.00	4.00

1=Government 2=Catholic 3=Independent

ANOVA

SMS					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.708	2	.354	.800	.450
Within Groups	334.633	756	.443		
Total	335.341	758			

Post Hoc Tests

Multiple Comparisons

Dependent Variable: SMS

Tukey HSD

(I) In what sector is the school which provided your recommendation for full registration report?	(J) In what sector is the school which provided your recommendation for full registration report?	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1	2	-.05249	.06368	.688	-.2020	.0971
	3	.06281	.07766	.698	-.1196	.2452
2	1	.05249	.06368	.688	-.0971	.2020
	3	.11530	.09186	.421	-.1004	.3310
3	1	-.06281	.07766	.698	-.2452	.1196
	2	-.11530	.09186	.421	-.3310	.1004



ANOVA - SMS by teachers in metro / regional / rural schools

There were no significant differences in SMS scores between teachers from metropolitan Melbourne schools, regional schools and rural schools.

Descriptives

SMS

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	493	3.0548	.69213	.03117	2.9935	3.1160	1.00	4.00
2	138	3.1304	.59762	.05087	3.0298	3.2310	1.50	4.00
3	128	3.0586	.62801	.05551	2.9488	3.1684	1.33	4.00
Total	759	3.0692	.66513	.02414	3.0218	3.1166	1.00	4.00

1=Metro 2=Regional 3=Rural

ANOVA

SMS

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.635	2	.317	.717	.489
Within Groups	334.706	756	.443		
Total	335.341	758			

Post Hoc Tests

Multiple Comparisons

Dependent Variable: SMS

Tukey HSD

(I) Was the school which provided your recommendation for full registration report:	(J) Was the school which provided your recommendation for full registration report:	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1	2	-.07567	.06408	.465	-.2261	.0748
	3	-.00383	.06601	.998	-.1588	.1512
2	1	.07567	.06408	.465	-.0748	.2261
	3	.07184	.08165	.653	-.1199	.2636
3	1	.00383	.06601	.998	-.1512	.1588
	2	-.07184	.08165	.653	-.2636	.1199



APPENDIX III

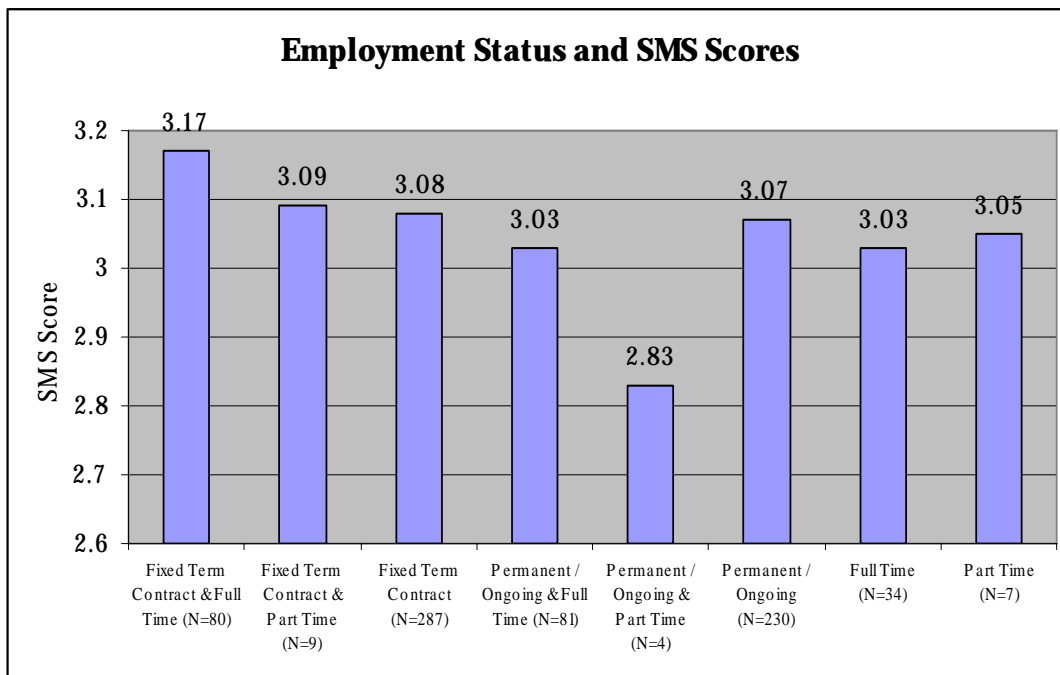
Analysis of the data collected in question 7 of the PRT questionnaire was somewhat problematic, due to the concern of the reliability of the responses. Teachers were asked to select one or more options of:

