

FINAL REPORT

For the

VICTORIAN INSTITUTE OF TEACHING

*The Victorian Institute of Teaching's
Supporting Provisionally Registered Teachers:
2010 Program Evaluation*



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Table of Contents

Table of Contents	3
List of Tables	5
List of Figures	6
1. Executive Summary	7
1.1 Evaluation Format	7
1.2 Evaluation Findings	7
BACKGROUND, METHODOLOGY AND TERMINOLOGY	10
2. Introduction and Background	11
2.1 The Standards of Professional Practice and the Components of Evidence	11
2.2 Training and support for PRTs, mentors and principals	12
3. Methodology and responses	12
3.1 Evaluation and report format	12
3.1.1 Rating Scale Responses and keys to levels of agreement abbreviations.....	12
3.1.2 The use and development of scales	13
3.2 Terminology and Glossary	13
3.2.1 Percent	13
3.2.2 Median.....	13
3.2.3 Percentile	13
DEMOGRAPHICS	14
4. Respondent Demographics	15
4.1 Gender	15
4.2 Age.....	15
4.3 Teacher Education Course	15
4.4 ‘Previous Career’ Teachers	16
4.4.1 Perceptions of Mentors Supporting ‘Previous Career’ PRTs.....	18
4.5 School Details	19
4.5.1 Location.....	19
4.5.2 School Type.....	19
4.6 School Sector	19
4.7 Employment	20
4.8 Positions of responsibility	21
4.9 Scheduled Time Allowance.....	21
SEMINARS AND SUPPORT	22
5. Institute Seminars.....	23
5.1 PRT Attendance at Seminars.....	23
5.2 Usefulness of Institute Seminars.....	23
5.3 Mentor Attendance at Training.....	23
5.4 Usefulness of Institute Resources.....	24
5.5 Year PRT gathered evidence	24
5.6 Mentors and the mentor relationship	24
5.6.1 Mentor access	24
5.6.2 Meetings between PRTs and Mentors	24
5.6.3 Level of satisfaction with mentoring	25
5.6.4 Benefits for mentors	26
5.7 Option Choice.....	27
5.8 Level of documentation provided by PRTs	29
5.9 Quality, Quantity and Detail of Evidence	30
PROGRAM EVALUATION	32
6. Rating Scale Responses	33
6.1 Summary of Responses.....	33
6.1.1 Benefits to Teaching Practice	33
6.1.2 Collaboration, Collegiality and Supports	33
6.1.3 Institute’s Processes and Standards.....	34
6.1.4 Validity and Authenticity of the Tasks.....	34
7. Program’s Effect	35

8. Summary of scales and statistically significant relationships	37
9. Professional Learning Scale (“PL Scale”)	38
9.1 Correlations between the PL Scale and PRT responses.....	39
9.1.1 Demographics and the PL Scale	40
9.1.2 Institute Supports and the PL Scale.....	41
9.1.3 Collegial and Structural Supports and the PL Scale.....	42
9.1.4 Methods Of, and Approaches to, Evidence Gathering and the PL Scale	43
9.1.5 Program’s Effect and the PL Scale	43
9.2 Summary of Professional Learning Scale Findings	44
10. Resourcing Scale (“Res Scale”)	45
10.1 Correlations between the Resourcing Scale and PRT Responses	45
10.1.1 Institute Supports and the Resourcing Scale	46
10.1.2 Collegial and Structural Supports and the Resourcing Scale.....	47
10.1.3 Methods Of and Approaches to Evidence Gathering.....	48
10.1.4 Program’s Effect	48
10.2 Summary of Resourcing Scale Findings	48
11. Evidence and Expectation Scale	50
11.1 Correlations between the Evidence and Expectation Scale and PRT Responses	50
11.1.1 Demographics and the Evidence and Expectation Scale.....	51
11.1.2 Institute Supports and the Resourcing Scale	52
11.1.3 Collegial and Structural Supports	52
11.1.4 Methods of and Approaches to Evidence Gathering	53
11.1.5 Program’s Effect	53
11.2 Summary of relationships between the Evidence and Expectation Scale findings	53
Appendices.....	54

List of Tables

Table 1: The Institute's <i>Standards of Professional Practice</i>	11
Table 2: Summary of the components of evidence for Option 1, 2 and 3.....	11
Table 3: Gender of survey respondents.....	15
Table 4: Type of work experience of PRTs as identified by mentors.....	18
Table 5: Location of survey respondents' schools.....	19
Table 6: Survey responses to School Type	19
Table 7: School sector of survey respondents	20
Table 8: Employment contracts of 2010 PRTs within school sectors.....	20
Table 9: Time fraction of PRTs and mentors	21
Table 10: Extent that the Institute's seminars assisted the process to apply for full registration	23
Table 11: Mentor attendance at Institute seminars, 2009-2010	24
Table 12: Usefulness of Institute Resources	24
Table 13: Nature of meetings with mentors, 2009-2010.....	25
Table 14: Satisfaction with mentor choice	25
Table 15: Requirements of mentoring 2009-2010	26
Table 16: Choice of option for collection of evidence.....	27
Table 17: Method of PRT option choice	28
Table 18: Influence on Option choice	28
Table 19: Percentages of PRT agreement to statements about quality, quantity and detail of evidence.....	30
Table 20: Total percentage of PRT agreement (2007-2010) with statements about quality, quantity and detail of evidence	31
Table 21: Comparison of responses to 'Program's Effect' questions: 2007-2010.....	36
Table 22: Table summarising the statistically significant relationships found between the three scales and PRT demographic information	38
Table 23: PL Scale and Age Group	40
Table 24: PL Scale and School Type	41
Table 25: PL Scale and whether the Institute's seminar assisted.....	41
Table 26: PL Scale and regularity of mentor meetings	42
Table 27: PL Scale and Option Choice Method.....	42
Table 28: PL Scale and Influence on Option Choice	43
Table 29: Res Scale and Mentor attendance at Institute Training.....	47
Table 30: Res Scale and regularity of meetings with mentors	47
Table 31: Res Scale and the teacher the PRT completed their collegiate activities with	48
Table 32: Evidence and Expectation Scale and regularity of meetings with mentors.....	52
Table 33: Evidence and Expectation Scale and time allowance.....	52
Table 34: Evidence and Expectation Scale and Option chosen	53
Table 35: Percentage of overall responses to stem questions 1	54
Table 36: Percentage of overall responses to stem questions 1	54
Table 37: Percentage of overall responses to stem questions 2	55
Table 38: Percentage of overall responses to stem questions 3	55
Table 39: Percentage of overall responses to stem questions 4	55
Table 40: Percentage of overall responses to stem questions 5	56
Table 41: Percentage of overall responses to stem questions 6	56
Table 42: Percentage of overall responses to stem questions 7	56

List of Figures

Figure 1: Chart of age categories of PRTs and mentors	15
Figure 2: Chart of time spent by PRTs in previous careers, comparison of 2009 and 2010 cohorts.....	16
Figure 3: Previous career types and the relationship with the perception of level of assistance they found the Institute’s seminar to be.	18
Figure 4: Relationship between the option chosen by the PRT and the influence on this choice, 2010.....	29

1. Executive Summary

This report details the annual evaluation of the Victorian Institute of Teaching's *Supporting Provisionally Registered Teachers Program*, which began as a state-wide initiative in 2004.

1.1 Evaluation Format

The methodology for the 2010 evaluation continued from previous years, where those teachers who had been provisionally registered by the Institute and had applied for and been granted full registration prior to 31 December 2010 were invited to participate in a survey. The questionnaire collected not only demographic information but also asked teachers to indicate agreement as well as strength of their level of agreement with a series of detailed questions.

Mentors of provisionally registered teachers in 2010 were also invited to respond to an online survey which was similar in design and focus to the one for the provisionally registered teachers.

The 2010 evaluation discontinued the use of the survey instrument for Principals due to the declining response rates from this cohort of school leaders and the inaccuracy in comparison because of this low participation.

1.2 Evaluation Findings

The findings of this evaluation have continued to validate the process that the Institute has designed to support provisionally registered teachers to develop their professional practice and apply for full registration. The data collected in this report shows that the *Supporting Provisionally Registered Teachers Program* is valuable because it supports the entry of teachers into the profession and provides an opportunity for professional learning. Additionally, the evaluation finds that the process not only assesses the competency of provisionally registered teachers against the standards of professional practice for full registration but can also be seen to be supporting the retention of teachers.

Teachers responding to the 2010 evaluation have indicated that they view the process to become fully registered as an authentic representation of teacher practice and that it contributed to the professional learning of PRTs. There were 80% of PRTs and 90% of mentors who thought the process supported PRTs to make beneficial changes to their teaching practice. Associated with this perception of benefit and most notable was the 12% increase from the 2007 figures, to 74% of PRTs who said that the Institute's process was an influence on the likelihood that they will stay in teaching.

As identified in previous evaluations, many of the PRTs (54% in 2010) have continued to provide more evidence that they felt was required by the Institute. The main reasons for this have continued to be their desire to do a good job and that the process of documentation is a valuable reflective exercise, both being positive affirmations of the teachers themselves and the professional benefits of the *Supporting Provisionally Registered Teachers Program*.

Another issue highlighted in PRT responses was that school expectation and school culture was an influence on the amount of documentation of practice provided reported by about 75% of teachers. If these expectations of schools are coupled with a structured approach to supporting new teachers then the experience can be positive, but if the school expectations are high and not underlined with support then this is likely to be an issue that extends to other aspects of the PRT's working life. This may be worth interrogating in greater detail in future evaluations so that informed advice can be provided to schools.

The work of the Institute has been strongly endorsed in this evaluation. PRTs and mentors value the professional development offered by the Institute to support the process for full registration, with 94% of PRTs and 99% of mentors indicating that they found the Institute seminars useful. Analysis of data later in this report also showed that those PRTs who attended Institute seminars reported higher levels of professional learning through completing the process.

The resources provided by the Institute to support and explain the process were also valued, with 98% of both PRTs and mentors indicating they found CD Rom, folders and website useful. There were also 5% of PRTs who responded that they had direct support from Institute staff, to assist their choice of option to present their evidence of professional practice. These figures confirm the importance of the Institute seminars, resources and staff support to effectively implement the process for provisionally registered teachers to provide evidence of their professional practice for full registration.

Also identified as critical to supporting provisionally registered teachers was the importance of school leadership recognising the needs of beginning teachers by resourcing induction and mentoring. When PRTs were allocated mentors with whom they had close proximity and regular meetings, the professional learning benefits were higher. There was also a clear correlation between mentor allocation and regular meetings with increased levels of reported professional learning and a desire for teachers to stay in the profession.

The evaluation found a small decline again in the provision of mentors for provisionally registered teachers, a pattern which has been developing since 2005. In 2010 there were 93% of PRTs who indicated they had been mentored in comparison with 99% in 2005. While the provision of mentors for PRTs remains high, this decline is important to monitor as it may indicate that there is complacency around the process in some schools or workplaces. The message that collegial interaction and mentoring is an important part of the process of PRTs developing competence may need to be further emphasised.

On the other hand, the increase in the effective selection of mentors and the provision of regular meetings between mentors and PRTs is encouraging. More PRTs in 2010 reported being allocated a mentor who was closer in proximity or teaching in similar areas than in previous years' evaluations. Similarly, the regularity of meetings increased to 72% of the PRT cohort in 2010 reporting that they were meeting at least fortnightly with their mentors. This data seems to indicate that schools are aware of the importance of a supported entry into the profession and that mentoring requires the careful allocation of personnel and structural supports for the mentoring relationship to be effective. Mentors also reported benefits in terms of their own professional learning and in many cases, the opportunity to highlight their leadership qualities.

The demographics of the PRTs continued to be investigated and a significant proportion (49%) of these indicated they had a previous career prior to teaching. The benefits of this previous career were once again apparent in the data. Yet the responses also indicated that these teachers were still less likely to have a mentor in the same subject or work area and less likely to have a time allowance. These teachers were also less likely to attend the Institute seminars where they receive information about the process to become fully registered and the professional support available to them.

The 2010 evaluation included new questions around whether provisionally registered teachers were holding any positions of responsibility in their first year of teaching and it found that there was 17% of the cohort who had additional

responsibilities over and above their classroom teaching tasks. This level of response was quite high and whether it has an effect on a teacher's ability to prepare and present evidence of practice for full registration needs to be monitored. This is particularly important for 28 teachers who indicated that they had significant responsibility for a faculty, domain or single subject.

Generally, the program continues to be evaluated by PRTs and mentors as highly effective across a range of measures. This is indicative of a level of understanding about the process that has developed since its inception. Over 12,000 teachers have completed mentor training, the Institute seminars continue to be well attended and the resources are seen as useful. These supports are imperative to ensure that PRTs are clear about the requirements for full registration and schools are aware of the importance of allocating mentors and structural supports to assist beginning teachers entering the profession.

Specifically, the *Supporting Provisionally Registered Teachers Program* underlines the importance of raising awareness of the value of a range of supports in contributing to the professional learning and retention of beginning teachers in the profession.

PART 1

BACKGROUND, METHODOLOGY AND TERMINOLOGY



2. Introduction and Background

The evaluation of the Victorian Institute of Teaching's (the Institute) process for provisionally registered teachers in 2010 continues to build on findings from previous evaluations. The focus of the evaluation is on the effectiveness of the process to support teachers to move from provisional to full registration, which was first implemented in 2004.

