

# **FINAL REPORT**

**For the**

**VICTORIAN INSTITUTE OF TEACHING**

*The Victorian Institute of Teaching's  
Supporting Provisionally Registered Teachers:  
2009 Program Evaluation*



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## **1. Executive Summary**

This report continues the annual evaluation of the Victorian Institute of Teaching's *Supporting Provisionally Registered Teachers Program*, initiated as a statewide program in 2004.

### **1.1 Evaluation Format**

The evaluation continued as an invitation for provisionally registered teachers, their mentors and principals to respond to an online survey, as in previous years. The surveys contained a series of demographic questions, then some questions with simple 'yes/no' responses and finally a succession of stem statements, which required an indication of level of agreement.

The data from these surveys was then analysed and forms the basis for this report.

### **1.2 Evaluation Findings**

The findings of this evaluation have continued to highlight the importance of the *Supporting Provisionally Registered Teachers Program* in the development of knowledge and practice of new teachers in Victoria. The data shows that the process continues to support teachers gaining their full registration and that they recognise the value of this process in building practice and supporting their entry to the profession.

A significant percentage of PRTs (80%), which was confirmed by mentors (90%), indicated that the process of gathering evidence of their practice had changed aspects of their classroom work for the better and developed teaching knowledge and practice. There were 89% of PRTs who felt that the process supported them to focus their professional reflections on student learning and effective ways to engage students in learning. Consequently 84% of PRTs reported that the process deepened their knowledge of the learning needs of their students.

Encouraging was the continued increase in positive responses to the question asked of provisionally registered teachers about the extent that the Institute's program has increased the likelihood that they will stay in teaching. There were 69% of teachers in this evaluation who had a positive response, an increase of 7% since 2007.

Teachers in this 2009 evaluation did not only indicate that the program has important links to their retention in the profession, but that there were also valuable professional learning benefits for them. There was a 10% increase from the 2007 figures in positive response to the statement that the Institute's process has helped them reflect on their practice, with the 2009 data recording that 79% agreed with this statement.

The previous work experiences of new teachers continued to be a focus of this evaluation, with addition questions this year seeking to identify the work categories of these teachers and more opportunities for teachers to make comments about the questions being asked of them.

As in 2008, teachers in the 2009 cohort with previous careers outside teaching tended to be less likely to have mentors allocated to them in the same teams. Another interesting finding was that the more years of previous work experience that a teacher had correlated with schools being less likely to allocate them scheduled time allowance.

Mentor teachers were also asked about their perceptions of teachers with previous work experience and they indicated that they felt that these experiences were useful to assist the transition into teaching.



Another new area of investigation of this evaluation was highlighted in the surveys of rating responses where responses were analysed through the development of scales. This analysis revealed that the teachers who reported higher levels of professional learning also valued the Institute seminars and the usefulness of the Institute materials more highly than those teachers who reported lower levels of professional learning.

There was also a relationship between the level of expectation about the evidence of professional practice and how positive teachers felt about the Institute's resources and seminars, perhaps indicating that an increased expectation from schools about the amount of evidence presented was causing negativity.

In terms of the general PRT cohort, the percentage on fixed term contracts continued to be 58%, as it was in 2008. This was found to have an effect on the level and satisfaction of resourcing the PRTs experienced, with higher resourcing supports offered to those who were in permanent or ongoing employment situations.

There were 47% of PRTs who indicated they were scheduled with time allowance to facilitate the process of gathering their evidence for full registration. There was a minimal decline of 1% in mentor provision to 95% of PRTs who were provided with mentors, and 45% of these were meeting weekly. This small decline in mentor provision has continued from the 99% of PRTs who reported they were provided with mentors in 2005. There was an increase of 8% to 83% of PRTs reporting that the choice of teacher to mentor them was appropriate. There was also a correlation between the regularity of meetings of the mentor and their PRT and the professional learning of the PRT with greater regularity of meetings leading to greater professional learning. The majority of PRTs were satisfied with the quality of their mentoring.

Also related to resourcing was the fact that there were 88% of PRTs who indicated they had attended Institute seminars, a decline of 10% from the 2008 cohort, which was considerable. This could be accounted for by increasing knowledge about Institute requirements and expectations by schools.

Mentor survey responses indicated that mentors were increasingly feeling that they were constrained by a lack of time to mentor effectively. Their more positive responses talked about the importance of a shared workspace to an effective mentoring relationship. The majority of mentors also identified benefits to their professional practice when supporting teachers new to the profession.

As in previous years, PRTs were likely to have chosen to provide greater documentation of evidence for full registration than required by the Institute and they indicated that they did this because they valued the opportunity to reflect on their practice.

The gradual increase in the perception of the value of the program and its effect also continued in the final questions of the surveys, which have remained the same since 2004.

### **1.3 Conclusion**

The 2009 evaluation continues to provide encouraging feedback to inform the work of the Institute in supporting entry into the teaching profession of provisionally registered teachers. It underlined that the Institute process to move teachers to full registration continues to develop the knowledge and practice of new teachers. The importance of mentoring and the school based supports is highlighted in this



analysis as perhaps the most critical aspects for ensuring that PRTs can experience the professional learning benefits of the Institute's process.



## 2. Introduction and Background

The 2009 online evaluation of the Victorian Institute of Teaching's (the Institute) process for provisionally registered teachers builds on findings from previous evaluations and continues to focus on the process and support program for teachers to move from provisional to full registration, which was first implemented in 2004.

Under the *Education Training and Reform Act 2006*, the Institute's Standards and Professional Learning Branch has responsibility for implementing the process for provisionally registered teachers (PRTs) to become fully registered. This legislation requires that all inexperienced teachers are 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 focus of the Institute to ensure that inexperienced teachers are supported during this time through 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

Provisionally registered teachers are required to undertake an evidence-based process to meet the Institute's eight Standards of Professional Practice. (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*

These standards are used across the Victorian teaching profession - in the accreditation of pre-service teacher education courses, in the full registration process and for teachers to renew their registration every five years.

In 2009, PRTs were able to choose from three options to develop their evidence of professional practice. Table 2 summarises these options.



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

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

## **2.2 Training and support for PRTs, mentors and principals**

The Institute continues to offer training, seminars, materials and information for PRTs, mentors and principals. These are opportunities to ensure that the process for teachers to become full registered is being implemented with a supportive approach and professional learning benefits.

In 2009, PRTs were offered the opportunity to attend one evening session to learn about the process. The mentor training support program continued in 2009 in partnership with the Department of Education, Employment and Early Childhood and with the support of the Catholic and Independent school sectors and was delivered as a two day program – Day One in either November or February and Day Two in June.

Principal Briefings also repeated the same model as in previous years, with Principals and school leadership encouraged to attend a briefing at the same venues but prior to the PRT Seminars.



### **3. Methodology and responses**

Once again, the annual evaluation was offered as an online survey using an external website provider. PRTs and mentors who attended Institute training seminars during 2009 were sent an invitation to participate.

Of the 2304 PRTs who were invited to participate in the online survey;

- 786 responded (34%) to the survey. Of the 786 responses, 66 (3%) only partially completed the survey.
- 16 (1%) chose to 'opt out' of participating.

Of the 1286 mentors who were invited to participate in the online survey;

- 538 responded (42%) to the survey. Of the 538 responses, 24 (2%) only partially completed the survey.
- 107 (8%) chose to 'opt out' of participating.

As in 2008, principals of all schools received an invitation to participate in the online survey via an email. This resulted in only 28 responses, considerably less than the 123 in 2008 and 181 in 2007.

The low response rate from the principal cohort has implications for the comparison of figures in this report. For this reason, the responses from the principals' survey will not be analysed in detail. Whilst the responses are included in the appendices in tables alongside the PRT and mentor responses, they have not been directly compared to the results from the PRT and mentor surveys in the main body of the report.

#### **3.1 Evaluation and report format**

The questions used in this evaluation were similar to the 2008 questionnaire, but some questions were consolidated and some questions were altered in wording to improve clarity.

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 and in the 2009 evaluation this has continued.

The questions, which have made up the rating scales were structured through the use of a stem, with a number of questions under each stem. Often there were different topics or themes covered in the one survey screen.

The descriptions of the level of agreement are abbreviated in all tables used in this report, with the key to these abbreviations 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 then analysed for scale reliability, with all found to be highly reliable.

The three scales have been named the;

1. Professional Learning & Validity Scale (“PL&V 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 still reported in the overall survey responses section of the report.

### **3.2 Terminology and Glossary**

Following are definitions of terms 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 45<sup>th</sup> percentile.

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

### **3.3 Reading the graphs used in this report**

#### **3.3.1 Box Plots**

Box plot graphs illustrate the distribution of the responses received. The box itself illustrates the middle 50% of the data, with the length of the box representing the 25<sup>th</sup> and 75<sup>th</sup> percentiles. The length of the box shows how well spread the data is (the larger the box, the greater the spread of data).

The line in the box is the median value of the data. If the distribution of the responses is not normally distributed (i.e. in a bell curve), then the median will not appear exactly in the middle of the box and the data is said to be skewed.

The box then has “whiskers”, with a lowest and highest line. These are the lowest and highest values recorded in the data which are not an “extreme” or “outlier”. Once again, if the whiskers are not equal in length, this is an indication of skewed data (data which is not normally distributed).

An “outlier” is a circle, which appears outside of the box and whisker, and is an unusual case – data which is between 1.5 to 3 box lengths from the 75<sup>th</sup> or 25<sup>th</sup>



percentile. An “extreme” is more unusual; being a cross marked outside of the box and is a value, which is more than 3 box lengths from the 75<sup>th</sup> or 25<sup>th</sup> percentile.



## 4. Respondent Demographics

### 4.1 Gender

The majority of all respondents were female, with the highest percentage of females in the mentor group. Although this gender bias reflected the high numbers of women in the profession, males were slightly underrepresented in these survey results (based on ABS statistics of 2003<sup>1</sup>).

	PRTs		Mentors	
	% of total responses	Number of responses	% of total responses	Number of responses
Female	75	585	81	429
Male	25	195	19	102

Table 3: Gender of survey respondents

### 4.2 Age

Of those who indicated their age category, 52% of the PRTs were between 20 and 25 years. The mentor teachers were primarily made up of teachers who were over 30 years of age. Figure 1 illustrates the spread of age categories across the PRT and mentor groups and these results were very similar to the 2008 evaluation.

