FINAL REPORT

For the

VICTORIAN INSTITUTE OF TEACHING

The Victorian Institute of Teaching's
Supporting Provisionally Registered Teachers:
2007 Program Evaluation

Emma Richardson

22 July 2008

m | 0417 144 268
f | 03-9587-9775
w | www.ric-edu.com
e | emma.richardson@ric-edu.com

Table of Contents

List of Tables

List of Figures

Appendices

Appendices are contained within a separate document

1. Executive Summary

Amongst its key functions, the Victorian Institute of Teaching ("The Institute") is required to facilitate a process by which all inexperienced teachers in Victoria must provide evidence that they meet a minimum standard in order to become fully registered teachers.

The *Supporting Provisionally Registered Teachers Program* is the process which fulfils this role as well as providing new teaching entrants a structured and supportive induction into what is well documented as being a challenging profession to join.

This process requires teachers to gather a collection of evidence from their practice (made up of three components of evidence – the *Collegiate Classroom Activities,* the *Analysis of Teaching and Learning,* and the *Commentary on Professional Activities*). Based on this evidence they can demonstrate their practice meets the Institute's standards of professional practice and be recommended to the Institute for full registration. Support for Provisionally Registered Teachers is offered in the form of induction, mentoring and resource materials.

Evaluation format

This evaluation has collected data from 1013 Provisionally Registered Teachers ("PRTs"), 778 Mentors and 181 Principals in three separate surveys. These results form the basis of this report.

Initial demographic questions were asked of teachers in online surveys and then they were asked about their perspectives and experiences of the Institute's program. The sections in the surveys addressed:

- The quantity, quality and detail of the evidence gathered by PRTs
- Experiences of mentoring
- The *Collegiate Classroom Activities*
- The *Analysis of Teaching and Learning*
- The *Commentary on Professional Activities*
- The final processes for recommending PRTs
- The program's effect

Evaluation findings

The evaluation of the Victorian Institute of Teaching's 2007 *Supporting Provisionally Registered Teachers Program* has highlighted the continued effectiveness of this program. It finds that the Institute's process and requirements of all newly graduated and inexperienced teachers is a valuable professional learning opportunity which improves professional knowledge, skills and practice.

Mentoring

Continuing as the most highly rated aspect to the Institute's processes, satisfaction levels with the mentoring experience, the quality of mentors and the support from schools for mentoring were very high.

As in previous evaluations, when mentors were allocated in close proximity to PRTs (in the same teaching and learning team or subject area), this resulted in more effective mentoring relationships and greater affirmations of the Institute's process and requirements (particularly notable in results for the *Analysis of Teaching and Learning*).

Statistically significant relationships were found between positive mentoring experiences and whether Mentors and Principals had attended the Institute's training seminars – particularly when these sessions were attended in the years prior to 2007.

A slight decline in the allocation of mentors was noted in the data, which was also found to be directly related to levels of PRT satisfaction and positive induction experiences. This is flagged as an area for the Institute to consider for further analysis and may need addressing with schools, systems and sectors.

The Collection of Evidence

The three components required of PRTs were all viewed as valuable professional learning opportunities and authentic to teachers' work. The *Collegiate Classroom Activities* had very high levels of support (particularly from Mentors), clearly seen as providing opportunities for improving the new teacher's classroom practice.

Analysis of the data related to all three components found the continued significant relationship discussed above – that higher levels of satisfaction with the components existed when Mentors and Principals had attended the Institute's professional development seminars.

Quality, Quantity and Detail of Evidence

A new section of questions in the 2007 Program evaluation examined the influences on the quality, the quantity and the level of detail in the evidence that PRTs provided in order to apply for Full Registration.

PRTs self identified that their own personal desire to do a good job and the value they found in the reflective process were the strongest influences on the documented evidence. They also rated highly the influences of their school, school culture and Mentor.

Further analysis of the data uncovered a relationship between the employment situation of PRTs, with those who were on contracts and non-secure employment as being more aware of the influences and expectations placed on them than those who were in permanent and ongoing employment.

Awareness of the minimum standard and the level of documentation provided

The awareness of the minimum standard and the level of documentation that a PRT indicated they had provided consistently featured in the analysis of data as being significant influences on having positive experiences of the program.

PRTs who stated that they went beyond the minimum requirements also rated their experiences more highly and clearly benefited most from the activities and the process as a whole.

Final Processes for Recommendation

Indications in the data were that the effective resourcing of the final processes by schools could be an area for further monitoring in the coming years.

Conclusion

In summary, this evaluation report finds that the Institute's 2007 *Supporting Provisionally Registered Teachers Program* has had a very positive effect on the professional practice, knowledge and skills of teachers entering the profession.

Areas for the Institute to consider as a result of the findings in the data are:

- That schools continue to support the process and Provisionally Registered Teachers by ensuring that schools are allocating mentors (ideally in close proximity to PRTs);
- That Mentors and Principals continue to engage with the Institute's training opportunities, as this report establishes a direct and statistically significant relationship between attendance at the Institute's sessions and more positive experiences of PRTs;
- How to greater encourage the resourcing of the final processes by schools;
- Greater consideration of the effect of employment status on the experiences of new teachers with the Institute's process for gaining full registration.

Whilst the Institute can have limited influence in some of these areas, it is worth noting that this report highlights these as having an effect on how the overall process is experienced by Provisionally Registered Teachers.

2. Introduction and Background

The Victorian Institute of Teaching was established under *The Victorian Institute of Teaching Act 2001* (now included in *The Education and Training Reform Act 2006*). It is the statutory body responsible for the registration of practicing teachers in Victoria, Australia.

Under these regulations, all inexperienced teachers are given a category of provisional registration by the Institute. To become a fully registered teacher, Provisionally Registered Teachers ("PRTs") must gather a collection of evidence to demonstrate their professional practice meets the Institute's set of professional standards for teachers. This evidence is then used to apply for Full Registration - made via a recommendation to the Institute from a school-based panel.

This program evaluation seeks to understand the experiences of PRTs, mentors and principals who participated in the program during 2007 and to build on the data collected by the Institute since it began *The Supporting Provisionally Registered Teachers Program*.

The status of provisional registration

Under the Act, teachers are granted up to two years of provisional registration. Whilst teachers can apply for a further extension of this status, it has been an increasing focus of the Institute to ensure that inexperienced teachers are supported sufficiently during their initial 24 months of teaching in order for them to meet the standards and apply for full registration.

The Standards of Professional Practice

The Standards of Professional Practice underpin much of the Institute's work. The Standards now provide a framework for;

1. The approval of pre-service teacher education programs;
2. PRTs to provide evidence of professional practice in order to apply for Full Registration;
3. The renewal of teacher registration (required of fully registered teachers every 5 years).

Table 1 displays the eight professional standards, which are organised into three domains – 'Professional knowledge', 'Professional practice' and 'Professional engagement'.

Table 1: The Standards of Professional Practice

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

PRTs are required to provide a collection of evidence that they meet these eight professional standards. The Institute has designed three activities that address a number of standards within each component.

These three components are:
1. The Collegiate Classroom Activities
2. The Analysis of Teaching and Learning
3. The Commentary on Professional Activities

Greater detail regarding the requirements of the three components is included in the following sections of this report.

The relationship between the required components and the standards

Each of the components has been designed so that PRTs have the opportunity to provide evidence from their normal work of the professional standards.

Table 2 illustrates how the components are related to the standards of professional practice. The process is designed so that on completion of three components, PRTs will have rich evidence of all eight professional standards.

Table 2: The relationship between the components and standards

Standards	*Collegiate Classroom Activities*	*Analysis of Teaching and Learning*	*Commentary on Professional Activities*
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			✓

Training and support for PRTs, Mentors and Principals

As part of *The Supporting Provisionally Registered Teachers Program*, the Institute facilitates a number of professional development seminars for PRTs, mentors and briefings for Principals.

Whilst the provision of a mentor for PRTs to assist them in their initial teaching experiences and in the gathering of the evidence is an ideal and highly effective method of supporting graduate teachers, it is not a necessary component of the Institute's process.

These seminars provide information about the Institute requirements for PRTs as well as advice for mentors and Principals about how best to support inexperienced teachers and ensure that the Institute's processes encourage a supportive entry into the teaching profession.

The professional development program in 2007 included two separate after school sessions for PRTs (held at the beginning and in the middle of the calendar year). Mentor training seminars consisted of two one-day sessions, with collaboration between the Institute and DEECD, who provided advice on effective mentoring strategies. Principal briefing seminars were one hour intensive information sessions, also held twice a year.

The recommendation process

Once a PRT has completed the three components of evidence, they are required to present their evidence to a school-based panel comprising of the Principal, an Institute trained mentor and a teacher they nominate. The panel evaluates the evidence against the standards and makes a recommendation to the Institute.

This is integral to the process, allowing for professional learning through discussion and reflection, in the context of the PRT's employment and teaching.

National and International context of registration requirements

No other jurisdiction in Australia has developed the support structures for provisional registration that the Victorian Institute of Teaching has established. Whilst many of the states and territories have followed the pattern of creating a category for newly graduated teachers as part of their registration requirements, Victoria continues to lead the way in methods of support.

3. Methodology and Responses

As in the 2006 evaluation of the *Supporting Provisionally Registered Teachers Program*, three online surveys were established – one for PRTs, one for Mentors and one for Principals.

Those PRTs and mentors who attended the Institute's training seminars during 2007 were contacted via email and invited to complete the online survey.

Of the 3047 PRTs who were invited to participate in the online survey

- 1013 responded (33%) to the survey. Of the 1013 responses, 178 only partially completed the survey.
- 88 (3%) chose to 'opt out' of participating; and

Of the 1886 Mentors who were invited to participate in the online survey

- 778 responded (41%) to the survey. Of the 778 responses, 119 only partially completed the survey.
- 102 (5%) chose to 'opt out' of participating;

Principals were invited to participate in the online survey via an email which was sent to all principals of all schools in 2007. This resulted in a higher response rate than has been logged in previous years with 181 responses received for the 2007 evaluation compared with 69 responses in 2006.

Evaluation format

The previous questionnaires were used as a basis for the 2007 survey questions, with slight changes and additions, which are discussed further in this report.

General demographic information was collected from all respondents, including additional information in this survey about the ages and background experiences of both PRTs and mentors. Opinions about experiences of the requirements of the registration process, school induction and mentoring programs and approaches were addressed. There was also the opportunity for additional comments to be made at the end of the survey in an open-ended box.

Additional questions in the 2007 surveys addressed the need for the Institute to develop a greater understand the mentoring demographic, the background experiences of the new teachers, the choice of method of collection of evidence (particularly *The Analysis of Teaching and Learning*), and PRT evaluations of the influences on the level and detail of the documentation they collated in order to apply for full registration.

The use and development of scales

In the 2005 program evaluation (Ingvarson, Kleinhenz, Khoo, & Wilkinson, 2007), a *School Mentoring Support* scale was developed and found to be reliable. This scale was continued as a tool of analysis in the 2006 program evaluation and has been found to be continually reliable in 2007.

In the 2006 Program Evaluation (Richardson, 2007), further scales were developed using similar methodology to the *SMS* scale – where the responses to the series of questions were analysed and found to correlate closely. These additional scales were:

- *CCA Scale* – using responses to the series of statements about the *Collegiate Classroom Activities*
- *ATL Scale* – using responses to the series of statements about the *Analysis of Teaching and Learning*
- *CPA Scale* – using responses to the series of statements about the *Commentary on Professional Activities*
- *FP Scale* – using responses to the series of statements about the *Final Processes*

These scales were used at a minimal level in the 2006 program evaluation, reported individually alongside the qualitative comments included in the report.

In this report and evaluation of the 2007 program, all scales have been tested again and their use as an analytical tool has continued.

This report makes use of all scales in greater detail than in previous program evaluations, testing for statistically significant relationships between the scales and the demographic information that the respondents provide.

Terminology and Glossary

To clarify some of the terms used in this report, a short glossary is provided.

Frequency (*N*) = The number of responses
Valid Percent = Percentage of the responses made up of those who answered
Percent = Percentage of responses from the total sample
p = Measure of the significance of the relationship, with 0.00 being highly significant and 0.05 being significant

4. Respondent Demographics

Gender

The breakdown of responses by gender for the 2007 program evaluation was similar to findings in previous reports and was as follows:

PRTs	Females – 77.9% (776 responses)	Males – 22.1% (200 responses)
Mentors	Female – 82.2% (634 responses)	Male – 17.8% (137 responses)
Principals	Female – 63% (113 responses)	Male – 37% (67 responses)

Age Group/s

PRTs and Mentors were given the option of indicating their age groups in the online survey. The results indicate a considerable difference between the age groups of PRTs and mentors. As Table 1 illustrates, 74% of PRT respondents were aged between 20 and 30 years. Of the 772 mentors who chose to respond to this question (only 6 did not respond), 68.1% were between 41 and 60 years of age.