The Standards and Professional Learning Branch has responsibility for implementing the process for provisionally registered teachers (PRTs) to become fully registered. This requires that all inexperienced teachers be granted provisional registration for a period of up to two years while they develop their professional practice to meet the standards for full registration. These teachers are required to undertake an evidence based process in the schools or workplaces where they teach and collect evidence that their practice meets the standards. It continues to be a commitment of the Institute to ensure that inexperienced teachers are supported during this time through a variety of means, including the provision of materials to assist the process, school based induction and mentoring and direct contact with staff from the Institute.

2.1 The Standards of Professional Practice and the Components of Evidence

These standards articulate the knowledge and practice teachers must demonstrate to be fully registered and to continue registration. Provisionally registered teachers are required to teach for at least 80 days and provide evidence they meet the Institute's eight standards to be fully registered. (See Table 1)

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

Table 1: The Institute's *Standards of Professional Practice*

In 2010, PRTs were able to choose one of three options to develop their evidence of professional practice. Table 2 summarises these three options.

Option	Components of Evidence
1.	<ul style="list-style-type: none"> • collegial classroom activities • analysis of a sequence of teaching and learning • commentary on professional activities
2.	<ul style="list-style-type: none"> • collegial classroom activities • a comparative analysis of teaching and learning • commentary on professional activities
3.	<ul style="list-style-type: none"> • collegial practice with a specific focus • commentary on professional activities

Table 2: Summary of the components of evidence for Option 1, 2 and 3

2.2 Training and support for PRTs, mentors and principals

The Institute provides training, seminars, resource materials and information about the process for full registration and the support available for PRTs, mentors and principals. These ensure that the process for teachers to achieve full registration is implemented consistently and with common understandings about how supported entry to the profession provides professional learning benefits.

In 2010, PRTs were offered the opportunity to attend an after school information session to learn about the process. This was offered in February and again in July. The mentor training support program continued in 2010, in partnership with the Department of Education and Early Childhood Development (DEECD) and with the support of the Catholic and Independent school sectors. It was delivered as a two day program February and June.

Principals and school leaders were encouraged to attend a briefing prior to the PRT seminars. These engaged school leaders in the process for provisionally registered teachers to gain full registration and provided an opportunity for specific advice or information

3. Methodology and responses

The evaluation was offered as an online survey using an external website provider. PRTs who were granted full registration during 2010 and early 2011 and mentors who attended Institute training seminars during 2010 were invited to participate in the survey.

Of the 1456 PRTs who were invited to participate, 10 chose to 'opt out' of participating and 108 of the email addresses bounced or were undeliverable. This left a potential sample size of 1338.

There were 536 survey responses from 2010 PRTs, which was 40% of the potential sample. Of the 536 responses, 34 (2%) only partially completed the survey.

Of the 1032 mentors who were invited to participate in the online survey, 30 chose to 'opt out' of participating and 56 of the email addresses bounced or were undeliverable. This left a possible sample size of 946.

There were 409 survey responses from 2010 mentors, which was 43% of the possible sample. Of the 409 responses, 31 (3%) only partially completed the survey.

In previous years, a principal survey has also been administered. This tool was discontinued in the 2010 evaluation as the responses received from principals were declining to the point where comparisons could no longer be effectively drawn between the three surveys. The Institute has continued to seek feedback about the *Supporting Provisionally Registered Teachers Program* from principals but in alternative formats.

3.1 Evaluation and report format

The questions used in this evaluation were similar to the 2008 and 2009 questionnaires, but some questions have continued to be consolidated and some altered in wording to improve clarity. Where possible, the longitudinal data has been included in this report for comparison.

This report contains the participant responses to all questions, with the latter part of the report discussing the analysis of the data through use of scales.

3.1.1 Rating Scale Responses and keys to levels of agreement abbreviations

All three surveys contained a number of statements which required responses by indicating strength of agreement. In 2008 these scales were increased from five point to seven point, allowing for a greater indication of levels of agreement.

The questions making up the rating scales were structured through the use of a stem with a number of questions under each stem. Often different topics or themes are covered under the one stem. These give an understanding of correlations between different aspects of the process and provide a deeper understanding of the factors affecting the development of practice in provisionally registered teachers and their ability to meet the standards of professional practice for full registration.

The descriptions of the level of agreement with statements the participants were asked to respond to are abbreviated in all tables used in this report, as follows:

SD = Strongly Disagree
D = Disagree
DaL = Disagree a little
Un = Undecided
AaL = Agree a little
A = Agree
SA = Strongly Agree

3.1.2 The use and development of scales

Factor analysis on the 32 possible scale items found that there were three clear factors at play within the PRT responses. These factors were similar to those in the 2009 evaluation with some additional items included in the 2010 scales. These were then analysed for scale reliability, with all found to be highly reliable.

The three scales continued to be named the;
1. Professional Learning & Validity Scale (“*PL Scale*”)
2. Resourcing Scale (“*Res Scale*”)
3. Evidence and Expectation Scale (“*EvEx Scale*”)

In the factor analysis conducted to create these scales, there were a number of items which were not converging in the rotations. These items have not been included in the scales but the responses to these items are reported in the overall survey responses section of the report.

3.2 Terminology and Glossary

The following definitions of terms are used throughout this report.

3.2.1 Percent

Percent refers to the percentage of responses to the question.

3.2.2 Median

The median is the middle value in a group of numbers which have been arranged in increasing order. Therefore, 50% of the cases will fall below the median and 50% will fall above it.

3.2.3 Percentile

A percentile is a way of describing a sample of data and comparing the responses with one another. For example, if 45% of the responses were below yours, then your response would be in the 45th percentile.

The 50th percentile is the same as the median. The 25th percentile is the bottom 25% of the population, with the 75th percentile representing the bottom 75% of the population.

PART 2

DEMOGRAPHICS



4. Respondent Demographics

4.1 Gender

As in previous years, the majority of all respondents were female. There was a decline of 6% in male PRT responses in the 2010 evaluation from the 25% of the sample in the 2009 evaluation. Although this gender bias reflected the high numbers of women in the profession, males continue to be slightly underrepresented in these survey results (based on ABS statistics of 2003¹).

	PRTs		Mentors	
	% of total responses	Number of responses	% of total responses	Number of responses
Female	81	431	81	327
Male	19	102	19	78

Table 3: Gender of survey respondents

4.2 Age

Of those who indicated their age category, 47% of the PRTs were between 20 and 25 years, which was a decline of 5% from the 2009 evaluation figures and perhaps suggests a slight change in PRT demographic to an older cohort.

The mentor teachers were primarily made up of teachers who were over 30 years of age, with only 12% of this cohort under 30 years.

Figure 1 illustrates the spread of age categories across the PRT and mentor groups.

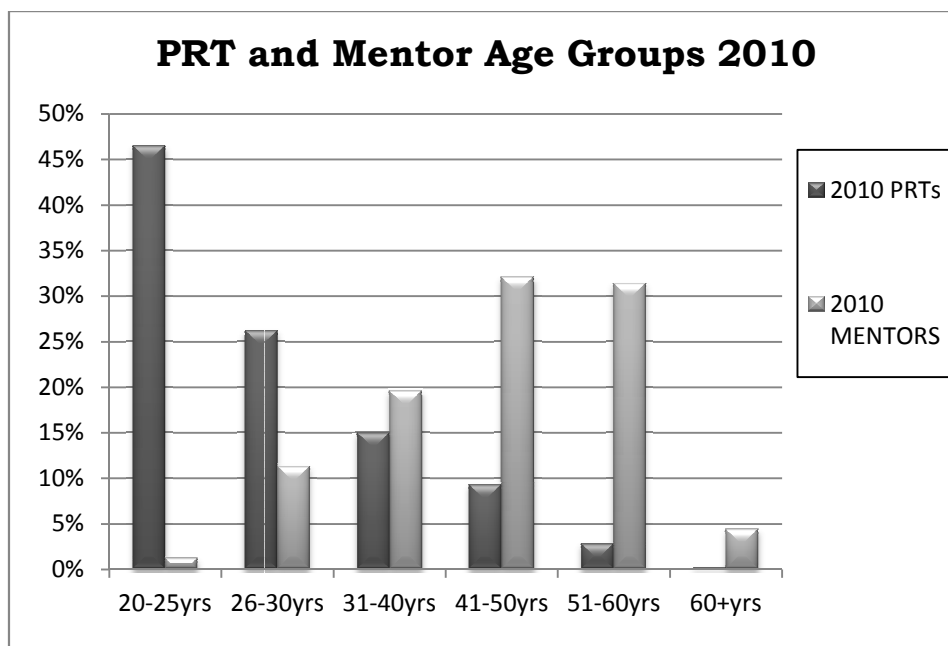


Figure 1: Chart of age categories of PRTs and mentors

4.3 Teacher Education Course

There was a higher percentage in the 2010 evaluation cohort of PRTs who indicated that they had entered the teaching profession with Post Graduate education (56%, $N = 294$), an increase of 6% from the 49% of the 2009 cohort of PRTs.

¹ Statistics from

<http://www.abs.gov.au/ausstats/ABS@.nsf/7d12b0f6763c78caca257061001cc588/459c3882fad473a2ca2570eb0083be84!OpenDocument> accessed 14/05/11

The next largest group of the PRTs were the 38% ($N = 198$) who said they had become qualified through a Bachelor of Education or similar, with this only a 1% increase from the 2009 cohort of PRTs.

The change in demographic in the 2010 cohort came from those with a Double Degree (7%, $N = 37$), with the number of PRTs who had entered teaching through this qualification method declining by 9% from the 2009 cohort.

There were 87% ($N = 464$) of the PRTs who had gained their qualification in 2009 or 2010, with 12% ($N = 62$) qualified for teaching between 2004 and 2008 and 2% prior to 2004.

4.4 'Previous Career' Teachers

In the 2008 and 2009 evaluations, PRTs were asked whether they had worked in a previous career or full time capacity (for longer than one year) prior to beginning their teaching careers. This area of questioning was expanded in the 2010 evaluation as the information elicited has included not only some interesting demographic information but has assisted in understanding the types of backgrounds these teachers are entering teaching with and what impact this might have on their practice.

There were 49% ($N = 258$) of the 2010 cohort who indicated they had a career prior to beginning teaching. This was a 9% decline from the 2009 evaluation figures of 58%, and in 2008 it was 55%.

The 'Previous Career' teachers were also asked about the length of time they had spent in this other work. Of the 258 teachers who had previous careers, 9% ($N = 24$) had worked for only a year. Figure 2 illustrates the time spent by the 2009 and 2010 PRT cohorts in their previous careers. The greatest change in the 2010 cohort was the teachers who indicated they had previous careers of more than ten years, with this group declining by 8% from the 2009 group.

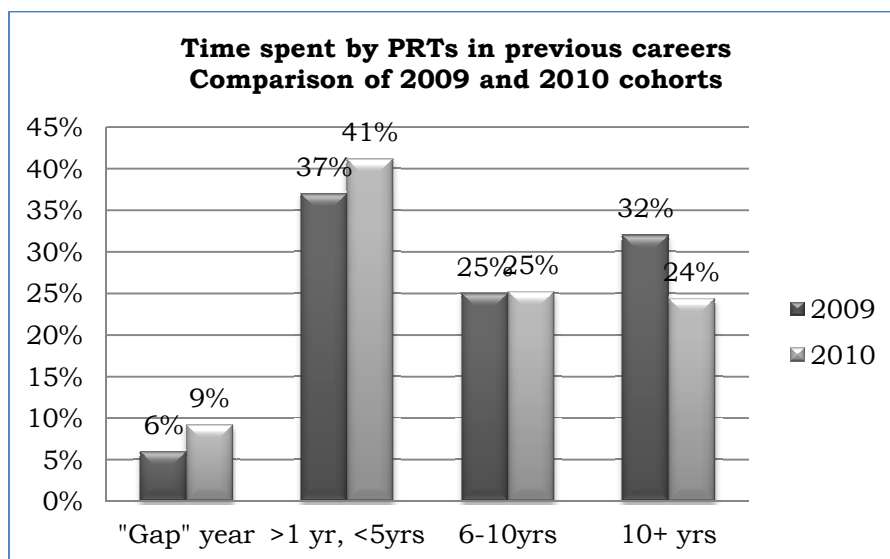


Figure 2: Chart of time spent by PRTs in previous careers, comparison of 2009 and 2010 cohorts.

This year, an additional question asked the "gap" year teachers whether they had been working in schools during this time. There were 5 of the 24 teachers in this group who had and they were employed in roles such as aides, school camp assistant and GTAC (Gene Technology Access Centre) in an educational facility.

As in the 2009 evaluation, the 'previous career' teachers were asked whether they thought their working experiences had supported their transition to teaching. There were 89% ($N = 233$) who agreed they had (in 2009 this figure was 90%). There were 56 open-ended comments made by this group of teachers, with the following representative of these.

"I think my previous experience helped me with the administrative side of teaching - the planning, reflecting, organizing and record keeping. It also helped me build relationships with the parents."

"As an Accounting/Business Teacher, the working experience in the Accounting industry is helpful for sharing with the students."

"It provided life experience to enable me to make the topic being taught relevant."

This category of previous career teachers has been investigated in earlier evaluation reports and it has been established that this type of teacher has characteristics particular to them.

