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Literature review and environmental scan: Supervising professional experience students

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THE UNIVERSITY
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Literature Review and Environmental Scan - supervising professional experience students

Author's Declaration

This report has been prepared in accordance with UniQuest's Quality Management System, which is compliant with AS/NZS ISO 9000:2000.

The work and opinions expressed in this report are those of the Author.

Signed by Professor Peter Renshaw

Author signature
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Introduction

The Australian Institute for Teaching and School Leadership (AITSL), the New South Wales Institute of Teachers (NSWIT) and the Queensland College of Teachers (QCT) are working in partnership to improve the quality of supervision of preservice teachers. The Initial Teacher Education - Professional Experience Project (ITE-PEP) aims to improve the quality of supervision of preservice teachers by enhancing teacher's capacity to deliver high quality supervision.

In June 2012, AITSL accepted a literature review and environmental scan from The University of Queensland. This review and scan provided a cross section of relevant work already completed in the area of initial teacher education in order to identify key principles that should underpin further work.

This report seeks to address:

- the relevant national and international research relating to effective supervision of preservice teachers engaged in professional experience

- the current policies, procedures and practices in each Australian school sector and system to support the supervision of preservice teachers' professional experience

- the current policies, procedures and practices of each Australian provider of initial teacher education to support the supervision of preservice teachers' professional experience

- relevant policies, procedures and practices in three professions outside of education, where the development of preservice professionals is comparable and the provision of support for the supervision of preservice professional experiences is evident

- the links between factors significantly influencing the success of preservice teacher supervision and outcomes for students

- parameters or key questions for AITSL to consider in the development of possible online professional learning tools and supports for supervising teachers, school leaders, employers and providers of initial teacher education to promote excellence in preservice teacher supervision.

AITSL intends to use this literature review and environmental scan to inform the design and implementation of online professional learning resources for supervising teachers.

Section A

1. Skills, knowledge, and attributes of supervising teachers

1.1 Overview

We conducted a literature search on mentoring and supervision of preservice teachers, focussing on quality refereed journals published in Australia as well as internationally. We also drew upon the recent report commissioned by the Queensland College of Teachers (2011), "An investigation of best practice in evidence-based assessment within preservice teacher education programs and other professions."

From these sources we have provided a summary of the literature under five key headings:

• What motivates mentors to contribute to teacher education programs?

• Stages of development of preservice teachers: apprenticeship; competencies; reflective self-regulation.

• Establishing a professional learning community

• Assessment tasks for preservice teachers.

• Repertoire of skills and knowledge of effective mentors of preservice teachers.

The summary drew upon an extensive annotated bibliography of recent research that specifies the skills attributes and knowledge required of effective supervising teachers and mentors for preservice teachers. This bibliography of specific articles is provided further below.

1.2 Contextual issues regarding the repertoire of skills knowledge and attributes

An important issue is the overarching context of professional experiences. Different geographical and community contexts need to be foregrounded when considering how preservice teachers are mentored. We focus on these issues in Section D. In rural remote and Indigenous communities, the process of supervision and mentoring needs to focus not just on being classroom and school ready for teaching, but more saliently it also highlights being community ready and being ready to work across school-community relationship in more intense and engaged ways.

Similarly, in low SES communities, many parents have had negative and failing experiences themselves at school and their children often come to school with "virtual school bags" and "funds of knowledge" that are not highly valued at school. In these schooling contexts preservice teachers need to move beyond their own assumptions, cultural experiences and expectations in order to connect more effectively with learners. In this context mentoring

and supervision will necessarily involve more support to preservice teachers in understanding the local situation and the local resources available for building connections between the "official curriculum" and what learners bring with them into the classroom.

Another contextual feature to consider in identifying the skills knowledges and attributes of supervising teachers and mentors, is the structure and philosophy of the initial teacher education program. In a number of examples included in this annotated bibliography, innovative and reform-oriented teacher education programs are reviewed, and different kinds of relationships and partnerships are envisaged between Universities, Schools and key personnel such as school-based mentors, preservice teachers, university-mentors and facilitators and school-based supervisors/managers of practicum. The knowledges skills and attributes of mentors and supervisors emerge in distinct configurations within these reform efforts, so it is important to acknowledge that there is not one set but many different patterns of knowledge skills and attributes depending on the philosophy and structure of the teacher education program.

1.3 Terminology

There is a variety of terms that are used to describe the work of teachers who are assigned to monitor and assist preservice teachers during practicum field experiences. In this Report we have chosen to use the terms **mentoring** and **mentor**. By deploying these terms, we indicate a range of mentoring processes that include:

- **supervising** preservice teachers as they teach and enact the multiple and complex roles of a teacher in school;

- **assisting** preservice teachers to enact the professional standards required of the profession;

- **coaching** preservice teachers in the development and refinement of skills and teaching strategies related to the professional standards;

- **monitoring** the performance of preservice teacher and providing formative feedback;

- **assessing** the knowledge skills and dispositions of preservice teachers in relation to university program requirements;

- **evaluating** their knowledge skills and dispositions against the professional standards required by AITSL;

- **caring** for the well-being of preservice teachers and offering timely emotional support and advice as required.

Mentors will adopt various teaching approaches to assist preservice teachers – strategies will vary from direct instruction, through modelling and observational strategies, to the more collaborative and dialogic forms of interaction. The term **mentor** encompasses all of these teaching approaches.

As discussed more fully in this Report, the terminology used across teacher education programs in Australia reflects differing perceptions of the role of teacher during the practicum. Margaret Lloyd (2012) provides a useful description of current uses of the terms 'supervise', 'mentor', 'support', and 'assess'. Lloyd's preference for 'mentor' and her reservations about 'supervise' and 'assess' signal the tensions inherent in reconciling the supervisory, assessing and mentoring aspects of the relationship between the preservice teacher and the teacher at the school site. One institution that was surveyed for this Report provided a role prescription for the supervising teacher which included the requirement that s/he be a 'professional friend' to the preservice teacher, thus furnishing a neat encapsulation of the potential for difficulty in the relationship especially when competence is being assessed (see Hennisson et al, 2011, on the dual dimensions of the mentor role).

Several university personnel that we surveyed indicated that supervising teachers experienced heightened role tensions when preservice teachers were judged not to be meeting specified standards. Such tensions have also been reported by coordinators and noted in the research literature. Lloyd (2012) notes that many supervising teachers believe the responsibility for assessment should rest with the institutions. (See also Le Cornu, 2010, on the implications of a changing policy context for relationships within the practicum process). The literature reviewed for this Report suggests that assessment should be a joint responsibility between mentors, university personnel, and the preservice student. (see Section A on authentic assessment tasks and processes)

2. Summary of the research literature

2.1 What motivates mentors to contribute to teacher education programs?

There is consistent evidence that mentors of preservice teachers are motivated by a sense of professional responsibility that includes supporting the next generation of teachers, enhancing the profession of teaching, assisting their own students in the classroom by securing extra teaching assistance for individualised attention, and learning about recent innovative practices from the preservice teachers.

In a comprehensive study of what motivates mentors of preservice teachers, Clarke and colleagues (2012) identified eight factors that seemed important in motivating teachers to become mentors. Half of the motivational factors were focused on altruistic concerns with regard to the teaching profession, and half were focused on their own classroom and career. The altruistic professional motivational factors were:

- Renewing the profession

- Contributing to teacher education

- Developing a professional community

- Developing professional mentoring practices in classroom contexts

Half of the motivational factors were focused more on the mentors own professional development and classroom teaching. These were:

- Improving one's own teaching practices

- Promoting pupil engagement by having a preservice teacher assist in the classroom

- Enabling 'time-out' for the teacher to monitor pupil learning as the preservice teachers conduct activities in the classroom

- Having a preservice teacher provides a timely reminder for the mentor/supervisor about career development.

Each mentor will be motivated by a different pattern of concerns that might change across time and contexts. Being aware of these different motivators can inform the conversation among mentors themselves, and add to the provision of clear guidelines and forms and clarifying policies and procedures and feedback processes to the preservice teachers.

In addition to these motivational factors, Clarke et al (2012) identified certain challenges that are consistently faced in fulfilling the role of mentor. These challenges were divided into **interpersonal challenges** of relating to and communicating with the preservice teacher, and to **systemic challenges** related to the university personnel, the program requirements and communication strategies.

Two key interpersonal challenges were identified as:

- Challenges in guidance and mentoring of preservice teachers.

This concerned how to establish what the preservice teachers can expect from them as mentors, how to address and correct preservice teachers' misconceptions as they arise, how to develop more meaningful relationships with their preservice teachers, and how to better articulate the evaluation process to their preservice teachers.

- Challenges regarding the relationships with other mentors within the school site.

This concerned the variability of expectations and approaches to mentoring amongst the school-based mentors. There may be difficulties in maintaining communication among mentors at the school site, in resolving how decisions are made regarding the performance of preservice teachers, and their readiness to enter the profession.

The systemic challenges related to the partnership the school had with the university. These were concerned mainly with provision of clear guidelines and forms and clarifying policies and procedures and feedback processes to the preservice teachers.

The systemic challenges were identified as:

- Inadequate forms and guidelines

- Unclear policies and procedures

- Concerns about the preservice teachers' pre-practicum preparation

- Uncertain feedback and communication practices

As noted below in the section on *Professional Learning Communities*, new partnership agreements between universities and schools and collaborative strategies are required to ensure that the focus of mentoring and supervision is on learning and not preoccupied with issues of communication and lack of a common set of expectations.

The questionnaire developed by Clarke et al (2012) to measure these aspects of mentoring and provide feedback to mentors, is also freely available at www.mentoringprofile.com. It can be completed by individuals and groups of mentors to indicate where there are common or distinct patterns of challenges and motivators. Completing the questionnaire can provide the first step in promoting a dialogue among mentors in particular schools or across a network of schools.

2.2 Establishing a Professional Learning Community

As noted above, mentors of preservice teachers necessarily have to collaborate with a range of other stakeholders including: (i) the university academic staff members who design and organise the practicum experiences; (ii) the university practicum facilitator who visits the preservice teachers at the school; (iii) the school-based coordinator of practicum, who might be a Deputy Principal or Principal; (iv) the preservice teachers.

Mentors will be more effective if they consider themselves as part of a professional learning community where they play distinctive and valued roles with other participants. Learning communities are built on shared goals, mutual recognition of roles and responsibilities, and ongoing communication and collaboration.

Le Cornu (2010) studied professional learning communities as part of the changing roles of pre-service teachers, mentor teachers, school coordinators and academics involved in practicum experiences. She highlighted the need for closer collaboration and more explicit acknowledgement of each of the participant's distinctive and complementary roles in teacher education programs. Le Cornu (2010) concluded that the learning community model effectively foregrounds the complementary roles of participants from schools and universities. Kruger et al. (2009) further suggested that an effective and sustainable learning community involving all stakeholders will include mutual agreement about and commitment to the following features:

• a focus on professional learning by all participants

• embracing new relationship practices between partners at the university and school site

• designing and implementing regular meetings and agreed ways of working together to foster the relationship across time.

Sustainable professional communities have a focus on **co-learning** for all participants. All relationships between participants are constructed around the notion of enhancing professional learning. All participants, including the preservice teachers, the university staff, the mentors and practicum coordinators, enter into the practicum as co-learners. This respectful reciprocal attitude will reduce power struggles between participants. It is acknowledged also that the preservice teachers bring their own distinct knowledge and perspectives so that other members of the community will learn *from* and *with* them as well as mentor and guide them.

Professional learning communities do not happen by chance; How are they established?

Le Cornu (2012) highlighted the key role of the school-based coordinator of practicum (often a Deputy Principal or Principal) in establishing the conditions for a **professional learning** community at the school site. An effective practicum coordinator is a 'leader of learning' (Preskill & Brookfield, 2009) who has placed professional learning at the centre of concern for preservice teachers and their mentors. They promote reflection and collaboration between preservice teachers and mentors at the school through facilitating **learning conversations** about teaching, schooling processes, and student learning.

In assisting preservice teachers to become part of the learning community at the school site, Le Cornu (2012) identified specific strategies adopted by the effective practicum coordinators. These effective strategies can be adopted also by mentors in their relationship with preservice teachers. Three key strategic foci were identified: (i) developing relationships; (ii) encouraging reflective practice; and (iii) providing assistance to maximise learning from the whole school experiences.

The practical strategies used to **build relationships** with the preservice teachers included:

- being welcoming, for example, by introducing preservice teachers at staff meeting, writing a welcome message in the day book, arranging pigeonholes, name badges, and so on

- scheduling times to talk – getting to know the preservice teachers, having professional and personal conversations

- establishing clear lines of communication through an open door policy – offering support and encouragement

- providing induction into school processes such as letting preservice teachers know about grievance procedures, duty of care issues, and setting clear expectations in relation to local policies and procedures.