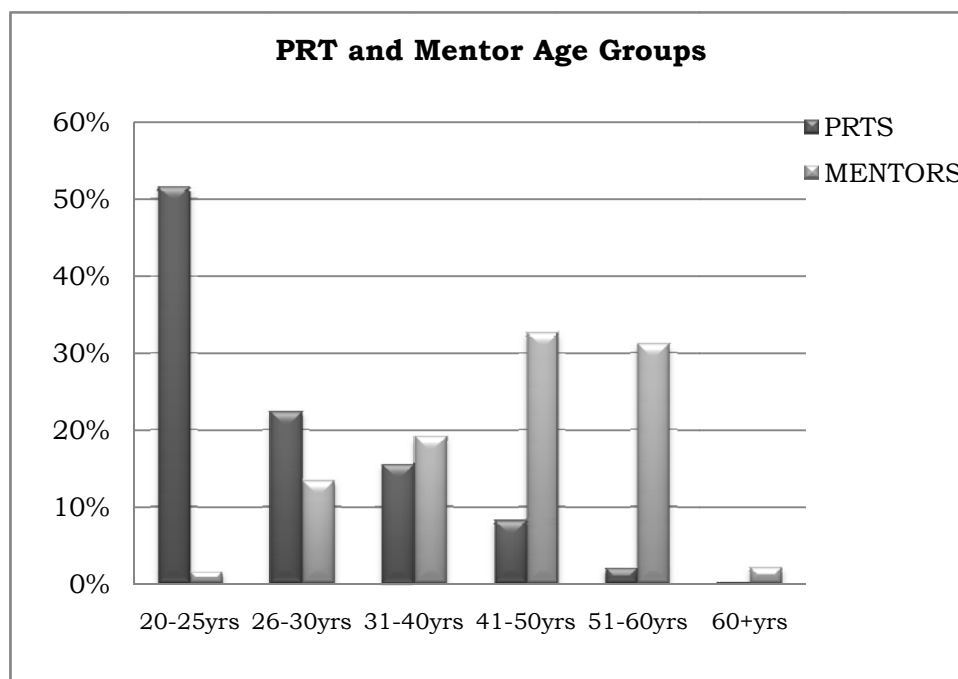


Figure 1: Chart of age categories of PRTs and mentors

### 4.3 Teacher Education Course

There were just under half (49%) of PRT respondents who had completed a post graduate teaching qualification, with 38% who indicated they had become qualified through a Bachelor of Education or similar, and 13% who had completed a double degree. This was a 4% increase in responses from the 2008 evaluation who had

<sup>1</sup> Statistics from

<http://www.abs.gov.au/ausstats/ABS@.nsf/7d12b0f6763c78caca257061001cc588/459c3882fad473a2ca2570eb0083be84!OpenDocument> accessed 18/06/09



completed double degrees, with a drop of 3% from those who had completed post graduate teaching qualifications.

Most PRTs gained their qualifications in 2008 or 2009 (88%). The next largest group of teachers had become qualified teachers between 2003 and 2007 (10%), with 2% becoming qualified prior to 1997.

#### 4.4 Previous Career

Provisionally registered teachers were asked “Prior to teaching – have you had a previous career or worked in a full time capacity (for longer than one year)?”

There were 58% of PRTs who responded ‘yes’ to this question (3% more than in the 2008 evaluation).

These teachers were then asked about the length of time they had spent in their previous careers. The responses are shown in figure 2. Of the 326 responses, only 20 (6%) had worked for only a year.

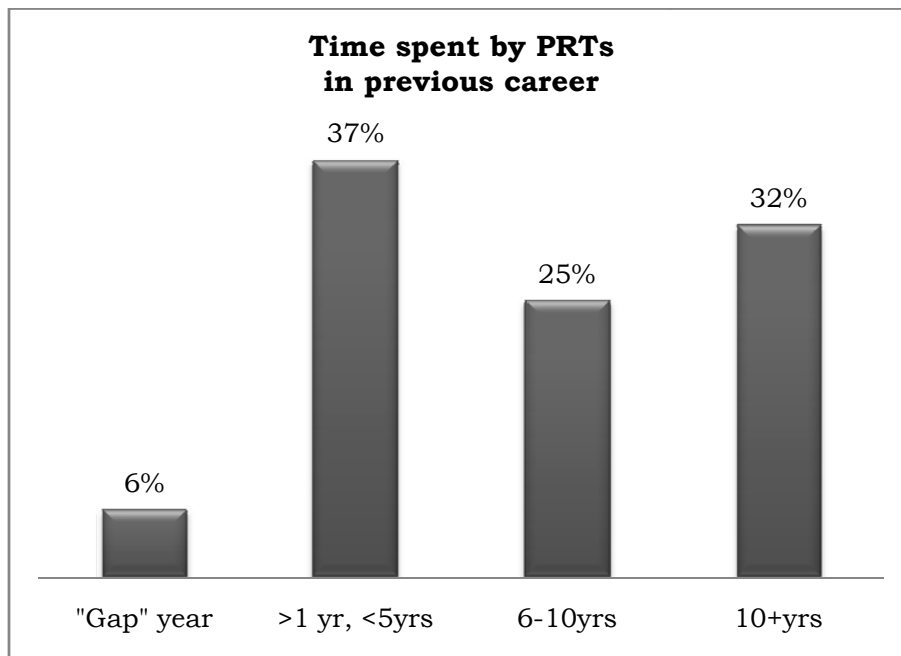


Figure 2: Chart of time spent by PRTs in previous careers

In the 2009 evaluation, these teachers were given an opportunity to further unpack the influence of their previous working experiences. 90% of this group felt that their previous work experiences had supported their transition into teaching. There were also 73 open-ended comments made by these teachers. A sample of responses is included and reflects the main themes in these, which were that the teachers felt they had greater life skills, interpersonal abilities and a deeper understanding of teaching content than those teachers who had not had a previous career.

*Working elsewhere allows you to learn different skills, such as multi tasking, speaking in public and making decisions accordingly.*

*I was more mature when I entered into the teaching profession and this has enabled me to better handle situations with children and work colleagues that arise.*



*Helped to develop "people skills" which are vital to teaching, as well as organisation, a greater level of maturity and developed a deeper understanding of some of the areas in which I now teach.*

*I gained skills useful in the non-classroom areas of teaching such as administration, organisation, typing and interpersonal communication.*

*It has helped enormously in giving the theory of what I am teaching a practical application. Makes it more "real" for the students.*

As in the previous evaluations, there were statistically significant relationships between this group of teachers and;

- **Gender** ( $p=.000$ ), with males more likely to have had a previous career;
- **Age group** ( $p=.000$ ), with the 'previous career' teachers older;
- **Teacher education course** ( $p=.000$ ), with more 'previous career' teachers who had completed Post Graduate qualifications;
- **Employment time fraction** ( $p=.000$ ), with 'previous career' teachers more likely to be part time and CRT. 'Previous career' teachers made up 65% of the part time teachers and 82% of the teachers who indicated they were CRTs.

New relationships in the 2009 evaluation found a statistically significant effect between 'previous career' teachers and;

- **School type** ( $p=.014$ ). There were less 'previous career' teachers in primary schools;
- **Employment type** (contract) ( $p=.000$ ). There were less 'previous career' teachers on fixed term contracts;
- **Mentors in the same year level** ( $p=.001$ ), with 'previous career' teachers less likely to have mentors allocated in the same year level;
- **Mentors in the same teaching and learning team** ( $p=.022$ ), with 'previous career' teachers less likely to have mentors in the same teaching and learning teams.

Whilst the provision of mentors continued to be lower for teachers who identified as having had a previous career, the data from the 2009 evaluation did not find that it was statistically significant ( $p=.052$ ). Similarly, in the 2008 evaluation there was a relationship with whether a teacher had scheduled time allowance (with 'previous career' teachers less likely to be scheduled with time allowance) but in the 2009 evaluation this was not significant ( $p=.059$ ).

When the 'previous career' teachers were looked at in terms of their self reported types, there were some relationships found here as well, some of them to be expected and others less predictable.

- **Gender** ( $p=.020$ ). Notable was the 39% of 1-5 year and 39% of more than 10 year 'previous career' male teachers, as only 25% of the total PRT cohort was male;
- **Age group** ( $p=.000$ ) with more previous work experience leading to an increase in age;
- **Teacher education course** ( $p=.020$ ) most 'previous career' teachers had completed post graduate teaching qualifications, which was similar to the whole PRT cohort;
- **Employment type (time fraction)** ( $p=.022$ ), of the 'previous career' teachers who were full time teaching, only 6% were 'gap' year teachers and 40% had between 1-5 years previous work experience. There were 76% part time teachers who had more than 6 years prior work experience.
- **Mentor had attended mentor training** ( $p=.008$ ), with 56% of the 'gap' teachers indicating that they felt their mentors had not attended training,



49% of the 1-5 yrs experience teachers and 45% of the greater than 10 years experience teachers having mentors who they felt *had* attended training.

- **Type of meetings with mentors** ( $p=.024$ ), 'gap' year teachers with a higher level of informal/incidental meetings than the other groups of previous career teachers;
- **Choice of option** ( $p=.047$ ), with higher levels of Option 3 being chosen by 'gap' year teachers and those with more than 10 years of work experience;
- **Option choice method** ( $p=.030$ ). As Figure 3 illustrates, the 'gap' teachers were more likely to respond that they had chosen their option on their own, and the more experienced 'previous career' teachers were more likely to seek advice from mentors and/or others;

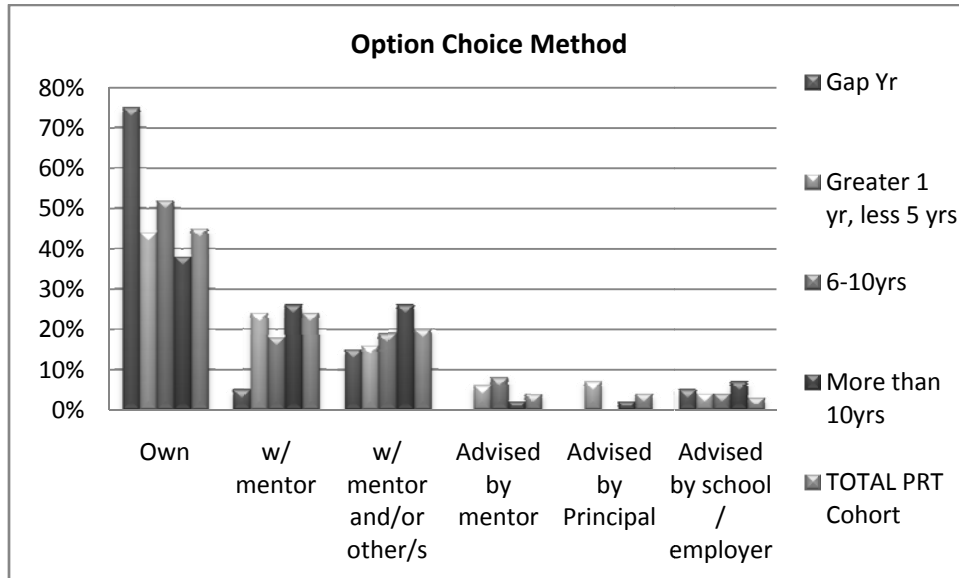


Figure 3: Chart of method of option choice by previous career teachers

- **Scheduled time allowance** ( $p=.047$ ), with the more years of experience in a previous career having a direct effect on scheduled time allowance being provided. This is illustrated by Figure 4 below.