Table 3: PRT Age Groups

		Frequency (Number of responses)	Percent	Valid Percent	Cumulative Percent
	Between 20 and 25 years	496	49.1	49.4	49.4
	Between 26 and 30 years	244	24.2	24.3	73.7
	Between 31 and 40 years	144	14.3	14.3	88.0
	Between 41 and 50 years	102	10.1	10.2	98.2
	Between 51 and 60 years	17	1.7	1.7	99.9
	60 years and above	1	.1	.1	100.0
	Total	1004	99.4	100.0	
Missing	System	6	.6		
Total		1010	100.0		

Table 4: Mentor Age Groups

		Frequency (Number of responses)	Percent	Valid Percent	Cumulative Percent
	Between 20 and 30 years	92	11.8	11.9	11.9
	Between 31 and 40 years	147	18.9	19.0	31.0
	Between 41 and 50 years	251	32.3	32.5	63.5
	Between 51 and 60 years	275	35.3	35.6	99.1
	61 years+	7	.9	.9	100.0
	Total	772	99.2	100.0	
Missing	System	6	.8		
Total		778	100.0		

Years of mentoring

Mentors were asked to indicate in which years they had been a mentor. As expected, 737 of them were mentors in 2007, with 135 mentoring during 2006, 71 in 2005, 42 in 2004 and 28 in 2003.

Cross Tabulations confirmed that all mentors who mentored during the years of 2003 to 2006 had also been 2007 mentors. Table 5 shows the number (*N*) of respondents who had mentored during 2007 and who also identified as mentoring in the other years between 2003 and 2006.

Table 5: Cross Tabulation of Years of Mentoring

	N	Percent
Yrs mentored-2006 & 2007	125	16.1%
Yrs mentored-2005 & 2007	65	8.4%
Yrs mentored-2004 & 2007	40	5.1%
Yrs mentored-2003 & 2007	25	3.2%

Teacher education

As in previous evaluations, PRTs were asked to nominate the teaching qualification they had completed. Their responses indicated that over half (53.5%) had completed a post graduate course such as a Diploma of Education, with 35.9% engaging in 'straight' teaching degrees such as a Bachelor of Education.

PRTs were also asked when they had gained their qualifications. Not surprisingly, 83.6% had become qualified during 2006 or 2007. A further 14% were qualified between 2005 and 2001, with only 0.6% (6 responses) between 2000 and 1996. The remaining 1.8% (18 respondents) had received their teaching qualifications prior to 1995.

Previous work experiences of Provisionally Registered Teachers

The 2007 online evaluation included an additional demographic question of PRTs. They were asked *"Prior to teaching - have you had a previous career or worked in a full time capacity (for longer than one year)?"* This question was designed to enable further analysis of PRT responses to the experiences of the *Supporting Provisionally Registered Teachers Program*.

Of those who chose to respond, 46.3% answered that they had previous work experiences and 53.7% answered that they had not a previous career or worked in a full time capacity for longer than a year. There were 96 who chose not to respond, which equated to 8.8% of the sample.

As this was a new question, tests for significant relationships between the two groups of work experience and other demographic information were executed. All details of statistical analysis are included in the Appendices.

Statistically significant relationships were found between the previous work experiences of PRTs and;

- ***Gender:*** $\chi(1, N=982) = 40.26, p = .00$
  Males were more likely to have had a previous career than females, with 65% of males identifying as having had a previous career compared to 41% of females.

- ***Age group:*** $\chi(5, N=990) = 420.36, p = .00$
  Those teachers who identified as having previous careers were more likely to be over 31 years.

- ***Teacher Education Course:*** $\chi(2, N=986) = 51.45, p = .00$,
  Teachers who had completed a Post Graduate teacher education course were more likely to have had a previous career than teachers who completed a Double Degrees and 'Straight' teaching degree.

- ***How recently teacher qualifications were gained:*** $\chi(3\ N=989) = 8.55, p = .04$.
  The longer it had been since gaining qualifications as a teacher was related to whether a teacher identified as having had a previous career.

- ***The employment arrangements with the school who provided their recommendation report:*** (whether full time, part time or casual relief) $\chi(3, N=955) = 14.04, p = .00$
  Teachers who had previous work experience were more likely to be working part time whilst they were gathering their evidence to apply for Full Registration.

- ***Provision of a mentor by the school who provided the recommendation report:*** $\chi(1, N=936) = 3.13, p = .05$
  Those with previous work experience were less likely to be provided with a mentor – 57.1% of those who identified as having a previous career also answered that they had not been provided with a mentor, whereas if the teacher had not had a previous career, then only 43% of this cohort was not provided with a mentor. As noted above, higher percentages of these teachers were working part time and could explain the lesser likelihood of provision of a mentor.

- ***Whether greater documentation of evidence was provided than was advised by the Institute:*** $\chi(2, N=925) = 13.30, p = .00$
  Teachers who identified as having had a previous career were more likely to know if their documentation was more than they had been advised to provide.
  The teachers who *did not know* if their documentation was more than they had been advised, or who supplied more documentation than was advised, were those teachers who identified as *not having* previous careers.

Full results of these statistical relationships are contained in the Appendices, with cross tabulation tables for all of the above.

School location, type and sector

All surveys contained questions about the location of the school where PRTs had been working (Melbourne metropolitan area, regional or rural), the type of school (Primary, Secondary, Specialist etc) and the sector (Government, Independent or Catholic).

School location

Table 6 shows that the locations of PRTs, Mentors and Principals were similar – with majorities of respondents being based in the Melbourne metropolitan area, the average of 64% of respondents.

There were slightly higher responses from Principals in rural areas (24% compared to 16% of PRTs and 17% of Mentors) and slightly lower responses from Principals in large regional town or cities.

Table 6: School locations of respondents

	PRTs		***Mentors***		***Principals***	
	N	Valid Percent	N	Valid Percent	N	Valid Percent
Melbourne metropolitan region	638	66	497	65	111	62
Large regional town/city	179	19	144	19	25	14
Rural area	150	16	128	17	44	24

Number of students enrolled

Principals were also asked about the number of students who were enrolled at their schools. There were 15 Principals (8% of responses to this question) with between 1 and 100 students, 34 (19%) with between 101 and 250 students, 60 (33%) with between 251 and 500 students, 45 (25%) with between 501 and 1000 students and 27 Principals (15%) with more than 1000 students enrolled at their school.

School Type

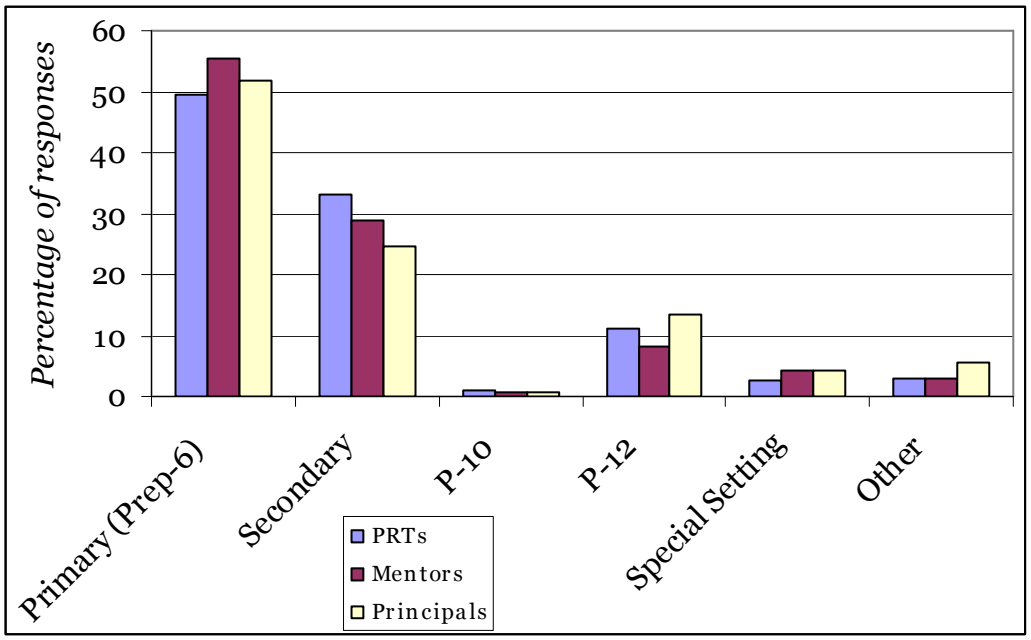
The type of schools respondents were working in were categorised and the responses are detailed in Table 7.

Table 7: School Type

	PRTs		***Mentors***		***Principals***	
	Frequency	Valid Percent	Frequency	Valid Percent	Frequency	Valid Percent
Other	28	3	22	3	10	6
Primary (Prep-6)	479	49	426	55	93	52
Secondary (7-10)	21	2	29	4	4	2
Secondary (7-12)	287	30	179	23	39	22
Secondary (9-12)	11	1	12	2	1	1
Secondary (7-8)	1	0	1	0	0	0
P-10	9	1	6	1	1	1
P-12	108	11	62	8	24	13
Special Setting	25	3	32	4	8	4
Total	969	100	769	100	180	100

The four options offered for respondents working in the secondary sector were combined to create one category. Figure 1 reflects these results, finding that the majority of responses in all three surveys were from those working in Primary and the next largest group was working in Secondary schools, which is consistent with the overall number of these school types in Victoria.

Figure 1: Chart of school types of all respondents



School Sector

Respondents were also asked to indicate the sector in which they were working. As shown in Table 8, teachers working within the government sector had the highest response rate, followed by the Catholic and Independent sectors. Patterns were similar between the three online surveys and have been consistent with previous evaluations, as well as being consistent with the percentage of teachers in each sector more generally.

Table 8: School Sector of respondents

	PRTs		***Mentors***		***Principals***	
	Frequency	Valid Percent	Frequency	Valid Percent	Frequency	Valid Percent
Government	681	71	577	75	120	67
Catholic	177	19	131	17	35	19
Independent	100	10	58	8	25	14
Total	958	100	766	100	180	100
No response	132		12		1	

Employment arrangements

PRTs and Mentors were asked about their employment arrangements whilst they engaged with the *Supporting Provisionally Registered Teachers Program*.

Contract vs. Ongoing employment status

The responses of PRTs in the 2007 Program Evaluation further supported the findings of Watt, Richardson & Richardson (2008), where it was reported that 71% of beginning teachers were employed on short term contracts[1]. The data collected in the survey which forms the basis of this report indicated that 57% of PRTs were on contracts whereas 38% specified that they were in permanent or ongoing employment situations with the school that had provided their recommendation report.

The number of PRTs employed on contracts in the 2007 online evaluation was a further 5% increase from the 52% in 2006 and 47% in 2005. Therefore, there was a 10% increase in PRTs being employed via fixed term contracts over the two year period.

Employment time fraction

In addition to this, PRTs also were asked to nominate if they were employed in a full time, part time or CRT capacity. Eighty-nine percent had been employed in full time work with the school that had provided their recommendation report. Table 9 contains full details of the responses from PRTs to this question.

Table 9: Employment arrangements of PRTs with the school that provided the recommendation report

	Frequency	Valid Percent
Fixed Term Contract	551	57
Permanent / Ongoing	362	38
None of the above	53	6
Total	966	100
Missing	124	
Total	1090	
	Frequency	Valid Percent
Full Time	861	89
Part Time	59	6
Casual Relief Teaching	31	3
None of the above	16	2
Total	967	100
Missing	123	
Total	1090	

Mentors were also asked about their employment arrangements whilst they were mentoring, and their responses showed that 88.4% were working full time, with 11.6% working in a part time capacity.

Year of Gathering Evidence

The responses of PRTs were that 98% of PRTs had gathered most of their evidence during 2007. This accounted for 931 of the 947 responses to this question, with 14 respondents (2%) gathering most of their evidence in 2006, 1 in 2005 and 1 in 2004.

[1] (Watt, Richardson, & Richardson, 2008) p.6
Note: The definition of 'Short Term Contract' used in this report was employment under a contract for a fixed period – as opposed to being employed in a permanent or ongoing capacity.

Provision of a mentor

PRTs were asked whether their school had provided them with a mentor. 94% of PRT responses were that the school which had provided their recommendation report had also provided them with a mentor, with only 6% replying that they had notbeen provided with a mentor.

It is worth noting that there was a decrease (from the 2006 figure of 97%) of 3% in the number of PRTs being provided with mentors from 2006 to 2007. This follows a pattern of decline in mentor provision, as the 2005 program evaluation reported that 99% of PRTs had been provided with mentors[2]. This is a total reduction of 5% over the three year period.

Mentor access

As in previous years, questions were asked of PRTs as to whether their mentor had worked in the same subject area, year level and teaching and learning team.

Of those teachers who responded to the question, 48% of secondary and specialist teachers said that their mentor had taught in the same subject area as them, 43% of primary teachers had a mentor in the same year level, and 68% of teachers who found the question applicable had a mentor in their teaching and learning team.

Table 10 shows the full responses to the question of secondary and specialist teachers and compares it with the 2006 program evaluation data. Whilst the comparison would suggest 24% drop (from 2006 to 2007) in teachers who had experienced a mentor in the same subject area, the 2007 questions included 'Not applicable' as an option for response, whereas the 2006 did not. It is therefore difficult to directly compare the data as it may be that many who chose 'No' in 2006 were actually answering that the question was not applicable to them.