The strategies used to **encourage reflective practice** by preservice teachers included:

- having times for critical reflection with preservice teachers – asking challenging questions and helping them to examine their own views of teaching, for example, by asking: Are there other ways of looking at that? What does that say about you believe?

- teaching them how to engage in 'rigorous dialogue' and how to be articulate in a staff group (for example, by suggesting that they rehearse with peers at the school some ways of joining in discussion with staff members)

- observing in classrooms and providing useful feedback (things to consider and posing questions, for example, "Did you think about how the task might be more open ended to better cater for your high achievers?"

- encouraging risk taking by talking to them about "being a learner"

- modelling 'being a learner', for example, by being open about mistakes.

The strategies used by coordinators to **maximise learning for the preservice teachers** from the whole school experience included:

• talking to preservice teachers about school-wide issues, for example, school-wide behaviour management plans, NAPLAN, approaches assessment, differentiation within and between classes, and so on

• pointing things out to them that they may not have noticed

• encouraging preservice teachers to question what they see

• organising talks with specialist teachers

• encouraging preservice teachers to go to different places to see different learning environments

• referring them to curriculum documents

• exposing them to experiences such as attending meetings with parents, talking to School Support Officers

• helping organise school-wide/extra-curricular activities.

Where mentors operate in school sites with leadership from practicum coordinators focused on professional learning there is every possibility of forming and maintaining a positive learning community.

2.3 Stages of development of preservice teachers: apprenticeship; competencies; reflective self-regulation

Mentoring processes and strategies will vary according to developmental needs of preservice teachers. So mentors need to have a keen sense of the journey for preservice teachers. They need to anticipate what stages of learning can be expected, and what roles they as the mentor can anticipate as the preservice teacher moves from a novice or peripheral member of the professional community to becoming a more "self-regulated" member of the teaching professional.

Hawkey (1997) provides a review of studies that have examined the stages of development of preservice teachers, including the following five distinct stages identified by Maynard and Furlong (1993): early idealism, survival, recognizing difficulties, hitting the plateau, and moving on. This colloquial description of the five stages captures one key challenge of learning to become a professional – initial idealism needs to be transformed into the development of specific skills and knowledge if it is to be realised in practice. In facilitating development through these stages from idealism to professional practices, Maynard and Furlong conceptualize three types of mentoring that can be considered as providing a sequential pathway from novice to expert: the apprenticeship phase, the competency phase, and the reflective phase.

In the apprenticeship phase the mentor is concerned primarily with modelling how to perform and understand key aspects of the role of teacher. The preservice teachers learn through observation, discussion with the mentor, direct instruction and advice, and through scaffolded performances where they are offered assistance in planning, implementing aspects of teaching, and reflecting upon their teaching.

In the competency phase, the preservice teachers are provided with more explicit descriptions of the specific competencies required of somebody aspiring to the role of teacher. The competencies are typically prescribed by reference to professional standards such as those defined by AITSL. The competency model foregrounds the actual requirements to be attained in a more explicit manner than the apprenticeship model, but it will draw upon similar processes of learning, including modelling, coaching and scaffolded performances with feedback.

The competency model suggests that both the mentor and the preservice teacher should be reviewing and evaluating progress against the core professional competencies, not simply learning from the mentor's habits and ways of teaching.

The reflective phase foregrounds the move to a more self-regulated approach to learning by preservice teachers. The key process in this phase involves monitoring and reviewing one's own planning and performances in order to learn from ongoing experiences in the classroom and beyond. Monitoring and reviewing performances implies that the preservice teacher can "stand back" and take an "other perspective" on their own teaching and can evaluate their performances from the perspective of key stakeholders, for example, from the perspective of their students, or from the perspective of marginal students in the group, or from the perspective of parents. They might also reflect on their teaching in terms of attaining different outcomes and goals such as increases in students' engagement and motivational levels that might be crucial for longer term learning. The reflective phase involves the preservice teacher moving from a focus on their own performances to a focus on students' learning and engagement.

The effective mentor will use the apprenticeship, the competency and the reflective phases as a sequential heuristic to guide their approach to the preservice teacher across time. Clearly the need to compare emerging skills, knowledge and values against professional standards remains relevant across all phases but there are different emphases depending on the preservice teachers' level of development. Starting with the apprenticeship approach, the mentor inducts the novice teacher into the everyday activities of teaching, allowing time for observation and providing advice and explicit assistance in planning initial teaching activities. As the preservice teacher develops skills and knowledge, the focus on competency and standards of performance becomes more relevant because a clear set of criteria and performance standards are now useful to judge emerging skills and knowledge and provide a guide regarding progress towards the graduate expectations. Over time as knowledge, skill and experience in the classroom increases, the preservice teacher will need to begin to take more responsibility and self-regulate their learning and development. Assisting preservice teachers to reflect on their learning journey so far, to consider how their teaching might be viewed from different perspectives, and to self-assess their performances against competency standards is an important shift towards becoming a full member of the teaching profession where student learning is the paramount concern.

2.4 Assessment tasks for preservice teachers

One of the tensions in the role of mentor is the need to assess preservice teachers. Assessment requirements and processes are typically determined by the university staff. Specific forms and procedures are outlined in practicum handbooks regarding how to assess preservice teachers in different types of practicum experiences. Mentors indicate that they need clarity about their role in assessment tasks, clarity about the criteria on which preservice teachers' performance will be assessed, and how feedback will be provided to assist the preservice teachers to develop further professionally. But if a professional learning community is to be created between school-based mentors and university-based staff, then opportunities have to be created for dialogue about high-quality assessment tasks and processes. Particular attention in this dialogue should be directed to: (i) authentic assessment tasks for preservice teachers that enable the complexity and multi-dimensionality of teaching to be captured; and (ii) integrating theory and practice by enabling preservice teachers to reflect on their teaching and provide detailed explanations and rationales for their plans and decisions.

What are authentic assessment tasks?

Assessment tasks for preservice teachers are increasingly based on authentic assessment principles that enable theory and practice to be brought together in the context of the practicum experience. The theory-practice divide is an endemic problem in teacher education and mentors in school sites are assumed to bridge this gap. Deep discussions with preservice teachers about practice and explicating clear rationales for classroom practices can assist in theorising practice and showing the relevance of theory. Assessment tasks that are well designed according to the principles of authentic assessment are also part of the repertoire of knowledge and understanding required by effective mentors.

Four types of assessment tasks have been identified as providing opportunities to connect theory-practice during the practicum experiences:

- case studies of specific learners or groups of learners that identify both their distinct learning resources and funds knowledge, and their learning needs and gaps that can be used in planning lesson sequences to further enhance the learners' development and progress at school

- research projects including action research projects conducted in the context of practicum that take a systematic and evidence-informed approach to improving an aspect of classroom practice. Research projects in classrooms are normally conducted in collaboration with the mentor or supervisor and will typically involve an ongoing dialogue between the preservice teacher, the university facilitator, and the mentor teacher. These research projects help preservice teachers develop a proactive and investigative attitude to teaching that is the hallmark of professionalism

- professional portfolios are being required more regularly and commonly across teacher education programs so that preservice teachers can collate and present evidence that they have met the requirements of the AITSL professional standards. Assessment-oriented portfolios of this sort can be highly structured and include specific requirements for lesson plans, records of teaching episodes including video-taped lessons, evidence of student learning, and reflections by the preservice teacher on their own practice and their plans for future lessons. Each section of the professional portfolio will address different standards and systematically present relevant evidence indicating how the standards have been demonstrated

- teaching performances are clearly authentic assessment tasks that place the preservice teacher in the actual role of teaching. In assigning preservice teachers to conduct certain teaching episodes during practicum, mentors will need to keep in mind the complexity of teaching and its multi-dimensional nature. Initially the preservice teacher will require detailed formative feedback and scaffolding of performance, so an effective strategy would be to assign sub-phases of the whole teaching performance. In culminating assessment tasks towards the conclusion of their program the preservice teacher will be expected to demonstrate the following aspects of teaching:

    - becoming knowledgeable of the students, their goals and aspirations, their languages and culture, and the resources and funds of knowledge that they bring to school from their community

    - translating curriculum requirements into lesson sequences and learning tasks that connect to students' existing knowledge and their diverse learning strengths;

    - being responsive to evidence of student misunderstanding and learning difficulties and re-designing the lesson material and differentiating teaching to address different learner needs

    - designing assessment tasks that provide formative and diagnostic insight into the levels of student learning

    - reflecting on the whole episode of teaching in the light of the evidence of student engagement and learning

- implementing lesson sequences by deploying effective teaching strategies that challenge and engage students in learning and deep understanding

- being responsive to evidence of student misunderstanding and learning difficulties and re-designing the lesson material and differentiating teaching to address different learner needs

- designing assessment tasks that provide formative and diagnostic insight into the levels of student learning

- reflecting on the whole episode of teaching in the light of the evidence of student engagement and learning.

By considering the way these assessment tasks bring theory and practice together, the effective mentor can engage in focused dialogues with preservice teachers about their understandings and performances arising from the assessment and reflect with them on challenges and insights.

2.5   Repertoire of skills and knowledge of effective mentors of preservice teachers

Effective guidance by a mentor teacher is based on a balance of support in the interpersonal relationship with presenting challenging opportunities to learn and meet the requirements of the professional standards and the high expectations of colleagues, parents/carers and the broader community. In addition an effective mentor needs excellent practical and management skills as well as advanced professional knowledge and know-how.

Researchers have summarised in general terms the common features exhibited by effective mentors. For example, Orland-Barak & Hasin (2010) provided the following list that captures the key findings across studies. Effective mentors of preservice teachers exhibit the following skills and capacities:

- Organisational skills

- Interpersonal relationship skills

- Capacity to integrate theory and practice

- Content and pedagogical knowledge and classroom expertise

- A challenging approach to mentoring based on high expectations of preservice teachers

- Modelling effective teaching and professional practices

- Engaging in reflexivity.

Orland-Barak & Hasin (2010) found that while all the excellent mentors shared the attributes listed above, they also acted in unique, flexible and creative ways, guided by the distinctiveness of their local mentoring context.

2.6   What are the key goals of effective mentors?

Parker-Katz and Bay (2007) identified three major goals. First, mentors were concerned with professional identity per se and the extent to which preservice teachers were willing and able to take-on the identity of a teacher. This concern with identity highlights a key task for mentors of evaluating the readiness of preservice teachers to accept the challenge of reaching for the high standards required for becoming a member of the profession. As in all gate-keeper positions, mentors need to be mindful of their own assumptions, backgrounds and social positioning and be open to consider a diversity of types of teachers rather than a single model of the professional teacher.

Second, mentors had the goal of moving preservice teachers from a self-focus to an over-riding concern with the students' actual learning in this specific classroom at this time. While preservice teachers will inevitably be somewhat preoccupied with their own developing skills and competencies and so will find it difficult to decentre and turn their energy and attention to their students' learning, mentors provide the counteracting perspective and highlight the primary purpose of teaching is to engage students deeply and meaningfully in learning.

Third, mentors were concerned to convey to preservice teachers that teaching is not private practice but a collective responsibility shared by al teachers at a school site. Recent reviews of teaching have consistently highlighted the collective and collaborative nature of professional practice. Teachers need to work together in effective teams to ensure continuity of learning across time, to ensure that knowledge and insight about learners is shared, and decisions about students' progression are discussed and negotiated in the best interests of the student.

The focus on professional identity, student learning and shared responsibility provides a powerful summary of the complexity of the mentors' tasks in guiding preservice teachers through practicum and eventually into membership of the profession.

2.7   How do mentors shift the focus onto student learning?

A number of studies have examined how mentors can direct preservice experiences away from the technical aspects of teaching towards its substance which is to enhance student learning and develop their thinking (Norman & Feiman-Nemser, 2005; Schelfhout et al., 2006). Mentors with a learning focus have 'bifocal vision' where they keep one eye on the immediate needs of the novice preservice teacher and one eye on the ultimate goal of meaningful and effective learning for all students. By stimulating interest in the thinking of students, (a fascination with their different ways of thinking and understanding concepts), effective mentors helped the novice teachers shift their focus.

2.8 How to enhance reflective practice by preservice teachers

Crasborn, Hennissen, Brouwer, Korthagen & Bergen (2008) studied how to stimulate reflection in preservice teachers, and identified certain positive aspects of dialogues between mentors and preservice teachers that stimulated reflection. These aspects of dialogue included the following: (i) asking for concreteness, (ii) summarising feelings (showing empathy), (iii) being genuine, (iv) generalising by asking for examples of similar situations, (v) helping to make things explicit, (vi) confronting problems by giving feedback, summarising inconsistencies, focussing on actual events, and (vii) helping to identify and to choose between alternatives.