In 2008 and 2009, it was established that 'previous career teachers' were more likely to be male, older, qualified for teaching via post graduate degrees and more likely to be employed part time or as casual relief teachers. In 2010 the relationship with gender was no longer significant. However, the significant effects with age ($p=.000$) and post graduate education ($p=.000$) continued.

In 2009, the 'previous career' teachers were found to have statistically significant effects that showed that they were less likely to be working in primary schools, less likely to be on fixed term contracts and less likely to have mentors allocated in the same year level or in the same teaching and learning team.

Although there were some similarities, these statistics were not all found to be the same with the 2010 cohort.

There were significant effects found in the 2010 data for previous career teachers with;

- **whether the PRT had attended Institute seminars** ($p=.023$), with 'previous career' teachers less likely to have attended seminars than those straight from university;
- **allocation of a mentor** ($p=0.036$), with 'previous career' teachers less likely to have been allocated mentors;
- **mentors in the same subject** ($p=0.015$), with 'previous career' teachers less likely to have mentors in the same subject area allocated to them; and
- **time allowance** ($p=.006$), with 'previous career' teachers less likely to have time allowance to assist them in their first year of teaching.

In the 2010 evaluation an additional question about whether the PRT had extra responsibility was not found to have a significant effect in relation to the PRT having a previous career.

When the 'previous career' teachers were looked at in terms of their self reported types, there were some relationships evident. In 2009, there were relationships found between the previous career 'types' of teachers and gender, age group, teacher education course, employment type (time fraction), whether their mentor had attended Institute training, the types of meetings they had with their mentors, the choice of option, the method of option choice, whether the PRT had been allocated scheduled time allowance, and whether the examples of evidence provided by the Institute were useful.

Few of these were the same with the 2010 cohort of ‘previous career’ teachers and the ‘types’. Logically, the relationship with age group ($p=.000$) continued, with the greater the previous work experience corresponding to an increase in age.

There was a new relationship found between the previous career teacher types and whether the Institute PRT seminars assisted teachers ($p=.061$). While all teachers indicated the seminars were of assistance, those with 10 years or more previous work experience found them less helpful. Teachers with up to 6 years work experience were positive about the seminars and recorded similar responses. Teachers with between 6 and 10 years work experience indicated more diverse responses with a peak for those who found them very helpful but a reasonably large proportion not finding them particularly helpful. This is illustrated in Figure 3.

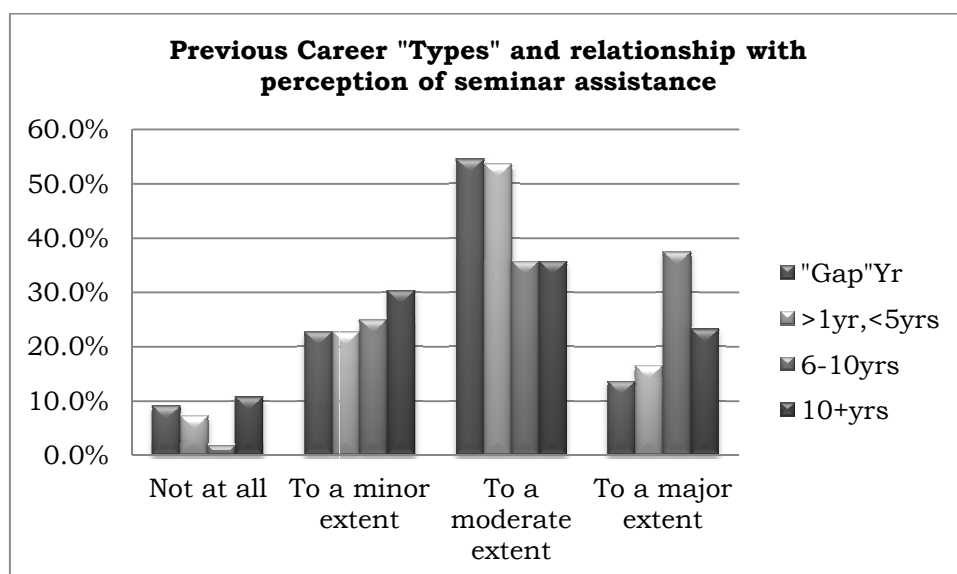


Figure 3: Previous career types and the relationship with the perception of level of assistance they found the Institute’s seminar to be.

4.4.1 Perceptions of Mentors Supporting ‘Previous Career’ PRTs

The 2009 mentor survey included new questions about whether mentors knew about the previous work experiences of the PRTs they were mentoring. In 2010 only 7% of mentors did not know about the previous work backgrounds of their PRTs. There were 42% who thought the PRTs had worked in various part time jobs and 25% thought the PRTs had a previous career before beginning teaching.

The mentors were also asked about the length of the work experience they felt their PRTs had. These responses are included in Table four.

	2009 evaluation	2010 evaluation
Immediate entry	48%	31%
‘Gap’ year	11%	12%
More than 1 year, less than 5 years	22%	34%
6 – 10 years	11%	13%
More than 10 years	9%	10%

Table 4: Type of work experience of PRTs as identified by mentors

In line with the PRT evaluation, mentors were asked about the ‘gap’ teachers and whether they knew if this group had been working in schools during this time. Of those who identified their PRTs as ‘gap’ teachers, 32% ($N = 11$) had been working in schools, 41% said that the ‘gap’ teacher was not working in a school ($N = 14$) and 27% ($N = 9$) did not know.

This section was concluded with a question about whether the mentors felt that previous work experience had assisted the PRT in carrying out their duties as a teacher or assisted them in their teaching role. There were 82% ($N = 220$) who answered positively to this question. This was similar to 85% of positive responses in the 2009 evaluation.

There were 63 mentors who chose to include an open-ended response to this question, with similar themes present to that of the 2009 evaluation. These included that teachers with previous work experiences had a greater depth of interpersonal, administrative and organisational skills.

4.5 School Details

As in all the previous evaluations, surveys included questions about the schools the 2010 provisionally registered teachers were working within.

4.5.1 Location

The majority of teachers were working in schools located in the Melbourne metropolitan area, followed by a large regional town or city, and then in rural areas. Table five summarises PRT responses.

	<i>% of total responses</i>	<i>Number of responses</i>
Melbourne metropolitan area	64	338
Regional town or city	16	84
Rural area	21	109

Table 5: Location of survey respondents' schools

4.5.2 School Type

The types of schools the teachers were working in were similar for PRTs and mentors. Approximately half of all survey respondents were teaching in a primary (P-6) school situation. The next largest contingent was from secondary (7-12), and then teachers in P-12 schools. These results are reported below.

	<i>PRT Responses</i>	<i>Mentor Responses</i>
Primary (Prep-6)	47%	50%
Secondary (7-10)	2%	2%
Secondary (7-12)	31%	27%
Secondary (9-12)	2%	2%
Secondary (7-8)	0%	0%
P-10	0%	1%
P-12	11%	12%
Special setting	3%	4%
Other	3%	3%

Table 6: Survey responses to School Type

4.6 School Sector

Similar patterns in school sectors continued in the 2010 evaluation. The main difference was that the 2010 mentor cohort continued to show an increase in representation from the Catholic sector, rising from the 11% logged in 2009 to 17%.

	PRTs		Mentors	
	% of total responses	Number of responses	% of total responses	Number of responses
Government	71	377	72	293
Catholic	16	86	17	70
Independent	13	66	11	44

Table 7: School sector of survey respondents

4.7 Employment

Both PRTs and mentors were asked questions about their employment whilst they had been involved with the *Supporting Provisionally Registered Teachers Program*.

The data showed an increase in the percentage of PRTs who reported they were on fixed term contracts (e.g. 6 weeks, 3 months, 12 months, etc.) from the 58% of 2008 and 2009 to 61% in 2010.

In the 2009 evaluation, there was a highly statistically significant effect ($p=.000$) between the employment contract and school sector, and this continued with the 2010 data ($p=.000$).

In 2009, there were 77% of government sector teachers who identified as being on contracts (a 3% decrease from the 2008 evaluation), 17% of catholic teachers (a 3% increase from 2008) and 6% in the independent sector who identified as being on contract. In 2010, of the total cohort of those on contracts, there were 80% from the government sector, with 13% in the Catholic system and 7% in Independent schools.

Table eight includes another way of examining the 2010 evaluation figures of school sector and employment type. It shows the breakdown of employment types within each of the school sectors. Within the government sector, 69% of teachers were on contracts compared to 49% in Catholic schools and 32% in Independent schools.

	Govt	Catholic	Ind
Fixed Term Contract	69%	49%	32%
Perm / Ongoing	28%	44%	62%
None of above	3%	7%	6%
Total	100%	100%	100%

Table 8: Employment contracts of 2010 PRTs within school sectors

Additionally, 35% of all PRTs reported they were in ongoing / permanent employment in 2010. This was down from 39% in the 2008 and 2009 evaluation cohorts. There were 57% of those in ongoing / permanent employment in the government sector (in 2009 this was 55%), 21% in the catholic schools and (19% in 2009) 22% in independent (26% in 2009).

Mentors continued to be predominantly permanent employees (95%), an increase of 2% from the 2009 data and a 3% increase from 2008.

The majority of responses to the surveys were from teachers who were working in full time roles. This is similar to previous years' responses. Full details are included in table nine.

	PRTs		Mentors	
	% of total responses	Number of responses	% of total responses	Number of responses
Full Time	90%	477	85%	347
Part Time	6%	33	15%	60
Casual Relief Teaching	3%	15	0%	0
None of the above	1%	6	0%	0

Table 9: Time fraction of PRTs and mentors

4.8 Positions of responsibility

PRTs were asked in 2010 whether they were holding a position of responsibility at the time they were applying for full registration. There were 17% of teachers ($N = 90$) who indicated they were. Of these, 29% ($N = 25$) held positions of co-curricula responsibility (e.g. debating, sport teams), 17% ($N = 15$) who were coordinators of the school production, 16% ($N = 14$) who were faculty / domain leaders and 16% ($N = 14$) who were single subject leaders.

There were 38% ($N = 33$) of this group who chose the 'other' option and responses indicated a wide range of responsibilities, from membership of committees to eLearning, Literacy Coaching, Chaplain, House Leaders and Coordinators of Sports, Transition Coordinators and Welfare Coordinators.

4.9 Scheduled Time Allowance

PRTs were asked whether they had been allocated scheduled time allowance (timetabled) to facilitate the process of gathering their evidence. There were 41% who answered 'yes' to this question and 59% who replied in the negative.

This data continues a decline of 10% over a period of three years. There were 47% of PRTs from 2009 who had scheduled time release and 51% in 2008.

PART 3

SEMINARS AND SUPPORT



5. Institute Seminars

5.1 PRT Attendance at Seminars

PRTs were asked whether they had attended the Institute information seminars.

There were 85% of PRTs who identified as having attended a seminar, a decrease of 3% from 88% of PRTs in 2009.

5.2 Usefulness of Institute Seminars

An additional question was included in the 2009 evaluation which asked to what extent the Institute's seminar assisted an understanding of the process to apply for full registration. This question was also included in the 2010 evaluation and showed that 94% of PRTs and 99% of mentors found the seminars useful. This was an increase of 3% of PRTs from 2009 figures. Mentors were also more positive about the 2010 seminars. This is illustrated in the breakdown of the responses to these questions as shown in Table 10.

<i>To what extent did you find the Institute's seminar assisted you in understanding the process to apply for full registration?</i>										
	Not at all %		Minor %		Moderate %		Major %		Total %	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
<i>PRTs</i>	9	6	24	25	49	47	18	21	91	94
<i>Mentors</i>	1	1	15	11	40	43	44	45	99	99

Table 10: Extent that the Institute's seminars assisted the process to apply for full registration

Open ended responses were also recorded by eight PRTs and 45 mentors following this question.

There were 26% of the mentor comments which were positive, with others offering suggestions for the seminars' improvement and commonly suggested that two full days of training may be no longer necessary.

The PRT comments contained 50% of positive comments about how helpful the seminars were and other PRTs stated that they still required clarification of requirements by their mentors or the Institute documentation following the seminar.

5.3 Mentor Attendance at Training

PRTs were asked whether their mentors had attended training seminars that were part of the Institute's program of support. There were similar patterns in the responses from previous years, with 36% of the 2010 cohort saying their mentors had attended in the current year, which was slightly lower than the 41% from the 2009 evaluation.

Table 11 includes the full responses to this question and compares them with the 2009 evaluation responses.

	2010 PRTs	2009 PRTs
Yes	36%	41%
Yes, prior to current year	22%	18%
No	24%	22%
I don't know	18%	19%

Table 11: Mentor attendance at Institute seminars, 2009-2010

5.4 Usefulness of Institute Resources

The usefulness of the resources provided to PRTs and mentors was also investigated. There were 98% who indicated that they found them useful. Table 10 includes the full responses to these questions for both the 2009 and 2010 evaluations.

<i>How useful did you find the Institute Resources (i.e. CD Rom, folder, website, Institute staff, etc.)?</i>										
	Not at all %		Minor %		Moderate %		Major %		Total +	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
PRTs	4	2	17	17	47	49	32	33	97	98
Mentors	2	2	15	12	46	50	37	36	99	98

Table 12: Usefulness of Institute Resources

5.5 Year PRT gathered evidence

There were 94% of PRTs who had gathered the majority of their evidence in 2010 and 6% who reported having evidence from 2009. This was a 2% increase in PRTs using evidence from the previous year than was reported by the 2009 PRT cohort.