Table 10: Mentor in the same subject area (secondary and specialist teachers)

	2007 Frequency	*2006 Frequency*	*2007 Valid Percent*	*2006 Valid Percent*	*2007 % of total sample*	*2006 % of total sample*
Yes	308	323	48	72	28	40
No	124	124	20	28	11	15
Not applicable	204		32		19	55
Total	636	447			58	
Missing	454	366			42	45
Total	1090	813	100	100	100	100

Similar patterns were apparent in the responses from Primary teachers who indicated whether they had a Mentor in the same year level. In 2006, 55% reported having a Mentor in same year level but in 2007 this declined to 43% - explainable in part due to the addition of 'Not applicable' to the question. Table 11 contains full data responses to this question.

[2] (Ingvarson et al., 2007) p.17

Table 11: (For primary teachers only) Did your mentor teach at the same year level as you?

	2007 Frequency	*2006 Frequency*	*2007 Valid Percent*	*2006 Valid Percent*	*2007 % of total sample*	*2006 % of total sample*
Yes	291	241	43%	55%	27%	30%
No	224	198	33%	45%	21%	24%
Not applicable	155		23%		14%	54%
Total	670	439			62%	
Missing	420	374			39%	46%
Total	1090	813	100%	100%	100%	100%

The response to whether Mentors were in the same teaching and learning team was not changed from 2006 to 2007, having already included the 'Not applicable' option. Table 12 includes all details of data responses to this question and it shows that 68% of teachers had Mentors in the same teaching and learning team. Whilst a strong response, it was a 4% drop from 2006 figures.

Table 12: (For primary and secondary teachers, if applicable)Was your mentor in your teaching and learning team?

	2007 Frequency	*2006 Frequency*	*2007 Valid Percent*	*2006 Valid Percent*	*2007 % of total sample*	*2006 % of total sample*
Yes	592	485	68	64	54	60
No	213	205	24	27	20	25
Not applicable	68	71	8	9	6	9
Total	873	761			80	94
Missing	217	52			20	6
Total	1090	813	100	100	100	100

The decline in the provision of a mentor may also be connected to the patterns which are shown in the responses to the questions about mentor access. The combination of this data suggests that perhaps this is an area for future focus for the Institute.

Attendance at Institute Training

PRT Seminars

All surveys contained a number of questions for respondents about their attendance at the Institute's training seminars for PRTs, Mentors and Principal briefings.

The majority of PRTs (95%) indicated they had attended training and Principals also thought that 93% of the PRTs in their schools had attended training. There were 5% of Principals who weren't sure whether the PRTs in their school had been to an Institute session. Mentors were not asked whether the PRTs they had worked with had attended Institute Training seminars.

There were 37 PRTs (4% of those who answered the question) who had attended training prior to 2007.

Mentor Training

There were 94% of Mentors who indicated they had attended training, with 6% responding that they had not attended training.

Whilst 17% of PRTs weren't sure if their Mentor had attended training, 48% knew that their Mentor had been to 2007 training and 14% thought their Mentor had been to training prior to 2007. There were 40 PRTs (4% of those who responded to the question) who did not have a Mentor.

Principals responded that 63% of Mentors in their schools had attended 2007 training and 33% had been to Institutes sessions prior to 2007. There were 6 Principals (3% of responses) whose Mentors had not attended training and 1 (1%) Principal who did not know.

Principal Briefings

Principals indicated that 36% had attended an Institute session during 2007, whereas 23% of PRTs thought their principal had attended during 2007.

Only 11% of PRTs thought their Principals had been to an Institute training session prior to 2007, but 51% responded that they had been prior to 2007.

There were 20% of PRTs who thought that the Principal had not been to a briefing and 11% of Principals who said they did not attend any sessions.

A very large percentage (47%) of PRTs did not know whether the Principal had been to a session or not, and 3 (2% of responses) Principals weren't sure either.

Analysis of Teaching and Learning Option

Whilst in previous years, PRTs have been able to choose the option of the *Analysis of Teaching and Learning* that suited their teaching context, online evaluations have not asked teachers to indicate which option they had actually chosen to complete.

The 2007 online survey asked PRTs and Mentors about which *Analysis of Teaching and Learning* option the Provisionally Registered Teacher/s in their schools had completed.

As was expected, most of the PRTs had completed the *Analysis of a Sequence of Teaching and Learning* (90%), with 74% of Mentors also indicating that this was the option that the PRT they had worked with had completed.

There were 95 responses from PRTs (10% of those who answered the question) who had completed the *Comparative Analysis of Teaching and Learning*, with 17% of Mentors indicating this option had been completed by the PRTs they had been associated with.

There were 67 Mentors (9% of responses) who did not know which *Analysis of Teaching and Learning* option the PRTs they had been working with had chosen to complete. This is an interesting statistic, as it would suggest that theses Mentors were not as involved with the PRTs in the documentation of their evidence or their panel preparation.

5. Quality, quantity and detail of evidence

Questions in the 2007 surveys were added to examine the quality, quantity and detail of the evidence gathered by PRTs in order for them to gain full registration.

Awareness of the minimum standard

All surveys contained a question regarding the awareness of the minimum standard of evidence required of Provisionally Registered Teachers in order to be granted Full Registration.

Very high levels– 96% of PRTs, 97% of Mentors and 99% of Principals – answered that they were aware of the minimum standard.

Levels of documentation provided by PRTs

As a secondary question, all respondents were asked whether they felt that more documentation was presented by PRTs than was advised by the Institute.

Just over half of PRTs (55%) felt they had provided greater levels of documentation than was required and 23% did not know if the evidence they had presented was more than was needed.

On the other hand, Mentors and Principals were more sure of Institute requirements (only 7% and 4% respectively answered that they did not know about the level of documentation the PRTs had provided. This could be due to not participating or having access to the PRTs final collections of evidence).

Mentors and Principals also reported higher levels of agreement – 65% of Mentors and 71% of Principals - that PRTs were providing greater documentation of evidence than was required.

The combination of responses to these two questions indicated that there was a high level of awareness of the minimum standard, and that most PRTs were documenting beyond that minimum level.

As indicated by the data in Table 13, PRTs seemed less sure about an appropriate level of documentation than mentors and principals.

Table 13: Did the Provisionally Registered Teacher/s you recommended for registration provide greater documentation of evidence than was advised by the Institute?

	PRTs		***Mentors***		***Principals***	
	Frequency	Valid Percent	Frequency	Valid Percent	Frequency	Valid Percent
Yes	517	55%	473	65%	124	71%
No	201	22%	208	28%	44	25%
I don't know	217	23%	51	7%	7	4%
Total	935	100%	732	100%	175	100%
Missing	155		46			
Total	1090		778		181	

Influences on over-documentation

In an attempt to further understand the responses to these initial questions and the influences on the level of documentation of evidence, a series of statements were developed and PRTs were asked to respond by indicating their level of agreement.

This data indicated that overall, PRTs had high levels of agreement with the statements about their personal desire to do a good job (statement "a" – 91% agreement), that it was a valuable reflective process that led to higher levels of documentation (statement "b" – 69% agreement), and that the school (statement "d" – 74% agreement), school culture (statement "e" – 70% agreement) and mentors ("g" – 63% agreement) were all strong influences on the quality, quantity and detail of their evidence.

Considerably lower levels of agreement were with the statements about the influence of having to gain employment (statement "c" – 36% agreement), being on a short term contract (statement "h" – 34% agreement) or having school based examples of a high standard (statement "f" – 42% agreement).

Full details of the responses to these questions are shown in Table 14.

Table 14: To what extent in developing and presenting your evidence did the following influence the quality, quantity and detail:

	Strongly disagree %	*Disagree %*	*Agree %*	*Strongly agree %*	*Rating Average %*	***% of agreement***
a. A personal desire to do a good job influenced the quality and detail of the evidence collected.	3	6	46	45	3.3	**91**
b. Gathering the required evidence was a valuable reflective process and led to higher levels of documentation than the minimum standard.	8	24	51	18	2.8	**69**
c. In order to gain employment, greater detail and quality of evidence was required.	16	48	28	7	2.3	**36**

Table 14 (Continued)

	Strongly disagree %	*Disagree %*	*Agree %*	*Strongly agree %*	*Rating Average %*	***% of agreement***
d. The school who made the recommendation for Full Registration had a high expectation of the quantity and detail of evidence.	3	24	53	20	2.9	**74**
e. The school culture influenced my collection of evidence, with high expectations of quality and detail.	4	26	53	17	2.8	**70**
f. School-based examples of evidence from previous years had greater detail and quantity and this was the model I followed.	15	43	33	9	2.4	**42**
g. My mentor expected high quality and levels of detail in the evidence.	8	29	52	11	2.7	**63**
h. Being employed on a short term contract whilst provisionally registered meant that I spent considerably more time on developing my evidence than I would if I'd been permanently employed.	28	39	21	13	2.2	**34**

Quality, Quantity and Detail Influence Scale

Using the same established methodology of previous Institute evaluations (Ingvarson et al., 2007; Richardson, 2007), the responses to these statements were statistically analysed to see whether a scale could be developed.

Maximum Likelihood Factor Analysis indicated that all statements in this section were closely correlated and only one factor could be extracted. Therefore, a scale was developed and was found to be reliable with a Cronbach's Alpha of 0.71 for all eight items. Testing for the scale's distribution found that it was normally distributed (See Appendices for full data analysis results).

The scale was called the *QQD Influence Scale (Quality, Quantity and Detail Influences)* and indicated an overall level of agreement with the statements about whether the PRT felt that the quality, quantity and detail of the evidence they had gathered together to apply for Full Registration had been influenced by the aspects they were asked about in these questions. The mean for this scale was found to be 2.67 – placed between 'Disagree' and 'Agree' and towards 'Agree'.

The groups of teachers who had higher means on the *QQD Influence Scale* had rated the influences on their collection of evidence higher, perhaps indicating a heightened level of awareness of the influences on the collection of their evidence.

The scale was then used as an analytical tool to see whether there were any relationships between it and respondent demographics. ANOVA testing found that there was a statistically significant effect of this scale with a number of areas:

- ***Employment Type (Contract):*** $F(2, 888) = 5.09$, $p = .01$
Teachers who were on fixed term contracts had a higher mean ($M = 2.72$, $SD = .46$) on the *QQD Influence Scale* than those who identified themselves as being in permanent / ongoing employment with the school who provided their recommendation report for full registration ($M = 2.61$, $SD = .47$).

- ***Mentor Attendance at Institute Training:*** $F(4, 884) = 4.97$, $p = .00$

A highly significant relationship existed between the *QQD Influence Scale* and whether the PRT's Mentor had attended Institute Training. PRTs with Mentors who had attended training (in 2007 – $M = 2.71$, $SD = .45$, prior to 2007 – $M = 2.71$, $SD = .48$) rating higher means on the scale than those whose Mentors had not attended training ($M = 2.58$, $SD = .49$) or who did not have a Mentor ($M = 2.42$, $SD = .50$)

- ***Principal attendance at Institute Sessions:*** $F(3, 884) = 3.40$, $p = .02$

The relationship between Principal attendance at Institute Sessions and the *QQD Scale* was also highly significant, with those PRTs whose Principals had attended Institute Sessions (in 2007 – $M = 2.72$, $SD = .49$ – or prior to 2007 – $M = 2.76$, $SD = .50$) rating much higher on the scale than those whose Principals had not attended Institute Sessions ($M = 2.60$, $SD = .48$) or who did not know if their Principals had attended ($M = 2.67$, $SD = .44$)

- ***Provision of a Mentor***: $F(1, 889) = 4.99$, $p = .03$

The *QQD Influence Scale* and the provision of a mentor was found to be a statistically significant relationship. If a PRT had been provided with a mentor, the scale mean was higher ($M = 2.69$, $SD = .47$) than if the PRT had not been provided with a mentor ($M = 2.53$, $SD = .43$)

- ***Mentors in the same Teaching and Learning Team:*** $F(2, 823) = 7.24$, $p = .00$

A highly significant relationship was found between the *QQD Influence Scale* and whether mentors were in the same teaching and learning team as the PRT.
Of those for whom this question was applicable, having a mentor in the same teaching and learning team meant that rating on the *QQD Scale* was higher ($M = 2.73$, $SD = .48$) than those who did not have a mentor in the same teaching and learning team ($M = 2.59$, $SD = .43$).

- ***Provision of greater levels of documentation than advised by the Institute:*** $F(2, 887) = 21.7$, $p = .00$

A highly statistically significant relationship existed between the *QQD Scale* and the PRTs responses to the level of documentation they had provided as evidence.
Those who identified that they had provided more documentation than they felt they had been advised to also rated highly on the *QQD Scale* ($M = 2.76$, $SD = .46$), with those who thought they had not provided more documentation being slightly lower ($M = 2.52$, $SD = .47$), and those who did not know whether their documentation was more or less than advised were between the other two responses ($M = 2.60$, $SD = .42$).

Summary

The addition of this series of new questions in 2007 program evaluation has highlighted the following:

- PRTs feel that their collection of evidence and the level of documentation they provide is most greatly affected by their own personal desire to do a good job and the value they find in the reflective process;

- The school, school culture and Mentor are strong influences on the quality, quantity and detail of evidence that PRTs feel they need to gather and document;

- Being on a fixed term contract meant that PRTs rated the influences on the quantity, quality and detail of their evidence higher than those in permanent employment. This suggests that those in non-secure employment situations had higher level of awareness about the influences and expectations of them than those who felt more secure in their employment.

