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**Mentoring in an Independent Secondary School:
Teacher Professionalism Explored**

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MEd (Leadership and Management) BSc HdipEd QTS

**Submitted in Fulfilment of the Requirement for
DOCTOR OF EDUCATION, EdD**

A thesis presented to the Open University, Milton Keynes.

Date of Submission: October 2013

Date of Submission: 9 October 2013

Date of Award: 21 August 2014

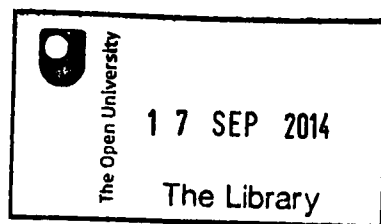
ABSTRACT

This thesis investigates the influence that teacher professionalism has, at an Independent Secondary School, on formal and informal mentoring of new teachers. It attempts to elucidate the extent to which experienced teachers see mentoring their new colleagues in the classroom embedded within their own professional conduct and development. Data is collected through interviews and a focus group. A Corbin-Strauss grounded theory methodology is adopted to develop a substantive theory of mentoring practices within an Independent Secondary School setting (Corbin and Strauss, 2008). The analysis is organised with the assistance of the software QSR NVIVO 9. Analysis of the data is done through a Conditional Relationship Guide which reveals four processes: A Culture of Support that stimulates Professional Development, which in turn encourages Professional Engagement, providing a platform for Bespoke Mentoring; together with evidence of a supportive culture. These processes are placed on a Reflective Coding Matrix as described by Scott (2004). The Reflective Coding Matrix helps to visualise the properties, processes and dimensions of the core category of *Teacher Professionalism within an Integrated Culture*. All the work of analysis is then integrated through writing a story line that interprets and refines the theory, illustrated by a Conditional Matrix. The emerging conclusions have implications for how qualified and unqualified teachers should be supported within their first years of teaching, as well as the nature of the ongoing support they provide for their colleagues and receive themselves, throughout their teaching careers. Professional recommendations call on Induction co-ordinators or teachers in charge of

the mentoring structure at a school to take more of a pervasive role in the employment, integration and mentoring support of new teachers. This original contribution to the current body of mentoring research may be transferrable to other Independent and State Schools.

Key Words

Formal mentoring, informal mentoring, Independent Schools, new teachers, Culture of Support, Professional Development, Professional Engagement, Bespoke Mentoring, grounded theory, theoretical sampling, theoretical saturation, substantive theory, practitioner-research, conditional relationship guide, reflective coding matrix, conditional matrix, teacher professionalism, integrated culture.



T 371.102 2013

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ACKNOWLEDGEMENTS

This research would have not been completed without the support and encouragement of my best friends Samantha Nightingale, Eleanor and Anna Hall and my foot warmer in the early hours of the morning, Hershey Dog. I am indebted to my parents, David and Elizabeth Cuthbert who spent countless hours proof reading all of my work. I am exceedingly grateful to my friends Jan Sayer, Helen Buttrick, Michele Gawthorpe, Mary McKenzie and Sally Bradley who supported me with proof reading, advice and encouragement. Finally my thanks go towards my supervisor John Butcher and co-supervisor Maggie Smith for their support and incredibly helpful advice and direction.

In memory of

Fiona Butcher

and

Sue Pinks

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ACRONYMS

ATL: Association of Teachers and Lecturers

DfE: Department for Education

DfEE: Department for Education and Employment

DfES: Department for Education and Skills

GTP: Graduate Teacher Programme

HMC: Headmasters' & Headmistresses' Conference is a professional association of Heads of many of the world's leading independent schools

HOD: Head of Department (Head of Subject Area)

ISC: Independent Schools Council

ISI: Independent Schools Inspectorate

IStip: Independent Schools Teacher Induction Panel

ITT: Initial Teacher Training

NQT: Newly Qualified Teacher (1st Year after Qualification)

Ofsted: Office for Standards in Education

PGCE: Post Graduate Certificate of Education

QTS: Qualified Teacher Status

SMT: Senior Management Team (Head Teacher and Deputies)

TA: Teaching Agency

TDA: Training and Development Agency

Chapter 1 ORIGINS OF THE RESEARCH AND THE RESEARCH SETTING

1.1 Aims of the Research

This study is an investigation into how experienced teachers, within an Independent Secondary School setting, support those who are new to the profession, with a view to maximising the effectiveness of learning opportunities for all pupils. The key mission of the research setting is to develop the full potential of all its pupils, with the expected outcome of them leading rich and responsible lives both as individuals and as members of society. The teaching staff at the school hope to achieve this aim by encouraging, amongst other areas, the pursuit of excellence in all fields, a caring atmosphere where all are of equal worth and the professional development of all staff.

This topic is of interest to me because my career trajectory has led me to high levels of professional engagement through individualised support of newly qualified, unqualified and experienced teachers within their classrooms. Over the past six years I have been reflecting upon my motivation for the teacher support I provide as well as whether this is common practice amongst my colleagues. It felt like a particularly opportune time, in May 2010, to embark on this Educational Doctorate. I was keen to find out if I had like-minded colleagues, and to shed light on my own mentoring practices with a view to lifting my professional esteem through the rigour of academic research. Personally, from my perspective as

a teacher, there are times when I feel my school values the pupils far more than their teachers. Whether this has something to do with the fact that we are accountable to fee-paying parents, I cannot speculate. Given the paucity of research around teacher development in Independent Schools, this suggests further research. However, I know from personal experience, that well supported teachers make for a happy and productive school environment, with the knock-on effect of maximising learning opportunities for all its pupils.

Therefore the focus of this research will be on the authentic or genuine practice of teachers when supporting and mentoring new teachers (newly qualified and new-to-teaching colleagues) within an Independent Secondary School. My position is that mentoring is not authentic if it becomes a tick-box exercise, in order to meet the needs of a mentoring policy or the statutory requirements of an external examining body, without it providing real, actual and tangible support for new teachers.

Mentoring will be defined in this research as the individualised support of a new teacher (mentee) by a more experienced practitioner (mentor). 'New' teachers are those who are undertaking a one year Newly Qualified Teacher (NQT) programme or are in their first three years of teaching, some without Qualified Teacher Status (QTS) (TDA, 2007a).

Within the research setting of the Independent Secondary School, at which I teach, the main research questions I will investigate are the following:

1. How does the organisational teacher culture of an Independent Secondary School influence formal and informal mentoring of new teachers?
2. To what extent do experienced teachers see mentoring their new colleagues in the classroom as part of their professional conduct and development within an Independent School setting?
3. Within an Independent School, what is the quality and quantity of support provided by experienced teachers who have not been assigned formal mentoring roles?

In May 2010 I embarked on a pilot study for this thesis; a requirement of the Open University. I started by undertaking a systematic search for important categories in the literature, in order to provide a partial theoretical framework of concepts (see Chapter 4.2) for this research (Glaser and Strauss, 1967). These aided the development of the research questions that were employed, in order to undertake theoretical sampling of groups that helped 'generate, to the fullest extent, as many of the properties of the categories as possible' (Glaser and Strauss, 1967, p.49). The data collected in the pilot study became the first round of data collection for the final thesis.

Within my Independent School research setting, four teachers without teaching qualifications have been employed in the past seven years. Although each new teacher was assigned a suitably experienced teacher as a mentor, there was no formal structure in place and no mentor training. The

support given to each new teacher relied upon the initiative taken by that new teacher to seek their own support when needed (personal observation). I took on the role of informal mentor to one of these teachers in May 2010. At the time I had just started in the role of NQT Induction Co-ordinator (ISTip, 2012a). A particular unqualified teacher had been teaching for a few months when their Head of Department (HOD) asked for my help. There had been some grumbling by a parent about the quality of teaching provided by this teacher. I took up the challenge of supporting the teacher at great cost to my available time. But I thoroughly enjoyed the satisfaction of seeing this teacher grow in confidence and ability over the year of my mentoring. This led me to think seriously about the role I could play in mentoring other teachers at my school. These untrained teachers faced a frustrating daily battle of learning their teaching craft through trial and error. The Independent School, where I am presently employed, does not run a School Direct Training Programme nor a Teach First programme as routes to becoming qualified teachers (TA, 2013).

There were two main reasons for choosing this school as the setting for my research. The first is a matter of convenience. Because I teach full time, there is a significant limit to my free time; and since I mentor at this school I was also able to gain access to the mentor-mentee relationship relatively easily. The second reason is because this school is not an untypical example of a UK Independent Secondary School. Below is a table comparing this research setting with the average Independent Secondary School in the Independent Schools Council (ISC):

	Research setting 2010	ISC 2010 census (Average for all ISC schools)
Number of Pupils	862	406
Ethnic Minorities	39%	25%
Termly Fee	£2974	£3622
Pupil : Teacher ratio	12.0:1	11.0 : 1
Staff turnover (average)	9.3%	11.7%
Students with Learning Difficulties and Disabilities	16.5%	15.3%

Figure 1.1 Research Setting Fit with the ISC 2010 Census

Independent Schools set their own curriculum and admissions policies. They are funded mainly by fee-paying parents and income from fundraising and investments (Directgov, 2008). They are free to employ teachers without teaching qualifications indefinitely. An advantage here is that these new teachers bring with them knowledge and experience that could potentially be of benefit to the school, their colleagues and their students. These teachers could be great linguists, computer scientists or engineers who could teach and inspire pupils as well as offer flexibility within the school curriculum (Maddern, 2013). Tickle (2000, p2) suggests that ‘we should see new teachers as an enviable resource of intellectual capability, able to significantly help to transform education and to meet its unforeseen challenges’.

With recent changes to educational policy within the United Kingdom, (see Chapter 2.2), not only are Independent Schools free to employ unqualified teachers indefinitely but so can Converter Academies, Sponsored Academies and Free Schools. As of February 2013 there are now:

- 1,233 Headmasters' & Headmistresses' Conference (HMC) Independent Schools;
- 2,055 Converter Academies;
- 618 Sponsored Academies;
- 80 Free Schools.

The DfE have just published their statistical release about the school workforce in England which states that as of November 2012, there are currently 5300 unqualified teachers in Academies (DfE, 2013c). This is therefore an opportune time to investigate the nature and structure of the mentoring support, if any, that is provided for these new-to-teaching colleagues.

Within the Independent School sector, and possibly Free Schools and Academies, new teachers without teaching qualifications may find themselves on their own if there is no formal provision for their induction into teaching or provision of teacher mentors. These teachers may rely on more informal types of mentoring as well as the goodwill of their at-work colleagues.

1.2 Application to Educational Policy and Practice

Hobson et al. (2009) warn that, historically, researchers shy away from balancing the views of both mentor and mentee. This research attempts to offer a unique insight and picture of this, at times forced or informal and potentially intense, relationship that should be offering new teachers emotional and intellectual support within an Independent School setting (Le Cornu, 2005). The mentor-mentee relationship offers professional support in order to develop the professional role of a new teacher through both intellectual challenge and supportive encouragement (Bush et al., 1996). This highly engaging relationship between mentor and mentee plays a transformative role rather than merely one which is confirming and conforming (Butcher, 2002).

This research goes some way to identifying the current professional culture at the school in which I teach. It identifies areas where 'professional norms of privacy and autonomy prevail', also known as a veteran-orientated or individualistic teacher culture (Williams et al., 2001, Kardos and Moore Johnson, 2007, p.2087). The research may help shift such a culture towards that of an integrated or collaborative culture, where teachers see it as part of their professional role to mentor colleagues both formally and informally (Kardos et al., 2001, Williams et al., 2001). Within an integrated culture all teachers, experienced and inexperienced, take 'collective responsibility for the school and its students' (Kardos and Moore Johnson, 2007, p.2098).

This has implications for the extent to which experienced teachers see mentoring their new colleagues in the classroom as part of their professional conduct and responsibility towards the wider school community. The consequences of this could be the emergence of new teachers who engage more effectively in their schools, and embrace a more 'integrated professional culture', thereby uniting with their colleagues 'in the pursuit of a common mission', avoiding the 'often costly process of trial and error' in the classroom (Kardos et al., 2001, p.282f).

I took an ethnographic stance towards the research, which did not disrupt the natural state of affairs within the research setting but required an overt research role on my part (Denscombe, 2007). Since I was a full time employee of the school, I had to consider my insider researcher role carefully (see Chapter 3.2). My insider researcher role allowed me to make use of the fact that I had 'privileged access' to, and a 'lived familiarity' with, my participants and the research setting (Mercer, 2007, p.3). But because I know the research setting so well I believe that I have been able to research it through a process of 'reflexive awareness', and as a result 'articulate tacit knowledge' that has become deeply embedded within this unique Independent School setting and 'reframe it as theoretical knowledge' (Brannick and Coghlan, 2007, p.60).

1.3 The Research Setting

The setting for the research is that of an English Independent Secondary School situated in the centre of a large city. It is one of four schools under a foundation with a single board of governors. The school was founded in the middle of the 14th century, and has been on its present site since the end of the 17th century. It falls under the umbrella of the Independent Schools Council (ISC, 2010) which represents 1,260 Independent schools educating more than 500,000 children in the UK, Ireland and overseas.

Over the past five years the school has had a low staff turnover, suggesting there is overall contentment amongst staff. In 2009/2010 there was a total of 81 full time teaching staff at the school. The table below highlights staff retention over five years:

Year	Number of full time staff that left
2009/2010	1
2008/2009	6
2007/2008	8
2006/2007	6
2005/2006	10

Figure 1.2 Staff Retention

Among the unique features of the school were, that it had an entirely new and restructured senior management team formed in 2008, as well as a new Head Teacher appointed in 2010. These changes have not caused any adjustments in teacher mentoring policies at the school, apart from the fact that I have been made the NQT Induction Co-ordinator with responsibility for new staff. This had previously been the responsibility of one of the

deputy head teachers. Geographically, the school is part urban, part rural, with seven-tenths of its pupils from within the city boundary, and the remainder travelling in for up to an hour. Again, this is not untypical of an Independent School, suggesting that a significant number of pupils are sacrificing time and dealing with inconvenience in order to attend school. They expect to be taught well, placing pressure on the staff to deliver high quality teaching.

1.4 Personal Interest

From the start of my secondary school teaching career (6 years in the State School sector and 17 years in the Independent School sector), I have been actively involved with supporting teachers in their teaching. This has ranged from mentoring Postgraduate Certificate in Education (PGCE) students, to mentoring NQTs and informally mentoring colleagues who are either unqualified teachers without QTS or who have already taught for a number of years. I cannot recall having had either a formal or informal mentor at the start of my own teaching career in South Africa, but I have always listened to and observed teachers with a keen interest and a view to improving my teaching skills.

I value the opportunity of being able to sit in the classroom of another teacher, observing their teaching and interaction with the pupils, as well as offering them encouragement, support and advice when needed. A good example of this is when a teacher recently asked me to observe their lessons. The aim of the observations was to look carefully at the relationship

between the teacher and the pupils. The teacher was concerned that the intensity of their teaching methods and strong discipline in the classroom had a negative effect on the pupils' enjoyment of the lessons. The observations proved extremely worthwhile and the teacher fed back our discussions and reflections to the pupils and asked for their ideas. This resulted in the teacher improving relationships with their pupils, as well as creating further mentoring opportunities for myself with other teachers.

I currently teach Physics to A-level and encourage teachers of all subjects to observe my lessons. The opportunities to be observed have proved to be very useful in that they have strengthened my credibility as an experienced and supportive teacher. Prior to undertaking this research, I had not documented my experiences or read much about the experiences of others. Apart from administration training, I have not undergone any formal mentoring training.

1.5 My roles and responsibilities within the research setting (Independent Secondary School)

I have been employed for nine years in the Independent School that became my research setting.

My roles and responsibilities within this setting include the following:

1. Physics teacher (11 – 18 yr olds) within a department of 5;
2. NQT Induction Co-ordinator with day-to-day responsibility for monitoring, supporting and assessing NQTs;
3. Coordinator of new staff induction at the start of the school year;
4. Head of Year 10, Assistant Head of Year 11;
5. Extended Project Qualification Supervisor for Years 12 and 13;
6. Assistant Examinations Officer (during the first half of the study).

The research I undertook was in direct response to my newly appointed role as an Induction Co-ordinator for my school's NQTs in 2009, as well as my informal supporting role for those who are new to the school and the teaching profession. The school has not asked me to embark upon this research, but my role as the school's NQT Induction Co-ordinator has informed this research. All my participants are teachers within the research setting and all were supportive of the research I undertook. The school supported my research by paying 30% of my study fees. There were no barriers to my research and numerous teachers, whom I did not have time to include, were supportive of this research.

I do not have the seniority to drive mentoring policy in my school; my role is to implement policy. The fact that there is no formal mentoring policy at my school drives this research. Despite not having a formal mentoring

structure in place, the school continues to retain staff and the pupils gain excellent results (personal observation and see Fig 1.3).

Year	2006	2007	2008	2009	2010
Number of GCSE Candidates	136	116	127	120	133
% A*/A	62	67	73	69	59
Number of GCE Candidates	109	116	107	98	107
% A*/A	37	46	55	45	56

Figure 1.3 GCSE and GCE Grades

I am an enthusiastic and committed teacher, and believe that every pupil in my school should have an opportunity to reach their full potential. I think that teaching is to some extent a calling, but mostly a highly professional job. I am motivated to enhance my teaching by the need to participate in lifelong learning. My ideas and beliefs about teaching have been moulded by the excellent colleagues I have worked with as well as the feedback from my pupils. I feel very strongly that there should be consistency in the quality of teaching by all teachers within a school. Therefore, I feel motivated to support any teacher who is in need of help in the classroom at any stage in their teaching career. But I feel especially motivated to support teachers within their first few years of teaching.

There is a lack of research on how best to prepare and support teachers in order to improve the outcomes for pupils (Boyd et al., 2009). The extensive and detailed quantitative research on the link between teacher preparation and student achievement undertaken by Boyd et al. (2009), found that pre-service preparation of teachers can influence teacher effectiveness, but did

not explore the day-to-day support of teachers in their first years of teaching.

1.6 Development of Professional Knowledge

Undertaking this doctorate has developed my professional practice as an NQT Induction Co-ordinator and as a formal and informal mentor for new teachers. In fact, if I am to participate in authentic mentoring practices myself, then there must be some benefit to me as a result of the investment in time and effort (Bush et al., 1996). My teaching abilities have improved by being consciously driven to reflect on my tacit teaching knowledge in order to make it explicit to those I mentor. Undertaking the Educational Doctorate has also supported my contribution to the current professional knowledge on the topic, and has led to opportunities for personal and professional development through the process of research. Seeking to 'combine the academic demands associated with doctoral study' with my demanding role as a full-time teacher, has impelled me towards becoming a 'confident autonomous researcher' (Butcher and Sieminski, 2006, p.68).

Zimpher and Rieger (1988, p.176) place emphasis on mentor professional development which leads to 'new and expanding leadership roles'. This doctoral study is timely in my professional career, as I seek to take on a deputy headship in the years after its completion. The confidence I gain as an autonomous researcher will translate into increased confidence in future leadership roles within education.

The topic of this research, with its links to my current workplace, aims to provide a means of improvement, not only in my own practice, but also in the practice of mentors at my school and at similar schools. It has aided my development as a self-reflective practitioner as I have gained a deeper understanding of the setting in which I find myself.

1.7 Audiences for Research Findings

Primary Audience

I see it as a priority to share my research and findings with colleagues at my own school, such as those who drive policy, in order to promote the potential recommendation that every new teacher entering the school has an individualised programme of support. The other primary audience is the participants in my research, who have indicated that they are interested not only in the process of undertaking a professional doctorate while working full time, but also in my professional recommendations which have been informed by their contributions to my research.

Secondary Audience

This research may be of interest to leaders and teachers within the Independent Secondary School sector as well as those leaders within schools who, in the future, may employ staff without formal teaching qualifications. These schools include Free Schools and Academies. Leaders and teachers within all Secondary schools may be able to make sense of

some aspects of the professional recommendations in this research, as they plan and prepare the mentoring support for all new teachers entering their schools. It is also my hope that this study will be a positive addition to the wider body of educational research, possibly encouraging other teachers to further investigate their emerging ideas and issues.

1.8 Background and Rationale

I have a commitment to study my own professional practice as a teacher and mentor with a view to improving my skills for the benefit of my pupils and other teachers (Burton and Bartlett, 2005). With my desire to learn more about teaching and mentoring, as well as gain higher qualifications, I took on the role of research-practitioner for this study at my school. This reduced the ‘time-consuming aspect of data collection’ as I already had a well-established rapport with the research participants at my school (Glaser and Strauss, 1967, p.75).

All new teachers in the research setting are assigned a mentor from within their own department for one year. However, there is no formal mentor training at the school. Teaching at the school is autonomous in nature in that, even though the school follows a core curriculum, teachers often operate independently (Kardos and Moore Johnson, 2007). My perception, over 23 years of teaching, is that this teaching style is beneficial to pupils as it adds richness and depth to their classroom activities. At the end of each academic year, every HOD analyses the results of all pupils within their subject. These results are ordered in such a way that comparisons can be

made between the classes and the teachers teaching them. These analyses are shared with the Senior Management Team (SMT).

Placing the results of the pupils I teach within the context of the rest of the department, encourages me to reflect on the previous year, with respect to how I taught various topics. I am therefore equipped with information that aids my planning and preparation for the following year. No one talks to me about my results, however I take the initiative to use them to inform my own teaching and I take the opportunity to share my ideas in a mentoring capacity and as part of my professional conduct.

A new teacher entering this type of organisational culture may find it quite daunting, faced with what Kardos et al. (2001, p.261) describe as a 'veteran-orientated' culture, in that the 'concerns and habits of experienced teachers determine professional interactions'. New teachers, who are not only learning how to teach but are treated as 'presumed experts', may find themselves thwarted by challenges that their more experienced colleagues handle routinely (Kardos and Moore Johnson, 2007, p.2101).

1.9 Vantage point

This research sets out from an anthropological vantage point. It attempts to understand the influence that professional culture and context has on the beliefs of teaching staff about their willingness to mentor new teachers. It studies the formal and informal interactions and relationships between

mentor and mentee, and how these influence the quality of teaching provided in the classroom.

Because of the formal and informal mentoring I undertake in my current school, I drew upon on my own contextual understanding of the relationships between mentor and mentee in both formal and informal situations. I am naturally inclined to mentor new teachers without being assigned this role.

1.10 Embedded Assumptions and Recommendations

The main assumption in this research is that, along with the formal mentoring of NQTs, there is some form of informal mentoring already taking place within Independent Schools. The aim of the research is to discover whether this assumption is true, how deeply it is embedded within the teaching culture of the school and what impact it has on the support of new teachers. A second assumption is that mentoring is perhaps the most effective form of support for the professional development of new teachers, and has a 'positive impact on the professional and personal development of mentors' (Hobson et al., 2009, p.209). A third assumption is that all new teachers in Independent Schools benefit from some form of mentoring, whether formal or informal.

In line with these assumptions and based upon my professional experience and Year 1 reporting, with links to the three main research questions, this research initially recommended that:

1. A mentoring culture can only become embedded if the Head of the school drives it, resulting in a significant influence on the quality of formal and informal mentoring of new teachers (Kardos and Moore Johnson, 2007).

2. In recognising how important the mentoring support of new teachers is, experienced teachers will embrace the idea of a more consistent mentoring approach, whether formal or informal, in order to enhance their own professional development as well as that of their less experienced colleagues within an Independent School setting.

My intention was not to suggest that these were recommendations I wanted to test but that they provided broad areas in which I might find answers. They also suggested a more 'open door' approach to professional development and a shared and informed discourse around teaching.

Chapter 2 REVIEW OF THE LITERATURE

2.1 Introduction

This literature review has a number of aims to (Corbin and Strauss, 2008):

- Justify the research topic chosen;
- Demonstrate library searching skills;
- Display a command of the subject area;
- Justify the research design and methodology (see Chapter 3);
- Be a source for making comparisons with the concepts emerging from the data (see Chapter 5);
- Confirm findings and look for discrepancies (see Chapter 6).

For me, it was important to ensure the researchability of the topic before the actual research commenced, therefore encouraging me to read broadly on the topics of mentoring and teacher professionalism. Hart (1998), and Rudestam and Newton (2007) refer to a literature review as a process by which there is a progressive narrowing of the topic to be researched. Rudestam and Newton (2007) in particular, describe this process using the metaphor of the 'distance between the camera and the subject matter' when filming (p.62).

I interpreted the long or wide shot to mean a broad outlook of background material, such as current literature on the nature of mentoring support for new teachers and teacher professionalism. It is important, through this view, to justify the theme of this research as well as to establish relevant background theory. I started by accessing a number of books on mentoring and research methodologies from the Open University library. These included McIntyre and Hagger (1996) and Campbell et al. (2004). Then through Google Scholar and the Open University eJournal search I looked for journal articles using phrases such as ‘What is mentoring in Education?’ and ‘Mentoring in Independent Schools’. I also discovered new articles through citations in the initial articles I had discovered. Looking for articles linking mentoring to Independent Schools produced nothing therefore this thesis is a contribution of original and new knowledge towards the wider body of academic research.

I also concentrated on mentoring literature from Secondary and Primary Schools as well as Higher Education Institutions beyond the United Kingdom and other countries such as the United States and Australia. I excluded mentoring literature from other disciplines such as Business, Coaching and Health although I found some of the literature, based around research methodologies in the Health sector, very useful. Researching the outcomes of specific mentoring relationships, such as the gains in professional craft and knowledge through team teaching and detailed post observation discussions, as espoused by McIntyre and Hagger (1992), initially went beyond the realms of this research. Using various mind maps,

I organised these ideas into a structured progression starting with a long or wide-angle shot.

Long Shot: What is Mentoring?

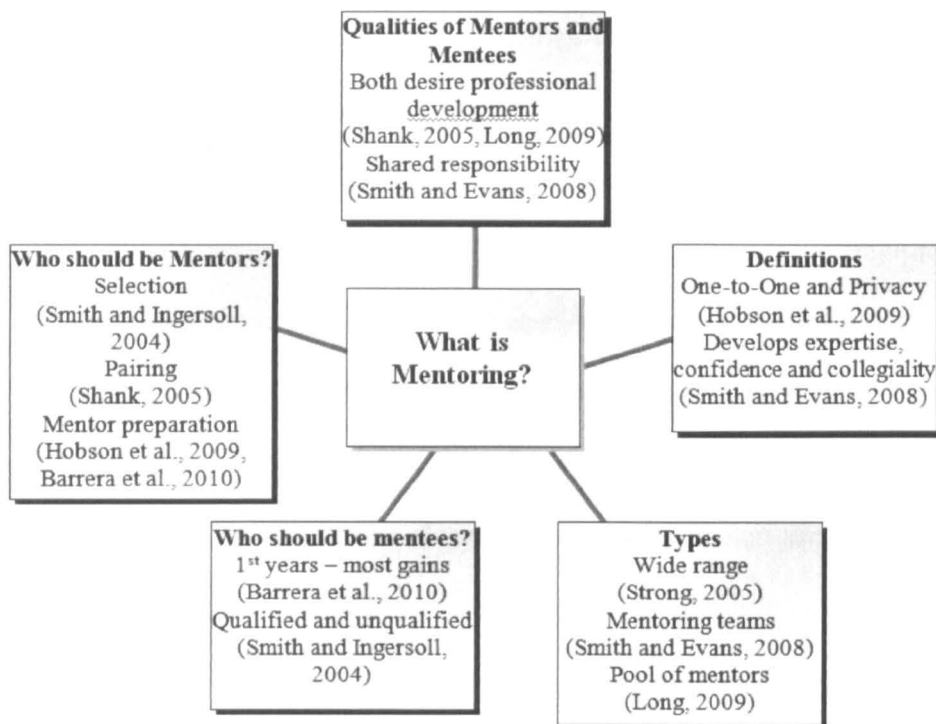


Figure 2.1 Long Shot: What is Mentoring?

The medium shot is somewhere between the wide-angle and the close-up and required more detailed, descriptive material (Rudestam and Newton, 2007). For me, the medium shot, in this review, took a closer look at the outcomes of all types of mentoring relationships, in terms of the professional development between experienced and less experienced teachers. Through this process, various ideas and findings were compared and contrasted with each other. Initially four positive outcomes of mentoring emerged from the literature (see Figure 2.2):

Medium Shot: Outcomes of Mentoring

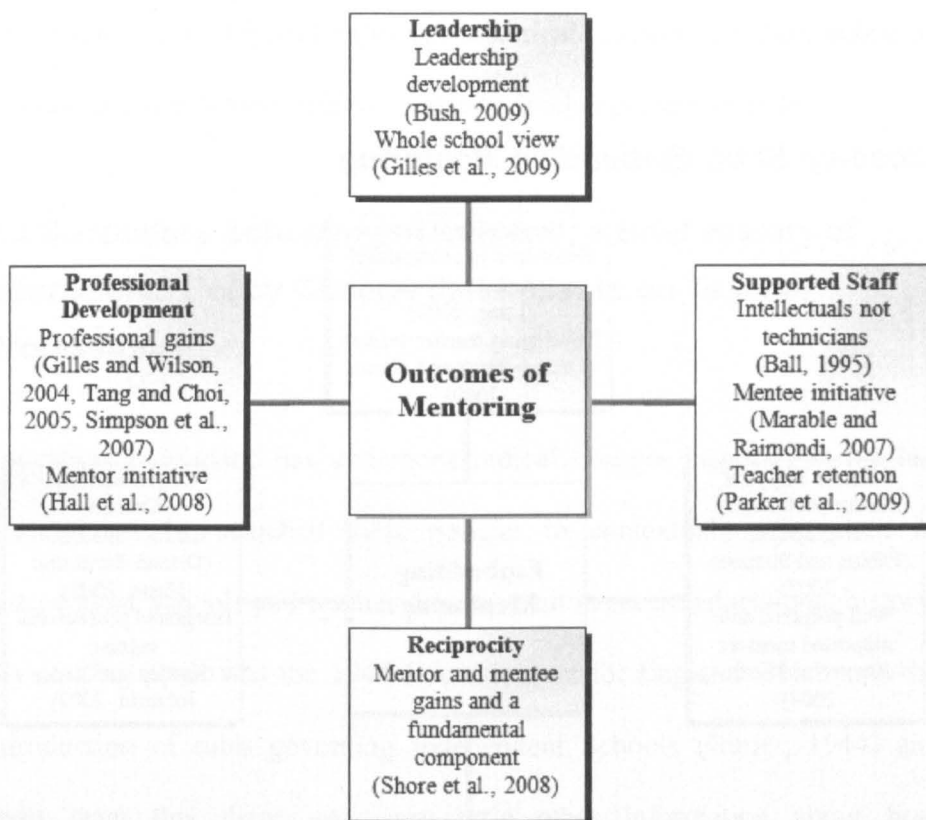


Figure 2.2 Medium Shot: Outcomes of Mentoring

Finally, the close-up shot required a careful examination of the finer details of the research, referring to a collection of work on a relatively narrow topic that is clearly central to the study. It was my intention that the reader should obtain a sense of what is already known about teacher mentoring, with relevance to Independent Schools (Rudestam and Newton, 2007). In the close-up shot I have focused on two key areas. Firstly, the theoretical perspective that formal and informal mentoring is only effective when it is embedded within the organisational teaching culture of a school. Embedding any form of mentoring is dependent on and influenced by the nature of the teacher culture. And secondly, that one size does not fit all

(Lovett and Davey, 2009). There is a great need to ensure that mentoring is individualised.

Close-up Shot: Embedding Mentoring

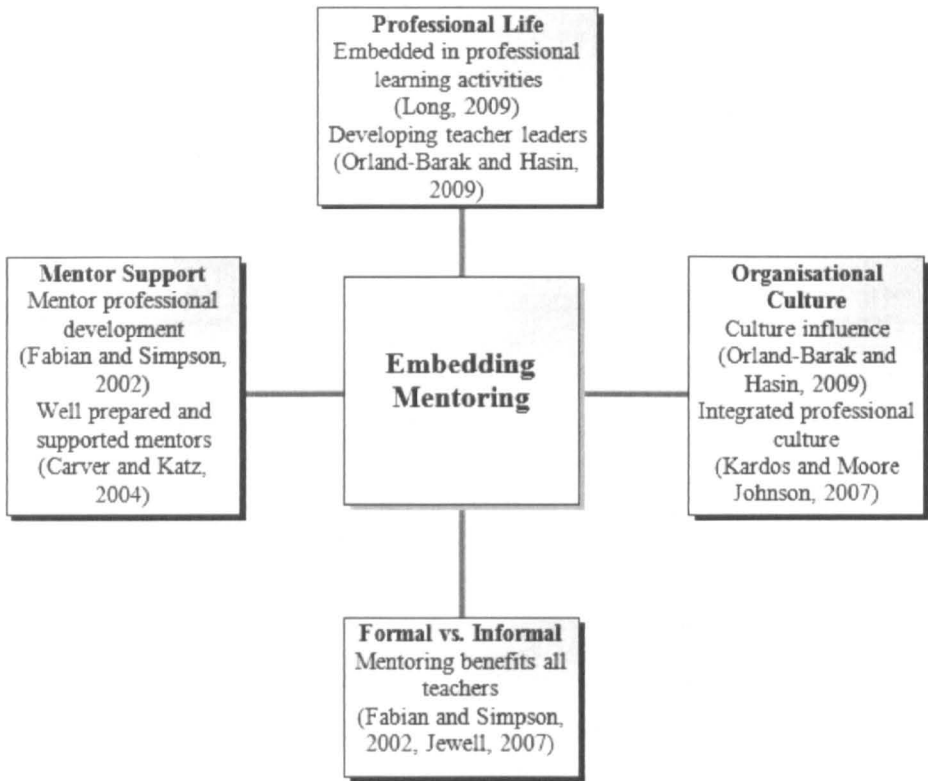


Figure 2.3 Close-up Shot: Embedding Mentoring

I used this process of moving from a wide-angle through to a close-up shot to enable the research questions to emerge, as well as to justify the research methodology employed in order to answer these research questions (see Chapter 3). My research questions are how and why questions. Since I do not have the authority to change policy at my school, I did not employ an action research methodology (Denscombe, 2007). I was investigating a ‘contemporary phenomenon within a real-life context’ (Yin, 1984, p.23), and with this in mind my literature review helped to develop my three research questions. Before embarking upon the development of the research

questions I felt that it would be important, as a background framework for my thesis, to take the reader through historical changes in education policy that could possibly have had an impact on teacher professionalism.

2.2 Secondary Schooling in England; a Brief History of Educational Policy Change that impacts on Teacher Professionalism

Education in England has undergone radical changes in policy in the last thirty years. I researched these policies to contextualise the place of Independent Schools and teacher development in recent educational history. My starting point was the 1944 Education act for England which saw the introduction of rules governing Independent Schools (Butler, 1944) and apart from this there was very little other information about how Independent Schools were influenced by the government policies. I then spent time looking at government policy with respect to the provision of support for new teachers in schools.

In 1972 Lord James of Rusholme (James, 1972) led a Committee of Inquiry on Teacher Education and Training to consider the structure and content of ITT. The report recommended that prospective teachers should follow a two year academic qualification, leading to a new Diploma in Education. He placed a high priority on opportunities for the continued education and training of teachers through assigning a 'professional tutor' from the teaching staff in a school to each new teacher entering the profession.

In 1982, a report by Her Majesty's Inspectors (HMI) entitled 'The New Teacher in School' was published (HMI, 1982). At this time, state schools were not obliged to provide a structured form of support to newly qualified teachers. However the HMI discovered that some form of structured support, such as an assigned mentor, weekly meetings, high involvement of the HOD and lesson observations, were taking place in many schools (p.68ff). The teachers surveyed recognised the importance of such structured support; to not only fill any gaps in their teacher training, but also to help them settle well into the teaching culture of the school. In their conclusion, the HMI felt that there was a 'strong case to be made for the setting up of national guidelines which should indicate both the acceptable minimum and the desirable levels of support that should be available for all new teachers both from the schools and local authorities' (p.82). I would suggest here that the HMI were attempting to formalise the informal teacher support that they had identified.

The 1988 Education Reform Act took the organisation of the school curriculum out of the hands of teachers and placed it firmly in the hands of the State (Baker, 1988). As a result of this significant change in education, teachers took on the role of merely delivering a curriculum rather than creating one. This was followed by the 1992 Education (Schools) Act which saw the introduction of the Office for Standards in Education (Ofsted), an agency that was given the task of inspecting schools; placing pressure on teachers and schools to meet set criteria and 'perform' (Clarke, 1992).

In 2000, the Education Secretary, David Blunkett, announced the formation of Academies. Academies are publicly funded Independent Schools, free from local authority and national government control (DfE, 2012c). Ten years after this initiative, Free Schools were launched in England. Free Schools are ‘all-ability state-funded schools established in response to parental demand’ (DfE, 2012b). They can be set up by a ‘wide range of proposers, including charities, universities, businesses, educational groups, teachers and groups of parents’ (DfE, 2012g). The first Free Schools opened in September 2011 (DfE, 2012b).

In 2002, the Education Act 2002 (DfE, 2002) imposed QTS and Initial Teacher Training (ITT) standards on all ITT programmes. These Professional Standards for QTS were originally laid out by the Training and Development Agency (TDA) and have undergone refinement since then, with the most recent set of standards that set a clear baseline of expectations for the professional practice and conduct of teachers out in 2012 by the Teaching Agency (TA) (DfE, 2012f).

Traditionally, Independent Schools set their own curriculum and admissions policies (Directgov, 2008). They are funded mainly by fee-paying parents and income from investments. Independent schools do have freedom from some state regulations. My observation, from working in both sectors, is that often in the name of educational quality, and not restricting the free movement of teachers across the Independent and State school systems, most comply with regulations relating to the national curriculum and

provision for NQTs. In 2010 the Education Secretary, Michael Gove announced that Free Schools may employ unqualified teachers (Gove, 2010). This opens up the debate about what preparation and support is actually needed by new teachers entering into the profession. Is excellent subject knowledge enough to ensure that teachers feel confident enough to get the best out of their pupils? Bassett (2011) describes a tradition of minimum preparation for new teachers in his very personal account of his own experiences as a new teacher in an Independent School. He warns that it is not enough to have excellent subject-area knowledge and a passion for teaching, supporting Boustead's (2010) comment that brilliance is only an advantage if people know how to teach. Despite this stark warning by the general secretary of the Association of Teachers and Lecturers (ATL), the leading educational union for Independent School teachers, the Department for Education (DfE) has since stated that Academies are to have the same freedom over teachers as Free Schools (DfE, 2012).

With these recent changes in the mandatory stipulation of pre-service QTS for teachers, the topic of this thesis has become more relevant beyond the confines of the traditional Independent sector. Apart from Bassett (2011), virtually none of the literature I drew upon was based in Independent Schools. I have therefore used available literature to help my understanding of my area of research and inform my research questions. What follows in this literature review is an attempt to study the mentoring of new-to-teaching teachers by their teaching colleagues at the school. Where I can, I have done this with respect to the research setting of an Independent Secondary School.

2.3 Mentoring Support for New Teachers and NQTs

In the past 25 years, school-based mentoring has taken on a prominent role in supporting new teachers (Zimpher and Rieger, 1988, Smith and Ingersoll, 2004, Hobson et al., 2009). In England, mentoring support has become part of a broader programme of induction for NQTs (Hobson et al., 2009). September 1999 saw the introduction of a compulsory period of induction for NQTs by the Department for Education and Employment (DfEE) in England (DfEE, 1999). NQTs now have an individualised programme of support through mentoring during their induction year, in order to demonstrate that they have continued to meet the standards required for the award of QTS. The mentoring support available is formalised and includes regular meetings, lesson observations and feedback from experienced teachers. The TA lay out statutory guidance for the support of NQTs (TA, 2012). This support includes the provision of a personalised induction programme as well as a designated mentor with both the time and the skills to offer this support.

Within Independent Schools, NQTs also have an organised programme of support not dissimilar to their colleagues in the State School sector. This is organised and assessed by the Independent Schools Teacher Induction Panel (ISTip) (ISTip, 2012a). ISTip was established as the Independent Schools' Appropriate Body for NQT induction by the Secretary of State for Education in 1999. They comply with the statutory duties associated with this role in accordance with DfE guidance (ISTip, 2012b). ISTip suggests that obtaining QTS is highly recommended as 'it gives portability across all

sectors for teachers, and a consistent way of assessing candidates' qualifications for heads' (ISTip, 2012c).

Despite this encouragement to obtain QTS, Independent Schools do employ teachers without QTS, when a subject-specific teacher with QTS cannot be found, something that might take place in Academies and Free Schools more regularly in the future. The question to ask is, 'how are these new-to-teaching and unqualified teachers supported in the classroom, especially in their first year?' Who takes responsibility for them? What quality of support is in place for these teachers if there is no requirement for this support to be formalised? Bassett (2011, p.2) encourages a 'mature, integrated, team-based, mentor-driven professional development' to help teachers in Independent Schools, at the start of their teaching careers.

New teachers, whether qualified or unqualified, 'need support and development so that they can acquire the skills to become high-quality educators' (Barrera et al., 2010, p.62). This support is ideally provided by effective mentors who show characteristics of trust, respect and a generosity of time. They provide emotional support, praise and encouragement, and should have strong interpersonal skills (Smith and Evans, 2008, Barrera et al., 2010). Positive outcomes of effective mentoring that include an increase in teacher retention are well documented: development of beginning teachers' expertise and confidence and the fostering of beginning teachers' reflection and development (Jones, 2005, Smith and Evans, 2008, Barrera et al., 2010).

But formalising mentoring as opposed to no mentoring at all does not automatically provide positive outcomes. Poor mentoring practices can cause more harm than good (Hobson et al., 2009). I concur with the warning issued by Forsbach-Rothman (2007), that when mentors are selected on the basis of teaching competency, rather than because of attributes such as communication, personality and mentoring approaches, they are in danger of adopting an authoritarian style that could suppress the new teacher's unique ideas and any up-to-date training they have undergone. For example, a new teacher placed with a mentor who supports a culture of privacy, independence, non-interference and conventional teaching practices, may find themselves stifled by an outcome of limited progress (Shank, 2005).

Formal institutional arrangements for mentoring can range from a full-time, highly trained mentor with time for regular meetings and observations, to an 'informal buddy system of support' where the mentor merely uses their own experience in the classroom without any release time, compensation or training (Strong, 2005, p.182). But fundamentally it remains a relatively private one-to-one, an experienced to less-experienced relationship, within the context of this research. Duncombe and Armour (2004) suggest that this mentoring or professional relationship is characteristic of one that is constructivist in nature. In their research on continuing professional development in the context of primary schools in England, they make a distinction between three dominant theories of learning: behaviourism, cognitivism and constructivism, relevant to 'the learning of new skills or knowledge by one or more members of a group that occurs when

professionals work together' (p.147). In my own professional experience, there have to be certain instances in teaching where teachers learn their craft through either behaviourism or cognitivism:

Behaviourism	Cognitivism
Observing how other teachers teach and learning behaviours through trial and error, especially when they might find themselves unsupported in a classroom	Relying on the brain to make sense of the information it receives, especially if a new teacher has recently been through the rigours of ITT

Table 2.1 Behaviourism vs. Cognitivism

However, a positive professional mentoring relationship requires interaction between the new teacher, their colleagues and the environment as well. As a result they are required to construct their knowledge through active, interactive and authentic learning (Duncombe and Armour, 2004). Therefore, those mentors involved in formal NQT induction processes must take care to balance the way in which they prevent incompetence with a 'constructive approach to maximising the professional expertise of new teachers' (Tickle, 2000, p.16).

Any limitations to one-to-one mentoring relationships can possibly be overcome by using a pool of mentors to meet the deeper, multiple demands that new teachers bring with them (Shank, 2005, Long, 2009). If one assigned mentor does not have the experience or time to fully support such a teacher situation, a pool of mentors might be required when a school

employs a teacher with no formal teaching qualifications. A collaborative form of mentoring is also known to be of benefit when mentoring 'teachers at all stages in their careers as they face the challenges of teaching' (Shank, 2005, p81). When collaborative and reciprocal mentoring ensures that all teachers share their expertise and take responsibility for the development of new teachers, a dynamic and integrated school culture with trusting relationships emerges (Williams et al., 2001, Shank, 2005, Forsbach-Rothman, 2007, Long, 2009).

The first few years in the life of a teacher realises the 'most gains in their professional craft' (Barrera et al., 2010, p.62), possibly informs the quality for the rest of their teaching career and is crucial to teacher retention. Assuming that some form of mentoring is provided for newly qualified or new unqualified teachers when starting at a school, then for NQTs mentoring is merely a continuation of the professional support they received during their ITT. However, for untrained teachers, mentoring if provided may require different qualities in the relationships. The literature is unclear on whether mentoring programmes are helpful for new teachers regardless of the quality of pre-classroom preparation, or lack thereof, or even what the optimum length a structured mentoring programme should be (Smith and Ingersoll, 2004, Parker et al., 2009).