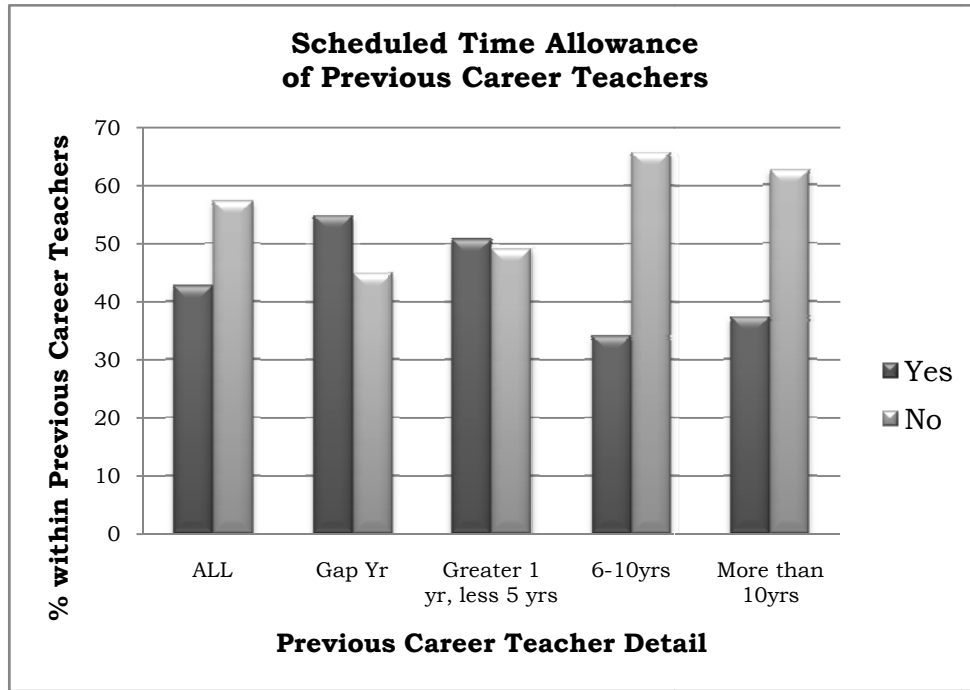


Figure 4: Chart of scheduled time allowance of previous career teachers

- **Whether the examples of evidence provided by the Institute were reported to be useful** ( $p=.001$ ), with the teachers with more years of previous career experience reporting the examples of evidence as being more useful than the 'gap' and less than 5 years previous career experienced teachers.

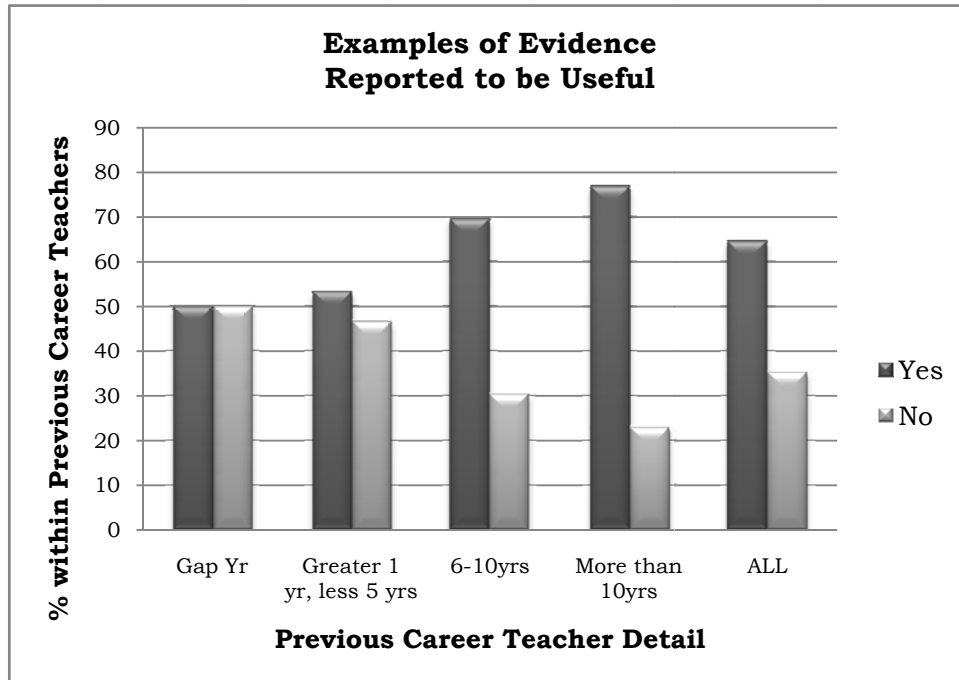


Figure 5: Chart of examples of evidence reported to be useful

#### 4.4.1 Perceptions of Mentors Supporting 'Previous Career' PRTs

In the 2009 evaluation, additional questions were included in the mentor surveys. Mentors were asked whether their PRTs had any previous work experience prior to



becoming a teacher. There were 531 responses to the question, with only 8% who did not know. Forty-three percent thought that their PRTs had worked in various part time jobs, 28% thought their PRTs had a previous career before beginning teaching and 21% answered that their PRTs had not had previous work experience.

Mentors were also asked about the amount of previous work experience, if any, they thought their PRTs had.

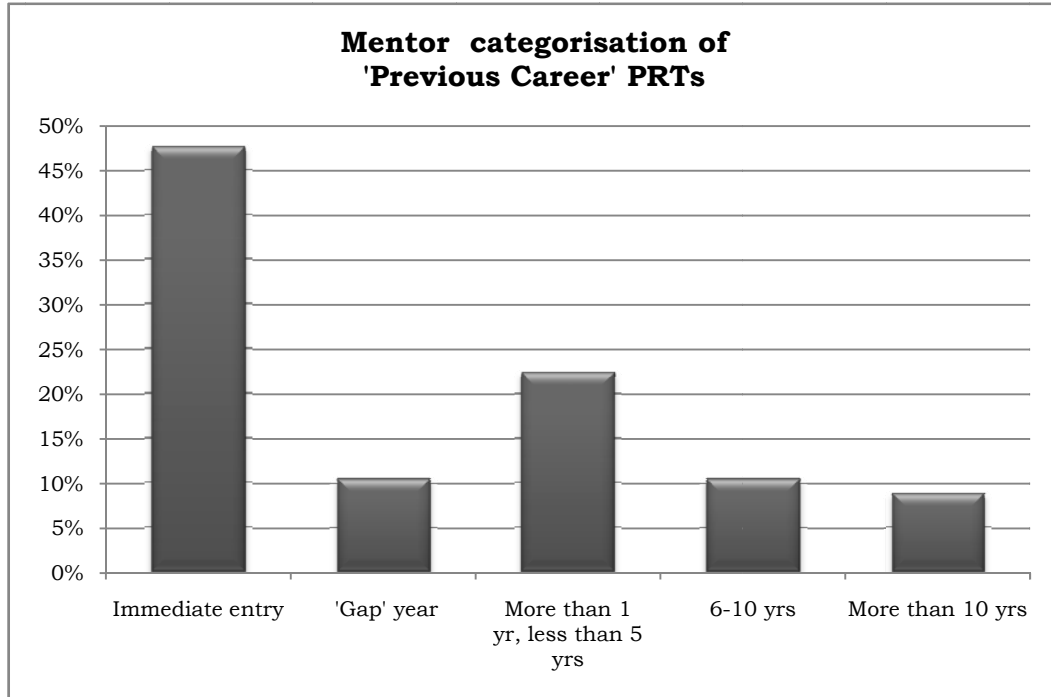


Figure 6: Chart of mentor categorisation of 'Previous Career' PRTs

The final question asked of mentors in this section was whether the PRTs' previous work experiences had assisted them in carrying out their duties as a teacher or if it had assisted them in taking on a teaching role. Of the 398 responses, 85% said they thought previous careers were of benefit in carrying out their duties as a teacher or had assisted them in taking on the role.

There were also 96 mentors who chose to make a comment about this question, with a sample of their responses included below.

*Having a more mature teacher with a range of worldly experiences helped with his ability to set a context for his teaching and improved his ability to manage students*

*All experience outside education gives perspective and a broader outlook necessary to be more empathetic in school communities.*

*Yes as they were familiar with deadlines, protocols, being a team player and just being a professional who got the job done, without having to be given everything and realising that they have to create some of their own resources and not just rely on others. In the past other graduates would NOT or barely create any resources just expected everything to be given to them....*

From these responses it is clear that generally, mentors believed that some prior work experience before beginning teaching was valuable.



## 4.5 School Details

As in previous years, the surveys included questions about the schools that the teachers were working in.

### 4.5.1 Location

Once again, the majority of teachers were working in schools located in the Melbourne metropolitan area, followed by rural areas, and then in large regional town or city. Table 4 summarises PRT responses.

	<i>% of total responses</i>	<i>Number of responses</i>
Melbourne metropolitan area	66	509
Regional town or city	16	126
Rural area	18	140

Table 4: Location of survey respondents' schools

### 4.5.2 School Type

When asked to provide details about the types of schools where they were working, similar patterns for PRTs, mentors and principals emerged. Approximately half of all survey respondents were teaching in a primary (P-6) school situation. The next largest contingent was from secondary (7-12). These results are reported below

	<i>% of total responses</i>	<i>Number of responses</i>
Primary (Prep-6)	45	351
Secondary (7-10)	2	17
Secondary (7-12)	32	251
Secondary (9-12)	1	9
Secondary (7-8)	0	1
P-10	1	9
P-12	12	93
Special setting	2	16
Other	4	31

Table 5: Survey responses to School Type

## 4.6 School Sector

The 2009 evaluation returned similar response rates to previous years and reversed the slight decrease from the catholic sector for the evaluation of the 2008 program.

	<b>PRTs</b>		<b>Mentors</b>	
	<i>% of total responses</i>	<i>Number of responses</i>	<i>% of total responses</i>	<i>Number of responses</i>
Government	68	525	77	412
Catholic	18	139	11	61
Independent	14	110	11	60

Table 6: School sector of survey respondents

## 4.7 Employment arrangements

PRTs and mentors were asked questions about their employment arrangements whilst engaging with the *Supporting Provisionally Registered Teachers Program*.



The 2009 data reflected the same percentage (58%) on fixed term contracts as for the 2008 evaluation. A highly statistically significant effect ( $p=.000$ ) was found between the employment contract and school sector, with 77% of these teachers in the government sector (a 3% decrease from last year), 17% in catholic schools (3% increase from last year) and 6% working in the independent sector.

Similar to the 2008 evaluation, there were 39% of PRTs who identified as being in ongoing employment, with 55% of these in the government sector, 19% in Catholic schools and 26% in the Independent sector. Mentors were found to be predominantly permanent employees (93%), an increase of 1% from the 2008 data.

Once again, the majority of responses to the surveys received were from teachers who were working in full time roles. Full details are included in Table 7.

	PRTs		Mentors	
	% of total responses	Number of responses	% of total responses	Number of responses
Full Time	90	698	86	461
Part Time	7	55	14	75
Casual Relief Teaching	2	17	0	0
None of the above	1	5	0	0

Table 7: Time fraction of PRTs and mentors

#### 4.8 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 47% who answered ‘yes’ to this question and 53% who replied in the negative. Compared to 2008 responses, it shows a decline in the allocation of time allowance of 4%.

#### 4.9 Institute Training Seminars

##### 4.9.1 PRT Attendance at Training

PRTs were asked whether they had attended the Institute seminars.

There were 88% of PRTs who identified as having attended a seminar, which was a decrease of 10% from the 2008 cohort.

	PRTs	
	% of total responses	Number of responses
Yes, in 2008	80	616
Yes, prior to 2008	8	59
No	13	98

Table 8: PRT attendance at Institute seminars

##### 4.9.2 Usefulness of Training

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. The responses indicated that 91% of PRTs and 99% of mentors found the seminars useful.



Table 9 shows the full breakdown of the responses to these questions and shows that mentors were more positive about the extent of assistance of the seminars than PRTs.

