

## WARNER &amp; QAYOOM: THE MENTORING OF OVERSEAS TRAINED TEACHERS

**The Mentoring of Overseas Trained Teachers**

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**Abstract**

Much research has been undertaken into the value of mentoring for beginning teachers. Less research has been done into the mentoring of Overseas Trained Teachers (OTTs). The studies that have been undertaken suggest that mentors' lack of cultural knowledge and of the pedagogical challenges faced by OTT-mentees may inhibit the integration of such teachers into school life. It may be that effective tailor-made training cannot be provided for OTTs by mentors whose skills or knowledge are insufficient. Lack of understanding of the cultural diversity of mentees may result, as studies show, in mentors failing to address relevant issues during the mentoring process. This study investigates the experiences of OTTs of mentorship in England, and suggests the importance of mentors having understanding of their culturally diverse OTT mentees. The implications of these findings in the context of recent teacher-training policy developments in England are discussed.

**Keywords**

Overseas trained teachers; mentoring.

**Introduction**

Much research has been undertaken into the value of mentoring for beginning teachers. Less research has been done into the mentoring of Overseas Trained Teachers (OTTs). The studies that have been carried out suggest that mentors' lack of cultural knowledge and of the pedagogical challenges faced by OTT-mentees may inhibit the integration of such teachers into their schools. This study investigates the experiences of OTTs of mentorship in England, and suggests the importance of mentors having understanding of their culturally diverse OTT mentees. At the time of writing one route into teaching in England has closed (Overseas Trained Teachers Programme (OTTP)) but several others are newly opened (School Direct, Teach First, Assessment Only, Troops to Teachers). At this time of structural changes in the Initial Teacher Education system, and of increasing diversity of pupils and their teachers, it is important not to forget that any system of teacher development depends crucially on the work of effective mentors. This study acts a reminder, then, that mentor training is as important as ever.

**Overseas trained teachers**

Overseas trained teachers (OTTs) are usually defined as teachers who have trained outside the UK and also outside the European Union. The majority come from Commonwealth countries, especially Australia, and tend to work in London and the south east of England. During the past decade those teachers wishing to be awarded Qualified Teacher Status (QTS) in England have had to complete an Overseas Trained Teachers Programme (OTTP), a work-based assessment programme governed by the same requirements as teacher training, within four years of first teaching here. With effect from April 2012, teachers from Australia,

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Canada, New Zealand and the USA were exempted from the need to undertake the OTTP, and from July 2013 the OTTP has been discontinued.

Those OTTs who completed the OTTP were the tip of an iceberg. There has been a larger shifting population of OTTs who teach for less than four years, and whose numbers are uncertain (Morgan et al., 2005). There has been a growth in the numbers of OTTs in English schools over two decades (Barlin and Hallgarten, 2001; Ross and Hutchings, 2003), particularly in the London area (McNamara et al., 2007; Miller, 2008). Recruitment agencies have been accused of exploitation, of both teachers and countries, in this regard (Curtis, 2003). OTTs have been considered vulnerable (NASUWT, 2007), and have suffered prejudice (Cole and Stuart, 2005) and loss of 'confidence and self-esteem' (McNamara et al., 2007:51). OTTs arrive determined to cultivate their teaching practice and accept new pedagogical challenges, but it is likely that they face added challenges because of their background as compared to domestically-trained teachers (Stevens, Emily, & Yamashita, 2010). Teachers trained overseas continue to seek employment in England. The extent to which they are valued and supported is less clear.

### **Mentoring**

Most agree that mentors play a key role in the training and development of teachers, and that they can help trainees overcome difficulties and improve practice. Mentoring is included in most teacher training and education programmes worldwide (Mtetwa & Thompson, 2000; Capel, 2003; Hobson et al., 2009), and has been significant in withdrawals and failure rates including those of ethnic minority trainees (Basit et al., 2006).