Choosing the mentor carefully, and preparing them for their role with well-defined goals, enhances the mentor-mentee relationship as well as the professional development of new teachers (Smith and Ingersoll, 2004,

Hobson et al., 2009, Barrera et al., 2010). Mead (2007) discusses that the quality of mentoring is at a high standard when mentors are fully trained to support, in particular, unqualified teachers with previous work experience. Their findings that high quality mentors are those who understand good practice in teaching, and have the ability to articulate how the subject learning of pupils can best be supported by the new and unqualified teacher are generalisable to qualified teachers as well. We cannot assume, though, that the mentor has little to learn in the mentor-mentee relationship or that this relationship is confined to a 'privacy of two' (Shank, 2005, p74), shunning the collaborative involvement of other teachers (Williams et al., 2001). Within my research setting there is no formal preparation of mentors. Mentors are chosen carefully but the choice relies very much upon the willingness of the mentor to take on the role of supporting the new teacher. I have not found literature that discusses the outcomes of assigning a mentor for convenience sake.

A new teacher is often not only confined to a one-to-one relationship with their mentor. Other factors in a school could have either a positive or a negative effect on their experiences as they grapple with their new roles and responsibilities. The organisational teacher culture of a school can play an important role in whether new teachers feel welcome and are encouraged to seek assistance (Williams et al., 2001, Barrera et al., 2010). Mentoring that is embedded within professional learning activities and networked among experienced teachers, where all participants are focused on learning together, could strongly encourage the development of new teachers

(Williams et al., 2001, Smith and Evans, 2008, Long, 2009). A 'reciprocal flow back and forth' can facilitate the professional growth of the mentor as well (Shank, 2005, p.74). The thought of professional growth in both the mentor and mentee through their interaction leads this review to look more closely at mentor-mentee relationship outcomes.

2.4 Professional Development of Mentors and Mentees

Previous research has established a link between mentoring and the intention of new teachers to remain in the profession (Strong, 2005, Parker et al., 2009). The first few years of teaching are most crucial for the long-term retention of educators. New teachers who are adequately supported with purposeful mentoring during their first years may become the 'effective career teachers all children deserve' (Parker et al., 2009, p.338). However, the argument that the outcomes of effective mentoring relationships lead not only to teacher retention, but enhanced professional development for both mentor and mentee, are also well documented (Ingersoll and Smith, 2004, Smith and Ingersoll, 2004, Jones, 2005, Hall et al., 2008, Hobson et al., 2009, Long, 2009, Parker et al., 2009, Barrera et al., 2010).

Gilles and Wilson (2004, p.88) cited a helpful definition of professional development by Lieberman and Miller (2001, p.vii) as 'teachers work[ing] together over time to deepen their knowledge, improve their craft and transform schooling for their students and themselves'. Hobson et al. (2009), in their systematic and narrative review of international research

literature, reported that mentoring may be the ‘most effective’ form of supporting the professional development of new teachers (p.209). They also highlighted profound benefits to mentors, mentees and the school. These included the professional development of mentors and the provision of psychological and emotional support and strategies for classroom and time management for mentees.

Effective mentoring can lead to more stability within the teaching staff, by retaining more new teachers, as well as developing mentors who grow in confidence and become more committed to the school as a result of their role. An example of mentor growth could arise when a school employs a new teacher ‘whose motives are less than noble and whose knowledge and skill are inadequate for the task of teaching’ (Carver and Katz, 2004, p.460). Carver and Katz (2004) suggest that in this situation the mentor may need to push and monitor performance and, even at the extreme, counsel the new teacher out of teaching thereby calling for proactive mentoring.

Mentors must not just create a comforting relationship with a mentee that ‘fails to challenge and facilitate growth’ in both themselves and the teaching experience of the mentee (Hall et al., 2008, p.343). Instead, success is realised when the mentor works to ‘create a context that will facilitate the beginning teacher’s learning, engagement in discussion, reflection, and criticism of teaching’ with self-confidence and faith in their abilities (Hall et al., 2008, p.342). If teachers are seen as intellectuals, developing meaningful and thoughtful practice rather than being technicians (Ball, 1995), then

mentoring must hold in fine balance the encouragement of new teachers to develop their own style of teaching, with merely adopting the style of a more experienced teacher.

The outcomes of enhanced professional development for both mentor and mentee are well documented in literature (Gilles and Wilson, 2004, Tang and Choi, 2005, Simpson et al., 2007, Hall et al., 2008). Simpson, et al. (2007, p.496) described mentoring as a 'professional learning opportunity' that is still very much under-explored. Sharing ideas and perspectives with peers through mentoring can result in professional development where teachers take control and ownership of their own learning, with the ultimate aim of maximising student success (Chitpin, 2010). Literature reporting mentor perspectives is quite rare but Minott and Willett (2011) cited literature that describes the benefits of mentoring to mentors, and contrasting literature that indicates that there are no significant gains for mentors. However, they do infer some potential skills that can be gained, falling under the umbrella of professional growth within the classroom. These skills of self-reflection, growing self-confidence through professional discussions, observing and giving feedback, resonate strongly with my own experience of being a mentor to other teachers. Once a mentor overcomes the possible fear of losing their own privacy in the classroom or feelings that their own practice is being scrutinised, then I think that there is much to gain from mentoring other teachers (Minott and Willett, 2011).

Enhanced professional opportunities are realised through the mentoring relationship and can be described by the act of self-reflection, undertaken by the mentor and mentee (Gilles and Wilson, 2004, Simpson et al., 2007, Chitpin, 2010). Gilles and Wilson (2004, p.93) describe mentors as teachers who bring themselves out of the classroom isolation into a 'changing worldview'. As they grow in their understanding of 'school policies, learning and pedagogy', they develop a strong sense of 'professional assertiveness', with a growing confidence that they have something to offer and that their opinions count, resulting in leadership potential. Even leaders, who are mentors in a school and mentoring mentee leaders, must be carefully chosen, well trained and given time and support in order to apply a reflective process to the mentoring relationship (Bush, 2009).

The professional development of mentors and mentees through mentoring is seen as more efficient and cost-effective than more traditional methods, such as workshops run by outside agencies (Chitpin, 2010, Minott and Willett, 2011). Through the reflective practice of being mentored, mentees gain a conscious awareness of the practice craft and an ability to articulate that knowledge (Chitpin, 2010). A detailed discussion of what is meant by teacher professionalism, in terms of the development of a professional craft and knowledge (McIntyre and Hagger, 1992), as well as a link between a teacher's professional knowledge, subject knowledge and an ability to teach effectively (Banks et al., 2005) goes beyond the boundaries of this review. However I will mention the work by Banks et al. (2005) in my discussion

(see Chapter 5.1) as well as McIntyre and Hagger (1992) in my professional recommendations (see Chapter 6.2).

Zellers et al. (2008, p.555) describe mentoring as a 'reciprocal learning relationship characterized by trust, respect and commitment, in which a mentor supports the professional and personal development of another by sharing his or her life experiences, influence and expertise'. These ideas on mentoring were utilised in this thesis by informing the tone and content of the questions asked in the interviews.

These views of mentoring led me to explore the willingness of experienced teachers to identify areas of need within their less experienced colleagues, resulting in spontaneously providing support as part of their own professional conduct. There must inevitably be teachers who have had no formal mentoring, or very poor mentoring, who remain in the profession. Do these teachers seek out their own 'mentors' both inside and outside the profession, or do they just rely on the goodwill of some caring colleagues? Even mentored new teachers can feel isolated in their classrooms due to a total lack of spontaneous emotional support from their colleagues, often only receiving help after asking for it (Marable and Raimondi, 2007).

Jones (2005, p.523) expanded on this by using her study to reveal that support for NQTs tends to be confined to the 'technical and professional domain of teaching, eschewing personal and emotional issues'. She highlights the fact that pastoral support of new teachers is largely due to the

goodwill and professionalism of individual staff, depending very much on the teacher culture of the school.

2.5 Embedding Mentoring into the Organisational Teacher Culture

The culture within an educational institution is not always obvious but can be a powerful force in creating expectation and shaping behaviour and in influencing an individual's commitment, satisfaction, productivity and longevity within a group or organisation (Fabian and Simpson, 2002, p.119).

Every new teacher enters a complex environment when they start at a school. Any previous training will not fully prepare them for the many tasks they face, such as establishing discipline, lesson preparation, the new school culture and the autonomy of the classroom. Ball (1995) compares the classroom to a small theatre where the teacher/actor is alone, perfectly individualised and constantly visible. According to Bassett (2011), within the Independent School sector, teachers have more opportunities for autonomy, mastery and purpose compared to most professional organisations. He warns the reader however, against a myopic view of autonomy with little attention paid to greater gains in mastery and purpose through collaboration, mentoring and professional development. 'Well-prepared and supported mentors can influence, shape, and challenge

beginning teachers' practice' (Carver and Katz, 2004, p.450) significantly strengthening the value of autonomy within the classroom (Bassett, 2011).

But if 'healthy mentoring relationships' are to become part of the organisational culture norm then there needs to be a complex mentoring structure in place (Gormley, 2008, p.59). The mentors, if they are to provide ongoing support to new teachers extending beyond the 'realm of a formal approach', also need support (Carver and Katz, 2004, p.450). The 'mentor's knowledge of how to support new teachers and skill at providing guidance' is crucial (Ingersoll and Smith, 2004, p.38). A teacher culture that embraces the mentoring of all new teachers results in a cyclical effect, in that when the abilities 'both actual and potential are released' through an insightful mentor, then the organisation itself benefits (Fabian and Simpson, 2002, p.124).

The teacher culture at a school certainly influences the nature of mentoring within that school. When a school with a 'veteran-orientated' culture attempts to address the special needs of new teachers through mentoring, they may do so with 'inadequate informal structures', or 'mechanically assigned mentors' or under the influence of timetable constraints (Kardos et al., 2001, p.283). Organisational culture has strong ties to mentoring, but 'the impact of organisational cultures on mentoring programs' is not known (Zellers et al., 2008, p.582). Expanded research into all types of mentoring is necessary in order to embed the importance of mentoring as a tool for providing necessary support for teachers into the teacher culture of the

school (Jewell, 2007). How cultural concepts shape different forms of leadership in mentoring has yet to be explored (Orland-Barak and Hasin, 2009).

Orland-Barak and Hasin (2009, p.8), in their review of the literature, mention that ‘good mentoring practices resemble good leadership practices’. They see the mentoring role of a teacher as a form of transformational leadership in that an organisational mentoring culture will ‘capitalize on the instructional expertise of teachers’ (p.3). This form of transformational leadership could enhance collaboration and the empowerment of individuals (mentees) within an organisational culture, ‘promoting continuous professional learning of teachers within communities of practice’ (p.3). This is a strong argument for the benefits of mentoring for both mentor and mentee. Astute leadership of a school could use this idea to their benefit by keeping their eye on the bigger picture, when adding value to the mentoring practices of mentors and mentees within the classroom. With this idea in mind, I aimed to discover what value was assigned to mentoring within the research setting of an Independent School.

Teaching and mentoring are strongly linked. Orland-Barak (2001) suggests that teachers use their expertise to develop the mentee, by calling mentoring ‘a second language of teaching’ (p.8). Teachers have been exposed to teaching since they were pupils themselves. Teaching is their first language, but mentoring is similar to a second language that has to be learned by applying skills learned as a teacher. The insinuation here is that mentoring is

a skill that may not come naturally to all teachers, and therefore has implications for the extent to which mentoring can become embedded within the professional conduct of all teachers.

When mentoring is embedded within professional learning activities and networked amongst experienced teachers and where all participants are focused on learning together, then schools will have opportunities to be dynamic and active agents of change (Long, 2009, p.325).

Long (2009, p.325) encourages mentoring relationships that become 'agents for change', 'providing the catalyst for school renewal' and discourages 'static mentoring programs' that do little to 'motivate and engage' a new teacher and possibly even mentors within the research setting. An avenue for exploration in this research could be the link between being a good teacher and being a good mentor.

2.6 Meeting Individualised Mentoring Needs

Every new teacher, whether qualified or unqualified, faces unique and complex challenges and experiences, even within the same school (Flores, 2006, Lovett and Davey, 2009). Integrating a new teacher into a school requires individualisation and flexibility in order for that teacher to quickly locate their role as a classroom teacher as well as within the social fabric of the staffroom (Fabian and Simpson, 2002). The Independent School within

this research setting is made up of 22 individual subject departments each uniquely led by a HOD, who is assigned an office where the department staff can work together. The staff sizes of these departments range from up to eight, to some comprising only one or two. A new teacher may feel compelled to assure their solidarity with this subgroup, while feeling vulnerable or isolated within the staff common room (Jones, 2005). The danger of this loyalty is a lack of support in multiple areas. New teachers can gain much from a staff room culture that is caring, empathetic and open to generating informal networks, and can be used as a non-threatening source of support for solving daily problems (Jones, 2005).

A teacher taking up a new post has to quickly acquire knowledge of both the formal and informal aspects of the whole school setting. A supportive teacher culture, through some form of mentoring, allows the new teacher to internalise the values and ideals of their new school, maintain positive relationships with their new colleagues, and absorb the impact on their professional identity as a new teacher (Fabian and Simpson, 2002, Jones, 2005, Flores, 2006). They model the behaviours and practices of their more experienced colleagues in the areas of classroom organisation and management, student-teacher relationships, required knowledge of the subject matter and lesson planning (Minott and Willett, 2011). They are often expected to 'function at a high level' from their first day, and therefore their 'emotional well-being' must be addressed in order to retain them (Fabian and Simpson, 2002, p.117).

Preparation through mentor training is at the heart of a good mentoring relationship. Tang and Choi (2005, p.383) warned that without some form of 'pedagogical approach' to delivering mentoring, in order to connect theory to practice, fewer improvements in teaching and learning will take place. It is not clear if there are instances of success when the mentor is untrained, and if so which aspects of the mentor's teaching experience play an important role.

Kardos and Moore Johnson (2007, p.2103) call for more research into professional cultures offering mentoring support that is 'flexible and responsive to the changing needs' of both experienced and inexperienced teachers. In the complex world of teaching, teachers have to move from being subject-matter experts to being expert teachers of their subject, by taking into account the interests, needs and abilities of their students as well as attracting their engagement and interest (Lovett and Davey, 2009). In an attempt to deliver highly individualised teaching, meeting the needs of every pupil and gain the mark of an excellent teacher, new teachers may require highly individualised mentoring. Lovett and Davey (2009) support this idea and comment that new teachers are dependent on colleagues who are both available and willing to share resources. There are many instances of teachers having to teach unfamiliar topics, something which can also lead to what Lovett and Davey (2009) call workload/time management fatigue.

2.7 Conclusion

The literature on mentoring new teachers emphasises the influence of high quality formal mentoring on teacher retention within the State School sector. It also emphasises the positive outcomes for both the mentor and mentee in terms of professional development. But there is no substantive research into the informal and formal mentoring that takes place within the Independent School sector, as well as the outcomes of this mix of mentoring compared to that of purely formal mentoring.

Mentoring ranges from the formal support of an NQT, HOD, new Head Teacher, to the informal support of a teacher without QTS. For mentoring to have positive outcomes it must address the unique needs of the mentees and may involve more than just a one-to-one relationship. There are profound benefits in terms of professional development for both the mentor and mentee. Mentoring moves the mentee on to become a better teacher and facilitates self-reflection in the mentor. There is a need for a mentoring structure within the school in order to enable mentoring to take place. Teaching is complex and requires transformational leaders to set up a complex mentoring structure in order to meet the needs of all teachers.

Further research is required on how Independent Schools support new teachers without QTS as well as NQTs. Could there be a danger that when a teacher without QTS is employed, then the quality of mentoring support may be lacking, due to a perception that the new teacher will not be employed long-term (Barrera et al., 2010)? Research is needed into the

allocation of resources, such as teaching staff, time and money, to support teachers in their first few years of teaching, as well as catering for those teachers who have specific mentoring needs. Research is also needed into the perceptions of teachers who find themselves mentoring new colleagues, whether formally or informally, as well as the perceived needs of these new colleagues. Ironically, since the 2010 government, some empirical research is starting to emerge in literature but unfortunately it is falling outside of my research window. See further recommendations for research in Chapter 6.4.

Three key themes emerged out of the initial literature review for this research:

- Formal and informal mentoring practices between teachers;
- Embedding mentoring within the teacher culture of a school;
- The outcomes of an embedded mentoring culture.

These themes resonated with the aim and focus of the research to investigate how experienced teachers, within an Independent Secondary School setting, support those who are new to the profession with a view to maximising the effectiveness of learning opportunities for all pupils. Combining the aim of the research with the three themes that developed out of the literature, has informed the three main research questions, as well as provided questions for the first and second round of data collection using interviews and a focus group (Corbin and Strauss, 2008). Because of my own mentoring role in an Independent School, this research explored the mentoring culture, the perceived outcomes of mentoring and the unresearched relative merits and

demerits of formal and informal mentoring within the context of an Independent School setting (Hobson et al., 2009). Grappling with the literature in this way brought me to my final three research questions:

1. How does the organisational teacher culture of an Independent Secondary School influence formal and informal mentoring of new teachers?
2. To what extent do experienced teachers see mentoring their new colleagues in the classroom as part of their professional conduct and development within an Independent School setting?
3. Within an Independent School, what is the quality and quantity of support provided by experienced teachers who have not been assigned formal mentoring roles?

In the first research question, ‘organisational teacher culture’ can be seen as the shared core values amongst its members (Martin and Siehl, 1983), defined by Deshpandé et al. (1993, p.24) as ‘the pattern of shared values and beliefs that help individuals understand organizational functioning and thus provide them with the norms for behavior in the organization’.

In the second research question, ‘professional conduct’ incorporates the professional and ethical values of teachers in relation to maximising educational outcomes for their pupils and supporting their teaching colleagues (Spendlove et al., 2012). Development that enhances the professional life of a teacher is known as ‘Professional development’. Quint (2011) describes this as a form of training to upgrade the content knowledge

and pedagogical skills of teachers, with a view to improving teaching and learning.

These research questions have been placed in the following table (see Table 2.2) combining the key literature, the research questions and the questions used in data collection:

A Table of Literature that informed the Research Questions and thus the Questions for Interviews

Key Literature informing Research Questions	Research Questions	Questions for Interviews
<p>Mentoring Support for New Teachers:</p> <p>Prominent Role of Mentoring in Supporting New Teachers and NQTs (Zimpher and Rieger, 1988), (Smith and Ingersoll, 2004), (Hobson et al., 2009), (DfEE, 1999), (TDA, 2007b).</p> <p>New Teachers need Support and Development from Effective Mentors (Bassett, 2011), (Barrera et al., 2010), (Smith and Evans, 2008), (Jones, 2005), (Hobson et al., 2009), (Forsbach-Rothman, 2007), (Shank, 2005).</p> <p>Limitations to Mentoring New Teachers (Strong, 2005), (Shank, 2005), (Long, 2009), (Williams et al., 2001), (Forsbach-Rothman, 2007).</p> <p>Mentor Choice and Provision of Mentoring (Barrera et al., 2010), (Smith and Ingersoll, 2004), (Parker et al., 2009), (Hobson et al., 2009), (Duncombe and Armour, 2004), (Shank, 2005), (Williams et al., 2001), (Mead, 2007).</p> <p>Organisational Teacher Culture and the Professional Growth of both the Mentor and Mentee (Williams et al., 2001), (Barrera et al., 2010), (Smith and Evans, 2008), (Long, 2009), (Shank, 2005)</p>	<p>1. How does the organisational teacher culture of an Independent Secondary School influence formal and informal mentoring of new teachers?</p>	<p>1st Phase of Data collection (see Appendix 2)</p> <p>What do you think the aim of teachers mentoring teachers should be?</p> <p>Is this exactly the same as being able to teach brilliantly?</p> <p>What structure should be in place at an Independent School in order to make these new colleagues feel more confident in the classroom?</p>

<p>Professional Development of Mentors and Mentees:</p> <p>Effective Mentoring leads to Enhanced Professional Development (Strong, 2005), (Parker et al., 2009), (Ingersoll and Smith, 2004), (Smith and Ingersoll, 2004), (Jones, 2005), (Hall et al., 2008), (Hobson et al., 2009), (Long, 2009), (Barrera et al., 2010), (Carver and Katz, 2004), (Gilles and Wilson, 2004), (Tang and Choi, 2005), (Simpson et al., 2007), (Chitpin, 2010), (Minott and Willett, 2011).</p> <p>Challenge to Mentors (Hall et al., 2008), (Ball, 1995).</p> <p>Reflection and Growth in Confidence (Gilles and Wilson, 2004), (Simpson et al., 2007), (Chitpin, 2010), (Bush, 2009).</p> <p>Cost and Time Effective Professional Development (Chitpin, 2010), (Minott and Willett, 2011), (Zellers et al., 2008).</p> <p>Reliance upon Goodwill (Marable and Raimondi, 2007), (Jones, 2005).</p>	<p>2. To what extent do experienced teachers see mentoring their new colleagues in the classroom as part of their professional conduct and development within an Independent School setting?</p>	<p>1st Phase of Data collection (see Appendix 2)</p> <p>Is it enough to just have mentoring as part of teacher induction (the first year of teaching) so that they learn the systems, or is mentoring more of an ongoing developmental activity?</p> <p>To what extent do you see mentoring as part of the professional conduct and development of teachers?</p>
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<p>Embedding Mentoring within the Teacher Culture:</p> <p>The Integration of New Teachers into a School Culture (Fabian and Simpson, 2002), (Bassett, 2011), (Carver and Katz, 2004), (Gormley, 2008), (Ingersoll and Smith, 2004).</p> <p>The Influence of the Teacher Culture on Mentoring Practices (Kardos et al., 2001), (Zellers et al., 2008), (Jewell, 2007), (Orland-Barak and Hasin, 2009).</p> <p>Benefits from embedded mentoring:</p> <p>Mentoring, a Second Language of Teaching (Orland-Barak, 2001), (Long, 2009).</p> <p>Meeting Individualised Mentoring Needs:</p> <p>The Complex Needs of New Teachers (Flores, 2006), (Lovett and Davey, 2009), (Fabian and Simpson, 2002), (Jones, 2005), (Minott and Willett, 2011).</p> <p>Individualised Mentoring (Tang and Choi, 2005), (Kardos and Moore Johnson, 2007), (Lovett and Davey, 2009)</p>	<p>3. Within an Independent School, what is the quality and quantity of support provided by experienced teachers who have not been assigned formal mentoring roles?</p>	<p>2nd Phase of Data collection (A sample of questions, the remainder can be found in Appendix 3)</p> <p>What support did you receive from your HOD, with them knowing that you were an unqualified teacher?</p> <p>What support did you receive from your colleagues in your department at the start?</p> <p>Looking back on your teaching, what type of support do you think would be the most useful at the start of the teaching career?</p> <p>As a HOD, have you ever been given any advice about your professional conduct in terms of mentoring those in your department?</p> <p>What types of mentoring support do you offer to teachers in your department?</p> <p>Did any discussion take place between you and the members of the SMT, who had decided to employ an unqualified teacher, about the nature of the support that would be in place for the new teacher?</p>
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Table 2.2 Literature linked to Research Question

Chapter 3 RESEARCH DESIGN

3.1 Introduction

The research design was very much influenced by the aim of the research and the research questions (Robson, 2002, Cohen et al., 2007). I aimed to undertake an in-depth investigation of how experienced teachers, within an Independent Secondary School setting, support those who are new to the profession. The focus was on the perceptions and views of the participants (mentors and mentees – see Chapter 1.1), issues that emerged over the course of the research, and was bounded by the uniqueness of an Independent Secondary School setting. In order to generate a substantive theory about mentoring practices at Independent Schools from the data collected, a grounded theory methodology, as described by Corbin and Strauss (2008), was used.

3.2 Practitioner-Researcher

Since I am a full-time teacher with mentoring responsibilities, I took on the role of practitioner-researcher in order to study my own professional practice with a view to improving it for the benefit of others (Burton and Bartlett, 2005).

Challenges

As a practitioner-researcher I faced a number of challenges:

1. Developing myself professionally by undertaking this research;
2. Writing a doctoral thesis that demonstrated my skills as a researching professional, reflexive and reflective practitioner and grounded in my professional practice;
3. Gaining informed consent from all participants;
4. Keeping the research overt;
5. Time management of my research while working full-time as a teacher in a highly demanding job;
6. The possible perception that I was treading on the toes of those who drive policy at the school.

Disadvantages

In comparison to 'outsider' research, some disadvantages included:

1. Lack of time in undertaking systematic inquiry while teaching full-time in the classroom;
2. My own preconceptions about the issues I am researching.

Advantages

This research turned challenges into goals and dealt with disadvantages by continually addressing them. The advantages to practitioner-research were a real driving force:

1. Developing my own professional practice as a mentor to other teachers;
2. Strong relationships that already exist with staff as well as pre-existing knowledge and experience about mentoring at my school which could be used to draw out rich and detailed data;
3. The reduced need to build up trust over time, as I already had a language of teacher development with my colleagues;
4. Emerging data could be placed in context;
5. Grounded in empirical research involving direct contact with relevant participants.

(Denscombe, 2007)

My professional desire as a teacher, to improve the education of my pupils, the teaching practice of my colleagues, as well as to study my own professional practice as a mentor to other teachers, placed me in a strong position to undertake practitioner-research. I am also aware that I have a better initial understanding of the context of my research, although Mercer (2007, p.4) finds it debatable ‘whether or not this heightened familiarity leads to thicker description or greater verisimilitude’. My quest to make

certain that the voice of my participants was heard as well as to ensure that my narrative represented what was real in the research setting, played a significant role in the choice and development of my research methodology.

3.3 Research Methodology

Introduction

Previous studies within the context of teacher mentoring have employed research methodologies such as large scale surveys (Marable and Raimondi, 2007, Hall et al., 2008, Parker et al., 2009, Barrera et al., 2010). These surveys targeted hundreds of participants over lengthy time periods. It was not the aim of the researchers to reflect upon their own practice, an important aim of undertaking an Educational Doctorate (Burgess et al., 2006). Multiple case studies have also been used to investigate teacher mentoring (Butcher, 2002, Fabian and Simpson, 2002, Carver and Katz, 2004, Orland-Barak and Hasin, 2009). These studies involved more than one research site as opposed to the one site I intended concentrating on. But their justification for using a case study approach in order to research the mentoring of new teachers influenced my initial approach. This methodological approach can accrue a vast amount of data in a very short space of time. Butcher (2002) described how he had to collect rich data in a very disciplined time frame whereas Carver and Katz (2004) had two years of observing mentors and mentees in different research settings. Both

studies however yielded enough data to generate important issues about the mentoring relationship.

Orland-Barak and Hasin (2009) had the greatest influence over my initial thoughts, about how to undertake researching this complex relationship within the limiting boundaries of my available time and the research setting of my place of work. They were able to triangulate across five case studies by interviewing mentors, mentees, subject leaders and school leaders. I knew that I had opportunities to interview my Head Teacher, HODs, Mentors, NQTs and unqualified new-to-teaching colleagues at my disposal.

Different Research Methodologies

Coming from a scientific background, I have often been influenced by a positivist approach when trying to investigate relationships, always aiming to determine the independent variables and measure the dependent variables. However, this research on mentoring required a strategy that took me away from a mainly positivist approach, because the data was being collected from a natural setting, mainly through semi-structured interviews. In trying to learn more about people and the complex relationship between mentor and mentee through conversations with my colleagues, a complex methodology was required (Corbin and Strauss, 2008).

Within the research setting of an Independent Secondary School, the main research questions aimed to investigate:

1. The influence of the organisational teaching culture on the formal and informal mentoring of new teachers;
2. The extent to which experienced teachers see mentoring their new colleagues in the classroom as part of their own professional conduct and development;
3. The quality and quantity of support provided by experienced teachers who have not been assigned formal mentoring roles.

These research questions were complex and designed to explore concepts that are difficult to quantify, such as the quality of the informal support of new teachers, the professional conduct of teachers and spontaneous levels of informal support between experienced and inexperienced teachers.

As a result of wanting to investigate phenomena such as teacher professionalism and mentoring in its natural setting, without attempting to influence the mentoring practices already taking place at my school as described by Denscombe (2007), I saw the advantage of a case study approach.

There was no pressure to impose controls or change circumstances as would be employed in experimental research. My aim was not to change school policy, so I decided to steer away from action research. The collection of qualitative data led to generalising through social science theory. By concentrating my efforts on one case study, the realm of my personal practice could have wider implications for schools with similar settings. The

aim was to ‘illuminate the general by looking at the particular’ (Denscombe, 2007, p.36).

Figure 3.1, is used to corroborate the research strategy employed.

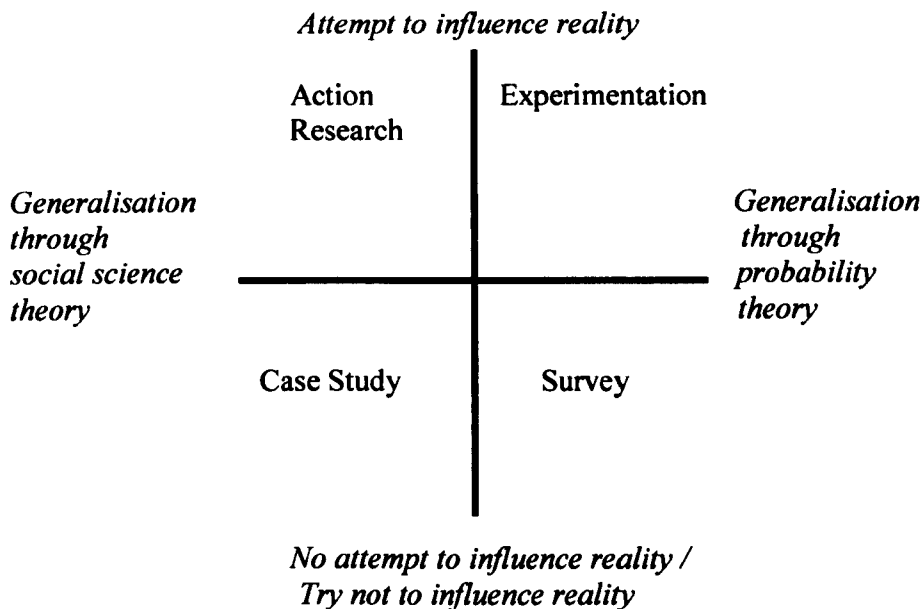


Figure 3.1 Research Methodologies
(Residential weekend 2010, Year 1)

My three research questions were exploratory in nature, with the first asking ‘how’, the second asking ‘why’ and the third ‘what’. This led me to the use of a case study approach because it deals with ‘operational links needing to be traced over time, rather than mere frequencies or incidence’ (Yin, 1993, p.6). The case to be studied would link the empirical data to the initial research questions (Yin, 1993).

From the start, this qualitative strategy was ethnographic in nature, in that it aimed to describe the mentoring culture as it exists at the moment and how the participants within the research setting perceive it to have engaged them.

The original proposal for this research indicated that it would be a qualitative study. After initial discussions with my supervisor as well as reading literature on mentoring, I decided to adopt an ethnographic case study as my research methodology. This mix of two research methodologies emerged out of a need to understand the teaching culture from the point of view of the teachers involved, an ethnographic stance, while having access to one Independent School as a case study (Denscombe, 2007). When I began to collect data from a focus group, and from interviewing, I realised a change in research methodology was needed.

A Change in Methodology

An ethnographic methodology would have required me to spend a considerable amount of time in the field, in order to present a holistic account of mentoring at my school from the point of view of all those involved (Denscombe, 2007). A distinct advantage to employing an ethnographic methodology was the fact that I already had the trust of the participants and therefore could observe people in their natural settings (Bell, 2005). A significant disadvantage though, as a full-time teacher, was that I did not have the luxury of a considerable amount of free time. Another disadvantage was the need to place myself fully in the process of research (Denscombe, 2007). This was needed in order to explain how my own experiences, beliefs and values shaped the way in which the observations were interpreted (Denscombe, 2007). With an ethnographic approach there is also an inherent danger of describing an array of situations that coexist as

separate and isolated stories. I felt that this approach might belittle the complexity of the mentoring relationships at my school, as well as the willingness of staff to constructively interact with each other for the greater benefit of the school and its pupils. I did not want to limit my ability to get stuck into analysing what my colleagues were going to tell me through interviews, as opposed to merely providing a detailed descriptive account (Denscombe, 2007).

After the first interview with my Head Teacher in July 2010, I felt an urge to immediately start analysing the collected data. I started to think about the key concepts and ideas emerging from this interview. Some of these concepts influenced the way in which I asked questions at the next point of data collection, a focus group. Even though I asked the same questions as I had in the initial interview, I found myself guiding the discussion towards filling in the gaps that had emerged from my initial tentative analysis of the first interview. Without realising it an iterative process of data collection had already started analysing the data using grounded theory techniques (Hutchison et al., 2010).

Classic Grounded Theory or the Strauss and Corbin Model?

Some further reading (Bell, 2005, Cohen et al., 2007, Denscombe, 2007) on research methodologies led me to books on grounded theory by Glaser and Strauss (1967), Charmaz (2006), and Corbin and Strauss (2008) in order to gain some understanding of the methodology. In my teaching career and in

my personal life I am a very proactive person, and what Corbin (Corbin and Strauss, 2008) said resonated with why I undertook this Educational Doctorate in the first place. I needed to develop knowledge that would guide my own practice and the mentoring practices of other teachers - a valuable driver for undertaking an EdD that is practice-based (Corbin and Strauss, 2008).

The next step in the process was to bring clarity to the methodology used in this research (Guthrie and Lowe, 2011). I had to decide whether I would allow the data collected to completely speak for itself. Glaser and Strauss (1967, p.23) encourage the use of evidence to generate 'conceptual categories' as well as 'illustrate the concept'. In this 'classic' form of grounded theory, preconceptions are minimised, and the emerging theory is completely grounded in the data, eliminating any 'constructivist elements' (Simmons, 2011, p.20). Taking her lead from Glaser and Strauss (1967), who invited readers to use grounded theory strategies 'flexibly in their own way', Charmaz (2006, p.9) introduces her readers to a different way of 'doing grounded theory'. In her completely constructivist view of grounded theory, Charmaz (2006, p.10) suggests that researchers are part of the data they collect and that we 'construct our grounded theories through our past and present involvements, interactions with people, perspectives and research practices'. This encouraged me, as I knew I could use my experience as both a teacher and mentor to influence the emergent theory. But on the other hand, I wanted to make sure that my participants, both mentors and mentees, had a voice. I wanted their voice to be evident in the

emergent theory. Through further reading I became more influenced by Simmons' (2011) take on grounded theory. Simmons (2011, p.20) views a constructivist grounded theory as an 'oxymoron', a thought not very much different from that of Guthrie and Lowe (2011, p.56) who suggest that researchers who amend the process of classic grounded theory should not use the grounded theory label but 'should say their research was "influenced" or "inspired" by GT'.

Grounded theory took on two versions when the original authors (Glaser and Strauss, 1967) tried to explain their methodology in more detail. One version is now known as 'classic grounded theory' and the second is called the 'Strauss and Corbin model' (McCallin et al., 2011, p.71). McCallin et al., go on to explain that these two versions are similar in that they both 'include comparative analysis, theoretical sampling, memo-writing, and saturation' (p.71).

The difference between the two methodologies lies in the main reason for developing the theory. Classic grounded theory uses 'professionally trained sociologists' to develop a theory that explains or predicts something, and can be used by either laymen or sociologists for practical applications such as to 'manage a controllable variable' in an emerging situation (Glaser and Strauss, 1967, p.249). The Strauss and Corbin model, more constructivist in its approach, seeks to develop a theory that tries to explain and make sense of the experiences of both the researcher and participants as well as use the theory to guide practice (Corbin and Strauss, 2008).

Apart from achieving a professional doctorate, enabling me to reflect on my own practice (Burgess et al., 2006), the aim of this research, which is an investigation into how experienced teachers, within an Independent Secondary School setting, support those who are new to the profession, resonated with the Strauss and Corbin model of doing grounded theory. I am in a strong position, due to my experience as a mentor and teacher, to draw on accumulated knowledge to help me analyse the data. Therefore I decided to apply this 'complex methodology' of grounded theory to the multifaceted world of formal and informal mentoring practices (Corbin and Strauss, 2008, p.8), in order to generate a substantive theory about mentoring practices, within an Independent School, from the data collected.

Employing grounded theory to develop the detailed observations undertaken, can potentially enable the reader to understand the specific setting through thick descriptions of cultures, events and relationships (Glaser and Strauss, 1967, Denscombe, 2007). The substantive theory to be discovered in this research will hopefully be valued by all the participants, easily understandable to all who read it as well as readily 'applicable to and indicated by the data under study' (Glaser and Strauss, 1967, p.3).

The discovery of theory, from data systematically obtained throughout the research, will fulfil these five main outcomes:

1. To predict and explain behaviour;
2. To make advances in current theory;

3. To be practically applicable to similar situations;
4. To provide a perspective on behaviour in terms of examining data;
5. To guide and provide a style for research.

(Glaser and Strauss, 1967, p.3)

Describing teacher professionalism in terms of mentoring within an Independent School depends on these five outcomes. The substantive theory that develops out of this research could be transferrable to leaders in similar school situations, helping them to become more aware of the needs of new staff to their school and to ensure that all new staff and mentors are well supported.

Zellers et al. (2008) see mentoring relationships as situational and therefore must be 'viewed within organizational or cultural contexts in which they occur' (p.557). They encourage the use of qualitative research methods in order to obtain rich data about the 'actual experience of mentoring' (p.582). But Ingersoll and Smith (2004, p.38) warn against the use of large-scale survey data due to its 'lack of depth and specificity' in this area of research. Therefore this study makes use of theoretical sampling by collecting data from semi-structured interviews and a focus group. A more detailed aim of this research is the emergence of key mentoring structures that are already in place through data analysis, and to shed light on strategies adopted by mentors, the professional development of both mentors and mentees, and the link between the organisational teaching culture and mentoring at the school within the setting of an Independent School.

Advantages of a Grounded Theory Methodology

The opportunity of being flexible in my data collection, in order to collect diverse data for enrichment rather than verification, appeals to my aim of completing this study while working full-time as a teacher. Making use of this methodology allowed me to focus on practice and human interaction by employing a systematic method of analysing data, as well as creating signposts by using the literature review as a systematic search for important categories that informed my research questions. I felt confident that concepts and theories would be built on a sound foundation of evidence, while making use of my professional experience to respond to what is in the data quickly and with sensitivity (Glaser and Strauss, 1967, Charmaz, 2006, Denscombe, 2007, Corbin and Strauss, 2008).

Disadvantages of a Grounded Theory Methodology

For me, the advantages far outweigh the disadvantages of applying a complex, and difficult-to-understand theory, one in which all aspects of the research cannot be planned in advance. The development of a substantive theory, a theory grounded in the reality of the research setting rather than a formal theory; an abstract theory applicable to all similar research settings, does not put me off from my quest to open a window on the mentoring practices within this unique research setting of an Independent School (Glaser and Strauss, 1967, Charmaz, 2006, Denscombe, 2007, Corbin and Strauss, 2008).

3.4 Research Methods

The methodological approach I have taken has been much influenced by my research questions that aim to ‘discover rather than to test variables’ (Corbin and Strauss, 2008, p.12). The research focus has shaped the methods chosen in order to answer the research questions with ‘ingenuity and incisiveness’ (Charmaz, 2006, p.15). More than one research method was used to collect rich data resulting in a substantial description (Geertz, 1973) of mentoring practices within the research setting, as well as to develop the properties of emerging categories through saturation (Glaser and Strauss, 1967). In addition, the depth of substance made a difference between ‘thin, uninteresting findings, and findings that have the potential to make a difference in policy and practice’ (Corbin and Strauss, 2008, p.306). The sources of data chosen for theoretical relevance included a wide range of interviews, a focus group, some documents (school and department policies), written observations from mentoring encounters and participant observation. This mixed method approach of data collection allowed for weaknesses in one method to be compensated by the strengths in another method, as well as using triangulation in order to ‘look at the research topic from a variety of perspectives, as a means of comparison and contrast’ (Denscombe, 2007, p.134). If an insider-researcher merely concentrates on one picture of a ‘slice of reality’ then they may be susceptible to bias due to tacit ties already developed with certain interviewees (Cohen et al., 2007, p.141). There is a danger that the interviewee may feel obliged to tell the

researcher what they need to hear as a 'reward' for previous mentoring support.

'Maximising differences among groups' and the diverse methods of data collection chosen also went some way to aid comparative analysis (Glaser and Strauss, 1967, p.62). The substantive theory that emerged out of the initial collection of data, in the form of interviews and a focus group, informed the collection of data from further groups in the form of more structured interviews and participant observation (Glaser and Strauss, 1967).

What follows is a table that identifies the links between the research questions and the sources of data. It attempts to justify my planning for data collection throughout the study.

Research Questions with links to Sources of Data

Research Questions	Sources of Data
1. How does the organisational culture of an Independent Secondary School influence formal and informal mentoring of new teachers?	This research question lends itself towards a long- or establishing shot. Here data was collected from interviews with the Head Teacher, two HODs, a focus group of new teachers, subject department policies and my own autobiographical input.
2. To what extent do experienced Independent School teachers see mentoring their new colleagues in the classroom as part of their professional conduct and development?	This research question required a long conversation with colleagues. The emphasis lay in a medium-shot with links to the professional conduct of teachers. It required data collection from diverse participants in order to achieve a holistic view of the importance of colleague mentoring support within the research setting. Data was collected by interviews with a diverse group of teachers, including the Head Teacher, two HODs, a third year teacher, an NQT and a focus group of new teachers.
3. Within an Independent School, what is the support provided by experienced teachers who have not been assigned formal mentoring roles?	This research question required a close-up or detailed shot in order to identify substantive mentoring practices. Since all NQTs within the research setting are assigned formal mentors within a formal structure, I decided to interview the HODs of two teachers without teaching qualifications as well as the two unqualified teachers. My own participant observation aided theoretical sensitivity.

Table 3.1 Research questions with links to the sources of data

Interviews

I was acutely aware during the interview process that its success relied upon the interaction between myself and the person being interviewed (Holstein and Gubrium, 1995, Mercer, 2007). In order to maximise the outcomes of the interviews I ensured that the interviewees were comfortable about participating, by:

- Interviewing each participant in familiar surroundings such as their own office or a classroom;
- Providing each participant with a copy of the questions in advance. (see Appendix 2 & 3).
- Informing each participant that the interview would be digitally recorded, as well as gaining consent from each one through clear guidelines as to how I would transcribe the digitally recorded data, and returning it to them for approval before disseminating it in my thesis. I used aliases throughout my research documentation (BERA, 2004).

The interviews were semi-structured with open-ended, non-judgemental questions, thus encouraging ‘unanticipated statements and stories to emerge’ (Charmaz, 2006, p.26). The initial feedback from the participants revealed that they were pleased to be asked for an interview (Holstein and Gubrium, 1995) and saw this as an opportunity to participate in a professional discussion. This willingness to participate, combined with the overt nature

of my research, allowed for 'intensive interviews' to take place (Charmaz, 2006, p.25). No data from the transcripts, sent back to the participants for approval, was removed by them, indicating that they were satisfied that ethical guidelines had been followed by me, and that they were keen to have their voices heard. Conducting the interviews in this way had profound benefits for both me as the interviewer as well as the participants, as summarised below.

The interview allowed me to:

- Facilitate more than a typical conversation that might have taken place in the staff room;
- Be flexible in the way in which questions were asked, in that I was able to
 - jump questions;
 - return to an earlier point;
 - ask for clarity on a point;
 - change the topic;
 - adjust the pace;
- Use my insider knowledge of the school to further the discussion;
- Show my appreciation to some participants by verbally encouraging them in their work.

The interview allowed the participants to:

- Express their views in detail;
- Be seen as experts in their field;
- Express thoughts and feelings that would not normally be shared in the staff room or with colleagues;
- Receive affirmation and understanding.

(Charmaz, 2006, p.26f)

Focus Group

I agree with Stewart and Shamdsani (1990) that focus groups are useful at any point in research. I used a focus group at the beginning of the study in order to gain a large amount of rich data, in the form of categories, very quickly (Glaser and Strauss, 1967). The focus group was made up of three new members of staff with whom I had worked very closely over the year prior to the start of this research. The aim of utilising the focus group at the start of the study was not to generalise, but rather to draw out categories about the views of these new teachers on both formal and informal mentoring (Stewart and Shamdsani, 1990). Even though three is a small number of participants, the first discussion was very lively, as they knew one another well, and had formed a close bond over their first year of teaching at the school. They seemed excited to have this discussion over a cup of tea.

Members of this focus group, directed by the emerging theory, were used in the third phase of data collection in an attempt to test the emerging theory and fill any gaps (Glaser and Strauss, 1967).

Transcribing what was said in the interviews and the focus group discussions took a significant amount of time. People do not speak in 'finite sentences' (Denscombe, 2007, p.198). Punctuation and sentence structure had to be added. On average, one hour of talk took nine hours to transcribe, although my transcribing speed improved as I gained experience. This overt research required that I keep the anonymity of the data. Therefore references to specific people and situations in the school had to be either removed or adjusted. This was undertaken with great care and sensitivity in order to protect the identity of the participants and the integrity of the researcher (BERA, 2004).