	Not at all %	Minor %	Moderate %	Major %	Total +
<b>To what extent did you find the Institute's seminar assisted you in understanding the process to apply for full registration?</b>					
<i>PRTs</i>	9	24	49	18	91
<i>Mentors</i>	1	15	40	44	99

Table 9: Mentor attendance at Institute seminars

Open ended responses were also recorded by 43 PRTs and 47 mentors following this question. These included positive responses but also criticisms of the length of seminars by mentors. PRTs also expressed some desire for more flexible methods of professional development such as online.

#### 4.9.3 Mentor Attendance at Training

PRT were asked whether their mentors had attended training. There were similar levels of response as in previous years, with 59% of PRTs having mentors who had attended training. There were 19% of PRTs who did not know if their mentors attended, and 22% who responded that their mentors had not been trained.

	PRTs	
	% of total responses	Number of responses
Yes	41	298
Yes, prior to 2009	18	134
No	22	164
I don't know	19	135

Table 10: Mentor attendance at Institute seminars

#### 4.9.4 Usefulness of Institute Resources

Both mentor and PRT surveys asked teachers to indicate whether they found the Institute resources useful. The question described resources as being the CD Rom, folder, website and Institute staff. There were 97% of PRTs and 99% of mentors who responded positively to this question. Similar to the question about the seminar, mentors were more positive in the strength of their responses than PRTs, as is shown in Table 11.

	Not at all %	Minor %	Moderate %	Major %	Total +
<b>To what extent did you find the Institute Resources (i.e. CD Rom, folder, website, Institute staff, etc.)?</b>					
<i>PRTs</i>	4	17	47	32	97
<i>Mentors</i>	2	15	46	37	99

Table 11: Usefulness of Institute Resources

There was also an open-ended box available for respondents to include an optional comment following this question. There were 79 comments from PRTs and 30 from mentors. These included some common themes, such as some errors in the electronic resources and the lengthiness of the resources.



#### **4.10 Year PRT gathered evidence**

There were 94% of PRTs who had gathered the majority of their evidence in 2009 and 4% who reported having evidence from 2008.

#### **4.11 Mentors and the mentor relationship**

In 2009, there were 95% of PRTs who answered that they had been mentored (by experienced teacher/s) in their school or workplace where they developed their evidence of professional practice.

Whilst 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, there was a 1% decline in mentor provision from the 96% in the 2008 evaluation. This is a further decline from 99% in 2005.

##### **4.11.1 Mentor access**

PRTs were then asked about the mentors they had worked with and whether they had been in the same subject area, year level or teaching and learning team.

Of those for whom it was applicable, the responses were very similar to the 2008 figures. There were 70% provided with teachers in the same subject area (1% decrease from 2008), 58% with a mentor in the same year level (2% increase from 2008) and 72% with a mentor in the same teaching and learning team (3% increase from 2008).

##### **4.11.2 Meetings between PRTs and Mentors**

PRTs were also asked how regularly they met with their mentors. There were 45% who indicated that they met at least once a week, a further 19% who met at least once a fortnight and another 19% who chose the option stating they met at least once a month. There were 18% who met less frequently than monthly.

Combined, these responses are evidence that 82% of PRTs were meeting at least once a month, a 2% increase on the 2008 evaluation responses.

PRTs were also asked about the nature of these meetings. There were 47% who indicated that both structured time was allocated to them to facilitate these meetings as well as informal meetings, a 2% increase from the responses in 2008. The next largest response was from the 42% of PRTs who said that their meetings were informal and often incidental (a 1% increase from 2008). Nine percent chose the option saying that they were allocated structured and timetabled meeting time (a 1% decrease from 2008) and 2% said that they did not meet with their mentor at all, which was a 2% decrease from 2008.

##### **4.11.3 Level of satisfaction with mentoring**

A series of questions was asked of mentors and PRTs about their level of satisfaction with the choice of mentor and the mentor relationship.

In 2008, there were 75% of PRTs who agreed with the statement that the choice of their mentor was appropriate, but in the 2009 evaluation this increased to 83%. The mentor response was the same as in 2008, with 92% agreeing that the choice of mentor for their PRT had been appropriate.

*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>	5	5	4	3	7	28	48	83%
<i>The choice of mentor for my PRT was appropriate (Mentor)</i>	0	2	2	4	10	44	39	92%

Table 12: Satisfaction with mentor choice

In the 2009 mentor questionnaire an item was added which asked mentors how effectively they felt they supported their PRT. There were 90% of mentors who felt they had been effective. Only 2% felt they had been ineffective, but 8% were undecided. There were 28% of mentors who believed they had been highly effective.

The comments section following this question revealed that mentors felt that they were constrained by a lack of time to mentor effectively. The positive responses talked consistently about how having a shared workspace was crucial to an effective mentoring relationship. There were also a number of mentors who mentioned some difficulties in relating to PRTs due to strong personalities or an unwillingness of PRTs to take advice and be open to suggestions.

*We had a good relationship and could discuss matters easily. She asked for assistance if needed - and I learnt a few things from her! As we had similar grade levels (a 3/4 and a straight 4) we did things together with our classes sometimes, and of course, planned together.*

*our classrooms are connected - thus we did numerous shared classroom activities daily*

*I offered support with Course materials, practical advice and pastoral support during the bush fires when her family was effected.*

*I felt that I supported my prt to the best of my ability, and enjoyed the role, however that came at a price. My own classroom and additional areas of responsibility were compromised.*

*Time constraints were the main issue that limited the amount of time we were able to meet and observe each other teach.*

Additional questions were also asked of mentors about the type of mentoring they provided to their PRTs. The strongest level of agreement was with the statement they actively listened to their PRT (99%), followed by giving feedback and advice (98%), supporting their PRT with the development of classroom management (93%) and assisting with curriculum and program development (91%). There were also 90% of mentors who had assisted with the documentation of evidence for the application for full registration. Lower levels of agreement were with statements about mediating and supporting the beginning teachers' dealings with school leadership (68%) and other staff (69%).



**During my mentoring relationship in 2009, I was required to...**

	SD %	D %	DaL %	Un %	AaL %	A %	SA %	Total Agree %
Support my beginning teacher with the development of classroom management	1%	4%	2%	1%	18%	42%	33%	93%
Assist with curriculum and program development	2%	5%	2%	1%	14%	40%	36%	91%
Give feedback and advice	1%	0%	0%	1%	3%	39%	56%	98%
Actively listen to my PRT	0%	0%	0%	1%	2%	27%	69%	99%
Mediate and support the beginning teachers' dealings with school leadership	9%	12%	6%	5%	27%	24%	17%	68%
Mediate and support the beginning teachers' dealings with other staff	8%	13%	6%	5%	27%	26%	16%	69%
Assist with the documentation of evidence for their application for full registration	3%	3%	2%	3%	19%	37%	34%	90%

Table 13: Mentoring requirements

Mentors were also asked whether they felt there were different mentoring skills required for younger as opposed to mature entry beginning teachers. There were 74% who felt there were different skills required, with 18% who didn't think there were, and 8% who didn't know. Mentors were then able to make a comment about this question. A lot of mentors made the comment that it was more about the individual than their age and some felt that the concept was a difficult one to cover in this question.

*Respect must be paid for any prior learning or experience no matter the age of the PRT. Older beginning teachers may have more life experience, but not necessarily. Equally it is important not to assume an older beginning teacher doesn't need as much mentoring as a younger beginning teacher. One must mentor each PRT on an individual basis and be sensitive to their needs without discrimination.*

*Mature entry teachers are usually more experienced in juggling the many changing aspects of teaching and have some practical life skills that generally support their transition.*

*Lack of maturity was an issue.*

**4.11.4 Benefits for mentors**

Questions were added in the survey of mentors in 2009 to ascertain whether the mentors felt that there were some professional learning benefits to being involved as a mentor in the program. There was 91% who responded positively to this question,



2% who didn't know and 7% who said that there were not any professional learning benefits.

The comments recorded by mentors following this question indicated that a range of benefits was experienced. These included reflecting on teaching practice, that mentors were reminded of how difficult it was to enter teaching and their school and that they would be more aware of the need to support new teachers, and others made comment about the reciprocal nature of mentoring.

*Helped me to reflect on my practice and helped to develop a stronger culture of feedback and team teaching.*

*I didn't realise how much I knew about teaching and how much I took for granted.*

*Learned a lot about giving feedback. Good to see other teaching methods and ideas in practice, and I may not have had that opportunity any other way. It has reminded me of the problems and issues faced by teachers new to this school, and I'm hopefully more supportive of a number of new teachers!*

*A greater awareness of the confident skills that some teachers are able to display in the classroom. My PRT's questioning techniques were even better than mine.*

*A bit (sharing of ideas and resources). The younger teachers are right up to date with technology!!!*

*It has been one of the most rewarding and challenging things I have done as a teacher. It forced me to rethink why I use certain strategies, had to think carefully about explaining these, model them and answer questions I hadn't anticipated. This was very stimulating and affirming.*

A second question was then asked of mentors about whether they felt their role as a mentor had made their qualities of leadership more visible in the workplace. There were 58% who thought that it had, 29% who did not think that mentoring had made their leadership skills more visible and 13% who did not know.

The comments made following this question indicated that many of the mentors were already operating in a leadership role and that some felt that mentoring was a private and non-visible role within the school.

#### **4.12 Option Choice**

As in 2008, there were three options that PRTs could choose from to complete their collection of evidence to demonstrate the standards for full registration. In 2009, similar patterns of option choice were evident. Table 13 summarises the responses and compares these with the 2008 figures.

	PRTs	
	2008	2009
<i>Option 1</i>	78%	75%
<i>Option 2</i>	12%	9%
<i>Option 3</i>	13%	16%
<i>I don't know</i>		

Table 14: Choice of option for collection of evidence

There was a slight increase in the choice of Option 3 from 2008, with 3% more PRTs and 2% of mentors indicating this.



The PRT survey also included a question about the method that the PRTs had used to decide on the option they would complete. Once again, the majority had chosen their option on their own (45% - an increase of 2% from 2008), followed by in consultation with their mentors (24% - a slight decrease of 2% from 2008) and in consultation with their mentors and/or other teachers (20%, 1% greater than 2008 responses). There was also a slight decline in the number of teachers who sought advice from Institute staff.

Method of choice	% of total 2008	% of total 2009
I chose the Option on my own	43	45
I chose the Option in consultation with my mentor	26	24
I chose the Option in consultation with my mentor and/or other teachers	19	20
I was advised to choose a particular Option by my mentor	3	4
I was advised to choose a particular Option by my principal	1	4
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

Table 15: Method of PRT option choice

Further questions were asked of PRTs about the influences on their choice of option. These responses are included in Table 16, and show some considerable differences to the figures of 2008. There were 39% who indicated that their chosen option was most suited to the context of the school, a decline of 13% from 2008. This was balanced by 51% (an increase of 12% from 2008) who said that they felt most comfortable with the requirements of the Option they chose.

Influence on choice	% of total	% of total 2009
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
I felt most comfortable with the requirements of the Option I chose as opposed to the alternatives that I was offered	42	51
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

Table 16: Influence on Option choice

When these responses were examined against the choice of option, there was a highly statistically significant effect which was apparent ( $p=.000$ ). As is shown in Figure 7, Option 3 had a greater number of PRTs who chose this because it suited their context. Option 1 was 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.