5.6 Mentors and the mentor relationship

In 2010, there were 93% of PRTs who indicated that they had been mentored (by experienced teacher/s) in their school or workplace where they had developed their evidence of professional practice. This was a decline of 2% from the 2009 figure of 95% of PRTs who said they had been mentored and a 3% difference from the 2008 cohort, where 96% said they had been mentored. This decline in the level of mentoring has been gradual but has been an overall reduction of 6% from the 99% registered by the 2005 cohort of PRTs.

It must be noted that this question was re-worded for the 2009 evaluation in order to cater for PRTs who may not have been working in a school context.

5.6.1 Mentor access

PRTs were asked about the level of access they had to their mentors, such as whether they had been in the same subject area, year level or teaching and learning team.

There were 77% provided with mentors in the same subject area (an increase of 7% from 2009), 63% with a mentor in the same year level (an increase of 5% from 2009 and a total of a 6% increase from 2008 figures) and 74% with mentors in the same teaching and learning team (2% increase from 2009 and a total of a 5% increase from 2008 figures).

5.6.2 Meetings between PRTs and Mentors

PRTs were asked about how regularly they were meeting with their mentors.

Of the 490 responses to this question, 47% said they met once a week (2% increase from 2009) and 25% said they met at least once a fortnight (6% increase from 2009). In total, there was 72% of the 2010 cohort of PRTs who were meeting at least fortnightly with their mentors. This data trend is encouraging considering the 2009 PRT cohort and noting the total increase of 8%.

There were 13% of PRTs in the 2010 evaluation who said they were meeting at least once a month and 15% who were meeting less frequently than monthly.

When asked about the nature of these meetings, responses were similar to that of the 2009 and 2008 evaluations. Table 13 includes the 2009 and 2010 responses, with the change in percentage from the previous year also included in brackets.

The allocation of structured and timetabled meeting time related to 10% of the cohort, fluctuating only 1% over the three years. Greater change was logged with the 7% decline in informal and incidental meetings to 35% in 2010. The increase (of 7% over the three years) in the combination of structured allocated time and informal meetings continued to the 52% in 2010. Low responses continued from PRTs who said they did not meet with their mentor at all.

	2010	2009
We were allocated structured and timetabled meeting time	10% (+1)	9% (-1)
Our meetings were informal and often incidental	35% (-7)	42 (+1)
Both structured time was allocated and we also met informally	52% (+5)	47% (+2)
My mentor and I did not meet at all	3% (+1)	2% (-2)

Table 13: Nature of meetings with mentors, 2009-2010

5.6.3 Level of satisfaction with mentoring

The level of satisfaction of both PRTs and mentors about the choice of mentor and the mentor relationship was investigated.

The 2010 evaluation continued to find an increased level of satisfaction with the choice of mentor, with 75% in 2008, 83% in 2009 and 88% in 2010 of PRTs who agreed that the choice of their mentor was appropriate. This was a total of a 13% increase in satisfaction over three years.

Mentor responses in 2008 and 2009 stayed at 92% agreement with the statement that the choice of mentor was appropriate, but in the 2010 evaluation this increased a further 2% to 94% agreement.

Table 14 includes full 2010 responses to these questions from both PRTs and mentors and the total column includes the percentage change from the 2009 data.

Note: See page 12 for key to agreement level definitions

	SD %	D %	DaL %	Un %	AaL %	A %	SA %	Total Agree %
<i>The choice of my mentor was appropriate (PRT)</i>	4	4	3	3	5	29	54	88 (+5)
<i>The choice of mentor for my PRT was appropriate (Mentor)</i>	1	2	1	2	9	47	37	94 (+2)

Table 14: Satisfaction with mentor choice

In the 2009 mentor questionnaire an item was added which asked mentors how effectively they felt they supported their PRT. This question returned similar responses in 2010, with 91% of mentors who felt they had been effective. This was a 1% increase from the 2009 data.

Mentors were invited to respond to the question with comments, and these were also similar to those received in 2009. Mentors sometimes felt constrained to mentor effectively by a lack of time or access to their PRTs. There were mentors who took the opportunity to highlight unwillingness by some beginning teachers to engage in a mentoring relationship.

There were additional questions asked of mentors about the mentoring activities they engaged in. Full details of the levels of agreement with the mentoring activities from 2009 and 2010 is included in the table below. It illustrates similarities in the mentoring relationship, with the strongest mentoring activities being giving feedback and advice and actively listening to the PRTs.

<i>During my mentoring relationship in 2010, I was required to...</i>		
	2009 Total Agreement	2010 Total Agreement
Support my beginning teacher with the development of classroom management	93%	92%
Assist with curriculum and program development	91%	92%
Give feedback and advice	98%	99%
Actively listen to my PRT	99%	99%
Mediate and support the beginning teachers' dealings with other staff	69%	64%
Mediate and support the beginning teachers' dealings with school leadership	68%	65%
Assist with the documentation of evidence for their application for full registration	90%	91%

Table 15: Requirements of mentoring 2009-2010

Mentors were also asked whether they felt there were different mentoring skills required for younger as opposed to mature entry beginning teachers. There were 72% who felt there were different skills required, with 19% who didn't think there were, and 9% who didn't know. These were very similar responses to those logged in the surveys for the 2009 cohort of mentors.

The open ended responses from mentors following this question showed that mentors felt that the younger graduates were sometimes more open to suggestions and mentoring than their older counterparts. But there were many mentors who also noted that the younger beginning teachers lacked some people skills and were less experienced in time management and administrative abilities.

5.6.4 Benefits for mentors

The 2010 surveys continued to investigate whether engaging in the mentoring process had some benefits for not only the PRTs but also the mentors. In 2009, there were 91% of mentors who felt the program had professional learning benefits and this high level of positive response continued to be 90% in 2010.

The open ended responses made by mentors immediately following this question illustrated the types of professional learning that they felt they had gained by being a mentor and working alongside a PRT. They discussed how they learnt more about

professional standards and providing evidence of these, about some new and effective classroom management approaches and curriculum development practices, and how they had engaged in some valuable reflective practice. The following comments were made by mentors in this section of the survey.

I learned a lot about handling students calmly as well as the way she taught different things then showed me

Allowed professional conversations with a range of other staff, developed relationships with staff members I might not have worked with otherwise; encouraged me to revisit areas of professional reading to assist them.

It caused me to reflect on my own professionalism and teaching skills. Being a role model and mentor is a role I took seriously and to challenged me to be the best example of best practise that I could be. I also learnt a lot from my PRT in terms of use of IT, particularly the e-whiteboard and various literacy and numeracy games. Enthusiasm is catching!

It certainly made me reflect on my own performance as a classroom teacher. We team taught a lot and she viewed many lessons. Sometimes my lessons didn't go as planned and the following discussions made me reflect on how I could improve my performance in the classroom. My PRT was also very creative and I also learnt a lot from her enthusiasm and creativity.

Being a mentor enabled me to look at my own practice through fresh eyes.

An additional question asked of mentors about whether they felt that mentoring had made their qualities of leadership more visible in their workplaces returned similar responses to that of the 2009 cohort. There were 57% who responded that they felt they were more visible as leaders in their workplace as a result of mentoring.

5.7 Option Choice

The model of providing three options for PRTs to choose from to complete their evidence of professional practice continued in 2010. PRT responses about which option they had completed showed a slight decline in the adoption of Option 1 (down by 4% from 2009) and an increase in Option 2 (by 3%) and Option 3 (1%).

	PRTs		
	2008	2009	2010
Option 1	78%	75%	71%
Option 2	12%	9%	12%
Option 3	13%	16%	17%
I don't know			

Table 16: Choice of option for collection of evidence

The PRT survey also included a question about the method PRTs used to decide on an option. The majority chose their option on their own (42%), followed by in consultation with their mentors (26%) and in consultation with their mentors and/or other teachers (20%). The number of teachers who sought advice from Institute staff were 5%, which indicates the importance of the accessibility of this level and type of direct support.

Method of choice	% of total 2008	% of total 2009	% of total 2010
I chose the Option on my own	43	45	42
I chose the Option in consultation with my mentor	26	24	26
I chose the Option in consultation with my mentor and/or other teachers	19	20	20
I was advised to choose a particular Option by my mentor	3	4	3
I was advised to choose a particular Option by my principal	1	4	5
I was advised to choose a particular Option by my school or employer	3		
I sought advice from the Institute's staff, which led to my choice of Option	5	3	5

Table 17: Method of PRT option choice

The survey also investigated influences on the choice of option. There were 44% of PRTs who indicated that their chosen option was most suited to the context of the school. There were 45% who said that they felt most comfortable with the requirements of the Option they chose.

Influence on choice	% of total	% of total 2009	% of total 2010
The Option I chose was the most suited to the context of the school in which I gathered the majority of my evidence	52	39	44
I felt most comfortable with the requirements of the Option I chose as opposed to the alternatives that I was offered	42	51	45
The resources (e.g. employment situation, mentor or access to experienced teachers, time release, timetable support) available to me were suited only to the Option that I chose	6	7	6
Other			4

Table 18: Influence on Option choice

As was done in 2009, these responses were examined against the choice of option, and again there was a highly statistically significant effect found ($p=.000$). Figure 7 shows the same influences on choice were at play with the 2010 data as were found in 2009. This was that Option 3 had a greater number of PRTs who chose this because it suited their context. Option 1 was generally chosen by PRTs because they felt most comfortable with it. The resources dictated the choice of Option 2 by more PRTs than the other options.

In 2010, this highly statistically significant effect continued ($p=.000$)

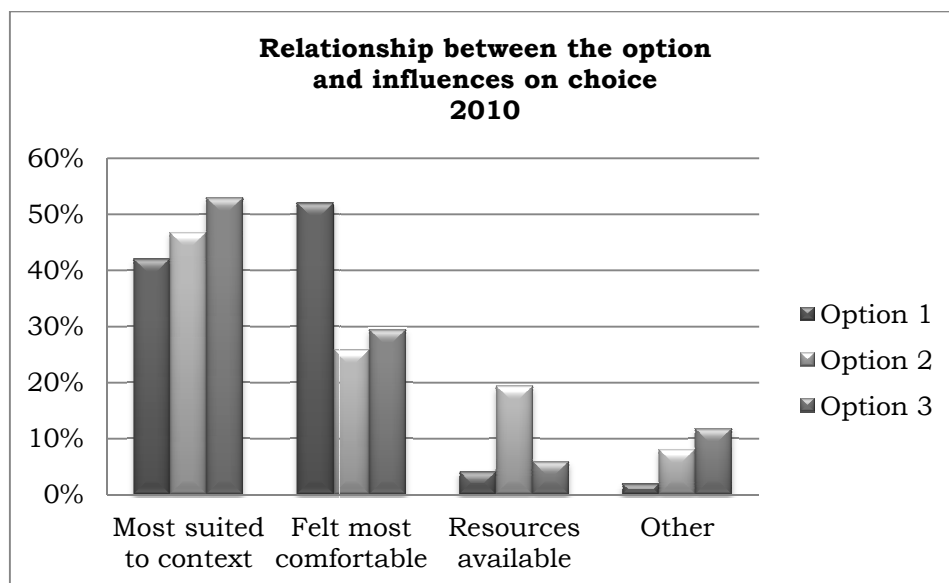


Figure 4: Relationship between the option chosen by the PRT and the influence on this choice, 2010

PRTs were also asked with whom they completed the majority of their classroom-based activities. There were 65% (an increase of 8%) who responded that it was with their mentors, 35% (a decrease of 6%) who indicated they completed them with an experienced teacher or colleague and 2% with a principal or assistant principal.

5.8 Level of documentation provided by PRTs

PRTs were asked whether had provided a greater level of documentation than was advised by the Institute.

There were 54% of PRTs who felt they had provided more evidence than was required of them, an increase of 3% in 2010. But there were 30% of PRTs who were not sure if their evidence was more than they needed to provide. This was an overall increase of 6% from the 2007 evaluation figures.

The percentage of mentors reporting that PRTs had provided greater documentation than required remained high but there was a continuation of a decrease to 57% (an overall 8% decrease from 65% in 2007).

There were 7% of mentors in 2010 who answered that they did not know whether the PRTs had provided more documentation than was required.

As in previous years, a question asked PRTs whether they felt that value was added by providing additional documentation.

There were 54% of PRTs and 56% of mentors who said that there was value in providing more documentation than was required by the Institute. This was an increase of 13% from the PRT cohort since this question was first included in 2008 and an increase of 3% for mentors from the 2009 data. The following comment by a PRT indicates some of the reasons for this change.

In providing a greater level of documentation I reflected on my work in greater detail.

5.9 Quality, Quantity and Detail of Evidence

The 2010 evaluation surveys included a series of questions about the quality, quantity and detail of the evidence that was provided by PRTs. The statements in this question required PRTs to indicate a level of agreement as follows:

- a. A personal desire to do a good job influenced the quality and detail of the evidence collected.
- b. Gathering the required evidence was a valuable reflective process and led to higher levels of documentation than the minimum standard.
- c. In order to gain employment, greater detail and quality of evidence was developed.
- d. The school that made the recommendation for Full Registration had a high expectation of the quantity and detail of evidence.
- e. The school culture influenced my collection of evidence, with high expectations of quality and detail.
- f. School-based examples of evidence from previous years had greater detail and quantity and this was the model I followed.
- g. My mentor expected high quality and levels of detail in the evidence.
- 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.