Documents

As the categories emerged through analysing the initial interviews and the focus group, school documents were targeted to enrich the substantive theory (Glaser and Strauss, 1967). Permission was obtained to access all department handbooks and some feedback documents from lessons observed by teachers at the school. There was no mention of teacher mentoring in any of the department handbooks. All teachers are required to do one observation within their own department and one cross-department

observation each year. The reasons for undertaking these observations are described by the overseeing deputy head as:

- Sharing best practice;
- A response to the Independent Schools Inspectorate (ISI) inspection feedback and recommendations;
- A focus on learning and teaching in (staff) whole school Continuing Professional Development;
- A focus on the key points for development in the lesson observations' annual guidance;
- A link to the Self-Evaluation Form introduced alongside the framework for the inspection of schools and the Department for Education and Skills (DfES).

All these 'extant texts' provided an 'independent source of data' from my first-hand materials and these documents formed part of the main study (Charmaz, 2006, p.38).

Participant Observation involving Sensitivity

Hall and Callery (2001) encourage reflexivity in my research in order to address the interactions between myself as observer and the participants. There are many definitions of reflexivity but I discovered the following definition with the greatest relevance to my research in Henwood (2008) who cites Gomm and Davies (2000' p.xiii):

(Reflexivity) generally speaking refers to efforts on the part of researchers to “share reflections on the research process with readers” and to “make research accountable to the reader through a detailed presentation of the ways in which results were obtained”

Hall and Callery (2001) conclude that reflexivity, on the part of the researcher, can bring increased validity and rigour to a grounded theory study. Therefore I have attempted to be as transparent as possible when describing data collection and analysis. As a participant-observer I also play a significant role in the daily lives of the participants in the study. My observations of how teachers at my school see mentoring as part of their professional responsibility, one aspect of daily life as opposed to a detailed knowledge of all aspects of teacher professionalism, informed my analysis of the data and memo writing (Charmaz, 2006).

Corbin and Strauss (2008) describe ‘sensitivity’ as having insight into the data. My greatest challenge was how to use my existing knowledge of mentoring practices at my school combined with my observations of how teachers who support each other respond to the data. I used experience to increase my sensitivity and to help me understand the significance of some of the data as well as to see connections between concepts more quickly (Corbin and Strauss, 2008).

Sensitivity enabled me as a researcher to ‘grasp meaning and respond intellectually’ to the content of the data; I used sensitivity to ‘present participants’ stories with an equal mix of abstraction, detailed description, and, just as important, feeling’ (Corbin and Strauss, 2008, p.41). I have also been explicit about the route taken to theoretically sample, and thereby heighten my theoretical sensitivity (Hoare et al., 2012).

3.5 Ethical Issues

As a teacher and researcher, I had the responsibility for the ‘duty of care’ in my relationship with all those participating in my research. Behaving in an ethical manner increased the chances of maintaining positive relationships between researcher and participants for the duration of the research. It was absolutely essential to obtain voluntary consent under the mantle of overt research (Burgess, 1989). Participants in the research had to have full knowledge and comprehension of the subject matter, as well as of my role as the researcher in order to trust me given my dual role in the school. This was undertaken by explaining my role carefully both on paper and verbally (see Appendix 2 & 3). Particular care had to be taken when interviewing unqualified teachers. It was important for me not to undermine the invaluable contributions they make towards the education of the pupils within the research setting by labelling them as ‘unqualified’. My original approach, while done with the best intentions, subsequently became a drawback in the research (see Chapter 6.3).

Through practitioner-research, the challenges of balancing power, ownership and voice, anonymity, confidentiality and informed consent had to be addressed. In order to address these ethical issues, the guidelines that follow were implemented before the research was undertaken.

Key Ethical Issues

My role as a practitioner- researcher meant that I had to:

- Undertake overt research;
- Show respect to all participants;
- Ensure that participation was voluntary;
- Obtain informed consent from all participants;
- Give participants the right to withdraw their given consent at any time.

All research participants:

- Needed to have a full understanding of the research purposes and whether there were risks involved;
- Were given a brief statement of the purpose of the research;
- Were given a brief statement on the proposed methods of data generation;
- Were given a form to sign confirming their informed consent;
- Were continually updated.

Collection of Data:

- Data was collected from existing records (documents) already in place at the school;
- Permission was sought to access data (documents) already at the school;
- All data was stored securely on a laptop and backed up to external storage; both were password protected;
- All raw data will be destroyed once the study has been completed.

Presenting the results of the research:

- Anonymity and confidentiality were assured to all participants;
- Statements by participants were disseminated throughout the research. Pseudonyms were used, instead of the participants' real names, when adding quotations;
- No reference was made to the name or position of a participant;
- Release of data was obtained from all participants for the final thesis.

(Mohr, 2001, p.9, BERA, 2004)

Ethical Issues Emerging from Practitioner-Research

The systematic research I undertook was in addition to my full-time responsibilities as teacher and mentor at my school. Therefore I fulfilled the

role of practitioner-researcher (Robson, 2002, Burton and Bartlett, 2005). I was not able to negotiate protected time from my employer in order to carry out this research, which placed a tremendous amount of pressure on the time I had available. With this in mind I have had to be highly efficient, without cutting corners when ethical issues arose.

Each participant had the opportunity of reading the transcript of my interview with them before I started to analyse the data. They were given the opportunity of amending or withdrawing any of their comments. They were reassured that all raw data was kept on a password protected laptop and backed up onto an external hard drive; both were not brought into school. I immediately deleted the recordings on my digital recorder as soon as they were downloaded onto the laptop. All raw data, both on the laptop, external hard drive and as a hard copy will be destroyed upon completion of the study.

I will discuss the influence of my researcher role on my participants in Chapter 7.3.

3.6 Conclusion

The Strauss Corbin model of grounded theory places me in a strong position to use my professional knowledge and experience to interpret and analyse data in a way that will make it understandable and beneficial to all who read it. In the next chapter I will describe how I applied the Strauss Corbin model to the analysis of my data.

Chapter 4 DATA ANALYSIS PROCESS AND THE DEVELOPMENT OF CATEGORIES

4.1 Introduction

The aim of this analysis was an investigation into how experienced teachers, within an Independent Secondary School setting, support those who are new to the profession with a view to maximising the effectiveness of learning opportunities for all pupils, which led me to seek answers to the research questions:

1. How does the organisational culture of an Independent Secondary School influence formal and informal mentoring of new teachers?
2. To what extent do experienced Independent School teachers see mentoring their new colleagues in the classroom as part of their professional conduct and development?
3. Within an Independent School, what is the support provided by experienced teachers who have not been assigned formal mentoring roles?

The fact that this study was ethnographic in nature meant that a wealth of data was collected, in order to develop a substantive theory that described and explained the mentoring culture within the research setting of an Independent School. Grounded theory principles, as described by Glaser and Strauss (1967) informed the outline of this research, and I found the procedures illustrated in Scott (2004), Corbin and Strauss (2008) and Scott

and Howell (2008) very useful. I used these procedures to inform the exploration and analysis of the data from the beginning of the research. In this chapter I describe how I built my theory around the core category of Teacher Professionalism within an Integrated Culture, identified through a Reflective Coding Matrix.

‘Common sense and making choices about when and what bits of data to ask questions about’ helped me start the data analysis process (Corbin and Strauss, 2008, p.71). The second tool I employed when analysing data was that of making comparisons. Constant comparisons, where incidents in data were ‘compared with other incidents for similarities and differences’ as well as theoretical comparisons; where literature or my personal observation and experience was drawn upon to try to understand mentoring at my school on a property and dimensional level (Corbin and Strauss, 2008, p.73). At the start of data collection I was not seeking to discover if my participants knew what mentoring was. Rather I was keen to investigate the properties or characteristics of mentoring already taking place within the research setting. I attempted to discover properties through the first phase of data collection. Following this I attempted to identify the dimensions or sub-categories through direct questioning about specific mentoring practices.

4.2 A summary of the Iterative Process

Figure 4.1 below is an illustration of the nature of the iterative process for the whole study which is discussed in more detail after the figure. The forward arrow represents the collection and the analysis of the data. The reverse arrow represents the processes that facilitated theoretical sampling and final recommendations:

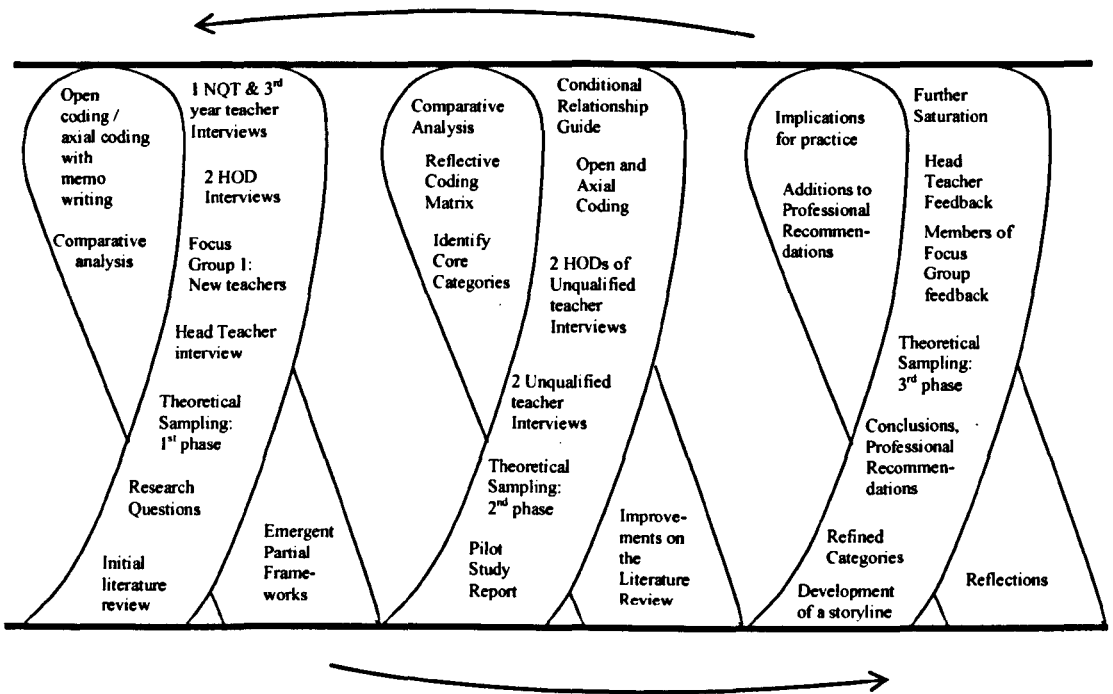


Figure 4.1 The Iterative Process in Grounded Theory

(adapted from Hutchison et al., 2010, p.286)

Initial Literature Review

At the outset of this study I began engaging with the extensive mentoring literature by a broad scoping exercise in the pilot stage. This allowed me to

establish fruitful directions for my research as well as to prepare researchable questions. Three themes emerged from the literature:

1. Formal and informal mentoring (Hobson et al., 2009, Smith and Ingersoll, 2004, Zimpher and Rieger, 1988, Barrera et al., 2010, Smith and Evans, 2008);
2. Outcomes of mentoring (Gilles and Wilson, 2004, Hall et al., 2008, Simpson et al., 2007, Tang and Choi, 2005, Marable and Raimondi, 2007);
3. Embedding mentoring within the teaching culture (Jewell, 2007, Orland-Barak and Hasin, 2009, Kardos and Moore Johnson, 2007, Williams et al., 2001).

Research Questions

I considered it important to create over-arching meta-research questions upon which the interviews would be based and to which methods could be applied in order to find answers. I also felt that the questions also had to be embedded within the Independent School setting because of the context of the research. These questions proceeded to form the basis of the questions asked in the initial data collection as well as clearly establish the boundaries of the research (Corbin and Strauss, 2008).

Theoretical Sampling: First Phase

Concepts emerging out of the initial literature review and the research questions developed out of those concepts drove the first phase of data collection (see Appendix 2). This method of data collection is known as theoretical sampling which is 'concept driven' (Corbin and Strauss, 2008, p.145).

Within the research setting there is a hierarchical structure of SMT, HODs, Teachers and NQTs. In order to gain a representative and diverse perspective on mentoring at the start, I chose to interview members of staff from each of these levels (Orland-Barak and Hasin, 2009). The Head Teacher, a crucial gatekeeper, was chosen because it was important to give him/her a clear idea of what the research entails as well as to discover their perspective on mentoring. They are also the key stakeholder in the research itself, and any recommendations I make. The two HODs were interviewed because they are experienced teachers, and are facilitating staff professional development and teacher support within their own departments. The teacher in their 3rd year of teaching could provide insight into the experiences of someone recently mentored. The NQT was experiencing formal mentoring at the time. The focus group was made up of three new members of staff, with whom I had worked very closely over their first year of teaching at the school. They comprised an experienced teacher, new to the school, an unqualified teacher in their first year of teaching and an NQT.

I used the following interview questions in my first phase of data collection:

1. What do you think the aim of teachers mentoring teachers should be?
2. Does good subject knowledge and excellent qualifications enable a teacher to teach effectively?
3. What structure should be in place at an Independent School in order to make colleagues without formal teaching qualifications feel more confident in the classroom?
4. Is it enough to just have mentoring as part of teacher induction (the first year of teaching) so that they learn the systems, or is mentoring more of an ongoing developmental activity?
5. To what extent do you see mentoring as part of the professional conduct and development of teachers?

Table of First Phase Interview Data

Interviewee	Month of Interview	Length of interview (Min)	Word Count
Head Teacher	July 2010	52	5040
Focus Group of 3 New Teachers	September 2010	40	5041
HOD 1	October 2010	30	1754
HOD 2	October 2010	40	3689
NQT	December 2010	30	3722
3 rd Year Teacher	December 2010	40	3732

Table 4.1 Table of First Phase Interview Data

Open and Axial Coding with Memo Writing

The first phase of data analysis produced key categories such as:

- Teacher confidence and teacher vulnerability;
- Professional conduct;
- Professional Development;

- Bespoke Mentoring;
- Partial formalisation;
- Head Teacher driven.

(see Appendix 15)

Creating links between concepts through axial coding provided headings for memos that were used to elaborate on these links. Memo-writing involved complex and cumulative thinking, and contributed towards the overall audit trail (Corbin and Strauss, 2008). Through the Strauss Corbin model the researcher uses experience to link concepts together to create categories, which is 'like putting together a series of interlinking blocks to build a pyramid' rather than just allowing the theory to emerge (Corbin and Strauss, 2008, p.199). This appealed to me in my role of practitioner-researcher as my experience played a key role in the interpretation of the data.

Comparative Analysis

Corbin and Strauss (2008) define comparative analysis as 'comparing incident against incident for similarities and differences' (p.195). Through this type of analysis, incidents that are conceptually similar can be grouped together allowing the researcher to differentiate between themes and identify properties and dimensions specific to that theme. Comparisons at this level provided me with a way of knowing or understanding the world around me, allowing me to draw upon what I know and to try to understand what I do not know.

Emergent Partial Conceptual Frameworks

The emergent partial frameworks were used as a guiding approach for further research (Glaser and Strauss, 1967, Corbin and Strauss, 2008). The frameworks served to form a theoretical base or structure for exploring the core concept of authentic mentoring practices within an Independent School. These conceptual frameworks were developed mainly out of the literature and then refined by initial data analysis. They also served as a guide towards obtaining rich data in order to answer the three main research questions. From personal experience I have found that teachers are more willing to talk at length about their professional experiences when given a platform from which to launch their ideas, and they like to be asked.

Conceptual Framework 1: The influence of the teacher culture on formal and informal mentoring of new teachers

I originally defined organisational teacher culture as the shared values and beliefs that help a school function by providing norms of behaviour (Martin and Siehl, 1983, Deshpandé et al., 1993), but it can also simply be described as ‘the way we do things’ (Cohen et al., 2007, p.96) and can be studied on many levels. Kardos et al. (2001), and Kardos and Moor Johnson (2007) have strongly influenced this conceptual framework in that, after analysing new teachers’ accounts of their experiences, they define three types of professional cultures.

These are:

- Veteran-orientated:
 - 'Concerns and the habits of experienced teachers determined professional interactions' (Kardos et al., 2001, p.261);
 - 'Professional norms of privacy and autonomy' (Kardos and Moore Johnson, 2007, p.2087);
 - Minimum organised support of new teachers.

- Novice-orientated:
 - The schools are staffed with very high proportions of new teachers;
 - Intense professional interaction;
 - Little professional guidance about how to teach (Kardos and Moore Johnson, 2007).

- Integrated.
 - Provision of 'sustained support and ongoing exchange across experience levels for all teachers' (Kardos et al., 2001, p.262);
 - 'Shared responsibility' for pupils (Kardos and Moore Johnson, 2007, p.2098);
 - Easy access to each other' classes.

The research setting is not novice-orientated, in that the bulk of the staff consists of experienced teachers (personal observation). Therefore I concentrated on the veteran-orientated and integrated professional cultures.

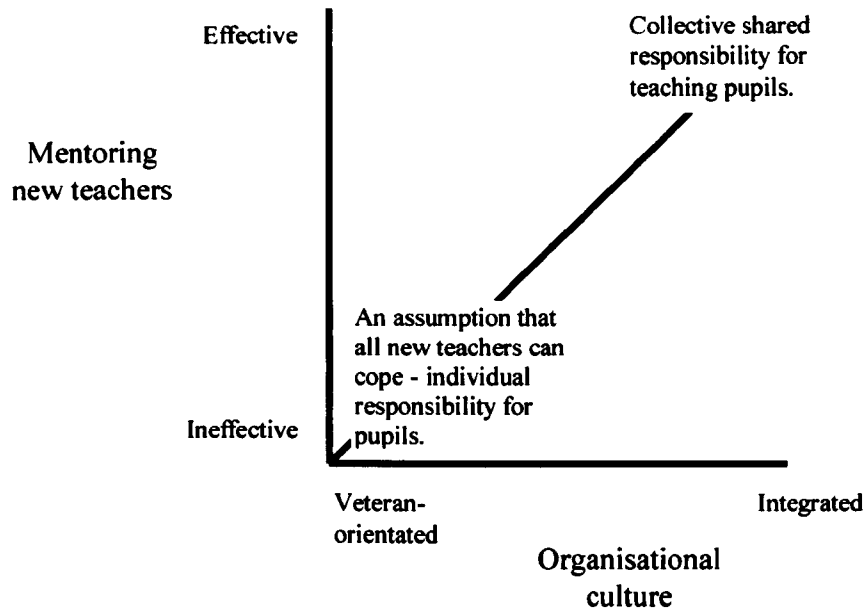


Figure 4.2 Conceptual framework 1

I developed this conceptual framework (Figure 4.2) out of my initial review of the literature (Kardos et al., 2001, Williams et al., 2001, Kardos and Moore Johnson, 2007). It suggests that there is a strong correlation between the nature of the professional organisational culture at a school, and the effectiveness of the mentoring that takes place there. An integrated or collaborative professional culture, combined with effective mentoring, leads to consistency of teaching within the school, resulting in a collective and shared responsibility for teaching pupils. Combining a veteran-orientated professional culture with ineffective mentoring practices, results in an assumption that new teachers can automatically cope with all aspects of teaching, resulting in isolating them in their own classrooms (Kardos and

Moore Johnson, 2007). If Independent Schools are employing teachers without teaching qualifications and not providing them with mentoring support, then there is a danger that these teachers are expected to cope on their own. If they are also entering a culture that is not collaborative by nature, then it is quite likely that these teachers will find teaching very challenging (personal observation).

Conceptual Framework 2: The extent to which experienced teachers see mentoring their new colleagues in the classroom as part of their professional conduct and development

Within the Independent School environment, emphasis is placed on the professional commitment and conduct of teaching staff (ISC, 2011). I developed a conceptual framework (see Figure 4.3) to suggest that a mentoring culture is driven by teachers who see it as part of their professional conduct, with the ultimate aim of enhancing the professional development of both themselves and their colleagues (Gilles and Wilson, 2004, Tang and Choi, 2005, Simpson et al., 2007, Hall et al., 2008, Hobson et al., 2009).



Figure 4.3 Conceptual Framework 2

This bottom-up inclusive approach relies very much on the culture of the staffroom. Do teachers see a connection between their own professional development and the mentoring support of their colleagues, who are either

new to teaching or have no formal teaching qualification or are struggling with certain aspects of their teaching?

Pilot Study Report

I completed a 15000 word report at the end of my first year of study. The data analysis for the pilot study report can be found in Appendix 15. In conducting five interviews and one focus group, I held fast to my time plan. It was not possible to ask teachers for an interview at the last minute. No real tensions emerged out of the data collection apart from a little frustration knowing how important mentoring is and realising that there is a lack of allocated time, policy and resources for it to be embedded within the teacher culture.

The initial analysis of the data started to suggest that the values of mentoring fitted into a form of professionalism. Those interviewed seem to have a coherent perception of the role of the mentoring support of teachers. This drove me to investigate further whether teacher professionalism is the key driver in a mentoring culture?

Theoretical Sampling: Second Phase

Emerging concepts from the first phase of data collection, and questions about these concepts, drove the next round of data collection. The research was directed towards new sources of data and generated the questions to be asked in the second phase (see Appendix 3). I saw the phenomena of the

professional conduct by teachers, when faced with a new colleague without a teaching qualification, as a potential area for explanation (Breckenridge and Jones, 2009). There is currently no school policy on how to support unqualified teachers, other than that they are assigned a mentor from within their department and given two extra free periods, the same as an NQT, in their first year of teaching. The mentor is not given any specific guidance or any free time to support the new teacher. I wanted to see whether there was any formalisation of mentoring practices to meet the needs of the new, unqualified teacher, as well as to investigate the role of the HOD with a new teacher. I interviewed two teachers without any formal teaching qualification, one in their 4th year and the other in their 3rd year of teaching. I then interviewed their two HODs who had been involved in their teaching post appointment, and have since been their line managers. This sample was selected for the 'purpose of explicating and refining the emerging theory' of teacher professionalism (Breckenridge and Jones, 2009, p.118).

I used the following questions in this second phase of data collection:

Directed at the unqualified teacher:

1. Did you have any experience of teaching before this school?
2. What motivated you to apply for a teaching post at this school?
3. What were your expectations of the support you would receive from the school when starting a new job?
4. Did you question the nature and quantity of support you would be given by the school at your interview?

5. How well-prepared do you think you were before you stepped into the classroom?
6. What did you do to prepare yourself to teach in the classroom?
7. What support did you receive from your Head of Department with them knowing that you were an unqualified teacher?
8. What support did you receive from your colleagues in your department at the start?
9. What went right when you first started teaching and how did you know that you were doing well in these areas?
10. What went wrong when you first started teaching and how did you know that you were struggling in these areas?
11. Did you, and how did you, ask for support in these areas?
12. Looking back on your teaching, what type of support do you think would be the most useful at the start of the teaching career?
13. What are the pros and cons of teaching without a teaching qualification?
14. Do you feel a need to gain a teaching qualification in the future?
15. Are there still areas in your teaching where you feel you need ongoing support?

Directed at the HOD of the unqualified teacher:

1. Do you have any memories of being mentored when starting out in your teaching career?
2. Have you had any mentor training in your teaching career?

3. As a HOD have you ever been given any advice about your professional conduct in terms of mentoring those in your department?
4. What types of mentoring support do you offer to teachers in your department?
5. A few years ago you took on a new teacher without formal teacher training. Why did you choose this person above any other possible candidates with formal teacher training?
6. Did any discussion take place between you and the members of the SMT, who had decided to employ an unqualified teacher, about the nature of the support that would be in place for the new teacher?
7. Were you provided with any resources to support the new teacher?
8. What were the main areas where the new teacher needed support at the start of their teaching? How did you support them in these areas?
9. If you were faced with the decision again, when considering taking on an unqualified teacher, what would your motivating factors be, for or against?

Below are the details of these interviews.

Table of second Phase Interview Data

Interviewee	Month of Interview	Length of interview (Min)	Word Count
HOD of Teacher without QTS 1	December 2011	11	1012
HOD of Teacher without QTS 2	December 2011	21	2126
Teacher without QTS 1	December 2011	25	3149
Teacher without QTS 2	November 2011	48	4238

Table 4.2 Table of second Phase Interview Data

Further Coding of New and Old Data

The iterative process continued with the analysis of this new phase of data collection. New and old data were combined to form the Conditional Relationship Guide (see Appendix 11). I will now describe, in detail, how the data analysis was handled.

4.3 Data Analysis

All the data collected was analysed using QSR NVIVO (see Appendix 4). Making use of this software, through the use of tools for recording decisions, memo writing and a dynamic audit trail, allowed for transparency, resulting in increased validity of the research (Hutchison et al., 2010). Since there was a commitment to 'grounding' the analysis and conclusions directly into the data collected (Denscombe, 2007, p.287), NVIVO made this task more efficient. It also allowed for security passwords and multiple backups. Tasks such as coding and reorganising categories from the text were automated. This saved a significant amount of time for me as a researcher, because there was a large reduction in the handling of paper as codes could be exported to Microsoft Excel where they were very easily numbered and regrouped into themes. I might add that I did not exhaust the possibilities of using this software, and on many occasions resorted to annotating hard copies of my data. See Chapter 7 for a further discussion on the use of the software.

The first step towards analysing the data was to keep a duplicate copy, collating it all into the same format and transferring it to NVIVO. In the pilot study of this research and for the purpose of the Year 1 Final Report, only the feedback from interviews and the focus group Question 1 and Question 5 (see Appendix 2 & 15) were examined in depth and by hand (Corbin and Strauss, 2008). These two questions were chosen first, as the data is strongly linked to the second research question about teacher professionalism. All of the data collected in the pilot stage of this research became the first phase of my data collection in the main study and analysed further in the second year of the research.

The table that follows contains an example of one of the questions asked in the interviews, as well as a flavour of participants' responses to these questions and samples of my memo writing (see Appendix 5 for further examples):

Questions from the first phase of data collection	Head Teacher, HODs, Focus group of new teachers, third year teacher and NQT answers	Memo
What do you think the aim of teachers mentoring teachers should be?	<p>I suppose the broad aim is to make the teacher being mentored the best that they can be. ... also helping them to identify their strengths and weaknesses is to develop ideas and suggest ideas as to how their weaknesses might be developed and strengthened. (Alan)</p> <p>My sense of teacher mentoring is probably at the heart of the professional development in a way. (Dru)</p> <p>... aids our teacher's professional development. (Beth)</p> <p>I thought that mentoring was about teachers helping teachers to become better teachers, help them develop as people. (Brad)</p> <p>... to make sure that what the pupils do is as good as possible. The other is to support all the teachers ... (Ana)</p> <p>... continuation of the learning process that students go through. (Cath)</p> <p>So I think the main thing really is just to give you the tools of the trade, like the practical tools, how to deal with children in a lesson, (Carl)</p> <p>I don't think you can actually learn how to be a teacher without someone there to guide you. (Dan)</p> <p>Positive mentoring and praise will build your confidence... (Dru)</p>	<p>These answers seem to highlight the different views of mentoring teachers across a wide range of teaching staff. There is certainly an emphasis on professional development, building the strengths of a teacher while ironing out their weaknesses. Cath has an interesting view of school in that she sees it as a continuum, possibly because within an Independent School, teachers attempt to set very high standards for their pupils and push their pupils to be the best they can be. But this support should not stop with just the pupils as highlighted by Alan. Ideas of mentoring seemed to involve both professional conversations as well as the actual practicalities of delivering a lesson. I wonder to what extent the views are based on the quality and quantity of support they each received when embarking on their own teaching careers?</p>

Table 4.3 Sample interview questions, participant answers and memos

While I was analysing the data, time was spent with the NVIVO software creating free nodes or concepts, and writing memos that describe my thoughts for each of these concepts (see Screenshots in Appendix 4 & 5). I drew upon my accumulated knowledge and experience as a teacher and mentor within the Independent School system, as well as my role of participant observer as described in Chapter 3, in order to 'respond to what is in the data' (Corbin and Strauss, 2008, p.33). This initial coding formed the 'bones' of the analysis, and 'theoretical integration' assembled these 'bones into a working skeleton' from the emerging categories (Charmaz, 2006, p.45). Memo-writing involved complex and cumulative thinking, and contributed towards the overall audit trail (Corbin and Strauss, 2008).

At this point I felt uncertain about how to move forward and wanted to ensure that I understood how to analyse my data in a way that resonated with the Corbin and Strauss (2008) way of 'doing grounded theory'. In my efforts to understand their defined terms, such as 'categories, coding, concepts, dimensions and properties' (p.159), I undertook more research into the literature on grounded theory.

Reading Goldkuhl and Cronholm's (2010, p.190) approach to data analysis and theory generation in grounded theory, introduced me to the techniques used by Scott (2004) and Scott and Howell (2008) in order to 'enhance transparency from data through analysis to theory results'. Goldkuhl and Cronholm (2010) cite Strauss and Corbin (1998) when highlighting the merits of open and axial coding; in that open coding is a creative phase and

that open and axial coding are not discrete phases. After reading the work of Scott (2004) and Scott and Howell (2008), I felt that I could discover and refine the concepts that emerge out of my data, which could eventually lead to theory development by clarifying categories and linking them to the data using a Conditional Relationship Guide (Scott, 2004, Scott and Howell, 2008, Goldkuhl and Cronholm, 2010)

Further research into this method of data analysis only seemed to confirm and encourage the path I was taking. Raduescu and Vessey (2011, p6ff) describe how Scott (2004) identified the 'ambiguity and vagueness of Strauss and Corbin's procedures for conducting GT research and the difficulty in developing and defining relationships in axial coding as major issues in using Strauss and Corbin's GTM'. They suggest that the introduction of two additional tools, that of a Conditional Relationship Guide and a Reflective Coding Matrix, introduces rigour and guidelines to the process of managing a large number of initial codes as well as developing relationships among the categories.

Wu and Beaunae (2012, p.1) stated that, when they started their respective doctoral studies, they did not realise how skilled they would need to become to 'navigate the long, rocky walk through the dark forest of the research process using the GT methods'. They describe it as a journey with minimal light or guidance. Despite an incredible amount of support from my own supervisor, I still had to come to terms with understanding and applying a grounded theory methodology on my own. I agree whole heartedly with Wu

and Beaunae (2012) that grounded theory literature is vague about theory development, especially for an inexperienced researcher such as myself. A theory does not automatically emerge from the coding process (Wu and Beaunae, 2012). Like me, they also saw the usefulness of Scott and Howell's (2008) methods of analysing data.

Thus the detailed analysis that follows is divided into two parts. The first part employs open and axial coding, using a Conditional Relationship Guide (Scott and Howell, 2008). This 'contextualizes the central phenomenon and relates structure with process' (Scott, 2004, p.113). Comparative analysis in the second part was enhanced via a Reflective Coding Matrix (Scott and Howell, 2008). This 'captures the higher level of abstraction necessary to bridge to the final phase of grounded theory analysis, selective coding and interpretation, and ultimately to the theory generation' (Scott, 2004, p.113). Making use of a story line out of the substantive grounded theory (Scott, 2004), analysis of this data culminates in Chapter 6 of this thesis with conclusions, professional recommendations and implications for practice.

4.4 Open and Axial Coding using a Conditional Relationship Guide

Corbin and Strauss (2008) describe researchers as 'translators of other person's words' or 'go-betweens for the participants and the audiences that they want to reach' (p.49). Taking these definitions into account, the analysed data represents the researcher's impressionistic understanding of

what is being expressed by the participants, and also serves to direct the theoretical sampling throughout the study (Corbin and Strauss, 2008).

The process of coding drew upon my accumulated knowledge and experience as a teacher and mentor within the Independent School system, in order to 'respond to what is in the data' (Corbin and Strauss, 2008, p.33).

The development of core categories identified two types of coding, open and axial, both taking place at the same time.

- Open coding: Breaking data apart and delineating concepts to stand for blocks of raw data. At the same time qualifying those concepts in terms of their properties and dimensions;
- Axial coding: Crosscutting or relating concepts to each other.

(Corbin and Strauss, 2008, p.195)

QSR NVIVO 9 software (see Appendix 6 and 9) was used to break down each interview line by line, as I examined and categorised the words of the participants. I remember being overwhelmed and at times frustrated by the growing number of categories I was identifying out of the data. Once I had completed this task I went back to Corbin and Strauss (2008, p.65) and decided to identify in-vivo codes, 'concepts using the actual words of research participants', from the focus group interview and the teacher without QTS 2 interview. These two sources were chosen for their data richness. I identified 304 in-vivo codes and copied these codes to a

Microsoft Excel document and spent time looking for similarities and differences between these and my open codes.

I started by making links between the previously identified categories and the 304 in-vivo codes (see Appendix 6 and 9). I was able to divide the 304 in-vivo codes up into five main sections with various sub-sections:

- Organisational Culture;
- Professional Conduct and Development;
- Quality and Quantity of Mentoring Support;
- Teachers with and without QTS;
- Suggestions for improvements by Participants.

In Appendix 7 and 8 I have shown the links between the in-vivo codes and the main sections and sub-sections by assigning letters and numbers. As a result of this process, I was able to identify 35 major categories (see Table 4.4).

Corbin and Strauss (2008, p.244) give an example of a memo that represents the 'various levels of the Conditional/Consequential Matrix and answer to the questions, who, what, where, when and why'. I therefore represented these investigative questions, asked by Corbin and Strauss (2008), in a matrix called a 'Conditional Relationship Guide' as described by Scott and Howell (2008). Through answering these questions I was able to assemble the loose array of codes and categories into a more coherent pattern. This

method used by Scott and Howell (2008) resonates with Corbin and Strauss (2008), in that the constant comparative nature of the questions asked ensures that a complex and multidimensional description of a core category is revealed through the analysis of the data. I found this process extremely useful in the analysis of my data as it helped to make connections between categories in the complex realm of teacher professionalism.

Ability to transfer subject knowledge by teachers	New teacher expectations
<i>Assumptions about newly employed teachers</i>	Provision of direction to teachers through professional development
<i>Balance between benefits to mentee and mentor from mentoring</i>	<i>Reliance upon good will</i>
<i>Distinction between formal and informal mentoring</i>	Subject Department culture
Embedded mentoring within the professional conduct of teachers	<i>Subject knowledge versus subject delivery mentoring</i>
Experienced and inexperienced teacher vulnerability	<i>Support for new teachers</i>
<i>Factors leading to embedded mentoring</i>	<i>Support for unqualified teachers</i>
<i>Growth of a mentoring culture amongst teachers</i>	Teacher confidence
Inclination to mentor colleagues	<i>Team of timetabled mentors</i>
<i>Lack of Professional Development leads to complacency</i>	The ability of teachers to motivate and discipline pupils
<i>Linking the level of support to the needs of the mentee</i>	The importance of a good degree
Measuring and assigning value to mentoring	The importance of professional development to teachers
Mentoring facilitates change and improvements in teaching	<i>The need to be mentored</i>
Natural teaching ability	The Priority of maximising pupil outcomes
Need for highly personalised (bespoke) mentoring	<i>The role of staff appraisal in judging teaching ability</i>
Need for mentees to take the initiative	The support given to unqualified new teachers
	<i>Traditional delivery of lessons</i>
	Transferring of skills
	Unique needs of new teachers to a school

Table 4.4 The 35 major categories in alphabetical order

Initially in open coding, concepts were identified out of the raw data. Through axial coding (Corbin and Strauss, 2008, p.90), with strong links to the research questions, distinctions were made between the following:

- Conditions under which mentoring between teachers took place in the research setting. The aim here was to identify these conditions as formal or informal and whether they encouraged or discouraged mentoring between teachers;
- The interactions between teachers and the actions they took when they perceived themselves to be mentoring others or being mentored themselves;
- The emotional response of teachers, both mentors and mentees, towards both formal and informal mentoring practices as well as the lack thereof;
- The consequences of formal mentoring structures, or no mentoring structures at all, as well as the influence of the organisational culture on teachers who are willing to see mentoring as part of their professional responsibility.

Corbin and Strauss (2008, p.55) describe a theory as a set of well-developed categories that are 'systematically interrelated through statements of relationship to form a theoretical framework that explains some phenomena'. In order to uncover these relationships and answer the investigative questions of what, when, where, why, how, and with what

consequences, I found the Conditional Relationship Guide developed by Scott (2004) extremely useful.

Scott's (2004) Conditional Relationship Guide tables ask and answer each relational question about the category using the following headings:

- **What is [the category]?**
(Collective intent using participants' words);
- **When does [the category] occur?**
(During what process: perspective, time or condition);
- **Where does [the category] occur?**
(In what setting: what do participants mean?);
- **Why does [the category] occur?**
(Because: contextual conditions and boundaries);
- **How does [the category] occur?**
(By what means: participants' mode of understanding the consequences);
- **With what consequence does [the category] occur or is [the category] understood?**
(Overall meaning in a tight, concise, clarifying concept).

(Scott, 2004, p.115, Scott and Howell, 2008, p.6)

Since the Conditional Relationship Guide identifies the 'Consequences as the key categories about which all categories are focused' (Scott, 2004, p.120), I spent time reducing the 35 categories by identifying the

consequences and temporarily setting aside categories (in italics in Table 4.4 and Appendix 10). The categories that did not appear as consequences were eventually omitted. Removing the set-aside categories left 16 Consequence categories. These Consequence categories became the headings for my Conditional Relationship Guide (see Appendix 11):

- Subject Department culture;
- Inclination to mentor colleagues and reliance upon goodwill;
- Experienced and inexperienced teacher vulnerability and confidence;
- Ability to teach well;
- Provision of direction to teachers;
- The importance of professional development to teachers;
- Embedded mentoring within the professional conduct of teachers;
- Maximising pupil outcomes and motivation of pupils in the classroom;
- Need for highly personalised (bespoke) mentoring;
- Need for mentees to take the initiative;
- Measuring and assigning value to mentoring;
- Changes and improvements in teaching facilitated by mentoring;
- Unique needs of new teachers to a school;
- Assumptions and expectations of new teachers;
- The support given to unqualified new teachers;
- The status assigned to a degree from a top university.

There is a mixture of ‘abstract’ and ‘constructed’ concepts amongst the 16 categories (Glaser and Strauss, 1967, p.107). For example the concept of, ‘Ability to teach well’ has been abstracted from the language of the research situation (Glaser and Strauss, 1967, p.107). This concept was derived from statements like, ‘But my heart tells me that good knowledge does not necessarily make me a good teacher’ (participant’s voice). The concept of, ‘Inclination to mentor colleagues and reliance upon goodwill’ has been constructed in order to explain participants’ views on informal mentoring that takes place in the research setting.

Creating links between concepts through axial coding provided headings for memos that were used to elaborate these links. Memo-writing (see Appendix 5) involved complex and cumulative thinking, and contributed towards the overall audit trail that provided content for the categories when writing up the research findings at a later stage (Glaser and Strauss, 1967, Corbin and Strauss, 2008). Through the Corbin-Strauss model, I used experience to link concepts together to create categories, rather than just allowing the theory to emerge (Corbin and Strauss, 2008, p.199). It fitted this type of study because it helped ‘explore the processes and interactions’ that occurred between teachers, and ‘ultimately leads to the emergence of a theory’ (Howell, 2009, p.68).

I followed the advice of Scott (2004) closely and completed a Conditional Relationship Guide for each of the 16 elemental categories from the data in the form of tables (see Appendix 11). As an example of how I went about

constructing these tables I have chosen the first one, 'Subject Department Culture' as an exemplar. This is an interesting category, as it gives the reader a unique insight into how teachers work with each other within an Independent School, and this is a topic insufficiently explored in academic literature (see Table 4.5).

The first question I asked was, 'What makes Subject Department Culture unique within an Independent School?' Here the category was defined by the voice of the participants. I chose three quotes that referred to isolation, judgement and progression.

It is fascinating, that a sense of isolation can develop in a school where there is autonomy within a subject department, in that the 'team' has control over the direction of the curriculum and the tone of the subject. The question to ask here is, does the isolation exhibit itself between subject departments or within a subject department? Childs et al. (2013) cite Hargreaves and Macmillan (1995) in terms of how a subject department area facilitates collaboration but as a result of this 'balkanised' effect could become segregated from the rest of the school.

If this isolation exists, then does it limit the amount and quality of mentoring support a new teacher may receive, because it depends on the willingness of those teachers within the subject to offer that support? Does the judgement come from competition within a subject department to achieve the highest pupil grades? What if a new teacher has been assigned a

lower ability class, are the criteria for judging teacher success in line with student ability? If this is not the case then how does a new teacher come to terms with such judgements in order to objectively reflect on their own teaching? There seems to be a clear distinction between 'greasy pole' and 'oxen and plough' teachers. Those who seek and achieve promotion with seemingly little experience or depth, compared to those teachers who work hard and consistently without the obvious outward rewards.

The second question I asked was, 'When would Subject Department Culture have an impact on the mentoring of new teachers within an Independent School?' Within the setting of this Independent School, each subject department has their own office, and this office is a base for all teachers within that department. Teachers do not have assigned classrooms; therefore they will interact daily with their own department colleagues in the office. This interaction will include the sharing of ideas, resources and weekly or biweekly subject department meetings. These meetings are times for planning and reflection on results, with comparisons made to other subject departments. Some new teachers in larger subject departments will inevitably experience higher than average contact with other members of the subject department as they 'learn the ropes'.

1. Subject Department culture.	
What?	An Independent School is much more of an isolated road; Never felt more judged before with respect to results than in this school; Greasy pole teachers vs. oxen and plough teachers.
When?	Day-to-day interactions between members of a subject department and their HOD; Analysing results for the subject; First year of a new teacher to the school.
Where?	Subject department team; Informal and formal meetings between the HOD and teachers within the department; Discussions about pupil results at the end of the year.
Why?	Each subject department is unique and there seems to be a strong link between the culture of the department, how the teachers within their department work with each other and the personality of the HOD; A perception amongst the teaching staff that the SMT believe that HODs are all doing their job consistently; Vocational versus career HODs.
How?	Vocational orientated HODs take the initiative to work with the staff in the department, to ensure that they all feel supported, that they have access to resources and mentoring at the point of need. Career orientated HODs seemed to just want to meet all the necessary requirements of their area of responsibility. For them the paperwork must all be in place. They keep a close eye on their time and may be somewhat reluctant to go beyond their allocated time in order to help teachers who need support within their department.
Consequence	Coherence in Teaching.

Table 4.5 Subject Department culture

The third question asks, 'Where does Subject Department Culture occur?' As a result of my own insider observation, I have identified that this will take place between members of a subject department during both formal discussions within a meeting and informal conversations in the office, the staffroom or in the corridor, passing between lessons. Possibly the greatest amount of tension arises when discussing the curriculum, who teaches what and pupil results.

The fourth question asks, 'Why does Subject Department Culture impact on mentoring?' Within this Independent School, each subject department is unique, with links between the culture, work ethic of the teachers and the values or ethos of the HOD.

There is evidence in my data that a HOD who has not taken the value of mentoring on board, possibly because they are in the HOD position with an aim to further their own careers or have become jaded, may set a tone for the rest of the department that is not one of mutual support.

The fifth question, 'How does Subject Department Culture have an impact on mentoring within an Independent School?', provides the depth that leads me to the 'participant's mode of understanding the consequences' (Scott and Howell, 2008, p.7). My participants suggested that vocationally orientated HODs take the initiative to work with the department staff, to ensure that they all feel supported, and that they have access to resources and mentoring at the point of need. Career orientated HODs, it seems, just want to meet all

the necessary requirements of their area of responsibility. For them the paperwork must be in place. They keep a close eye on the clock and may be somewhat reluctant to go beyond their allocated time in order to help teachers within the department needing their support.

The sixth and final question asks, 'With what consequence is the impact of Subject Department Culture on mentoring within an Independent School understood?' This difficult step required me to capture the participants' true meaning in a tight, concise, clarifying concept (Scott and Howell, 2008). I thought that idealistically the consequence of 'Subject Department Culture' was a 'Culture of Support'. A supportive culture within a subject department should ensure that all teachers in that department would have a sense of well-being, and scope to advance their skills and abilities through supportive professional development.

I completed all 16 Conditional Relationship Guides in the same way (see Appendix 11)

4.5 Comparative Analysis using the Reflective Coding Matrix

Corbin and Strauss (2008) define comparative analysis as 'comparing incident against incident for similarities and differences' (p.195). Through this type of analysis, incidents that are conceptually similar can be grouped together allowing the researcher to differentiate between themes and identify properties and dimensions specific to each theme. Comparisons at

this level provided me with a way of knowing or understanding the world around me, allowing me to draw upon what I know and try to understand what I do not know. In order to 'provide a holistic picture of the core category with its properties and dimensions' (Wu and Beaunae, 2012, p.9) I constructed a Reflective Coding Matrix as described by Scott (2004).