- Having supportive structures at the school level (having a Mentor, having a Mentor in the same teaching and learning team, and the Mentor and principal's attendance at Institute training) also resulted in higher ratings on the *QQD Scale*. Whether this indicates simply a higher level of awareness of these influences by the PRTs or whether it is an indication of the expectations of schools that are well informed about the processes is not clear from the data.

- Not surprisingly, teachers who provided more documentation than they felt they needed to also rated the influences on the collection of evidence higher than those who felt they had provided the minimum standard.

6. Mentoring

As in previous years, all surveys required responses to a series of statements about the experiences of mentoring.

The statements examined a number of areas such as how beneficial the mentoring relationship was to classroom practice (statement "a"), whether the Institute's Standards were used in the mentoring relationship to provide feedback and guidance (statement "b"), the choice of mentor ("d") and overall satisfaction with the mentoring experienced ("e"), whether mentors and PRTs met regularly ("c") and whether the teachers were satisfied with the level of school leadership support (statement "f").

Table 15 contains details of PRT, Mentor and Principal responses to these statements. All responses indicate a high level of support with the mentoring aspect of the Institute's processes.

Table 15: Summary of responses to statements about mentoring experiences

		% of responses				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total 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.	PRTs	6	21	54	19	**73**
	Mentors	2	11	65	22	**87**
	Principals	0	6	64	30	**94**
b. My mentor used the Institute's Standards of Professional Practice as a basis for providing me with guidance and feedback.	PRTs	10	24	51	16	**67**
	Mentors	1	14	63	22	**85**
	Principals	2	6	64	28	**92**
c. My mentor and I met regularly to discuss my progress as a teacher (including developing and gathering evidence).	PRTs	9	19	44	27	**72**
	Mentors	1	6	46	46	**92**
	Principals	0	5	45	51	**95**
d. Overall the choice of my mentor was appropriate.	PRTs	8	12	39	42	**81**
	Mentors	1	6	54	39	**93**
	Principals	0	1	49	50	**99**
e. Overall I was satisfied with the mentoring I received.	PRTs	8	11	39	41	**80**
	Mentors	2	7	61	30	**91**
	Principals	0	2	46	52	**98**
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.	PRTs	6	12	43	38	**81**
	Mentors	3	11	52	35	**86**
	Principals	N/A	N/A	N/A	N/A	**N/A**

Attitudes towards mentoring

Professional Learning

Mentoring was clearly seen by teachers as an opportunity for professional learning to occur, with 73% of PRTs, 87% of Mentors and 94% of Principals agreeing that the mentoring relationship was beneficial to PRT's classroom practice.

Whilst Principal levels of agreement with this statement increased from 88% in 2006 to 94% in 2007, PRTs showed a decline of 11% – from 84% in 2006 to 73% in 2007. In part, this statistic is linked to the previously discussed decline in provision of mentors, with those without mentors rating much lower levels of agreement with the statement (see Appendices 17 for Crosstabulation table). Similarly, a decline in having Mentors in similar teaching areas was another influence on this statistic.

Full details of the 2006 and 2007 program evaluation responses to the series of statements about mentoring are included in Table 16.

Table 16: Comparison of 2006 & 2007 mentoring experience question responses

		Strongly Disagree	Disagree	Agree	Strongly Agree	Total 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.	PRTs					
	2007	6	21	54	19	**73**
	2006	2	14	61	23	**84**
	Mentors					
	2007	2	11	65	22	**87**
	2006	2	10	68	20	**88**
	Principals					
	2007	0	6	64	30	**94**
	2006	0	12	58	30	**88**
b. My mentor used the Institute's Standards of Professional Practice as a basis for providing me with guidance and feedback.	PRTs					
	2007	10	24	51	16	**67**
	2006	9	20	51	19	**70**
	Mentors					
	2007	1	14	63	22	**85**
	2006	2	7	63	28	**91**
	Principals					
	2007	2	6	64	28	**92**
	2006	3	12	57	29	**86**
c. My mentor and I met regularly to discuss my progress as a teacher (including developing and gathering evidence).	PRTs					
	2007	9	19	44	27	**72**
	2006	9	17	43	31	**74**
	Mentors					
	2007	1	6	46	46	**92**
	2006	0	9	52	38	**90**
	Principals					
	2007	0	5	45	51	**95**
	2006	0	3	48	49	**97**

Table 16 (Continued)

		Strongly Disagree	Disagree	Agree	Strongly Agree	Total Agree
d. Overall the choice of my mentor was appropriate.	PRTs					
	2007	8	12	39	42	**81**
	2006	6	12	34	47	**81**
	Mentors					
	2007	1	6	54	39	**93**
	2006	2	8	58	32	**90**
	Principals					
	2007	0	1	50	50	**99**
	2006	0	1	42	57	**99**
e. Overall I was satisfied with the mentoring I received.	PRTs					
	2006	8	11	39	41	**80**
	2007	7	12	36	44	**80**
	Mentors					
	2007	2	7	61	30	**91**
	2006	1	9	66	23	**89**
	Principals					
	2007	0	2	46	52	**98**
	2006	0	1	48	49	**97**
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.	PRTs					
	2007	6	12	43	38	**81**
	2006	5	11	44	40	**84**
	Mentors					
	2007	3	11	52	35	**86**
	2006	3	9	54	33	**87**
	Principals					
	2007	N/A	N/A	N/A	N/A	**N/A**
	2006					

Also asked were questions about whether the Institute's Standards were used as a basis for feedback by mentors. A strong response was registered in all surveys – with 67% of PRTs, 85% of Mentors and 92% of Principals choosing to agree that the standards were used in this way.

But there were also declines in the level of agreement (3% less of PRT and 6% of Mentors) from 2006 to 2007. When considering the levels of agreement from the 2005 survey - 73% of PRTs, 90% of Mentors – an overall decline of 6% by PRTs, 7% of Mentors over the two year period – it may be an area for the Institute to further consider. Principals illustrated an increase of 6% in level of agreement with the statement, which counteracted with the decline from the previous year's survey.

Choice of mentor and satisfaction

The 2007 evaluation showed a strong endorsement for the selections being made by schools of appropriate mentors and the satisfaction with the mentoring that was occurring.

Very high levels of approval with the choice of mentor were evident, with 81% of PRTs, 93% of Mentors and 99% of Principals agreeing with statement "d". Similar levels of approval and satisfaction with mentoring - 80% of PRTs, 91% of Mentors and 98% of Principals – were recorded. This data is a powerful verification of the selections schools make of appropriate mentors.

There was little change in this data from the 2006 program evaluation.

Structural supports for mentoring

Statements about the school supports and structures to facilitate the mentoring process were included, with responses showing that schools were continuing to assist PRTs and Mentors through the process by providing opportunities to meet regularly and with school leadership support.

Regular meetings between Mentors and PRTs was apparent for 72% of PRTs, 92% of Mentors and 95% of Principals.

Eighty-one percent of PRTs and 86% of Mentors were satisfied with the levels of school leadership support and encouragement.

School Mentoring Support (SMS Scale)

In previous evaluation reports, an *SMS Scale* was established using all items in the series of statements about mentoring from PRT response data. This scale gives a measure of the experiences of school mentoring support.

As in 2006, the analysis of 2007 data using Maximum Likelihood Factor Analysis identified only one factor and the scale's reliability was confirmed with a Cronbach's Alpha of 0.867 (see Appendices for full details of data analysis).

The scale was then used to test for significant associations using ANOVA testing, and statistical significances were found between the *SMS Scale* and:

- ***Teacher Education Course:*** $F(2, 857) = 3.97$, $p = .02$
PRTs who had completed a 'straight' teaching degree recorded higher on the *SMS Scale* ($M = 3.05$, $SD = .61$) than those who had completed a Post Graduate Teacher Education Course ($M = 2.98$, I = .70) or a Double Degree ($M = 2.83$, $SD = 2.98$), indicating greater satisfaction levels with mentoring.

- ***Employment Type (Time)***: $F(2, 860) = 3.02$, $p = .03$
Those who were employed in a full time capacity at the time they were collecting their evidence reported higher levels on the *SMS Scale* ($M = 3.01$, $SD = .68$) than those who were part time ($M = 2.87$, $SD = .62$) or Casual Relief Teaching ($M = 2.73$, $SD = .73$)

- ***Mentor attendance at Institute Training:*** $F(4, 856) = 34.250$, $p = .00$
A highly statistically significant effect was found between the *SMS Scale* and whether the PRT's Mentor had attended Institute Training. PRTs reported more positive mentoring experiences when they had mentors who attended training in 2007 ($M = 3.14$, $SD = .59$) or prior to 2007 ($M = 3.16$, $SD = .57$), in comparison with those whose mentors did not attend training ($M = 2.72$, $SD = .77$), or if they did not know if their mentors had been to Institute training ($M = 2.85$, $SD = .67$) or they did not have a mentor ($M = 1.94$, $SD = .60$). Also interesting is the slightly higher mean for those whose Mentors had attended training prior to 2007.

- ***Principal attendance at Institute Sessions:*** $F(3, 857) = 13.52$, $p = .00$
The relationship between Principal attendance at Institute Sessions and the *SMS Scale* was also highly significant, with those PRTs whose Principals had attended Institute Sessions (in 2007 – $M = 3.13$, $SD = .60$ – or prior to 2007 – $M = 3.21$, $SD =$

.59) rating much higher on the scale than those whose Principals had not attended Institute Sessions (M = 2.75, SD = .79) or who did not know if their Principals had attended (M = 2.96, SD = .66). Worth noting is the fact that if the Principal had attended prior to 2007, there was a slightly higher mean.

- ***Provision of a Mentor***: $F(1, 862) = 80.62$, $p = .00$

Another highly significant relationship was found between the *SMS Scale* and the provision of a mentor. It was a predictable result, but if a PRT had been provided with a mentor, the *SMS Scale* mean was much higher (M = 3.03, SD = .65) than if the PRT had not been provided with a mentor (M = 2.11, SD = .69)

- ***Mentor in the same subject area***: $F(2, 579) = 2.95$, $p = .00$

For secondary and specialist teachers, a significant relationship was found between the *SMS Scale* and having a mentor in the same subject area – for those who had a mentor in the same subject area, they rated higher on the scale (M = 3.03, SD = .64) than those who did not (M = 2.79, SD = .73).

- ***Mentors in the same Teaching and Learning Team:*** $F(2, 803) = 20.7$, $p = .00$

A highly significant relationship was found between the *SMS Scale* and whether mentors were in the same teaching and learning team as the PRT. Having a mentor in the same teaching and learning team meant that the experiences of mentoring were more positive (M = 3.13, SD = .60) than those who did not have a mentor in the same teaching and learning team (M = 2.80, SD = .73).

- ***Analysis of Teaching and Learning option chosen to complete by PRT:*** $F(1, 853) = 6.23$, $p = .01$

If a PRT had chosen to complete the *Analysis of a Sequence of Teaching and Learning,* they rated higher (M = 3.01, SD = .67) on the *SMS Scale* than if they chose to complete the *Comparative Analysis of Teaching and Learning* (M = 2.82, SD = .71)

- ***Awareness of the minimum standard:*** $F(1, 865) = 7.16$, $p = .01$

There was a statistically significant relationship between whether a PRT identified as being aware of the minimum standard of evidence required by the Institute and the *SMS Scale*. Those who said they were aware of the minimum standard rated higher on the *SMS Scale* (M = 3.00, SD = .68) than those who weren't (M = 2.69, SD = .68).

- ***Provision of greater levels of documentation than advised by the Institute:*** $F(2, 861) = 4.20$, $p = .02$

The level understanding of PRTs about the documentation they had provided in their collection of evidence and their satisfaction with mentoring were also found to be related. Those who identified that they had provided more documentation than they felt they had been advised also rated highly on the *SMS Scale* (M = 3.04, SD = .69), with those who thought they *had not* provided more documentation being slightly lower (M = 2.98, SD = .69). Those who did not know whether their documentation was more or less than advised being the lowest rating on the *SMS Scale* (M = 2.87, SD = .65).

Summary

Mentoring continues to rate as being a highly valued aspect of the Institute's processes and requirements of PRTs, with high levels of satisfaction with the mentoring experience, quality of mentors and support from schools for mentoring.

This report has found a slight decline in the provision of mentors, which, as would be expected, has also affected the overall level of satisfaction with the mentoring experience, and would suggest that it may be timely to consider the Institute's role in encouraging schools to continue to support this valuable initiative.

Significant relationships were found between a positive mentoring experience and a number of other factors. Most notable were the effects of whether Principals and Mentors had attended Institute training sessions, with those PRTs who had fully trained Mentors and Principals (ideally in the year/s prior to 2007) who had attended training reporting more positive mentoring experiences than those PRTs whose colleagues had not participated in these professional development opportunities.

As noted in previous year's evaluations, when mentors were easily accessible for PRTs – in the same teaching and learning team or subject area – this meant that the mentoring experiences were more positive than when mentors were not as close at hand.

Mentoring continues to rate in responses as the most highly valued aspect of the Institute's requirements of PRTs. For this reason, it is integral that the findings of this report be considered to ensure the ongoing success of this program.

7. Collegiate Classroom Activities

The *Collegiate Classroom Activities* has continued to be a largely unchanged feature of the Institute's requirements, where PRTs are required to participate in team teaching with more experienced classroom teachers and then reflect and report on their experiences.