The nature of mentorship is somewhat contested. Colley (2002) suggests that mentors' description of their work does not accurately reflect what in practice they do with and for their mentees. Bozeman and Feeney (2007) are sceptical about the research that has been undertaken, arguing via meta-analysis that mentoring remains under-conceptualised, and many of the research findings are 'less useful than one might hope' (719). However, Cain's exploration (2009) of the relationship of trainee teachers with their mentors suggests that educational research is under-used in the drive to improve the mentorship process.

No doubt there is some commonsense common ground; mentors should be able to make links between the person who is the mentee and the subject that s/he is learning to teach. This is in essence the concept of educative mentoring advanced by McDonald & Flint (2011); it is (a) responsive to the individual needs of the mentee and (b) based on a clear vision of good teaching. It is both professional and personal. Others too emphasise this sense of a personal relationship, between individuals, with a strong emotional component (for example Maynard, 2000, Clarke & Jarvis-Selinger, 2005).

Mentors may be very willing and able to develop this personal relationship, but may be hindered from doing so by the corporate, results-driven environment of schools (Dymoke and Harrison, 2006), so that mentoring may further emphasise the institutional at the expense of the individual (Devos, 2010). There is the danger that 'mentors may succumb to the temptation of following the simplistic, but highly prescriptive route of a technicist approach' (Jones, 2001:92), rather than a personalised and professional one. The cultural differences of OTTs are in these circumstances likely to make effective mentoring even harder to achieve. Cúree's National Framework for Mentoring and Coaching (2009:4) does

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mention that mentors should 'relate sensitively to learners' but does not explicitly address cultural needs and sensitivities of OTTs.

This study therefore investigates the experiences of mentorship from the point of view of overseas trained teachers where there was a clear difference of background, whether ethnic or national or cultural, between the teacher and the mentor. By experiences we mean not only the mentoring practices they participated in but also how they felt about them. The study does not advance a complete model of mentorship, but it does suggest that there may be limitations to the models currently employed in practice.

### Research Methods

The purpose of this research was to address two linked questions:

1. In general how effectively do OTTs feel they are mentored?
2. More specifically, to what extent do mentors show understanding of the needs of their OTT-mentees and respond effectively to their cultural diversity?

The research was conducted with a sample drawn from The Thames Valley, which, together with London itself, is the area of greatest OTT concentration in England, for reasons of teacher shortage and population density. The sample consisted of fifty OTTs known to have recently acquired QTS and whose first language was not English. These were drawn from a slightly larger group originally identified by means of a network of acquaintance, in order to secure a substantial minority of female respondents. Data were collected by means of a computer-based questionnaire. Ethical approval for this research was obtained in advance from The University's Research Ethics Committee. The questionnaire was completed by 40 males and 10 females. A 100% response rate was secured by means of personal follow-up emails to late respondents.

The questionnaire comprised three sections, of which the first asked for information about the teachers. This revealed that they were working in five secondary subject areas. The two largest subjects were Mathematics and English; these correspond to the majority secondary subjects of teachers undertaking the OTTP in recent years at the University of Reading (see Appendix 1.), which are, of course, shortage subjects in local schools. Although they had only recently gained QTS there was a range of teaching experience: 10 had less than 5 years' experience, 7 had more than 20 (though not in the UK). There was a range of age: 10 were under 30, and 5 over 50. Half of the sample (26) was educated to Master's level. They came from a range of countries including India, Nigeria and Pakistan. Thus the sample offers a proxy measure of cultural difference. So the sample can lay claim to be valid (Kitchenham and Pfleeger, 2010), representative of the larger population of OTTs, with the limitation that, given their professional status, they are probably a more stable and successful group than the larger population of OTTs who teach briefly in the UK without needing to gain QTS.

The other two parts of the survey sought views about various mentoring issues and activities, and about aspects of diversity and cultural awareness in dealings with mentors. Respondents would, it was intended, find the survey easy to complete since they would probably be familiar with the technology and because the questions were not completely open (Bryman, 2004), using a response scale.