The first step to constructing a Reflective Coding Matrix was to take the Conditional Relationship Guide for all 16 elemental categories and identify the processes from the major (Consequence) categories. I tried to find patterns that supported a central phenomenon by highlighting hard copies of the Conditional Relationship Guide using different coloured highlighters. This process enabled me to reveal 12 main consequences out of the 16 elemental categories (see the consequences in the Conditional Relationship Guide – Appendix 11):

1. Coherence in Teaching;
2. Professional Self-confidence;
3. Reliance upon Goodwill;
4. Whole School Development;
5. Reduced Isolation;
6. Reduced Complacency;
7. Reciprocal Mentoring;
8. Individualised Teaching;
9. Positive Pupil Outcomes;
10. Informal Mentoring within a Formal Structure;

11. Needs Analysis of New Teachers;

12. Exposing Needs.

I then spent much time reflecting on these consequences to work out what main processes were ensured continuation within the research setting. I decided that they supported four main processes:

- Culture of Support;
- Professional Development;
- Professional Engagement;
- Bespoke Mentoring.

These processes can be grouped into two types, Professional Development and Professional Engagement that can be seen as structural or directed. These processes involve a teacher's knowledge, experience, aptitude, ability to do something well, education, work experience, and level of expertise (Robles, 2012). These two central processes are bookended by a Culture of Support and Bespoke Mentoring which can be seen as more informal in nature. These processes rely on interpersonal soft skills and include empathy, support, shared conversations, integrity, communication, courtesy, responsibility, professionalism, teamwork and a good work ethic (Robles, 2012). Laker and Powell (2011) believe that there should be a distinction between hard and soft skills. A correlation can be made between their article on training transfer, training applied on the job, and the mentoring of new

teachers, especially those without a teaching qualification. This will be discussed at greater length in Chapter 6.

Corbin and Strauss (2008, p.96) define a process as an 'ongoing action/interaction/emotion taken in response to situations or problems, often with the purpose of reaching a goal or handling a problem. The action/interactions/emotions occur over time, involve sequences of different activities and interactions and emotional responses (though not always obvious) and have a sense of purpose and continuity' (Corbin and Strauss, 2008, p.96ff). The main process of an Independent School is the education of children and teenagers with a number of people acting together to ensure that a goal is met.

Parents and teachers must 'align their actions' in order to ensure positive educational outcomes for pupils (Corbin and Strauss, 2008, p.97). Parents prepare pupils for school by ensuring that they are healthy, rested, fed and prepared to play their role in a school community. Teachers must act in a professional manner towards each other and facilitate a growth in knowledge and understanding, as well as a hunger to learn more amongst their pupils. Pupils need to align their actions with those of their parents and teachers. They have to obey their parents by coming to school and rising to the challenges set by their teachers, while maintaining good manners in the classroom. When any condition within this education continuum is altered, such as the entry of a new inexperienced teacher, then potentially there could be a shift in the nature of response from pupils, parents and

colleagues. An example would be pupils who are feeling insecure with a new teacher and as a result becoming more disruptive in the classroom. In this situation the question to be asked is, what is the nature of the processes, as well as the conditions and consequences around the organisational culture of an Independent Secondary School, that influence formal and informal mentoring of these new teachers in order to ensure that the process of education is not interrupted? Do experienced Independent School teachers see mentoring their new colleagues in the classroom as part of their professional conduct and development? And within an Independent School, what is the support provided by experienced teachers who have not been assigned formal mentoring roles?

Corbin and Strauss (2008, p.97) suggest that there may be a need for 'adjustments in inter/action and emotion to stay aligned with the flow' of education at the school. Therefore a process demonstrates the ability of an organisation, such as a school, to respond positively to changes in circumstances. They illustrate this as a series of actions/interactions/emotions taken in response to changes in circumstances. I have adapted their linear Visual Representation of Process (p.99) to my main processes which are cyclical (Figure 4.4):

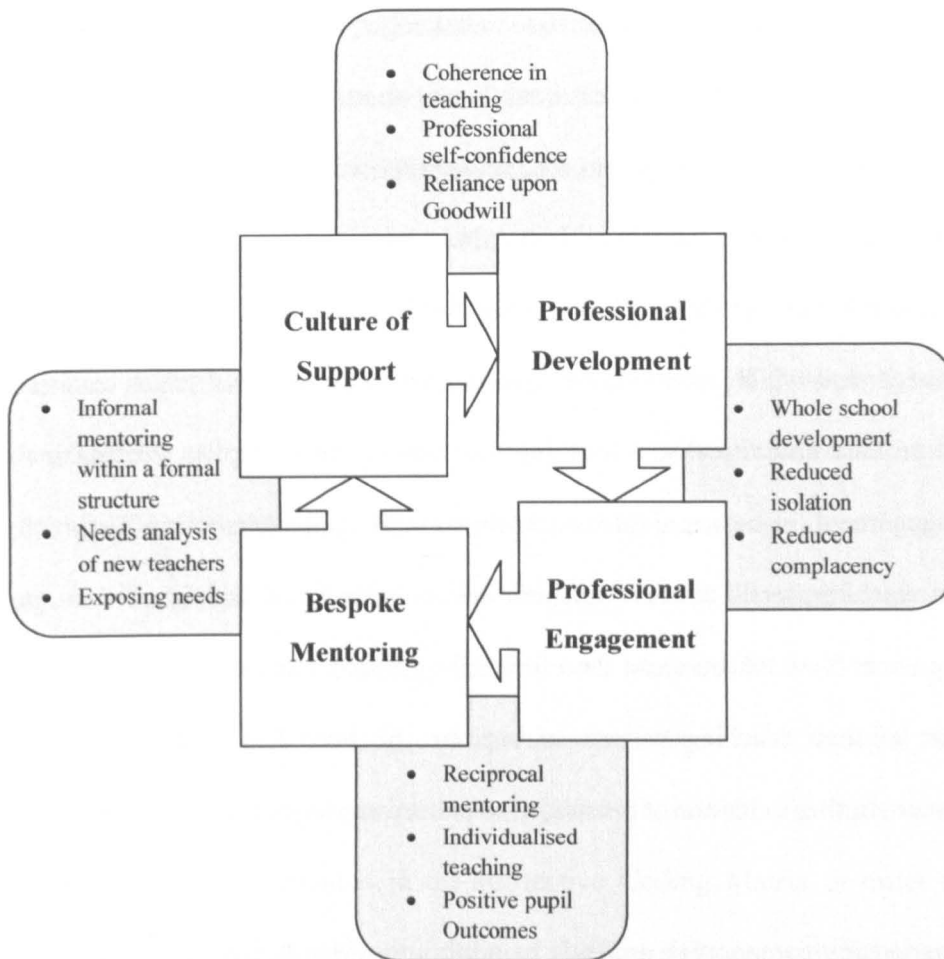


Figure 4.4 Visual Representation of Process

of evolving interaction from one major process to the next. The arrows represent a context for action/interaction. The recessed squares represent an intersection of conditions and consequences, allowing for actions and outcomes to ensure that the process of giving pupils a good education does not come to a halt with the arrival of a new and inexperienced teacher.

A Culture of Support that encourages coherence in teaching as well as professional self-confidence stimulates Professional Development. Professional Development that is part of a whole school initiative reduces the isolation of teachers within their own classrooms or small subject

departments. When teachers are challenged to develop themselves professionally they become less complacent about the roles they play within the processes at the school that lead towards positive pupil outcomes. When the whole teaching staff see it as their joint responsibility to play an important part in this process, they exhibit a form of Professional Engagement which stimulates reciprocal mentoring and challenges teachers to provide individualised teaching for all of their pupils. Professional Engagement, in turn, provides a platform for Bespoke Mentoring by which the teaching needs of new teachers are identified and addressed through exposure. New teachers can therefore be supported and challenged from the start of their teaching careers to become the best they can be, thereby demonstrating evidence of a supportive culture amongst the teaching staff.

I started my comparative analysis by adding the four major processes to the Reflective Coding Matrix table (see Table 4.6) in order to develop and contextualise a core category. My aim was to use the reflective coding matrix to 'paint a picture of the central phenomenon, defining and describing it in a manner sufficiently to account' for a story line that would explain the substantive theory (Scott and Howell, 2008, p.8). The next step to completing the Reflective Coding Matrix was to add the dimensions. These were all the categories set aside from the data analysis that were linked to the processes. I took four different coloured highlighters to all 16 Conditional Relationship Guides. Through theoretical sensitivity I assigned dimensions to each of the four processes, and then added all these dimensions to the Reflective Coding Matrix.

Corbin and Strauss (2008, p.19) define *sensitivity* as ‘the ability to pick up on subtle nuances and cues in the data that infer or point to meaning’. Corbin (Corbin and Strauss, 2008) gives an example of one of her memos where she describes how her *sensitivity* grew with exposure to the data. She said that analysing data is like ‘peeling an onion’ (p.230). Every layer that is removed takes the researcher much closer to the core. She labels this as *theoretical sensitivity*, ‘being more in-tune to the meanings embedded in the data’ (p.231). My own professional experience and knowledge has enhanced my sensitivity and has helped me quickly understand the significance of what my participants are saying (Corbin and Strauss, 2008). This same sensitivity has enabled me to ‘present participants’ stories with an equal mix of abstraction, detailed description and, just as important, feeling’, when reorganising the dimensions in the Reflective Coding Matrix in order to write the story line (Corbin and Strauss, 2008, p.41). As with Scott and Howell (2008, p.12), I spent time looking ‘at the flow of the processes from one to another beginning with the process in the left-most column and proceeding from top to bottom while moving from left to right’. I completed this activity by creating mind maps for each of the four processes. This method helped me eliminate duplicate dimensions and reorganise them in such a way that ‘each column to the right flows from and builds on those to the left, such that the participants’ story is understood only through the evolution’ (p.12).

At this stage, I realised that the dimensions and processes consistently pointed me towards the term *Teacher Professionalism*. Participants also

consistently spoke about, what could be described as, an integrated or collegial teacher culture. One where all teachers, experienced and inexperienced, take ‘collective responsibility for the school and its students’ (Kardos and Moore Johnson, 2007, p.2098). As a result the phrase *Teacher Professionalism within an Integrated Culture* seemed to ‘encompass the overall meaning of the data’ (Howell, 2009, p.71).

Once the core category of *Teacher Professionalism within an Integrated Culture* was identified, all the other categories became subcategories. With respect to the relational hierarchy they formed the:

- Properties (the characteristics of the category);
- Processes (action/interaction);
- Dimensions (property location on continuum);
- Contexts;
- Modes for understanding the consequences of the central phenomenon of interest.

(Scott and Howell, 2008)

The mind maps I have referred to also helped me to refine the property or characteristic of each core category or process, as well as the context of each process and the mode for understanding the consequences of each core category. The contexts note the environment of the processes and help position the core category. I have also identified which of the primary

consequence categories is the mode for understanding the consequence of the core category.

Reflective Coding Matrix				
Core Category	Teacher Professionalism within an Integrated Culture			
Properties (characteristics of category)	Perspective	Initiative	Outcomes	Support
Processes (action / interaction)	Culture of Support	Professional Development	Professional Engagement	Bespoke Mentoring
Dimensions (property location on continuum)	A good degree; Good subject knowledge; Work independently; Job description; Roles and responsibilities; Cultural norms; Status; Greasy pole teachers; Oxen and plough teachers; Eye on their time; Tick the boxes; Best teacher; Steep learning curve; Quality; Natural teachers; Subject delivery; Competition; Isolation; Insecure; Validify; See the benefits; Teachers sacrifice; Complacency; Seeking compensation.	Proactive; Self-reflection; Self-aware; Identify weaknesses; Take the initiative; Seek out the right person; Ask for help; Assumptions; Sink or swim; Often neglected; Reluctance; Lack of time; Drifting; On the treadmill; Struggles to ask; Pestering; Proactive; Willing to help; Volunteering; Reliance upon goodwill; Giving up spare time; Duty of care; Coherent unit; Cross fertilisation; Tools of the trade; Juggle the demands; Expose needs.	Discipline; Boundaries; Feel judged; Reduced isolation; Positive outcomes for pupils; Maximising pupil results; Best Grades; Adapt to the needs; Meet the needs; Knock-on effects; Secondary benefit; Coherence in teaching; Consistent teaching; New ideas; Parental expectation; Parents judge; Role models.	Feel supported; Feel valued; Appreciation; Accepted; Tacit knowledge; Access to resources; Mentoring role; Relationship; Imparting skills; Positive role models; Valuable experience; Spontaneous support; Put a value on it; Immeasurable; Difficult to measure; Extra person; Expensive; Pervasive; Improve morale; Tailored support; Robust structure; Informal; Formal structure; Transparency; Inconsistency; No formal provision; Regular discussions; Extended period; Ongoing; At every stage; Cross curricular.
Contexts	Willingness to help others.	Seeking and accepting support.	Not losing sight of the process.	Getting teachers to be the best they can be.
Modes for understanding the consequences	Awareness of professional role amongst colleagues.	Maximising personal potential to be a superb teacher.	High quality teachers who are active members of their profession.	Closing the gap between strong and weak teachers.

Table 4.6 Reflective Coding Matrix

I finally filled in the descriptor properties which are overarching and abstract characteristics of the core category of *Teacher Professionalism within an Integrated Culture* (Scott and Howell, 2008).

4.6 Development of the Story Line

The Reflective Coding Matrix (see Table 4.6) became the ‘loom for weaving a story line of the many patterns discovered in the Conditional Relationship Guide’ as well as all the interpretive work done over the course of the research (Scott, 2004, p.120). The core category of *Teacher Professionalism within an Integrated Culture* represents the main theme of the research and the story line will link all the categories to it (Corbin and Strauss, 2008). Through this process of integration I used the Reflective Coding Matrix and memos to develop a story line that defines the central phenomenon, by weaving together the properties and dimensions of the core category in the next chapter (Scott, 2004). The storyline was validated by going back to all the collected data and by all the participants who read it at the point of data release.

In summary, I chose this process of analysing data using a Conditional Relationship Guide, a Reflective Coding Matrix, the development of a storyline with the outcome of a Conditional Matrix as developed by Scott (2004) for a number of reasons:

- This model for analysing data is constructivist in nature and seeks to develop a theory that tries to explain and make sense of the experiences of both the researcher and participants (Corbin and Strauss, 2008);
- I aimed to draw on my accumulated knowledge as a teacher and mentor to analyse the data. This is a Strauss Corbin (Corbin and Strauss, 2008) concept and resonates with Scott's methods (Scott, 2004);
- It offered a constructive way out of the dark forest (Wu and Beaunae, 2012).

Chapter 5 DISCUSSION AND FINDINGS

While the Reflective Coding Matrix helps to visualise the properties, processes and dimensions of the core category, this next phase of data analysis integrates all the work of analysis through writing a story line that will interpret and refine a theory (Scott, 2004). The data is interpreted by me as a 'narrative story line' explaining the 'data as a broad conceptualization of the meaning of all the participants', culminating in a theory 'visualized through a conditional matrix' at the end of this chapter (Howell, 2009, p.71). Verbatim quotations from participants are provided as a support, and codes from the dimensions in the Reflective Coding Matrix are written in italics (Howell, 2009). By integrating the voices of the participants with my personal observation and interpretation, with some support from literature, the most prominent phenomena are related to the core category of *Teacher Professionalism within an Integrated Culture*. Scott (2004) describes that process as akin to an ever widening tapestry where the threads of the properties and dimensions of the related phenomena are tied to and woven around the core category. At times, it may seem that my voice and that of my participants' is interwoven. This is intentional as I attempt to integrate my memo writing as a way of interpreting the voices of my participants.

This thesis on mentoring within an Independent School has four basic processes by which participants support their *Teacher Professionalism within an Integrated Culture*: Culture of Support, Professional Development, Professional Engagement and Bespoke Mentoring (Scott,

2004). Each participant held a view that a supportive culture that provided individualised mentoring, aided the professional development of teachers thus encouraging teachers to take on a more proactive supportive role in each other's classrooms. The discovery of these processes within the research setting, have helped me reflect on my own role in my workplace and have brought to the surface issues that I was only vaguely aware of in my daily routine (Burgess et al., 2006).

Reading the Reflective Coding Matrix (see Table 4.5) from left to right leads to and reveals a cohesive story line (Scott and Howell, 2008). I will begin with the processes on the far left, the *Culture of Support*. This includes the context of *Willingness to Help Others*, in which the process occurs, and the mode for understanding the consequences: *Awareness of Professional Role amongst Colleagues* and its dimensions. This is followed by the second process of *Professional Development* within the context of *Seeking and Accepting Support* and the mode for understanding the consequences: *Maximising Personal Potential to be a Superb Teacher* and its dimensions. The third process is that of *Professional Engagement*, while *Not losing Sight of the Process* and the mode for understanding the consequences: *High Quality Teachers who are Active Members of their Profession* and its dimensions. The last process is that of *Bespoke Mentoring* within the context of *Getting Teachers to be the Best they can Be* and the mode for understanding the consequences: *Closing the Gap between Strong and Weak Teachers* and its dimensions.

5.1 Culture of Support

This first sub-section attempts to answer the first research question: How does the organisational culture of an Independent Secondary School influence formal and informal mentoring of new teachers?

Participants seemed to imply that the setting of an Independent School is unique, in that much emphasis is placed on a new teacher having *a good degree*, and with it the assumption that such a teacher has *good subject knowledge*. The perception is that parents who can afford to send their children to Independent Schools may have specific ambitions for themselves and for their children. I suggest however, that the idea that Independent School teachers have better degrees and subject knowledge, compared to those in the state sector, is becoming less of an issue. The White Paper on ‘The Importance of Teaching’ outlines government plans to raise the quality of new entrants into ITT as well as to improve the teaching skills of subject specialists (DfE, 2010).

Despite this, there is clear evidence from my data that the perception amongst the participants is that of an expectation by parents that teachers at an Independent School have good degrees and excellent subject knowledge. Some of these perceptions are illustrated below:

I think in order to relate to the students you are teaching,
you have to understand what they are going through, who

they are. And if you are teaching bright students then there has got to be a certain level of intelligence which allows you to relate to their level of intelligence. (Alan)

At a school like this it is the parents' expectations that teachers have good degrees because they are looking at those sorts of paths for their children, and expect the teachers to have followed those paths. (Ana)

Both Alan and Ana's comments above, almost assume that parents place more value on the high intelligence and academic qualifications of new teachers employed at a school, than the notion that teachers grow in proficiency over time, and learn their craft through the support of more experienced colleagues through mentoring (Barrera et al., 2010). This notion is also strongly supported by Fabian and Simpson (2002) in that Professional Development, through mentoring support, can release both the actual and potential abilities of the new teacher, which is of benefit to the whole school. One could question what parents might say if they were asked directly about this issue? In my experience as a senior teacher and Head of Year, the pupils themselves see it as a priority to have a teacher who is enthusiastic in their subject delivery and one who can teach well in order to make them feel comfortable about their own progress.

Another area that participants saw as unique to an Independent School is the structure of subject departments. Within the research setting, there are

distinct subject departments ranging from some that are made up of eight teachers (Mathematics and Modern Foreign Languages) down to a few subject departments comprising one staff member (Psychology and Drama). The Physics, Chemistry and Biology departments, for example, work completely independently from each other. Although each teaching placement has a generic *job description*, which includes teaching, class management, planning lessons and marking, it is still expected that teachers are able to *work independently* as they try to establish what their *roles and responsibilities* are within the subject department, as well as the whole school. Hodkinson and Hodkinson (2004, p.22) suggest that 'learning is ubiquitous in human activity, so that workplace learning is inseparable from working practices'. Their study of four subject departments demonstrates the significance of subject department cultures through which learning takes place; with a special mention of how a collaborative department brings with it an extra dimension to learning. Burn et al. (2007, p.443) describe a collaborative department as one where 'rich and complex discussions of teaching and learning routinely takes place'. Childs et al. (2013, p.37) refer back to their previous studies where they highlighted the 'importance of a shared physical space' for teacher collaboration, citing Hammersley's (1984) notion of a congregational place for collective sense-making.

From my own personal observation within the research setting and data (see Beth p.142); each subject department is highly influenced by the values and ethos of the HOD and can be seen as an island with their own unique policies and practices. An example of roles and responsibilities may be that

of a teacher taking up the new post of HOD. Teachers in this position may already be familiar with the *cultural norms* of the school if they have risen up through the ranks at that school. But a new teacher in that post may take some time to establish themselves within the school.

Taking up the position of a HOD brings with it attached *status* in that these teachers are recognised as having experience, are good at their jobs and therefore should be respected. One participant felt quite strongly that teachers could be classed into two categories. Some can be seen as ‘greasy pole teachers’, those who are interested in advancing fairly rapidly into middle management, such as these HOD posts. While others are *oxen and plough* teachers who seem to get on with the work of teaching without seeking any sort of promotion. There is the potential for *oxen and plough* teachers to be seen as those who are not in management positions, but who are professionally engaged without any obvious aspiration for greater remuneration. The perception of this same participant seemed to be negative towards the *greasy pole teachers*, who they saw as teachers with an eye on their own career progression, and as a result keeping a close *eye on their time*, while ensuring that they *tick the boxes* in order to be seen fulfilling their responsibilities as a subject leader. The implication of this participant’s view is that there might be an inconsistency in the ethos and values of individual HODs. Does this imply that there might be an inconsistency in the support given to a new teacher joining that subject department, especially if the school culture is unclear? Beth had very strong views on the

over-arching influence of the HOD, and this perspective might ground the idea that teachers compare those in middle management with each other:

My feeling is that departments are run very differently and they don't necessarily share their staff management styles. I think the departments within the school are very different and they seem to be dictated very much by the style or personality of the HOD. Sometimes the example set by the HOD is nowhere near what is expected from the teaching staff. (Beth)

In her comment above, Beth describes incoherence in subject department leadership, something which goes beyond the scope of this study. In their study on effective departments in secondary schools, Harris et al. (1995) describe how the perceived sensitivity of investigating underperforming subject departments led them to concentrate on only those that were deemed as effective. Harris et al. (1995) concluded that one of the major features of a successful subject department is a collegiate management style, one that tightly binds all the teachers within that department into the culture and values of the department. Childs et al. (2013) provide a practical example of HOD leadership in terms of how they promote a culture of collaboration by modelling their own behaviour and casting themselves as learners as well. HODs are also seen to take on the responsibility for guiding new teachers in particular (Aubrey-Hopkins and James, 2002).

Whatever the characteristic of a HOD or cultural norm of a subject department, a new teacher entering the school brings with them certain expectations both for themselves and for the *quality* of support they will receive from the school and those in that department. If we make the assumption that they want to be the *best teacher* they can be, a strong view of one participant, then on entering a new school they embark upon a very *steep learning curve*. Becoming the best teacher they can be is among the many influences that will steer them to becoming a fixed type of teacher, for life. This can range from being a strong disciplinarian to a teacher who sees themselves as a friend to their pupils. Or from someone who uses methodical teaching methods to a teacher who constantly tries out new and innovative teaching methods.

It was widely acknowledged amongst participants, that not all new teachers are *natural teachers*. Some may have excellent degrees or subject knowledge but find that they are challenged at the point of *subject delivery*. All the participants had similar views on what it means to be a brilliant teacher. One participant was quite specific about the point of delivery. This was talked about in terms of the ability of a teacher to identify where the pupils are at in their progress in a subject, and therefore ensure that their teaching is personalised. Another participant made a connection between new teachers having a good degree and their employability at Independent Schools. The implication here is that there are teachers within Independent Schools who have been employed for their subject knowledge and university background, possibly with less regard as to whether or not they

can deliver their subject well in the classroom. The consequence of this may be that there is not enough support in place to ensure that they are able to teach to a high standard, as it is assumed that they should be natural teachers.

Banks et al. (2005) cite Shulman (1986) when they conceptualise a teacher's professional knowledge as an interrelation of subject knowledge, pedagogic knowledge and school knowledge (the way subject knowledge is transformed for schools by the curriculum). There is evidence from the participants that they see subject knowledge as strongly related to the quality of a teacher's degree. They also seemed to suggest that a good teacher requires the ability and training to make that subject knowledge accessible to their pupils by the way in which they represent and formulate the subject to make it comprehensible to their pupils (Banks et al., 2005). Shulman's (1986, p.8ff) research was driven by the question of how a new teacher is able to 'transform his or her expertise in the subject matter into a form that high school students can comprehend?' Shulman (1986, p.9) distinguished between three categories of content knowledge:

1. Subject Matter Content Knowledge – 'the amount and organization of knowledge per se in the mind of the teacher';
2. Pedagogical Content Knowledge – 'the dimension of subject matter knowledge for teaching' which includes making it comprehensible to others, conceptions, preconceptions and misconceptions of students;

3. Curricular Knowledge – ‘the *materia medica* of pedagogy’, also described as the tools of teaching such as curricular alternatives available for instruction, cross curricular knowledge and familiarity with topics taught in the past and those to be taught in the future.

The following participants, with a particular emphasis on pedagogical content knowledge, appear to have made a similar connection between these three areas:

I know some people who are extremely bright, they have got their degrees in subjects but they can't in a way dumb it down enough in order to teach it. So they know it too well and talk about theories and things that go straight over the kid's heads, and when the kids ask for help, they don't know how to bring it down to their level. (Dan)

You can have excellent subject knowledge and cannot teach for toffee, and I have seen that. I think that good teaching is first of all being able to identify what pupils know, draw that out of them, work out where they are coming from, what their preconceptions are, and then match those preconceptions into what you are trying to get across. (Brad)

I have worked with people who have been to Oxford or Cambridge, who have got fantastic degrees, highly intelligent but they just haven't been able to apply their material to the kids in the classroom. I think that that is something that can be looked at in Independent Schools. These people are not taught how to relay their information to the pupils in order to make them effective teachers.

(Dru)

These comments show a different perspective of what teachers see as a priority compared to their perceptions of what parents see as a priority, in terms of what they want for their children. It is possible that this difference in perception arises when new teachers, with good degrees but needing a significant amount of mentoring support in the classroom, are employed at the school.

Another aspect of an Independent School culture seems to be the unspoken competition between teachers for pupils' good grades, a tangible outcome that teachers perceive themselves and their quality of teaching to be judged against:

Yes I have never felt more judged before with respect to results than in this school. (Cath)

Yes I think it means that you are just judged on the results rather than being judged on how well you have done

compared to what class you have had or anything else.

Somehow that is quite scary to come in on results day and see how well you have done in your first year. (Ana)

Yes it is all about this A/B percentage. You could have 2 or 200 pupils in your class but it all boils down to percentage. This does then engender mentors being more afraid of being watched because it feels as though there is this type of judgement. (Beth)

Assuming that there is an expectation by parents of their children achieving good grades, as the outcome of a significant financial investment in an Independent School, then how teachers teach and support each other in their teaching could have an impact on these grades. Discussion about a new teacher facing a certain amount of *competition* with more experienced teachers, when trying to get their pupils to achieve the highest grades, became quite heated in the focus group (see above). There were suggestions that this may bring about feelings of *isolation* in new teachers, who deny themselves the opportunities of collaboration because they feel *insecure* about their own teaching ability. Tickle (2000, p.5) describes this idea as a contradiction or 'tension between teachers needing to learn more and become better at what they do, while being expected to perform to the highest standards possible'. Hargreaves (1994, p.167) illustrates these feelings of isolation as teachers' 'diffidence, defensiveness and anxiety' about their 'practice and their hesitancy in being evaluated' (Childs et al., 2013, p.47).

Participants thought that if there is a positive coherence of perspectives toward a Culture of Support within a subject department then a new teacher would have much to gain. If all teachers see the positive benefits of supporting each other, then the allocation of time for such an activity would not be seen as a *sacrifice* but rather a good investment for themselves, the subject department and the school:

A mentoring role for a more experienced teacher would help to validify (sic) their career progression, with a focus on passing on the knowledge that they have gained over the years. (Beth)

I think it would be good for all teachers to have to mentor others to ensure that they pass on that experience because otherwise it is wasted if you just kind of retire. You do really need to transfer all of those skills in order to help the other teachers out. (Carl)

There was also a suggestion that this integrated or collaborative approach to teaching could drive out any *complacency* amongst more experienced teachers, as well as the need for them to *seek compensation* through extra money or freed-up time, when a *sacrifice* of time is involved. This strong collaborative approach may require an attitudinal shift in an Independent School's culture, where time is strongly related to money.

There is a strong suggestion, from the evidence collected, that a *Culture of Support* can ensure a coherence of teaching across a subject. This mentoring support can only take place within the context of a *Willingness to Help Others*, resulting in a sense among teachers, of reduced competition and isolation as well as an increase in professional self-confidence. A Culture of Support may also imply that both teachers and their leaders show an *Awareness of their Professional Role amongst Colleagues*. This perspective on a *Culture of Support* within the setting of an Independent School thus seems to lead towards a more structured realm of Professional Development.

5.2 Professional Development

This second sub-section starts to answer the second research question: To what extent do experienced Independent School teachers see mentoring their new colleagues in the classroom as part of their professional conduct and development?

Within the setting of an Independent School, much emphasis is placed on a teacher taking the initiative to develop themselves professionally. A new teacher enters a world where they need to be *proactive* in terms of how they move themselves forward. Participants spoke a lot about new teachers taking the time for *self-reflection* and making sure that they are *self-aware*. With this perspective, new teachers can *identify areas of weakness* and then take the initiative to *seek out the right person* amongst the teaching or

support staff to *ask for help*. Chitpin (2010) identifies a strong link between Professional Development and the important role all forms of mentoring have played in encouraging self-reflection, resulting in a greater awareness of the craft of teaching as well as the ability to articulate knowledge. Gilles and Wilson (2004) conceptualise Professional Development as teachers working together through collaboration, inquiry and mentorship. Professional Development for new teachers could be specifically aimed at ensuring that they become effective teachers as a result of mentoring support (Roehrig et al., 2008). Roehrig et al., in their review of the literature, describe effective teachers as those who have the ability to match classroom tasks to the abilities of their students, and then to increase these demands as pupils improved. They also describe these effective teachers as professionals who have high expectations for their pupils, carefully monitor them and emphasise ‘student self-regulation, with disciplinary actions rarely observed’ (p.687).

These observations imply that it is important for new teachers to strike a balance between, on the one hand, maintaining their autonomy in a classroom and, on the other hand, collegial support for each other as they grow professionally. Nobody wants to continually *pester* a new teacher to improve as that would be intrusive and possibly undermine their professional status. One participant suggested that whether or not a new teacher takes the initiative to develop themselves professionally could be based on their personality. They further suggested that some teachers will step into a new school and give the impression that they are experienced

teachers, while others might face barriers including some created by themselves, such as a lack of time management and poor lesson preparation. It was also suggested by a participant that, when a Head Teacher employs a new teacher, there is a possible *assumption* amongst the staff that the best candidate, and therefore an excellent teacher, has been chosen for the job, even if that teacher is an NQT or even an unqualified teacher. A consequence of this could be that the Professional Development of these new teachers may be *often neglected*. A probable consequence of a new teacher entering this culture is that they may experience a strong sense that they have been thrown into the deep end, to either *sink or swim* (Fantilli and McDougall, 2009). The implication here is that not all new teachers can be expected to go it alone when starting their teaching career. If they happen to be placed in a situation where there is a certain amount of *reluctance* to help, amongst their immediate colleagues, because of either a *lack of time* or because they are merely *drifting* along in their teaching careers and don't notice when a colleague needs help, then a new teacher may *struggle to ask* for help. One participant even suggested that they could foresee themselves ending up teaching as though *on a treadmill*. This idea could be unique to an Independent School given that fewer changes to the curriculum take place, especially at Key Stage 3. Within the research setting, each subject department writes their own curriculum for Key Stage 3 and as a result are exposed to fewer external changes to what is taught. Even though every Year group sits the same internally assessed examination, it is quite possible for teachers to be completely autonomous in the quality and quantity of

content they deliver to pupils in Years 7, 8 and 9. Thus a teacher could potentially become quite set in their ways.

Alan suggested a motivating factor for why new teachers should be encouraged to take the initiative to improve themselves through Professional Development:

I think a lot of it is based on self-reflection; you have to encourage them to be self-aware, and reflect on their own practice, rather than dictate to them this is what is good and this is what is bad. (Alan)

Dan highlighted the neglect of Professional Development when there is a lack of motivation or even as a result of a teacher becoming set in their ways:

I have a suspicion that once I become more set in teaching, more jaded, moving towards that autopilot, I may think why do I want to do this ... I know people are quite happy to slip into that autopilot, they have done it for five years, they know exactly what they are teaching so teaching becomes a sort of side job. (Dan)

Dru sees the lack of motivation for Professional Development from a different angle in that it is the busyness of the job itself that puts barriers for improvement in place.

It is interesting isn't it that as professionals, one thing we overlook, and again it is a tag on, is professional development. It is really funny because once you are in the system it is like you are on the treadmill and you don't have time to just step off and say 'right what could we do, just one little thing, to make our teaching better?' (Dru)

Dru suggested that this culture does exist, to a certain extent, within the research setting:

I think that that is perhaps the culture we have got at this school that there is a lot of people who have been here a long time and who either have not got the time or inclination or the energy then you are sort of left to sink or swim. Those people who manage to swim, is because either they just get on with it and take the initiative or they do it because there are people, sort of there just below the surface, who are helping them to just keep going. (Dru)

While it is acknowledged that the new teacher must be encouraged to take the initiative to develop themselves professionally, the participants also saw the need for the mentor or middle managers to be equally *proactive* in professionally developing a new teacher. Participants felt that it should be apparent to the new teacher that their colleagues are *willing to help*, that they are taking the initiative to *volunteer* their expertise and *give up their spare time*. They felt that if this is not the case then the new teacher will

need to place a tremendous amount of *reliance upon goodwill* of willing staff around them. In an ideal situation, where new teachers and more experienced teachers are exhibiting signs of self-reflection and seeking self-improvement, while trying to *juggle the demands* of a challenging teaching job, *needs will be exposed* regularly and dealt with. New teachers will then learn the *tools of the trade* quickly, become established and teach brilliantly. There could be reduced feelings of isolation amongst new staff and reduced complacency amongst more established staff. Collegiality could bring about the *cross fertilisation* of ideas and teaching strategies, moving all the teachers forward together, leading to the benefit and development of the whole school.

Collegiality amongst teaching staff relies not only on the initiative taken by mentors and those in leadership at a school, but relies to a certain extent on the professional integrity of a new teacher to identify where they themselves need support. This could potentially help them seek out both timely and directed support, as illustrated by this participant:

I often think that regardless of whatever mentoring scheme you have in place, that the good mentee, and good first year teacher almost mentors themselves because they would find out what they needed. They find out because they are self-aware, reflective or they are just alert and they see things around them that they aren't coping well with. They see other people doing things differently than

themselves, and when they see that the ambitious and self-aware person asks and is confident enough to do that.

(Alan)

This same participant went on to describe a situation where those in leadership have a *duty of care* towards their new and vulnerable staff, especially if they have a vision of staff as a *coherent unit* at the school:

It is often the people, even if they are self-aware, who are less confident, feel less able to ask for help and there's the problem, because the ones who need less mentoring ask for it more and the ones who need more mentoring who feel quite threatened by the action of asking for help. So they sit away in the corner quietly suffering whilst the ones who are already very good ask for help and get it and become even better. (Alan)

In this situation, teachers may not only be keeping an eye on what happens in their own classrooms, but they could potentially be fully aware and engaged with what happens in the classrooms of their colleagues. Bassett (2011) states that the professional culture within schools can be improved by firstly 'acknowledging that, while trial and error, over time, does work for most Independent School teachers, the alternative – mature, integrated, team-based, mentor-driven Professional Development programming – is the better path' (p.2). Bassett (2011) calls for a balance between a high degree

of autonomy and ongoing collaboration, mentoring and Professional Development within Independent Schools. This process of *Professional Development* can possibly only take place within the context of all teachers, and in particular new teachers, *Seeking and Accepting Support*. The consequences of such mentoring support are understood in the form of *Maximising Personal Potential to be a Superb Teacher*, thus increasing the quality of education offered within an Independent School.

If teachers do see maximising their potential to become superb teachers, through collaboration with their colleagues as a priority, then there is a possibility that they will also be showing signs of Professional Engagement.

5.3 Professional Engagement

This third sub-section continues to answer the second research question: To what extent do experienced Independent School teachers see mentoring their new colleagues in the classroom as part of their professional conduct and development?

Becker and Riel (2000) describe two ways in which teachers can conceptualise their duties and responsibilities as teachers. They distinguish between teachers who are privately engaged and those who are professionally engaged. They suggest that privately engaged teachers view their work as trying to be the best teacher they can be within the privacy of their own classrooms. Professionally engaged teachers 'see their role as

trying to help other teachers be more successful and to influence how teaching occurs in other places' (p.3). Chitpin (2010) develops the idea of Professional Engagement by assigning it as one of the qualities of a good mentor, taking mentoring beyond merely an act of 'supervision, instruction and coaching' (p.227). Zellers et al. (2008) highlight an even stronger link by suggesting that 'a mentor supports the professional and personal development of another by sharing his or her life experiences, influence and expertise' (p.555).

The priorities of the participants, who are new teachers in this study, could be succinctly summarised as establishing *discipline* and setting clear *boundaries* for their pupils within their classrooms at the start of the school year. The implication of these priorities could be that once discipline and boundaries are set, good subject delivery can take place. Those participants who were supported in these areas by professionally engaged mentors, who had an aim to ensure that their mentees quickly became established as successful teachers, as described by Becker and Riel (2000), shared that they experienced *reduced isolation* in terms of their own position within the school as well as within the school culture.

One participant encouraged Professional Engagement through the proactive sharing of experience in the following way:

If you have been teaching for a while you are a wealth of information for anyone else. I think it would be good for

all teachers to have to mentor others to ensure that they pass on that experience because otherwise it is wasted if you just kind of retire. You do really need to transfer all of those skills in order to help the other teachers out. (Carl)

Carl hints here at a forced type of Professional Engagement where it is expected that teachers offer mentoring support to their colleagues. One could ask whether established teachers are also brought out of isolation when they are given the responsibility of mentoring their new-to-teaching colleagues. NQTs for example, could potentially provide a 'major link to current theory and practice' for experienced teachers (Simpson et al., 2007, p.481). Bearing in mind that 'each beginning teacher faces unique challenges' and, 'even within the same school, experiences differ' (Lovett and Davey, 2009, p.548), one could also question how many new teachers depend on the availability of, and initiative taken by, professionally engaged teachers? Another participant described, very strongly, the influence of a professionally engaged teacher which is especially significant given the setting of this research, in terms of employing unqualified teachers:

There was a teacher at school who was an NQT mentor who made my year, in that they were able to sit in on some of my classes, something which my two assigned mentors didn't have much time for. I know a lot of that comes down to the initiative taken by the NQT mentor, but having that person there to give me constructive ongoing

feedback and just to have that extra person there who I really felt was like one of those book ends on a bookshelf, making sure I was progressing because I do have a very strong need both to please and to progress, and I think that person made me feel as though I was doing something right and was giving me that guidance to get me to the next step. And I think that if I hadn't had that support from that person then I would really have floundered ... I don't think I can put into value the amount that made it worthwhile for me to get through that year. (Beth)

Beth is suggesting here that she was very dependent on one professionally engaged teacher. Lovett and Davey (2009) also warn that the quality of mentoring support varies greatly, even within the same school. It depends to a certain extent on the professional relationship between mentor and mentee as well as the willingness and ability on the part of the mentor to identify and meet the needs of the new teacher. Could this mean that new teachers, who might not have a mentor or significant teacher taking a strong interest in what happens in their classroom, may feel judged rather than encouraged at times? Participants suggested that professionally engaged teachers, supporting new teachers at the school, produce *positive outcomes for pupils*. There is some evidence in the data, but not much evidence in literature (Hobson et al., 2009), that when teachers are teaching well, as a result of good mentoring support, this goes a long way towards *maximising pupils' results* in terms of encouraging them to achieve the *best grades* possible.

Participants acknowledged though, that a high quality or brilliant teacher knows how to *adapt to the needs* of a pupil as well as *meet the needs* of all their pupils.

The traditional perception of mentoring is that of ‘a one-to-one relationship between a highly competent experienced teacher (the mentor) and a novice teacher (the mentee)’, where the mentor ‘provides support in the face of challenges during the first year of teaching’ (Shank, 2005, p.73). But Shank (2005) warns very strongly against relying solely on this one-to-one relationship by suggesting four main areas of concern (p.74):

- Conventional teaching practices may be perpetuated;
- New teachers’ convictions about student-centred teaching and learning may become lost due to constant discouragement;
- The idea that experienced teachers have little to learn is reinforced;
- A teaching culture of privacy, independence and non-interference may be perpetuated.

Shank (2005, p.81) concludes that ‘collaborative groups within schools can be powerful places for ‘mentoring’ of teachers at all stages in their careers’ and that ‘together teachers can develop and maintain a shared focus and a dynamic culture’, accommodating collaborative and reciprocal mentoring. One knock-on effect of professionally engaged teachers involves creating the same collaborative setting for their own students, as identified by Becker and Riel (2000). These teachers encourage collaborative and student-

initiated work amongst their pupils. Participants identified another *knock-on effect* of professionally engaged teachers in that these teachers work towards improvements in the whole school. There were some suggestions that *secondary benefits* manifested themselves through coherence *in teaching*, as well as *consistent teaching* across the whole of the teaching staff.

The outcome of this collaborative approach may be teachers working with each other in a reciprocal form of mentoring, and therefore open to new ideas in order to improve their own teaching, potentially making them able to adapt to the ever-changing world of teenagers. These ideas suggest that Professional Engagement has a positive effect on the whole school community.

Within the setting of an Independent School, *parental expectations* of what takes place in the classroom are high because of the financial investment they have made in their children's education. *Parents may judge* teachers according to what they hear from their children, what they hear from other parents and examination results. A participant suggested that there is also a parental expectation that teachers are good *role models* for the pupils with whom they spend the majority of their day.

Aside from the initial complex priorities of being able to mix subject expertise and pedagogical knowledge, it is important for new teachers to move from surviving to thriving as they build up trusting relationships with their pupils (Lovett and Davey, 2009). One participant stated that:

...at the heart of teaching is your relationship with the kids, that they trust you, and they know that you want to do the best by them. And these are all skills that teachers can learn and certainly talk about... (Dru)

Mentoring with the aim of enhancing such skills should also be an ongoing process:

Mentoring should be an ongoing process so that everybody in the school has got somebody to whom they are accountable, with some sort of role to discuss how things are going. (Brad)

Here Brad suggests that mentoring encourages accountability towards professionally engaged teachers. Such *Professional Engagement* takes place within the context of *Not losing Sight of the Process* that professionally engaged teachers help ensure that their new-to-teaching colleagues put meeting the needs of each pupil into practice, thereby boosting positive pupil outcomes. Supporting new teachers to teach in this way is not easy, and it depends very much upon the personality and professional engagement of both the mentor and mentee; but the consequences can be understood through *High Quality Teachers who are Active Members of their Profession*.

Encouraging new teachers to become high-quality teachers and active members of their profession may require tailored support in the form of bespoke or individualised mentoring from the start of their teaching careers.

5.4 Bespoke Mentoring

This fourth sub-section attempts to answer the third research question: Within an Independent School, what is the support provided by experienced teachers who have not been assigned formal mentoring roles?

Participants, who are new teachers, spoke of many positive outcomes when the mentoring they received was tailored to their individual needs. There was a clear indication, from these participants, that new teachers who are mentored well, *feel supported* and *valued*. They felt that mentoring opened up opportunities for showing *appreciation* for the positive contributions made by new teachers to the school. There were clear indications from the data, that through various forms of mentoring, a new teacher starts to feel *accepted* by all the staff, resonating with the ideals of Professional Engagement. They begin to build up *tacit knowledge* about the workings of the school as well as the culture and values of the school, through their interactions with other staff. This collaborative form of support allows them to have *access to resources* that can be a tremendous amount of help during their first year of teaching.

A participant made the link between appreciation and happy teachers:

We forget to say thank you, and we forget to say that was very good, or I really appreciate that. If we had more of this in terms of mentoring, think how happy your workforce would be. (Dru)

Barrera et al. (2010) list some characteristics that are manifested in effective mentors. These include, amongst many others, a generosity of time, a willingness to listen, a complete trust, able to maintain integrity and being positive about their mentor role. Most importantly, 'mentors need preparation in the roles and responsibilities of being mentors, rather than being assigned in this capacity without being prepared' (p.62). These requirements resonate to a certain extent with those of the participants who suggest that, through their *mentoring role* a mentor is able to build on a *relationship* with a mentee that becomes a platform through which they can *impart their skills* and act as *positive role models* in the teaching profession. They see the mentor as *imparting skills* to the mentee through many forms of support, such as observations, informal discussions and sharing of ideas about teaching plans. The *relationship* built up between mentor and mentee in the first year is very important, and could guide the quantity and quality of support offered by the mentor and sought and accepted by the mentee. In their conclusion Barrera et al. (2010) suggest that it is an injustice to our pupils if we do not ensure that new teachers are well supported in order to become high-quality educators.