All of the three surveys contain a section of questions around the *Collegiate Classroom Activities*, where respondents are asked to indicate a level of agreement with a series of statements about this requirement. The statements canvas attitudes towards whether the activities were professional learning opportunities (statements "a" and "c"), whether the activities were effective, valid and valuable methods of measuring whether the PRTs had met the standards ("b", "d", "e") and whether the activities actually reflected authentic aspects of their role as teachers ("f").

There was a slight change to the wording and intent of statement "e" in the 2007 evaluation. Whereas in previous evaluations the statement had asked respondents whether the *Collegiate Classroom Activities* were a 'rigorous' way of assessing the PRT against the standards, the 2007 survey asked whether the *Collegiate Classroom Activities* were a 'valuable' method of assessing PRTs against the standards.

A summary of all responses to statements about the *Collegiate Classroom Activities* is in Table 17.

Table 17: Summary of responses to statements about *Collegiate Classroom Activities*

		% of responses				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total Agree
a. Completing the *Collegiate Classroom Activities* deepened my understanding of the relevant standards.	PRTs	7	21	59	13	**72**
	Mentors	1	8	69	21	**90**
	Principals	1	4	67	28	**95**
b. The *Collegiate Classroom Activities* gave me a good chance to show how I met the relevant standards.	PRTs	5	13	65	17	**82**
	Mentors	2	3	69	26	**95**
	Principals	1	6	57	36	**93**
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 *Collegiate Classroom Activities*.	PRTs	6	19	59	16	**75**
	Mentors	2	8	66	24	**90**
	Principals	0	6	63	31	**94**
d. Completing the *Collegiate Classroom Activities* was a valid way of assessing whether I had met the Institute's standards.	PRTs	8	19	61	12	**73**
	Mentors	2	9	66	23	**88**
	Principals	1	8	60	31	**91**

Table 17 (Continued)

		% of responses				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total Agree
e. Completing the *Collegiate Classroom Activities* was a valuable way of assessing whether I had met the Institute's standards.	PRTs	8	21	59	13	**71**
	Mentors	2	11	64	23	**87**
	Principals	1	9	59	30	**89**
f. The *Collegiate Classroom Activities* reflected authentic aspects of my own work as a teacher.	PRTs	5	12	63	21	**84**
	Mentors	2	9	62	27	**89**
	Principals	N/A	N/A	N/A	N/A	**N/A**

Attitudes towards the Collegiate Classroom Activities

Professional Learning

There were very clear indications from all surveys that teachers felt that the *Collegiate Classroom Activities* were an opportunity for professional learning.

The *Collegiate Classroom Activities* were seen as a chance to make beneficial changes to teaching – with 75% of PRTs, 90% of Mentors and 94% of Principals agreeing with statement "c".

Completing the *Collegiate Classroom Activities* were also viewed as being opportunities to better understand the Institute's standards – with 72% of PRTs, 90% of Mentors and 95% of Principals agreeing with statement "a".

There was little change in the levels of agreement with these statements from the 2006 surveys, although slight increases in all responses to the statement about the benefits to PRTs teaching as a result of the *Collegiate Classroom Activities* are apparent and very encouraging – indicating that this activity is continuing to be a highly valued aspect of the Institute's requirements. Of particular note was a 7% increase in the Principal's level of agreement with the statement about the benefits of the *Collegiate Classroom Activities* to the PRT's teaching.

The comparison of 2006 and 2007 responses are seen in Table 18.

Table 18: Comparison of 2006 & 2007 *Collegiate Classroom Activities'* question responses

		Strongly Disagree	Disagree	Agree	Strongly Agree	Total Agree
a. Completing the *Collegiate Classroom Activities* deepened my understanding of the relevant standards.	PRTs					
	2007	7	21	59	13	**72**
	2006	7	20	62	11	**73** *-1*
	Mentors					
	2007	1	8	69	21	**90**
	2006	1	7	70	22	**92** *-2*
	Principals					
	2007	1	4	67	28	**95**
	2006	6	6	57	32	**89** *+6*
b. The *Collegiate Classroom Activities* gave me a good chance to show how I met the relevant standards.	PRTs					
	2007	5	13	65	17	**82**
	2006	5	13	67	16	**83** *-1*
	Mentors					
	2007	2	3	69	26	**95**
	2006	1	5	66	27	**93** *+2*
	Principals					
	2007	1	6	57	36	**93**
	2006	6	4	57	33	**90** *+3*
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 *Collegiate Classroom Activities*.	PRTs					
	2007	6	19	59	16	**75**
	2006	6	20	60	14	**74** *+1*
	Mentors					
	2007	2	8	66	24	**90**
	2006	1	10	67	21	**88** *+2*
	Principals					
	2007	0	6	63	31	**94**
	2006	4	9	64	23	**87** *+7*
d. Completing the *Collegiate Classroom Activities* was a valid way of assessing whether I had met the Institute's standards.	PRTs					
	2007	8	19	61	12	**73**
	2006	6	21	60	13	**73**
	Mentors					
	2007	2	9	66	23	**88**
	2006	2	8	68	21	**89** *-1*
	Principals					
	2007	1	8	60	31	**91**
	2006	7	6	64	23	**87** *+4*
e. Completing the *Collegiate Classroom Activities* was a valuable way of assessing whether I had met the Institute's standards.	PRTs					
	2006	8	21	59	13	**71**
	2007	7	33	48	11	**59** *+12*
	Mentors					
	2007	2	11	64	23	**87**
	2006	3	22	59	16	**75** *+12*
	Principals					
	2007	1	9	59	30	**89**
	2006	9	22	59	10	**69** *+20*
f. The *Collegiate Classroom Activities* reflected authentic aspects of my own work as a teacher.	PRTs					
	2007	5	12	63	21	**84**
	2006	6	13	63	18	**81** *+3*
	Mentors					
	2007	2	9	62	27	**89**
	2006	2	8	66	24	**90** *+1*
	Principals					
	2007	N/A	N/A	N/A	N/A	**N/A**
	2006					

Collegiate Classroom Activities and the Institute's Standards

Whether the *Collegiate Classroom Activities* were a good opportunity to show that PRTs had met the Institute's standards - statement "b" - was agreed to by 82% of PRTs, 95% of Mentors and 93% of Principals.

The *Collegiate Classroom Activities* were seen as a valid way of assessing against the standards – statement "d" – with 73% of PRTs, 88% of Mentors and 91% of Principals agreeing with this statement.

Teachers also thought they were valuable ways of assessing against the standards – statement "e" – with agreement from 71% of PRTs, 87% of Mentors and 89% of Principals.

There was considerable change in the level of agreement with statement "e" from 2006 to 2007, with a 12% increase from both PRTs and Mentors and a 20% increase in agreement from Principals. This is explained by the change in wording from 2006, where the statement asked about the rigour of the component, whereas in 2007 the statement asked about how valuable it was perceived to be.

Authenticity of the component

Both PRTs and Mentors felt that the *Collegiate Classroom Activities* were reflections of authentic aspects of their work as teachers – with 84% of PRTs and 89% of Mentors agreeing with statement "f". This is an important and powerful statement by teachers that the *Collegiate Classroom Activities* are realistic and accurate activities which replicate aspects of their real work, and could explain the positive way they view the *Collegiate Classroom Activities* as opportunities for professional learning.

CCA Scale

Similar to the methodology used to develop the *School Mentoring Support* scale, the PRT responses to the section on the *Collegiate Classroom Activities* were examined using Maximum Likelihood Factor Analysis. The responses closely correlated and only one factor was extracted. Scale reliability tests resulted in a Cronbach Alpha of 0.92 (See Appendices for full details), indicating that the scale was highly reliable. Therefore a *CCA Scale* was created.

The *CCA Scale* therefore is an indication of PRT level of satisfaction with aspects of the *Collegiate Classroom Activities*.

The scale was then used to test for significant associations using ANOVA testing, and statistically significant relationships were found with:

- ***Gender**: $F(1, 843) = 9.10$, $p = .00$),*
  A highly significant relationship was found, with females reporting higher means within the *CCA Scale* ($M = 2.88$, $SD = .02$) than males ($M = 2.71$, $SD = .48$).

- ***The year teacher qualifications were gained***: $F(3,847) = 1.45$, $p = .01$
  Those who gained their qualifications prior to 1995 reported the highest means on the *CCA Scale* ($M = 3.27$, $SD = .56$). The next highest were those who had received qualifications between 1996 and 2000 ($M = 3.17$, $SD = .58$), then the most recently qualified and the most recent graduates from university (in the years of 2006 and

2007) (M = 2.86, SD = .63), and the lowest rating were those who had graduated during the years of 2001 and 2005 (M = 2.70, SD = .63)

- ***School location***: $F(2,845) = 1.84$, $p = .01$

Teachers working in rural schools (at the time their recommendation report was made) were found to rate the highest on the *CCA Scale* (M = 2.99, SD = .61), compared with those in regional towns (M = 2.87, SD = .58). Those in the Melbourne Metropolitan area reported the lowest means on the *CCA Scale* (M = 2.81, SD = .65).

- ***Mentor's attendance at Institute training:*** $F(4,841) = 5.09$, $p = .00$

A highly statistically significant relationship existed between the *CCA Scale* and Mentor attendance at Institute training.

PRTs whose mentors had attended training (in 2007 (M = 2.89, SD = .59), or prior to 2007 (M = 2.96, SD = .70)) rated overall higher responses about the *Collegiate Classroom Activities* than those whose mentors had not attended training (M = 2.68, SD = .70).

It is interesting to note two things which are highlighted in this data. Firstly, that those with mentors who attended training prior to 2007 had slightly higher responses than those whose mentors had attended training during 2007 (the same year as the PRT had been gathering their evidence) – a trend which first was apparent in the responses about mentoring.

Secondly, those whose mentors had not attended training rated similar responses to those who had not been allocated a mentor (M = 2.63, SD = .68).

- ***Principal's attendance at Institute Briefing:*** $F(3,843) = 4.54$, $p = .00$

Also highly significant, it was found that the PRTs who knew their Principals had attended Institute sessions had higher means on the *CCA Scale* (in 2007 (M = 2.92, SD = .63), prior to 2007 (M = 2.98, SD = .64)) than those whose Principals had not attended (M = 2.72, SD = .66) or those who did not know if their Principals had attended any Institute sessions (M = 2.83, SD = .62).

Once again, this data shows that the PRTs with Principals who had attended Institute sessions prior to 2007 actually rated slightly higher with their responses (therefore it is assumed their experiences were more positive) than those who had Principals attending sessions in the same year that the PRT was gathering their evidence.

- ***Provision of a mentor:*** $F(1, 848) = 3.72$, $p = .05$

PRTs who had been provided with a mentor were more positive in their attitudes to the *Collegiate Classroom Activities* (M = 2.86, SD = .63) than those who had not been provided with a mentor (M = 2.68, SD = .69). This is not surprising, considering the high numbers of teachers known to complete this aspect of the requirements either with their mentors or under their guidance.

- ***Awareness of the minimum standard:*** $F(1, 850) = 4.61$, $p = .03$

Being aware of the minimum standard requirements of the Institute meant that there was a higher rating on the *CCA Scale* (M = 2.86, SD = .63) than those who indicated they did not know about the minimum standard (M = 2.61, SD = .70).

- ***Provision of greater levels of documentation than advised by the Institute:*** $F(2,846) = 9.96$, $p = .00$

A highly statistically significant relationship between the *CCA Scale* and those whether a PRT had identified they had provided more documentation than they felt they had been advised to do so by the Institute.
Those who felt they had provided more documentation than advised rated the *Collegiate Classroom Activities* higher ($M = 2.93$, $SD = .61$) than those who did not identify as providing more documentation ($M = 2.76$, $SD = .67$) or those who did not know if they had provided more documentation ($M = 2.72$, $SD = .63$).
These results could be interpreted a number of ways, perhaps related to the diligence of the individual PRT.

Summary

The *Collegiate Classroom Activities* continued to be viewed by teachers as a valuable and authentic aspect of the Institute's requirements of Provisionally Registered Teachers. Mentors are particularly supportive of this component of the requirements, but Principals have also illustrated an increasing level support for the activities in this year's evaluation. Teachers clearly see the *Collegiate Classroom Activities* as opportunities for professional learning, as an activity which provided opportunities for improving their classroom teaching.

The use of the *CCA Scale* as a data analysis tool and to assist in a deeper level of understanding of the attitudes towards this component has identified a number of significant associations. Particularly interesting in the continued influence of whether Mentors and Principals have engaged with Institute training and seminars. The analysis has found that higher levels of PRT satisfaction with the *Collegiate Classroom Activities* exist when Principals and Mentors have attended Institute sessions – most effective when attended prior to 2007.

8. The Analysis of Teaching and Learning

As its title indicates, the *Analysis of Teaching and Learning* requires teachers to document and analyse their teaching and their students' learning. Through reflecting on a unit of study or a comparative investigation (which both include a focus on individual student work) PRTs are provided with the opportunity of gathering evidence of up to 7 of the 8 professional standards.

The *Analysis of Teaching and Learning* has been the component which has undergone the greatest change in the Institute's process since the program began in 2003. Whilst in previous years, a number of alternatives have been available under this component in 2007 PRTs were offered a choice of two. The options have been designed to cater for the various contexts that beginning teachers are working in.