Table 17 includes the full responses to these questions, the total level of agreement with the statements and the change in this percentage from 2009.

The greatest level of agreement continued to be with the assertion that the quality and detail of the evidence collected was related to a personal desire to do a good job and 94% of PRTs agreed. This level of agreement was followed by an increase of 4% with the statement about the value in the reflective process (83% agreement), which affirms the Supporting Provisionally Registered Teacher Program.

The expectations of the school and the school culture also featured significantly, along with the expectations of mentors. The influence of school expectations increased from 74% in 2009 to 76% in 2010 and the influence of school culture rose 3% to 74% in 2010.

The influence of employment increased for this cohort to 51%, but only 29% agreed with the more specific statement about being on a short term contract.

	SD %	D %	DaL %	Un %	AaL %	A %	SA %	Total Agree % (and change)
<i>a.. Personal Desire</i>	1%	1%	1%	3%	7%	36%	50%	94 (-1)
<i>b. Reflective</i>	2%	5%	3%	7%	19%	40%	24%	83 (+4)
<i>c. Employment</i>	9%	14%	8%	18%	18%	24%	9%	51 (+3)
<i>d. School expect</i>	2%	6%	5%	11%	17%	36%	23%	76 (+2)
<i>e. School culture</i>	3%	6%	5%	13%	18%	35%	21%	74 (+3)
<i>f. Examples</i>	9%	15%	8%	19%	16%	22%	10%	48 (0)
<i>g. Mentor</i>	5%	6%	7%	14%	20%	32%	16%	68 (+5)
<i>h. Contract</i>	24%	16%	9%	21%	11%	9%	9%	29 (+1)

Table 19: Percentages of PRT agreement to statements about quality, quantity and detail of evidence

When the responses are mapped against figures from the 2007 evaluation, the greatest increase in agreement is for statement 'b' (14% over the four year period), which indicates that the process is valuable because of the reflective aspects of the process.

Also significant is the 15% increase in agreement with the statement that there was a higher level of documentation produced in order to gain employment. When examined alongside the data from earlier in this report, which finds an increase of 3% in PRTs on short term contracts (to 61%) this indicates that the evidence of professional practice also has value when seeking employment.

	<i>2007 Evaluation Total Agreement %</i>	<i>2008 Evaluation Total Agreement %</i>	<i>2009 Evaluation Total Agreement %</i>	<i>2010 Evaluation Total Agreement %</i>
<i>a. Personal Desire</i>	91	92	95	94
<i>b. Reflective</i>	69	77	79	83
<i>c. Employment</i>	36	49	48	51
<i>d. School expect</i>	74	74	74	76
<i>e. School culture</i>	70	71	71	74
<i>f. Examples</i>	42	42	48	48
<i>g. Mentor</i>	63	62	63	68
<i>h. Contract</i>	34	29	28	29

Table 20: Total percentage of PRT agreement (2007-2010) with statements about quality, quantity and detail of evidence

Most of the items in this section of the survey were included in the Evidence Scale, which is discussed in later sections of this report.

PART 4

PROGRAM EVALUATION



6. Rating Scale Responses

The survey included a series of questions which required respondents to indicate a level of agreement with a number of statements. Later in this report, these items are used to develop a series of scales which are then utilised as tools to establish statistical relationships between the perceptions of the respondents to specific areas.

Before this data is used in this way, this chapter includes a summary of the overall responses to these stem questions.

These statements were heavily edited in the 2009 evaluation surveys and underwent some further minor changes in 2010 but maintained a high level of consistency.

Tables of complete responses are included in appendix one. As in previous sections of the report, the percentages of the total responses for that particular question are recorded in each column. The 'total agree' column in these tables is also a percentage of the total responses received for the question where agreement was given at some level. This is useful for comparison between the surveys and the items.

6.1 Summary of Responses

In 2010, mentors and PRTs indicated very positive responses to the series of statements in the second section of the surveys. This year's cohort returned increases in levels and strength of agreement across all areas.

As in most other years, mentor responses were generally more positive than PRTs.

The following discussion collects the responses into themes – the benefits to teaching practice, collaboration, Institute processes, and the validity and authenticity of the evidence of professional practice.

6.1.1 Benefits to Teaching Practice

There were 80% of PRTs and 90% of mentors who believed that the PRTs had made beneficial changes to their teaching through feedback from mentors and/or other experienced teachers.

When PRTs were asked about whether they had changed aspects of their classroom work for the better and if they had developed their teaching knowledge and practice, 86% of mentors (a decline of 4% from 2009) and 85% of PRTs (an increase of 5% from 2009) felt that they had.

6.1.2 Collaboration, Collegiality and Supports

There were a series of questions asked about the collegial experiences of the PRTs when they were working alongside experienced teachers in the classroom and analysing their teaching and learning practice.

There were 91% of PRTs and 97% of mentors who felt this had allowed the PRT to see what good professional practice looks like. There were 91% of PRTs (an increase of 3%) and 96% (2% increase) of mentors who thought it had focused professional reflection on student learning and effective ways to engage students.

Working collegially in the classroom had deepened the PRTs knowledge of the learning needs of their students according to 92% of mentors and for 88% (an increase of 4%) of PRTs.

There were 96% of mentors (2% increase) and 93% (2% increase) of PRTs who thought that the classroom experiences had provided opportunities to develop, discuss, reflect and share their professional knowledge and practice.

When PRTs were asked about their overall satisfaction with the mentoring they received from their mentor or other colleagues, 88% of PRTs were satisfied. This was an increase of 4% from 2009 figures. The mentors were also asked if they were satisfied with the mentoring their PRTs received and 95% agreed that they were (an increase of 3%).

There was a statement which required a response indicating a level of satisfaction with the support and encouragement PRTs received from school leadership in completing the evidence-based process and 83% of PRTs and 89% of mentors agreed that they were. A secondary question about satisfaction with the resourcing support received from the employer in completing the process was met with 79% agreement by PRTs and 88% agreement from mentors.

Further questions asked whether the school leadership expected a high level of evidence to be provided as part of the process (80% of PRTs and 82% of mentors agreed that they did). The participants were asked whether the support received from the school was timely and appropriate and 84% of PRTs and 90% of mentors agreed, which increased from 2009 responses.

The responses about whether the school understood the challenges of beginning in the profession and responsibilities allocated to the PRTs reflected a 4% increase in agreement from both PRTs and mentors.

The question about whether PRTs from previous years felt that the school expected a high level of evidence to be provided in the process resulted in 54% of PRTs and 57% of mentors agreeing that this was the case.

Finally, a general question was asked about whether the PRT was consistently supported throughout the process and 79% of PRTs and 95% of mentors agreed that the support had been consistent.

6.1.3 Institute's Processes and Standards

There were a series of questions about the Institute's standards of professional practice. The responses showed that 74% of PRTs and 89% of mentors felt that the standards had been used as the basis for feedback. That the standards were a useful reflective tool was agreed by 85% of PRTs (increased by 4%) and 91% of mentors, and that the standards provided a common language to discuss teaching practice was agreed by 79% of PRTs (7% increase) and 87% of mentors.

The surveys also included the stem statement that the standards had highlighted areas for professional learning and had led to the growth of professional practice and knowledge and this was agreed by 84% of PRTs (5% increase) and 90% of mentors (2% increase).

An explicit statement asked for a level of agreement with the claim that the Institute's processes had meant that PRTs had opportunities to meet with colleagues to discuss professional practice and the gathering of evidence. This was agreed to by 82% of PRTs and 91% of mentors.

6.1.4 Validity and Authenticity of the Tasks

A series of questions asked PRTs and mentors about the validity and authenticity of the tasks that PRTs were required to undertake.

The statement that the Institute's requirements directly related to the work of teachers was agreed to by 92% of mentors and 84% of PRTs (an increase of 3% from 2009 figures).

That the Institute's requirements recognised teachers' working documents as evidence of practice was also agreed to by 83% of PRTs and 93% of Mentors (both increased by 2% from 2009).

There were 91% of mentors and 84% of PRTs (an increase of 4% of PRTs) who thought the standards were a valid and valuable way of assessing professional knowledge, practice and engagement. That the Institute's standards were valid and legitimate statements about teaching and learning registered agreement from 90% of mentors (a decrease of 3%) and 89% of PRTs (3% increase).

7. Program's Effect

The 2010 evaluation continued the inclusion of a series of questions which addressed the effect of the program on helping PRTs discuss professional practice with others, improving professional knowledge and skills and whether it may increase the likelihood that PRTs would stay in teaching.

Table 19 includes responses from 2007-2010 to this series of questions.

There was an increase in positive responses to the program's effect on discussion of professional practice with agreement from 94% of PRTs in 2010, which is an increase of 5% since 2007. Similarly, 95% of PRTs felt that the program had improved their professional knowledge and skills – a 7% increase since 2007.

To what extent did completion of the Institute's Supporting Provisionally Registered Teachers Program help you to:

	Not at all %	Minor %	Moderate %	Major %	Total +
a. discuss professional practice with others?					
<i>PRTs</i>					
2010	6	23	52	18	94
2009	8	26	48	18	92
2008	8	26	49	17	92
2007	11	29	44	17	89
<i>Mentors</i>					
2010	2	15	53	29	98
2009	2	15	53	30	98
2008	3	15	51	32	98
2007	2	7	62	28	98
b. improve your professional knowledge and skills?					
<i>PRTs</i>					
2010	5	19	51	26	95
2009	9	21	48	23	91
2008	8	21	48	23	92
2007	12	24	44	20	88
<i>Mentors</i>					
2010	2	11	51	36	98
2009	3	13	50	34	97
2008	4	16	47	34	97
2007	2	8	60	29	98



	Not at all %	Minor %	Moderate %	Major %	Total +
c. increase the likelihood that you will stay in teaching?					
<i>PRTs</i>					
2010	26	21	36	18	74
2009	31	22	33	15	69
2008	32	21	32	15	68
2007	38	25	26	11	62
<i>Mentors</i>					
2010	15	14	44	27	85
2009	13	17	46	23	87
2008	14	20	41	25	86
2007	9	22	53	16	91

Table 21: Comparison of responses to 'Program's Effect' questions: 2007-2010

8. Summary of scales and statistically significant relationships

In the 2009 evaluation there were some changes to the wording of the statements in the surveys which required a response indicating strength in level of agreement. This resulted in the development of new scales.

In 2010 these new scales were retested and factor analysis found that the questions for the *Resourcing Scale* and the *Evidence and Expectation Scale* could remain unchanged. In 2010 the *Professional Learning Scale* included some additional items, which was further means to ensure it was a robust measure of the level of professional learning the participants were reporting.

As in previous evaluations, these scales were used to analyse any relationships between the responses and the demographic information and other responses. This is illustrated in Table 22, which summarises the statistically significant relationships that were discovered between the three scales developed in this report and the demographic information provided by the PRTs. In this table, a tick represents a statistically significant relationship and these are reported in more detail in the following chapters of this report.

	Professional Learning Scale	Resourcing Scale	Evidence and Expectation Scale
Gender			✓
Age Group	✓		
School Type	✓		
Employment Type			✓
PRT @ VIT Seminars	✓		
Seminar assisted	✓	✓	✓
Usefulness of Institute resources	✓	✓	✓
Reference to Institute examples of evidence	✓	✓	✓
Helpfulness of Institute examples of evidence	✓		
Mentor provided	✓		✓
Mentor @ VIT Training		✓	
Proximity to mentor		✓	✓
Regularity of meeting with mentor	✓	✓	✓
Type of meeting with mentor			
Option Chosen			✓
Option Choice Method	✓	✓	
Teacher completed CAs with	✓	✓	
Scheduled time allowance	✓	✓	
Influence on option choice	✓	✓	

	Professional Learning Scale	Resourcing Scale	Evidence and Expectation Scale
Level of documentation	✓	✓	
Benefit of over documentation	✓	✓	

Table 22: Table summarising the statistically significant relationships found between the three scales and PRT demographic information

9. Professional Learning Scale (“PL Scale”)

The *Professional Learning Scale* was expanded in 2010 to include an addition four items. Combined, these items represent a measure of the PRT’s perception of the professional learning which resulted from the gathering of evidence of practice to meet the *Standards of Professional Practice for Full Registration*.

The 2010 scale contained 16 items, which were:

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

- *gathering the required evidence was a valuable reflective process and led to higher levels of documentation than the minimum standard*

As a result of gathering my collection of evidence and applying for full registration, I have...

- *made beneficial changes to my teaching through feedback from my mentor and/or other experienced teachers*
- *changed aspects of my classroom work for the better and developed my teaching knowledge and practice*

The Institute’s requirements...

- *were activities which directly related to the work of teachers*
- *recognised teachers’ working documents as evidence of practice*

Working collegially in the classroom with a more experienced teacher and analysing my teaching and learning practice has...

- *allowed me to see what good professional practice looks like*
- *focused my professional reflection on student learning and effective ways on engaging students*
- *deepened my knowledge of the learning needs of the students I teach*
- *given me opportunities to develop, discuss, reflect on and share my professional knowledge and practice*

The Institute’s standards of professional practice...