Even if there is a robust programme of mentoring support in place within any school, this Independent School included, a certain amount of *spontaneous support* between teachers already takes place. This was identified many times by the participants. They suggested that it is very difficult for a HOD to ignore the needs of a new teacher, especially if the way they are teaching reflects on how the subject department is doing as a whole. Zellers et al. (2008) identified that a new teacher requires a mix of formal and informal mentoring in order to ease the anxiety of organisational adjustment. They cited findings that suggested that 'while formal mentoring may be beneficial for facilitating socialization, it is likely that an attitude of mentoring (i.e., willingness to mentor newcomers)' within a subject department, and an informal stance towards mentoring, is the 'primary advantage of mentoring programs' (p.575).

But the issue that arose amongst participants in this fee-paying school was that, despite being a valuable experience for both mentor and mentee, when mentoring takes on a degree of *spontaneous support* or is informal in nature it is very difficult to *put a value on it*. Placing a value on something is of great importance in an Independent School, where the school is highly accountable to the financial investments made by parents. An illustration of this is when participants spoke at length about having that *extra person* in place to provide ongoing support for a new teacher. The obvious implication is that this becomes very *expensive* for a fee paying school. Within an Independent School the cost of an assigned free period is common knowledge amongst the staff. Teachers are always made aware of this cost

when requesting more free time from the Head Teacher for a particular responsibility.

Participants revealed similarities in how they talked about this issue. One participant said:

Informal mentoring is very difficult to quantify, it may be a 20 minute discussion that you have with another teacher in which you share your experiences. Because it is difficult to quantify what you have achieved, it is hard to put a value on it. But that 20 minutes may have achieved far more than something else you have done in the day. How you actually quantify the value of it is very difficult. So I am doing informal mentoring naturally but then you go away and think objectively what the achievement from that conversation is? The marking didn't get done; the lessons didn't get planned...that makes it difficult, that's why the priority comes down. This therefore makes it less important in management's eyes. How can we know how much to value something if we have no record of what is going on? If the school sort of encourages this sort of informal mentoring then how do you check that it is going on throughout the school? From a management's point of view keeping formal records and setting targets, it might not be as good but at least we know it is going on. (Brad)

The same participant provided a strong link between inclination, cost and time:

...it should work like that, it doesn't because it is expensive, and it's time. I do think we should spend more time working on people's strengths and developing them, listening to people but there is a conflict between time and inclination. There are those who have the inclination but do not have the time and those who do have time but do not have the inclination to do anything else... (Brad)

Another participant made a link between cost and allocated time as well:

I think the problem with all of this is that it comes back to people's busy professional lives, time. Because what we are describing now is a programme, and below that would require that person to teach less than a full timetable, and probably their mentor to have time set aside to develop the programme and put it in place. But all of that takes those people out of the classroom. And taking teachers out of the classroom from a school's perspective costs money. And so I can describe to you an ideal way of mentoring but in practical terms, whether we could afford the time and money to be able to do that is a different matter. (Alan)

Two more significant barriers to ensuring that new teachers are supported throughout the start of their teaching careers are those of a lack of time and lack of inclination on the part of potential mentors.

The guidance for NQT induction within the state sector is clearly outlined (DfE, 2012d). When reading this guidance, I was struck by the fact that its fifteen pages were filled to the brim with rules and regulations as well as an appeals process. The only provision for mentoring support was a requirement of a 10% reduction in the teaching timetable of the NQT, and the need for an NQT to have a personalised induction programme and designated tutor with time and skills to fulfil the role. Although the DfE goes on to say that the Head Teacher must ensure that the Induction Co-ordinator is appropriately trained, and has sufficient time to carry out their role effectively, they leave the quality and amount of provision up to the discretion of the Head Teacher (DfE, 2012e). There is a very similar structure of support for NQTs within the research setting in that an NQT is given the stipulated 10% reduction in their timetable. They are assigned a mentor from within their subject department and this mentor is given one free period a week for formalised mentor meetings. The NQT Induction Co-ordinator, with overall responsibility for assessing, supporting and developing the NQTs, is assigned one free period a week. The only other provision for mentoring is a similar reduction in the timetable for a new teacher without a teaching qualification, who is also assigned a mentor. Despite this provision participants argue that it is difficult for mentoring to

be *pervasive*, especially ensuring that it is ongoing and meeting the needs of new teachers and those teachers who need support.

Most participants spoke about introducing a mentoring structure for all teachers, which would also be of great benefit to new teachers without teaching qualifications. Many of them spoke about a mentoring structure that provided *tailored support* for each mentee. Tailored support for new teachers brings with it distinct benefits for both the new teacher as well as the whole school community. There was a strong sense that the school needed a *robust structure* of support which could be seen as a significant amount of *informal mentoring* within a *formal structure*. Sometimes support does not take place unless there is some sort of a formal structure in place.

The support needs to be informal in its delivery so that it can be tailored to individual needs rather than just ticking a box to prove that it is being done (see Chapter 6.2). Initially this may seem like a contradiction in terms. The implication here is that if mentoring is formalised in some way, while remaining completely informal in its execution, then it can be acknowledged as having a value and importance to the whole of the school's development. Another reason given for this partial formalisation was that of *transparency*. It was important to some participants that formalisation ensured less *inconsistency* in mentoring support for new teachers and those who need support. Some participants seemed concerned that if all mentoring was expected to be informal, then the fact that there was *no formal provision* would mean that no mentoring would take place at all. While some

participants were sceptical about how value could be added to *regular discussions* between teachers within a formal structure. This idea of informal mentoring within a formal structure will form the basis of the professional recommendations in Chapter 6 of this study.

The following participant shows evidence of how informal mentoring within a formal structure worked out in his mind:

I think that informal mentoring is making a regular time like Tuesday period six, can we sit down and just talk about lessons we have done. Even if it is done informally and without paperwork, it's a very valuable thing, although you could say in a way that is formalised because you have set a time. Even though it is formal you can do it in an informal way, if that makes sense. (Carl)

Another participant attempted to justify the formalisation of mentoring with the idea that some formalisation could potentially lead to many forms of informal mentoring support:

The formal opportunities often lead to informal mentoring. I think that mentoring is an integral factor to everything that we do but I think that time is a key factor and I would personally like to see mentoring integrated into our curriculum. However we do it I don't know because once

something is slightly structured it will generate all forms of informal mentoring. (Dru)

Here Dru suggests that a professional discussion between colleagues is fundamental to the professional life of a teacher. The provision of such collegial support should therefore be granted a higher status through an assigned time in the curriculum. This suggests that within the culture of the research setting, it is historically a challenge to set aside extra time for mentoring within the normal working day. Dru also implies that even a small amount of structured mentoring leads to a significant amount of informal mentoring support.

Participants were asked to describe what they understood by informal mentoring. Most said that a certain amount of informal mentoring was already taking place within the research setting. They felt that, within subject departments, many discussions were taking place between teachers through formal meetings as well as over a cup of tea. Participants also felt that professional discussions in the corridor and over lunch could be seen as informal mentoring situations. Here the emphasis is put on the mentee ensuring that the type of support they get is bespoke. A balance needs to be struck between the partial formalisation of mentoring, in order to ensure that a new teacher has some means of getting support, and the initiative of both the mentor and mentee to ensure that very personalised mentoring takes place.

The following participant noted that the driving factor in informal mentoring was the person who needed the support ensuring that they took the responsibility for seeking it out:

And if we mean by informal mentoring, people being responsible for their own development, which I think is absolutely crucial, then informal mentoring has to also include that person mentoring themselves by finding mentors to mentor them almost. Or finding sources to help them, they must be self-aware and self reflective enough to recognise their own strengths and weaknesses and develop themselves by going out there and getting it.

(Alan)

This particular emphasis was also strongly encouraged by the following participant:

...in teaching everyone is busy, everyone has something else to do, everyone has something else on their mind. So the chance of your mentor being able to help you without you telling them what the problem is, is very slim ... so I think it is best that if you have a problem that you go and hunt that person down and say 'look this is what I need sorting out' ... (Dan)

The same participant emphasised the role of the mentor in building up a relationship with a mentee that could lead to the mentee taking more of an initiative to seek out the support required:

The relationship is very important, the mentor realising how much you need and you realising where you need to go to get your information and actually being prepared to push it. (Dan)

A school employing teachers without teaching qualifications, in subjects where there is a lack of teachers, opens up a whole new dimension of mentoring support. Athanases et al. (2008, p.744) suggest that 'support is even more critical for teachers hired without teacher education or adequate preparation'. The view of some of the participants was that there is an assumption among those who employ unqualified teachers that these teachers will cope with the same provisions, in terms of a reduced timetable and an assigned mentor, as is given to NQTs. The reader should bear in mind though, that NQTs spend their first year of teaching with formalised support in that they need to provide evidence that they are making progress in the teaching standards, culminating in three assessments that are submitted to a teacher induction panel. An unqualified teacher may only be provided with informal support, which may take on more of a significant role when things go wrong in the classroom. Some participants though, felt that those employing unqualified teachers were not making a mistake, but

that they were doing it for the good of the school and, in their eyes, they saw the great potential of that new teacher.

The significant issues emerging here are, amongst many others, what structure may be or may not be in place at a school that employs an unqualified teacher? What are both the advantages and disadvantages in employing a subject specialist without a teaching qualification as opposed to a qualified teacher with a weaker subject specialism? Does a new and unqualified teacher need significantly more support in their first year than that of an NQT and if so, who provides this support? Some of these issues come across very strongly in the following participants' views on employing an unqualified teacher:

I think it is sad and difficult all-round when somebody is taken on as an unqualified teacher. For example we have a fantastic structure in place for an NQT but almost no structure in place for an unqualified new teacher and yet who needs it more? There are no systems in place for that, the school has got a duty of care. (Brad)

I think that particularly, sometimes in some of the shortage subjects, it can work to your advantage because the experience that people who want a career change and have the responsibility of families and a mortgage, cannot afford to take a year out and would be very good teachers.

Often in subjects like physics where there is a shortage of those teachers anyway, so it can work to our advantage but to do it, you do it at your peril because there is an assumption that these people have the skills that the rest of us took a whole academic year to develop, and that's a poor assumption. (Alan)

Alan suggests that there are teaching skills that take time to develop and the best provision for this may be in ITT. I wonder if Alan feels there is a diminishing of teacher professionalism when it is assumed that new and unqualified teachers can perform to the same high standard of a trained teacher. One question to be asked here is that, apart from employing a rare subject specialist, are there any other advantages to employing an unqualified teacher? There was one strong suggestion by a participant that new and unqualified teachers were taken on to boost the profile of the school:

...if people are allowed to employ teachers without a teaching qualification then they will do because it looks very impressive on the school's profile if they have got people from Oxford, Cambridge, doctors... (Carl)

But this came with a strong warning:

Unless you give these new staff the proper time they will never reap the benefits, they get disillusioned about what is happening to them because they think the school does not really care, and then you might lose a potentially fantastic teacher. So then if you want your school to be fantastic and you want great teachers, you have got to invest, and that means time and energy and people and resources. But if you don't use the experienced teachers who you have got to help people coming in then you risk losing some very good people just because you can't take the time out to help them develop and that should be our job. (Dru)

Whether a new teacher has had formal teacher training or not, they all require mentoring support that is tailored to their needs and most importantly requires the flexibility of time. Bespoke Mentoring may require an *extended period of time* when regular support continues into the second or third year of a new teacher. This is apart from the fact that mentoring needs to be *ongoing* throughout the first year, not just for the first six weeks. It is important to get support *at every stage* of the new teacher's first year, and this may need to go on in subsequent years as well. Tailored mentoring support could include cross-curricular support. A teacher from a different subject area, particularly gifted in supporting other teachers, may bring with them a wealth of knowledge and professional experience. New teachers in

small subject departments may also benefit greatly from cross-curricular support.

Personalised or *Bespoke Mentoring* and a Culture of Support within the context of *Getting Teachers to be the Best they can Be*, could have a positive effect on maximising the potential of all teaching staff within a school. *Closing the Gap between Strong and Weak Teachers* may lead to a greater teaching coherence in amongst the staff.

5.5 Conditional Matrix and Emerging Substantive Theory about Mentoring Practices within an Independent School

Up until this point my research questions have been grounded in my initial research methodology, which was ethnographic in nature. My questions called for an analysis of how the organisational culture of an Independent Secondary school influenced the formal and informal mentoring of new teachers. They also asked for an examination of the extent to which teachers saw it as part of their professional role to mentor new-to-teaching colleagues. Furthermore an exploration of the actual support that experienced teachers provided for their new-to-teaching colleagues was required in order to answer the questions. However, the shift from an ethnographic case study toward a grounded theory methodology, as described in Chapter 3.3, has allowed for an unexpected emphasis on a theory of what an integrated teacher culture, where new teachers are fully supported at the start of their career, would look like.

My grounded theory approach has allowed me to delineate the features, valued by the participants that contribute towards teacher professionalism within an integrated culture. The Conditional Matrix within this fifth subsection, grounded within the research setting, provides a visual and theoretical answer to this emerging fourth research question: What would an integrated teacher culture, where new teachers are fully supported at the start of their career, look like? In Chapter 6, I go on to provide some professional recommendations in direct response to this research question.

I have used the main features of the story line to develop a Conditional Matrix (see Figure 5.1) (Scott, 2004).

Conditional Matrix of Teacher Professionalism within an Integrated Culture

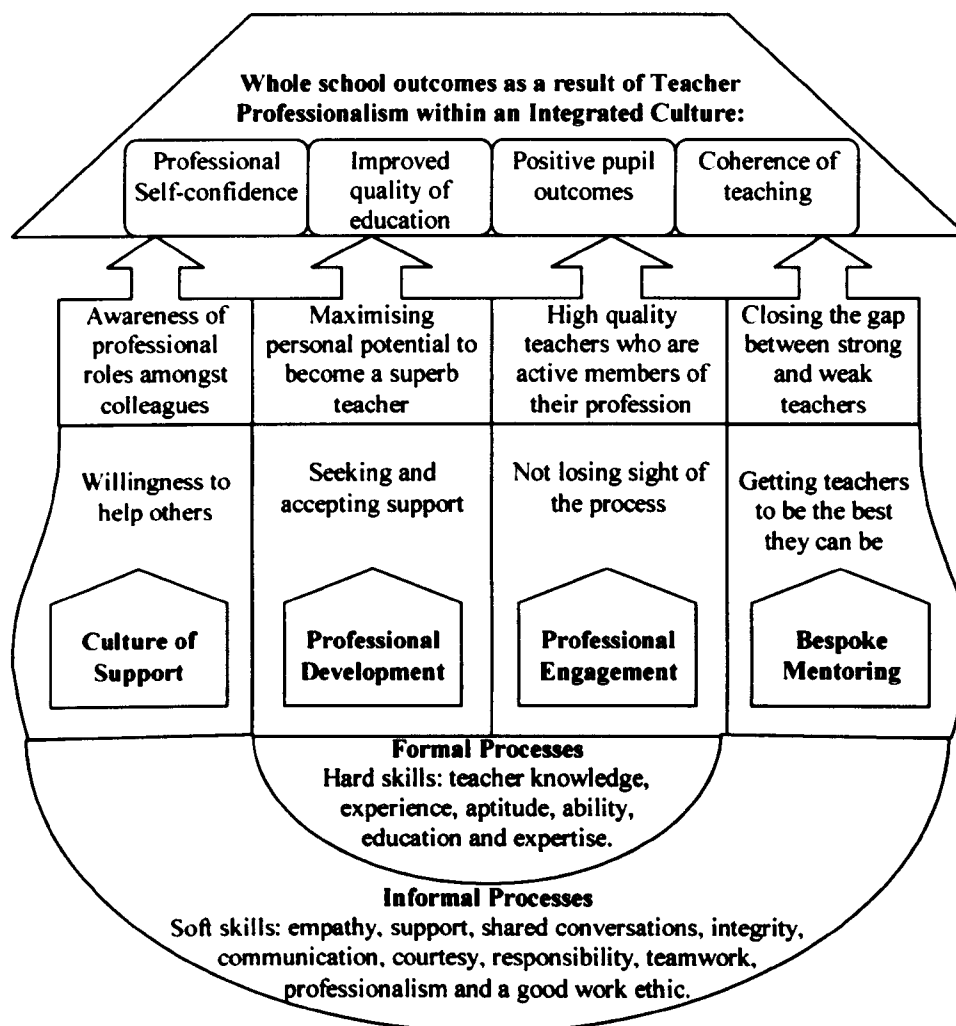


Figure 5.1: Conditional Matrix of Teacher Professionalism within an Integrated Culture

Using the story line and the resulting Conditional Matrix as a guide, I stepped 'back again to weave a story at a higher level of abstraction, integrating structure and process in a single statement' resulting in the emergent substantive theory (Scott, 2004). This thesis of Mentoring within an Independent School: Teacher Professionalism Explored advanced a theoretical position that an awareness of the mentoring aspect of a teacher's

professional role sustains a supportive and integrated culture, where teachers take collective responsibility for all pupils' learning through a dynamic process of Professional Engagement.

The Conditional Matrix (see Figure 5.1) is a pictorial representation of a school, a place where pupils feel protected and nurtured to be the best they can be, by teachers and support staff who all play an imperative professional role in this process. The central strong foundation of teacher professionalism, in order to generate the desired positive outcomes for all pupils, requires the formal processes of Professional Development and Professional Engagement. These processes integrate hard skills such as those often appearing on a teacher's Curriculum Vitae. These include knowledge, experience, aptitude, ability, education and expertise (Robles, 2012). Without these hard skills to start off with, a school would be a very unstable place indeed. Secondly, this central hard foundation is encircled and bookended by the informal processes of a Culture of Support and Bespoke Mentoring. These processes involve soft skills, often emerging through the interview of a prospective new teacher as well as the interaction between teachers on a daily basis within the school. Soft skills include empathy, support, shared conversations, integrity, communication, courtesy, responsibility, teamwork, professionalism and a good work ethic (Robles, 2012).

The contexts of these processes and the modes for understanding the consequences become the pillars that hold up the roof of the school. The

roof protects those who are under it from external elements, but more importantly in this study, everyone involved in the education of pupils work under the same roof of Teacher Professionalism as part of an Integrated Culture.

Positive gains for teachers include:

- **Professional self-confidence:** Here both mentors and mentees reap the benefits. Through positive and proactive mentoring relationships, teachers develop both a ‘conscious awareness of the craft of practice’ as well as the ‘ability to articulate that knowledge’ (Chitpin, 2010, p.226);
- **Maximising personal potential to be a superb teacher:** Flores (2006, p.2023) describes how the intense learning that takes place by a teacher in their first year of teaching ‘impacts the ways in which professional identity is (re)constructed as teachers’ beliefs, values, and perspectives are revisited and challenged against the powerful influences of the workplace’;
- **More coherence in teaching by closing the gap between weak and strong teachers:** An integrated teacher culture has the potential to ‘be a powerful force in creating expectation and shaping behaviour and in influencing an individual’s commitment, satisfaction, productivity and longevity’ within a school (Fabian and Simpson, 2002, p.119).

Positive gains for pupils include:

- Enhanced education for all pupils: As teachers work together through constructive mentoring relationships and Professional Engagement, then over time and from their own experiences, they improve their craft of teaching as well as their approach to their practice of teaching with the optimistic outcome of transforming the education of their pupils (Gilles and Wilson, 2004);
- Positive pupil outcomes: One could argue that this is a significant factor as to why parents make financial sacrifices to send their children to Independent Schools. On one hand this puts a certain amount of pressure on Independent Schools to employ the best qualified teaching staff they can (Green et al., 2008), but as this study has indicated, the best qualification does not necessarily make the best teacher.

As a result teacher professionalism within an integrated culture, driving Professional Development and engagement, and utilising a Culture of Support and Bespoke Mentoring, leads to positive outcomes for both teachers and pupils, as well as a strong school. One of my colleagues suggested that the Conditional Matrix represented Noah's ark, highlighting the fact that we are all in it together.

Chapter 6 CONCLUSIONS, PROFESSIONAL RECOMMENDATIONS AND IMPLICATIONS FOR PRACTICE

6.1 Conclusions

The aim of this research was to investigate how experienced teachers, within an Independent Secondary School setting, with a view to maximising the effectiveness of learning opportunities for all pupils, support those who are new to the profession. In order to achieve this aim, my research questions asked:

1. How does the organisational culture of an Independent Secondary School influence formal and informal mentoring of new teachers?
2. To what extent do experienced Independent School teachers see mentoring their new colleagues in the classroom as part of their professional conduct and development?
3. Within an Independent School, what is the support provided by experienced teachers who have not been assigned formal mentoring roles?

Out of the data a fourth research question emerged and was answered:

What would an integrated teacher culture, where new teachers are fully supported at the start of their career look like?

Data was collected through two phases. The first phase, between July and December of 2010, included five in-depth interviews with open ended questions and one focus group with the transcribed data totalling around 23,000 words. The second phase, between November and December of 2011, included four interviews with open ended questions, with the transcribed data totalling around 10,500 words.

As explained in Chapter 4, this research was undertaken by applying a 'complex methodology' of grounded theory to the multifaceted world of formal and informal mentoring practices (Corbin and Strauss, 2008, p.8), in order to generate a substantive theory about mentoring practices within an Independent School from the data collected. The detailed analysis was divided into two parts. First, I made use of a Conditional Relationship Guide (Scott and Howell, 2008) which contextualised the central phenomenon of *Teacher Professionalism within an Integrated Culture*. Through this, structure was related with process, encouraging core categories to emerge (Scott, 2004). Comparative analysis was enhanced via a Reflective Coding Matrix (Scott and Howell, 2008). This captured the higher level of abstraction that was necessary to lead to theory generation (Scott, 2004). I then wrote a story line in Chapter 5, out of the substantive grounded theory, and used this analysis of the data to develop a Conditional Matrix (see Figure 5.1), culminating in a substantive theory about mentoring practices within an Independent School. What follows now are conclusions, professional recommendations and implications for practice, based on my data.

Once identified, I kept the core category of *Teacher Professionalism within an Integrated Culture* at the heart of developing a theory. Ball (1995) describes educational theory as a vehicle for exploration and thinking otherwise, 'to de-familiarise present practices and categories, to make them less self-evident and necessary, and to open up spaces for the invention of new forms of experience' (p.266). In the spirit of Ball's description of a theory, and based on the substantive theory developed out of the study, I suggest that the results of this study indicate that the mentoring of a new teacher realises greater benefits when it falls under the umbrella of teacher professionalism within an integrated culture.

Teacher professionalism embraces both Professional Development and Professional Engagement. Professional or staff development needs to be an ongoing and reflective process that includes both formal and informal learning processes in order to enhance the knowledge, understanding and skills of each teacher within a school (Bubb and Earley, 2009). Professionally engaged teachers spontaneously support and help their colleagues to be more successful in their teaching (Becker and Riel, 2000). An integrated school culture is one where opportunities are created and facilitated for teachers to help and support one another and where collective responsibility is taken for the positive outcomes of all pupils (Kardos and Moore Johnson, 2007). Rogers (2006) describes these integrated cultures as 'consciously supportive' (p.163). He suggests that this conscious support calls for a school leadership who espouse and model values of support and respect. He encourages supportive school structures and processes that

enable teacher support. Thus, without the threat of being perceived to be professionally weak, an environment where teachers feel confident about sharing their strengths and weaknesses with each other is created. This idea resonates with the voices of my participants who spoke about vulnerability on a number of levels. Both experienced and inexperienced teachers may feel vulnerable when they open up the doors of their classrooms to their colleagues. Tickle (2000, p.110) describes a 'culture of privatism' where 'teachers prefer to keep their practices hidden from public view'. He suggests that this may be as a result of a teacher having either a 'lack of confidence in those who observe their practice, or in their own capacity to describe and justify classroom processes'. An integrated culture reduces the 'norms of privacy and autonomy' found in veteran-orientated professional cultures and encourages a 'pervasive mode of professional practice' where teaching and learning are the main focus of supportive mentoring relationships (Kardos and Moore Johnson, 2007, p.2087ff).

Mentoring can certainly have a positive effect on 'all elements of schooling, teaching, and learning, retaining teachers and guiding them to improve teaching and learning' leading to greater student achievement (Athanasos et al., 2008, p.744). Adding to this, some of the positive outcomes of mentoring, in this thesis, include professional self-confidence, a greater coherence in teaching at a school, and an enhanced education for all pupils, leading to positive pupil outcomes (see Figure 5.1). But developing or enhancing a mentoring culture in any school is a very slow process. In discussing my developing theory with a colleague, they said that changing a

culture was akin to a tsunami. Very slow to start off with, but it has the possible 'swollen wave action' of making significant and permanent changes to the whole culture of an institution. There is an inherent risk though, of wasting time and money especially within an Independent School setting, if any form of professional development is not done well (Bubb and Earley, 2009). Therefore a significant amount of time and thought must go into plans to enhance or change the mentoring culture within a school.

The emerging substantive theory indicates that first, when teachers show a willingness to help their colleagues, they are showing an awareness of their professional role. This professional awareness sustains the process of a supportive culture (see Chapter 5.1).

Second, when a teacher makes it a priority to seek out and accept help from their colleagues, they are maximising their personal potential to be a superb teacher through the process of Professional Development (see Chapter 5.2).

Third, when teachers do not lose sight of the process of education, in other words the reason they are school teachers in the first place, they will be well on their way to becoming high quality teachers who are active members of their profession. They will be dynamically involved in the process of Professional Engagement, where they feel responsible for the progress of all pupils within a school and not just those in their own classrooms (see Chapter 5.3).

Last, if mentoring teachers is one way in which we can get teachers to become the best teachers they can be, then we begin to close the gap between weak and strong teachers. This process of personalised or Bespoke Mentoring ensures that teacher professionalism is realised within an integrated culture, the core category of this research. Kardos and Moore Johnson (2007) argue that within an integrated culture there is a collective responsibility for all pupils' learning, where teachers collaborate and help each other achieve this purpose. They promote a collaborative interaction that takes place within a Culture of Support, enabling teachers to thrive (see Chapter 5.4).

In Chapter 4, I grouped these processes into two distinct areas. I suggested that Professional Development and Professional Engagement could be seen as structural or directed, involving hard skills that include a teacher's knowledge, experience, aptitude, ability to do something well, education, work experience, and level of expertise (Robles, 2012). I also suggested that these two central processes are bookended by a Culture of Support and Bespoke Mentoring which can be seen as more informal in nature and rely on interpersonal soft skills, and include empathy, support, shared conversations, integrity, communication, courtesy, responsibility, professionalism, teamwork and a good work ethic (Robles, 2012). I would therefore argue that the processes of Professional Development and Professional Engagement could be seen as formal in nature while the processes of a Culture of Support and Bespoke Mentoring are informal.

I argue that it might be possible to address Professional Development and Professional Engagement through some form of structural support. This structural support could start by assessing the needs and previous experiences of both the mentor and mentee. Mentors should be given time to evaluate their mentee and further time to discuss what they have discovered with an Induction Co-ordinator or teacher with direct responsibility for mentoring at the school (Barrera et al., 2010). Mentors should be given enough guidance and training, with well defined goals, in order to encourage a positive and productive relationship between themselves and their mentee (Barrera et al., 2010). Barrera et al. (2010) strongly encourage enough structured time for lesson observations, feedback from these observations and professional discussions. They also suggest that mentoring programmes should be continuously evaluated and improved.

Jones (2009, p.15ff), identified some discrete areas for mentoring training and development through their survey of 282 participants across 12 countries. With respect to mentors mentoring mentees, these include:

- Acquiring a generic understanding of the principles of mentoring;
- Developing a critical awareness of emerging issues;
- Enhancing techniques employed in monitoring, evaluation and assessment;
- Developing strategies for self-evaluation of classroom practice;
- Providing mentees with opportunities for collaborative learning;

- Enhancing organisational, communication and interpersonal competence.

A Culture of Support that makes provision for bespoke or individualised mentoring is difficult to assign a formal structure to. One of the reasons for this is that a Culture of Support calls for an integrated or collaborative teacher culture within a school; and Bespoke Mentoring often develops out of a mentor assessing and meeting the mentoring needs of a mentee on a daily basis. Ongoing professional dialogue between colleagues can also be seen as a positive approach towards mentor support and is inherently informal in nature (Jones, 2005). But in order to assist in the development of an integrated culture, that encourages ongoing mentoring, it is necessary for established teachers to overcome or set aside any feelings of being threatened, due to the ‘high expectations, enthusiasm and commitment’ of the new teacher (Jones, 2005, p.518). Chitpin (2010, p.230), along a similar theme, describes how ‘sometimes reflection leads teachers to uncomfortable awareness’ where the experienced teacher needs to address their own Professional Development as well. Jones (2005) also produced evidence that new teachers face barriers to collaboration in the form of informal mentoring support with more experienced teachers, due to these teachers’ busy workloads and the demand placed on them for raising the standards of teaching and learning. In her conclusion, which resonates strongly with my own professional experience, as well as that of my participants. Jones (2005) suggests that the quality of support for NQTs is often restricted to structured forms of support, such as the technical and professional domain

of teaching. She also warns that since the informal aspect of mentoring is difficult to identify, it therefore relies largely on the goodwill and professionalism of individual staff.

Sometimes this goodwill and professionalism may be significantly called upon when mentoring a new and unqualified teacher, as can be the case in schools that employ teachers without formal teacher qualifications. Since the literature in this area is extremely scarce, I also looked at those teachers who choose to come into teaching via the Schools Direct Training Programme (DfE, 2013a) or Teach First (DfE, 2013b), which are described as employment-based routes into teaching. An assigned mentor to any one of these teachers will require adequate training, experience and allocated time. It is still possible though, that some of these mentors may not have the experience or time to fully support such a teacher.

In their investigation into whether new teachers on the Graduate Teacher Programme (GTP), which is one of the suggested routes for the Schools Direct Training Programme, are provided with opportunities for education in professional values, Mead (2007) argued that trainees felt that the analysis of their initial needs was only adequate. Mead (2007) concluded that there needs to be a strong coherence between the initial needs of the new teacher, an individualised training plan and mentor training, well in advance of the induction period.

In comparing the university based PGCE with the school based GTP, Smith and McLay (2007) reported that their respondents on both programmes indicated a need for more mentoring in general. But, in particular, GTP trainees noted that their mentors were either too busy to meet with them regularly or were unclear about their role. It is of some concern that there are mentors that may not take their roles seriously. This attitude may arise when teachers do not view their mentoring roles as valuable Professional Development, in terms of future promotion within their careers (King, 2004). Within the research setting for this thesis, assigned mentors might be inclined to provide the minimum of support in order to facilitate a successful induction year for their NQT. From personal observation I would say that it is rare for an assigned mentor to go beyond what is required of them, purely because of a lack of allocated time and financial reward, or the status of a title.

Some schools though, may have no choice but to employ a subject specific teacher without a teaching qualification. These new teachers may have to overcome greater professional challenges than those of their trained colleagues, and therefore may need 'high quality support and mentoring' to ensure they flourish and remain in the profession (Strong, 2005, p.182).

6.2 Professional Recommendations

There is often an unarticulated assumption amongst parents, that Independent Schools make it a priority to provide high quality professional

teaching in the classroom. Professionalism implies that teachers have acquired a certain measure of professional knowledge (McIntyre and Hagger, 1992), in order to maximise opportunities for all of their pupils. McIntyre and Hagger (1992, p.273) cite Schön (1983), when describing how this professional knowledge is gained in subtle ways and is called 'knowledge in action' and 'reflection in action'. Much time could be spent exploring the concept of professional knowledge but it goes beyond the boundaries of this research. But with this in mind, it is imperative that mentoring programmes necessitate a 'coherent structure to enable mentors to guide new teachers in reform-minded, standard based, and critically reflective practice to meet the needs of all learners' (Athanasios et al., 2008, p.745). These values resonate with Independent School cultures, where parents invest financially in the education of their children and at times expect a visible return for their money, in terms of delivering a good education (Jackson and Bisset, 2005), as well as providing for and meeting individual needs (Personal Observation). Bassett (2011) encourages this integrated approach in Independent Schools, where a 'mature, integrated, team-based, mentor-driven professional development' programme is in place (p.2). The worst case scenario for a new teacher, is when they are 'often left on their own to succeed or fail within the confines of their own classroom – an experience likened by some to being 'lost at sea'' (Ingersoll and Smith, 2004, p.28). Hargreaves and Fullan (2000, p.52) suggest that 'all teachers are more effective when they can learn from' and are 'supported by a strong community of colleagues', Whitelaw et al. (2008, p.30) liken this to an 'authentic support structure – a true community'.

I am arguing therefore, that one of the positive ways in which the needs of pupils can be met is firstly to ensure that the needs of all new teachers to a school must be both assessed and met. Assessing and meeting the needs of a new teacher may seem like an idealistic notion at first, but if scant attention is paid to them then the school could potentially find itself with teachers who are working in isolation, and isolation could lead to stress and feelings of lack of support, or a reduction in the provision of opportunities for professional development (Rogers, 2006). Tickle (2000, p.8) suggests that 'knowing the detail of an individual new teacher's knowledge, experience, capabilities and fit for a particular job', in order to identify what positive contributions can be made from the start, as well as to areas that require professional development.

My professional recommendations attempt to address the most important aspects of supporting a new-to-teaching colleague within my own research setting, while remaining transferrable to other schools.

Informal Mentoring within a Formal Structure

First I will take some time to explore the nature of informal mentoring but driven by a formal structure. Athanases et al. (2008, p.745) use the term 'generic mentoring scaffolds' that have been adapted to local contexts as a way of seeing the formalised side of mentoring. They warn against using forms and tools in order to scaffold mentoring and new teacher learning. Forms could include a set of materials that mentors and mentees work

through together. Tools for mentoring could be taught by outside agencies, unfamiliar with the school setting. If the scaffold becomes too generic then there is a loss of sensitivity to individuals, their contexts, the mentor training needs of new and veteran mentors and mentee needs in individual classroom settings (Athanasos et al., 2008). There seems to be a contradiction here in that the scaffold, normally perceived to be strong and supportive, should be flexible in nature, at least to start with. I will however go on to explain that once it has been determined what the individualised needs of both mentor and mentee are, then a robust and extremely useful scaffold for mentoring support can be constructed. This mentoring support advocates a model of constructivist professional development, typified as fluid and systemic in nature, thereby creating a sense of professionalism when combining the contributions made by the mentor, mentee and Induction Co-ordinator when constructing this scaffold (Pitsoe and Maila, 2012).

Fabian and Simpson (2002) explore the idea of an informal induction process, without written guidelines, running parallel with formal support. They include guiding a new teacher to become enculturated into their new school, citing one of the main benefits being creating trust, which is needed for teamwork and collegiality, as well as allowing for opportunities for discussing any apparent professional failure. They link successful induction of new staff to both formal and informal interactions, and suggest that each programme for induction should be carefully and individually tailored. Williams et al. (2001) collected evidence in their research, from NQTs, that suggested strong links between professional growth, personal satisfaction,

ongoing development, enjoyment and working in collaborative cultures. They suggested that a collaborative culture provides spontaneous support in the form of informal, unplanned, unpredictable developmental activities, with professional discussion being the 'most powerful developmental tool' (p.265).

If we assume that a school has an NQT Induction Co-ordinator, or a teacher in charge of new staff induction, then this member of staff would need to play a significant role in the provision of a flexible and individualised induction programme. The individual needs of new staff would need to be taken into account in order to provide for support, training and career development (Fabian and Simpson, 2002). One aspect of this provision could include matching the new teacher with the correct mentor as well as constructing a scaffold in order to meet the individual needs of both the mentor and mentee. For the purpose of this discussion I will call this person the Induction Co-ordinator.

It would seem that for the Induction Co-ordinator to create a formalised structure of support, they should be involved in employing new teaching staff from the start. They could possibly play a role in the interview process when taking on new staff, in order to gain an initial insight into the needs of each new teacher. This would be especially important when taking on a new teacher without a teaching qualification. Barrera et al. (2010) identified a danger in employing an unqualified teacher, such as a perception amongst the established teachers at a school that an unqualified teacher may not stay

in the profession for long. If what they suggest can be generalised to schools employing unqualified teachers then there could be the chance that some of these teachers experience less than adequate mentoring support by the school and assigned mentors. Being involved at the point of employing new teachers could also give the Induction Co-ordinator an excellent insight into the needs of all new teachers at the school, as well as provide quality assurance (Barrera et al., 2010).

Following on the process of taking in new staff, the Induction Co-ordinator should be involved in the decision of assigning a mentor for each freshly employed teacher, in order to ensure a sensitive match; this includes both experienced and inexperienced new teachers (Bush, 2009). This process cannot be taken lightly or for convenience sake, in that we cannot make the assumption that good teachers, and even HODs, automatically make good mentors and therefore need little instruction (Athanasas et al., 2008, Barrera et al., 2010). Mentors require much preparation. Flores (2006) describes the induction phase of a new teacher as complex and unique, and the quality of support at this stage could potentially shape their professional identity.

The Induction Co-ordinator may have knowledge of how certain teachers have fulfilled their roles as mentors in the past. As a result they may be inclined to either re-train or avoid mentors who only nurture and support but offer no critical reflection, or mentors who offer strong views about teaching with very little support. Induction Co-ordinators may be inclined to choose mentors with more of a collaborative approach who combine

challenge and support to empower the new teacher as they learn to teach (Butcher, 2003). Forsbach-Rothman (2007) takes this idea further by suggesting that mentors who do not receive adequate mentoring training, have an inclination to act in an authoritarian manner, undermining the credibility of the new teacher in the classroom. Van Velzen et al. (2009, p.71) describe mentoring as one of the 'crucial cornerstones of induction' that fails when its sole purpose is merely to 'provide answers and transmit the routines'. Most importantly, if mentors are randomly chosen for convenience sake, without the necessary training support in place, then there could potentially be a qualitative difference in the mentoring support offered to new teachers (Wang et al., 2008).

There would obviously be a significant difference between the support given to an NQT, and that of a new and unqualified teacher. As a result, the scaffold for each new teacher and their mentor would look very different, but be bespoke to them. Butcher (2002) rightly encourages mentoring that is appropriate to the mentee's needs and something that should be negotiated between mentor and mentee. Out of this information and a tacit knowledge of pupil needs at the school, a scaffold of formalised support can be constructed by the Induction Co-ordinator. Before the start of a school year, the Induction Co-ordinator should assess the support that needs to be given to both mentor and mentee. In order to support the new teacher I recommend that the Induction Co-ordinator has:

- Met the new teacher during the interview, either through being involved in observing lessons, the process of interviewing or by introduction;
- Access to the application documentation submitted by the new teacher;
- Been involved in a discussion with the Head Teacher about the possible strengths and weaknesses of the newly employed teacher;
- Been part of the discussion at which a mentor is chosen for either the NQT or unqualified teacher.

This could be followed by the introduction of a questionnaire for both the new teacher as well as the assigned mentor (see Appendix 16). These questionnaires could determine:

- Whether the mentor has volunteered for or been assigned the mentoring role. This could be potentially important in determining the level of professional engagement of the mentor;
- Whether the mentor has had any previous experience of mentoring, or has had training for mentoring. Here would be an opportunity for the Induction Co-ordinator to assess what the mentor sees as their role and priorities in the mentor-mentee relationship;
- The extent of the mentor's own personal belief in an integrated professional culture.

These questionnaires could also determine whether the new teacher:

- Has had any previous positive or negative experiences of mentoring, which may influence their new mentor-mentee relationship and determine their future expectations of this relationship;
- Has any pre-determined expectations of the roles and responsibilities of their mentor, as well as the extent of the initiative they may need to take in order to ensure their progress in their first year of teaching;
- Has a capacity for self-reflection, through their ability to consider their own strengths and weaknesses, what type of teacher they would like to become and what they see as the priorities in their own professional development.

Figure 6.1, adapted from Athanases et al. (2008), illustrates the process of developing a scaffold for mentoring support and includes the realms of Bespoke Mentoring, Professional Engagement, Professional Development and a Culture of Support.

The Induction Co-ordinator is primarily responsible for constructing the scaffold for the mentoring support of new teachers to a school. The main purpose of this scaffold is to support the needs of the mentor, and could potentially act as a vehicle for 'metacognitive conversation concerning mentoring', with the outcome of adding to the professional development of those teachers taking on a mentoring role (Gilles and Wilson, 2004, p.96). Both Hobson et al. (2009) and Ingersoll and Smith (2004) support the

concept that the preparation of mentors should be seen as a priority amongst school leaders and those with senior mentoring positions.

Development of a Scaffold for Mentoring Support

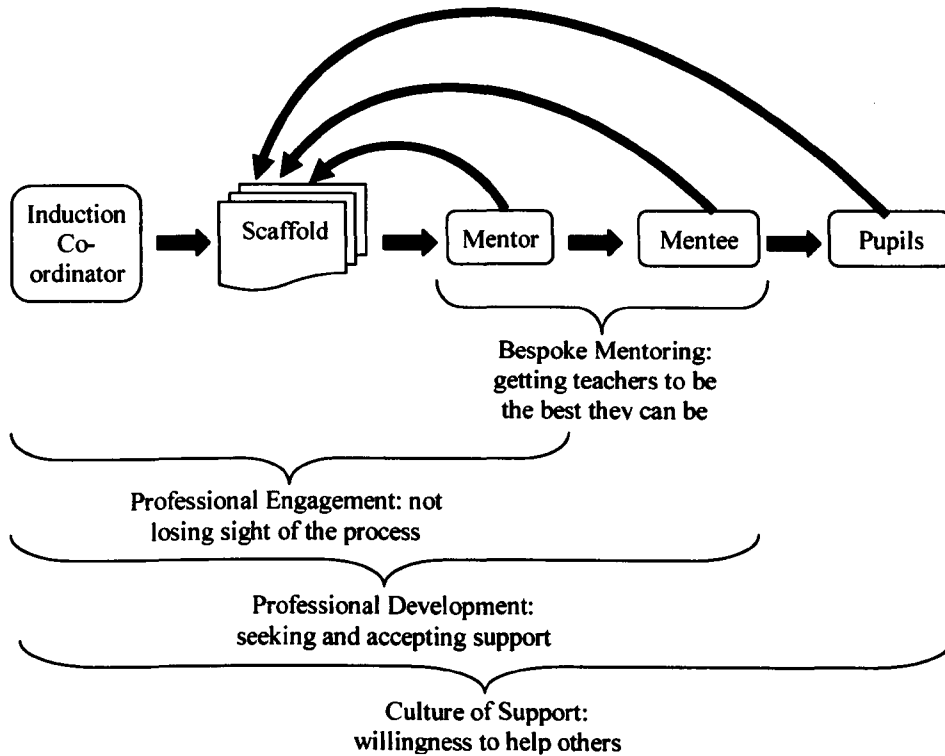


Figure 6.1: Development of a scaffold for mentoring support

Constructive planning for the mentor role and the time spent with mentors will in turn ensure that mentees are well supported, with the ultimate aim of meeting the diverse learning needs of pupils through excellent teaching on the part of the new teacher. The reverse arrows on the top of Figure 6.1 show that the development of the scaffold may be iterative in that the mentor, mentee and pupils inform and reshape the scaffold.

Athanases et al. (2008) discovered that this iterative process involved, amongst other things, mentor self-reflection, surveying, interviewing and observing new teachers and the learning styles of pupils. I have added the four processes of a Culture of Support, Professional Development, Professional Engagement and Bespoke Mentoring that have emerged from my research in the bottom half of Figure 6.1.

The informal aspect of new teacher mentoring is difficult to define. It certainly involves a tremendous amount of professional discussion between the new teacher and other teaching staff. The more collaborative the teacher culture at a school, the greater the quality and quantity of informal professional discussions taking place (Williams et al., 2001). The Induction Co-ordinator has the potential to encourage greatly a culture that is 'spontaneously collaborative', specifically within the subject department of the new teacher (Williams and Prestage, 2002, p.44). This could be done by meeting with either the HOD or the whole of the subject department, to investigate whether such a culture exists, and if not, to expound the significance of such a culture for opportunities of informal, spontaneous and development opportunities for new teachers entering that department (Williams and Prestage, 2002).

At this point these professional recommendations could consider specific types of mentoring relationships which may realise professional development benefits for both mentors and mentees which could, in turn cultivate a mentoring culture at the school. McIntyre and Hagger (1992)

describe how the joint planning of lessons as well as collaborative teaching between mentor and mentee can be a 'fruitful means of sharing craft knowledge' (p.272). They also place much value on detailed, but often neglected, post lesson observation discussions as these lead to 'many teachers beginning to articulate their craft thus leading to the development of a professional craft (p.273). Out of their research, much of what Hobson et al. (2009, p.212) have identified as effective mentoring resonates with this idea of spontaneous collaboration by the way in which they encourage the informal side of mentoring. They have listed approaches that include:

- Psychological and emotional support;
- Having regular meetings with mentees and being available for informal discussions;
- Allowing mentees a degree of autonomy in order to develop their own teaching styles;
- Lesson observations of both mentors and mentees with post-observation discussions;
- Mentors sufficiently challenging their mentees to delve deeper into self-reflection about teaching and learning.