Similar in format to the section on the *Collegiate Classroom Activities,* the three surveys contained a series of statements for respondents to choose a level of agreement with. The statements addressed whether the *Analysis of Teaching and Learning* was an opportunity for professional learning (statement "a", "c" and "d"), whether it was a good opportunity and a valid method of showing the Institute's standards had been met – statement "b" and "e", if it was valuable way of assessing against the standards – statement "f" – and whether the *Analysis of Teaching and Learning* was an authentic reflection of aspects of teaching. Table 19 details all responses to this series of statements in detail.

Table 19: Summary of responses about ATL

		% of responses				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total Agree
a. Completing the *Analysis of Teaching & Learning* has deepened my understanding of the relevant standards.	PRTs	6	19	62	12	**75**
	Mentors	2	9	72	17	**89**
	Principals	1	5	70	24	**94**
b. The *Analysis of Teaching & Learning* gave me a good chance to show how I met the relevant standards.	PRTs	5	13	67	14	**82**
	Mentors	2	7	69	22	**92**
	Principals	2	5	67	27	**94**
c. The feedback given to me by my mentor about my *Analysis of Teaching & Learning* has helped me to improve my teaching.	PRTs	9	23	51	17	**68**
	Mentors	1	8	69	21	**90**
	Principals	1	4	63	32	**95**
d. Completing the *Analysis of Teaching & Learning* has benefited my teaching.	PRTs	9	21	55	15	**70**
	Mentors	3	13	66	18	**84**
	Principals	2	6	64	29	**92**

Table 19 (Continued)

		% of responses				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total Agree
e. The *Analysis of Teaching & Learning* was a valid way of assessing whether I had met the Institute's standards.	PRTs	8	18	63	11	**75**
	Mentors	2	10	71	17	**88**
	Principals	2	6	63	28	**91**
f. The *Analysis of Teaching & Learning* was a valuable way of assessing whether I had met the Institute's standards.	PRTs	8	21	61	10	**71**
	Mentors	2	12	68	18	**86**
	Principals	2	6	65	26	**91**
g. The *Analysis of Teaching & Learning* reflected authentic aspects of my own work as a teacher.	PRTs	6	12	64	18	**82**
	Mentors	2	9	66	23	**89**
	Principals	2	4	62	33	**95**

As with the questions about the *Collegiate Classroom Activities,* there was a change to the wording and intent of statement "e" in the 2007 evaluation – from it being a statement about whether the component was a 'rigorous' way of assessing the PRT against the standards, to whether the *Analysis of Teaching and Learning* was a 'valuable' method of assessing PRTs against the standards.

Attitudes towards the Analysis of Teaching and Learning

Professional Learning

Indications in the 2007 responses were that the *Analysis of Teaching and Learning* continues to be a powerful opportunity for professional learning.

Mentors (89%) and Principals (94%) felt very strongly that the *Analysis of Teaching and Learning* was an opportunity for PRTs to deepen their understanding of the Institute's standards (statement "a"), and 75% of PRTs agreed with this also.

Similarly, Mentors (90%) and Principals (95%) also felt that the feedback that mentors had given to PRTs about their *Analysis of Teaching and Learning* had helped to improve the PRTs' teaching (statement "c"). Whilst 68% of PRTs also agreed with this statement, the level of agreement here is not as high as the 75% agreement with the same statement about the *Collegiate Classroom Activities.* This would seem to indicate that either the PRTs are not working with mentors on this component as closely as they do with the *Collegiate Classroom Activities*, and / or that they do not see the interaction with their mentor on this aspect of the collecting of their evidence as being as valuable as their exchanges around the *Collegiate Classroom Activities.*

Statement "d" asked whether the *Analysis of Teaching and Learning* had benefited the PRTs' teaching, which was agreed to by 92% of Principals, 84% of Mentors and 70% of PRTs. Whilst the PRT level of agreement was once again not as high as that from the Mentors and Principals, worth noting is the encouraging increase of 3% from 2006 to 2007 in the level of agreement from PRTs with the statement that the *Analysis of Teaching and Learning* had benefited their teaching.

Table 20 contains the comparison of 2006 and 2007 responses.

The component is clearly viewed as worthwhile and beneficial in terms of professional learning and benefits to teaching.

Table 20: Comparison of 2006 & 2007 ATL question responses

		Strongly Disagree	Disagree	Agree	Strongly Agree	Total Agree
a. Completing the *Analysis of Teaching & Learning* has deepened my understanding of the relevant standards.	PRTs					
	2007	6	19	62	12	**75**
	2006	6	16	67	11	**78** *-3*
	Mentors					
	2007	2	9	72	17	**89**
	2006	1	6	75	18	**93** *-4*
	Principals					
	2007	1	5	70	24	**94**
	2006	9	9	63	25	**88** *+6*
b. The *Analysis of Teaching & Learning* gave me a good chance to show how I met the relevant standards.	PRTs					
	2007	5	13	67	14	**82**
	2006	4	12	68	14	**82**
	Mentors					
	2007	2	7	69	22	**92**
	2006	1	5	73	20	**93** *-1*
	Principals					
	2007	2	5	67	27	**94**
	2006	1	4	66	27	**93** *+1*
c. The feedback given to me by my mentor about my *Analysis of Teaching & Learning* has helped me to improve my teaching.	PRTs					
	2007	9	23	51	17	**68**
	2006	8	25	54	14	**68**
	Mentors					
	2007	1	8	69	21	**90**
	2006	1	9	77	14	**91** *-1*
	Principals					
	2007	1	4	63	32	**95**
	2006	1	9	66	22	**88** *+7*
d. Completing the *Analysis of Teaching & Learning* has benefited my teaching.	PRTs					
	2007	9	21	55	15	**70**
	2006	8	25	56	11	**67** *+3*
	Mentors					
	2007	3	13	66	18	**84**
	2006	2	11	71	16	**87** *-3*
	Principals					
	2007	2	6	64	29	**92**
	2006	4	10	57	27	**84** *+8*
e. The *Analysis of Teaching & Learning* was a valid way of assessing whether I had met the Institute's standards.	PRTs					
	2006	8	18	63	11	**75**
	2007	6	17	65	12	**77** *-2*
	Mentors					
	2007	2	10	71	17	**88**
	2006	1	10	72	16	**88**
	Principals					
	2007	2	6	63	28	**91**
	2006	4	9	61	25	**86** *+5*

Table 20 (Continued)

		Strongly Disagree	Disagree	Agree	Strongly Agree	Total Agree
f. The *Analysis of Teaching & Learning* was a valuable way of assessing whether I had met the Institute's standards.	PRTs					
	2007	8	21	61	10	**71**
	2006	7	26	56	11	**67** *+4*
	Mentors					
	2007	2	12	68	18	**86**
	2006	2	18	65	15	**80** *+6*
	Principals					
	2007	2	6	65	26	**91**
	2006	4	16	66	12	**78** *+13*
g. The *Analysis of Teaching & Learning* reflected authentic aspects of my own work as a teacher.	PRTs					
	2007	6	12	64	18	**82**
	2006	6	12	65	17	**82**
	Mentors					
	2007	2	9	66	23	**89**
	2006	1	8	70	20	**90** *-1*
	Principals					
	2007	2	5	67	27	**95**
	2006	4	6	67	22	**89** *+6*

The Analysis of Teaching and Learning and the Institute's Standards

When asked whether the *Analysis of Teaching and Learning* was a good chance to show that the Institute's standards had been met, (statement "b") - 82% of PRTs, 92% of Mentors and 94% of Principals agreed that it was.

Furthermore, 75% of PRTs, 88% of Mentors and 99% of Principals thought that it was a ***valid*** way of assessing against the standards (statement "e"), and 71% of PRTs, 86% of Mentors and 91% of Principals thought it was a ***valuable*** way of assessing.

Whilst the level of agreement was lower with the statement about the *Analysis of Teaching and Learning* being valuable than valid, it was reassuring to note that the increase in agreement with the statement about the component been valuable from the 2006 levels when the statement was about rigour, (PRT's level of agreement increased 4%, Mentors 6%, Principals 13%).

Authenticity of the component

A strong response and indication from all surveys - 82% of PRTs, 89% of Mentors and 95% of Principals – was that this component reflected authentic aspects of the PRTs' teaching. These are very similar levels of agreement from PRTs and Mentors (it was not asked of Principals) in reference to the *Collegiate Classroom Activities*.

ATL Scale

An *ATL Scale* was developed using the same methodology as the *SMS Scale* and *CCA Scale*. A Cronbach's Alpha of 0.938 (See Appendix 15) found the scale to be reliable using all items in the series of statements about the *Analysis of Teaching and Learning*.

The scale was then used to examine any statistically significant relationships, and it was found that they existed between the *ATL Scale* and:

- ***Gender***: $F(1,823) = 7.41$, $p = .00$
Once again, females rated higher ($M = 2.84$, $SD = .03$) on the *ATL Scale* than males ($M = 2.68$, $SD = .05$)

- ***Age Group***: $F(5, 822) = 2.21$, $p = .05$.
Table 21 details the summary of this relationship. Teachers over 40 years recorded more positive responses than the younger teachers.

Table 21: Age Group and ATL_Scale

Please indicate your age group:	*Mean*	*Std. Deviation*	*N*
Between 20 and 25 years	2.81	.63	424
Between 26 and 30 years	2.78	.68	199
Between 31 and 40 years	2.81	.69	114
Between 41 and 50 years	2.89	.56	79
Between 51 and 60 years	3.05	.46	11
60 years and above	1.00	.	1
Total	2.81	.66	828

- ***School location***: $F(2,824) = 5.27$, $p = .01$
Again, those in rural schools rated the highest means on the scale ($M = 2.96$, $SD = .61$), compared with those in regional towns ($M = 2.85$, $SD = .57$), and teachers in the Melbourne Metropolitan area reported the lowest ($M = 2.76$, $SD = .67$).

- ***Mentor's attendance at Institute training:*** $F(4,820) = 4.83$, $p = .00$
A highly statistically significant relationship existed between the *ATL Scale* and whether the PRTs Mentor had attended Institute training. The PRTs whose mentors had attended training (in 2007 - $M = 2.87$, $SD = .61$, or prior to 2007 - $M = 2.90$, $SD = .70$) rated overall higher responses on the *ATL Scale* than those whose mentors had not attended training ($M = 2.63$, $SD = .67$). Teachers who did not have a mentor rated the lowest on the scale ($M = 2.60$, $SD = .71$).
As with the *CCA Scale,* PRTs with mentors who attended training prior to 2007 had slightly higher responses than those with mentors who had attended training during 2007 (the same year as the PRT had been gathering their evidence).

- ***Principal's attendance at Institute Briefing:*** $F(3,823)= 3.38$, $p = .02$
An association was found between the *ATL Scale* and whether the PRTs' Principal had attended an Institute Briefing. The PRTs who knew their Principals had attended Institute sessions rated higher on the *ATL Scale* (in 2007 - $M = 2.91$, $SD = .64$, prior to 2007 - $M = 2.90$, $SD = .63$) than those whose Principals had not attended ($M = 2.71$, $SD = .68$) or those who did not know if their Principals had been to any Institute Sessions ($M = 2.78$, $SD = .64$).

Interestingly, the allocation of a mentor was not found to be a statistically significant relationship with the *ATL Scale*. This would suggest that whether a PRT had a mentor or not doesn't affect their experiences of this component in the gathering of evidence.

Having said this, there was a statistically significant relationship found for those who had chosen to answer the question about whether they had a mentor in the same teaching and learning team.

- ***Provision of a mentor in the same teaching and learning team:*** $F(2, 767) = 3.16$, $p = .04$

  The PRTs who had mentors in the same teaching and learning team were found to have a higher *ATL Scale* rating ($M = 2.86$, $SD = .65$) than those who did not have a mentor in the same teaching and learning team ($M = 2.75$, $SD = .60$).

It was also very interesting to find that the option of the *Analysis of Teaching and Learning* (whether the PRT had done the 'Analysis of the Sequence of Teaching and Learning' or the 'Comparative Analysis of Teaching and Learning') was not statistically significant with the *ATL Scale*. But the low number of responses in the survey who had completed the 'Comparative Analysis of Teaching and Learning' ($N = 80$) did make it more difficult to detect a statistical effect in this case (this test had an Observed Power of .094).

- ***Provision of greater levels of documentation than advised by the Institute:*** $F(2,825) = 11.56$, $p = .00$

  A highly statistically significant relationship was found with those who identified that they had provided more documentation that the Institute advised rating the *Analysis of Teaching and Learning* higher ($M = 2.91$, $SD = .62$) than those who did not identify as providing more documentation ($M = 2.69$, $SD = .69$) or those who did not know if they had provided more documentation ($M = 2.69$, $SD = .64$). This implies that those who invested more than the provision of the minimum requirement into this component also had greater levels of satisfaction with it.

Summary

The *Analysis of Teaching and Learning* has been verified by the 2007 participants as an authentic and valuable component which provides opportunities for professional learning. It is seen as improving and benefiting PRT's teaching, as well as allowing PRTs to present evidence of the Institute's professional standards.

Whilst having a mentor was not found to be significantly related to responses about the *Analysis of Teaching and Learning,* having a mentor in the same teaching and learning team was found to have a positive effect on how this component was experienced by the PRTs.