Walkington (2005) studied the conditions that enhanced reflection on/ in practice. In summarising her research, she identified the following opportunities that mentors could adopt in their work with preservice teachers.

- First is making the **time to talk**. Preservice teachers require time to talk to experienced teachers in professional ways about teaching. Professional dialogues are the sites where new knowledge can be formulated and refined through application and synthesis and consideration of contextual variations. Walkington (2005) claims that time spent in challenging discussion is as important as time spent in classrooms.

- Preservice teachers need **opportunities to compare and contrast** past experiences with their current situation. Variation provides a strong basis for insight into 'what works where' and how specific schooling contexts create different challenges. The mentor needs to be confident in their own teaching practices to encourage such comparison. If the mentor has the goal of inducting the preservice teacher into his/her way of teaching, then the conversation is likely to be defensive and functional rather than expansive and challenging.

- **Opportunities to make judgements** about teaching practices that they observe and perform, will instil confidence in preservice teachers and help them develop a strong sense of their own teacher identity. Preservice teachers need support to take risks to challenge opinions in a professional and inquiring mode, rather than in a contrary and conflicted mode. A positive relationship between the mentor and the preservice teacher is required for these challenging opportunities to be productive of new learning.

- **Research activities** in the professional experience program can focus on researching aspects of school and student learning. For example, following a student throughout a school day to document his/ her interactions with different teachers and peers provides evidence to challenge current knowledge. Or tracking a teacher across a whole day can identify issues for discussion that highlight specific adaptations and approaches to different classes and students. Walkington (2005) notes that such mini research activities may then form the basis for analytical discussion, school-based seminars or tutorials involving the mentors, peers and other school staff, and with university staff in the field and back on campus.

2.9 How to create professional dialogues after teaching episodes

The post-lesson de-briefing session is an opportunity for the preservice teacher and mentor to discuss different moments and events during the teaching episode (Walkington, 2005). To promote deeper reflection, it is preferable for the preservice teacher to lead the discussion of the experience. The process is best described as 'debriefing' rather than 'feedback', which has the connotation of one-way communication. It is more comfortable to be told what worked and why by a mentor rather than to begin to self-assess and self-evaluate. In an effective mentoring approach, the preservice teacher learns to take personal responsibility as well as learn from others.

The post-lesson dialogue is typically structured in three phases: mentor teachers report their observations to the preservice teacher; the preservice teachers respond and provide justification for their teaching strategies and actions during the lesson; finally, during the broader discussion phase, a dialogue is established that can extend the professional knowledge of the preservice teacher and the mentor. The effectiveness of the post-lesson interview, according to Chalies et al (2004), relies particularly on how well this phase is adapted to the real needs of the preservice teacher.

There are ways of optimising professional dialogues between preservice teachers and cooperating teachers after teaching episodes. Chalies, Ria, Bertone, Trohel & Durand (2004) propose that sharing expectations and any concerns prior to the dialogue creates a better context for developing a shared framework for discussion. They also highlight the importance of conviviality and a close relationship between the mentor and preservice teacher. This provides confidence to express openly any concerns and to give challenging feedback and detailed formative assessment.

Studies reviewed by Chalies, Ria, Bertone, Trohel & Durand (2004) demonstrated the efficacy of training mentor teachers in interview techniques to develop collective thinking. In this type of dialogue the mentor integrates ideas with the preservice teacher towards the shared endpoint of learning how to be a better teacher. The effectiveness of the post-lesson dialogue depends on the facilitation of collective thinking about teaching and students. In this collective frame, new insights and knowledge can be mobilised and constructed by the preservice teachers and their mentor.

3. Annotated bibliography

The annotated bibliography is divided into the ten (10) sections. The first two sections cover more general issues regarding the design principles of teacher education programs and of authentic assessment practices. These will need to be considered as key contextual issues in describing actually what happens in specific mentoring and supervisory programs and practices.

- Design Principles for Programs of Teacher Education

- Design Principles for Assessment in Initial Teacher Education Programs

The next two sections focus specifically on describing approaches to mentoring and papers focused on how to improve the mentoring of preservice teachers. In particular we highlight the article by Clarke, and colleagues (2012) *The mentoring profile inventory: An online professional development resource for cooperating teachers.* Teaching Education, 23:2, 167-194. This is a very useful resource for highlighting the <u>process</u> of building a learning community of mentors/supervisors as well as a professional development resource for tracking change and providing feedback to mentors on their process of mentoring.

- Mentoring

- Improving Mentoring

The next section focuses on the collaboration between different stakeholders in the mentoring of preservice teachers. It addresses how to build better relationship between schools and universities and it considers the changing roles of key personnel in these contexts.

- Collaborative Partnerships in Supervision and Mentoring

The next section deals in finer detail with the actual features of expertise in mentoring and supervision. This is a central part of the literature search and the articles here provide detailed explications of what is involved in different models of expert mentoring and supervision.

- Features of Expertise in Mentoring and Supervision

The next four sections are more specific foci on aspects of the process of mentoring. Included is mentoring designed to shift the focus of preservice teachers from themselves and their performance to the needs and qualities of the students they are teaching. It also includes consideration of learning to teach in reform-relevant ways rather than simply reproducing current practice. Finally there are detailed analyses of how to promote reflection and how to conduct effective professional conversations between mentors and preservice teachers.

- Learner-focused Teaching and Mentoring

- Reform-Minded Teaching and Mentoring

- Reflection on/in Practice

- Professional Conversations in ITE.

These resources can be used to inform the development of the online materials and mentoring course foreshadowed by AITSL.

3.1   Design Principles for Programs of Teacher Education

Traditional approaches to teacher education are increasingly critiqued for their limited relationship to student teachers' needs and for their meagre impact on practice. Many pleas are heard for a radical new and effective pedagogy of teacher education in which theory and practice are linked effectively. Although various attempts to restructure teacher education have been published, no coherent body of knowledge exists about central principles underlying teacher education programs that are responsive to the expectations, needs and practices of student teachers. By analysing effective features of programs in Australia, Canada, and the Netherlands, this study contributes an initial framework of seven fundamental principles to guide the development of responsive teacher education programs that make a difference. The seven principles are:

- Principle 1: Learning about teaching involves continuously conflicting and competing demands

- Principle 2: Learning about teaching requires a view of knowledge as a subject to be created rather than as a created subject.

- Principle 3: Learning about teaching requires a shift in focus from the curriculum to the learner

- Principle 4: Learning about teaching is enhanced through (student) teacher research

- Principle 5: Learning about teaching requires an emphasis on those learning to teach working closely with their peers in supportive communities of learners.

- Principle 6: Learning about teaching requires meaningful relationships between schools, universities and student teachers.

- Principle 7: Learning about teaching is enhanced when the teaching and learning approaches advocated in the program are modelled by the teacher educators in their own practice.

3.2 Design Principles for Assessment in Initial Teacher Education Programs

Queensland College of Teachers Commissioned Report (2012) An investigation of best practice in evidence-based assessment within preservice teacher education programs and other professions. Submitted by The University of Queensland, The School of Education, Teaching and Educational Development Institute, and School of Human Movement Studies. The State of Queensland: QCT.

This Report on assessment practices in teacher education has collated many different examples nationally and internationally of best practice. A key conclusion, therefore, is that there are diverse ways to authentically assess what preservice teachers know and can do.

The Report offers an informed set of options for the design of assessment in teacher education programs rather than a prescribed one-size fits all approach to assessment. The Report also foregrounds that teaching and teacher education are not merely technical or training activities, but knowledge-rich, value-informed, skilful and ethical activities, and different approaches are to be expected and lauded within a democratic society. Different universities will draw upon different theories, design principles, objectives for their programs and different assessment practices. The Report doesn't suggest uniformity in the design and delivery of teacher education programs, but rather an informed and sophisticated approach to assessment that adequately captures the breadth and complexity of the professional work of teachers.

The present moment in the history of schooling in Australia is the culmination of an emerging understanding of what constitutes good teaching and the profession of teaching. Teachers are expected to uphold high professional values and behave ethically (moral dimension); they are expected to be skilled in the routine procedures of teaching (skill dimension); they are expected to have a commitment to the national goals of education focussing on equity and excellence for all students (equity-excellence dimension); and they are expected to have mastered the range of disciplinary and professional knowledges that underpin the professional act of teaching (knowledge dimension).

The four dimensions that characterise the professional work of teachers are captured in the current QCT professional standards, so assessment foci and assessment tasks need to reflect in a comprehensive manner the professional standards. Thus, the features of a quality assessment system as specified in Section 4 of the Report can be ordered in terms of Presage considerations, namely referencing the professional standards and the national goals for education and schooling. There are also Process Features that guide the way assessment tasks are designed, and these include the use of authentic assessment principles and enhancing preservice teachers' capacity to monitor and self-assess. Finally there are Quality Assurance features that provide

confidence in the whole system for key stakeholders.

Presage Considerations

- It reflects the overall goals for education in Australia as currently agreed and elaborated in the Melbourne declaration, focussing specifically on excellence and equity.

- It aligns with current national (AITSL) and state (QCT) professional standards, focussing on practices, knowledges and value commitments.

Process Features

- It is based on principles of authentic assessment.

- It captures the complexity of teaching.

- It captures the multifaceted nature of teaching in a comprehensive manner.

- It is a system that enhances the capacity of pre-service teachers for self-assessment and reflection on their levels of developing knowledge and practice.

Quality Assurance Features

- It is a system of assessment that is moderated within programs, informed by sharing quality assessment practices across the sector, and meets the requirements of reliability and validity.

- It has support from key stakeholders.

Beyond these overall systemic considerations, the Report also identified from the assessment literature specific assessment tasks that enable more authentic assessment to be conducted. These tasks (Cases; Exhibitions; Portfolios; e-Portfolios; Inquiries and Teacher Research) require preservice teachers to integrate knowledge across domains and to consider in a reflective and reflexive manner the nexus between theory, knowledge and practice. These tasks can be designed in various ways and are open to innovation. Section 6 and Section 7 noted how these types of tasks were being adopted nationally and internationally as assessment practices

Many of the best practice examples required extra time commitment from teacher educators and school-based staff, so there needs to be a realistic consideration of the feasibility of assessment practices related to cost. This should not be an impediment to best practice, but it is clear that a number of the national and international examples of best practice innovations in assessment were supported by extra funding from specific funding organisations, and that the sustainability of the assessment practices was predicated on ongoing funding.

The second comment is to highlight the need for ongoing dialogue between teacher educators and stakeholders related to assessment. The assessment of preservice teachers is one of the most costly activities undertaken in teacher education programs because it often involves multiple judges examining complex products such as curriculum units, portfolios, and classroom performances across time. The current level of investment by universities in assessment, however, has not generated the level of trust from stakeholders that might have been expected. This gap can be overcome if stakeholders are

more involved with universities in discussion of assessment practices and if there were opportunities for stakeholders to participate in moderation panels, give feedback and make suggestions.

The third and final comment is to highlight the need for substantial research projects on assessment practices per se, and the longer-term predictive validity of different assessment regimes on teachers' classroom practices and commitment to teaching.

3.3   Mentoring

Hawkey, K. (1997) Roles, responsibilities, and relationships in mentoring: A literature review and agenda for research. Journal of Teacher Education 48:5, 325-335.

DOI: *http://dx.doi.org/10.1177/0022487197048005002*

Mentoring in the preparation and education of teachers is of interest and concern in many countries. The inadequacy of theory-practice models of teacher education (Goodlad, 1990) and the increased adoption of reflective practice approaches to teacher education (Schon, 1987) concentrate attention on the work of schools in ITE. Much literature on mentoring is either descriptive or declarative with little analysis or theoretical underpinning to the study and practice of mentoring.

Several studies provide overviews of mentoring and its management (McIntyre, Haggar & Burn, 1994; Wilkin 1992b), but few examine or analyse the intricacies of mentoring interactions (Glickman & Bey, 1990), how mentoring relationships operate between the individuals involved, or how and what student teachers learn from their mentoring experiences. In this article, I review literature relevant to an examination of the nature of these interactions between mentor and student teacher.

Maynard and Furlong (1993) suggest five distinct stages of development that students and beginner teachers typically move through in learning to teach: early idealism, survival, recognizing difficulties, hitting the plateau, and moving on. In facilitating development through these stages, they conceptualize three models of mentoring: the apprenticeship model, the competency model, and the reflective model. They state that each mentor model is *partial and inadequate, perhaps only appropriate at a particular stage of a trainee's development* (Maynard & Furlong, 1993, p. 78) and suggest that mentor development goes through a series of stages that mirror and operate in response to student teacher stages of development. Other writers have similarly conceptualized different stages in mentor development (Caruso, 1996; Gray & Gray, 1985; Jaworski & Watson, 1994).