- *were used as a basis for feedback by either my mentor or other colleagues*
- *were a valid and valuable way of assessing my professional knowledge, practice and engagement*
- *were a useful reflective tool*
- *provided a common language to discuss teaching practice with colleagues*
- *highlighted areas for professional learning and led to growth of my professional practice and knowledge*
- *are valid and legitimate statements about teaching and learning*

The Institute’s process meant that I had opportunities to meet with colleagues to discuss my professional practice and the gathering of evidence of this.

The scale was found to be highly reliable, with a Cronbach Alpha of 0.948. Due to the distribution of the scale, the median has been reported in the following discussions.

9.1 Correlations between the PL Scale and PRT responses

The 2010 evaluation cohort of Provisionally Registered Teachers reported responses to the items making up the *Professional Learning Scale* and when these were analysed a number of significant correlations were found. Many of these relationships have continued from those established in the analysis conducted for the 2009 and 2008 evaluations.

These findings have been grouped under subheadings to add further meaning to the data.

Demographics

There were a number of relationships between the *PL Scale* and demographic information about the PRTs, such as;

- **Age group:** with older participants rating more highly on the *PL Scale*; and
- **School type:** with teachers who indicated they were in P-6 Primary schools higher on the *PL Scale* than those in secondary schools.

Institute Supports

The ratings that PRTs gave to the support that was available to them from the Institute were often statistically significant with their median on the *PL Scale*. These included;

- **Institute seminars and resources:** those who attended seminars rated higher on the *PL Scale*; those who reported the Institute's seminars as being of assistance rating higher on the *PL Scale*; and those who found the Institute's resources as helpful also rating higher on the *PL Scale*.; and
- **Reference to the Institute's samples of evidence and their helpfulness:** those who refer to the Institute's samples of evidence and rate the Institute's resources helpful also rating higher on the *PL Scale*.

Collegial and Structural Support

Support that was offered and available to PRTs such as collegial support and mentoring and contextual structures were also related to the *PL Scale*. Specifically, statistically significant relationships were found with;

- **Mentor provision and regularity of meetings:** those who were allocated a mentor rated more highly on the *PL Scale* than those who had not been allocated a mentor; and those PRTs who met weekly with their mentors resulted in a higher median than those who met less frequently than monthly;
- **Method of option chosen;** those who made the selection of option in collaboration with their mentor and with the advice of other teachers reported higher on the *PL Scale* than those who chose their options on their own;
- **Teacher the PRT completed the collegiate activities with:** those PRTs who had completed the activities with their mentors, rated higher on the *PL Scale* than if they had engaged in the activities with another experienced teacher or colleague; and
- **Time allowance:** those teachers with allocated time allowance had a higher *PL Scale* median than those without the time allowance;

Methods of, and Approaches to, Evidence Gathering

The methods and approaches of the PRTs towards the gathering of their evidence also uncovered some statistically significant relationships with the *PL Scale*. These were;

- **Influence on choice of option:** those PRTs who chose their option based on the resources that were available to them and with consideration of their teaching context returned higher medians on the *PL Scale*;
- **Level of documentation and the benefits of providing more:** the PRTs who believed that they had provided greater documentation than was advised by the Institute rated higher on the *PL Scale* than those who hadn't provided more documentation than they were advised. The teachers who said there were benefits to providing more documentation than was required also rated the highest on the *PL Scale* compared to those who didn't know or answered negatively to the question.

Program's Effect

PRT's responses to the questions the associated with the program's effect were also found to be highly statistically significant with the *PL Scale*.

- **Discussing professional practice:** the more strongly the PRTs agreed with the statements that the Institute's program helped them to discuss their professional practice with others, the higher on the *PL Scale* they rated;
- **Improving professional knowledge and skills:** if the PRTs responded positively that the program improved their professional knowledge and skills, their *PL Scale* median was higher than those who responded negatively;
- **Increasing likelihood the PRT would stay in teaching:** with higher rating to this statement also resulting in a higher rating on the *PL Scale*.

All of these relationships are explained in greater detail in the following section.

9.1.1 Demographics and the PL Scale

Age group

The correlation ($p=.008$) found that the older the respondent was, the higher the median on the *PL Scale*.

Age Group	N	Std. Deviation	Median
20-25 yrs	222	.91791	5.6563
26-30 yrs	123	1.04308	5.7500
31-40 yrs	76	.94869	5.9688
41-50 yrs	46	.87295	6.0000
51-60 yrs	12	1.19242	5.6250
60+ yrs	1	.	3.9375
Total	480	.96824	5.7500

Table 23: *PL Scale* and Age Group

School type

This relationship ($p=.046$), is reported in the table below, which illustrates that the highest *PL Scale* was from those teachers who indicated they were in P-6 Primary rather than those in Secondary schools.

School_Type	N	Std. Deviation	Median
Special setting	12	.77560	6.1563
Primary (Prep-6)	231	.88096	5.8750
Secondary (7-8)	2	.26517	5.8125
Secondary (7-12)	152	1.01917	5.7500
P-10	6	.38612	5.6563
Secondary (9-12)	9	.26963	5.6250
Secondary (7-10)	8	1.26506	5.4375
P-12	53	1.16642	5.5000
Other	6	1.07074	4.5938
Total	479	.96902	5.7500

Table 24: PL Scale and School Type

9.1.2 Institute Supports and the PL Scale

Institute Seminars and Resources

There was a statistically significant relationship between whether the PRTs had attended Institute information seminars and the *Professional Learning Scale* ($p=.011$). The teachers who had attended training in 2010 had a median of 5.81, those who attended training prior to 2010 had a median of 5.84 and those who had not attended training had a median of 5.5. This clearly illustrated that those PRTs who had been to an Institute seminar benefited from this knowledge and reported a greater level of professional learning from the process than those who did not attend training.

Logically, there was also a highly statistically significant effect with those who responded positively to the question about whether the seminar assisted ($p=.000$), also reporting higher levels in the *PL Scale*.

Seminar_Assisted	N	Std. Deviation	Median
Not at all	30	.72801	5.4375
To a minor extent	107	1.01539	5.3125
To a moderate extent	203	.92768	5.8750
To a major extent	96	.70612	6.0625
Total	436	.95145	5.8125

Table 25: PL Scale and whether the Institute's seminar assisted

There was also an highly statistically significant effect found between the *PL Scale* and the rating of helpfulness of the Institute's resources ($p=.000$), with PRTs who indicated they found the CD Rom, folder, website and Institute staff as being helpful also returning higher ratings on the *PL Scale* than those who answered this question negatively.

These relationships were established in the 2009 evaluation and have continued in 2010.

Reference to the Institute's examples and their helpfulness

Whether the PRTs identified as having referenced the examples of evidence provided to them by the Institute was found to be highly statistically significant with the *PL Scale* ($p=.000$). PRTs who referred to the Institute examples returned higher medians on the *PL Scale* ($Mdn = 5.94$) than those who said they had not referred to the examples ($Mdn = 5.50$).

There was also a highly statistically significant effect ($p=.000$) between the *PL Scale* and whether PRTs reported the Institute resources to be helpful. The more helpful they found the resources, the higher they rated on the *PL Scale*. This relationship was also evident in 2009 data.

9.1.3 Collegial and Structural Supports and the PL Scale

In the 2009 evaluation, there were strong indicators that school based supports were integral to ensuring that PRTs had professional learning outcomes as a result of completing the process to gain full registration. These included the provision of a mentor, meeting regularly and being allocated with time allowance. All of these relationships have continued in the 2010 cohort's experiences. This strengthens previous findings that school based collegial and structural supports associated with the Institute process for full registration are integral to the professional learning of the PRTs.

Mentor provision and regularity of meetings

There was a statistically significant relationship between the *PL Scale* and whether the PRT reported having been allocated a mentor ($p=.001$). The PRTs who had mentors had a median of 5.81 compared with those who did not returning a median of 5.25. This is clear evidence that the allocation of a mentor had a direct effect on the level of professional learning reported by the PRTs throughout the process.

If a PRT reported meeting weekly with their mentors, there was a much higher median ($Mdn = 5.94$) than those who met less frequently than monthly ($Mdn = 5.06$). This was a highly statistically significant effect ($p=.000$), the findings of which are reported in the table below.

Meeting Regularity	N	Std. Deviation	Median
At least once a week	206	.88229	5.9375
At least once a fortnight	111	.81173	5.8750
At least once a month	63	.92475	5.8750
Less frequently than monthly	67	1.06116	5.0625
Total	447	.94265	5.8125

Table 26: PL Scale and regularity of mentor meetings

This strengthens the findings from the previous evaluations that the mentor relationship is a critical part of the Institute process and for this to successfully contribute to the professional learning of the PRT, there need to be regular meetings.

Method of option chosen

The importance of the PRTs' access to experienced teachers and the value of collegial support is again reflected in another correlation between the *PL Scale* and the method that the PRT identified as having chosen their option ($p=.005$). This relationship established that those who made the selection of option in collaboration with their mentor and with the advice of other teachers reported higher on the *PL Scale* than those who chose their options on their own. This relationship is shown in the table below.

Option_Method	N	Std. Deviation	Median
Own	199	1.04721	5.5000
w/ mentor	127	.73094	5.9375
w/ mentor and/or other/s	94	.82714	5.9375
Advised by mentor	11	.93115	5.5625
Advised by Principal	21	1.28106	5.1875
Advised by school / employer	27	.99066	5.9375
Total	479	.96793	5.7500

Table 27: PL Scale and Option Choice Method

The method by which the PRT chose their option was also found to be statistically significant in the 2009 data.

Teacher the PRT completed the collegiate activities with

There was a significant effect between the *PL Scale* and the teacher the PRT identified as having completed their collegiate activities with ($p=.009$). If the PRT completed the activities with their mentor, the rating on the *PL Scale* was higher than if they had engaged in the activities with another experienced teacher or colleague.

Time Allowance

A highly statistically significant effect was found again in the 2010 evaluation data between the ratings on the *PL Scale* and whether the PRTs identified as having been allocated with a time allowance to assist them with the process to gain full registration ($p=.000$). Those teachers with time allowance had higher *PL Scale* median ($Mdn = 5.94$) than those without a time allowance ($Mdn = 5.56$).

9.1.4 Methods Of, and Approaches to, Evidence Gathering and the PL Scale**The influence on option choice**

In 2010, there was a continuation of the 2009 statistically significant effect between the *PL Scale* and the influences the PRTs identified on their choice of option ($p=.004$). This relationship found that those PRTs who chose their option based on the resources that were available to them and consideration of their contexts returned the higher medians on the *PL Scale*. These results are represented in the table below.

Option Influence	N	Std. Deviation	Median
Resources available	30	1.14776	5.9375
Most suited to context	209	.97513	5.8750
Felt most comfortable	221	.92970	5.6250
Other	20	.86219	4.8438

Table 28: PL Scale and Influence on Option Choice

Level of documentation and the benefits of providing more

If the PRTs believed that they had provided greater documentation than was advised by the Institute, they rated higher on the *PL Scale* than those who answered that they hadn't. This was a statistically significant relationship ($p=.001$). In addition, those PRTs who indicated they were not aware of the level of documentation rating lower than those who were sure about this but not as low as those who answered negatively to the question.

There was also a highly statistically significant relationship between the *PL Scale* and whether the PRTs believed there were professional learning benefits to providing more documentation than the Institute required ($p=.000$). The teachers who agreed with this rated the highest on the *PL Scale* compared to those who didn't know or who answered negatively to the question.

Both of these relationships were consistent with the 2009 evaluation data.

9.1.5 Program's Effect and the PL Scale

The PRTs responses to the questions related to the effect of the program were all found to be highly statistically significant with the *PL Scale* ($p=.000$).

The more strongly the PRT agreed with the statements that the Institute's program helped them to discuss their professional practice with others, the higher on the *PL Scale* they rated.

The same effect was found with the question about whether the program improved their professional knowledge and skills and if the program had increased the likelihood that they would stay in teaching.

9.2 Summary of Professional Learning Scale Findings

The analysis of the *PL Scale* and the other responses of PRTs establish that there are a number of factors that lead to higher levels of self-reported professional learning by the PRTs. These include when the PRT;

- is older;
- works in a primary school;
- attends Institute information seminars;
- refers to the Institute's samples of evidence;
- is allocated a mentor
- meets regularly with their mentor
- selects their option for gathering their evidence in consultation with their mentor;
- completes the majority of their collegiate activities with their mentor;
- is allocated time allowance by their employer to assist in completing the process to gain full registration;
- selects their option based on the resources available to them and the context in which they are working; and
- provides greater levels of documentation than is required of them by the Institute.

This analysis further supports the findings of previous evaluations that argue that the professional learning reported by PRTs is directly influenced by the level of school support they receive and particularly when the mentoring relationship is supported by suitable allocation of resources. Similarly, the proactive approach of a PRT towards accessing the resources and supports available to them from the Institute is integral to achieving higher levels of professional learning through the process.



10. Resourcing Scale (“Res Scale”)

The Resourcing Scale was developed from seven items in 2009 and the factor analysis of all items established that this scale continued to be a robust measure. The ‘Res’ scale is an indication of the perception of satisfaction by the PRTs of the supports that were provided to assist them in completing the process to apply for full registration.