Similar to the findings of the analysis with the *Collegiate Classroom Activities,* once again it was clear that having Mentors and Principals who had been to Institute seminars and training had a positive effect on the experiences of the *Analysis of Teaching and Learning*.

The option chosen to complete by PRT did not show any results in favour of one option being more beneficial or more positively viewed than the other, but it would be worthwhile to investigate this further with a greater number of respondents who had

chosen the *Comparative Analysis of Teaching and Learning* than the 90 who participated in this survey.

Finally, those who identified that they had invested more than the minimum requirements into this component (by providing greater levels of documentation than they felt they had been advised to do) were also found to have higher levels of satisfaction with the component. This suggests that the more the PRT invested in the *Analysis of Teaching and Learning,* the more benefits that were reaped by engaging in the component.

9. The Commentary on Professional Activities

The *Commentary on Professional Activities* is the final component in the collection of evidence required to apply for Full Registration. It involves a list and short reflections about a teacher's professional activities. This is designed to allow illustration of being an engaged member of the teaching community (Institute Standard 8), as well as continuing to present evidence of reflecting and evaluating teaching practice (Institute Standard 7).

As in the preceding sections of the questionnaires, a series of statements about the *Commentary on Professional Activities* required the respondents to indicate a level of agreement.

The statements covered whether the *Commentary on Professional Activities* were opportunities for professional learning through a deepened understanding of the relevant standards (statement "a") and whether they had a beneficial effect on the extent to which PRTs collaborated with colleagues and engaged with the profession (statement "e").

Statements were also posed regarding whether the *Commentary on Professional Activities* had given PRTs a good chance to show that the standards had been met (statement "b"), if they were a valid way of assessing against the standards (statement "c"), and if they were a valuable way of assessing against the standards (statement "d").

Attitudes towards the Commentary on Professional Activities

Overall, the level of agreement with the statements about the *Commentary on Professional Activities* was very positive. This component was seen to be a chance for professional learning and provided the PRTs with the opportunity to provide evidence that they had met the professional standards.

The levels of agreement were not quite as high with this component as they were with the *Collegiate Classroom Activities* and the *Analysis of Teaching and Learning*, but they did not decline dramatically from levels of previous program evaluations, where the *Commentary on Professional Activities* has consistently been the lowest rating of the 3 components.

Table 22 summarises all responses in 2007 to the statements, with Table 23 showing the comparison of the responses from 2006 to 2007.

Table 22: Summary of responses about CPA

		% of responses				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total Agree
a. Providing a *Commentary on Professional Activities* has deepened my understanding of the relevant standards.	PRTs	9	27	56	9	**64**
	Mentors	2	14	70	14	**84**
	Principals	2	9	67	22	**89**
b. Providing a *Commentary on Professional Activities* gave me a good chance to show that I had met the relevant standards.	PRTs	7	14	65	14	**79**
	Mentors	2	9	72	18	**89**
	Principals	2	8	65	24	**90**
c. Providing a *Commentary on Professional Activities* was a valid way of assessing whether I had met the Institute's standards for 'Professional Engagement'.	PRTs	7	15	65	12	**78**
	Mentors	2	10	71	16	**88**
	Principals	3	7	64	26	**90**
d. Providing a *Commentary on Professional Activities* was a valuable way of assessing whether I had met the Institute's standards for 'Professional Engagement'.	PRTs	8	19	62	12	**74**
	Mentors	2	12	70	17	**86**
	Principals	4	9	62	26	**88**
e. Providing a *Commentary on Professional Activities* had a beneficial effect on the extent to which I collaborated with colleagues and engaged with the profession.	PRTs	10	21	55	14	**69**
	Mentors	3	12	67	19	**86**
	Principals	2	11	59	28	**86**

Professional Learning

Whilst the responses about the *Commentary on Professional Activities* were not as high as the levels of agreement with the other components, there was still a strong indication that the *Commentary on Professional Activities* was viewed as an opportunity for professional learning.

To the statement about whether the understanding of the relevant standards had been deepened as a result of the component (statement "a"), 64% of PRTs, 84% of Mentors and 89% Principals agreed. There was a 3% increase in PRT response to this statement from the 2006 program evaluation.

Table 23: Comparison of 2006 & 2007 CPA question responses

		Strongly Disagree	Disagree	Agree	Strongly Agree	Total Agree
a. Providing a *Commentary on Professional Activities* has deepened my understanding of the relevant standards.	PRTs					
	2007	9	27	56	9	**64**
	2006	9	30	53	8	**61** *+3*
	Mentors					
	2007	2	14	70	14	**84**
	2006	2	11	72	15	**87** *-3*
	Principals					
	2007	2	9	67	22	**89**
	2006	1	16	69	12	**81** *+8*
b. Providing a *Commentary on Professional Activities* gave me a good chance to show that I had met the relevant standards.	PRTs					
	2007	7	14	65	14	**79**
	2006	5	12	69	14	**83** *-4*
	Mentors					
	2007	2	9	72	18	**89**
	2006	1	6	71	21	**93** *-4*
	Principals					
	2007	2	8	65	24	**90**
	2006	9	9	66	22	**88** *+2*
c. Providing a *Commentary on Professional Activities* was a valid way of assessing whether I had met the Institute's standards for 'Professional Engagement'.	PRTs					
	2007	7	15	65	12	**78**
	2006	5	15	67	12	**79** *-1*
	Mentors					
	2007	2	10	71	16	**88**
	2006	2	8	73	17	**90** *-2*
	Principals					
	2007	3	7	64	26	**90**
	2006	3	18	61	15	**76** *+14*
d. Providing a *Commentary on Professional Activities* was a valuable way of assessing whether I had met the Institute's standards for 'Professional Engagement'.	PRTs					
	2007	8	19	62	12	**74**
	2006	7	29	53	11	**64** *+10*
	Mentors					
	2007	2	12	70	17	**86**
	2006	2	22	61	15	**76** *+10*
	Principals					
	2007	4	9	62	26	**88**
	2006	6	30	55	9	**64** *+24*
e. Providing a *Commentary on Professional Activities* had a beneficial effect on the extent to which I collaborated with colleagues and engaged with the profession.	PRTs					
	2006	10	21	55	14	**69**
	2007	9	23	56	13	**69**
	Mentors					
	2007	3	12	67	19	**86**
	2006	2	11	69	17	**86**
	Principals					
	2007	2	11	59	28	**86**
	2006	3	13	63	21	**84** *+2*

Principals and Mentors both had an 86% level of agreement with the statement that the *Commentary on Professional Activities* had a beneficial effect on the PRTs collaboration with colleagues ("e"), with 69% of PRTs also agreeing with this statement.

The Commentary on Professional Activities and the Institute's Standards

The responses showed that teachers considered the *Commentary on Professional Activities* had provided a good chance to know that the standards had been met, with 79% of PRTs, 89% of Mentors and 90% of Principals agreeing with statement "b".

Mentors and PRTs both had a 4% decline in the level of agreement with this statement from 2006 to 2007.

Teachers also felt that the *Commentary on Professional Activities* was a valid way of assessing whether the standards for 'engagement' had been met (statement "c"), with agreement from 78% of PRTs, 88% of Mentors and 90% of Principals. It was also seen by 74% of PRTs, 86% of Mentors, and 88% of Principals as being a valuable way of assessing whether the standards for 'engagement' had been met (statement "d").

CPA Scale

Only one factor was identified in all statements through Maximum Likelihood Factor Analysis. The *CPA Scale* was found to be reliable with a Cronbach Alpha of .938 and 5 items (See Appendices).

The *CPA Scale* was then used to examine whether any statistically significant relationships existed with the other data collected from the PRTs. Relationships were found with:

- ***Gender***: $F(1,815) = 4.91$, $p = .03$
  As with the other results, females were found to rate higher ($M = 2.79$, $SD = .66$) on the *CPA Scale* than males ($M = 2.66$, $SD = .76$).

- ***The year teacher qualifications were gained***: $F(3,817) = 3.80$, $p = .01$.
  Table 24 summarises the results from this statistically significant relationship. It shows that those who gained their qualifications prior to the year 2000 had higher ratings on the *CPA Scale* than those who received their qualifications between 2001 and 2007.

Table 24: CPA Scale and Yr Qualifications Gained

How recently did you gain your teacher qualifications?	***Mean***	***Std. Deviation***	***N***
2005 - 2001	2.59	.68	110
2006 or 2007	2.79	.68	700
Prior to 1995	2.86	.19	7
2000 - 1996	3.35	.55	4
Total	*2.76*	*.68*	*821*

- ***School location***: $F(2,816) = 6.98$, $p = .00$
  Once again, there was a highly significant statistical relationship between the *CPA Scale* and school location - with those in rural schools rating the highest on the scale ($M = 2.95$, $SD = .66$), compared with those in regional towns ($M = 2.79$, $SD = .65$), and teachers in the Melbourne Metropolitan area reporting the lowest ($M = 2.71$, $SD = .69$).

- ***Mentor's attendance at Institute training:*** $F(4,811) = 3.00$, $p = .02$
  Another significant association was established between the *CPA Scale* and with whether the PRT's Mentor had attended Institute Training. PRTs who had mentors who had attended training (in 2007 - $M = 2.82$, $SD = .66$ or prior to 2007 - $M = 2.79$,

SD = .72) rated overall higher responses on the *CPA Scale* than those with mentors who had not attended training (*M* = 2.63, *SD* = .69). Those who did not have a mentor rated the lowest on the scale (*M* = 2.53, *SD* = .90)
These results did not continue the trend that was apparent with the *SMS Scale* and *ATL Scale*, where the mentors who had attended training prior to 2007 had resulted in slightly higher means than those whose mentors had attended training in the year of 2007.

- ***Awareness of the minimum standard:*** $F(1, 820) = 6.49 = .01$.

Those PRTs who indicated that they were aware of the minimum standard requirements of the Institute rated higher on the *CPA Scale* (*M* = 2.78, *SD* = .67) than those who denoted they did not know about the minimum standard (*M* = 2.45, *SD* = .84).

- ***Provision of greater levels of documentation than advised by the Institute:*** $F(2,818) = 8.54$, $p = .00$.

A highly significant statistical relationship was found between those who identified that they had provided more documentation that the Institute advised and the *CPA Scale*. This group rated much higher (*M* = 2.85, *SD* = .67) than those who did not identify as providing more documentation (*M* = 2.64, *SD* = .66) or those who did not know if they had provided more documentation (*M* = 2.68, *SD* = .70).

Summary

Whilst this component has rated slightly lower overall by teachers than the *Collegiate Classroom Activities* and *The Analysis of Teaching and Learning*, the *Commentary on Professional Activities* was seen by the majority of respondents as being valuable, an opportunity for professional learning, and a good chance to provide evidence of the Institute's standards.

Significant relationships were found between higher levels of PRT satisfaction with this component and whether PRTs were aware of the Institute's minimum standard and whether they had provided more evidence than they thought they had been advised to. Similar to the other components, this would seem to imply that the PRTs who were more willing to go beyond the minimum requirements benefited more from the activity.

10. Final Processes

Once evidence is gathered by a PRT, the principal of a school convenes a school-based panel to evaluate their evidence and make a recommendation to the Institute. Panels are required to recommend PRTs for Full Registration on the basis of whether the evidence they are providing meets the minimum standards of professional practice set out by the Institute.

All questionnaires contained a series of responses about the respondents' experiences of the final processes.

These questions covered whether the three components required in the evidence were sufficient to make a judgement against the Institute's standards (statement "a"), whether the Principals and panels had used their knowledge of the standards in making these judgements (statement "b"), and if feedback had been grounded in the Institute's standards (statement "c").

The other questions addressed whether sufficient resources had been allocated for the final processes (statement "d"), if the processes were fair (statement "e"), and whether they were valuable (statement "f").

Attitudes towards the Final Processes

Responses in all surveys indicated a very high level of support for the final processes and the experiences of teachers of this final step in the procedure.

Table 25 summarises the overall level of agreement and responses to this series of statements.

Table 25: Summary of responses about Final Processes

		% of responses				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total Agree
a. My three components of evidence (the *Collegiate Classroom Activities*, the *Analysis of Teaching and Learning*, and the *Commentary on Professional Activities*) provided the Principal and panel with sufficient evidence to judge whether I met the Institute's standards.	PRTs	3	5	52	40	**92**
	Mentors	1	5	50	44	**94**
	Principals	1	7	51	41	**92**
b. The Principal and panel used their knowledge and understanding of the Institute's standards to make their judgement about my eligibility to gain full teacher registration.	PRTs	3	6	57	34	**91**
	Mentors	2	5	53	40	**93**
	Principals	1	2	57	40	**98**
c. The Principal and panel gave me feedback that was grounded in the Institute's standards.	PRTs	4	15	56	25	**81**
	Mentors	2	6	58	34	**92**
	Principals	1	3	57	39	**96**

Table 25 (Continued)

		% of responses				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total Agree
d. My school allocated enough time and resources to effectively carry out the final recommendation processes for my full teacher registration.	PRTs	6	14	50	29	**79**
	Mentors	4	15	50	32	**82**
	Principals	1	6	47	46	**93**
e. The final recommendation processes used in my school to assess my evidence were fair.	PRTs	2	2	56	40	**96**
	Mentors	1	2	54	43	**97**
	Principals	1	1	40	59	**99**
f. The final recommendation processes used in my school to assess my evidence were valuable.	PRTs	5	13	54	28	**82**
	Mentors	1	8	57	34	**91**
	Principals	1	5	55	39	**93**

Use of the Institute's standards in the final processes

With all surveys returning levels of agreement above 90% (92% of PRTs, 94% of Mentors and 92% of Principals) with the statement that the three components required by the Institute were sufficient for making judgements about whether the standards had been met (statement "a"), these results clearly validate the components of evidence as being effective measures of the standards.