Martin (1994) has identified these developmental stages in the mentor-student teacher relationship. First, in the formal stage, the student teachers present themselves as prospective teachers to mentors competent to help prepare them. The second stage is the cordial stage, characterized by growing trust and respect between mentors and student teachers on personal and professional levels. The mentors act as instructors and critics, instilling confidence as mentees go through inevitable disillusionment and doubt. Finally, in the friendship stage, the student teachers acquire the confidence to see themselves as budding teachers, with characteristically various effects.

Student teachers may see little need for mentors any longer; mentors may withdraw and leave the student teachers autonomous too soon, which they may resent, creating feelings of being used; or mentors may resent the student teachers' growing confidence.

Although the quality of the relationships between student teachers and mentors is of crucial importance in mediating the quality of teaching practices (Bennett & Carre, 1993), the probability of difficulties is high (Wildman, Magliero, Niles & Niles, 1992, p. 212), given these complexities in the relationship. Clearly if ITE aims to develop autonomous reflective teachers, mentors must engage with the individual student teacher and recognize his or her individual strengths and difficulties, not always readily expressed verbally, but perhaps manifest through the dynamics and operation of their relationship. Ronnestad and Skovholt (1993, p. 403) conclude:

at the advanced student level, in particular, the supervisor needs to take responsibility to create, maintain, and monitor the relationship with her or his student. The relationship can provide a structuring and process mediating role through the turmoil experienced by the student in practicum.

The relationship itself plays a crucial role in the quality of the teaching practice (Bennett & Carre, 1993) and facilitating the student teacher's professional development.

3.4   Improving Mentoring

Clarke, A., Collins, J., Triggs, V., Nielsen, W., Augustine, A., Coulter, D., Cunningham, J.,Grigoriadis, T., Hardman, S., Hunter, L., Kinegal, J., Li, B., Mah, J., Mastin, K., Partridge, D., Pawer, L., Rasoda, S., Salbuvik, K., Ward, M., White, J. & Weil, F. (2012) The mentoring profile inventory: An online professional development resource for cooperating teachers. Teaching Education, 23:2, 167-194.

DOI: *http://dx.doi.org/10.1080/10476210.2011.625086*

This article provides a report on the origins, development and refinement of an online inventory to help cooperating teachers focus on selected dimensions of their practice.

The MPI is available free at www.mentoringprofile.com.

The Mentoring Profile Inventory (MPI) helps quantify important features of both the motivating and challenging aspects of mentoring student teachers and provides results to respondents in a graphic, easy-to-understand and immediate feedback report (14 sub-scales and 3 summary charts). Psychometric properties of the MPI are shown to be robust. Results can be used individually or collectively to facilitate cooperating teacher professional development by providing the opportunity for dialogue around a set of common issues.

An important outcome of this work was a call by teachers for "space to engage in conversation" about their work with student teachers in a substantive and sustained fashion – something that had been non-existent in the British Columbia context and clearly a challenge in other contexts (Bullough & Draper, 2004; Sandford & Hopper, 2001; Rodger & Keil, 2007; Martin, Snow, & Franklin Torrez, 2011).

It is well established that professional development is almost non-existent in many contexts and that, in the absence of such support, cooperating teachers draw almost exclusively on their own experiences when they were student teachers themselves to guide their current advisory practices (Knowles & Cole, 1996; Hobson, Ashby, Malderez, & Tomlinson, 2009; Wang & Odell, 2002). Research has consistently shown that unarticulated and tacitly held beliefs about one's advisory practice can be detrimental to student teacher learning in practicum settings (Crasborn, Hennissen, Brouwer, Korthagen, & Bergen, 2008; Zeichner, Liston, Mahlios, & Gomez, 1987).

The literature shows that commitment to being a cooperating teacher arises from at least three sources:

• a commitment to pupils in terms of wanting to ensure the best possible teachers for one's students (Feiman-Nemser, 2001; Kent, 2001);

• a commitment to the profession in terms of wanting to "give back" to the profession (Kitchel & White, 2007; Sinclair, Dowson, & Thistleton-Martin, 2006);

• a commitment to self in terms of being exposed to new ideas and strategies through one's engagement with student teachers (Koskela & Ganser, 1998; Clarke, 2006).

Based on this literature and feedback from cooperating teachers, eight streamlined MPI motivator factors were identified. These factors were:

• Renewing the profession

• Improving one's own teaching practices

• Student teachers promote pupil engagement

• "Time out" to monitor pupil learning

• Contributing to teacher education

• Reminders about career development

• Developing a professional community

• Mentoring in classroom contexts.

A number of overarching categories representing just over 100 challenge topics were created from the teachers' ideas and conversations about the challenges of being a supervising teacher. From these overarching categories six more streamlined MPI challenge factors were identified:

• Challenges in guidance and mentoring

• Inadequate forms and guidelines

• Unclear policies and procedures

• Concerns about school advising as a sub-specialty

• Concerns about student teachers' pre-practicum preparation

• Uncertain feedback and communication practices.

Looking ahead, the MPI can assist in the comparative analyses of cooperating teachers within and across jurisdictions. This possibility is informed by the

notion of "comparative pedagogy" (Alexander, 2000, 2001), which suggests that comparative studies reveal, alongside each context's unique mix of values, ideas and practices, powerful continuities which transcend time and space.

Jordan, P., Phillips, M. & Brown, E. *(2004) We train teachers: Why not supervisors and mentors? Physical Educator 61:4, 219-221.*
http://search.proquest.com/docview/233005585?accountid=14723

This article reports how one institution (Tennessee Tech) dealt with the professional development of supervisors and mentors. It offered a graduate teaching course that includes a practicum experience for prospective and practicing teacher supervisors and mentors. This practicum coincides with an undergraduate pedagogy practicum in order to provide opportunities for students to enhance supervisory and mentoring skills. The supervisors and mentors (graduate students) observe an undergraduate's entire practicum experience then prepare a documented evaluation dossier that is shared with the undergraduate during a post-course interview. In order to gain experience as an external evaluator, they also evaluate elementary and secondary student teachers. The supervisors and mentors (graduate students) gain practical evaluation and supervisory experience while the undergraduates benefit from another pair of "evaluative eyes"; therefore, teaching, supervisory, and mentoring skills are simultaneously enhanced in an authentic setting.

Hudson, P. *(2010) Mentors report on their own mentoring practices. Australian Journal of Teacher Education 35:7, 30-42.*
http://ro.ecu.edu.au/cgi/viewcontent.cgi?article=1473&context=ajte

The author proposes in this article that implementing the Australian National Curriculum will require targeting both teachers and preservice teachers. He suggests that classroom teachers in their roles as mentors are well situated for developing preservice teachers. This mixed-method study presents mentors' reports on their mentoring of primary preservice teachers (mentees) in mathematics (n=43) and science (n=29).

This mixed-Mentors claimed they mentored the teaching of mathematics more than the teaching of science; 20% or more indicated they did not provide mentoring practices for 25 out of 34 survey items in the science and 9 out of 34 items in the mathematics. Mentors also claimed that professional development on effective mentoring can enhance their skills. Implementing an Australian National Curriculum necessitates professional development for mentors on effective mentoring practices in order to increase the quality and quantity of mentoring for enhancing preservice teachers' practices.

http://tedd.net.au/pdfs/Mentoring_brochure_V6[1].pdf

The MET program is underpinned by Hudson's Mentoring Model (2010), which the authors' suggest is substantiated by the literature and research around mentoring. MET model focuses on:

1. The mentor's Personal Attributes for facilitating the mentoring process
2. Mentoring about the essential System Requirements
3. The mentor's Pedagogical Knowledge
4. The mentor's Modelling of teaching practices, and
5. Quality Feedback provided by the mentor.

This MET model is widely deployed in professional development programs for teachers as mentors in Queensland and other States.

3.5 Collaborative Partnerships in Supervision and Mentoring

Le Cornu, R. (2010) Changing roles, relationships and responsibilities in changing times. Asia-Pacific Journal of Teacher Education 38:3, 195-206.

In this article the author places challenges with regard to initial teacher education in the context of changing times and responsibilities. In particular, professional experience in ITE continues to be a very challenging area in which to work in Australian universities, given the changing times in which we live and the multiplicity of political, professional, economic and pragmatic issues that surround professional placements. The past decades have seen many responses to these issues and resultant changes in how professional experiences are conceptualised, structured and supervised. Such changes have had implications for the roles of the various participants.

This paper focuses on the changing roles of pre-service teachers, mentor teachers, school coordinators and academics involved in professional experiences. It draws on a number of studies that have investigated professional experiences which have been framed around the notion of learning communities. The article proposes that a learning communities model of professional experience is a significant response to the 'changing landscape' (Clandinin, 2008) of both schools and universities.

The author references in particular a recent report by Kruger et al. (2009), titled *Effective and Sustainable University– School Partnerships.* Kruger et al concluded that effective and sustainable partnerships are characterized by trust, mutuality and reciprocity. They also made the point that such partnerships are evident in those teacher education programs 'with practices linking school teachers, pre-service teachers and teacher educators in more direct and ongoing ways than the conventional teacher education practicum' (p. 45).

Le Cornu makes the point that the learning communities model described in the present article creates such a collaborative space, with its commitment to reciprocity, and with the opportunities provided for enhanced professional dialogue and professional learning between all participants.

Kruger et al. (2009) identified three 'effects' of an effective and sustainable partnership:

• a focus on learning;

• altered relationship practices; and

• new enabling structures.

All three of these features are evident in the learning communities model. As noted by Kruger et al. (2009) an effective and sustainable partnership has a focus on learning. The learning communities model has a explicit focus on learning for all participants. Learning is privileged above all else, and so relationships are all constructed around this notion. There is an expectation that all participants, including the university mentors and coordinators, will be learners. Positioning oneself in this way and being positioned by others in this way means that power struggles are lessened.

Le Cornu, Rosie J. (2012) School Coordinators: Leaders of Learning in Professional Experience. Australian Journal of Teacher Education: Vol. 37(3), 18-33.

It is widely accepted that professional experience or practicum is 'a critically important part of teacher education courses and is consistently valued highly by student teachers' (Ramsey, 2000; Teaching Australia, 2006; Parliament of Australia, 2007). In Australia and overseas there is a growing emphasis on teacher educators working in partnership with schools to construct professional experiences that maximise student teacher engagement and learning (Parliament of Australia, 2007).

The literature on professional experience in pre-service teacher education provides varied and detailed accounts of the roles of the Pre-service Teacher, the Mentor Teacher and the University Mentor (see for example, Gaffey & Dobbins, 1996; Guyton & McIntyre, 1990; Zeichner, 1999). However the School based Professional Experience Co-ordinator, usually the principal or deputy principal, has received very little attention in the literature. The study on which this article is based fills a gap in the existing literature on professional experience with its focus on the School based Co-ordinator role. It is proposed in this paper that Co-ordinators are essential in developing 'new' school-university partnerships which are necessary in ensuring high quality professional experiences. The Co-ordinators identified four key elements that they believed contributed to high quality professional experiences: the quality of Mentor Teachers (MTs), commitment from leadership, the quality of the University Mentors and the Program's commitment to the notion of a *learning community.*

Le Cornu also identified specific strategies and approaches adopted by the School Coordinators. All of the Co-ordinators studied in this project enacted strategies to provide direct support to the pre-service student teachers (PSTs) to ensure that their learning from their professional experience was maximized. There were three key areas identified in their work with PSTs:

- Developing relationships;

- Encouraging reflective practice; and

- Providing assistance to maximise learning from the whole school experiences.

Developing relationships - The strategies used to build relationships included:

- being welcoming: eg introducing PSTs at staff meeting, writing a welcome message in the day book, pigeonholes, name badge, etc.;

- structuring scheduled times to talk – getting to know PSTs, having professional and personal conversations;

- establishing clear lines of communication (open door policy) – offering support and encouragement;

- providing induction; letting student teachers know about grievance procedures, duty of care issues, setting clear expectations.

Encouraging reflective practice - The strategies used by the Co-ordinators to encourage reflective practice included:

• having critical reflection times with them – asking challenging questions and helping them to examine their own world views, for example, Are there other ways of looking at that? What does that say about you believe? What is your understanding of…? Why?;

• teaching them how to engage in 'rigorous dialogue' and how to be articulate in a staff group (using rehearsal);

• observing in classrooms and providing useful feedback (ie great things happening/things to consider and posing questions, for example, "Did you think about how the task might be more open ended to better cater for your high achievers?";

• encouraging risk taking, talking to them about "being a learner";

• modelling 'being a learner', for example, being open about mistakes; and

• being positive about the PSTs' Learning Circles.