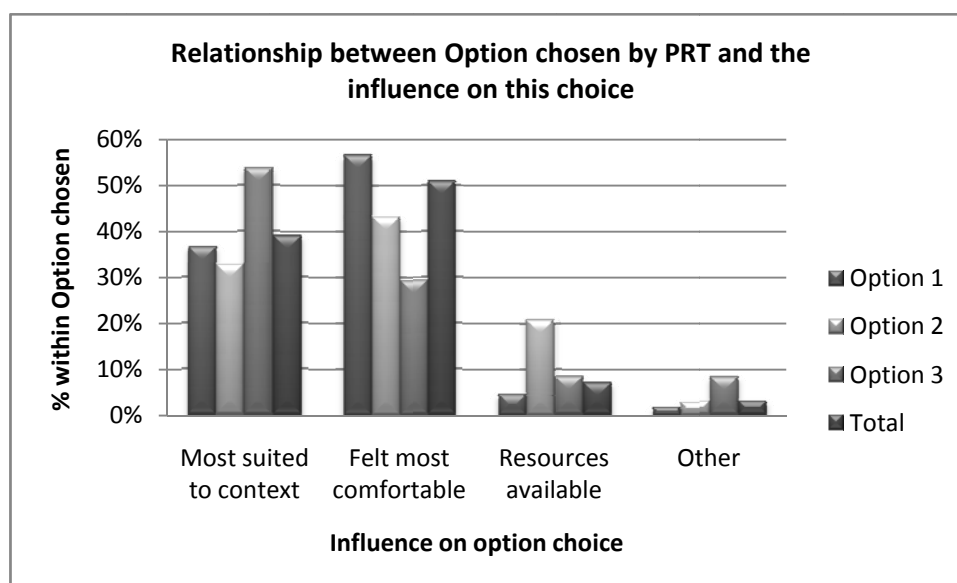


Figure 7: Relationship between the option chosen by the PRT and the influence on this choice

PRTs were also asked with whom they completed the majority of their classroom-based activities. There were 58% who responded that it was with their mentors, 41% who indicated they completed them with an experienced teacher or colleague and 2% with a principal or assistant principal. These were similar figures to those recorded in the 2008 surveys.

#### **4.13 Level of documentation provided by PRTs**

Surveys asked whether PRTs had provided a greater level of documentation than was advised.

There were 51% of PRTs who felt they had provided more evidence than was required of them, a decline of 1% on the 2008 cohort. But there were 29% of PRTs who were not sure if their evidence was more than they needed to provide. This was an increase of 2% in those who were unsure from the 2008 evaluation, which had been a 3% increase from the 2007 evaluation. Combined, this is a 5% increase over a two-year period and indicates that there may be a growing lack of understanding about the appropriate level of documentation.

But there was a decrease in the number of mentors who felt that PRTs had over documented, with 54% saying their PRTs provided more than was required of them (a 4% decrease from the 58% in 2008).

There were 9% of mentors who answered that they did not know whether the PRTs had provided more documentation than was required.

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

There was a 3% increase in the positive PRT response to this question to 44%, and 54% of mentors (a decrease of 3%) who said that there was value in providing more documentation than was required by the Institute. There were 9% of mentors and 30% of PRTs who didn't know if the provision of more documentation was valuable. The comments made following this question indicated that many PRTs struggled to understand an appropriate level of documentation, illustrated by the comment "The amount of documentation is difficult to negotiate. Not knowing how much is too much."



#### 4.14 Quality, Quantity and Detail of Evidence

The questions about the quality, quantity and detail of the evidence that was provided by PRTs were included again in the 2009 evaluation. The statements in this question required a level of agreement and were 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 who 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 responses to these questions, the total level of agreement with the statements and the change in this percentage from 2008. The greatest agreement continued with the statement about a personal desire to do a good job and this increased again to 95% agreement. This was followed by the value in the reflective process (79% agreement). The expectations of the school and the school culture also featured significantly, along with the expectations of mentors. Employment was an influence for almost half of the cohort (48%), but only 28% agreed with the more specific statement about being on a short-term contract. There was also an increase in the influence of seeing school based examples of evidence, from 42% in 2008 to 48% in this evaluation.

	SD %	D %	DaL %	Un %	AaL %	A %	SA %	Total Agree % (and change from 2008)
a.. Personal Desire	0	2	1	2	9	39	46	95 (+3)
b. Reflective	2	6	7	6	21	39	19	79 (+2)
c. Employment	11	17	9	15	19	21	8	48 (-1)
d. School expect	2	7	6	10	21	35	18	74 (0)
e. School culture	3	7	7	11	21	34	17	71 (0)
f. Examples	10	15	11	17	17	22	9	48 (+6)
g. Mentor	5	9	9	13	23	30	10	63 (+1)
h. Contract	26	17	8	21	10	11	7	28 (-1)

Table 17: Percentages of PRT agreement to statements about quality, quantity and detail of evidence

Mapping the total agreement from the 2007 evaluation when these questions were introduced, it is interesting to note the steady increase in the item about the personal desire to do a good job (a), and the valuable reflective process (b).



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

Table 18: Total percentage of PRT agreement (2007-2008) 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 Chapter 10 of this report.



## **5. Rating Scale Responses**

The following section of the report includes the results from the questions, which required teachers to rate a level of agreement from a number of statements. Later in the report these items have been used to develop a series of scales, which then are examined in terms of their relationship to the demographic data collected. Initially there is a general discussion around the patterns and themes in these responses.

These statements were edited in the 2009 surveys and items were condensed from previous years. Whilst there are some similarities to 2008 questions the 2009 data is not directly comparable with previous evaluations because of the changes. The scales explore further the perceptions of PRTs and mentors about the value of the evidence-based process and support for PRTs to develop their professional practice.

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 then useful to compare between the surveys and between the items.

In the appendices the principal responses have been included but once again it is worth noting that these should not be directly compared with the other surveys due to the low response rate and therefore lack of validity.

### **5.1 Summary of Responses**

Both mentors and PRTs indicated very positive responses to the series of statements in the second section of the surveys. There was clear agreement with all statements.

A pattern has continued in this evaluation from previous years whereby mentor responses were generally more positive than PRTs.

Included below is a discussion of the information gathered in the rating scale questions section of all surveys under a series of thematic sub headings – Benefits to Teaching Practice, Collaboration, Institute's Processes, and Validity and Authenticity of Tasks.

#### **5.1.1 Benefits to Teaching Practice**

There were 79% of PRTs and 89% of mentors who believed that PRTs had made beneficial changes to their teaching through feedback from mentors and/or other experienced teachers.

When asked whether PRTs had changed aspects of their classroom work for the better and if they had developed their teaching knowledge and practice, 90% of mentors and 80% of PRTs felt that they had.

#### **5.1.2 Collaboration, Collegiality and Supports**

A series of questions were asked about the experiences of working collegially in the classroom with a more experienced teachers and analysing teaching and learning practice.

There were 90% of PRTs and 96% of mentors who felt that this had allowed the PRT to see what good professional practice looks like. There were 89% of PRTs and 94% 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 90% of mentors and for 84% of PRTs. There were 94% of mentors and 90% of PRTs who thought that the classroom experiences had provided opportunities for development, discussion, reflection and sharing of professional knowledge and practice.

The statement that the PRTs were satisfied overall with the level of mentoring they received from their mentor or other colleagues was agreed by 84% of PRTs. The mentors were asked if they were satisfied with the mentoring their PRTs received and 92% agreed that they were.

There was a statement included which asked for the level of satisfaction with the support and encouragement PRTs received from school leadership in completing the evidence-based process and 82% of PRTs and 88% of mentors agreed that they were. A second question about satisfaction with the resourcing support received from the employer in completing the process was met with 78% agreement by PRTs and 86% agreement from mentors.

Further questions about supports the PRTs experienced asked about whether the school leadership expected a high level of evidence to be provided as part of the process (76% of PRTs and 80% of mentors agreed that they did), that the support received from the school was timely and appropriate (80% of PRTs and 88% of mentors agreed it was), whether the school understood the challenges of beginning in the profession and responsibilities allocated to the PRTs reflected this (78% of PRTs and 86% agreed that schools did understand), that PRTs from previous years had advised that the school expected a high level of evidence to be provided in the process (49% of PRTs and 54% of mentors agreed that this had occurred) and finally that the PRT was consistently supported throughout this process, with 78% of PRTs and 91% of mentors agreeing that the support had been consistent.

### **5.1.3 Institute's Processes and Standards**

A series of questions was asked about the Institute's standards of professional practice. The responses showed that 72% of PRTs and 89% of mentors felt that the standards had been used as a basis for feedback. Whether the standards were a useful reflective tool was agreed to by 81% of PRTs and 91% of mentors, and whether they provided a common language to discuss teaching practice was agreed to by 72% of PRTs and 87% of mentors.

Surveys also included the statement that the standards had highlighted areas for professional learning and they had led to growth of professional practice and knowledge and this was agreed to by 79% of PRTs and 88% of mentors.

An explicit statement about the Institute's processes meaning that PRTs had opportunities to meet with colleagues to discuss professional practice and the gathering of evidence of this was agreed to by 78% of PRTs and 89% of mentors.

### **5.1.4 Validity and Authenticity of the Tasks**

The statement that the Institute's requirements were activities which directly related to the work of teachers was agreed to by 92% of mentors and 81% of PRTs.

Whether the Institute's requirements recognised teachers' working documents as evidence of practice was also agreed to by 80% of PRTs and 91% of Mentors.

There were 91% of mentors and 80% of PRTs who thought the standards were a valid and valuable way of assessing professional knowledge, practice and engagement. Whether the Institute's standards were valid and legitimate statements



about teaching and learning registered agreement from 93% of mentors and 86% of PRTs.

## 6. Program's Effect

The 2009 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.

In 2008 the PRT responses showed an increase in positive feelings to the Institute's program from those recorded in 2007. In 2009, this was maintained, with slight increases of 1% from both mentors and PRTs to the statement that the Institute's program helped to increase the likelihood that the new teachers would stay in teaching. The fact that the responses have increased by 7% from 2007 to consider the Institute's program as a factor supporting their retention is noteworthy.

Table 19 includes responses from 2007-2009 to this series of questions.

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

	Not at all %	Minor %	Moderate %	Major %	Total +
<b>a. discuss professional practice with others?</b>					
<i>PRTs</i>					
2009	8	26	48	18	92
2008	8	26	49	17	92
2007	11	29	44	17	89
<i>Mentors</i>					
2009	2	15	53	30	98
2008	3	15	51	32	98
2007	2	7	62	28	98
<b>b. improve your professional knowledge and skills?</b>					
<i>PRTs</i>					
2009	9	21	48	23	91
2008	8	21	48	23	92
2007	12	24	44	20	88
<i>Mentors</i>					
2009	3	13	50	34	97
2008	4	16	47	34	97
2007	2	8	60	29	98
<b>c. increase the likelihood that you will stay in teaching?</b>					
<i>PRTs</i>					
2009	31	22	33	15	69
2008	32	21	32	15	68
2007	38	25	26	11	62
<i>Mentors</i>					
2009	13	17	46	23	87
2008	14	20	41	25	86
2007	9	22	53	16	91

Table 19: Comparison of responses to 'Program's Effect' questions: 2007-2009



## 7. Summary of scales and statistically significant relationships

As discussed in the previous section, there were changes to some of the wording of the statements requiring a response indicating a level of agreement from mentors and PRTs in the 2009 evaluation.