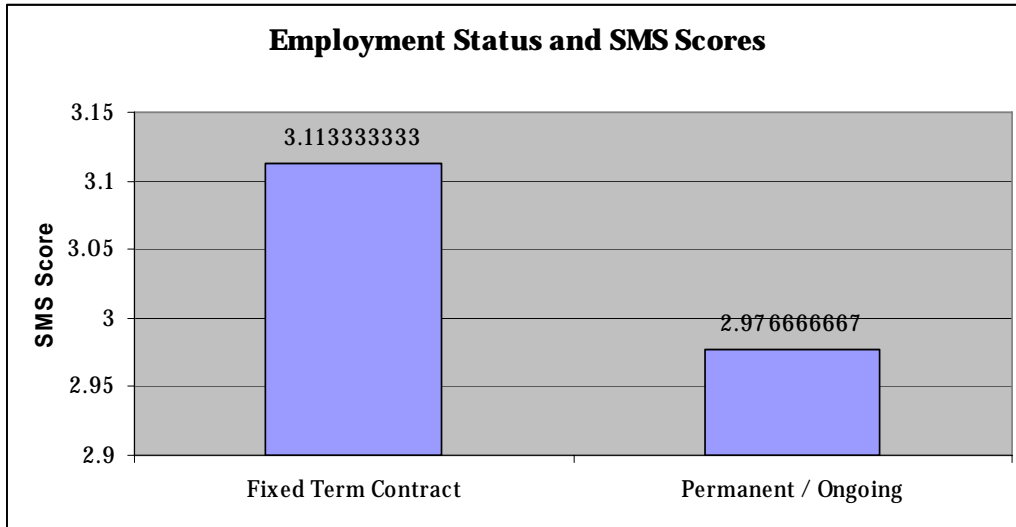
1. Fixed Term Contract
2. Permanent / Ongoing
3. Full Time
4. Part Time
5. Casual Relief Teaching
6. Other (and were asked to specify)

Many of the open-ended responses indicated that respondents were answering this question according to their current employment status rather than their employment status when they were a Provisionally Registered Teacher. Secondly, when data was analysed, there were a number of teachers who responded to the question incorrectly - for example, responded that they were employed on fixed term contracts as well as being permanent/ongoing, selected full time & part time, simultaneously selected fixed term contract, part time & casual relief, selecting fixed term contract and casual relief.

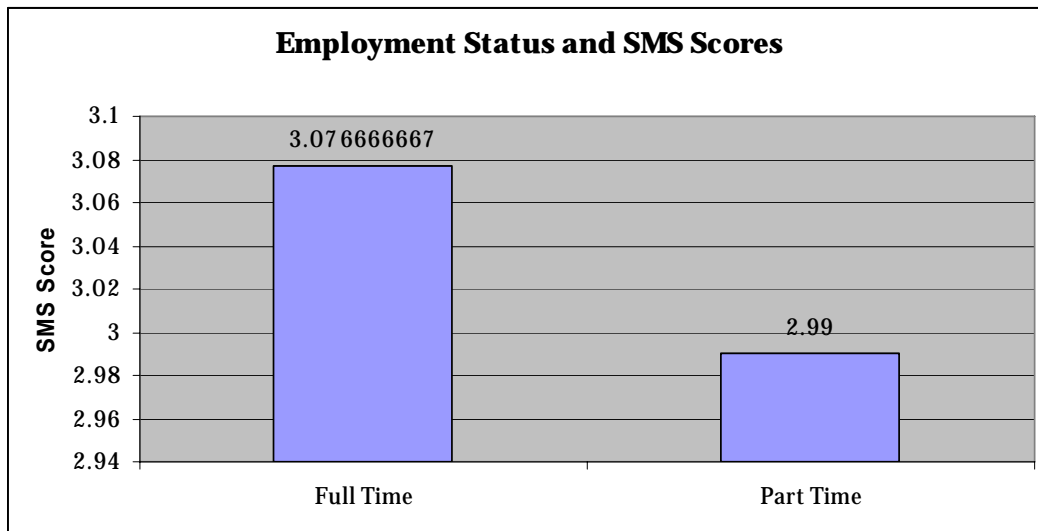
The following analysis has deleted the ambiguous responses, placed responses into eight categories and then averaged the SMS rating responses within these categories.

Numbers of responses have been included as some of this data is less valid due to lower levels of teachers in some categories.





Combining data from those who selected either a fixed term contract or permanent/ongoing employment showed that there were higher scores for those on fixed term contracts. However, it was not a statistically significant difference and as previously discussed there is some concern about the reliability of these data due to the confusion of some respondents.



There was a greater difference between those who selected full time and those who selected part time employment, with part time teachers rating considerably lower on the SMS scale than those in full time employment.