Providing assistance to maximise learning from their whole school experiences. The strategies used by Co-ordinators to maximise PST learning included:

• talking to PSTs about school-wide issues, for example, behaviour management, NAPLAN, etc;

• pointing things out to them that they may not have noticed;

• encouraging PSTs to question what they see;

• organising talks with specialist teachers;

• encouraging PSTs to go to different places to see different learning environments;

• referring them to curriculum documents;

• exposing them to different experiences, that is, attend meetings with parents, talk to School Support Officers; and

• helping organise school-wide/extra-curricular activities.

This study provides insights into why the Co-ordinators in these schools have played such a crucial role in the successful implementation of the learning communities' model of professional experience.

Firstly it is clear from the Co-ordinators' willingness to work with PSTs, MTs and the University Mentor in the ways that they did, that they enacted the role of 'leaders of learning' (Preskill & Brookfield, 2009). That is, they were leaders who placed *learning* at the centre of their practices. They focused on the PSTs as learners and they positioned themselves as learners also. This latter attitude was evident in their willingness to undertake the role of Co-ordinator in the new professional experience model which positioned them very much as 'learning partners' (see Le Cornu, 2010).

Secondly, these Co-ordinators were leading the development of their schools as learning communities and so the notions of reflection and collaboration, upon which the particular Teacher Education Professional Experience Program

is based, were encouraged and explicitly supported. Ewing (2002) also found that changes to professional experiences based on a learning communities model were most successful in schools which were themselves professional learning communities.

The Co-ordinators all valued *learning relationships* and *learning conversations* and saw them as vital aspects of a learning culture. Hence they supported groups of PSTs in their schools and prioritized opportunities for learning conversations as they believed these to be central to all teachers' ongoing learning. They also endeavoured to have learning conversations with MTs and were themselves a part of many conversations with the University Mentor and other Co-ordinators. A 'culture of discourse' was also found to be important for enhancing opportunities for student teacher learning in Mutton & Butcher's (2008) study.

The key finding from this study is that School Co-ordinators are essential players in implementing the notion of new school-university partnerships. It is no longer useful to talk about the 'prac triad' as though there are just three main players in professional experience. It must be recognized, as Valencia et al (2010), have done, that '…there are multiple structures and relationships that shape the student teaching experience' (p. 320).

Martinez, K. & Coombs, G. (2001) Unsung heroes: Exploring the roles of school-based professional experience coordinators in Australian preservice teacher education. Asia-Pacific Journal of Teacher Education 29:3, 275-288.

The literature on practicum in preservice teacher education provides varied and detailed accounts of the roles of the student teacher, the supervising teacher, and the university based teacher educator. However, the school-based professional experience coordinator, usually the principal or deputy principal, has been dismissed as an administrative outsider to the essential triad of supervision.

Feedback from the field has suggested that the coordinator's role may in fact be crucial in ensuring that practicum is an occasion for quality learning.

This paper reports on a study to explore ways in which a small selection of professional experience coordinators contribute to the establishment, support and appraisal of high quality practicum experience in a variety of settings. The research fills a gap in the existing literature on the practicum by providing some illumination of the varied ways the school-based coordinator role is filled.

In addition, the paper raises questions about selection and support of coordinators, about ownership of the practicum, and argues for a reconceptualisation of the practicum as the site where all shareholders engage in the partnership, with continual opportunities for construction, reconstruction and renewal of the teaching profession.

This research evoked a range of responses and questions. Some practical issues arise. How should professional experience coordinators be selected and screened? Can classroom teachers be expected to fill the role? How should this work be recognised and valued? By whom? How should their work be supported? These questions in turn spin us to the heart of practical experience in professional education. Whose responsibility is it? Uncertainty about ownership of professional experience has contributed a great deal to the 'favour' mentality that many university-based professional experience

coordinators and administrators will recognise from their dealings with both university- and school-based teacher educators. School-based colleagues often see their work in preservice teacher education as a 'favour' to the university, where they believe real responsibility lies. Some academics fulfil their professional experience roles begrudgingly because it is so poorly regarded in the academy.

And yet, this research indicates that *all* stages of professional education— from selection into preservice, through preservice, recruitment, induction and ongoing professional learning—are crucial to the quality of that profession. Further, *all* shareholders have responsibility for *all* stages, albeit to differing degrees. We are also optimistic that there are some signals that suggest that such a view of shared responsibility and commitment may be on the horizon.

Le Cornu, R. & Ewing, R. *(2008) Reconceptualising professional experiences in pre-service teacher education…reconstructing the past to embrace the future. Teaching and Teacher Education 24:7 1799-1812.*

DOI: *http://dx.doi.org/10.1016/j.tate.2008.02.008*

This paper provides a conceptual framework for developing high-quality professional experiences for pre-service teachers. The paper begins with a discussion of how professional experiences are conceptualised, structured and supervised in each of three orientations, which the authors have termed traditional, reflective and learning communities. The authors then describe a number of professional experience initiatives at two Australian universities, which are being reconceptualised around the notion of learning communities. They argue that framing professional experience around the notion of learning communities has the potential to support pre-service teachers to work with their peers and mentor teachers in more collegial and reciprocal ways.

Ballantyne, R. & Mylonas, A. *(2001) Improving student learning during 'remote' school-based teaching experience using flexible delivery of teacher mentor and student preparation programmes. Asia-Pacific Journal of Teacher Education 29:3, 263-273.*

DOI: *http://dx.doi.org/10.1080/13598660120091865*

A mentor education program incorporating both teacher mentor professional development and preservice teacher practicum preparation is described and evaluated in this study. Over 100 mentor–student pairs were involved in the program initiated by the Queensland University of Technology. Evaluation results confirm the need for and value of such programs in supporting student learning during field experience. The need for deeper consideration of the philosophy underlying collaboration between university and school supervisors, as well as the need for administrative procedures which support students undertaking field experience in remote school sites, are raised.

Cartaut, S. & Bertone, S. *(2009) Co-analysis of work in the triadic supervision of preservice teachers based on neo-Vygotskian activity theory: Case study from a French university institute of teacher training. Teaching and Teacher Education 25:8, 1086-1094.*

DOI: *http://dx.doi.org/10.1016/j.tate.2009.03.006*

The goal of this study was to evaluate the effects of the joint training activities of a cooperating teacher and a university supervisor during an advisory visit on (a) the professional development of a preservice teacher's activity and (b) the reorganization of mentoring activity following this visit. The results are considered from a theoretical perspective based on cultural-historical

psychology and the clinical study of activity. The discussion focuses on the conditions that led to the greater effectiveness of the advisory visit, which is an integral part of teacher training programs that alternate classroom work with co-analysis of the work. Proposals are also made for new directions in training supervisors and cooperating teachers with a view to building a training team.

Soliman, I. *(2001) Collaboration and the Negotiation of Power. Asia-Pacific Journal of Teacher Education, 29:3, 219-234.*

DOI: *http://dx.doi.org/10.1080/13598660120091838*

This paper deals with the study of the outcomes and the degree of collaboration achieved in a project involving a planning group of university- and school-based participants and education students. The group was formed to consider how the practicum component of a course leading to a Graduate Diploma in Education might be improved through collaboration between university- and school-based educators. The literature on collaboration and on cultural politics comprises the conceptual framework for the analysis of the data collected. Cultural politics suggests that collaboration involves a struggle over meanings in the interest of particular groups.

Based on an analysis of the events in the project, the impact of institutional arrangements and the perceptions of the participants, implications are drawn for what needs to be done to further develop collaborative work between educational institutions. It is suggested that collaboration may be the discourse for the transformation of institutional cultures and subjectivities in universities and schools, in order to attain the benefits of working together which are unavailable through traditional teacher education practices and structures.

Cuenca, A., Schmeichel, M., Butler, B. M., Dinkelman, T. & Nichols Jr., J. R. *(2011) Creating a 'third space' in student teaching: Implications for the university supervisor's status as an outsider. Teaching and Teacher Education 27:7, 1068-1077.*

DOI: *http://dx.doi.org/10.1016/j.tate.2011.05.003*

The work of teacher education during student teaching typically takes place in two distinct "spaces": placement sites and college/university settings. The program featured in this article is structured in ways that clearly mark out those two spaces. Yet this configuration led our university supervisors, whose work primarily took place in the field, to feel like "outsiders." To redress this concern, a third learning space was incorporated into our student teaching seminar. The authors suggest that "third spaces" in combination with return-to-campus courses not only mitigates the peripherality of university supervisors, but also amplifies the influence of a teacher preparation program.

Jaipal, K. *(2009) Re-envisioning mentorship: Pre-service teachers and associate teachers as co-learners. Teaching Education 20:3, 257-276.*

DOI: *http://dx.doi.org/10.1080/10476210902887503*

Associate teachers have always been integral to pre-service teacher education, providing learning experiences to support the development of pedagogical knowledge in various subject areas. However, the requirement by many national and provincial curricula that technology be integrated into teaching practice, calls for a re-examination of the roles associate teachers play. This paper reports on a study of associate teachers' perspectives about their roles in supporting pre-service teachers as they integrate technology during the practicum. An invitation to participate in a set of pre- and post-practicum

interviews about supporting preservice teachers integrate technology was issued as part of a larger survey sent to 150 associate teachers. Content analysis of pre- and post-interview data from four associate teachers and survey responses revealed that associate teachers' roles varied across a continuum from mentor to co-learner in relation to technology integration. These changing roles point to a need to re-envision traditional notions of mentorship during the practicum.

3.6   Features of Expertise in Mentoring and Supervision

Mentor teachers need a versatile supervisory skills repertoire. Besides taking the prevalent role of daily advisor and instructor, mentor teachers should also be able to stimulate reflection in student teachers.

Video recordings of 60 mentoring dialogues were analysed, both before and after a mentor teacher training aimed at developing the encourager role. Mentor teachers' repertoires of supervisory skills were found to consist of an average of seven supervisory skills. After training, a shift was observed in the frequencies and duration with which supervisory skills were used. Although considerable inter-individual variability existed between mentor teachers, training positively affected the use of supervisory skills for stimulating reflection in student teachers.

Pajak (1993) charted four consecutive generations of approaches in ''clinical supervision''. In chronological order he describes ''original clinical models'' (Goldhammer, 1969), ''humanistic-artistic models'' (Blumberg, 1980), ''technical-didactic models'' (Joyce & Showers, 1982) and ''developmental reflective models'' (Costa & Garmston, 1994). The latter is still current.

A shift has taken place from a technical, rationalistic view of teaching as mastery of subject knowledge and discrete pedagogical skills to one which recognizes that teaching is a relatively unpredictable and cognitively complex activity, characterized by decision making, negotiation for meaning and reflection in action. The assumption behind the prevalent developmental-reflective paradigm in mentoring (student) teachers is that teachers who are able to complete reflective cycles by themselves are empowered to learn from their own practice, to cope with change and to give direction to their learning (Korthagen, 2001; Laboskey, 1994). This type of reflection does not come about by itself. In order to stimulate reflection in student teachers, mentor teachers need to put into practice a number of specific supervisory skills.

To be able to label all supervisory behaviour of mentor teachers in mentoring dialogues, the authors distinguished the following repertoire of 15 supervisory skills:

1. showing attentive behaviour

2. asking an open starting question

3. asking for concreteness

4. summarizing feeling (showing empathy)

5. summarizing content

6. showing genuineness

7. completing sentence/clarifying questions

8. confronting (giving feedback, summarizing inconsistencies,utilizing the here and now)

9. generalizing (asking for similar situations)

10. helping in making things explicit

11. helping in finding and choosing alternatives

12. asking for something new

13. giving information

14. giving opinion/assessing

15. giving advice/instruction

To answer the research question, a specific training program focusing on teaching mentor teachers to stimulate reflection in student teachers during mentoring dialogues was evaluated. Since 1999, a training program entitled SMART has been developed and conducted at the Department of Teacher Education of the Fontys University of Applied Sciences in the Netherlands. The focus of SMART training is developing supervisory skills for stimulating reflection (encourager role) in addition to the already (in most mentor teachers) existing supervisory skills relevant to the advisor and instructor role. The following overt supervisory skills to stimulate reflection (Korthagen, 1985, 2001) were trained: asking for concreteness, summarizing feeling (showing empathy), being genuine, generalizing (asking for similar situations) and helping in making things explicit, confronting (giving feedback, summarizing inconsistencies, utilizing the here and now), helping to find and to choose alternatives.