Following from these changes, the scales which were developed in the 2008 evaluation report have not continued in the same form. New scales were developed in the 2009 evaluation and whilst they may have similarities to the 2008 scales they are not directly comparable.

The data from the 2009 evaluation was analysed using factor analysis and three highly reliable scales were developed. These have been titled the *Professional Learning Scale*, the *Resourcing Scale* and the *Evidence and Expectation Scale*.

There were a number of relationships found between these three scales and the demographic information the PRTs gave in the first section of the survey. Table 19 summarises these relationships and further detail is given about these in the following sections.

	<b>Professional Learning Scale</b>	<b>Resourcing Scale</b>	<b>Evidence and Expectation Scale</b>
School location	✓	✓	
School Type			✓
Employment Type		✓	
PRT @ VIT Training		✓	✓
Seminar assisted	✓	✓	✓
Usefulness of Institute resources	✓	✓	✓
Mentor provided	✓		✓
Mentor @ VIT Training		✓	
Regularity of meeting with mentor	✓	✓	✓
Type of meeting with mentor	✓	✓	
Scheduled time allowance	✓	✓	✓
Teacher completed CAs with		✓	✓
Option Choice Method	✓	✓	✓
Influence on option choice	✓		✓
Level of documentation	✓		✓
Benefit of over documentation	✓		
CD Rom Examples	✓	✓	✓
Usefulness of CD Rom Examples	✓	✓	

Table 20: Summary of 3 scales and statistically significant relationships



## 8. Professional Learning Scale (“PL Scale”)

The *Professional Learning Scale* represents a measure of the PRTs perception of their professional learning which has come about as a result of the Institute’s requirement to gather evidence of their practice against the *Standards of Professional Practice* in order to become fully registered.

This scale contained 12 items, which were:

*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 requirements...*

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

*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*

*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 median has been reported in the following discussion because of the distribution of the scale.

### 8.1 Correlations between the PL Scale and PRT responses

Correlations were found between the PL Scale and;

- **School location;**
- **Identification of whether the Institute Seminar assisted them in understanding the process;**
- **Usefulness of the Institute resources;**
- **School based supports:** which included the provision of a mentor, the regularity of the meetings with their mentor, the type of meetings with their mentors and whether they identified as having been allocated with scheduled time allowance to assist in the completion of the registration process were all significant effects on the professional learning reported by PRTs;
- **Option choice:** the method the PRT chose their option, and the influence on their choice of option;
- **Level of documentation:** both the level of documentation provided and the perception of benefit in providing more documentation than was required had an effect on the level of professional learning;
- **Reference to the Institute examples on the CD Rom:** if the teachers had referred to the examples and their reporting on the helpfulness of these examples, both were statistically significant with the PL Scale.



**8.1.1 School location**

Similar to in 2008, the 2009 data showed that schools in rural areas had higher medians on the PL Scale (*Mdn* = 5.92) than those in regional (*Mdn* = 5.75) or Melbourne metropolitan schools (*Mdn* = 5.50), thus reporting greater professional learning for those teachers who had worked in rural schools in 2009.

**8.1.2 Identification of whether the Institute Seminar assisted them in understanding the process**

The PRTs who thought that the Institute’s seminar had assisted them in understanding the process to apply for full registration also reported higher levels on the PL Scale. Those who said that the seminar had not helped them at all reported a median on the PL Scale of 5.00 in comparison to those who said the seminar assisted them to a major extent who had a median of 6.00 on the PL Scale.

**8.1.3 Usefulness of the Institute resources**

Once again, the PRTs who rated the Institute resources as being useful also had higher levels of self reported Professional Learning and higher medians on the PL Scale.

**8.1.4 School Based Supports**

***Provision of a mentor***

The PRTs who had mentors provided by their schools had a higher median on the PL Scale (*Mdn* = 5.67) than those PRTs who indicated that they had not had mentors provided (*Mdn* = 5.08).

***Regularity of meeting with Mentor***

The relationship between the regularity of the meetings between PRTs and their mentors and the level of professional learning the PRTs reported they benefited from through the process was highly statistically significant (*p*=.000).

The more regularly the PRTs and their mentors met, the higher the median on the PL Scale was. This is illustrated in the box plot graph in figure 8.

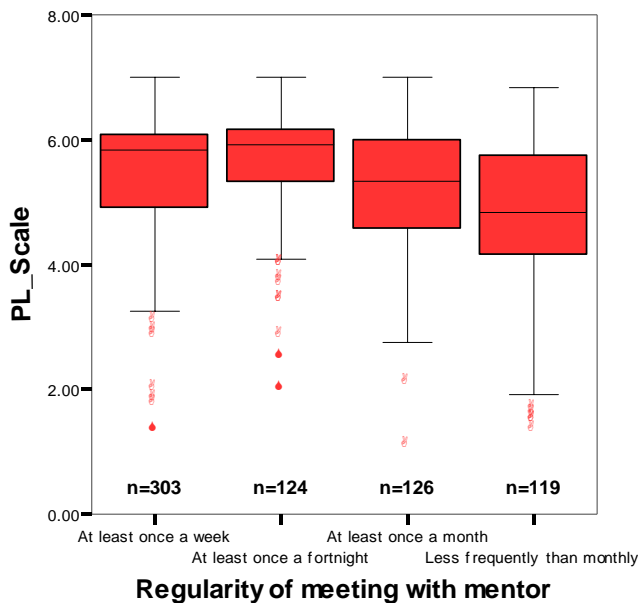


Figure 8: Box plot graph of PL Scale and the regularity of meetings with mentor

### **Type of meeting with Mentor**

Although in 2008 there was a similar relationship between the PL Scale and the regularity of meetings, there had been no significance between professional learning and the 'type' of meeting the PRTs reported having with their mentors. But in 2009 this changed and a highly statistically significant effect was found between the reported level of professional learning by the PRT and the type of meetings they had with their mentors ( $p=.000$ ). The more regularly the PRTs and mentors met (and the more flexibly), the higher the level of professional learning that was reported. Figure 9 illustrates this relationship.

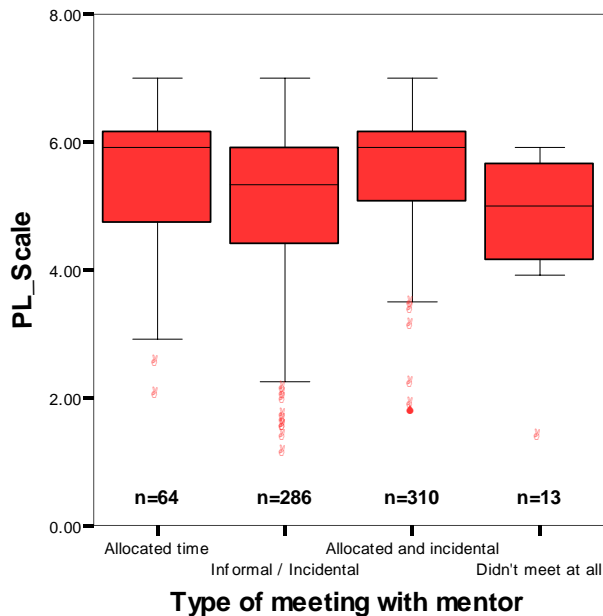


Figure 9: Box plot graph of PL Scale and the type of meetings with mentor

### **Scheduled time allowance**

There was a statistically significant effect between whether a teacher identified that they had received scheduled time allowance and the level of professional learning that they reported ( $p=.000$ ). If they reported having scheduled time allowance the median on the PL Scale was higher ( $Mdn = 5.83$ ) than if they reported not having scheduled time allowance ( $Mdn = 5.50$ ).

### **8.1.5 Option Choice**

Whilst the option that the PRTs chose did not have any relationship to the reported level of professional learning in the 2009 evaluation data (it was in the 2008 data), there was a statistically significant effect between the PL Scale and the method by which the PRT chose their option.

If a PRT had chosen their option on their own, they had a lower level on the PL Scale ( $Mdn = 5.33$ ) than if they had consulted with their mentors ( $Mdn = 5.92$ ) or with their mentors and/or others ( $Mdn = 5.88$ ). Interestingly, if they were advised by a mentor ( $Mdn = 5.50$ ) or school/employer ( $Mdn = 5.54$ ) they still rated higher on the PL Scale than if they had chosen their option on their own.

Similar to in 2008, the influence of context, comfort level and resources on their choice of option was also related to the reported levels of professional learning



( $p=.000$ ). Teachers who said they had chosen the option most suited to the context of their teaching rated the highest on the *PL Scale* ( $Mdn = 5.83$ ).

### 8.1.6 Level of Documentation

As was found in the 2008 evaluation, there was statistically significant relationship between professional learning and the level of documentation provided ( $p=.002$ ). The greater level of documentation that the PRT provided, the higher the level of professional learning they reported.

There was also a highly statistically significant effect between the PL Scale and the answers by the PRTs to the question about their perception of benefit in providing a greater level of documentation ( $p=.000$ ). These responses are included in the table below.

		PL_Scale		
		Median	Percentile 25	Percentile 75
Benefit with over documentation	Yes	5.92	5.42	6.17
	No	4.75	4.08	5.75
	I don't know	5.54	4.75	6.00

Table 21: PL Scale and Benefit with over documentation relationship

### 8.1.7 Reference to Institute Examples on the CD Rom

Another relationship was found between the PL Scale and whether the teachers identified that they had referred to the examples of evidence provided by the Institute on the CD Rom ( $p=.000$ ). Teachers who said they had referred to these examples had higher levels on the PL Scale ( $Mdn = 5.75$ ) than those who had not referred to the examples ( $Mdn = 5.42$ ).

Similarly, if the teachers said that these examples were helpful to them, they rated higher on the PL Scale and this was also statistically significant ( $p=.000$ ).

		PL_Scale		
		Median	Percentile 25	Percentile 75
Examples helpfulness	Very Useful	5.92	5.17	6.33
	Useful	5.75	4.92	6.08
	Unsure	5.00	4.33	5.75
	Not useful	4.21	3.42	5.21

Table 22: PL Scale and helpfulness of the Institute's CD Rom examples

## 8.2 Summary of Professional Learning Scale Findings

The statistically significant relationships between the PL Scale and some of the responses the PRTs made to the questions in the initial sections of the survey establishes that higher levels of professional learning are reported when a PRT;

- Works in a rural school;
- Identifies that the Institute seminar was of assistance to them;
- Identifies that the Institute resources are useful;
- Refers to the Institute's CD Rom and identifies that the examples on this are useful;
- Is supported by their school through the provision of a mentor, regularly meets with their mentor both formally and incidentally and is scheduled with time allowance;



- Chooses their option in consultation with other teachers and chooses the option best suited to their teaching context (as opposed to being influenced by the available resources or their comfort level with it);
- Provides a greater level of documentation than they think is necessary but reports that this is of benefit to them in doing so.

This analysis illustrates that a higher level of professional learning is reported by the PRTs who are supported by their schools and where the mentoring relationship is being facilitated through some allocation of resources. It also indicates a mentor who is committed to the process will support higher levels of professional learning in their PRTs.

The other major area of influence on the reported levels of professional learning is the openness of the PRTs to the resources that are provided by the Institute. The use of the CD Rom and the examples of evidence provided by the Institute clearly have an important role to play in assisting PRTs to reap a professional learning benefits through this process.