Most of the points listed above are informal in nature, but might be neglected, or not take place, if there is no structure or scaffold in place to guide this support. One of the main reasons for this is that the informal support goes beyond the statutory requirements for NQT induction (Williams et al., 2001, DfE, 2012d, DfE, 2012e).

6.3 Implications for Practice

In their observations on the influence of research on teaching practice, which has become an ideal scenario for my research findings, Ratcliffe et al. (2005, p.183) conclude that ‘If research findings are to make an impact on classroom practice, our study suggests that they need to fulfil the following criteria:

- *Convincing* findings - i.e. appearing as common to different contexts and from studies with clear, rigorous methods - which
- *resonate* with or acknowledge teachers’ professional experience in their
- *translation* into practical strategies for classroom practice and
- are widely disseminated through *professional networks*.’

Green et al. (2008) argue that despite the fact that Independent Schools in England achieve academic excellence due to a wealth of resources, there is a growing requirement to maintain and enhance this academic excellence by providing better qualified teaching staff. The data in this study has shown that enhancing pupil outcomes is not all about teachers with excellent qualifications, despite Independent Schools raising the quality of education as a result of being able to attract high quality teachers, especially in shortage subjects such as maths and the sciences (Green et al., 2008). The data, obtained from Independent School teachers, implies that good teachers require a mix of good subject knowledge, an understanding of the school

curriculum and the ability to teach their subject well. Therefore all new teachers at a school should be exposed to a good mentoring programme that is carefully and sensitively organised. The over-arching structure should include a mentor with close proximity to their mentee, common freed-up time in order to encourage regular meetings, reduced workload for the mentee and the provision of orientation for both mentor and mentee (Barrera et al., 2010). This orientation can be provided in the form of a bespoke scaffold produced by the Induction Co-ordinator, in order to support the mentor-mentee relationship and provide a platform for professional development and professional engagement. This idea can be generalised for all types of schools where newly qualified or new-to-teaching teachers are employed.

My findings certainly resonate with my own professional experience as a teacher, Head of Year, mentor and NQT Induction Co-ordinator. Sometimes, as a teacher, I get totally wrapped up in the progress pupils are making in my own classroom. This process takes up considerable amounts of time and energy, reducing professional engagement, where I fail to notice what is going on in the classroom of a colleague. My Head of Year role, on the other hand, involves high levels of professional engagement, an important requirement of this responsibility. In this role I constantly interact with other tutors and teachers in order to support the year group in my care, as best I can. My mentoring, on the other hand, has been somewhat of a contradiction at times. Although I see myself as proactive in providing mentoring support to my colleagues, I am also reactive in what support

needs my attention, often only responding to teachers who approach me for help. As an Induction Co-ordinator, I have been very much a facilitator, ensuring that NQTs meet the requirements for their induction year and that their mentors meet with them regularly. I have only responded to the needs of mentors and mentees as they have arisen.

In her study on the quality of research undertaken by classroom teachers, Brown (2005) cites Sanderson (2003), when suggesting that merely concentrating on 'what works' for practice is too narrow a view. Instead the researcher should seek out an appropriate course of action in particular circumstances. Brown (2005) is also very concerned about the lack of evidence of the quality of teacher research, in terms of the validity of the findings and causal explanations that emerge from the study. I have endeavoured in my research to carefully explain the context of the research and my own position in the research setting. As a result, any educator reading my research can make their own decision about the application of this research to their own context, as well as to its implementation within the setting of their own school.

For the wider dissemination of my research, it is possible to 'provide tentative hypotheses' that, as long as there is information about the context in which the work was carried out, teachers can share with others who may be working in somewhat similar circumstances (Brown, 2005, p.397ff). My first objective will be to seek approval from my Head Teacher to implement my findings within my own research setting. If there is a positive outcome,

then to share this with colleagues in similar positions at other schools, by making myself available to talk at the IStip NQT workshops, writing an article for the Times Educational Supplement paper and possible future contributions to the journals: *Mentoring and Tutoring* and/or *Teacher Development*.

Implications for the Research Setting

There is evidence from the data and literature, that school leaders such as the Head Teacher and SMT should play a significant role in considering how to 'engage experienced teachers in the sustained induction of new teachers and foster their professional growth' (Kardos and Moore Johnson, 2007, p.2102). Kardos and Moore Johnson (2007) take this idea further by suggesting that the SMT could be encouraged to authorise the expert teacher or Induction Co-ordinator to assume more of a proactive and leadership role in supporting new teachers. This leadership role could include the assignment of appropriate mentors, as a result of being fully involved in the recruitment process of new teachers. Kardos and Moore Johnson (2007) suggest that the influence of the SMT should not end with this step but that they should promote a culture of collective responsibility among their teaching staff, and for all pupils at the school, by modelling this sort of collaborative behaviour themselves.

Reflections on the values, challenges and generalisability of the professional recommendations

The research setting of an Independent Secondary School is a complex one in terms of the values held by the school leadership, teachers, parents and pupils. If the school values a caring partnership between all participants, with the aim of developing the potential of all its pupils, then the importance that the school leadership attaches to the mentoring support of new teachers to the school could reflect what they value most at the school. An example of this is when the leadership place a high value on the outcomes of teaching and learning and a lower value on the professional development of teachers. Teachers who place equal value on the outcomes of their pupils and their own job satisfaction could potentially become frustrated or dissatisfied with their jobs. The major challenge for school leadership would therefore be to facilitate Teacher Professionalism within an Integrated Culture, driving Professional Development and Engagement while utilising a Culture of Support and Bespoke Mentoring that leads to positive outcomes for both teachers and pupils, as well as a strong school.

All schools have similar structures in terms of the stakeholders and positive outcomes for pupils, thus the professional recommendation that someone should be taking a pervading role in the employment, integration and mentoring support of a new teacher is generalisable at any school. Too often, those who make the decision to employ a new teacher are not involved in the mentoring support of that new teacher, leaving gaps in the

support that should be provided for them at the start of their teaching careers. This becomes especially pertinent when that new teacher is employed without a teaching qualification. Two of my participants, employed in this way, indicated that they had not really thought about asking how they would be supported in the classroom at the start of their employment. They assumed that their needs would be catered for. I do not want to assume that schools do not support these new and unqualified teachers, but it may be an opportunity for a proactive approach that encourages all schools to re-assess their induction programmes for new teachers. This may start from the type of questions the SMT ask at interview, the extent to which they are involved in the mentoring of new staff to how they professionally develop their new staff throughout their first year of teaching and beyond.

I also see the value in all schools undertaking some sort of audit on the mentoring culture within the school. Structural collaboration that arises out of the proactive support of a new teacher has the potential to 'generate collaborative situations in unpredictable and unplanned ways' (Williams et al., 2001, p.265). Williams et al. (2001) describe how spontaneous collaboration exposes a new teacher to, what they see as possibly the most powerful developmental tool, that of professional discussions. For some schools, including Independent Schools, Free Schools and Academies in the post 2010 education era, this may require a significant, but worthwhile shift in their mentoring culture.

At the very end of my research, my supervisor made me aware of a European Union working document (EU, 2010), which describes all those involved in the support of a new teacher as actors. They question whether the roles of all the actors are clearly defined in a new teacher induction policy and encourage a new teacher to play a significant role in the design of their own induction programme. Although I have not had time to incorporate this document in my research, it certainly resonates with my recommendations on many levels and may therefore play some part in how I plan for 'practical actions' out of my research findings (Ratcliffe et al., 2005, p.183).

Reflections on the impact of the Anonymisation of the Participants

When I discussed my research design in Chapter 3 of this thesis, I described the challenges, disadvantages and advantages of taking on the role of practitioner-researcher within my place of work. I had to take care to ensure that the voices of my participants were heard while ensuring anonymity and confidentiality. In Chapter 4, I have described the roles of my participants and justified why I have approached them. But in Chapter 5 I have not referred to my participants as regards their position and qualified teacher status. I have used pseudonyms, and retained a reference to gender only.

All my participants were staff members at the school where I am a teacher. When gaining permission to use the school in my research, I informed the

main gatekeeper, the Head Teacher, that I would gain informed consent from all of my participants as well as maintain confidentiality throughout my research. Confidentiality implied 'not disclosing any information gained from an interviewee deliberately or accidentally in ways that might identify the individual' (Wiles et al., 2008, p.418). Evaluating the impact on the transparency of my research and professional recommendations as consequence of not identifying who the Head Teacher, Heads of Departments, NQTs and possibly most importantly, the unqualified teachers are, is difficult (Wiles et al., 2008).

However, taking on the role of practitioner-researcher and giving my participants an opportunity to talk freely about their experiences within the context of guaranteed anonymity might just have improved the quality of the responses to my questions (Reamer, 1979). This could have been particularly true for those participants who described the impact of mentoring support or the lack thereof on their experiences, without pointing a finger at particular colleagues or the school as a whole. Discussions around teacher professionalism in terms of mentoring support also involved participants talking about their colleagues and in particular their Heads of Department. Thus, participants provided a subjective perspective on the professionalism of their colleagues 'without their "owners"' informed consent' (Mannay, 2011, p.962).

Anonymising the participants was negative, in that I was not able to single out the experiences of the unqualified teachers from those teachers who

started their careers with more formalised support. But, by maintaining confidentiality I feel confident that I was able to create a platform for representing the voice of all of my participants while minimising apprehension and increasing the validity of their responses (Reamer, 1979).

6.4 Recommendations for Future Research

Given recent changes in education policy, the clear distinction between Independent Schools and some State Schools, particularly Academies and Free Schools, has become blurred due to the guidelines for employing new teachers. As a result it may become more important for these schools to share good practice in terms of how they provide for new teacher induction.

For further research, I suggest either case studies or large scale surveys across a number of Independent Schools, Academies and Free Schools in order to discover:

- The nature of mentoring support that goes beyond the statutory requirements for NQT induction. Do schools and/or Induction Co-ordinators merely follow the statutory guidelines for NQT induction or do they enhance this experience with more individualised programmes of support? If NQT induction is more individualised then it may be interesting to discover what and who drives this.
- To what extent an integrated teacher culture is both initiated and encouraged. Here it will be interesting to discover whether schools

have an awareness of the professional teacher culture within their institution, and if so in what ways they may be either changing or encouraging it.

- What provision is made for teachers without a teaching qualification starting at a school? Another question to be asked is whether the government provides guidelines to schools as to how these unqualified teachers should be supported.
- If schools 'have a very real accountability in supporting the newest and most vulnerable members of the profession' (Lovett and Davey, 2009, p.562), then how much provision for first year support is discussed at the point of interviewing the new teacher for the job? Do new teachers see it as a sign of weakness, to discuss their requirements for support during their first year of teaching, in case they diminish their chances of securing the teaching post? As an NQT Induction Co-ordinator, I often discover significant weaknesses in new teachers during their first term of teaching, which are oblivious to those that employed them. The danger with this is that the mentor spends a significant amount of time in the first year treating symptoms rather than dealing with the root causes.
- What preparations are put in place for successful new teacher induction? How do schools successfully induct new teachers in order to make the most of what they can potentially bring to the school, as well as maintain high levels of retention?

- What incentives encourage outstanding teachers to participate in more forms of professional engagement, such as mentoring new-to-teaching colleagues?
- Is there any link between being a good teacher and a good mentor? In other words, what aspects of the mentor's teaching experience play an important role in their ability to mentor well? Do all good teachers make good mentors?
- The way in which resources, such as teaching staff, time and money to support teachers in their first few years of teaching, are allocated, as well as how schools cater for those teachers who have specific mentoring needs.
- The perceptions of teachers who find themselves mentoring new colleagues, whether formally or informally, as well as the perceived needs of these new colleagues.

There may also be scope for testing out the findings of this thesis in Independent Schools, Free Schools and Academies, in the future.

Chapter 7 REFLECTIONS ON THE STUDY

In this chapter I will reflect on my study. I will discuss how the study has changed me in my professional life as a teacher and mentor, the problems I encountered, what I learned from them and the effect I may have had on my participants, and findings as a result of being an insider researcher.

7.1 Personal Reflection

There have been many times over the past three and a half years when I have wondered why I was putting myself through such a difficult, and at times, painful process of undertaking doctoral research, instead of just spending a little time reflecting on my own mentoring practices. Immediately before I undertook this research I had spent three years completing a Masters degree in Educational Leadership and Management with the Open University. On completion of the Masters degree, despite undertaking some small scale research on attitudes towards the subject of Physics and the nature of relationships between HODs and the SMT at my school, I still saw myself as a teacher rather than a researcher. However this educational doctorate has changed and developed my way of thinking about my role at my own school and about education itself. It has given me the opportunity to reflect critically on my role within the workplace, bringing issues to the surface that I was vaguely aware of in my daily routine (Burgess et al., 2006).

As a teacher, I am concerned about my own pupils and how to make sure that I get the best out of them when it comes to classroom participation and examination results. As a mentor, I am always proactive in ensuring that I give the kind of support to my mentees that I would have liked to have had in the early days of my own teaching career. As a small scale researcher though, I have had the opportunity of creating a platform for others to express their views and share their experiences. I have observed and analysed these experiences in order to link theory to my own practice as a mentor, as well as make professional recommendations which could possibly lead to the improvement and enhancement of all mentoring opportunities at my school. I concur with the findings of Ratcliffe et al. (2005, p.169), about whether teacher practitioners recognise and ‘make use of research findings in the course of their normal practice’? I know that in the future I will certainly make use of my findings in my own practice and the practice of others. I have also noticed a greater willingness on my part, to engage in critical self-reflection about my own practice when talking to my colleagues. I feel encouraged and empowered to incorporate part of my findings, in relation to the role of the Induction Co-ordinator, into my own practice.

I cannot claim that this research has helped me become a better teacher, but it has enabled me to become a better mentor and leader of mentoring. It has certainly created opportunities for me to become more sophisticated in the way in which I talk about teaching (Cain, 2009) and teacher development,

as well as create leadership opportunities for myself in terms of my role as the NQT Induction Co-ordinator at my school.

During this research, I have joined and participated in two newly established working parties at my school. The first is the Professional Development working party which was created by the Head Teacher in order to come up with a professional development policy that is appreciated by staff, and productive in helping all staff develop personally as well as making a positive contribution to the whole school. The Head Teacher had identified that the teachers within the research setting had different, and at times inconsistent experiences of appraisal, performance management, professional development and any other label that this area had been given at the school in the past.

Through the Professional Development working party I have engaged with a team to radically change how professional development is facilitated at my school. During these meetings I have been able to share my ideas with confidence and with the backing of current educational research. I have been able to correct and improve the educational terminology of the group in order to bring it in line with professional development practices espoused in current research. I used Moreland (2009) and Frost et al. (2010) to help make a distinction between performance management and professional development, terms which caused much debate amongst the working party. I was also able to share with the group, research undertaken by Frost et al. (2010); who conclude that it is important to organise the planning for

professional development within an institution in order to include the views of all the participants, resulting in more of a collaborative approach. I have also been able to share the informative checklist for effective professional development out of the study by Hunzicker (2011). This checklist resonates to some extent with the findings in my research, in that there is an informality within a formal structure where professional development becomes part of the daily routine of a teacher, with the characteristics of being supportive, job-embedded, instructionally-focused, collaborative and ongoing (Hunzicker, 2011).

The second group I have recently become involved in is one initiated by a Deputy Head Teacher, called the Teaching and Learning working party. This working party was set up with the aim of enhancing the learning experience of all the pupils at our school through a greater consistency of brilliant teaching. I have been able to speak with enhanced confidence at the first meeting of this working party, and aim to share my ideas on the role of a collaborative approach through mentoring under the umbrella of teacher professionalism within an integrated culture at future meetings.

Before undertaking this doctoral research, I would have been hesitant to put myself forward for these working parties, believing that my knowledge of educational practices was inferior to that of my colleagues. I feel empowered to make positive, respected and meaningful contributions to these groups now and in the future.

7.2 Reflection on Problems that arose throughout the Study

The lack of time has been a most challenging issue while undertaking this doctoral research. My employers have not made any allowances for the fact that tackling a study of this nature requires extended amounts of time to read and think. In fact, since starting this research, more mentoring opportunities have presented themselves, as teachers have begun to assume me to be the expert. Combining this intense and time consuming research with a highly stressful teaching job, with all its responsibilities, has taken its toll on my health, through a lack of exercise and an expanding waist line. I look forward to rectifying this once the study is finished.

A shortage of time in the field has not been entirely negative though. A lack of time had a significant influence on a change to my research methodology, from that of an ethnographic case study to a Strauss and Corbin model (McCallin et al., 2011) of grounded theory. An ethnographic study would have required a time consuming and holistic study without necessarily looking at my own mentoring practices. The grounded theory approach has allowed me to be part of the data, in that my developing theory was influenced by my own past and present mentoring experiences (Charmaz, 2006).

Restrictions on word count for each of the progress reports have been the second most challenging aspect of the study. In a way this has been beneficial, in that it has allowed me to refine my technique and my sources of literature. I have learned to keep my writing succinct. From the start of

the study, I was keen to make every progress report count and they became draft chapter/s for my final study.

Restrictions to the word count also placed limitations on the depth to which I investigated some aspects of my research. At the end of my research it was brought to my attention, by the examiners, that I could have connected my findings to wider research on subject department culture. One of these areas is that of possible subgroups of collaborating teachers within subject departments (de Lima, 2003). Pre-existing subgroups of collaborating teachers within a subject department could potentially have an isolating effect on new teachers. How the distinctive culture within each subject department, the nature of the subject taught and the personalities within the subject departments, within the research setting, could possibly facilitate or constrain collaborative learning for new teachers (Childs et al., 2013) and thus influence the views of the participants either positively or negatively.

Another area which could have benefitted from further research, was that of how the HOD who is seen to be the person who establishes the norms, expectations and routines within a subject department (Aubrey-Hopkins and James, 2003), facilitates the relationships that are conducive to colleagues learning from each other (Childs et al., 2013). This includes the possible value HODs may place on the informal mentoring support of new teachers, such as the informal discussions that take place between lessons within the subject departments (Childs et al., 2013) as well as maintaining a balance between structural and spontaneous collaboration (Williams, 2003).

The third frustration of this study has been my use of the NVIVO software. Over the past three and a half years there have been three upgrades to this software, which was not easy to master in the first place. Once I had worked out how to make a little progress with the software I enrolled myself in a two day course, where the other participants were all full-time researchers.

I then discovered that it was important to format all my data in a certain way in order to best make use of the coding possibilities. Once I had coded my data, exported these codes to Excel and written memos, I reverted back to the hard copies of the data. Frustratingly the final upgrade of NVIVO caused problems on my laptop, so I abandoned it in the final year of this study. I know that if I was a full time researcher that I would have got to grips with the software and used it to its full potential. Using software like this may increase the efficiency of coding data but it does not reduce the amount of time needed to read, conceptualise and analyse the data (Bringer et al., 2004). My advice to other doctoral students, is to use this software or similar versions only if their supervisors are familiar with it, or to go on some intensive software training before starting their study. I was, however, heavily reliant on the use of Google Scholar and Endnote software for my referencing. I recommend software such as this to all doctoral students. It is easy to use and has saved me many hours of typing and checking.

The last significant challenge in this study has been my choice of a suitable research methodology and then the ultimate use of a grounded theory methodology (see Chapter 3.3). This whole process has not been easy for

me as I grappled with numerous options, often feeling very alone due to the very nature of long distance education with the Open University, as well as having to justify why I changed my methodology. At times I felt that qualitative research was completely foreign to my usual way of researching concepts quantitatively as a Physics teacher. I remember, reading with amusement, Wu and Beaunae's (2012) description of using a grounded theory methodology for a doctoral thesis as akin to walking in a dark forest. I too can reflect on the fact that I felt at times that I was on a 'long, rocky walk through the dark forest of the research process' of grounded theory with 'minimal light and limited guidance' (Wu and Beaunae, 2012, p.1ff). But it was out of reading this paper that I discovered Scott and Howell (2008), a light in the dark forest, that led me towards a very practical method of developing a theory using a Conditional Relationship Guide and a Reflective Coding Matrix. I do not say that I have fully come to grips with grounded theory but I have certainly enjoyed the process of navigating my way through the top of the forest canopy.

7.3 Reflections on my Researcher Role

Brannick and Coghlan (2007) describe an insider academic researcher as someone who is a complete member of an organisational system undertaking research, and describes them as people who are 'native to the setting and so have insights from lived experiences' (p.60). In their paper they counter the strong argument made by Morse (1998) that the 'dual roles of investigator and employee are incompatible', placing the researcher in an untenable position' (p.61). As an insider researcher I had primary access to

my organisation, and because I was already in middle management I had some secondary access to documentation, people and meetings lower down the hierarchy (Brannick and Coghlan, 2007). This saved time in gathering relevant data which would have been almost impossible if I was an outside researcher as well as a full time teacher.

I enjoyed the process of interviewing my colleagues, and I agree with Brannick and Coghlan (2007) that I had to be careful about assuming too much in my interviews and not probing enough because I was so close to the data. Like Mercer (2007), I felt more of an insider when interviewing my colleagues at my level, compared to feelings of being an outsider in the interviews with some of the participants higher up the hierarchy, with whom I was less familiar. Nonetheless, as an insider, I felt like I had greater access to the participants, and benefitted from my credibility and familiarity at the school, engendering a 'greater level of candour' with the added flexibility of interviewing time and no travelling (Mercer, 2007, p.7). I wonder if I would have had the same quality of access had I been in senior management? If I was in senior management then my participants may have been in danger of not responding naturally in interview, knowing that they were being studied. This is sometimes referred to as the Hawthorne Effect (Chiesa and Hobbs, 2008). I did, however, make a conscientious effort, during the interviews, to be consistent in my questioning and not reveal my own thoughts (Mercer, 2007), either through words of agreement, or even nodding. This was a challenge but I remained professional and adhered to the ethical guidelines that I had established at the start of this research. Throughout this research I

have actively sought to limit researcher bias by being as transparent as I can, with a view to making my research findings more credible.

The recommendations I will make to the Head Teacher (see Appendix 17) will be my own professional recommendations, a summary of the end of Chapter 5 and Chapter 6, rather than an indication of what participants have said. Even though I have indicated in the research, some references to those I have interviewed, in the spirit of overt research, there is no link between these participants and the data analysed in Chapter 5, apart from indications of gender. This has ensured the anonymity I pledged to each participant. It certainly was a challenge to articulate 'practical actions' out of my research findings (Ratcliffe et al., 2005, p.183). But in attempting to translate my findings and insights into specific actions in terms of the role of an Induction Co-ordinator type person, will, I am sure have an impact on my future practice as a potential senior school leader (Ratcliffe et al., 2005).

There will be some feelings of sadness and incompleteness at the end of this study. Ironically, after three and a half years, I now finally feel ready and equipped to undertake doctoral research. I now read academic writing with ease and have discovered, to my benefit, the contributions of educational researchers such as Rogers (2006) and Tickle (2000) towards the end of my research. Their studies will help support my future practice as a teacher and mentor at my school. I am now part-way through reading Tickle's (2000) book on teacher induction, and I am both intrigued and feel reassured that

undertaking this research was one way to improve my own practice as an NQT Induction Co-ordinator:

The aim of research based practice is the development of active dispositions towards classroom and school research and its use in understanding the quality of teachers' own actions, and in maximizing educational progress for pupils. The idea of the teacher as researcher can be used as a basis for the development of new teachers, as well as those with more experience (Tickle, 2000, p.21).

Tickle (2000) emphasises the development of educational professionalism based on principles of research-based teaching, rather than 'just producing the instrumental outcomes of training associated with subject knowledge and classroom performance' (p.22). At the start of this doctorate, this book would have held very little meaning to me and I would have found it challenging to read. Now I look forward to absorbing and putting its contents into practice, with a view to one day producing a book based on my own experiences.

Despite this doctorate being one of the most challenging experiences of my life I am extremely grateful for the opportunity I have had to undertake it. I have grown in professional self-confidence throughout this time of study and reflection. And I am encouraged to read further in education, constantly assessing my own role as a mentor, and inspiring others in my place of

work. I am now focused on improvement into the future. Through this research I have developed a sharper and more sophisticated way of thinking about my teaching and mentoring (Cain, 2009).

This whole study has developed me as an individual and I will work hard to ensure that the professional recommendations are practically implemented. This study will also inform the decisions I may make in the future as I am to take on a deputy headship at a school. Despite all I have learned from undertaking this educational doctorate I still feel that there is much more out there to learn:

I think we all may come in with very good subject knowledge but none of us should ever assume that we have not got anything to learn. Because once we have assumed that, we may as well give up teaching. (Dru)

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APPENDICES

Appendix 1: Detailed Timetable for the Study

2010-2011	
May 2010	<ul style="list-style-type: none">• Follow up proposal advice• Broaden the coverage of topic literature: mentoring• Refine Research questions• Detailed Year plan• Prepare PR01
June 2010	<ul style="list-style-type: none">• 14 June: Submit PR01• Follow up on PR01 advice• Broaden the coverage of topic literature: case study• Residential weekend
July 2010	<ul style="list-style-type: none">• Broaden the coverage of topic literature: ethical Issues• Prepare for and start pilot study:<ul style="list-style-type: none">• Head Teacher interview• Focus group questions• 28 July: Head Teacher interview
August 2010	<ul style="list-style-type: none">• Further preparation of the pilot study<ul style="list-style-type: none">• 2 HODs interviews• Focus group with new teachers• 3rd year teacher and NQT interviews• Write up permission documents for each participant
September 2010	<ul style="list-style-type: none">• Gain permission from all participants.• Field notes of my informal mentor-mentee encounters• 20 September: Focus group with 3 new teachers (Session 1)• Transcribe focus group discussion• Prepare PR02
October 2010	<ul style="list-style-type: none">• 4 October: Submit PR02• Follow up on PR02 advice• Broaden further the coverage of topic literature: mentoring• 6 October: Interviews with 2 HODs• Transcribe HOD Interviews
November 2010	<ul style="list-style-type: none">• Broaden further the coverage of topic literature: case study• Field notes of my informal mentor-mentee encounters• Installation of NVIVO 7
December 2010	<ul style="list-style-type: none">• 14 December: Interview with a 3rd year teacher• 15 December: Interview with an NQT• Transcribe interviews• Create nodes (categories) and annotations (memos) of data using NVIVO• Prepare PR03
January 2011	<ul style="list-style-type: none">• 7 January: Submit PR03• Follow up on PR03 advice• Broaden further the coverage of topic literature: grounded theory• Memo writing of data
February 2011	<ul style="list-style-type: none">• Theoretical sorting of data from Questions 1 & 5• Writing the draft• Prepare PR04

	<ul style="list-style-type: none"> • 28 February: Submit PR04
March 2011	<ul style="list-style-type: none"> • Follow up on PR04 advice • Seminar: New Media and Doctoral Research • Complete Year 1. Final Report
April 2011	<ul style="list-style-type: none"> • 11 April: Submit Year 1 Final Report • Collect further data up until the end of the school year in July
2011 - 2012	
August 2011	<ul style="list-style-type: none"> • Reflect on feedback from Year 1 final report • Further reading of literature
September 2011	<ul style="list-style-type: none"> • Prepare a detailed plan for Year 2 • Telephone tutorial with Supervisor to prepare for Progress Report 5
October 2011	<ul style="list-style-type: none"> • 8 October: Study Day Milton Keynes • 17 October: Submit Progress Report 5 • Continued analysis of data already collected • Telephone feedback with supervisor • Work on corrections and additions
November 2011	<ul style="list-style-type: none"> • Refine research methodology • Refine categories • 30 November Unqualified teacher 1 interview
December 2012	<ul style="list-style-type: none"> • 10 December Unqualified teacher 2 interview • 14 December HOD of unqualified teacher 1 interview • 19 December HOD of unqualified teacher 2 interview
January 2012	<ul style="list-style-type: none"> • Refine research methodology in preparation for PR06 • 30 January: Submit Progress Report 6 (4000-5000 words – research methodology)
February 2012	<ul style="list-style-type: none"> • Telephone feedback with supervisor • Work on corrections and additions • Transcribe unqualified teacher & HOD interviews • Analysis of data – coding and memo writing • Identify core categories from all the collected data
March 2012	<ul style="list-style-type: none"> • Analysis of data – coding and memo writing
April 2012	<ul style="list-style-type: none"> • Analysis of data – coding and memo writing
May 2012	<ul style="list-style-type: none"> • Analysis of data – coding and memo writing • Prepare a Grounded Theory Model
June 2012	<ul style="list-style-type: none"> • Adjustments to Grounded Theory Model • 11 June: Submit Progress Report 7 (4000-5000 words – grounded theory model) • Telephone feedback with supervisor • Work on corrections and additions
2012 – 2013	
July 2012	<ul style="list-style-type: none"> • 11 July Submit Year 2 Progress Report • Re-address the literature review
August 2012	<ul style="list-style-type: none"> • Literature review • Prepare a detailed Plan for Year 3 • Identify areas that require saturation and sources of data that will saturate
September 2012	<ul style="list-style-type: none"> • Literature review

	<ul style="list-style-type: none"> • Saturation of theoretical categories from the literature review and other analysed data • 24 September: Submit Progress Report 8 (4000-5000 words – improvements to literature review)
October 2012	<ul style="list-style-type: none"> • Telephone feedback with supervisor • Work on corrections and additions
November 2012	<ul style="list-style-type: none"> • Develop the story line • Fine tune research design
December 2012	<ul style="list-style-type: none"> • Complete writing the story line
January 2013	<ul style="list-style-type: none"> • 14 January: Submit Progress Report 9 (4000-5000 words – further data analysis) • Telephone feedback with supervisor • Work on corrections and additions • Prepare conclusions and professional recommendations • Prepare a draft of progress report 10
February 2013	<ul style="list-style-type: none"> • 9-10 Feb: Residential weekend • Fine-tune progress report 10
March 2013	<ul style="list-style-type: none"> • Further literature search to triangulate findings • Prepare progress report 10 – final thesis draft
April 2013	<ul style="list-style-type: none"> • 15 April: Submit Progress Report 10 (Draft of final thesis 40,000 words - approx 90% - some word count left for additions following Supervisor comments) • Telephone feedback with supervisor (discussion of potential External Examiners)
May 2013	<ul style="list-style-type: none"> • Work on corrections and additions • Write up my personal reflections on the whole study
June 2013	<ul style="list-style-type: none"> • Work on corrections and additions
July 2013	<ul style="list-style-type: none"> • 1 July: Submit Progress Report 11 (Fine tune elements of PR 10 Not exceeding 5,000 words + complete full draft of thesis) • Telephone feedback with supervisor
August 2013	<ul style="list-style-type: none"> • Adjustments and prepare progress report 12
September 2013	<ul style="list-style-type: none"> • 2 September: Submit Progress Report 12 (Complete draft copy of thesis) • Telephone feedback with supervisor • Make final adjustments as per supervisor advice • Proof Reading of Thesis
October 2013	<ul style="list-style-type: none"> • Print and bind Thesis • 31 October: Submit Final Thesis (50,000 words including references, excluding appendices)
November 2013	<ul style="list-style-type: none"> • Prepare for viva

Appendix 2: Statement of Research Intent (1st Phase)

Centre for Research in Education and Ed Technology (CREET)



Request to conduct an interview

Dear

As you are aware, I am currently working towards a Doctorate in Education (EdD) at the Open University and my research focuses on: Support through Mentoring of Teachers in an Independent School, the authentic practice of teachers as mentors of their newly qualified and new-to-teaching colleagues.

As we have already discussed, you have kindly agreed to allow me to discuss this with you on at in Our discussion should last no more than minutes and will be digitally recorded to enable future transcription.

The conversation will focus on your perceptions of both formal and informal mentoring practices of teachers mentoring teachers within an Independent school.

I will be asking for your thoughts on the following ideas:

‘Mentoring is about getting more effective teachers so that pupils will get better grades, i.e. maximising the outcomes of school pupils’. One of the aims of our school is to ‘develop the full potential of the students at the school’. This is very different from ‘maximising the outcomes of school pupils’.

1. What do you think the aim of teachers mentoring teachers should be?

‘What happens within an Independent School is that teachers come in with extremely good subject knowledge and excellent qualifications’.

2. Is this exactly the same as being able to teach brilliantly?

‘Independent Schools appoint staff out of industry without formal teaching qualifications’.

3. What structure should be in place at an Independent School in order to make these colleagues feel more confident in the classroom?

‘Mentoring may be the most effective form of supporting the professional development of new teachers. There are profound benefits to mentors, mentees and the school. These include the professional development of mentors, provision of psychological and emotional support, and strategies for classroom and time management for mentees. Effective mentoring could

lead to more stability within the teaching staff by retaining more new teachers, as well as developing mentors who grow in confidence and become more committed to the school as a result of their role.

4. Is it enough to just have mentoring as part of teacher induction (the first year of teaching) so that they learn the systems, or is mentoring more of an ongoing developmental activity?

‘The mentoring role of a teacher is a form of transformational leadership in that an organisational mentoring culture will capitalize on the instructional expertise of teachers. This form of transformational leadership would enhance collaboration and the empowerment of individuals (mentors and mentees) within an organisational culture, promoting continuous professional learning of teachers within communities of practice.’

5. To what extent do you see mentoring as part of the professional conduct and development of teachers?

One thing that can be done with a professional doctorate is that I could make professional recommendations at the end, about what Independent Schools should be doing which could be linked quite strongly to school.

6. Would you be open to recommendations based of the evidence collected?

The interview transcript will be forwarded to you for approval prior to data analysis, and you may correct as many inaccuracies as you wish. You may also advise me if you feel that you need to withdraw a response or the whole interview after it has taken place.

The transcript, data analysis and thesis will make no reference to your identity and any statements you have made will be disseminated through the research. All data will be held securely and confidentially in accordance with standard practice in educational research under the guidance of the Open University’s ethics committee.

I am pleased that you are able to help me with this and look forward to talking to you.

Yours sincerely,

Michèle Cuthbert

Appendix 3: Statement of Research Intent (2nd Phase)

Centre for Research in Education and Ed Technology (CREET)

Request to conduct an interview (Unqualified Teacher)



Dear

As you are aware, I am currently working towards a Doctorate in Education (EdD) at the Open University and my research focuses on: Support through Mentoring of Teachers in an Independent School, the authentic practice of teachers as mentors of their newly qualified and new-to-teaching colleagues.

As we have already discussed, you have kindly agreed to allow me to discuss this with you on at in Our discussion should last no more than minutes and will be digitally recorded to enable future transcription.

The conversation will focus on your perceptions of both formal and informal mentoring practices of teachers mentoring teachers within an Independent School.

Open Interview Questions:

- Did you have any experience of teaching before this school?
- What motivated you to apply for a teaching post at this school?
- What were your expectations of the support you would receive by the school when starting a new job?
- Did you question the nature and quantity of support you will be given by the school at your interview?
- How well-prepared do you think you were before you stepped into the classroom?
- What did you do to prepare yourself to teach in the classroom?
- What support did you receive from your Head of Department with them knowing that you were an unqualified teacher?
- What support did you receive from your colleagues in your department at the start?
- What went right when you first started teaching and how did you know that you are doing well in these areas?

- What went wrong when you first started teaching and how did you know that you were struggling in these areas?
- Did you, and how did you, ask for support in these areas?
- Looking back on your teaching what type of support do you think would be the most useful at the start of the teaching career?
- What are the pros and cons of teaching without a teaching qualification?
- Do you feel a need to gain a teaching qualification in the future?
- Are there still areas in your teaching where you feel you need ongoing support?

The interview transcript will be forwarded to you for approval prior to data analysis, and you may correct as many inaccuracies as you wish. You may also advise me if you feel that you need to withdraw a response or the whole interview after it has taken place.

The transcript, data analysis and thesis will make no reference to your identity and any statements you have made will be disseminated through the research. All data will be held securely and confidentially in accordance with standard practice in educational research under the guidance of the Open University's ethics committee.

I am pleased that you are able to help me with this and look forward to talking to you.

Yours sincerely,

Michèle Cuthbert

**Request to conduct an interview (HOD of an Unqualified
Teacher)**

Dear,

As you are aware, I am currently working towards a Doctorate in Education (EdD) at the Open University and my research focuses on: Support through Mentoring of Teachers in an Independent School, the authentic practice of teachers as mentors of their newly qualified and new-to-teaching colleagues.

As we have already discussed, you have kindly agreed to allow me to discuss this with you on at in Our discussion should last no more than minutes and will be digitally recorded to enable future transcription.

The conversation will focus on your perceptions of both formal and informal mentoring practices of teachers mentoring teachers within an Independent School.

Open Interview Questions:

- Do you have any memories of being mentored when starting out in your teaching career?
- Have you had any mentor training in your teaching career?
- As a HOD have you ever been given any advice about your professional conduct in terms of mentoring those in your department?
- What types of mentoring support do you offer to teachers in your department?
- A few years ago you took on a new teacher without formal teacher training. Why did you choose this person above any other possible candidates with formal teacher training?
- Did any discussion take place between you and the members of the SMT, who had decided to employ an unqualified teacher, about the nature of the support that would be in place for the new teacher?
- Were you provided with any resources to support the new teacher?
- What were the main areas where the new teacher needed support at the start of their teaching? How did you support them in these areas?

- If you were faced with the decision again, when considering taking on an unqualified teacher, what would your motivating factors be, for or against?

The interview transcript will be forwarded to you for approval prior to data analysis, and you may correct as many inaccuracies as you wish. You may also advise me if you feel that you need to withdraw a response or the whole interview after it has taken place.

The transcript, data analysis and thesis will make no reference to your identity and any statements you have made will be disseminated through the research. All data will be held securely and confidentially in accordance with standard practice in educational research under the guidance of the Open University's ethics committee.

I am pleased that you are able to help me with this and look forward to talking to you.

Yours sincerely,

Michèle Cuthbert

Look for: Search In 03 Key Issues Find Now Clear

03 Key Issues

Name	Nodes	References	Created
Qualities of an excellent teacher	6	8	30/01/2011 04:30
Professional development	1	2	30/01/2011 04:30

Teacher isolation (2) Current nature of mentoring in the Mentoring and Me Bespoke Mentoring (2) Qualities of an excellent teacher

develop broader aspects of education. But how they do that depends not only on the pupils they are teaching but who they are as well because different people look at it in different ways. You have to try and mould how you teach to how the pupils learn but that can't get away from the teacher themselves and having some aspect of how they develop which incorporates who they are as well.

Once again here he is making a link between the personality of a teacher and the quality of teaching. He is suggesting that teachers personality will drive the quality of their teaching. Good teaching is strongly linked here with the teacher's ability to get the best out of their pupils. There is a suggestion here that since all pupils are unique, teachers need to adapt the teaching to the needs of individuals within their classes. There are two main outcomes of teaching, the first is to achieve the highest grades possible and the second is to make them better people. This is interesting because there is an assumption that pupils need to be made better. What role does their family and parents play? He explains this with reference to broader aspects of education. Is that teachers need to be able to adapt their teaching to the unique needs of individual pupils. just like pupils, teachers follow a path of development. They develop their craft over time

Coding Density

what drives mentoring

Pupil outcomes

Link between the quality of teaching and teach bespoke mentoring

Profession

unique nee

03 Key Issues

Name	Nodes	References	Created	Modified
Current nature of mentoring in the research setting (2)	0	0	29/01/2011 14:02	29/01/2011 14:08
Mentoring and Me	0	0	30/01/2011 04:30	16/01/2011 10:05
Teacher isolation (2)	0	0	30/01/2011 05:19	30/01/2011 05:28

Mentoring in Research setting

This is the first hint at a veteran orientated culture at the school. Teachers are vulnerable. Teachers are pushing to get the best results from their own classes. There is a lack of collective responsibility for all pupils, indicating a weakly integrated culture. One of the aims of mentoring brought up here include building a team which suggests that mentoring encourages more of an integrated culture. There is also a suggestion here that there is much isolation in the classroom in this independent school setting

Ana: apart from anything else is a new teacher you feel so studied and exposed but also very supported. At the end of my NQT year I asked my mentor what would be happening the following year and they said "oh we won't have to do any of this anymore". I could understand that there would not be any more paperwork to fill in but I quite like to be able to sometimes sit down and just have somebody else ask me how I was getting on and it doesn't need to be every week.

There is a perception here that mentoring will not take place in a school unless it is formalised. This teacher seems to want a forum through which she can be encouraged and supported by other teachers without the need for detailed paperwork. The problem with a school like this is that the outcomes are really important. So how do you measure the quality of mentoring take place taking place if it is not formalised? Some teachers will not do it because it is not formalised and thus they won't get recognition for their time and efforts.

Coding Density

what drives mentoring
 Veteran orientated culture
 veteran orientated
 teacher vulnerability
 teacher outcomes
 teacher isolation
 support
 Subject knowledge
 staff appraisal
 Reciprocal mentoring
 Pupil outcomes
 mentor perception of mentee
 Integrated teaching culture
 effective mentoring
 cross curricular mentoring
 confident
 challenges to mentoring
 quality of men
 teacher support

Aim of Mentoring	12	16	30/01/2011 04:30
Current nature of mentoring in the research setting	17	17	30/01/2011 04:30
Teacher confidence and teacher vulnerability	11	21	15/01/2011 09:59

Mentoring in Research setting Current nature of mentoring in the Aim of Mentoring

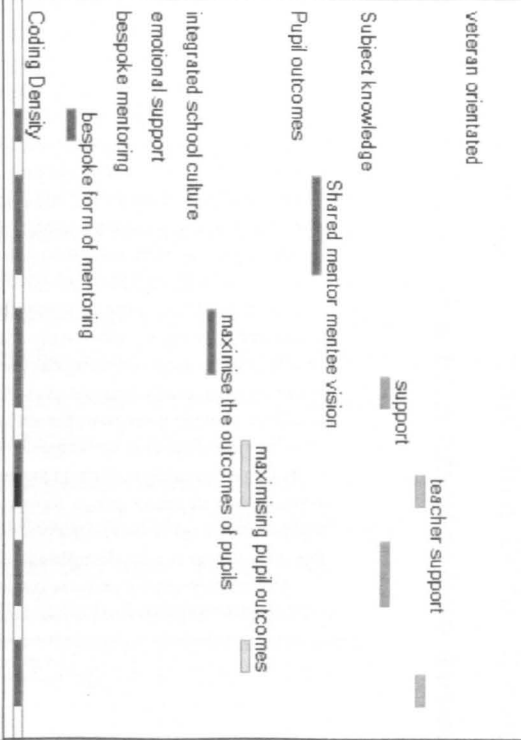
of a teacher and their personality. There is also a suggestion that mentoring can push a teacher to be the best they could possibly be in terms of pushing teachers to the limits of their capabilities and talents. A limiting factor to mentoring is trying to figure out what the potential of a teacher actually is. This hints at a bespoke form of mentoring where each relationship is quite unique. He goes on to suggest that the mentor and mentee must be very well matched in terms of their attitude towards teaching and their role in the school. both mentor and mentee should have the same goal in mind as to what is the best possible outcome for pupils as a result of the teaching that takes place in the classroom.

Ana: well for me I think there are two main aims. One is definitely to maximise the outcomes of pupils or to help them reach their full potential to make sure that what the pupils do is as good as possible. The other is to support all the teachers,

This interviewee is suggesting that there needs to be a balance between maximising the outcomes of pupils and supporting teachers.

Ana: yes it seems to be very much about the students rather than us. I think that by supporting the staff we ultimately support students.

There is a warning here not just to concentrate on students and student outcomes but that in helping one teacher, many students will benefit.



Nodes

- Name
- A. Organisational Culture
 - 1. Ability to transfer subject knowledge by teachers
 - 2. Inclination to mentor colleagues and reliance upon goodwill
 - 3. Experienced and inexperienced teacher vulnerability and confid
 - 4. Subject Department culture
 - B. Professional Conduct and Development
 - 1. Provision of direction to teachers through professional developm
 - 2. The importance of professional development to teachers
 - 3. Embedded mentoring within the professional conduct of teacher
 - 4. Maximising pupil outcomes and motivation of pupils in the class
 - C. Quality and quantity of mentoring support
 - 1. Need for highly personalised (bespoke) mentoring
 - 2. Need for mentees to take the initiative
 - 3. Measuring and assigning value to mentoring
 - 4. Changes and improvements in teaching facilitated by mentoring
 - D. Teachers with and without QTS
 - 1. Unique needs of new teachers to a school
 - 2. Assumptions and expectations of new teachers
 - 3. The support given to unqualified new teachers
 - 4. The status assigned to a degree from a top university
 - F. Prompted Responses

 3. Experienced and inexperienced

 3. Experienced and inexperienced t

Teaching staff need to be confident in their own abilities in order to install the confidence in their pupils. A lack of confidence negates the ability to teach well and a teacher having excellent subject knowledge. the word isolation has been brought up twice, one in terms of the culture of the school in that teachers work quite independently from each other and the other is the fact that teachers are on their own in the classroom which could in itself lead to some form of isolation. This isolation could lead to a teacher feeling vulnerable when the opportunity arises for them to mentor others. By mentoring others they expose their own teaching through giving advice, sharing experiences and having their own lessons observed. The mentor can feel a certain amount of vulnerability especially if they are not confident in their own teaching ability. The weaknesses of experienced teachers are often hidden from inexperienced teachers just because of the autonomy of the classroom. To the inexperienced teacher, the experienced teacher seems to be getting it right all the time. A good support network around teachers could potentially reduce feelings of vulnerability or lack of self-confidence. Inexperienced teachers who don't feel very confident may feel reluctant to ask for help when they are the ones that need it the most. Those who are self-confident and possibly don't need as much help would be the ones asking for lots of help. The ones that feel reluctant to ask would therefore rely very heavily on the initiative taken by their colleagues to notice when they are struggling and help them. The mentoring relationship could potentially have a huge positive impact on teachers self-confidence and could lead to a reduction in the vulnerability felt by both mentor and mentee. When teachers have not had to mentor a colleague for a while they could possibly find it hard to get back in to doing so. It is also possible that is experienced teachers who have not been mentor for a number of years would forget how beneficial processes and as a result of that not see the benefits of mentoring others.]