The scale included the following items;

- *The choice of my mentor was appropriate*
- *Overall, I was satisfied with the mentoring I received from my mentor or other colleagues*
- *I was satisfied with the support and encouragement I received from school leadership in completing the evidence-based process*
- *I was satisfied with the resourcing support I received from my employer(s) in completing the evidence-based process*
- *The support I received from my school was timely and appropriate*
- *I felt my school understood the challenges of beginning in the profession and responsibilities allocated to me reflected this*
- *I was consistently supported throughout this process*

The 2010 data returned a Cronbach Alpha for this scale of 0.934 which indicates a highly reliable measure. As with the *PL Scale*, the *Resourcing Scale* was found to be skewed and kurtotic, which indicates that the distribution of responses was not normal. Therefore the following discussion of correlations between the scale and other PRT responses reports the median, not the mean, which is a measure of responses which are normally distributed.

10.1 Correlations between the Resourcing Scale and PRT Responses

The 2010 evaluation found a number of statistically significant relationships between the *Resourcing Scale* and responses made by the PRTs to other questions in the survey.

As in the previous discussion around the *PL Scale*, these findings have been grouped under like subheadings.

Institute Supports

There were a number of relationships which established a link between the *Res Scale* and the supports offered to PRTs by the Institute. These were that

- **Institute seminars and resources:** The PRTs who reported that the Institute seminar assisted them also rated higher on the *Res Scale*; and those PRTs who reported the usefulness of Institute’s resources more highly also rated higher on the *Res Scale*.
- **Reference to the Institute’s samples of evidence and their helpfulness:** If a PRT responded that the Institute examples were referred to, they rated higher on the *Res Scale* than those PRTs who did not refer to the Institute examples.

Collegial and Structural Supports

- **Mentor provision and regularity of meetings:** Those PRTs whose mentors attended mentor training in 2010 or prior to 2010 reported higher on the *Res Scale* than those whose mentors had not attended training. If a PRT was working alongside a mentor in the same area, year level or teaching and learning team they rated higher medians on the *Resourcing Scale*. The PRTs

- who reported meeting with mentors weekly or fortnightly rated higher on the *Resourcing Scale* than those who met monthly or less frequently.
- **Method of option chosen;** If a PRT chose their option in collaboration with their mentor or others, their median on the *Resourcing Scale* was higher than if they had made the choice of option by themselves or had been advised of the choice of option by their mentor, principal or school.
 - **Teacher the PRT completed the collegial activities with.** The higher *Resourcing Scale* median was with the PRTs who completed the collegial activities with their mentors.
 - **Time allowance.** Those with time allocation rated higher on the *Resourcing Scale* than those who reported not having been allocated time allowance.

Methods of, and Approaches to, Evidence Gathering

- **Influence on choice of option:** those PRTs who chose their option based on the resources that were available to them and consideration of their contexts returned the higher medians on the
- **Level of Documentation and the benefits of providing more:** the PRTs who said they provided more documentation rated higher on the *Resourcing Scale* than those who thought they had not documented more than was required.

Program's Effect

The PRTs responses to the questions at the end of their survey also were found to be all highly statistically significant with the *PL Scale*.

- **Discussing professional practice:** The responses showed that the more strongly they agreed that the program had a positive effect on discussion of professional practice, the higher their median on the *Resourcing Scale*.
- **Improving professional knowledge and skills:** if the PRTs responded positively to whether the program improved their professional knowledge and skills, their *Res Scale* median was higher than those who responded negatively;
- **Increasing likelihood the PRT would stay in teaching:** with those rating the increased likelihood more highly also higher on the *Res Scale*.

All of these relationships are explained in greater detail in the following section.

10.1.1 Institute Supports and the Resourcing Scale

Institute Seminars and Resources

In the 2009 evaluation, there were a number significant relationships found between the *Res Scale* and the supports that were available for PRTs from the Institute. These established that PRTs who attended information seminars and utilised the Institute resources also rated higher on the *Res Scale* than those who had not made use of these supports. These relationships continued in the 2010 data.

There was a highly statistically significant effect found between the *Resourcing Scale* and whether the PRTs reported the Institute's seminar as having assisted them ($p=.000$). The PRTs who had higher medians on the *Resourcing Scale* also rated the Institute's seminar more highly.

A highly statistically significant relationship ($p=.000$) was found between the *Resourcing Scale* and the level of usefulness the PRT rated the Institute's resources. Again, the more highly rated the resources were, the higher on the *Resourcing Scale* their medians were.

Whether PRTs had referred to the examples of evidence provided by the Institute and the *Resourcing Scale* were also found to be related in a significant way ($p=.001$). If a

PRT responded that the Institute examples were referred to, they rated higher on the *Resourcing Scale* than those PRTs who did not refer to the Institute examples.

10.1.2 Collegial and Structural Supports and the Resourcing Scale

In 2009, the evaluation established the relationship between higher responses on the *Res Scale* and the identification of PRTs as having school based supports. Most of these have continued in the 2010 data.

Mentor attendance at VIT Training

Whether the PRT's mentors had attended Institute training was found to be statistically significant with the *Resourcing Scale* ($p=.008$). Once again, this was a relationship found in the 2009 evaluation. The 2010 results are reported in the table below. They show that those mentors whom attended training in 2010 or prior to 2020 reported higher medians than those whose mentors did not attend training.

Mentor_VIT_Training	N	Std. Deviation	Median
Yes, in 2010	166	1.10330	6.1429
Yes, prior to 2010	99	1.28750	6.1429
No	105	1.41317	6.0000
I don't know	84	1.37483	6.0000
Total	454	1.28077	6.1429

Table 29: Res Scale and Mentor attendance at Institute Training

Mentor provision and regularity of meetings in the same subject area

The access to mentors featured in the analysis with the *Res Scale*. There was a statistically significant relationship ($p=.033$) found. When PRTs reported they had mentors in the same subject area, they also rated higher on the *Resourcing Scale* than those who did not have mentors in the same subject area.

Similarly, the statistically significant relationship ($p=.015$) found that if PRTs reported that they had mentors in the same year level, they also rated higher on the *Resourcing Scale* than those who did not.

The same effect ($p=.002$) continued, with PRTs with mentors in the same teaching and learning team rating higher on the Res scale.

As would be expected a highly statistically significant relationship existed between the *Res Scale* and the regularity of meetings with mentors ($p=.000$). The PRTs who reported meeting with mentors weekly or fortnightly rated higher on the *Res Scale* than those who met monthly or less frequently. These results are included in tabular form below.

Meet_Regularity	N	Std. Deviation	Median
At least once a week	212	1.02613	6.4286
At least once a fortnight	117	.82462	6.1429
At least once a month	59	1.08279	5.8571
Less frequently than monthly	66	1.58807	4.3571

Table 30: Res Scale and regularity of meetings with mentors

Method of option chosen

The relationship between the *Resourcing Scale* and the method that the PRT used to choose their option was also statistically significant ($p=.001$). The PRTs who chose their option in collaboration with their mentors ($Mdn = 6.29$) or mentors and/or others ($Mdn = 6.36$) had higher medians than those who chose the option on their own ($Mdn = 5.86$) or were advised about their option choice by their mentors,

principals or schools ($Mdn = 5.71-6.00$). The 2009 evaluation established the same findings.

Teacher the PRT completed the collegial activities with

There was a statistically significant relationship between the teacher the collegiate activities were completed with and the *Resourcing Scale* ($p=.010$). As the table below illustrates, the higher *Resourcing Scale* median was with PRTs who completed the collegial activities with their mentors.

CCA_Teacher	N	Std. Deviation	Median
Mentor	315	1.20818	6.1429
Exp. teacher / colleague	132	1.45240	5.9286
Principal	7	1.09863	5.5714

Table 31: Res Scale and the teacher the PRT completed their collegiate activities with

Time Allowance

As might be expected, there was a highly statistically significant effect between whether a PRT indicated they had been allocated time allowance to assist them with the process and the *Resourcing Scale* ($p=.000$). Those with time allocation rated higher on the *Resourcing Scale* than those who reported not having been allocated time allowance.

10.1.3 Methods Of and Approaches to Evidence Gathering

Level of documentation

The relationship between the *Resourcing Scale* and the PRTs response to the question asked about whether they felt they had provided more documentation than was required of them was statistically significant ($p=.018$). The PRTs who said they provided more documentation rated higher on the *Resourcing Scale* than those who thought they had not documented more than was required.

10.1.4 Program's Effect

A highly statistically significant effect ($p=.000$) was found between the *Resourcing Scale* and the PRT responses to the three question asking whether the program had promoted the discussion of professional practice with others, whether the program had improved professional knowledge and skills and whether the program had increased the likelihood they would stay in teaching.

The responses showed that the more strongly PRTs agreed that the program had a positive effect on these areas, the higher their median on the *Resourcing Scale*.

10.2 Summary of Resourcing Scale Findings

The analysis of the *Res Scale* and other responses of PRTs in their surveys find that there are a number of identifiers, which influence higher responses in the questions that make up the *Res Scale*. These include when the PRT;

- finds the Institute seminars and resources useful and refers to the samples of evidence provided to them by the Institute;
- have mentors who attend Institute training seminars;
- are provided with mentors who are accessible (same area, year level or teaching and learning team);
- meet regularly with their mentors;
- choose their option in consultation with their mentors;
- complete their collegiate activities with their mentors;
- are allocated time allowance by their employer to assist in completing the process to gain full registration;

- selects the option based on the resources available to them and consideration of the contexts in which they are working; and
- provides greater levels of documentation than is required of them by the Institute.

As was found in 2009, this analysis finds the relationships the teachers had with their mentors was critical to their views about resourcing supports and their satisfaction with these. As with the *PL Scale*, the level of access and satisfaction with Institute supports has shown significant impacts on the perceptions of the PRTs about the level of resourcing that they were provided with. Also indicated is that these methods of support increase the likelihood that the teacher will stay in the profession.



11. Evidence and Expectation Scale

As with the other scales, the Evidence and Expectation Scale was established in the 2009. The factor analysis conducted on 2010 data identified similar items in the *Evidence and Expectation Scale* but an additional item was added.

The *Evidence and Expectation Scale* represents the influences of context and school culture on the evidence the PRT collected and presented.

There were eight items in the Evidence and Expectation Scale and the scale was found to be highly reliable, with a Cronbach Alpha of 0.840.

The items in the scale were:

- *The school that made the recommendation for Full Registration had a high expectation of the quantity and detail of evidence*
- *The school culture influenced my collection of evidence, with high expectations of quality and detail*
- *School-based examples of evidence from previous years had greater detail and quantity and this was the model that I followed;*
- *My mentor expected high quality and levels of detail in the evidence*
- *In order to gain employment, greater detail and quality of evidence was developed*
- *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*
- *Leaders within the school expected a high level of evidence to be provided as part of this process*
- *PRTs from previous years advised that my school expected a high level of evidence to be provided in this process*

As these items illustrate, the *Evidence and Expectation Scale* represents the influences of context and situation, including their school and colleagues, to the PRT's expectations about the level of documentation of evidence they needed to provide.

11.1 Correlations between the Evidence and Expectation Scale and PRT Responses

The following discussion reports the median of the scale due to the distribution of the scale. There was some difference in analysis methods for the *Evidence and Expectation Scale*, which was able to be analysed using parametric tests due to it not being found to be kurtotic.

As in 2009, there were statistically significant relationships between the *Evidence and Expectation Scale* and the responses PRTs made to the other questions in the survey. Once again, the summary of these has been grouped under like subheadings.

Demographics

There were some statistically significant effects between the *Evidence and Expectation Scale* and some of the demographic information provided by PRTs, such as;

- **Gender:** females recorded a higher median on the *Evidence and Expectation Scale* than males; and
- **Employment Type (Contract):** those on fixed term contracts had higher ratings on the *Evidence and Expectation Scale* than those who were in permanent or ongoing employment.



Institute Supports

There were a number links established between the *Evidence and Expectation Scale* and the supports offered to PRTs by the Institute. These were;

- **Institute seminars and resources:** The PRTs who reported that the Institute seminar assisted them also rated higher on the *Evidence and Expectation Scale*; and those PRTs who rated the usefulness of Institute's resources more highly also rated higher on the *Evidence and Expectation Scale*.
- **Reference to the Institute's samples of evidence:** If the Institute examples were referred to, the PRT rated higher on the *Evidence and Expectation Scale* than those PRTs who did not refer to the Institute examples.

Collegial and Structural Supports

- **Mentor provision and regularity of meetings:** Those PRTs who reported having been allocated mentors were higher on the *Evidence and Expectation Scale*, as did those PRTs who were working alongside a mentor in the same year level. The PRTs who reported meeting with mentors weekly rated higher on the *Evidence and Expectation Scale* than those who met less frequently.
- **Time allowance.** Those PRTs with time allocation rated higher on the *Evidence and Expectation Scale* than those who reported not having been allocated time allowance.

Methods Of, and Approaches to, Evidence Gathering

- **Option choice;** If a PRT chose Option One or Option Three their responses to the *Evidence and Expectation Scale* were higher.

Program's Effect

PRTs responses to the questions at the end of their survey were found to all be highly statistically significant with the *Evidence and Expectation Scale*.