The planning and structure of the SMART program has three main components: training, peer consultation and personal coaching. In total, the training consists of 9 sessions spread over a period of 3 months. After the introductory meeting, a series of five training sessions follows, in which the supervisory skills are practised. The two subsequent meetings are devoted to peer consultation. Here, colleagues follow a structured procedure in advising each other on situations arising from practice. In these meetings, the participants present a video of one of their own mentoring dialogues to their fellow participants and include an individual aspect that they wish to develop. After this, trainers coach the participants in their work settings, where they observe at least one mentoring dialogue and give feedback on their dialogue(s) as mentor teacher. The program concludes with a final session with the whole group, in which the assessment results were presented and used as a basis for evaluation and certification.

Parker-Katz, M. & Bay, M. (2007) Conceptualizing mentor knowledge: Learning from the insiders. Teaching and Teacher Education 24:5, 1259-1269.

DOI: *http://dx.doi.org/10.1016/j.tate.2007.05.006*

This study addresses the question: What constitutes mentors' knowledge? What guides their actions with novices, and how does that shape their use of mentoring knowledge? The researchers addressed these questions by forming conversation groups of 17 urban mentors who met over 6 months. Recursive review of transcripts and observations reveal three findings: mentors focus on which candidates should become teachers, on how pupils' learning is central, and on how mentors and novices can perceive of teaching as a collective responsibility. The authors connect mentors' knowledge to current teacher education reform efforts, and discuss the significance.

Collectively, the 17 mentors who were investigated in this research project, constructed knowledge for mentoring around three major ideas: the importance of asking who teacher candidates can become as teachers (professional identity), the importance of focusing on individual pupils' learning as a means to learning about teaching (student learning focus) and how to teach effectively, and the importance of collective responsibility in teaching (membership of collective of professionals). Through 6 months of conversations that built upon each other, the mentors brought together their own views and images with those of colleagues doing the same work in other schools, and with a range of student populations. Instead of drawing on what Sundli (2007) has referred to as ''individual cognitive processing'' (p. 5), that is, strategies that promote individual reflection, reasoning, and actions, mentors emphasized the importance of individual and socially mediated creation of ideas, aligning with major tenets of the situated learning framework. As Wenger (1998) suggested, learning is a combination of attention to identity, meaning, community, and practice. Inherent in the three themes are ways these elements come together in the work of mentoring, and the knowledge.

Orland-Barak, L. & Hasin, R. (2010) Exemplary mentors' perspectives towards mentoring across mentoring contexts: Lessons from collective case studies. Teaching and Teacher Education 26:3, 427-437.

DOI: *http://dx.doi.org/10.1016/j.tate.2009.05.009*

Framed as collective case studies, this study examined the perspectives that mentors, who are considered exemplary in the field, exhibit towards mentoring in different mentoring contexts in the Israeli school system from a variety of viewpoints: The mentors themselves, their mentees, supervisors, school principals, and project leaders. Mentoring contexts are distinguished by their organisational, instructional and professional orientations towards teaching and mentoring.

Perspectives towards mentoring are reflected in the language that the mentor uses in order to describe his/her work and the behaviour that the mentor exhibits as it plays out in his/her actions. The findings of the study reveal that, despite the different contexts of practice, star mentors shared common perspectives towards mentoring in terms of educational ideologies and envisioned roles and practices, exhibited through the use of a similar professional language. The researchers also learned that these attributed meanings were highly congruent with their mentees, principals, supervisors and colleagues' perceptions of the mentors' practice.

The common emergent themes that surfaced in mentors and their respective participants' characterizations of their practice were:

- Organisational skills,

- Interpersonal relationships,

- Integration of theory and practice,

- Knowledge and expertise,

- Challenge,

- Modelling, and

- Reflexivity.

Mentors also acted upon some of these characterizations in unique, idiosyncratic ways, guided by the distinctiveness of their organisational and educational mentoring context. Thus, alongside similar ideologies and beliefs across contexts this study also identified differences as to the emphasis that each mentor gave to a particular aspect of organisation, knowledge and relationships.

Hennissen, P., Crasborn, F., Brouwer, N., Korthagen, F. & Bergen, T. (2011)
Clarifying pre-service teacher perceptions of mentor teachers' developing use of mentoring skills. Teaching and Teacher Education 27:6, 1049-1058.

DOI: *http://dx.doi.org/10.1016/j.tate.2011.03.009*

The aim of this study is to clarify how pre-service teachers perceive mentor teachers' use of mentoring skills. Sixty stimulated-recall interviews were conducted, each in connection with a previously recorded mentoring dialogue.

A quantitative analysis showed that six types of mentoring skills appeared to be perceived by pre-service teachers as offering emotional support and five others as offering task assistance. Daloz (1986), for example, studied mentoring from an observer stance and concluded that effective guidance by a mentor teacher is based on a balance of support in the interpersonal relationship in conjunction with adequate opportunities for challenging a pre-service teacher to learn new things.

So, on the one hand pre-service and beginning teachers appear to be in need of emotional support, as well wishing to experience a sense of basic trust and care that will enable them to move ahead. This includes, for example, accessibility of the mentor teacher, sympathetic and positive support, time spent together and offering empathy. On the other hand, pre-service and beginning teachers need support in the form of task assistance helping them to refine their teaching skills and take on more challenging tasks. This type of support includes giving feedback, information and practical advice, asking questions and discussing topics concerning teaching.

After mentor teachers were trained in mentoring skills, shifts in their frequencies of use of distinct skills, as observed by independent raters, corresponded to a considerable extent with shifts in frequencies of pre-service teacher perceptions of mentor teachers' mentoring behaviour. To conclude, this research suggests that during mentoring dialogues, mentor teachers would do well to regularly adjust the balance between offering emotional

support and task assistance. A disparity between the learning needs of individual pre-service teachers and the mentoring approach they experience may limit chances for pre-service teachers to reach their best possible levels of competence and may even lead to a pre-service teacher's withdrawal from teacher education (Williams et al., 1998). Hence, training in mentoring skills is important for improving mentor teachers' awareness of and proficiency in the use of those mentoring skills, which can offer an adequate combination of both types of assistance.

Levine, T. H. *(2011) Features and strategies of supervisor professional community as a means of improving the supervision of preservice teachers. Teaching and Teacher Education 27:5, 930-941.*

This article explores whether features associated with effective professional communities among K-12 teachers in normal schooling contexts are relevant and sufficient for improving the practice of supervisors in teacher education programs.

Interview and observational data from nineteen supervisors in one teacher education program illuminate what supervisors want in order to improve their professional practices and how their needs could be met through ongoing collaboration.

The article proposes five features of professional communities that can help supervisors improve their work:

- norms promoting collaboration;

- trust and familiarity;

- activities that deprivatise practices;

- access to logistical information and shared expectations about the role of supervisors; and

- time for collaboration.

Norms that can *limit* learning and improvement of practice in professional communities:

- Preserving autonomy (Lortie, 1975; McLaughlin & Talbert, 2001);

- Maintaining privacy of practice (Curry, 2008);

- Maintaining congeniality and surface harmony (Achinstein, 2002);

- Viewing work with one's own clients as solely one's own responsibility; viewing other clients as others' responsibility (Grossman, Wineburg, & Woolworth, 2001; Little, 1990);

- Promoting interdependence (Little, 1990, Stokes, 2001);

- Making practices publicly available as a resource (Little, 2002; Horn, 2010);

- Engaging in debate in ways that clarify or improve choice or practices, underlying principles, and ultimate objectives (Achinstein, 2002);

- Taking collective responsibility for the work of fellow professionals and service to clients (Grossman, Wineburg, & Woolworth, 2001; Little, 1990).

Supervisors indicated that they would like the chance to talk with other supervisors about how they handle the following aspects of their work:

- Promoting reflection;

- Observing in classes;

- Leading weekly small group discussions among supervisees;

- Handling written responses to observations;

- Leading midterm conferences between preservice teachers and their cooperating teachers;

- Videoing preservice teachers;

- Conferencing with students after observation;

- Writing induction plans at the beginning of the year.

One supervisor summed up her desire to learn from others' practices by declaring that supervisor meetings "might be more practice-based and personal". Supervisors wished that they could use their limited time together to "brainstorm", "dig down deep in their own experience", and "go home with a bag full of ten different ways to observe". One supervisor who wanted to "do things in groups" during meetings acknowledged that "we don't have a lot of time, we don't have to be eating donuts together". This quote suggests that in spite of limited time, this supervisor wanted time to talk with colleagues, and she wanted to do so for professional rather than social ends.

This case study has suggested the need to be responsive to one kind of difference, i.e., the differing needs of new and experienced supervisors. Researchers have shown how professionals who are female and/or members of racial or ethnic minorities may bring different resources and needs to a group; growing professionally while preserving their own identity can be even more challenging for such individuals, since organisations' practices, values, and discourses are usually more masculine and reflect the dominant culture (Bell, 1990; Martin & Meyerson, 1988; Portelli & Campbell-Stephens, 2009). To the extent that supervisors' upbringing and life experience enable them to engage in different forms of discourse and activity, or to appreciate the life experience of students traditionally underserved by a national system of education, such supervisors bring potential resources to the work of a supervisor professional community.

This article only briefly addresses how supervisor communities handle various forms of difference and diversity that will impact the learning opportunities created among participating individuals. For further literature on creating third spaces where marginalized voices can either be brought into contact with more dominant perspectives to promote learning , see for example, Gutiérrez, 2008; Gutiérrez, Baquedano-López, & Tejada, 1999; Gutiérrez, Rymes, & Larson, 1995. Such works suggests that with intentional effort, the perspectives, practices, and forms of discourse of marginalized group members may be harnessed to create hybrid practices and discourses. Such new forms of understanding, talk, and action could inform and improve the work of all supervisors.

3.7   Learner-focused Teaching and Mentoring

Norman, P. J. & Feiman-Nemser, S. (2005) Mind activity in teaching and mentoring. Teaching and Teacher Education 21:6, 679-697.

DOI: *http://dx.doi.org/10.1016/j.tate.2005.05.006*

Increasingly educators and policy makers recognize that new teachers need help making the transition to independent teaching. One particularly important role mentor teachers can play is to help beginning teachers to focus on students' "mind activity" in order to build on their prior knowledge, experience, and interests, and to promote understanding and meaningful learning.

A narrow view of mentoring focuses on easing the novice teacher's entry into teaching and helping with the immediate questions and uncertainties that inevitably arise when a teacher enters the classroom for the first time. A robust view of mentoring promises more. Linked to a vision of good teaching and a developmental view of learning to teach, such mentoring still responds to new teachers' present needs while helping them interpret what their students say and do and figure out how to move their students' learning forward. This is called ''educative'' mentoring to distinguish it from technical advice and emotional support and to suggest that effective mentoring can be a form of individualized professional development that challenges the novice to grow professionally.

Drawing on interview and observational data collected over two years, this article presents two detailed cases that portray educative mentoring and illustrate how new teachers' personal history and professional school culture influence what they can learn even from serious mentoring.

Mentors who see their work in **educational terms** have a clear idea of the kind of teaching they want to foster. They regard novice teachers as learners and think about how to help them develop a principled teaching practice. Like good teachers, these mentors have a kind of bifocal vision, keeping one eye on the immediate needs of the novice teacher and one eye on the ultimate goal of meaningful and effective learning for all students. Discerning observers of teaching, such mentors use their teaching and the teaching of others as a site for new teacher learning. Their mentoring practice blends showing and telling, asking and listening (Schon, 1987) in ways that promote new teacher learning and reflective practice.

Schelfhout, W., Dochy, F., Janssens, S., Struyven, K., Gielen, S. & Sierens, E. (2006) Educating for learning-focused teaching in teacher training: The need to link learning content with practice experiences within an inductive approach. Teaching and Teacher Education 22:7, 874-897.

DOI: *http://dx.doi.org/10.1016/j.tate.2006.04.003*

Recently, many insights have been gained into the design of powerful learning environments. Teacher training must take account of this knowledge when educating the teachers of the future. This study investigates possible approaches within teacher training which could encourage student teachers towards learning-focused teaching activities. The main question is whether students from institutions where these activities were taught in a more inductive way pay more attention to these aspects during teaching practice than those from other institutions. This inductive approach is concretized by the following:

- modelling of these teaching activities by the teacher trainers;

- coaching the teaching practice experiences and giving hints;

- taking the students' learning experiences as starting points for reflection.

Three existing teacher-training institutions were chosen to provide different and ecologically valid settings in a feasible way. Comparisons of the institutional approaches with the approaches during teaching practice confirm the importance of an inductive approach in which different practice experiences, systematically aimed at making the students restructure their conceptual frameworks of learning and instruction, are used for reflection.