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The questions were designed to elicit OTTs' views about the nature and quality of the mentoring they had received, with an emphasis, as indicated in the two research questions above, on perceptions of and sensitivity to cultural difference. In a sense this study illustrates the paradox of case study (Simons, 1996); it is a collection of very particular experiences, yet may be generalisable to a larger population of beginning teachers.

### Results

Part (ii) comprised 22 questions asking for agree/disagree/undecided responses to statements about whether mentors had been helpful in various ways, some fairly specific (such as AfL, APP, report writing) and others more general (such as 'helped me progress', 'set achievable targets to boost my morale', 'had a good rapport with me').

The final item asked for a summing up: 'overall, I am satisfied with my mentor and her/his practice'. The results of this item were 44% agreed, 40% disagreed, and 16% were undecided, which is close to the mean response aggregated for all 22 answers: 43, 45, 12. This finding not only confers a little reliability on the results, but also indicates substantial uncertainty about how well supported these OTTs were.

A clear majority, 60% or more, disagreed that mentor support had been adequate in five specific areas:

- positive feedback after lesson observation,
- setting achievable targets,
- assessment guidance,
- guidance on a scheme of work,
- help with report writing.

Section (iii) asked ten questions of a personal and cultural nature concerning the perceived rapport with the mentor. The full Section (iii) results are shown in Appendix 2. These results give a mixed picture of mentoring as a culturally sensitive activity. On the one hand only a small minority felt that mentors did not listen to them when discussing their subject or did not respect their religion (items 4 and 5). On the other hand a substantial majority of OTTs felt the mentor did not:

- acknowledge their subject knowledge,
- show awareness of their teaching problems or intervene to help,
- discuss their cultural background or the dominant cultural background of the school.

A minority (3 teachers) said they did not receive any mentoring at all.

### Discussion

Further research to investigate the mentoring of OTTs would be worthwhile in other parts of the country, and in primary and independent schools. It would also be revealing to find out the perceptions of the cultural support needs of OTTs from the standpoint of various stakeholders, such as headteachers and recruitment agencies.

The experience of OTT mentoring revealed in this research is a mixed picture. There are only modest signs of the mentorship being customised to take account of the professional and

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personal needs of the mentee. There are still signs of teachers being given limited support. Variable or inadequate support is also reported by Refugees into Teaching (not dated):

‘refugee OTTs, who apply to work as unqualified teachers while resident in the UK, are more likely to experience dissatisfaction with the lack of introductory support available to them when starting work as an unqualified teacher in England (3).

The need for support, both formal and informal, has been expressed by OTTs themselves (Warner, 2010). Whether this support takes the form of a structured induction programme or informal personal friendship, Hardy (1999) emphasises the need for it to operate on a psychological dimension, and for this to happen it is argued that the support offered, whether formal or informal, needs to be individualised. Our findings suggest that there is sometimes a lack of individual awareness and rapport in mentors of OTTs.

At the time of writing it is doubly difficult to determine whether the number of OTTs in England is likely to rise or fall. It has always been difficult to put a number to this shifting population. Now, with the abolition of the OTTP, data will be harder to gather. Government policy implies that domestic teacher shortage can be addressed by recruiting teachers from countries with minimal cultural difference:

‘Today I want to extend that freedom (to gain fast-track QTS) to teachers from Commonwealth countries such as Canada, New Zealand and Australia, and I hope that other Commonwealth countries such as South Africa, Jamaica and Singapore can join in due course’ (Gove, 2011).

The assumption of cultural homogeneity may be unwarranted. The expectation that any teacher from overseas can simply slot in without personal and dedicated mentoring is unjust and also, in this laissez-faire free market (Hatcher, 2006), potentially wasteful of a valuable resource. It nevertheless seems likely that these teachers will be needed. Teacher shortage in London and the Thames Valley has persisted over many years. The effect of the bulge in primary age population can only grow. And concern has been expressed about the negative effect of current School Direct policy on domestic teacher recruitment, for example by the Universities Council for the Education of Teachers (see Noble-Rogers, 2013).