- **Discussing professional practice:** The responses showed that the more strongly PRTs agreed that the program had a positive effect on discussion of professional practice, the higher their median on the *Evidence and Expectation Scale*.
- **Improving professional knowledge and skills:** if the PRTs responded positively to whether the program improved their professional knowledge and skills, their *Evidence and Expectation Scale* median was higher than those who responded negatively;
- **Increasing likelihood the PRT would stay in teaching:** those rating the increased likelihood more highly also rated higher on the *Evidence and Expectation Scale*.

All of these relationships are explained in greater detail in the following section.

11.1.1 Demographics and the Evidence and Expectation Scale

Gender

There was a statistically significant relationship between the *Evidence and Expectation Scale* and gender ($p=.050$), with females recording a higher median on the *Evidence and Expectation Scale* than males.

Employment Type (Contract)

The relationship between the *Evidence and Expectation Scale* and Employment Type (Contract) was significant ($p=.012$), with those on fixed term contracts having higher ratings on the *Evidence and Expectation Scale* ($Mdn = 5.00$) than those who were in permanent or ongoing employment ($Mdn = 4.75$).

11.1.2 Institute Supports and the Resourcing Scale

Institute seminars and resources

In the 2009 evaluation, there were statistically significant effects found between the *Evidence and Expectation Scale* and whether the PRTs reported that the Institute Seminar assisted them and how useful they perceived the Institute's resources.

Both of these relationships continued, with those who rated more highly on the *Evidence and Expectation Scale* also rating more highly the usefulness of the Institute's resources ($p=.000$) and the value of the Institute's seminars ($p=.001$).

Reference to the Institute's samples of evidence

A new relationship was found with the 2010 cohort and this was that if PRTs referred to the Institute examples they rated higher on the *Evidence and Expectation Scale* ($Mdn = 5.13$) than those PRTs who did not refer to the examples ($Mdn = 4.63$). This relationship was highly statistically significant ($p=.000$).

11.1.3 Collegial and Structural Supports

Mentor provision and regularity of meetings

The relationship between the *Evidence and Expectation Scale* and allocation of a mentor continued with the 2010 data ($p=.003$). Those PRTs who reported having been allocated mentors continued to rate higher on the *Evidence and Expectation Scale* ($Mdn = 4.88$) than those who had not been allocated mentors ($Mdn = 4.19$). Therefore, a relationship is evident between the mentor and the evidence of professional practice that is developed by the PRT.

The PRTs who were working alongside a mentor in the same year level also rated higher medians on the *Evidence and Expectation Scale*. This was a statistically significant relationship ($p=.003$).

As in 2009, the PRTs who reported meeting with mentors weekly rated higher on the *Evidence and Expectation Scale* than those who met less frequently. This relationship was highly statistically significant ($p=.000$). The results of this relationship are represented in the table below.

Meet_Regularity	N	Std. Deviation	Median
At least once a week	206	1.05676	5.1250
At least once a fortnight	111	1.11666	4.7500
At least once a month	60	.94316	4.6875
Less frequently than monthly	63	1.29153	4.5000

Table 32: Evidence and Expectation Scale and regularity of meetings with mentors

Time allowance

Those PRTs who were allocated with time to assist them in the process of developing evidence for full registration rated higher on the *Evidence and Expectation Scale* again in 2010, with this relationship being highly significant ($p=.000$). The difference in median was notable, as illustrated in the table following.

This is consistent with the Res scale and indicates that the level of support provided for PRTs influences their perceptions about the quality and level of evidence they need to develop.

Time_Allowance	N	Std. Deviation	Median
Yes	196	1.02348	5.1250
No	276	1.20005	4.6250

Table 33: Evidence and Expectation Scale and time allowance

11.1.4 Methods of and Approaches to Evidence Gathering

Option choice

Similar to the 2009 evaluation, the 2010 cohort illustrated ($p=.035$) that if a PRT chose Option One or Option Three their responses to the *Evidence and Expectation Scale* were higher than if they indicated they had chosen Option Two. These results are included below.

ATL Option	N	Std. Deviation	Median
Option1	335	1.14721	4.8750
Option2	58	1.10701	4.6250
Option3	78	1.19800	4.7500

Table 34: Evidence and Expectation Scale and Option chosen

11.1.5 Program's Effect

The PRTs responses to the questions on the program's effect were found to all be highly statistically significant with the *Evidence and Expectation Scale* ($p=.000$).

Discussing professional practice

The responses showed that the more strongly the PRT agreed that the program had a positive effect on discussions about professional practice, the higher their median on the *Evidence and Expectation Scale*.

Improving professional knowledge and skills

If the PRTs responded positively to whether the program improved their professional knowledge and skills, their *Evidence and Expectation Scale* median was higher than those who responded negatively.

Increasing likelihood the PRT would stay in teaching

Those PRTs rating highly the increased likelihood they would stay in teaching as a result of the program also rating higher on the *Evidence and Expectation Scale*.

11.2 Summary of relationships between the Evidence and Expectation Scale findings

The analysis of the responses of the PRTs with the *Evidence and Expectation Scale* has found that there are a number of influences on the PRTs' expectations about the development of their evidence of professional practice. These include that the PRT perceives greater benefits when they;

- are female;
- are on a fixed term contract as opposed to being in permanent or ongoing employment;
- find the Institute seminar assisted them;
- find the Institute's resources useful;
- refer to the examples of evidence provided by the Institute;
- are allocated a mentor
- work alongside a mentor in the same year level;
- meet with their mentors regularly;
- are allocated with time allowance to assist them in the process of applying for full registration; and
- choose option One or Three to complete their evidence;

This analysis identifies some interesting influences on the increased levels of expectation of evidence as reported by the PRTs. Although the previous analysis using the *PL Scale* illustrates that the allocation of resources and accessing Institute support for the process is integral, it appears that some of these can also influence the quality and level of documentation of the evidence of professional practice.



Appendices

Appendix 1: Rating Scale Response Tables

“Please indicate a level of agreement with the following statement..”

	SD %	D %	DaL %	Un %	AaL %	A %	SA %	Total Agree %
The choice of my mentor was appropriate								
<i>PRTs</i>	4	4	2	2	5	29	54	88 (+5)
<i>Mentors</i>	1	2	1	2	9	47	37	94 (+1)

Table 35: Percentage of overall responses to stem questions 1

“To what extent in developing and presenting your evidence did the following influence the quality, quantity and detail...”

	SD %	D %	DaL %	Un %	AaL %	A %	SA %	Total Agree %
A personal desire to do a good job influenced the quality and detail of the evidence collected.								
<i>PRTs</i>	1	1	1	3	7	36	50	94
Gathering the required evidence was a valuable reflective process and led to higher levels of documentation than the minimum standard.								
<i>PRTs</i>	2	5	3	7	19	40	24	83 (+4)
In order to gain employment, greater detail and quality of evidence was developed.								
<i>PRTs</i>	9	14	8	18	18	24	9	51 (+3)
The school that made the recommendation for Full Registration had a high expectation of the quantity and detail of evidence.								
<i>PRTs</i>	2	6	5	11	17	36	23	76 (+2)
The school culture influenced my collection of evidence, with high expectations of quality and detail.								
<i>PRTs</i>	3	15	5	13	18	35	21	74 (+2)
School-based examples of evidence from previous years had greater detail and quantity and this was the model I followed.								
<i>PRTs</i>	9	15	8	19	16	22	10	48
My mentor expected high quality and levels of detail in the evidence.								
<i>PRTs</i>	5	6	7	14	20	32	16	68 (+5)
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.								
<i>PRTs</i>	24	16	9	21	11	9	9	29 (+1)

Table 36: Percentage of overall responses to stem questions 1

“As a result of gathering my collection of evidence and applying for full registration, I have...”

	SD %	D %	DaL %	Un %	AaL %	A %	SA %	Total Agree %
...made beneficial changes to my teaching through feedback from my mentor and/or other experienced teachers								
<i>PRTs</i>	2	6	6	7	23	40	16	80 (+1)
<i>Mentors</i>	2	2	2	4	18	47	24	90
...changed aspects of my classroom work for the better and developed my teaching knowledge and practice								

PRTs	2	5	3	5	22	44	19	85 (+6)
Mentors	2	3	1	7	22	45	20	86 (-4)

Table 37: Percentage of overall responses to stem questions 2

“The Institute’s requirements...”

	SD %	D %	DaL %	Un %	AaL %	A %	SA %	Total Agree %
...were activities which directly related to the work of teachers								
PRTs	2	5	4	6	23	44	16	84 (+3)
Mentors	1	1	1	3	18	55	22	92
...recognised teachers' working documents as evidence of practice								
PRTs	2	3	4	7	20	45	18	83 (+2)
Mentors	1	1	1	3	14	55	24	93 (+2)

Table 38: Percentage of overall responses to stem questions 3

Working collegially in the classroom with a more experienced teacher and analysing my teaching practice has...

	SD %	D %	DaL %	Un %	AaL %	A %	SA %	Total Agree %
...allowed me to see what good professional practice looks like								
PRTs	0	3	2	12	14	49	28	91 (+1)
Mentors	0	1	1	1	7	57	33	97 (+2)
...focused my professional reflection on student learning and effective ways on engaging students								
PRTs	0	2	2	4	16	47	29	91 (+2)
Mentors	0	1	1	2	9	58	30	96 (+1)
...deepened my knowledge of the learning needs of the students I teach								
PRTs	0	3	3	6	17	42	29	88 (+4)
Mentors	0	2	1	4	16	50	26	92 (+1)
...given my Provisionally Registered Teacher with chances to develop, discuss, reflect on and share their professional knowledge and practice								
PRTs	1	1	1	4	16	43	34	93 (+2)
Mentors	1	1	1	2	10	47	40	96 (+2)

Table 39: Percentage of overall responses to stem questions 4

The Institute’s standards of professional practice...

	SD %	D %	DaL %	Un %	AaL %	A %	SA %	Total Agree %
...were used as a basis for feedback by either my mentor or other colleagues								
PRTs	2	8	4	12	20	43	12	74 (+3)
Mentors	1	2	3	5	20	56	13	89
...were a valid and valuable way of assessing my professional knowledge, practice and engagement								
PRTs	1	4	3	8	23	45	15	84 (+4)
Mentors	1	2	2	4	17	58	16	91
...were a useful reflective tool								
PRTs	1	3	4	7	24	43	19	85 (+4)
Mentors	1	2	2	4	18	56	18	91 (+1)
...provided a common language to discuss teaching practice with colleagues								
PRTs	1	6	5	10	24	39	15	79 (+6)
Mentors	1	3	2	8	17	54	16	87
...highlighted areas for professional learning and led to growth of my professional practice and knowledge								

<i>PRTs</i>	1	3	3	9	20	48	16	84 (+5)
<i>Mentors</i>	1	2	3	5	18	54	17	90 (+2)
...are valid and legitimate statements about teaching and learning								
<i>PRTs</i>	1	1	3	6	18	52	20	89 (+3)
<i>Mentors</i>	1	1	1	5	18	54	17	90 (-2)

Table 40: Percentage of overall responses to stem questions 5

Please indicate a level of agreement with the following statements:

	SD %	D %	DaL %	Un %	AaL %	A %	SA %	Total Agree %
The Institute's process meant that I had opportunities to meet with colleagues to discuss my professional practice and the gathering of evidence.								
<i>PRTs</i>	1	7	4	6	22	45	15	82 (+5)
<i>Mentors</i>	1	3	2	4	19	48	24	91 (2)
Overall, I was satisfied with the mentoring I received from my mentor or other colleagues								
<i>PRTs</i>	5	4	3	5	11	28	44	83
<i>Mentors</i>	0	1	1	3	10	55	30	95 (+3)
I was satisfied with the support and encouragement I received from school leadership in completing the evidence-based process								
<i>PRTs</i>	4	5	3	5	13	29	40	83 (+1)
<i>Mentors</i>	2	2	2	5	11	46	33	89 (+1)
I was satisfied with the resourcing support I received from my employer(s) in completing the evidence-based process								
<i>PRTs</i>	3	5	6	7	4	34	31	79 (+1)
<i>Mentors</i>	1	1	3	6	11	52	25	88 (+2)

Table 41: Percentage of overall responses to stem questions 6

Please indicate a level of agreement with the following statements:

	SD %	D %	DaL %	Un %	AaL %	A %	SA %	Total Agree %
Leaders within the school expected a high level of evidence to be provided as part of this process								
<i>PRTs</i>	1	5	4	10	18	40	22	80 (+4)
<i>Mentors</i>	1	3	7	6	18	47	18	82 (+2)
The support I received from my school was timely and appropriate								
<i>PRTs</i>	3	5	4	4	19	37	28	84 (+4)
<i>Mentors</i>	1	0	4	4	10	55	25	90 (+2)
I felt my school understood the challenges of beginning in the profession and responsibilities allocated to my reflected this								
<i>PRTs</i>	5	5	4	4	15	34	33	82 (+4)
<i>Mentors</i>	2	2	3	3	11	50	29	90 (+6)
PRTs from previous years advised that my school expected a high level of evidence to be provided in this process								
<i>PRTs</i>	5	11	8	22	18	26	10	54 (+5)
<i>Mentors</i>	4	10	9	21	14	29	13	57 (+3)
I was consistently supported throughout this process								
<i>PRTs</i>	4	5	6	6	15	32	32	79 (+1)
<i>Mentors</i>	1	1	2	2	12	47	36	95 (+4)

Table 42: Percentage of overall responses to stem questions 7