Even in teacher training which is purposively aiming to promote learning-focused views on teaching, it is hard to change traditional conceptions of teaching (Richardson & Placier, 2001). An educational approach is necessary by which students will question their prior conceptions in depth, really make the effort to change certain views they hold, and also adapt their actual teaching behaviour (Fosnot, 1996; Korthagen, 2004). Even then, one will have to take into account possible mediating factors, such as the influence of mentors and the influences of certain personality characteristics of the students during teaching practice. Just teaching about learning-focused teaching skills, even when this is done by the teacher trainers in a learning focused way thereby modelling these approaches on a subconscious level, will often not be enough to change teaching behaviour.

3.8 Reform-Minded Teaching and Mentoring

Wang, J. & Odell, S. J. (2007) An alternative conception of mentor-novice relationships: Learning to teach in reform-minded ways as a context. Teaching and Teacher Education 23:4, 473-489.

DOI: *http://dx.doi.org/10.1016/j.tate.2006.12.010*

Teacher educators have suggested that mentoring has the potential to help novices learn to teach in reform-minded ways. This suggestion implies a change in the nature of mentor–novice relationships as conceptualized in the existing literature and an understanding of the complexities of mentoring relationships.

Based on critical constructivist and social cultural perspectives of learning as well as research on learning to teach, 16 types of mentor–novice relationships were identified along with challenges and complexities associated with moving novices toward reform-minded teaching. Drawing on exemplary mentoring cases, some of these conceptualized mentor–novice relationships and their consequences on learning to teach in reform-minded ways are discussed. Finally, the authors suggest that helping mentors and novices develop a shared vision for teaching and relevant beliefs about learning to teach is a central challenge for using mentoring to support reform-minded teaching.

There is growing interest in defining what mentors need to know and be able to do to support pre-service and induction level novice teachers in learning to teach as reformers expect. After critiquing the goals and assumptions of some state-level beginning-teacher induction programs and observing mentor and novice interactions in the program, Cochran-Smith and Paris (1995) proposed that mentoring be conceptualized into two kinds, based on the ways that knowledge of teaching is developed in the mentor–novice relationship. A

knowledge transmission model is conceptualized in which mentors transfer their expert knowledge of teaching to novices in a hierarchical relationship. This model is contrasted with a knowledge transformation model, in which mentors work with novices in breaking the boundaries of school culture and knowledge of teaching to become reformers in their own classrooms, schools, and communities. The latter model is also described as "learning to teach against the grain" (Cochran-Smith, 1991).

To learn to teach against the grain, first, mentors must be committed to the kind of teaching that reformers expect them to implement and must know how to work with novices as agents of change (Cochran-Smith, 1991; Feiman-Nemser & Parker, 1992; Guyton & Hidalgo, 1995; King & Bey, 1995). In particular, mentors need to know how to support novices in posing problems for current teaching practice, uncovering assumptions underlying current practice, and constructing and reconstructing the curriculum and teaching practice in the unique context of teaching.

Second, mentors need to develop a deeper understanding of subject matter (Feiman-Nemser & Parker, 1990; Huling-Austin, 1992) and be able to connect that knowledge to diverse student populations in the context of teaching (Kennedy, 1991b). In addition, they need to know how to engage novices in developing similar understandings of subjects and students and their relationships. Focusing on mathematics and science instruction in classrooms with large populations of bilingual students or students whose English is a second language, Austin and Fraser- Abder (1995) discuss the knowledge and skills that mentors need to help novice teachers learn to teach in accordance with the national mathematics and sciences teaching standards. They point out that mentors should understand mathematics and science as well as new approaches to teaching and know the ways in which students from various cultural backgrounds approach mathematics and science. They should understand the approaches that can be used to help these students attain levels of understanding of science and mathematics that they would not be able to reach on their own. They also need to know how to prepare novice teachers to teach with similar understandings.

Third, mentors are expected to have a deep understanding of the relationship between principled knowledge and teaching practice and to help novice teachers develop similar understandings in the context of teaching (Carter, 1988; Kennedy,1991a, 1997). Learning to teach with these understandings is not a matter of developing specific teaching techniques and procedures. Rather, it is a matter of developing an intellectual foundation or principles for teaching and learning to teach, in the context of teaching (Dewey, 1964; Feiman-Nemser, 1983). It involves understanding the relationship between the principles and practice; such an understanding becomes the source of effective teaching techniques and skills and must precede them.

Fourth, mentors are expected to inquire systematically about and critically reflect on novices' teaching practice and to engage novices in learning to teach through similar inquiry and reflection. It is expected that mentors will not simply deliver knowledge about teaching to novices (Howey, 1988). In particular, mentors should help novices discover teaching knowledge through collaborative reflection on classroom discourse and thoughtful deliberation about teaching (Franke & Dahlgren, 1996). They should guide novices' discovery with principles rather than simply providing a repertoire of teaching knowledge to be accessed by the novices. Mentors are co-explorers of teaching practice, not evaluators of the positive and negative aspects of novices' overt teaching behaviours.

3.9 Reflection on/in Practice

Orland-Barak, L. & Yinon, H. *(2007) When theory meets practice: What student teachers learn from guided reflection on their own classroom discourse. Teaching and Teacher Education 23:6, 957-969.*

Drawing on extant theorizing and research on reflective teaching, this paper discusses the impact of an innovative methods course designed around the activity of student teachers' reflections on their own classroom discourse, for their understandings of the connections between theory and practice.

Situated in the context of foreign language pre-service teacher education in Israel, and focusing on one aspect of a larger research study on the connections that student teachers make between theory and practice, this paper presents three exemplary cases of student teachers' learning.

The connections exhibited by these three student teachers between theory (principles of pedagogy) and practice (the classroom discourse patterns that characterized their teaching) were interpreted as: (1) understanding how practice fits theory; (2) connecting theory and practice to generate grounded theories of practice; and (3) developing practical theories.

One key condition that enhanced reflection was the fact that student teachers were asked to reflect on their own practice. Indeed, student teachers could see the relevance of their reflections for their future teaching because they themselves taught the lessons that they analysed (and not their cooperating teachers). This created 'intensified ownership, responsibility and increased opportunity to experience the unexpected' (Jones & Vesilind, 1996, p. 115), as well as preparation to enter the real world where the responsibility is shifted onto them (Bailey et al., 1996; Gebhard, 1990; Kierstead, 1985).

Walkington, J. *(2005) Becoming a teacher: Encouraging development of teacher identity through reflective practice. Asia-Pacific Journal of Teacher Education 33:1, 53-64.*

Models of learning to teach recognize the important relationship between university and school settings. The roles that educators in each setting play in the development of effective beginning teachers are not discrete. Rather they complement and support one another.

Building upon existing literature, and utilizing recent data, this paper challenges teacher educators to consider how pre-service teacher core beliefs and perceptions affect the dynamics of learning to teach and the establishment of a teacher identity.

To facilitate these, it is argued that a consultative mentoring model that acknowledges individuality is more effective in the growth of teacher identity than the more traditional supervision model that focuses mainly on socialization. Reflective practice is promoted as crucial and its development is the responsibility of all teacher educators— both at university and in the schools.

Reflective practice and growth in learning to teach are enhanced by the mentor scaffolding the following opportunities:

- **Time to talk:** Pre-service teachers require explicit input and guidance to be both well informed and encouraged to challenge currently held ideas. Time to consider the deeper implications builds a more solid foundation for when unexpected situations arise. Time spent in challenging discussion is as important as time spent in classrooms.

- **Opportunities to reflect:** One expectation of professional experience placements is for the pre-service teachers to regularly reflect on what they think teaching is about—refining their personal philosophies of teaching and teachers. They are encouraged to compare and contrast what they know from past experience with that in which they are currently immersed. How are things the same? How are they different? Why? How do I feel about that? How have I changed my opinions of …? The author's recent personal experience has included situations where pre-service teachers report having been confident in openly discussing differences in approach only to receive almost hostile responses from their mentors. From an experienced teacher perspective, a senior member of a school staff reported about a strained relationship between pre-service teacher and mentor.

> "*Kate (mentor) had a lot of good advice for James, but I think James had some fairly fixed ideas about the teaching profession before he came and some of those went against Kate's ideas of what an effective teacher should be. (Personal communication)*"

This scenario clearly demonstrates the coming together of differing perspectives in an environment of entrenched ideas. Such conflict is likely to occur where the purely functional approach to supervising the pre-service teacher based only upon socialization into the current context is employed. In such a situation, it is understandable that a mentoring teacher feels uncomfortable, or even intimidated when challenges occur. 'Kate' expected 'James' to take on her approaches. Both parties were ill prepared in terms of negotiating a shared understanding and clarifying expectations.

- **Opportunities to make Judgements:** The combination of intuitive and reflective practice assists pre service teachers to make decisions confidently rather than reverting to some long held belief (or fall back position) when challenged with a difficult situation. (Wideen et al., 1998). If they are to develop a strong sense of their own teacher identity, pre-service teachers must be able to take the risk to challenge opinions.

- **'Research' activities:** Activities woven into the professional experience program can focus on learning through researching—posing questions, seeking solutions to problems. The practical exercise of tracking a student throughout the day to find out about his/her interaction, for example, provides data and substance for challenging current knowledge. Tracking another teacher looking at all interactions and tasks, can identify issues for discussion that go beyond the day-today classroom functions. These mini research activities may then form the basis for analytical discussion, school-based seminars or tutorials involving the mentors, peers and other school staff, and with university staff in the field and back on campus.

- **De-briefing:** Observing the pre-service teacher and being observed by him/her is commonly used in the professional experience situation. The strength of this for developing both functional roles and teacher identity is the reflection that takes place post 'event'. Interpretation of observations will vary because of the differing perceptions of the participants, but it is preferable for the learner to lead the reflective discussion by describing, analyzing and evaluating the experience. The process is best described as 'debriefing' (Fish, 1995). This is preferred to 'feedback' as there is a connotation of one-way communication. For many, it is 'easier' to be told what worked and why. The practice of supervising operates more this way where the novice is being informed and socialized by the supervisor (Field, 1994). In a mentoring approach, the learner is empowered to take the 'risks' of suggesting answers and explanations.

3.10 Professional conversations in preservice teacher education.

Bertone, S., Clarke, A. & Meard, J. (2006) The dynamics of interaction during post-lesson conferences and the development of professional activity: Study of a pre-service physical education teacher and her co-operating teacher. Asia-Pacific Journal of Teacher Education 34:2, 245-264.

DOI: *http://dx.doi.org/10.1080/13598660600720660*

The purpose of this study was to characterise the development of a preservice physical education teacher's professional activity over the course of training interactions with her co-operating teacher.

The student teacher's professional development was studied using a hermeneutic and inductive approach based on the analysis of data from observation and self-confrontation interviews.

The results showed that the preservice teacher's conceptions regarding her teaching developed despite communication difficulties with her co-operating teacher. She constructed new knowledge—at times without her co-operating teacher's awareness—even when she disagreed with him. However, the student teacher's classroom activity did not always change as a result of this new knowledge. The self-confrontation interviews revealed her construction of knowledge, as well as the reasons for disagreement and her resistance to changing her classroom action.

Chalies, S., Ria, L., Bertone, S., Trohel, J. & Durand, M. (2004) Interactions between preservice and cooperating teachers and knowledge construction during post-lesson interviews. Teaching and Teacher Education 20:8, 765-781.

DOI: *http://dx.doi.org/10.1016/j.tate.2004.09.001*

This study analysed the relationships between (a) the nature of the interactions between preservice teachers and their cooperating teachers and (b) the knowledge that the teachers constructed, validated or invalidated during post-lesson interviews.

Six interview excerpts, chosen as having been particularly instructive, were analysed from the perspective of the semiotic theory of the course-of-action. The results showed that the knowledge constructed, validated or invalidated most concerned the pedagogical contents when the teachers shared the same concerns, the same expectations, and at least a part of the same knowledge being mobilized and/or constructed.

Whichever reference model is used (''peer coaching'', ''clinical supervision'', ''clinical partnership'', ''contextual supervision''), the post-lesson interview is a time for passing on instructions and knowledge and for reflection (Klein, 1996). It contributes to the development of the preservice teachers' professional experience and identity, notably enabling them to examine, alter and construct new knowledge (Fairbanks, Freedman, & Kahn, 2000; Sandford & Hopper, 2000). During the post-lesson interview, the cooperating teachers make the connection between the theory imparted at university and the practical experience obtained in school (Koerner, 1992).