### **Conclusion**

There is, then, the danger that the mentor-mentee relationship in teacher development is becoming neglected. This is not just a matter affecting teachers trained outside the UK. Features of the current school landscape indicate pressures on all teachers. The range of routes to QTS in England (School Direct, both salaried and fee-paying, Teach First, Assessment Only, Troops to Teachers) implies a greater diversity of teachers than ever. Pupil diversity shows no sign of diminishing. At the same time the professional view is that School Direct is likely to reduce the quality of mentorship (NATE, 2013). Therefore the research considered above may be viewed as a reminder to those involved in the training of teachers that good quality mentorship remains a vital component in the system.

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**Appendix 1.**

from *University of Reading OTTP secondary applications by subject*

2008-9		2009-10		2010-11	
Mathematics	14	Mathematics	16	English	7
English	10	English	7	Mathematics	6
ICT	8	Science	5	PE	5
Science	4	D&T	4	Science	3

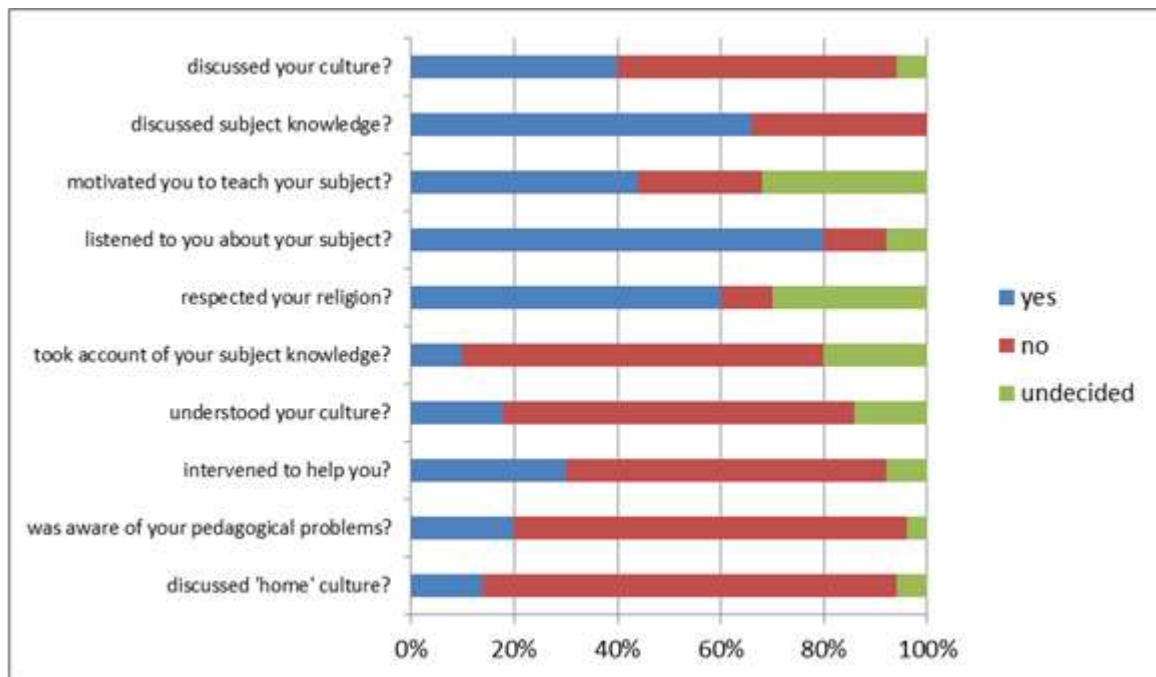
Source: internal report

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**Appendix 2 .**



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