Similarly, the responses were equally as high (92% of PRTs, 91% of Mentors and 93% of Principals) with the statement that the judgements being made by Principals and panels were based on knowledge and understanding of the Institute's standards (statement "b"). There was a 3% increase in PRTs' level agreement with this statement from the 2006 survey. Table 26 summarises the comparison of the 2006 and 2007 responses to the series of statements about the final processes.

The wording of statement "e" was changed in the 2007 survey – from being about the final processes 'rigour' to asking about whether they were 'valuable'. Following this change, the responses showed a high level of agreement – with 82% of PRTs, 91% of Mentors and 93% of Principals.

Table 26: Comparison of 2006 & 2007 responses about Final Processes

		Strongly Disagree	Disagree	Agree	Strongly Agree	Total Agree
a. My three components of evidence (the *Collegiate Classroom Activities*, the *Analysis of Teaching and Learning*, and the *Commentary on Professional Activities*) provided the Principal and panel with sufficient evidence to judge whether I met the Institute's standards.	PRTs					
	2007	3	5	52	40	**92**
	2006	2	7	58	34	**92**
	Mentors					
	2007	1	5	50	44	**94**
	2006	1	5	54	40	**94**
	Principals					
	2007	1	7	51	41	**92**
	2006	3	6	55	35	**90** *+2*
b. The Principal and panel used their knowledge and understanding of the Institute's standards to make their judgement about my eligibility to gain full teacher registration.	PRTs					
	2007	3	6	57	34	**91**
	2006	2	8	62	28	**88** *+3*
	Mentors					
	2007	2	5	53	40	**93**
	2006	2	4	59	35	**94** *-1*
	Principals					
	2007	1	2	57	40	**98**
	2006	2	2	53	44	**97** *+1*
c. The Principal and panel gave me feedback that was grounded in the Institute's standards.	PRTs					
	2007	4	15	56	25	**81**
	2006	4	16	58	23	**81**
	Mentors					
	2007	2	6	58	34	**92**
	2006	1	6	59	32	**91** *+1*
	Principals					
	2007	1	3	57	39	**96**
	2006	5	5	53	38	**91** *+5*
d. My school allocated enough time and resources to effectively carry out the final recommendation processes for my full teacher registration.	PRTs					
	2007	6	14	50	29	**79**
	2006	5	12	53	30	**83** *-4*
	Mentors					
	2007	4	15	50	32	**82**
	2006	4	10	52	31	**83** *-1*
	Principals					
	2007	1	6	47	46	**93**
	2006	0	8	38	55	**93**
e. The final recommendation processes used in my school to assess my evidence were fair.	PRTs					
	2007	2	2	56	40	**96**
	2006	1	3	57	40	**97** *-1*
	Mentors					
	2007	1	2	54	43	**97**
	2006	1	2	52	44	**96** *+1*
	Principals					
	2007	1	1	40	59	**99**
	2006	0	0	32	68	**100** *-1*
f. The final recommendation processes used in my school to assess my evidence were valuable.	PRTs					
	2007	5	13	54	28	**82**
	2006	4	22	50	24	**74** *+8*
	Mentors					
	2007	1	8	57	34	**91**
	2006	2	12	54	30	**84** *+7*
	Principals					
	2007	1	5	55	39	**93**
	2006	0	8	42	50	**92** *+1*

Finally, levels of agreement with the claim that feedback given during the final processes had been grounded in the Institute's standards (statement "c") was also high - 81% of PRTs, 92% of Mentors and 96% of Principals.

Resourcing

Statement "d" required teachers to indicate whether they felt the school had allocated sufficient resources to effectively carry out the final recommendation processes. Whilst responses were high (79% of PRTs, 82% of Mentors and 93% of Principals), they were noticeably lower than the previous questions and indicate that teachers felt that this aspect of the process could be better resourced than it is currently. There was a 4% decline in the PRT level of agreement with this statement from 2006 PRTs figures.

Fairness and value

Clear indications were given in all surveys that the final processes were seen as being fair and valuable. With extremely high levels of agreement with the statement that the final recommendation processes being used in schools were fair (statement "e") - 96% of PRTs, 97% of Mentors and 99% of Principals – the Institute can feel comfortable that the process of relying on schools and principals to make recommendations is one which is not jeopardising the perception of the process as being fair.

FP Scale

Factor analysis of the series of statements in this section of the PRT survey found only one factor. A scale was developed and found to be reliable with a Cronbach's Alpha of .883 (See Appendix for full details).

Statistically significant relationships were found between the *FP Scale* and:

- ***Gender***: $F(1,810) = 9.14$, $p = .00$

A highly statistically significant association found females rating higher ($M = 3.18$, $SD = .56$) on the *FP Scale* than males ($M = 3.03$, $SD = .64$)

- ***Teacher Education Course***: $F(2,808) = 3.41$, $p = .03$

Those who completed a 'straight' teaching degree rated higher on the *FP Scale* ($M = 3.22$, $SD = .58$) than those who completed a Double Degree ($M = 3.18$, $SD = .55$). Teachers who identified as becoming qualified through a Post Graduate teaching course rated the lowest against the *FP Scale* ($M = 3.10$, $SD = .58$).

- ***School location***: $F(2,811) = 3.39$, $p = .03$

Again, a significant statistical relationship was found between the *FP Scale* and school location. Teachers in rural schools at the time the recommendation was made to the Institute rated the highest on the scale ($M = 3.25$, $SD = .56$), compared with those in regional towns ($M = 3.20$, $SD = .57$), and teachers in the Melbourne Metropolitan area reporting the lowest ($M = 3.12$, $SD = .58$).

- ***School Sector***: $F(2, 809) = 3.72$, $p = .03$

The Catholic schools sector rating the highest responses on the *FP Scale* ($M = 3.25$, $SD = .55$), the Government sector the middle rating sector ($M = 3.14$, $SD = .57$) and the Independent sector recording the lowest levels against the *FP Scale* of the three sectors ($M = 3.06$, $SD = .62$)

- ***Mentor's attendance at Institute training:*** $F(4,806) = 5.17$, $p = .00$

Once again, a highly significant relationship was found between whether the PRTs Mentor had attended training and the *FP Scale*. Those PRTs whose mentors had attended training (in 2007 - $M = 3.21$, $SD = .57$ or prior to 2007 - $M = 3.24$, $SD = .48$) rating overall higher responses in the *FP Scale* than those whose mentors had not attended training ($M = 3.00$, $SD = .64$). Those who did not have a mentor rated the lowest on the scale ($M = 2.95$, $SD = .73$)

These results further supported the trend of the *SMS Scale* and *ATL Scale*, where the mentors who had attended training prior to 2007 had resulted in slightly higher means than those whose mentors had attended training in the year of 2007.

- ***Principal's attendance at Institute Briefing:*** $F(3,809) = 7.07$, $p = .00$

A highly significant relationship was found again between this scale and whether the PRT's Principal had attended sessions that were part of the Institute's program of support. The PRTs who knew their Principals had attended Institute sessions rated higher on the *FP Scale* (in 2007 - $M = 3.24$, $SD = .62$, prior to 2007 - $M = 3.32$, $SD = .47$) than those whose Principals had not attended ($M = 3.01$, $SD = .66$).

These results echo the above finding that when briefings were attended the year prior to when the PRT gathered their evidence, a slightly higher mean against the scale was recorded.

- ***Awareness of the minimum standard:*** $F(1, 815) = 3.90 = .00$

Again, this was a highly significant statistical relationship, with those who indicated that they were aware of the minimum standard requirements of the Institute rating higher on the *FP Scale* ($M = 3.17$, $SD = .57$) than those who stated they did not know about the minimum standard ($M = 2.79$, $SD = .66$).

- ***Provision of greater levels of documentation than advised by the Institute:*** $F(2,812) = 8.48$, $p = .00$

The established pattern continued as another highly significant statistical relationship was found between those who identified that they had provided more documentation that the Institute advised and the *FP Scale*. In fact, these PRTs rated considerably higher ($M = 3.23$, $SD = .58$) than those who did not identify as providing more documentation ($M = 3.07$, $SD = .54$) or those who did not know if they had provided more documentation ($M = 3.05$, $SD = .56$).

Summary

The responses in all surveys revealed a very high level of support for the final processes and the experiences of teachers of this final step in the Institute's requirements. They verified the recommendation meetings as fair and valuable.

Indications in the data were that the effective resourcing of the final processes by schools could be an area for further monitoring in the coming years.

Gender, teacher education course and school location all featured as influences on the PRTs experiences of the final processes.

It was also interesting that school sector was found to be a statistically significant association, as this also was noticeable in the open-ended comments, where teachers

from some Independent schools took the opportunity to note that they wished a greater level of Institute involvement in the final processes.

Continuing as a well established trend was the finding that when Mentors and Principals had participated in Institute training, the experiences of PRTs were more positive.

11. Program's Effect

The final series of questions in all surveys addressed the effect of the program on whether it had facilitated discussion of professional practice, improvement of professional knowledge and skills, and whether the program had played any role in increasing the likelihood that PRTs would stay in teaching.

Table 27 illustrates the full details of responses to this series of questions.

Table 27: To what extent completion of the Institute's *Supporting Provisionally Registered Teachers* Program helps to:

		% of responses				
		Not at all	To a minor extent	To a moderate extent	To a major extent	Total Positive response
a. discuss professional practice with others?	PRTs	11	29	44	17	**89**
	Mentors	2	7	62	28	**98**
	Principals	1	11	38	51	**99**
b. improve your professional knowledge and skills?	PRTs	12	24	44	20	**88**
	Mentors	2	8	60	29	**98**
	Principals	1	11	40	48	**99**
c. increase the likelihood that you will stay in teaching?	PRTs	38	25	26	11	**62**
	Mentors	9	22	53	16	**91**
	Principals	16	23	42	19	**84**

Very positive responses were logged regarding the program's effect on whether PRTs discussed professional practice with others – with 89% of PRTs, 98% of Mentors and 99% of Principals indicating that it had some effect.

Similarly levels of affirmative feedback were given to the question about whether the Institute's program had improved PRT's professional knowledge and skills – with 88% of PRTs, 98% of Mentors and 99% of Principals giving a positive response.

The final question illustrated similar responses to that which have been recorded in previous evaluations – with 62% of PRTs, 91% of Mentors and 84% of Principals indicating that the Institute's program was having a positive effect on increasing the likelihood that new teachers would stay in the profession.

Table 28 contains the full details of the 2006 and 2007 responses to this series of questions.

Table 28: Summary of 2006 & 2007 responses to what extent completion of the Institute's *Supporting Provisionally Registered Teachers* Program helps to:

		Not at all	To a minor extent	To a moderate extent	To a major extent	Total Positive response
a. discuss professional practice with others?	PRTs					
	2007	11	29	44	17	**89**
	2006	8	30	46	16	**92** *-3*
	Mentors					
	2007	2	7	62	28	**98**
	2006	2	6	65	28	**99** *-1*
	Principals					
	2007	1	11	38	51	**99**
	2006	2	17	44	38	**99**
b. improve your professional knowledge and skills?	PRTs					
	2007	12	24	44	20	**88**
	2006	9	30	43	18	**91** *-3*
	Mentors					
	2007	2	8	60	29	**98**
	2006	2	6	64	28	**98**
	Principals					
	2007	1	11	40	48	**99**
	2006	6	14	44	36	**94** *+5*
c. increase the likelihood that you will stay in teaching?	PRTs					
	2007	38	25	26	11	**62**
	2006	37	25	28	9	**62**
	Mentors					
	2007	9	22	53	16	**91**
	2006	6	27	52	14	**93** *-2*
	Principals					
	2007	16	23	42	19	**84**
	2006	17	23	39	20	**82** *-2*

Summary

In summary, the three questions in the final section of the questionnaires show that the program is having a very positive effect on the professional practice, knowledge and skills of teachers entering the profession. In addition to this, the program is seen to have a positive effect on increasing the likelihood that new graduates will stay in teaching.

Bibliography

Ingvarson, L., Kleinhenz, E., Khoo, S. T., & Wilkinson, J. (2007). *The VIT Program for Supporting Provisionally Registered Teachers: Evaluation of Implementation in 2005*. Melbourne: Australian Council of Education Research.

Richardson, E. (2007). *The VIT Supporting Provisionally Registered Teachers: Evaluation of Implementation 2006*. Melbourne: The Victorian Institute of Teaching.

Watt, H. M. G., Richardson, E., & Richardson, P. W. (2008). *Employment Details, Experiences of Support and Induction, Self-Efficacies, and Career Aspirations for Short Term Contract vs. Permanent Beginning Teachers in Victoria, 2007*. Melbourne: The Victorian Institute of Teaching.