Questions from the first phase of data collection	Head Teacher, HODs, Focus group of new teachers, third year teacher and NQT answers	Memo
<p>What do you think the aim of teachers mentoring teachers should be?</p>	<p>I suppose the broad aim is to make the teacher being mentored the best that they can be. ... also helping them to identify their strengths and weaknesses... (Alan)</p> <p>My sense of teacher mentoring is probably at the heart of the professional development in a way. (Dru)</p> <p>... aids our teacher's professional development. (Beth)</p> <p>I thought that mentoring was about teachers helping teachers to become better teachers... (Brad)</p> <p>... to make sure that what the pupils do is as good as possible.</p> <p>The other is to support all the teachers ... (Ana)</p> <p>... continuation of the learning process that students go through. (Cath)</p> <p>...just to give you the tools of the trade, like the practical tools, how to deal with children in a lesson, (Carl)</p> <p>I don't think you can actually learn how to be a teacher without someone there to guide you. (Dan)</p> <p>Positive mentoring and praise will build your confidence... (Dru)</p>	<p>These answers seem to highlight the different views of mentoring teachers across a wide range of teaching staff. There is certainly an emphasis on professional development, building the strengths of a teacher while ironing out their weaknesses. Cath has an interesting view of school in that she sees it as a continuum, possibly because within an Independent School, teachers attempt to set very high standards for their pupils and push their pupils to be the best they can be. But this support should not stop with just the pupils as highlighted by Alan. Ideas of mentoring seemed to involve both professional conversations as well as the actual practicalities of delivering a lesson. I wonder to what extent the views are based on the quality and quantity of support they each received when embarking on their own teaching careers?</p>

<p>What structure should be in place at an Independent School in order to make colleagues without a formal teaching qualification feel more confident in the classroom?</p>	<p>I think you appoint teachers out of industry without teaching qualifications at your peril. (Alan)</p> <p>There needs to be tremendous support... (Carl)</p> <p>There is a huge assumption that you know exactly what you should do on a daily basis. (Beth)</p> <p>It should be in your timetable to observe other teachers, you should have time when other teachers are observing you... (Brad)</p> <p>... no point giving a new teacher a class that might potentially be difficult. (Dru)</p>	<p>The overarching view here seems to be that we should not take on teachers without a teaching qualification, but are sometimes bound to do so. I wonder whether Beth implies that all new teachers are presumed expert when they start and thus an unqualified teacher would be at a significant disadvantage when starting their career in this culture. Both Brad and Dru point towards some form of structured support which includes spending a significant amount of time with other teachers as well as ensuring that these new teachers are not thrown in the deep end, in terms of having to face challenging pupils while at the same time learning the craft of teaching.</p>
<p>Is it enough to just have mentoring as part of teacher induction (the first year of teaching) so that they learn the systems, or is mentoring more of an ongoing</p>	<p>But it feels odd to kind of just steal carpet from under you in your second year because that is when mentoring finishes. (Carl)</p> <p>I think that mentoring people and having someone there to talk to stops you actually switching off after a while and going downhill... (Dan)</p> <p>The trouble with teaching is that most of the time in the classroom you are on your own, so it is not very team orientated... (Alan)</p>	<p>All these ideas can be placed along a continuum, from Carl who almost viewed mentoring as a security blanket to Brad who feels it is an added extra on top of his already busy job. I did find Brad's comment quite sad on a personal level because this indicates to me that there are teachers who are not willing to become professionally engaged with their colleagues for the good of the whole school. But there are teachers like Dan and Alan who seem to have a view of mentoring</p>

developmental activity?	What stops me is juggling all areas of life and if I put anymore on the top then something else would have to give. (Brad)	as a means to support the continuous professional development of teachers with a positive outcome for both teachers and pupils at the school.
To what extent do you see mentoring as part of the professional conduct and development of teachers?	<p>The longer they go without doing mentoring, the harder it is to get people out of that mindset (Dan)</p> <p>Have to have a Head who fully believes in it ... a means by which we can all develop as teachers and therefore develops the school. (Dru)</p> <p>...this development forms part of the ongoing culture... (Alan)</p> <p>At the end of my NQT year I asked my mentor what would be happening the following year and they said "oh we won't have to do any of this anymore". (Ana)</p> <p>...got to have the support network around you to encourage you to get that confidence ... (Cath)</p> <p>If we tried to formalise it and say that teachers have to mentor, I think then there would be quite a divide. (Carl)</p>	<p>Some of these comments indicate a slippery slope towards complacency within teaching. These comments do not indicate to me that teachers will naturally see mentoring as part of their professional conduct and development. Alan places mentoring into the culture of a school which Dru indicates should be driven by the Head Teacher. I wonder whether Ana's mentor is someone as described by Dan. Her mentor had possibly not mentored for a long time and found it difficult to have to reflect on their own teaching as part of their support of an NQT. Carl interestingly warns against formalising mentoring thus I think any changes to current culture needs to be a slow process to get everybody on board.</p>
What do you see as the differences between formal and informal mentoring practices?	<p>Formal mentoring should really encompass informal mentoring... (Alan)</p> <p>But I think those informal discussions are more spontaneous and I think they are actually a very important part of what goes on in terms of mentoring. (Dru)</p>	<p>High value is placed on professional discussions between teachers both inside and outside the classroom. Both Dru and Dan describe these as spontaneous and quick. The formality of mentoring seems to involve ensuring that there are assigned</p>

	<p>It has to be informal chats, quick conversations... so that structure of this is the person you can talk to about your lesson plans gives you an idea of how to build your relationship with your mentor. (Dan)</p>	<p>mentors in place, especially for new teachers. But across the school the informal aspect of mentoring needs to play a significant role under the umbrella of formal mentoring. Could it be possible that many teachers support each other an incredible amount without realising it because it has not been formalised?</p>
<p>What were your expectations of the support you would receive by the school at the start of your first year?</p>	<p>I think to be honest I never really thought about whether I would have expectations. (Fred)</p> <p>I didn't have any clear expectations about the school. For my previous experiences of other working environments my expectations were that I would be supported in my adapting to the role. (Beth)</p>	<p>I was initially quite surprised by these statements and then after some thought realised that if a teacher has not been through the rigours of a PGCE, for example, then they will be unaware of issues they may face in the classroom, and must not have even contemplated that they may need formal mentoring support in order to aid them with structuring their lesson delivery and behaviour management, for example.</p>
<p>Did you question the nature and quantity of support you will be given at your interview?</p>	<p>I don't remember support being discussed. (Fred)</p> <p>No, no it didn't occur to me. I wish I had, I really wish I had. (Beth)</p>	<p>It is interesting to note here that those who interviewed these unqualified teachers did not take the initiative to discuss the nature of support they would receive. I wonder why? I think I need to explore this issue a little more with a Head Teacher in the future.</p>
<p>Why did you choose an unqualified teacher above any</p>	<p>This teacher got a standing ovation from the class they taught at interview. They were an inspirational teacher. (Geoff)</p> <p>We were looking for a subject specific person and we wanted</p>	<p>These unqualified teachers seem to possess some qualities that others, who were also interviewed and with a teaching qualification, did not possess. Three</p>

<p>other possible candidates with formal teacher training?</p>	<p>someone who would enthuse and engage the students. (Evan)</p>	<p>points stick out here, a person with great potential, an inspirational teacher and someone with subject specific knowledge. Was the assumption here that because these teachers exhibited these qualities they would have the ability to take to teaching like a duck to water without formalised mentoring support?</p>
<p>Did any discussion take place between you and the members of the SMT about the nature of the support that would be in place for the new teacher?</p>	<p>We did discuss the possibility of training them on the job but the teacher we took on got very busy with other things. (Geoff) We knew from very early on that the classroom management would need support and would need advice. I think that that first year was a very steep learning curve for the new teacher. We did discuss that we would have a different timetable as opposed to a normal timetable. (Evan)</p>	<p>From these two comments there seems to have been an acknowledgement that these unqualified teachers would need some form of formal support. I am aware that they all started with a 10% reduced timetable and an assigned mentor but it seems, for example from Geoff's statement, that the business of the teaching job squeezed out mentoring support that maybe should have taken place.</p>

Appendix 7: 304 Open In-vivo Codes

Open coding In-vivo	Code
a new teacher you feel so studied and exposed	A9
a student who is confident they can achieve a lot more	A3
a teacher can't just suddenly have confidence	A8
a teacher who is confident they can achieve a lot more	A8
ability to teach	A1
actually I feel totally unsupported at the school	A4
actually reduce the time they are working	A6
after a year of teaching that I had some ownership of the pupils	A8
aids our teacher's professional development	B3
all the things that create a culture of unease and general malaise	B6
across the staffroom	
are you Oxbridge	D3
as a newbie everybody is directing this support at you and that	A6
fades after about six weeks	
at the beginning of a year been able to recognise the signs of a	A8
class	
be prepared to carry on learning	B5
Because that is just not happening, the culture is different.	A7
behind a closed door	A9
beneficial to receive mentoring from other subjects teachers	C2
bit more proactively on their part in terms of full example	A6
brilliant teaching	A1
bringing in new blood	A7
building a team	E1
but also very supported	E3
but it didn't necessarily hone my skills	E1
but often that noncontact time can end up being almost	E1
something you have to do	
by supporting the staff we ultimately support students	B1
can be so isolating the classroom	A9
can go to someone and know that they will support me	B7
can't adapt to the needs of the class	B1
Career teachers are perhaps trying to get as far up the tree as	B2
possible	
collection or body of School mentors	E4
comes down to the initiative taken by the NQT mentor	C5
communication is an issue	E1
complete crisis of confidence	A8
concentrating on teaching rather than on the subject	A1
confidence is the key	A8
conscious effort to go into something I knew I liked	D2
daunting coming into a school without a teaching qualification	D6
definitely really important for the teacher	B5

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definitely really important for the teacher	B5

departments within the school are very different	A10
depends what kind of mentoring you are doing	C2
dictated very much by the style or personality of the Head of Department	A10
did not feel very confident in their own teaching	A8
didn't have any clear expectations about the school	D4
do not think that an Oxbridge degree stands anyone in better stead	D3
do not think that the school would necessarily agree with this	D3
does not mean they are able to teach brilliantly	A1
doesn't necessarily have all the paperwork attached	C3
don't even know that experienced teachers are having the same difficulties	A9
don't feel as though I was going at the problem from a practical point of view,	C4
don't have a teaching degree but would be excellent teachers.	D2
don't have that time to spend with like minded adults.	E1
don't have the subject knowledge to perform well	C2
don't look at whether teams are fractured	A10
don't really give of their time because their extra time is too precious	A6
don't think I can put into value the amount that made it worthwhile for me to get through that year	C4
don't think to mentor you have to necessarily go into a classroom	C4
e-mail is really a supplementary form of communication at school	C4
Every time I had a brief chat with one of you it's generally mentoring	C3
everybody through their career will have moments where you feel confident	A8
everyone has bad lessons	A9
Everything you do and we are told it is for the students	B1
expect the teachers to have followed that path	B2
expected there to be more of a system, a bit like I've seen in other departments	A10
feel as though I might not be as able as the teachers around me	A9
feel as though they are 'passing on' their valuable experience,	C7
feel that if you ask then everyone is happy to help	A6
focus on 'passing on that knowledge' that they have gained over the years.	C7
for a start I had difficulties with discipline in that class	D6
forgetting what we tell kids as teachers	B2
from other teachers was where did you study	D3
gave up 10 minutes to support somebody else they get that 10 minutes back	C3
Getting a good lesson observation that I could put in the	C4

pigeonhole of the deputy head with a massive smile on my face	A3
getting pupils to really enjoy the subject,	A6
getting support from the NQT mentor	A10
gives me a lot of encouragement that they are working just as hard	A10
giving me that guidance to get me to the next step	C4
giving up some of your spare time to help somebody in the school	A6
go from being a very confident teacher in one subject to feeling very unconfident	A8
good knowledge does not necessarily make me a good teacher.	A1
good subject background,	A1
Greasy pole teachers vs. Oxen and plough teachers	B5
have confidence to teach that subject in the classroom	A8
have fragmentations like subject specific groups	A10
have the support network around you to encourage you to get that confidence	A8
having a teaching degree does not necessarily mean that you are a good teacher	D3
help them reach their full potential	B1
how can a Head Teacher call themselves a Head Teacher if they are not teaching.	B2
how confident the staff feel about doing their jobs	A8
how other staff are talking to them about how they do their jobs	A6
how to get even better	B5
huge assumption that you know exactly what you should do on a daily basis	D6
I am able to respond to the pupils in	A3
I am not good enough to be there	A8
I am very much judged by my results	A8
I definitely think some sort of social support is needed	E6
I did find some other less frequent lesson observations useful	C4
I did have good support from several members of my Department	B7
I did spend a lot of time questioning	C5
I didn't feel as if I had guidance in terms of parent's evenings	C4
I didn't feel prepared at all.	C4
I didn't have the experience of knowing how a class environment works	D4
I do feel that it could do with some sort of focal point	C4
I do not think observation is seen as mentoring	C3
I don't think I was fully aware of the amount that I needed to do	D6
I expected more of a team environment in terms of pooling resources	E1
I feel as though an independent school is much more of an isolated road	A10
I feel it has been an absolutely conscious decision	D2

I feel that my learning curve in my first year would probably be is the same as someone who had a qualification	D6
I feel that the pupils feel a little less confidence in me	D6
I felt apologetic for the fact that I had not gone to Oxbridge	D3
I felt like I was giving my entire soul to my teaching,	D1
I felt very very vulnerable	A9
I found my first year difficult because I didn't feel as though those systems were in place	B7
I got a couple of strong criticisms from high ability pupils	A8
I guess developing a thicker skin will happen	D2
I had nothing really to do with the dynamics and classroom control.	D6
I had read about the classroom control	D6
I hadn't had an experience watching another teacher	D4
I have been here for 25 years" group	A7
I have developed a much more complex approach	B5
I keep wondering if I'd not missed out on some areas that I would feel more confident	A8
I need to show something for it	C3
I quite like to be able to sometimes sit down and just have somebody else ask me how I was getting on	A6
I see mentoring as being something more informal	C1
I think it goes back to this competition thing again.	A9
I think that person made me feel as though I was doing something right	B3
I think that probably when you are new to the school it is very important that you have that channel	B3
I was 100% more confident than in my first year	B5
I was still struggling with the idea of being in front of a classroom full of pupils	A8
I will always need help even when I'm in my 20th year of teaching	A5
I would have been lost without the support and network of the group of new teachers	A6
I would like to because I have been helped so much by other teachers.	B3
I would like to help other teachers	B3
I would've liked a bit more padding from the school	A10
if everyone was doing that to everyone else it would be a much more universal thing	B7
if I hadn't had that support from that person then I would really have floundered	A6
if I have a horrible lesson it is quite comforting someone to say "yes but they are difficult children	B7
if I knew the questions to ask then I would be asking it	C5
if people felt that they were the friends instead of just colleagues that would probably help a lot more	B7
if people make it a more transparent process	C4

if you are not confident with your teaching ability	A8
if you ask, everyone is happy to help.	C5
if you don't know the questions to ask in the first place	C5
if you have confidence as a teacher and the kids have confidence	A8
If you lose that confidence	A8
important that teachers feel they are doing their job well	C3
In an independent school the subject knowledge is extremely important	A1
Initially I thought preparing myself to teach was all down to preparing resources	D6
It doesn't feel two-way	B4
it doesn't make you a brilliant teacher	A1
it feels as though there is this type of judgement.	D4
It has to take that amount of selflessness, which I don't think there is a lot of generally	A6
It is a really hard balance because you do don't want to pester people continuously to say "are you all right~	C5
it is all about, the students	B1
it is not necessarily about the mechanics of your subject	B1
it is something that is so important and needs to be ongoing	B7
It is very fragmented and there is nothing really to bring that together	A10
it was more from an academic point of view	A1
just getting a good assessment of an observed lesson.	B5
just judged on the results	B1
key thing for both the teacher and student was about confidence building	A8
learn how to become a brilliant teacher	A1
learn the subject knowledge	C2
learned a lot from watching teachers in other subjects	D4
learning from those experienced teachers	D4
led me to know that I need to train myself	C5
like to pursue teaching at secondary level in order to really enjoy my subject	D2
looking at those sorts of paths for their children	D3
looking for what you are doing wrong rather than what you are doing right	C4
lot less prepared in my second year	A8
make sure that what the pupils do is as good as possible	B1
marked distinction between 'career teachers' and 'vocation teachers'	B2
maximise the outcomes of pupils	B1
mentoring as a continuation of the learning process that students go through	B7
mentoring is about how the staff do that	B5
mentoring is different from those observations	C4

mentoring is often seen as synonymous with lesson observations	C1
mentoring is the bit where money is well spent	C3
mentoring is way more beneficial when it is cross curricular.	B7
mentoring outside the classroom could sometimes have more effect	C4
mentoring role for a more experienced teacher would help to validate their career progression,	B3
mentoring role would come into its own for a more experienced teacher	C3
might be more willing to take on a mentoring role	A6
my expectations were that I would be supported in my adapting to the role	D6
My head of Department is not a hands-on manager	A10
my impression had been that we could get to sit down and talk a lot more frequently	A10
my professional development,	B2
My professional pride came in	D2
never felt more judged before with respect to results than in this school	A10
newbies huddling together for warmth and comfort	D4
no facility or some way that we can share	B7
No one ever comes and asks	A6
no point giving a handbook out and saying "there you go, it is in the handbook	A4
Nobody seems to have the time	A6
not just keeping the same old cronies there until they retire	B6
not sure whether I would be prepared to say that to a deputy head and feel that it would be treated seriously	A10
NQT mentor who made my year in that they were able to sit in on some of my classes	D5
often be them sitting down and asking me so what would you like to know	C5
often they feel vulnerable	A9
ongoing support is really important is in managing particular pupils.	C4
paper trail shows is how fantastic a Department is,	A10
particularly communicating your subject	A1
people are just really busy, and trying to do their own job really well	C3
people are tempted to keep their own results to themselves	B6
people don't admit that they have had bad lessons	B4
people don't tell you that actually it's about developing yourself	B5
people struggle with communication skills	A6
perception of mentoring is that it takes place within your subject	C7
perception of others towards me in the staff room is much more accepting	D4
perhaps because of position or role change where you lose	A8

confidence	
perhaps if the Head is mentoring downwards that it sort of cascades or filters downwards	B2
perhaps teach in a slightly different way	A7
perhaps we need meetings with a deputy head once a year	A10
person there to give me constructive ongoing feedback	B7
physically see them supporting me,	B7
private school because of the fact that I felt I might be able to continue enjoying my subject more	A10
pro would be that I have come into teaching later	C7
problem is you always have to do the asking.	C5
provide support with seeing parents	D6
pupils wrote lovely notes about how I had inspired them	D2
purely looking at the standard of teaching which goes back to qualifications	D3
put that down to the fact that I hadn't done a PGCE	D4
put two of the experienced members of staff in the department in charge of my mentoring.	C1
quality of the teaching might not have been great but it showed me that my approach to the subject was right in some way	A1
quite important to be able to respond spontaneously to the needs of the pupils	D2
quite scary to come in on results day	B1
raise the profile of it,	C3
rather than all working together	B7
realising that there was an enormous amount of work out of the timetable that I had to do	D1
role could equally assist the mature teacher to enrich their later career	B4
see that there is a position of Mentor	B3
seems to be very much about the students rather than us	B1
So yes definitely a joint process	B4
someone who you can give a warts and all account of what the department really is like.	A10
something that guided me more in terms of what questions I needed to ask would be beneficial	C5
sometimes the example set by the Head of Department is nowhere near what is expected from the teaching staff	A10
sometimes we feel we are pestering	C5
spend on someone who isn't the pupil, that then doesn't directly relate to them getting 25 A~'s.	B1
staff should be supporting everybody	B7
status of a mentoring position needs to have higher profile	C3
subject knowledge	A1
subject knowledge is almost the opposite of being able to teach brilliantly	A1
subject knowledge is very important	A1

support all the teachers	B7
teach them to be really passionate	A3
teachers do not want you there because they feel vulnerable	A9
teachers lack a lot of self-confidence	A8
teaching body work as a unit for the benefit of the school	B7
teaching in the dark feeling has always made me feel very uncomfortable	A9
that extra person there who I really felt was like one of those	D5
book ends on a bookshelf	
the amount of paperwork, old-fashioned style	A7
the junior teacher is not seen as someone with something to offer	B2
the mentoring role is not just important in the first year of teaching	B7
the parent's expectations that teachers have good degrees	D3
the role of the mature teachers should~could be like that of a parent to a child	A6
the students doing well	A3
there are always the mechanisms to check the results of teachers	B1
there are different needs from their career for different teachers	B5
there are qualified teachers who bring enormous inspiration to the classroom	A3
there are so many different kinds of hats of mentoring that you can have	C1
there is going to be some paperwork at the end of it	C3
there's nothing in place to check the emotional support of teachers	D1
they are looking at you in a critical fashion	D4
They suddenly got very fragile about their teaching.	A9
think of mentoring that students offer to each other	B4
this comes directly from the top	B2
This does then engender mentors being more afraid	A9
transferring the knowledge to pupils	A1
turn up and check on one of my pupils	A10
valuable talking to colleagues and more experienced teachers	B3
value contact with my original mentor	C4
very good at your subject is almost irrelevant	A1
vocation teachers are looking to fulfil their lives with a teaching job	D2
Vocational teacher may have more time for others,	B5
wasn't anything about my experience as a teacher	B5
we are trying to develop the full potential of our pupils	B1
We can't just tell kids something once and put it in a handbook	D1
we can't teach confidence	A8
we ignore own needs in terms of professional development	B5
we just assume that our colleagues are going to pick it up	D1

we were all told about it in our induction training but in two days worth of training.	D1
what type of degree do you have	D3
What went right was a few pupils had really benefited from my style of teaching or my ability	D2
what you think teaching is really about	A1
when they are new to a school go home and just have a crumble and the wobble	D1
when you are new to the school that you find your time is too precious so it is difficult to give it up for others	D1
Whereas the NQT person was possibly more aware of what I was trying to do	A6
within the role of Head of Year there is a difference.	A10
would also have liked to have had more contact with him as a hands-on manager	A10
would like to jump into something thinking I can do it	D2
you are able to really watch teaching	C2
You are focusing on the actual process of getting that information across differently	A1
you can get an A* but hate the subject.	A3
you could then just support each other however it is.	B4
you do have to have good subject knowledge	A1
you don't know what you should be asking	C5
You have got to have a structure that goes through and guides	B7
you need a constant contact with others	C4
you need someone there to support you	C4
you never enter the classroom and observe that person.	A9
you often get is the senior person telling the junior person what to do	A10
Your approach to the subject is quite important,	A1

Appendix 8: 35 Categories through merging open codes (explained in Chapter 4)

A. Organisational Culture

1. Ability to transfer subject knowledge by teachers
3. The ability of teachers to motivate and discipline pupils
4. Assumptions about newly employed teachers
5. The need to be mentored
6. Inclination to mentor colleagues
7. Traditional delivery of lessons
8. Teacher confidence linked to pupil outcomes
9. Vulnerability created by and reduced by mentoring
10. Subject Departments

B. Professional Conduct and Development

1. The Priority of maximising pupil outcomes
2. Provision of direction to teachers through professional development
3. Mentoring facilitates change and improvements in teaching
4. Balance between benefits to mentee and mentor from mentoring
5. The importance of professional development to teachers
6. Lack of Professional Development leads to complacency
7. Embedded mentoring within the professional conduct of teachers

C. Quality and quantity of mentoring support

1. Distinction between formal and informal mentoring
2. Subject knowledge versus subject delivery mentoring
3. Measuring and assigning value to mentoring
4. Need for highly personalised (bespoke) mentoring
5. Need for mentees to take the initiative
6. The role of staff appraisal in judging teaching ability
7. Transferring of skills

D. Teachers with and without QTS

1. Unique needs of new teachers to a school
2. Natural teaching ability
3. The importance of a good degree
4. The support given to unqualified new teachers
5. Reliance upon good will
6. New teacher expectations

E. Suggestions for Improvements by Participants

1. Growth of a mentoring culture amongst teachers
2. Linking the level of support to the needs of the mentee
3. Factors leading to embedded mentoring
4. Team of timetabled mentors
5. Support for unqualified teachers
6. Support for new teachers

Appendix 9: Sources for the Conditional Relationship Guide

[Click to edit](#)

Name

A. Organisational Culture

- 1. Ability to transfer subject knowledge by teachers
- 2. Inclination to mentor colleagues
- 3. Experienced and inexperienced teacher vulnerability and confidence
- 4. Subject Department culture

B. Professional Conduct and Development

- 4. Maximising pupil outcomes and motivation of pupils in the classroom
- 1. Provision of direction to teachers through professional development
- 3. Embedded mentoring within the professional conduct of teachers
- 2. The importance of professional development to teachers

C. Quality and quantity of mentoring support

- 3. Measuring and assigning value to mentoring
- 1. Need for highly personalised (bespoke) mentoring
- 2. Need for mentees to take the initiative
- 4. Changes and improvements in teaching facilitated by mentoring

D. Teachers with and without QTS

- 1. Unique needs of new teachers to a school
- 2. Assumptions and expectations of new teachers
- 3. The support given to unqualified new teachers
- 4. The status assigned to a degree from a top university

F. Prompted Responses

know that I am able to respond to the pupils in the class rather than having such a tight lesson plan that I can't move out of it because it restricts me very much. It is quite important to be able to respond spontaneously to the needs of the pupils in the field of science and maths many people struggle with communication skills. For example there are many highly skilled physicists who are on the autistic spectrum so communication is an issue, particularly communicating your subject. So often people who have really high ability in science or maths are hopeless at explaining that to anyone else. So it is possible to be coming to this thinking that subject knowledge is almost the opposite of being able to teach brilliantly. Being very good at your subject is almost irrelevant to whether or not you have the ability to teach. These are two completely separate things. To be a good teacher, you are absolutely right, you do have to have good subject knowledge but I honestly do not think that an Oxbridge degree stands anyone in better stead than another degree from any good university. I am not suggesting that it is possible to teach media studies with a physics degree. But with someone coming in with qualifications indicating that they are able to understand a particular subject, it does not mean they are able to teach brilliantly or even have confidence to teach that subject in the classroom.

yes and I also think that having a teaching degree does not necessarily mean that you are a

1. Need for highly personalised (bespoke) mentoring

2. Need for mentees to take the initiative

4. Maximising pupil outcomes and motivation of pupils in the classroom

1. Ability to transfer subject knowledge by teachers

2. Inclination to mentor colleagues

5. To what extent do you see mentoring as part of the professional conduct and development of teachers?

2. Subject knowledge and excellent qualifications, is this the same as being able to teach brilliantly?

3. What structure should be in place at an independent school in order to make colleagues without a degree feel supported?

8. How does a school like this get an inspection report that says that the teaching is "excellent" if it is not a top university?

1. What do you think the aim of teachers mentoring teachers should be?

3. Experiences

Coding Density

Appendix 10: Identification of Consequences

(Concepts in Italics were removed)

A. Organisational Culture

1. Ability to transfer subject knowledge by teachers
3. The ability of teachers to motivate and discipline pupils
(4. Assumptions about newly employed teachers)
(5. The need to be mentored)
6. Inclination to mentor colleagues
(7. Traditional delivery of lessons)
8. Teacher confidence
9. Experienced and inexperienced teacher vulnerability
10. Subject Department culture

B. Professional Conduct and Development

1. The Priority of maximising pupil outcomes
2. Provision of direction to teachers through professional development
3. Mentoring facilitates change and improvements in teaching
(4. Balance between benefits to mentee and mentor from mentoring)
5. The importance of professional development to teachers
(6. Lack of Professional Development leads to complacency)
7. Embedded mentoring within the professional conduct of teachers

C. Quality and quantity of mentoring support

- (1. Distinction between formal and informal mentoring)*
- (2. Subject knowledge versus subject delivery mentoring)*
3. Measuring and assigning value to mentoring
4. Need for highly personalised (bespoke) mentoring
5. Need for mentees to take the initiative
(6. The role of staff appraisal in judging teaching ability)
7. Transferring of skills

D. Teachers with and without QTS

1. Unique needs of new teachers to a school
2. Natural teaching ability
3. The importance of a good degree
4. The support given to unqualified new teachers
(5. Reliance upon good will)
6. New teacher expectations

E. Suggestions for Improvements by Participants

- (1. Growth of a mentoring culture amongst teachers)*
- (2. Linking the level of support to the needs of the mentee)*
- (3. Factors leading to embedded mentoring)*
- (4. Team of timetabled mentors)*
- (5. Support for unqualified teachers)*
- (6. Support for new teachers)*

Appendix 11: Conditional Relationship Guide Tables

1. Subject Department culture.	
What?	An Independent School is much more of an isolated road; Never felt more judged before with respect to results than in this school; Greasy pole teachers vs. oxen and plough teachers.
When?	Day-to-day interactions between members of a subject department and their HOD; Analysing results for the subject; First year of a new teacher to the school.
Where?	Subject department team; Informal and formal meetings between the HOD and teachers within the department; Discussions about pupil results at the end of the year.
Why?	Each subject department is unique and there seems to be a strong link between the culture of the department, how the teachers within their department work with each other and the personality of the HOD; A perception amongst the teaching staff that the SMT believe that HODs are all doing their job consistently; Vocational versus career HODs.
How?	Vocational orientated HODs take the initiative to work with the staff in the department, to ensure that they all feel supported, that they have access to resources and mentoring at the point of need. Career orientated HODs seemed to just want to meet all the necessary requirements of their area of responsibility. For them the paperwork must all be in place. They keep a close eye on their time and may be somewhat reluctant to go beyond their allocated time in order to help teachers who need support within their department.
Consequence	Coherence in Teaching.

Table A11.1 Subject Department culture

2. Inclination to mentor colleagues and reliance upon goodwill.	
What?	There are people at our school who have the time but do they have the inclination? Sometimes there are those who have the inclination to do it but who don't have the time; Giving up some of your spare time to help somebody.
When?	Volunteering to formally mentor; School day in free time; Times when there are other work pressures; When not assigned any mentoring role.
Where?	When there is no formal provision for a new colleague; When a teacher without QTS is in their first year at the school.
Why?	Lack of time; Experienced teacher's insecurities about their own teaching; Culture of asking for a reward for doing extra work; Teachers have forgotten what it was like to be mentored themselves.
How?	Teachers must take the initiative to look out for colleagues who are struggling; It takes a lot of time, effort and goodwill to support a colleague over an extended period of time.
Consequence	Reliance upon Goodwill; Reduced Complacency.

Table A11.2 Inclination to mentor colleagues and reliance upon goodwill

3. Experienced and inexperienced teacher vulnerability and confidence.	
What?	If you are not confident with your teaching ability then you can't relay information and adapt to the needs of the class; We are rarely shown the weaker side of an experienced teacher.
When?	In front of a class; Approaching another colleague for help; Colleague observes a lesson; Mentoring another colleague.
Where?	The isolated situation of a classroom with no one else to turn to for help; Allowing an inexperienced teacher access to the autonomous environment of an experienced teacher; Inexperienced teacher lacks self-confidence to ask for help.
Why?	Teachers often work independently of each other behind the closed door of a classroom; Experienced teachers may feel reluctant to reflect on their own teaching; Link between the personality of the inexperienced teacher and willingness to ask for help.
How?	On mentoring each other, there could potentially be a reduction in a lack of self-confidence and vulnerability for both mentor and mentee; By not mentoring, experienced teachers could become complacent regarding the needs of inexperienced teachers.
Consequence	Professional Self-confidence; Reduced Complacency.

Table A11.3 Experienced and inexperienced teacher vulnerability and confidence

4. Ability to teach well.	
What?	Someone with good subject knowledge is going to be intelligent; Quite important to be able to respond spontaneously to the needs of the pupils; Parents and pupils complain if this is not done well.
When?	Lessons; Transferring subject knowledge.
Where?	One-to-one teaching; Teaching groups; Creating useful and usable resources.
Why?	Teaching is not just about having a good degree or excellent subject knowledge; There needs to be a balance between teacher's subject knowledge and the ability to teach pupils well; Some teachers have more of a natural teaching ability.
How?	Observing how other teachers transfer subject knowledge; Being observed by a mentor; Having regular discussions about teaching with more experienced teachers.
Consequence	Coherence in Teaching; Professional Self-confidence.

Table A11.4 Ability to teach well

5. Provision of direction to teachers.	
What?	If you want your school to be fantastic, and you want great teachers, you have got to invest, and that means time and energy and people and resources; There should be lots of ongoing informal review and touching of base.
When?	Every day school life; One-to-one HOD and teacher interactions; Head Teacher and SMT.
Where?	Classroom observations; Times of self reflection with those initiating professional development; The Head Teacher, SMT, HODs and colleagues who are proactive in moving teachers forward professionally.
Why?	Developing teachers professionally has a knock-on effect of developing the whole school; Professional development removes complacency and stagnation; Professional development of teachers enhances the positive outcomes for pupils in the school.
How?	By developing themselves professionally, vocational teachers will see the benefits to their own pupils; Professionally developing teachers develops the whole school; The mentoring relationship goes a long way towards identifying the details of professional development needs and what steps can be put in place to support any teacher.
Consequence	Whole School Development; Positive Pupil Outcomes.

Table A11.5 Provision of direction to teachers

6. The importance of professional development to teachers.	
What?	Once you are in the system it is like being on the treadmill; Those who are just happy with drifting through the day; You are told that everything you do is for the students but you are not told that actually it's about developing yourself.
When?	Times of high and low pressure; Discussions in the staff room; Lesson observations; Subject department meetings, interactions with HODs.
Where?	Teachers acknowledge the need for their own professional development and therefore seek it out; SMT see the benefits to teachers and are proactive in developing them professionally.
Why?	Spending a significant percentage of time analysing and discussing pupil grades, compared to the quality of teaching at the school; Maximising pupil outcomes is of secondary benefit to the professional development of teachers; Parents judge a school on examination results, assuming teaching is good.
How?	Teachers sacrifice their own desires for professional development due to completely focusing on the progress of pupils; If the desire for professional development is put aside then teachers may be reluctant to focus on the professional development of their colleagues.
Consequence	Positive Pupil Outcomes; Reduced Isolation.

Table A11.6 The importance of professional development

7. Embedded mentoring within the professional conduct of teachers.	
What?	Has to be a lot of contact, it must be something that is pervasive and not separate or discreet; Just to have that extra person there who I really felt was like one of those book-ends on a shelf making sure I was progressing.
When?	One-to-one actions between teachers; Start, middle and end of teaching career.
Where?	Teamwork; Semi-formal structure; Friendship circles within staff; Cross curricular.
Why?	Teaching is not a team orientated profession because of the isolation and autonomy of the classroom; Greater retention of potentially good teachers who feel valued; Mentoring of teachers is at the heart of professional development; Eats into time and is seen as expensive and is therefore often neglected.
How?	It is difficult for teachers to juggle the demands of their own job with meeting the mentoring needs of their colleagues; It goes beyond what is timetabled; Mentoring leads to feelings of appreciation which could potentially improve morale of the staff.
Consequence	Reliance upon goodwill; Reciprocal Mentoring.

Table A11.7 Embedded mentoring within the professional conduct

8. Maximising pupil outcomes and motivation of pupils in the classroom.	
What?	We are trying to develop the full potential of our pupils; You are judged on the results rather than on how well you have done, compared to what class you have had.
When?	All teacher-pupil contact; Classroom; Out of the classroom.
Where?	Providing an all-round education for each pupil; Providing a pleasant learning environment; Preparing pupils for examinations; Preparing pupils for life after school.
Why?	Teachers feel judged by their results rather than how they have moved the pupils forward; An assumption that teachers employed by the school are good teachers.
How?	Teachers working as a coherent unit; Consistent teaching across all subject areas; Teachers need to adapt to the needs of the class in order to meet the needs of individual pupils.
Consequence	Coherence in Teaching; Positive Pupil Outcomes; Individualised Teaching.

Table A11.8 Maximising pupil outcomes and motivation of pupils

9. Need for highly personalised (bespoke) mentoring.	
What?	Teacher being mentored to be the best that they can be; Initially there needs to be quite a bit of thought in terms of the mentee.
When?	Assigned mentors; Lesson observations; Informal mentoring.
Where?	Teachers witnessing how other teachers teach; Stimulating self reflection; Tailored support.
Why?	Transparency in terms of support is needed; Support available during the dips in self-confidence; Shared goals and vision for the school.
How?	Mentoring for subject delivery; Some teachers are natural teachers but others need more concentrated support; The mentoring relationship identifies the details of these needs and what steps can be put in place to support any teacher; Some sort of formal structure needs to be in place in order to facilitate informal, personalised mentoring.
Consequence	Informal mentoring within a formal structure; Needs Analysis of New Teachers.

Table A11.9 Need for highly personalised mentoring

10. Need for mentees to take the initiative.	
What?	They find out because they are self-aware, reflective or they are alert, and they see things around them with which they aren't coping well; Sometimes we feel that we are pestering if we ask too many questions.
When?	Meetings with mentors; Staff room discussions; Preparation of lessons.
Where?	Observations of more experienced teachers; Identifying weaknesses.
Why?	Reluctance to identify areas of weakness in experienced teachers. Culture of being willing to help when asked; Helping without being asked means the experienced teacher has to be proactive and exhibit large amounts of goodwill; An inexperienced teacher, especially if unqualified, may not know what questions to ask.
How?	Often these areas of weaknesses are highlighted by parent complaints; Pupils identify weaknesses in teachers by comparing teachers with each other; Care must be taken with a mentee who struggles to ask for help because often they need help the most and could be easily neglected.
Consequence	Exposing needs; Needs Analysis of New Teachers.

Table A11.10 Need for mentees to take the initiative

11. Measuring and assigning value to mentoring.	
What?	How we know how much to value something if we have no record of what is going on? Because it is difficult to quantify what you have achieved in mentoring, it is hard to put a value on it.
When?	Teacher conversations; Informal mentoring; Formal mentoring.
Where?	Spontaneous support; Staff room and corridor conversations; Informal support within the classroom.
Why?	Difficult to measure the value of informal mentoring; Teachers concentrate on those activities that are measurable because that is what they are judged by; Culture of seeking compensation when going beyond the job description.
How?	Immeasurable activities such as informal mentoring could potentially have a significant impact on measurable outcomes such as pupil grades; Informal mentoring develops both mentor and mentee professionally.
Consequence	Reciprocal Mentoring; Positive pupil outcomes.

Table A11.11 Measuring and assigning value to mentoring

12. Changes and improvements in teaching facilitated by mentoring.	
What?	<p>The mentor role could assist the mature teacher to enrich their later career, in helping them feel as though they are 'passing on' their valuable experience;</p> <p>The more informal mentoring is taking place within a school, the more cross fertilisation of ideas will be taking place.</p>
When?	<p>Whole year;</p> <p>At every stage in a teacher's career;</p> <p>In and outside the classroom.</p>
Where?	<p>Subject areas;</p> <p>Cross curricular;</p> <p>Supportive subject department;</p> <p>Being the best teacher possible.</p>
Why?	<p>A mentoring role for a more experienced teacher would help to validate their career progression;</p> <p>Mentoring facilitates maturity and growth in a teacher;</p> <p>New ideas through mentoring stimulates better teachers and teaching.</p>
How?	<p>Mentoring aids a teacher's professional development;</p> <p>Experienced teachers feel valued when mentoring inexperienced teachers;</p> <p>Excellent, experienced teachers act as positive role models;</p> <p>Mentoring encourages inexperienced teachers to grow, improve and settle.</p>
Consequence	<p>Reciprocal Mentoring;</p> <p>Individualised Teaching.</p>

Table A11.12 Changes and improvements in teaching

13. Unique needs of new teachers to a school.	
What?	<p>You are expected to look at this 2 m long notice board and spot the location of your initials, in 11pt font type. We were all told about it in our induction training. but in only two days' worth of training.....</p> <p>Realising that there was an enormous amount of work out of the timetable that was my responsibility.</p>
When?	<p>New teacher induction;</p> <p>Subject department;</p> <p>Start of the school year;</p> <p>Sharing of resources;</p> <p>Meeting pupils in classes for the first time.</p>
Where?	<p>Highly stressful and busy start to the new school year;</p> <p>Becoming familiar with cultural norms in the classroom;</p> <p>Being familiar with rewards and sanctions.</p>
Why?	<p>Most schools have a similar staff handbook, but how it is implemented is unique to each school;</p> <p>New staff need to build up a tacit knowledge of how a school runs;</p> <p>Need for new staff to be accepted quickly by pupils and establish discipline.</p>
How?	<p>Supporting new staff both practically and emotionally throughout their first year;</p> <p>Showing new staff that they are valued;</p> <p>Pupils will challenge the boundaries of new staff, therefore the boundaries must be firmly in place from the start;</p> <p>Significant reliance on the goodwill of other staff.</p>
Consequence	<p>Reduced isolation;</p> <p>Reliance upon Goodwill.</p>

Table A11.13 Unique needs of new teachers to a school

14. Assumptions and expectations of new teachers.	
What?	<p>There is a huge assumption that you know exactly what you should be doing every day;</p> <p>Perhaps the culture we have at this school is that there are a lot of people who have been here a long time, and who either have not got the time or inclination or the energy, leaving you to sink or swim.</p>
When?	<p>Start of the school year;</p> <p>Staff handbook;</p> <p>Subject department team.</p>
Where?	<p>Ability to discipline pupils consistently;</p> <p>Preparation of resources and keeping records that fall in line with the rest of the subject department;</p> <p>Understanding the areas of responsibility of the SMT.</p>
Why?	<p>It cannot be assumed that new teachers will fit straight into the cultural norms of the school;</p> <p>Support is needed to adapt to new roles and responsibilities;</p> <p>The uniqueness of each subject department means that not all new teachers have access to a pool of resources or support.</p>
How?	<p>Both experienced and inexperienced teachers face a steep learning curve when new to the school;</p> <p>It takes time and support for new teachers to adapt to the cultural norms of teaching and discipline;</p> <p>Inconsistency in the support of the new teacher across subject departments could lead to inconsistency in subject delivery.</p>
Consequence	<p>Coherence in teaching;</p> <p>Needs Analysis of New Teachers.</p>

Table A11.14 Assumptions and expectations of new teachers

15. The support given to unqualified new teachers.	
What?	Giving them two mentors, one who is subject specific and the other with broader school issues; Everything that was done was so ad hoc that they really didn't know what they were doing or how to make progress.
When?	Interview; Teacher induction; Subject department meetings; Parents evenings and school report writing.
Where?	Acknowledgement of no qualification at the interview; Facing a class for the first time; Preparation of resources for teaching; Discipline structures; The roles and responsibilities of colleagues.
Why?	Support is needed with applying the national curriculum to subject knowledge; With no experience in front of a class, many mistakes will be made; The HOD would need to play a significant role in supporting this teacher.
How?	Facing a class for the first time without knowledge of the tools of the trade is extremely daunting; The school has a duty of care to put a robust structure in place, as they would for an NQT; Ancillary jobs such as parents' evenings come as a shock to an unqualified teacher; The unqualified teacher requires far more support in their first year than an NQT.
Consequence	Professional Self-confidence; Reduced isolation.

Table A11.15 The support given to unqualified new teachers

16. The status assigned to a degree from a top university.	
What?	<p>At a school like this, the parents expect that teachers should have good degrees because they are looking at similar paths for their children;</p> <p>Just because they come from a good university with a good degree and good subject knowledge, does not mean they are going to be a good teacher.</p>
When?	<p>Staff room;</p> <p>At interview;</p> <p>Parental contact;</p> <p>Classroom.</p>
Where?	<p>In the staff room some teachers feel the need to apologise for not going to Oxbridge;</p> <p>Transfer of subject knowledge;</p>
Why?	<p>A good degree does not necessarily equate to being a good teacher, but this is sometimes the assumption;</p> <p>Perception amongst the pupils that a teacher with a good degree will be good;</p> <p>Good subject knowledge is admired by pupils.</p>
How?	<p>There is a certain amount of status attached to a teacher's degree, and this causes insecurity;</p> <p>There is a certain amount of parental expectation that teachers with good degrees have been employed by the school, and they see teachers as role models for further education;</p> <p>Independent Schools take on unqualified teachers with good degrees assuming they will manage teaching with ease.</p>
Consequence	<p>Professional Self-confidence;</p> <p>Coherence in Teaching.</p>

Table A11.16. The status assigned to a degree from a top university

Appendix 12: Letter to the Head Teacher asking for funding for the EdD

22 April 2010

Dear Head Teacher,

First of all I would like to welcome you to XXXXX School. I am looking forward to getting to know you and working with you.