## 9. Resourcing Scale (“Res Scale”)

The Resourcing Scale was developed from 7 items which asked about the level of satisfaction the PRTs had with the supports they were given 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 Resourcing Scale could be said to be a representation of the level of support and satisfaction with the support that the PRTs received whilst going through the full registration process.

### 9.1 Correlations between the Resourcing Scale and PRT Responses

As with the other scales developed throughout this report, there were a number of statistically significant effects with the responses the PRTs gave to demographic and other questions. For the Resourcing Scale, these were:

- **School location;**
- **Employment Type (Contract);**
- **Institute Training Seminars:** PRT attendance at training, whether the seminar was of assistance and whether mentors had attended training;
- **Institute Resources;**
- **School Based Supports:** including meeting regularity and type with mentors, scheduled time allowance, and who the majority of the classroom based activities was completed with;
- **Option Choice:** including the method of option choice;
- **Reference to Institute Examples on the CD Rom.**

#### 9.1.1 School Location

There was a statistically significant effect found between the school location and the Resourcing Scale ( $p=.036$ ). Once again, rural schools had the highest median ( $Mdn = 6.14$ ), followed by regional ( $Mdn = 6.00$ ) and then Melbourne metropolitan schools ( $Mdn = 5.86$ ).

#### 9.1.2 Employment Type

There was a relationship between the type of employment contract reported and the Resourcing Scale ( $p = .040$ ). If the PRT was on a fixed term contract, they reported a lower level of resourcing and satisfaction with this resourcing ( $Mdn = 5.86$ ) than if they were in a Permanent or Ongoing position ( $Mdn = 6.00$ ).

#### 9.1.3 Institute Training Seminars

A significant correlation between the Resourcing Scale and whether the PRT identified they had attended training was found ( $p = .049$ ). Interestingly, the PRTs



who had attended training prior to 2009 had a higher median on the Resourcing Scale ( $Mdn = 6.07$ ) than those who had attended training in 2009 ( $Mdn = 6.00$ ) and those who had not attended training at all ( $Mdn = 5.71$ ).

Similar to this relationship, there was a statistically significant effect between whether the PRT found the seminar to be of assistance and the Resourcing Scale ( $p=.000$ ), with responses more positive about the seminar also more positive about the resources they received.

A relationship was also found between whether mentors had attended Institute training and the Resourcing Scale ( $p=.006$ ). If mentors had attended seminars, PRTs were more positive about the resourcing supports they experienced ( $Mdn = 6.14$ ) than if the mentors had not attended training ( $Mdn = 5.36$ ).

#### **9.1.4 Institute Resources**

The rating that the PRTs gave to the usefulness of the Institute's resources had an effect on the Resourcing Scale ( $p=.000$ ). The more useful they rated the resources, the greater their responses in the Scale also.

#### **9.1.5 School Based Supports**

##### ***Meeting regularity and type with mentors***

How regularly the PRTs identified that they had met with their mentors was found to be highly statistically significant with the Resourcing Scale ( $p=.000$ ). The more regularly they met, the more positive they were about the resources they had been allocated to support them through the Institute processes.

The type of meetings they had with mentors was also of statistical significance ( $p=.000$ ) and those with allocated time ( $Mdn = 6.14$ ) and allocated and incidental meetings ( $Mdn = 6.29$ ) were more positive in response to the items in the Resourcing Scale than those who met informally and incidentally ( $Mdn = 5.43$ ) or not at all ( $Mdn = 4.00$ ).

##### ***Scheduled time allowance***

Identifying that they had been scheduled time allowance had an effect on how the PRTs responded to the items about the resourcing supports ( $p=.000$ ). Those with time allowance were more positive about resourcing ( $Mdn = 6.14$ ) than those who did not indicate that they had scheduled time allowance ( $Mdn = 5.71$ ).

##### ***Completion of Classroom Based Activities***

The teacher that the PRT had completed the majority of their classroom based activities with was found to have a statistically significant effect on the Resourcing Scale ( $p=.001$ ). If the PRT had worked mostly with their mentor ( $Mdn = 6.14$ ) they were more positive about the resourcing supports than those who had worked with an experienced teacher or colleague ( $Mdn = 5.86$ ).

#### **9.1.6 Option Choice**

##### ***Option Choice Method***

A relationship between the Resourcing Scale and the method by which the PRT chose their option was found ( $p=.000$ ). As with the Professional Learning Scale, if a PRT had chosen their option on their own they were less positive about the resourcing supports ( $Mdn = 5.57$ ) than if they had chosen with their mentor ( $Mdn = 6.29$ ) or with their mentor and/or others ( $Mdn = 6.14$ ).

#### **9.1.7 Reference to Institute Examples on the CD Rom**

The Resourcing Scale also had a statistically significant effect on whether the teachers identified they had referred to the examples of evidence provided to them



on the CD Rom ( $p=.006$ ). If they had used them, they were more positive about the resourcing supports ( $Mdn = 6.00$ ) than if they hadn't used them ( $Mdn = 5.71$ ).

Furthermore, if the teachers thought that the examples of the CD Rom were helpful they were also more positive about the resourcing supports than if they didn't think the examples were helpful.

## **9.2 Summary of Resourcing Scale Findings**

In summary, the Resourcing Scale had a number of statistically significant relationships with the responses of PRTs to other areas of the survey. These revealed that PRTs were more likely to be well supported with resourcing and were more satisfied with these resources when they;

- Were in schools in a rural or regional area;
- Were working in Secondary (7-12) schools;
- Were employed in a permanent or ongoing capacity as opposed to on a contract;
- Had attended Institute Training Seminars and were more likely to recognise the value in these seminars;
- Had mentors who had attended Institute seminars;
- Rated the Institute's resources as being useful;
- Were meeting regularly with mentors;
- Were meeting formally and incidentally with their mentors;
- Were allocated with scheduled time allowance;
- Completed the majority of the classroom based activities with their mentors;
- Chose the option for the presentation of their evidence in consultation with mentors or experienced teachers;
- Had referred to the Institute's CD Rom and the examples included on this were viewed as being of assistance.

This analysis finds that the relationships teachers had with their mentors was critical to their views about resourcing supports and their satisfaction with these. Other factors such as employment and use of the Institute's resources to assist in the implementation of the program at the school level were important.



## 10. Evidence and Expectation Scale

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

There were seven items in the Evidence and Expectation Scale and it was found to be highly reliable. The items 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*
- *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*

The Evidence and Expectation Scale represents the PRTs perceptions of the expectations of their school (including mentors and previous PRTs from their schools) about the quantity and level of evidence documentation that they needed to provide.

### 10.1 Correlations between the Evidence and Expectation Scale and PRT Responses

Statistically significant relationships were found between the Evidence and Expectation Scale and;

- **School Type**
- **Institute Seminars:** whether the PRTs felt the Institute seminar had assisted them;
- **Usefulness of the Institute resources;**
- **School based supports:** including the provision of a mentor, regularity of meetings with mentors, scheduled time allowance, and who the majority of the classroom based activities were completed with;
- **Option choice:** including the method of choice, influence on the choice of option;
- **Level of documentation**
- **Reference to the Institute examples on the CD Rom:** including whether the examples were helpful.

#### 10.1.1 School Type

A statistically significant relationship was found between the type of school the PRT was working in and the Evidence and Expectation Scale ( $p=.050$ ). The results are displayed in the table below, with generally higher levels of expectation of evidence from those working in Primary than in Secondary schools.



		Evidence Expectation Scale
		Median
School Type	Primary (Prep-6)	5.00
	Secondary (7-10)	5.14
	Secondary (7-12)	4.71
	Secondary (9-12)	4.71
	Secondary (7-8)	2.86
	P-10	5.00
	P-12	5.00
	Special setting	5.00
	Other	5.57

Table 23: Evidence and Expectation Scale and School Type

### 10.1.2 Institute Seminars

There was a statistically significant effect between whether the PRTs identified that the Institute seminar had assisted them and the Evidence and Expectation Scale ( $p=.000$ ). The median was higher for the PRTs who were also more positive about the seminar, although the PRTs who said the seminar was no help to them at all were slightly higher in median those who said the seminar was helpful to a minor extent. These results are included in the following table.

		Evidence Expectation Scale
		Median
Seminar Assisted	Not at all	4.86
	To a minor extent	4.43
	To a moderate extent	5.00
	To a major extent	5.14

Table 24: Evidence and Expectation Scale and Institute Seminar Assistance

### 10.1.3 Usefulness of the Institute resources

There was also a significant relationship between the Evidence and Expectation Scale and whether the PRT had identified the Institute resources as being useful to them ( $p=.000$ ). These results are also included in a table as they mirror the pattern from the above relationship, perhaps indicating that those who were particularly negative about the Institute seminar and resources were also feeling a high level of pressure from the expectations of evidence they felt their school was placing upon them.



	Evidence Expectation Scale	
	Median	
VIT Resources Use	Not at all useful	4.57
	Useful to a minor extent	4.29
	Useful to a moderate extent	5.00
	Useful to a major extent	5.00

Table 25: Evidence and Expectation Scale and usefulness of Institute Resources

#### 10.1.4 School Based Supports

##### ***Provision of a mentor***

There was also a statistically significant relationship between the Evidence and Expectation Scale and whether the PRT had a mentor provided to them by their school ( $p=.010$ ). PRTs who had a mentor provided also reported a higher level of expectation of evidence ( $Mdn = 4.86$ ) than those who had not had a mentor provided to them ( $Mdn = 4.43$ ).

##### ***Regularity of meetings with mentors***

The regularity of the meetings with the mentors was highly statistically significant with the Evidence and Expectation scale ( $p=.000$ ), with a greater level of reported expectation for those meeting regularly than those who only met less frequently than monthly.

##### ***Scheduled time allowance***

The scheduling of time allowance also showed a relationship to the increased reporting of expectation by the PRTs, and was another highly statistically significant relationship ( $p=.000$ ).

##### ***Who the majority of the classroom based activities were completed with***

If PRTs completed the majority of their classroom based activities with their Principal, they reported the highest on the Evidence and Expectation Scale ( $Mdn = 5.14$ ), followed by their mentors ( $Mdn = 5.00$ ) and finally an experienced teacher or colleague ( $Mdn = 4.71$ ). This was a statistically significant relationship ( $p=.028$ ).

#### 10.1.5 Option Choice

##### ***Method of option choice***

Similar to the relationships with the other scales developed in this report, the PRTs who chose their own option also reported lower levels of expectation than those who were supported in their decisions. This was a highly statistically significant effect between these items ( $p=.000$ ).

##### ***Influence on Option Choice***

There was a statistically significant relationship between the influences on the choice of option and the Evidence and Expectation Scale ( $p=.001$ ). The teachers who identified the context as the greatest influence had the higher reported levels of expectation of evidence ( $Mdn = 5.00$ ) than those teachers who reported the influence being resources ( $Mdn = 4.86$ ) or that the option felt most comfortable to them ( $Mdn = 4.86$ ).

#### 10.1.6 Level of Documentation

The level of documentation the PRTs compiled and the Evidence and Expectation Scale was found to be related on a statistically significant level ( $p=.035$ ), with those



PRTs who provided more than they were required also reporting a higher response to the items in the scale.