Over the past three years I have completed a Masters degree in Educational Leadership with the Open University. The University encouraged me to apply for a Doctorate degree which I did. I applied to do the EdD and my proposal was accepted two weeks ago. The EdD, starting on May 15th, will take three years to complete and will take up about 15 – 20 hours of time a week. This I do in my own time at home. The title of my research will be: Teaching Teachers to Teach in the Classroom, the roles and responsibilities of teachers as mentors of their newly qualified and new-to-teaching colleagues.

I have made a copy of my proposal for you to read as it may interest you in terms of the recommendations that may be made by the school inspectors. First of all, I will need your permission to carry out my research at XXXX and secondly I would like to ask for some funding towards my studies. The first year will cost £2600. I know that there are some funds available from XXXX University because of the PGCE student I am currently mentoring which could go towards my studies.

I have an absolute passion for mentoring teachers in the classroom. I have already spent many hours this year supporting XXXX (a new unqualified teacher). You can ask the Head of Department about the extent of my involvement there. A number of teachers have heard about what I have been doing and they have approached me to support them. I would love to support them but I have not been given the authority or the time to do so.

We can discuss my studies further when I have my appointment with you unless you need to see me earlier about it.

Many thanks

Michèle Cuthbert

Appendix 13: Consent Granted



Centre for Research in Education and Ed Technology
(CREET)

Research Title: Mentoring in an Independent Secondary School: What is the most effective support provided by teachers for their newly qualified and new-to-teaching colleagues?

I have read and understood the statement of research intent.

I agree to being interviewed (or participating in a focus group, being observed, allowing access to written feedback of lesson observations) on date (.....).

I also agree to be digitally recorded.

I understand that the interview transcript will be forwarded to me for approval prior to data analysis, and I may correct any inaccuracies as I wish.

I may also advise you if I feel that I need to withdraw a response or the whole interview after it has taken place.

I understand that the transcript, data analysis and thesis will make no reference to my identity and any statements I have made will be disseminated through the research.

I know that all data will be held securely and confidentially in accordance with standard practice in educational research under the guidance of the Open University's ethics committee.

Name: _____

Signature: _____ Date: _____

Researcher: Michèle B Cuthbert

Signature: _____ Date: _____

Appendix 14: Pro-forma for Lesson Observations

XXXXXX School
LESSON OBSERVATION RECORD

Date:	Time:	Location:	Class:
Name of observer:	Name of observee:	Subject:	Topic:
Starter activity:			
Main Activity:			
Plenary:			
Key points learned from observation:			

Signed
(Observer)

Signed
(Observee)

Copies to: Observee, relevant Head of Department, Deputy Head

Appendix 15: INITIAL KEY CONCEPTS EMERGING FROM THE DATA WITH LINKS TO THE RESEARCH QUESTIONS (PILOT STUDY)

The two questions analysed from the interviews and focus group were:

Question 1: What do you think the aim of teachers mentoring teachers should be?

Question 5: To what extent do you see mentoring as part of the professional conduct and development of teachers?

Organisational Culture

Research Question 1. How does the organisational teacher culture of an Independent Secondary School influence formal and informal mentoring of new teachers?

Qualities of an Excellent Teacher

As a starting point, I was interested in how my participants viewed the concept of an 'excellent teacher' and how they linked this to the mentoring role of a teacher (Orland-Barak, 2001). The consensus was that excellent teachers are seen as those who have a good ability to motivate the pupils to be the best they can be, thus maximising the outcomes of pupils. Therefore mentoring takes on a significant role when teachers are striving to be better teachers. Specifically, mentoring plays a key role in supporting teachers, with excellent subject knowledge, to transfer that subject knowledge to pupils in an orchestrated manner. Over time teachers become experienced at what they do and contribute, maybe unknowingly, towards the teaching culture of the staffroom (Personal observation).

Teacher Culture

The data suggests that as teachers become more experienced in teaching they forget the tremendous benefits of being mentored in their first year of teaching. Their teaching becomes routine and successful, so there is less need to be mentored. One participant indicated that a consequence of this was a lack of inclination by teachers to mentor others, while another participant insinuated that there was a perceived constraint on any time available to mentor others. Most teachers often also assumed, when the school employed a new teacher, that he or she is fully capable of doing the job. The significance of this is that there is no immediate assumption that new teachers may need some form of mentoring support. A new teacher to the school may experience a certain amount of vulnerability, but fascinatingly this was not the only point of vulnerability spoken about.

Teacher Confidence and Teacher Vulnerability

The confidence that teachers have in their own teaching ability, within this Independent School setting, is strongly linked to pupil outcomes. Teachers experience a measure of vulnerability at the end of each year knowing that the outcomes of the pupils they taught that year, in terms of examination results, are of tremendous importance, and are scrutinised and analysed in great detail. The following conversation in focus group 1 elucidates this point:

...yes I feel that I am very much judged by my results. (Ana) ...yes I have never felt more judged before with respect to results than in this school. (Cath) ...yes I think it means that you are just judged on the results rather than being judged on how well you have done compared to what class you have had or anything else. (Ana) ...yes it is all about this A/B percentage. You could have 2 or 200 pupils in your class but it all boils down to percentage. This does then engender mentors being more afraid of being watched because it feels as though there is this type of judgement. (Beth) ...yes rather than all working together to make sure all the results are good, people are tempted to keep their own results to themselves so that they stay above the pack and they don't drop below someone else because then there is panic. (Ana)

In the above conversation Beth is suggesting that as experienced teachers, mentors feel vulnerable as well. Mentors need to expose the strengths and weaknesses in their own teaching to those whom they are mentoring. Teachers feel very vulnerable when being observed by other teachers. Dan suggests the emergence of feelings of complacency:

I have a suspicion that once I become more set in teaching, more jaded, moving towards that autopilot, I may think why do I want to do this? I wouldn't want somebody checking up on me and seeing whether I am doing things right.

One of the possible reasons for this is that teacher vulnerability develops over time when a teacher is not mentored themselves. Another reason is that vulnerability is brought on by the fact that teachers may have to change their way of doing things or even modernise their teaching style as a result of mentoring and being mentored. The data is suggesting that the further away teachers move from mentoring others, the more difficult it becomes to mentor others and to be mentored themselves. These findings resonate with the findings of Kardos and Moore Johnson (2007) in that there is not always a collective responsibility amongst teachers for the success of each other's teaching.

There is an acknowledgement in the data though, that one of the positive outcomes of teachers mentoring each other is in fact, a reduction in the

feelings of vulnerability or insecurity. Through mentoring, teachers are made to feel valued and this plays a substantial role in their professional development. Is it possible that if school leaders foster a shared sense of responsibility amongst teachers, whereby they perceive mentoring as part of their professional conduct, then this fear of being made to feel vulnerable through a mentoring relationship will diminish (Kardos and Moore Johnson, 2007)?

Professional Conduct

Research Question 2. To what extent do experienced teachers see mentoring their new colleagues in the classroom as part of their professional conduct and development within an Independent School setting?

Aim of Mentoring and the Role of the Mentor

There is an overwhelming sense amongst the participants that pupil outcomes are maximised when teachers are supported through mentoring. Concentrating on a teacher's ability to maximise pupil outcomes has a direct benefit to many pupils. They acknowledge that support through mentoring involves sharing good practice, improving subject knowledge, shared emotional support and a heightened awareness of mentees' strengths and weaknesses.

Participants suggest that the mentor takes on the main role of facilitating mentee reflection and directing improvement through addressing weaknesses. The mentor becomes someone to whom the mentee is accountable as well as someone who passes on their accumulated knowledge to the mentee. In their review of the literature Gilles and Wilson (2004) report on the benefits of mentoring to mentors. These include a more collaborative environment, opportunities to become critically reflective of their own teaching practise in a non-threatening environment and outcomes of improvements to teaching as well as enhanced professional development.

Professional Development

The current view amongst the participants is that mentoring is seen to professionally benefit the mentee rather than the mentor. There is a danger that experienced teachers can become complacent in their jobs when they are not taking part in any form of professional development. Interestingly, those interviewed did not volunteer their thoughts on the extent to which the mentoring of others played a significant role in their own professional development. But there is certainly an emerging need for embedded mentoring within the ongoing school culture and the professional development of all teachers:

If you are asking me for a preferred model of professional development then you certainly need a meeting where you talk about strengths and weaknesses and decide on ways forward. You need outcomes of how those strengths are

going to be developed; you need to establish what the evidence is going to be to show that you have established those outcomes. But you cannot just sit down and nine months later say 'did you do it' and tick the box, because that is not how it works. In between there has got to be a lot of contact, it must be something that is pervasive and not separate or discreet and distinct of professional life. (Alan)

Quality and Quantity of Support Given by Teachers

Research Question 3. Within an Independent School, what is the quality and quantity of support provided by experienced teachers who have not been assigned formal mentoring roles?

Current Mentoring within the Research Setting

Currently most teaching staff within the research setting judge their own teaching abilities, firstly by pupil outcomes and secondly by staff appraisal which takes place once a year with a line manager. My own experience is that staff appraisal is inconsistent and wholly dependent on the person administering it. Some line managers use it as an opportunity to formalise mentoring, but this is rare. There is a type of mentoring taking place at subject level within the subject departments, where there is an emphasis on curriculum understanding rather than enabling teachers to share their knowledge with pupils. A very interesting point was made by Carl when he said that 'It's probably a lot easier to help the mentee drive the student's grade than it is to guide them to achieving their maximum potential'. A teacher culture has developed whereby teachers concentrate mainly on the outcomes of their own classes. This fosters classroom isolation:

...if there is to be an aim for mentoring then it must be one of building a team. I feel as though an Independent School is much more of an isolated road. (Cath)

Due to experiences of mentoring relationships and constraints on time, there is a perception that mentoring will only take place if it is formalised in some way.

There are people at our school who have the time but do they have the inclination to do it? There are sometimes those who have the inclination to do it but don't have the time. (Brad)

One of the main reasons for this is that informal mentoring is extremely difficult to measure and therefore to assign a value. Bert went on to say: 'How can we know how much to value something if we have no record of what is going on?'. At the moment teachers need to take the initiative to seek out help themselves within current culture of the research setting.

Bespoke Mentoring

A strong sense of the need for highly personalised mentoring emerged from the interviews and the focus group. Teachers would be reluctant to respond to any sort of imposed mentoring structure. It is thought that mentees need to be proactive and take the initiative to seek out the mentoring they need in order to reinforce strengths and address weaknesses in their own teaching:

... it is also about the mentee taking responsibility for their own mentoring by having the confidence to find things out rather than sitting back and waiting for things to find them. (Alan)

This bespoke form of mentoring adjusts to the needs of a teacher. Two participants suggested that merely directing a teacher to study a school handbook, upon entering teaching in a new school, is completely inadequate when it comes to supporting a teacher in their teaching. My personal observation is that the school handbook assumes an important role at the start of the academic year. Teachers are faced with a number of additions and alterations to the handbook in their 'pigeon holes' and must take the initiative to read and file these.

Suggestions for Improvements by Participants

Some clear suggestions for improvements are starting to emerge out of the data. These suggestions, by participants, will form part of the next phase of theoretical sampling.

Partial Formalisation

Participants feel that consistent and beneficial informal mentoring will not take place within a school unless it is formalised in some way. It was suggested that a team of willing mentors should be timetabled in such a way that they are able to respond to the requests of other teachers for support. The support could range from a large commitment of time available for a new teacher arriving at the school without any formal teaching qualifications, to dealing with a highly specific problem that only requires short term support.

...I think that informal mentoring should form a part of formal mentoring. (Alan)

I think that if you want to make people better teachers, you've got to make mentoring structured within the curriculum but you also have to make it something that people are happy to talk about and do. (Dru)

Head Teacher Driven

All suggested that an embedded mentoring culture would only be realised if driven by the Head Teacher, with whole school development and curriculum planning in mind.

I think that we don't have a culture that appreciates mentoring and I think that has to come from the top down. Firstly, you have to have a Head who fully believes in it and sees it as a means by which we can all develop as teachers and therefore it develops the school. There has got to be some sort of provision made for that and get it embedded into the timetable. (Dru)

Most were positive about the fact that such a mentoring culture could start off with small beginnings and slowly grow into something more substantial, as teaching staff begin to recognise the benefits they could derive from it.

Conclusion

In conducting five interviews and one focus group, I held fast to my time plan. It is not possible to ask teachers for an interview at the last minute. No real tensions are emerging yet apart from a little frustration from knowing how important mentoring is and realising that there is a lack of allocated time, policy and resources for it to be embedded within the teacher culture.

The initial analysis of the data is starting to suggest that the values of mentoring fit into a form of professionalism. Those interviewed seem to have a coherent perception of the role of mentoring in supporting teachers. A key theme to explore in the main study will be whether teacher professionalism is the key driver in a mentoring culture.

Summary Table

Organisational Culture	Professional Conduct	Quality and Quantity of Support	Suggestions for Improvements by Participants
<p>Qualities of an Excellent Teacher</p> <ul style="list-style-type: none"> • Ability to motivate pupils; • Seeking to be better; • Able to transfer excellent subject knowledge. 	<p>Aim of Mentoring and the Role of the Mentor</p> <ul style="list-style-type: none"> • Maximise pupil outcomes; • Provision of direction; • Facilitate change and improvements in teaching. 	<p>Current Mentoring within the Research Setting</p> <ul style="list-style-type: none"> • Staff appraisal is the means by which teachers judge their teaching abilities; • Subject level mentoring is taking place; • Difficult to measure and assign value to mentoring. 	<p>Partial Formalisation</p> <ul style="list-style-type: none"> • Calls for a team of timetabled mentors; • Level of support driven by the needs of the mentee.
<p>Teacher Culture</p> <ul style="list-style-type: none"> • Experienced teachers have less of a need to be mentored; • Lack of inclination to mentor; • Assumption that newly employed teachers are good teachers. 	<p>Professional Development</p> <ul style="list-style-type: none"> • Currently more beneficial to mentee than mentor; • Lack of professional development leads to complacency; • An emerging need for embedded mentoring. 	<p>Bespoke Mentoring</p> <ul style="list-style-type: none"> • Need for highly personalised mentoring; • Mentees need to take the initiative to seek mentoring for themselves; • A school handbook does not suffice in supporting a new teacher. 	<p>Head Teacher Driven</p> <ul style="list-style-type: none"> • Embedded mentoring realised if driven by the head teacher; • A mentoring culture can start small and grow.
<p>Teacher Confidence and Teacher Vulnerability</p> <ul style="list-style-type: none"> • Teacher confidence linked to pupil outcomes; • Mentors feel vulnerable; • Mentoring reduces vulnerability. 			

Table A15.1 Key Concepts from Analysed Data

Appendix 16 An example set of Questionnaires for New Teachers and their Assigned Mentors

Possible preamble for the questionnaires:

My name is and I have responsibility for new staff induction and NQT induction at school. Please would you take a little time to answer the questions below? Please save the document and then email it back to me as an attachment. Upon receipt of your completed questionnaire I may speak to you in person, at your convenience in order to ensure that I can prepare an individualised programme of support from the start of the new term.

Possible questions within the questionnaires for the mentors and mentees:

Mentor Questionnaire:

1. How did you become a mentor for the new teacher? Volunteered or assigned.
2. Do you have any previous mentoring experience and if so, how many years?
3. If you have (mentored before / have not mentored before) then could you write a short description of (the main responsibilities you fulfilled as a mentor / the main responsibilities you think you may need to fulfil as a mentor).
4. Below is a list of possible mentor responsibilities, Please could you read the list carefully and place them in order from what you see as your most important responsibility as a mentor (Assign the number 1) down to what you see as the least important (Assign the number 12). You may see some as equally important, please assign the same number to those.
 - a. Helping the mentee develop teaching skills;
 - b. Assessing the mentees teaching performance;
 - c. Allowing the mentee to observe your lessons;
 - d. Discussing with the mentee wider issues in education;
 - e. Team teaching with the mentee;
 - f. Helping the mentee understand the curriculum;
 - g. Helping the mentee with their subject knowledge;
 - h. Engaging with the mentee in self-reflection;
 - i. Sharing your previous experiences of teaching with the mentee;
 - j. Helping the mentee relate teaching theory to practice;
 - k. Providing emotional support for the mentee;
 - l. Providing social support for the mentee.
5. Below are a number of words that could possibly describe your role in the mentor-mentee relationship. Please repeat the exercise from question 4.
 - a. Consultant;

- b. Role model;
 - c. Critical friend;
 - d. Collaborator;
 - e. Observer;
 - f. Feedback provider;
 - g. Counsellor;
 - h. Instructor;
 - i. Manager;
 - j. Partner;
 - k. Friend;
 - l. Assessor.
6. Have you had any form of mentor training before? If so could you briefly describe this training?
 7. Please could you describe what you see as some of the qualities of an excellent teacher?

NQT / Unqualified Teacher Questionnaire:

1. Do you have any previous experience of being mentored? If so, can you briefly describe the nature and quality of that experience / those experiences?
2. If you have (been mentored before / have not been mentored before) then could you write a short description of what you think (the main responsibilities of your mentor was / the main responsibilities you think a mentor should fulfil)?
3. Below is a list of possible responsibilities you might think your mentor may have for you. Please could you read the list carefully and place them in order from what you see as your most important responsibility of a mentor (Assign the number 1) down to what you see as the least important (Assign the number 12). You may see some as equally important, please assign the same number to those.
 - a. Helping me develop my teaching skills;
 - b. Assessing my teaching performance;
 - c. Allowing me to observe their lessons;
 - d. Discussing with me the wider issues in education;
 - e. Team teaching with the me;
 - f. Helping the me understand the curriculum;
 - g. Helping me with my subject knowledge;
 - h. Engaging with me in self-reflection;
 - i. Sharing their previous experiences of teaching with me;
 - j. Helping the me relate teaching theory to practice;
 - k. Providing me with emotional support;
 - l. Providing me with social.
4. Below are a number of responsibilities you may see as your own over the next year. Please repeat the exercise from question 3
 - a. Taking the initiative to develop my own teaching skills;
 - b. Ensuring that I observe the lessons of other teachers;
 - c. Developing my own understanding of the school curriculum;
 - d. Improving my subject knowledge;
 - e. Improving my subject delivery;
 - f. Engaging in self-reflection;

- g. Relating teaching theory to practice;
 - h. Developing my pastoral responsibilities;
 - i. Keeping physical evidence of progress I have made.
5. Below are a number of words that could possibly describe your mentor's role in the mentor-mentee relationship. Please repeat the exercise from question 3.
- a. Consultant;
 - b. Role model;
 - c. Critical friend;
 - d. Collaborator;
 - e. Observer;
 - f. Feedback provider;
 - g. Counsellor;
 - h. Instructor;
 - i. Manager;
 - j. Partner;
 - k. Friend;
 - l. Assessor.
6. Please could you describe what you see as some of the qualities of an excellent teacher?
7. List any areas in your teacher professional life you see as strengths or weaknesses.
8. List any areas in your teacher professional you feel you require support or guidance in over the next year.

Questions adapted from Lai (2009)

Appendix 17 Presentation of the Research Findings to the Head Teacher

A Note of Thanks

It is with gratitude that I present the findings and professional recommendations of my educational doctorate to you. I could not have embarked upon this fantastic and life changing journey without the access you have granted me to my participants at the school as well as some financial assistance.

Conclusions from the Study

The aim of this research was to investigate how experienced teachers, within an Independent Secondary School setting, with a view to maximising the effectiveness of learning opportunities for all pupils, support those who are new to the profession. In order to achieve this aim, my main research questions explored:

1. The influence of the organisational teaching culture on the formal and informal mentoring of new teachers;
2. The extent to which experienced teachers see mentoring their new colleagues in the classroom as part of their own professional conduct and development;
3. The quality and quantity of support provided by experienced teachers who have not been assigned formal mentoring roles.

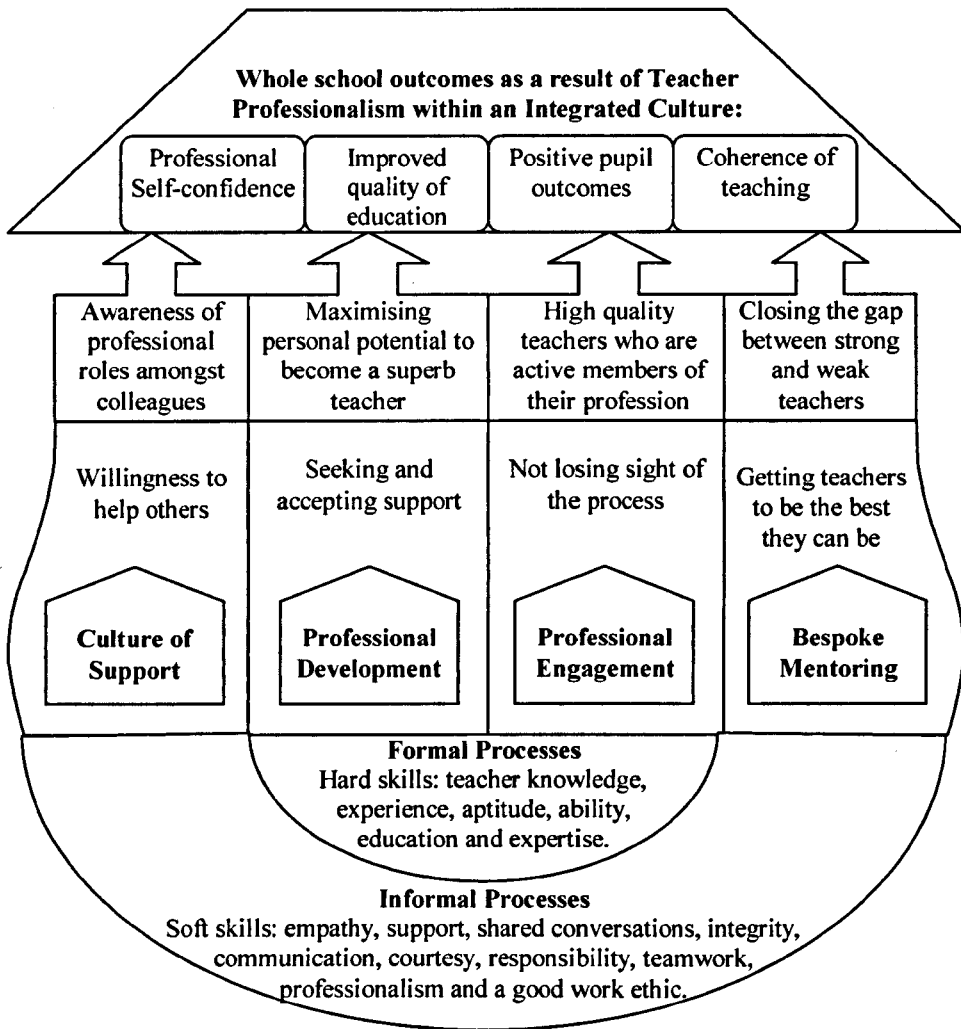
After three and a half years of investigation and study, this thesis of **Mentoring within an Independent School: Teacher Professionalism Explored**, advanced a theoretical position that an awareness of the mentoring aspect of a teacher's professional role sustains a supportive and integrated culture where teachers take collective responsibility for all pupils' learning through a dynamic process of professional engagement.

This theory developed out of interviewing:

- The Head Teacher;
- Four HODs, two of which were HODs of unqualified teachers;
- One experienced teacher, who was new to the school;
- A third year teacher;
- Two NQTs;
- Two unqualified teachers.

Data was collected through two phases. The first phase, between July and December of 2010, included five in-depth interviews with open ended questions and one focus group totalling around 23,000 words. The second phase, between November and December of 2011, included four interviews with open ended questions, totalling around 10,500 words. Analysis of this data developed a core category of *Teacher Professionalism within an Integrated Culture*, illustrated on the next page:

Teacher Professionalism within an Integrated Culture



Using a story line I developed out of coding the data produced this pictorial representation of a school, a place where pupils feel protected and nurtured to be the best they can be, by teachers and support staff who all play an imperative professional role in this process. The central strong foundation of teacher professionalism, in order to generate the desired positive outcomes for all pupils, requires the formal processes of Professional Development and Professional Engagement. These processes integrate hard skills such as those often appearing on a teacher's Curriculum Vita. These include knowledge, experience, aptitude, ability, education and expertise. Without these hard skills to start off with, a school would be a very unstable place indeed. Secondly, this central hard foundation is encircled and bookended

by the informal processes of a Culture of Support and Bespoke Mentoring. These processes involve soft skills, often emerging through the interview of a prospective new teacher as well as the interaction between teachers on a daily basis within the school. Soft skills include empathy, support, shared conversations, integrity, communication, courtesy, responsibility, teamwork, professionalism and a good work ethic.

The contexts of these processes and the modes for understanding the consequences become the pillars that hold up the roof of the school. The roof protects those who are under it from external elements, but more importantly, in this study, everyone involved in the education of pupils work under the same roof of Teacher Professionalism as part of an Integrated Culture.

Positive gains for teachers include:

- Professional self-confidence: here both mentors and mentees reap the benefits. Through positive and proactive mentoring relationships, teachers develop both a ‘conscious awareness of the craft of practice’ as well as the ‘ability to articulate that knowledge’ (Chitpin, 2010, p.226);
- Maximising personal potential to be a superb teacher: Flores (2006, p.2023) describes how the intense learning that takes place by a teacher in their first year of teaching ‘impacts the ways in which professional identity is (re)constructed as teachers’ beliefs, values, and perspectives are revisited and challenged against the powerful influences of the workplace’;
- More coherence in teaching by closing the gap between weak and strong teachers: An integrated teacher culture has the potential to ‘be a powerful force in creating expectation and shaping behaviour and in influencing an individual’s commitment, satisfaction, productivity and longevity’ within a school (Fabian and Simpson, 2002, p.119).

Positive gains for pupils include:

- Enhanced education for all pupils: As teachers work together through constructive mentoring relationships and professional engagement, then over time, and from their own experiences, they improve their craft of teaching as well as their approach to their practice of teaching with the optimistic outcome of transforming the education of their pupils (Gilles and Wilson, 2004);
- Positive pupil outcomes: one could argue that this is a significant factor as to why parents make financial sacrifices to send their children to Independent Schools. On one hand this puts a certain amount of pressure on Independent Schools to employ the best qualified teaching staff, they can (Green et al., 2008), but as this study has indicated, the best qualification does not necessarily make the best teachers.

The conclusion is that teacher professionalism within an integrated culture, driving professional development and engagement and utilising a Culture of Support and Bespoke Mentoring, leads to positive outcomes for both teachers and pupils, as well as a strong school.

Teacher professionalism embraces both professional development and professional engagement. Professional or staff development needs to be an ongoing and reflective process that includes both formal and informal learning processes in order to enhance the knowledge, understanding and skills of each teacher within a school (Bubb and Earley, 2009). Professionally engaged teachers spontaneously support and help their colleagues to be more successful in their teaching (Becker and Riel, 2000). An integrated school culture is one where opportunities are created and facilitated for teachers to help and support one another and where collective responsibility is taken for the positive outcomes of all pupils (Kardos and Moore Johnson, 2007). Rogers (2006) describes these integrated cultures as 'consciously supportive' (p.163). He suggests that this conscious support firstly calls for a school leadership who espouse and model values of support and respect. Secondly, he suggests that school structures and

processes should encourage and enable teacher support, in order to create an environment where teachers feel confident about sharing their strengths and weaknesses with each other, without the threat of being perceived to be professionally weak. This idea resonates with the voices of my participants who spoke about vulnerability on a number of levels. Both experienced and inexperienced teachers may feel vulnerable when they open up the doors of their classrooms to their colleagues. An integrated culture reduces the 'norms of privacy and autonomy' found in veteran-orientated professional cultures and encourages a 'pervasive mode of professional practice' where teaching and learning are the main focus of supportive mentoring relationships (Kardos and Moore Johnson, 2007, p.2087ff)

Mentoring can certainly have a positive effect on 'all elements of schooling, teaching, and learning, retaining teachers and guiding them to improve teaching and learning' leading to greater student achievement (Athanases et al., 2008, p.744). Adding to this, some of the positive outcomes of mentoring in this thesis include professional self-confidence, a greater coherence in teaching at a school, and an enhanced education for all pupils, leading to positive pupil outcomes. But developing or enhancing a mentoring culture in any school is a very slow process. There is an inherent risk though, of wasting time and money, especially within an Independent School setting, if any form of professional development is not done well (Bubb and Earley, 2009). Therefore a significant amount of time and thought must go into plans to enhance or change the mentoring culture within a school.

My emerging theory indicated that firstly, when teachers show a willingness to help their colleagues, they are showing an awareness of their professional role. This professional awareness sustains the process of a supportive culture.

Secondly, when a teacher makes it a priority to seek out and accept help from their colleagues they are maximising their personal potential to be a superb teacher through the process of professional development.

Thirdly, when teachers do not lose sight of the process of education, in other words, the reason they are school teachers in the first place, they will be well on their way to becoming high quality teachers who are active members of their profession. They will be dynamically involved in the process of professional engagement where they feel responsible for the progress of all pupils within a school, and not just those in their own classrooms.

Lastly, if mentoring teachers is one way in which we can get teachers to become the best teachers they can be then we begin to close the gap between weak and strong teachers. This process of personalised or Bespoke Mentoring ensures that teacher professionalism is realised within an integrated culture, the core category of this research. Within an integrated culture there is a collective responsibility for all pupils' learning, where teachers collaborate and help each other achieve this purpose (Kardos and Moore Johnson, 2007). Kardos and Moore Johnson (2007) argue that collaborative interaction should take place within a structure that encourages a Culture of Support, enabling teachers to thrive.

I grouped these processes into two distinct areas. I suggested that professional development and professional engagement could be seen as structural or directed, involving hard skills. I also suggested that these two central processes are bookended by a Culture of Support and Bespoke Mentoring which can be seen as more informal in nature and rely on interpersonal soft skills. I therefore argue that the processes of professional development and professional engagement could be seen as formal in nature while the processes of a Culture of Support and Bespoke Mentoring are informal.

I argue that it might be possible to address professional development and professional engagement through some form of structural support. This structural support could start by assessing the needs and previous experiences of both the mentor and mentee. Mentors should be given time to

evaluate their mentee and further time to discuss what they have discovered with an Induction Co-ordinator or teacher with direct responsibility for mentoring at the school (Barrera et al., 2010). Mentors should be given enough guidance and training with well defined goals in order to encourage a positive and productive relationship between themselves and their mentees (Barrera et al., 2010). Barrera et al. (2010) strongly encourage enough structured time for lesson observations, feedback from these observations and professional discussions. They also suggest that mentoring programmes should be continuously evaluated and improved.

A Culture of Support that makes provision for bespoke or individualised mentoring is difficult to assign a formal structure to. One of the reasons for this is that a Culture of Support calls for an integrated or collaborative teacher culture within a school and Bespoke Mentoring often develops out of a mentor assessing and meeting the mentoring needs of a mentee on a daily basis. Ongoing professional dialogue between colleagues can also be seen as a positive approach towards mentor support and is inherently informal in nature (Jones, 2005). But in order to assist the development of an integrated culture, to encourage ongoing mentoring, it is also necessary for teachers, already established at a school, to overcome or set aside any feelings of being threatened due to the 'high expectations, enthusiasm and commitment' of the new teacher (Jones, 2005, p.518). Chitpin (2010, p.230), along a similar theme, describes how 'sometimes reflection leads teachers to uncomfortable awareness' where the experienced teacher needs to address their own professional development as well. Jones (2005) also produced evidence that new teachers faced barriers to collaboration in the form of informal mentoring support with more experienced teachers, due to these teachers' busy workloads and the demand placed on them for raising the standards of teaching and learning. In her conclusion, which resonates strongly with my own professional experience as well as that of my participants, Jones (2005) suggests that the quality of support for NQTs is often restricted to structured forms such as the technical and professional domain of teaching. She also warns that since the informal aspect of

mentoring is difficult to identify it therefore relies largely on the goodwill and professionalism of individual staff.

Sometimes this goodwill and professionalism may be significantly called upon when mentoring a new and unqualified teacher, as can be the case in schools that employ teachers without formal teacher qualifications.

Within the research setting for this thesis, assigned mentors might be inclined to provide the minimum of support in order to facilitate a successful induction year for their NQTs. From personal observation I would say that it is rare for an assigned mentor to go beyond what is required of them, purely because of a lack of allocated time and financial reward or status of title.

Some schools though, may have no choice but to employ a subject specific teacher without a teaching qualification. These new teachers may have to overcome greater professional challenges than those of their trained colleagues and thus may need 'high quality support and mentoring' to ensure they flourish and remain in the profession (Strong, 2005, p.182).

Professional Recommendations

There is often an unarticulated assumption amongst parents that Independent Schools make it a priority to provide high quality professional teaching in the classroom. With this in mind, it is imperative that mentoring programmes require a 'coherent structure to enable mentors to guide new teachers in reform-minded, standard based, and critically reflective practice to meet the needs of all learners' (Athanasios et al., 2008, p.745). These values resonate with Independent School cultures where parents invest financially in the education of their children and at times expect a visible return for their money in terms of delivering a good education (Jackson and Bisset, 2005), as well as providing for and meeting individual needs (Personal observation). Bassett (2011) encourages this integrated approach in Independent Schools, where a 'mature, integrated, team-based, mentor-

driven professional development' programme is in place (p.2). The worst case scenario for a new teacher is when they are 'often left on their own to succeed or fail within the confines of their own classroom – an experience likened by some to being 'lost at sea'' (Ingersoll and Smith, 2004, p.28). Hargreaves and Fullan (2000, p.52) suggest that 'all teachers are more effective when they can learn from and be supported by a strong community of colleagues', Whitelaw et al. (2008, p.30) liken this to an 'authentic support structure – a true community'.

I am arguing therefore that one of the positive ways in which the needs of pupils can be met is to initially ensure that the needs of all new teachers to a school must be both assessed and met. Assessing and meeting the needs of a new teacher may seem like an idealistic notion at first, but if scant attention is paid to them then we could potentially find ourselves with teachers who are working in isolation, and isolation could lead to stress and feelings of lack of support or the provision of opportunities for professional development (Rogers, 2006).

My professional recommendations attempt to address the most important aspects of supporting a new-to-teaching colleague within our school while remaining transferrable to other schools.

Informal Mentoring within a Formal Structure

Firstly I will take some time to explore mentoring as informal in nature but driven by a formal structure. Athanases et al. (2008, p.745) use the term 'generic mentoring scaffolds' that have been adapted to local contexts as a way of seeing the formalised side of mentoring. They warn against using forms and tools in order to scaffold mentoring and new teacher learning. Forms could include a set of materials that mentors and mentees work through together. Tools for mentoring could be taught by outside agencies, unfamiliar with the school setting. If the scaffold becomes too generic then there is a loss of sensitivity to individuals, their contexts, the mentor training needs of new and veteran mentors, and mentee needs in individual

classroom settings (Athanasos et al., 2008). There seems to be a contradiction here in that the scaffold, normally perceived to be strong and supportive, should be flexible in nature, at least to start with. I will however go on to explain that once it has been determined what the individualised needs of both mentor and mentee are, then a robust and extremely useful scaffold for mentoring support can be constructed. This mentoring support advocates a model of constructivist professional development, typified as fluid and systemic in nature, thus creating a sense of professionalism when combining the contributions made by the mentor, mentee and Induction Co-ordinator when constructing this scaffold (Pitsoe and Maila, 2012).

Fabian and Simpson (2002) explore the idea of an informal induction process, without written guidelines, running parallel with formal support. They include guiding a new teacher to become enculturated into their new school, citing one of the main benefits as creating trust which is needed for teamwork and collegiality, as well as allowing for opportunities for discussing apparent professional failure. They link successful induction of new staff to both formal and informal interactions and suggest that each programme for induction should be carefully and individually tailored. Williams et al. (2001) collected evidence in their research from NQTs that suggested strong links between professional growth, personal satisfaction, ongoing development, enjoyment and working in collaborative cultures. They suggested that a collaborative culture provides spontaneous support in the form of informal, unplanned, unpredictable developmental activities, with professional discussion being the 'most powerful developmental tool' (p.265).

Therefore the NQT Induction Co-ordinator or a teacher in charge of new staff induction would need to play a significant role in the provision of a flexible and individualised induction programme. The individual needs of new staff would need to be taken into account in order to provide for support, training and career development (Fabian and Simpson, 2002). One aspect of this provision could include matching the new teacher with the correct mentor as well as constructing a scaffold in order to meet the

individual needs of both the mentor and mentee. For the purpose of this discussion I will call this person the Induction Co-ordinator.

It would seem that for the Induction Co-ordinator to create a formalised structure of support, they should be involved in employing new teaching staff from the start. They could possibly play a role in the interview process when taking on new staff, in order to gain an initial insight into the needs of a new teacher. This would be especially important when taking on a new teacher without a teaching qualification. Barrera et al. (2010) identified a danger in employing such an unqualified teacher in that there may be a perception amongst the established teachers at a school that an unqualified teacher may not stay in the profession for long, thereby potentially reducing the quality of mentoring support offered by the school and assigned mentors. Being involved at the point of employing new teachers could also give the Induction Co-ordinator an excellent insight into the needs of all new teachers at the school and provide quality assurance (Barrera et al., 2010).

Following on the process of taking on new staff, the Induction Co-ordinator should take part in the decision making to assign a mentor for the newly employed teacher, in order to ensure a sensitive match; this includes both experienced and inexperienced new teachers (Bush, 2009). This process cannot be taken lightly or for convenience sake, as we cannot make the assumption that good teachers and even HODs automatically make good mentors and therefore need little instruction (Athanasēs et al., 2008, Barrera et al., 2010). Mentors require much preparation. Flores (2006) describes the induction phase of a new teacher as complex and unique, and the quality of support at this stage could potentially shape the professional identity of a new teacher.

The Induction Co-ordinator may have knowledge of how certain teachers have fulfilled their roles as mentors in the past. As a result they may be inclined to either re-train or avoid mentors who only nurture and support but offer no critical reflection, or mentors who offer strong views about

teaching with very little support. Induction Co-ordinators may be inclined towards mentors with more of a collaborative approach, who combine challenge and support to empower the new teacher as they learn to teach (Butcher, 2003). Forsbach-Rothman (2007) takes this idea further by suggesting that mentors who do not receive adequate mentoring training have an inclination to act in an authoritarian manner, undermining the credibility of the new teacher in the classroom. Van Velzen et al.(2009, p.71) describe mentoring as one of the ‘crucial cornerstones of induction’ that fails when its sole purpose is to merely ‘provide answers and transmit the routines’. Most importantly, if mentors are randomly chosen for convenience sake, without the necessary training support in place, then there could potentially be a qualitative difference in the mentoring support offered to new teachers (Wang et al., 2008).

There would obviously be a significant difference between the support given to an NQT and that of a new and inexperienced teacher. Thus the scaffold for each new teacher and their mentor would look very different but be bespoke to them. Butcher (2002), rightly encourages mentoring that is appropriate to the mentee’s needs and something that should be negotiated between mentor and mentee. Out of this information and a tacit knowledge of pupil needs at the school, a scaffold of formalised support can be constructed by the Induction Co-ordinator. Before the start of a school year, the Induction Co-ordinator should assess the support that needs to be given to both mentor and mentee. In order to support the new teacher I would suggest that the Induction Co-ordinator has:

- Met the new teacher at interview, either through being involved in observing lessons, the process of interviewing or by introduction;
- Access to the application documentation submitted by the new teacher;
- Been involved in a discussion with the Head Teacher about the possible strengths and weaknesses of the newly employed teacher;
- Been part of the discussion at which a mentor is chosen for either the NQT or unqualified teacher.

This could be followed by a questionnaire for both the new teacher as well as the assigned mentor. These questionnaires could determine whether the mentor:

- Has volunteered for or been assigned the mentoring role. This could be potentially important in determining the level of professional engagement of the mentor;
- Has had any previous experience of mentoring or training for mentoring. Here would be an opportunity for the Induction Co-ordinator to assess what the mentor sees as their priorities and role in the mentor-mentee relationship;
- To determine the extent of their own personal belief in an integrated professional culture.

These questionnaires could also determine whether the new teacher:

- Has had any previous positive or negative experiences of mentoring which may influence their new mentor-mentee relationship and determine their future expectations of this relationship;
- Has any pre-determined expectations of the roles and responsibilities of their mentor as well as the extent of the initiative they may need to take in order to ensure their progress in their first year of teaching;
- Has a capacity for self-reflection through their ability to reflect on their own strengths and weaknesses, what type of teacher they would like to become and what they see as a priority in their own professional development.

The Induction Co-ordinator is primarily responsible for constructing the scaffold for the mentoring support of new teachers to a school. The main purpose of this scaffold is to support the needs of the mentor and could potentially act as a vehicle for 'metacognitive conversation concerning mentoring' with the outcome of adding to the professional development of those teachers taking on a mentoring role (Gilles and Wilson, 2004, p.96).

Both Hobson et al. (2009) and Ingersoll and Smith (2004) support the concept that the preparation of mentors should be seen as a priority amongst school leaders and those with a senior mentoring position.

Constructive planning for the mentor role and time spent with mentors will in turn ensure that mentees are well supported, with the ultimate aim of meeting the diverse learning needs of pupils through excellent teaching on the part of each new teacher.

The informal aspect of new teacher mentoring is difficult to define. It certainly involves a tremendous amount of professional discussion between the new teacher and other teaching staff. The more collaborative the teacher culture at a school, the greater the quality and quantity of informal professional discussions taking place (Williams et al., 2001). The Induction Co-ordinator could potentially do much to encourage a culture that is 'spontaneously collaborative', specifically within the subject department of the new teacher (Williams and Prestage, 2002, p.44). This could be done by meeting with either the HOD or the whole of the subject department to investigate whether such a culture exists and if not to expound the significance of such a culture for opportunities of informal, spontaneous and development for new teachers entering that department (Williams and Prestage, 2002). Much of what Hobson et al. (2009, p.212) have identified as effective mentoring out of their research, resonates with this idea of spontaneous collaboration by the way in which they encourage the informal side of mentoring. They have listed approaches that include:

- Psychological and emotional support;
- Having regular meetings with mentees and being available for informal discussions;
- Allowing mentees a degree of autonomy in order to develop their own teaching styles;
- Lesson observations of both mentors and mentees with post-observation discussions;

- Mentors sufficiently challenging their mentees to delve deeper into self-reflection about teaching and learning.

Most of the points listed above are informal in nature but might be neglected or not take place if there is no structure or scaffold in place to guide this support. One of the main reasons for this is that the informal support goes beyond the statutory requirements for NQT induction (Williams et al., 2001, DfE, 2012d, DfE, 2012e).

Implications for Practice

Green et al. (2008) argue that despite the fact that Independent Schools in England achieve academic excellence due to a wealth of resources, there is a growing requirement to maintain and enhance this academic excellence by providing better qualified teaching staff. The data in this study has shown that enhancing pupil outcomes is not all about teachers with excellent qualifications, despite Independent Schools raising the quality of education as a result of being able to attract high quality teachers, especially in shortage subjects such as maths and the science (Green et al., 2008). The data, obtained from Independent School teachers, implies that good teachers require a mix of good subject knowledge, an understanding of the school curriculum and the ability to teach their subject well. Therefore all new teachers to a school should be exposed to a good mentoring programme that is carefully and sensitively organised. The over-arching structure should include a mentor with close proximity to their mentee, common freed-up time in order to meet regularly, reduced workload for the mentee and the provision of orientation for both mentor and mentee (Barrera et al., 2010). This orientation can be provided in the form of a bespoke scaffold produced by the Induction Co-ordinator, in order to support the mentor-mentee relationship and provide a platform for professional development and professional engagement. This idea can be generalised for all types of schools where newly qualified or new-to-teaching teachers are employed.

Implications for our Independent School

There is evidence from the data and literature, that school leaders such as the Head Teacher and SMT should play a significant role in considering how to 'engage experienced teachers in the sustained induction of new teachers and their own professional growth (Kardos and Moore Johnson, 2007, p.2102). Kardos and Moore Johnson (2007) take this idea further by suggesting that the SMT could be encouraged to authorise the expert teacher or Induction Co-ordinator to assume more of a proactive and leadership role in supporting new teachers. This leadership role could include the assignment of appropriate mentors as a result of being fully involved in the recruitment process of new teachers. Kardos and Moore Johnson (2007) suggest that the influence of the SMT should not end with this step but that they should foster a culture of collective responsibility among their teaching staff, for all pupils at the school, by modelling this sort of collaborative behaviour themselves.