### 10.1.7 Reference to the Institute Examples on the CD Rom

Not only was it statistically significant if the examples on the CD Rom had been accessed ( $p=.005$ ) – with a higher level on the scale if the examples had been – but also the rating of these examples helpfulness was also statistically significant ( $p=.015$ ). These results are included in the table following.

		Evidence Expectation Scale
		Median
Examples helpfulness	Very Useful	5.00
	Useful	5.00
	Unsure	4.71
	Not useful	4.57

Table 26: Evidence and Expectation Scale and usefulness of Institute examples

## 10.2 Summary of relationships between the Evidence and Expectation Scale findings

Whether the PRT felt that their evidence had been influenced by their school expectation was found to be more relevant for those who;

- Reported that the Institute seminars had been helpful for them;
- Found the Institute's resources helpful
- Had a mentor provided to them;
- Met with their mentors regularly;
- Had scheduled time allowance;
- Completed the majority of the classroom based activities with their principals or mentors;
- Were supported in their decision about their choice of option;
- Chose their option according to the context they were working within;
- Provided a greater level of documentation than required; and
- Referred to the Institute CD Rom and found it useful.

The analysis with the scale developed for Evidence and Expectation reveals some interesting influences. Whilst important for PRTs to receive the school-based supports to facilitate the gathering of their evidence, this has also been shown to increase the PRTs feelings of greater expectation, although this is not necessarily a negative. This analysis also further strengthens the findings from the previous scales of the importance of the work of the Institute in developing useful resources to support and assist the PRTs through the process.



## 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 %
<b>The choice of my mentor was appropriate</b>								
<i>PRTs</i>	5	5	4	3	7	28	48	<b>83</b>
<i>Mentors</i>	0	2	2	4	10	44	39	<b>93</b>
<i>Principals</i>	0	0	0	0	7	52	41	<b>93</b>

Table 27: 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 %
<b>A personal desire to do a good job influenced the quality and detail of the evidence collected.</b>								
<i>PRTs</i>	0	2	1	2	9	39	46	<b>94</b>
<b>Gathering the required evidence was a valuable reflective process and led to higher levels of documentation than the minimum standard.</b>								
<i>PRTs</i>	2	6	7	6	21	39	19	<b>79</b>
<b>In order to gain employment, greater detail and quality of evidence was developed.</b>								
<i>PRTs</i>	11	17	9	15	19	21	8	<b>48</b>
<b>The school that made the recommendation for Full Registration had a high expectation of the quantity and detail of evidence.</b>								
<i>PRTs</i>	2	7	6	10	21	35	18	<b>74</b>
<b>The school culture influenced my collection of evidence, with high expectations of quality and detail.</b>								
<i>PRTs</i>	3	7	7	11	21	34	17	<b>72</b>
<b>School-based examples of evidence from previous years had greater detail and quantity and this was the model I followed.</b>								
<i>PRTs</i>	10	15	11	17	17	22	9	<b>48</b>
<b>My mentor expected high quality and levels of detail in the evidence.</b>								
<i>PRTs</i>	5	9	9	13	23	30	10	<b>63</b>
<b>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.</b>								
<i>PRTs</i>	26	17	8	21	10	11	7	<b>28</b>

Table 28: 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 %
<b>...made beneficial changes to my teaching through feedback from my mentor and/or other experienced teachers</b>								
<i>PRTs</i>	4	7	5	6	27	36	16	<b>79</b>
<i>Mentors</i>	1	3	1	7	18	50	22	<b>90</b>
<i>Principals</i>	0	0	0	0	15	48	37	<b>100</b>
<b>...changed aspects of my classroom work for the better and developed my teaching knowledge and practice</b>								
<i>PRTs</i>	3	7	5	6	24	37	18	<b>79</b>
<i>Mentors</i>	1	3	1	5	15	50	25	<b>90</b>
<i>Principals</i>	0	0	0	0	15	50	38	<b>100</b>

Table 29: Percentage of overall responses to stem questions 2

**“The Institute’s requirements...”**

	SD %	D %	DaL %	Un %	AaL %	A %	SA %	Total Agree %
<b>...were activities which directly related to the work of teachers</b>								
<i>PRTs</i>	2	4	6	7	24	45	12	<b>81</b>
<i>Mentors</i>	0	1	3	4	15	56	21	<b>92</b>
<i>Principals</i>	0	4	0	4	7	52	33	<b>92</b>
<b>...recognised teachers' working documents as evidence of practice</b>								
<i>PRTs</i>	2	5	5	8	21	46	14	<b>81</b>
<i>Mentors</i>	1	1	3	4	14	54	23	<b>91</b>
<i>Principals</i>	4	0	4	4	7	48	33	<b>88</b>

Table 30: Percentage of overall responses to stem questions 3

**Working collegially in the classroom with a more experienced teacher has...**

	SD %	D %	DaL %	Un %	AaL %	A %	SA %	Total Agree %
<b>...allowed me to see what good professional practice looks like</b>								
<i>PRTs</i>	1	2	2	5	19	44	27	<b>90</b>
<i>Mentors</i>	0	0	0	4	9	51	35	<b>95</b>
<i>Principals</i>	0	0	0	0	0	59	41	<b>100</b>
<b>...focused my professional reflection on student learning and effective ways on engaging students</b>								
<i>PRTs</i>	1	2	3	5	20	45	24	<b>89</b>
<i>Mentors</i>	0	1	1	4	11	51	33	<b>95</b>
<i>Principals</i>	0	0	0	0	4	59	37	<b>100</b>
<b>...deepened my knowledge of the learning needs of the students I teach</b>								
<i>PRTs</i>	2	4	4	7	20	42	22	<b>84</b>
<i>Mentors</i>	1	1	1	7	15	48	28	<b>91</b>
<i>Principals</i>	4	0	0	0	11	56	30	<b>96</b>
<b>...given my Provisionally Registered Teacher with chances to develop, discuss, reflect on and share their professional knowledge and practice</b>								
<i>PRTs</i>	1	2	2	4	17	43	31	<b>91</b>
<i>Mentors</i>	1	0	1	4	9	45	40	<b>94</b>
<i>Principals</i>	0	0	0	0	4	52	44	<b>100</b>

Table 31: Percentage of overall responses to stem questions 4



**The Institute's standards of professional practice...**

	SD %	D %	DaL %	Un %	AaL %	A %	SA %	Total Agree %
<b>...were used as a basis for feedback by either my mentor or other colleagues</b>								
<i>PRTs</i>	3	7	7	11	22	40	9	<b>71</b>
<i>Mentors</i>	1	1	2	7	17	53	19	<b>89</b>
<i>Principals</i>	0	0	0	7	11	63	19	<b>93</b>
<b>...were a valid and valuable way of assessing my professional knowledge, practice and engagement</b>								
<i>PRTs</i>	3	4	6	8	23	45	12	<b>80</b>
<i>Mentors</i>	1	1	2	4	17	53	21	<b>91</b>
<i>Principals</i>	0	0	0	7	15	63	15	<b>93</b>
<b>...were a useful reflective tool</b>								
<i>PRTs</i>	2	3	6	8	24	43	14	<b>81</b>
<i>Mentors</i>	1	1	2	4	17	51	22	<b>90</b>
<i>Principals</i>	0	0	0	7	15	52	26	<b>93</b>
<b>...provided a common language to discuss teaching practice with colleagues</b>								
<i>PRTs</i>	4	6	8	10	22	41	10	<b>73</b>
<i>Mentors</i>	2	2	3	7	18	46	23	<b>87</b>
<i>Principals</i>	0	0	0	7	11	56	26	<b>93</b>
<b>...highlighted areas for professional learning and led to growth of my professional practice and knowledge</b>								
<i>PRTs</i>	2	3	5	9	23	44	12	<b>79</b>
<i>Mentors</i>	1	2	2	7	20	46	22	<b>88</b>
<i>Principals</i>	4	0	0	7	11	56	22	<b>89</b>
<b>...are valid and legitimate statements about teaching and learning</b>								
<i>PRTs</i>	2	2	2	7	20	51	15	<b>86</b>
<i>Mentors</i>	1	2	1	4	15	53	24	<b>92</b>
<i>Principals</i>	0	0	0	7	7	63	22	<b>93</b>

Table 32: 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 %
<b>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</b>								
<i>PRTs</i>	3	6	7	6	25	38	14	<b>77</b>
<i>Mentors</i>	0	3	4	4	17	45	27	<b>89</b>
<i>Principals</i>	0	0	0	0	11	58	31	<b>100</b>
<b>Overall, I was satisfied with the mentoring I received from my mentor or other colleagues</b>								
<i>PRTs</i>	3	4	4	4	12	30	41	<b>83</b>
<i>Mentors</i>	0	1	2	5	7	50	35	<b>92</b>
<i>Principals</i>	0	0	0	0	4	52	44	<b>100</b>
<b>I was satisfied with the support and encouragement I received from school leadership in completing the evidence-based process</b>								
<i>PRTs</i>	5	5	3	4	14	31	37	<b>82</b>
<i>Mentors</i>	2	3	3	5	11	44	33	<b>88</b>
<i>Principals</i>	0	0	0	0	0	56	44	<b>100</b>
<b>I was satisfied with the resourcing support I received from my employer(s) in completing the evidence-based process</b>								
<i>PRTs</i>	4	5	6	7	15	34	30	<b>78</b>
<i>Mentors</i>	2	3	2	8	12	46	28	<b>86</b>
<i>Principals</i>	4	0	0	7	11	48	30	<b>89</b>

Table 33: Percentage of overall responses to stem questions 6



Please indicate a level of agreement with the following statements:

	<b>SD</b> %	<b>D</b> %	<b>DaL</b> %	<b>Un</b> %	<b>AaL</b> %	<b>A</b> %	<b>SA</b> %	<b>Total Agree</b> %
<b>Leaders within the school expected a high level of evidence to be provided as part of this process</b>								
<i>PRTs</i>	2	6	6	11	19	41	15	<b>76</b>
<i>Mentors</i>	0	5	6	9	18	41	21	<b>80</b>
<i>Principals</i>	0	0	4	7	11	63	15	<b>89</b>
<b>The support I received from my school was timely and appropriate</b>								
<i>PRTs</i>	3	5	5	7	18	39	23	<b>80</b>
<i>Mentors</i>	1	3	3	5	16	45	27	<b>88</b>
<i>Principals</i>	0	0	0	0	0	27	33	<b>100</b>
<b>I felt my school understood the challenges of beginning in the profession and responsibilities allocated to my reflected this</b>								
<i>PRTs</i>	4	4	6	7	13	37	29	<b>78</b>
<i>Mentors</i>	1	4	5	4	15	39	32	<b>86</b>
<i>Principals</i>	0	0	0	0	0	44	56	<b>100</b>
<b>PRTs from previous years advised that my school expected a high level of evidence to be provided in this process</b>								
<i>PRTs</i>	9	12	10	20	17	24	9	<b>49</b>
<i>Mentors</i>	6	8	6	26	16	25	13	<b>54</b>
<i>Principals</i>	0	0	4	18	15	41	22	<b>78</b>
<b>I was consistently supported throughout this process</b>								
<i>PRTs</i>	4	6	5	7	14	35	29	<b>78</b>
<i>Mentors</i>	1	2	2	4	11	41	39	<b>91</b>
<i>Principals</i>	0	0	0	0	15	33	52	<b>100</b>

Table 34: Percentage of overall responses to stem questions 7