The post-lesson interview is generally structured in three successive phases (Chalies & Durand, 2000). The cooperating teachers present their observations on the lesson during the ''report'' phase. Next, the preservice teachers analyse or justify their actions during the ''response'' phase. Finally, during the ''program'' phase, a dialogue is established that is used as a training source. The effectiveness of the post-lesson interview relies particularly on how well this ''program'' phase is adapted to the real needs of the pre-service teacher (Fairbanks et al., 2000). Initially the post-lesson interview is directed, prescriptive and pragmatic, but later it becomes more collaborative, reflective and theoretical (Caruso, 2000; Fairbanks et al., 2000). It is then a ''professional partnership'', within which the preservice teachers and their cooperating teachers learn from each other (Fairbanks et al., 2000). It has been noted, however, that preservice and cooperating teachers sometimes adopt contradictory roles during the post-lesson interviews, which then become artificial and superficial, and lack rigor (Hargreaves & Dawe, 1990; Lemma, 1993).

All of these studies taken as a whole indicate that the effectiveness of the post-lesson interview depends on (a) the nature of the teachers' interactions and (b) the knowledge mobilized and/or constructed by the preservice and cooperating teachers.

The results of this study corroborated the conclusions of previous studies that found that both preservice and cooperating teachers learn in the post-lesson interview (Arredondo & Rucinski, 1998; Puk& Haines, 1999; Zanting et al., 1998; Zanting, Verloop, & Vermunt, 2001). Moreover, the validation of prior knowledge was the learning process most often employed by both types of teacher; the post-lesson interview was rarely the source of new knowledge construction.

Two ways of optimizing the interactions between pre-service teachers and cooperating teachers can be envisaged.

- The teachers might more easily establish a true professional collaboration by setting out their shared concerns and expectations before the post-lesson interview. This collaboration, which gives importance to conviviality, confidence and a close relationship (Brucklacher, 1998; Borko & Mayfield, 1995), would help build the preservice teacher's professional experience (Zanting et al., 1998).

- Training cooperating teachers in interview techniques also appears to be indispensable (Borko & Mayfield, 1995; Zanting et al., 2001). This would enable them to help the preservice teachers, notably making it easier for them to be explicit about their own professional knowledge. It would also assist them in constructing and guiding the interview as a means to collective thinking, integrating and associating their thoughts and those of the preservice teacher towards a shared endpoint: learning how to be a teacher.

Van Velzen, C., Volman, M., Brekelmans, M. & White, S. (2012) Guided work-based learning: Sharing practical teaching knowledge with student teachers. Teaching and Teacher Education 28:2, 229-239.

DOI: *http://dx.doi.org/10.1016/j.tate.2011.09.011*

Building quality work-based learning opportunities for student teachers is a challenge for schools in school–university partnerships. This study focused on the guidance of student teachers by means of a mentoring approach aimed at sharing practical knowledge, with student teachers' learning needs as an emphasis. The approach was built on collaborative lesson planning, enactment, and evaluation.

The study followed three triads (student teacher, mentor, school-based teacher educator) and examined participants' appreciation of the effectiveness of the approach and their perception of relevant conditions. The approach was considered effective: deeper conversations appeared and new issues emerged earlier than in regular mentoring conversations.

Tang, S. Y. F. & Chow, A. W. K. (2007) Communicating feedback in teaching practice supervision in a learning-oriented field experience assessment framework. Teaching and Teacher Education 23:7, 1066-1085.

DOI: *http://dx.doi.org/10.1016/j.tate.2006.07.013*

This article seeks to understand the ways in which feedback was communicated in post-observation conferences in teaching practice supervision within the learning-oriented field experience assessment (LOFEA) framework.

32 post-observation conferences between 21 pairs of supervisors and participants of teacher education programs, and interviews with supervisors and participants were analysed, with findings revealed in four themes:

- The distribution of content and nature of feedback in post-observation conferences;

- Communicating "learning-oriented assessment" feedback in post-observation conferences;

- Learner participation in making judgment on performance; and

- Learner participation in target-setting.

The paper concludes with discussions about how "learning-oriented assessment" supervisory practices enhance teacher construction of professional knowledge and self-regulated learning. Ways of reframing supervisory practices are suggested.

Soslau, E. *(2012) Opportunities to develop adaptive teaching expertise during supervisory conferences. Teaching and Teacher Education 28:5, 768-779.*

Adaptive teaching expertise is a critical component of quality teaching. University-based supervisors should employ specific supervision styles and discourse types during post-lesson observation conferences to help student teachers develop adaptive competencies such as:

- justifying decision-making,

- balancing experimentation and risk to pupils, and

- discussing instructional adaptations to address pupils' contextualized-needs.

Findings from a sixteen-week, multiple-case study suggest that student teachers and supervisors (N=6) do not use critical discourse to capitalize on opportunities to develop adaptive teaching expertise. If student teachers are expected to become adaptive experts, teacher educators must learn how to leverage discourse to promote development of adaptive teaching expertise.

4. Brief description and comparison of professional learning models for mentors

We have compared below four programs designed to assist teachers to become better mentors. Three of these programs (MET, Growth Coaching, and NZ Teachers Council) are currently deployed by the Teacher Education Centres of Excellence in Queensland to assist their teachers in developing higher level skills and knowledge for mentoring the preservice teachers in their school-based teacher education programs.

	Mentoring for effective teaching, Queensland University of Technology	Super T: Professional learning for supervisors of preservice teachers, UQ.	Growth coaching international	Guidelines for induction and mentoring and mentor teachers, New Zealand Teachers Council
Program aims	The MET professional development program allows mentor teachers to gain insights into mentoring by analysing current practices and attributes that are successful for mentoring preservice teachers.	To assist professionals to become conversant with the topics of reflection, learning, supervision, mentoring, providing feedback and continuing professional development. Focus on building knowledge and skills for teachers, administrators in supervision & mentoring to enable them to facilitate teachers' professional growth at all stages of a teaching career including preservice teaching, beginning teaching and in-service teaching.	Growth coaching international's popular coaching accreditation program has been designed for leaders and managers in the education sector who are committed to significantly building their leadership skills in order to manage themselves and others towards greater performance.	To support the provision of nationally consistent, high quality, and comprehensive support for Provisionally Registered Teachers (PRTs) in their first few years of practice and to enable them to become fully registered teachers.

	Mentoring for effective teaching, Queensland University of Technology	Super T: Professional learning for supervisors of preservice teachers, UQ.	Growth coaching international	Guidelines for induction and mentoring and mentor teachers, New Zealand Teachers Council
Content outline	Program is based on 'Hudson's Mentoring Model'. Topics include: • Mentors' personal attributes • Mentoring about system requirements • Mentors' pedagogical knowledge • Mentors' modelling of teaching practices • Mentors' feedback	Program is based on the principles of reflective practice and relationship building. Topics include: • Introduction: big picture, establishing learning goals • Reflection, learning and professional development: reflective practice, relationship building, teacher development • Processes of supervision: practicum needs of preservice teachers, effective supervisory relationships • Processes of mentoring: dis/advantages/purposes of mentoring, effective mentoring relationships • Ethics and professional conduct: ethical conduct within supervisory relationships • Application in professional settings: reflect on personal goals, identify ways to apply learning	Program is based on the 8 step 'GROWTH coaching model'. Phase 1 (2 day workshop): • Balance of theory and practical application • Modelling and practicing of coaching skills, methods & techniques • In-depth exploration of 8 step GROWTH coaching model • Telephone coaching Phase 2 (Flexible external learning – no travel): • Telephone coaching skill development • Managing the coachi process • Applying the Growth Coaching International coaching system Phase 3 (2 day workshop): • Managing challenging coaching conversations • Giving feedback • Facilitating change • Executive coaching Phase 4 (Optional) • 6 x 1 hour coaching sessions	Guidelines cover the following topics: • Principles for high-quality induction programs • Role of a mentor teacher • Key areas of knowledge, skills and dispositions needed for high quality mentoring • Provision of mentor teacher professional development • Educative mentoring in practice • Characteristics of limited and high quality induction and mentoring
Links to higher degrees	Optional professional learning assessment available for credit to Grad Cert in Ed or MEd.	Optional professional learning assessment available for credit to MEd.	Successful completion of the course, including written assignments, provides: • RPL towards Masters of Educational Leadership programs with UTAS, UNE, ECU. • Recognition of 37 hours of training that contributes to International Coaching Federation credential.	N/A

	Mentoring for effective teaching, Queensland University of Technology	Super T: Professional learning for supervisors of preservice teachers, UQ.	Growth coaching international	Guidelines for induction and mentoring and mentor teachers, New Zealand Teachers Council
Target audience	Supervisors of preservice teachers	Supervisors/mentors of preservice teachers and beginning teachers	• Education directors, school principals, heads of educational organisations and departments • Head office personnel, including education consultants, HR managers and professional development managers • Deputy principals, assistant principals and head teachers • Teachers aspiring to leadership roles • Education counsellors and senior assistants • Individuals in people management roles in other educational government or private settings • Organisations who wish to deliver the program 'in house'.	• Professional leaders • Mentor teachers • Provisionally Registered Teachers
Nature of program	• Face-to-face • Group-based	• Online • Individual-based	• Blended learning: face-to-face and external learning modes	• Written document
Time, location, cost	• 10 hours • Offered on weekends and after school hours • Offered at the participating school • No cost until the end of 2011	• 8 hours • Available 24/7 at any location with internet access • No cost to supervising teachers • Choice of linear or non-linear pathway	• 4 days of face-to-face workshop on designated days throughout the year in each capital city • External learning modes • Can be delivered externally or 'in house' within organisations • Fees: $1995 per person for phases 1-3, $1900 per person for Phase 4, $3895 per person for Phases 1-4	N/A
More information:	http://tedd.net.au/mentoring-for-effective-teaching/	Access via UQ intranet	http://www.growthcoaching.com.au/	http://www.teacherscouncil.govt.nz/prt/guidelineshomepage.stm

Section B

5. Current policies procedures and practices across each system and sector and by selected institutions offering initial teacher education

5.1 Current practices of supporting supervising teachers, and identification of gaps and silences in current provision

The Institutions

Data on support practices were elicited from thirteen (13) providers of preservice teacher education. Included were ten public and three private institutions. There was a mix of larger capital city providers and smaller institutions.

Altogether the institutions covered the full range of preservice teacher education from Early Childhood through to Primary, Middle Years and Secondary.

We focused our content analysis on whether the materials mention issues related to professional conversations during practicum (for example, conversations, dialogues, learning circles, reflections, formative feedback and assessment), and whether materials offered detailed advice and information beyond procedural and logistical information about the requirements of the practicum and the key expectations of the mentor/supervisor and the pre-service teacher.

Ten of the institutions provided at least some level of description of the importance of professional dialogues and reflection on/in practice. Four of the institutions provided further support for developing the mentors/supervisors knowledge and skills regarding their roles as school-based teacher educators and mentors.

We also obtained data from sixteen (16) university personnel currently responsible for supervisory school visits and associated on-campus preparation for the practicum ('facilitators'), all of whom have recent prior experience as principals or deputy principals and as practicum co-ordinators in schools. Their collective experience of the practicum in these roles embraces over 300 schools across State, Catholic and other systems, as well as stand-alone schools.

We obtained this information under conditions of anonymity. If AITSL would like to follow-up the details of any particular institution we could contact the institution and seek their agreement.

Institution	State/Territory	Level of schooling: Early childhood, primary, middle, secondary	Mention of conversation, dialogue, learning circle, reflection, feedback, formative assessment	Courses or materials offered beyond procedural information	Other observations
1	WA	Primary and Secondary	Statement about importance of professional relationships and reflective practice	Nil	• Handbook
2	WA	Early childhood, Primary, Secondary	Nil	Nil	• Induction meeting to discuss procedural matters, but no formal induction for mentoring teachers. • Handbook
3	WA	Early childhood, Primary, Secondary	Statement about the importance of feedback and setting aside time to discuss and reflect with preservice teacher.	• This institution has a number of 'partnership' schools where the school appoints a school-based coach. The coaches are provided with professional development once a semester and their role is to support the mentor teachers and students in the school as well as do the assessment otherwise carried out by the supervisor. A staff member from the institution works with the coaches, providing training and support and assists with any conflicts arising. In 2012 the coaches are only involved with a portion of the final year students.	• Induction seminar • Handbook
4	WA	Early Childhood, Primary, Secondary	Nil	• Offers an advanced course on mentoring to key people in schools who take on a leadership role in mentoring the students, they also provide support to the mentor teachers in their schools. This is a Masters unit.	• Handbook

Institution	State/ Territory	Level of schooling: Early childhood, primary, middle, secondary	Mention of conversation, dialogue, learning circle, reflection, feedback, formative assessment	Courses or materials offered beyond procedural information	Other observations
5	VIC	Early childhood, Primary, Secondary	• Statement about making regular time to discuss preservice	Nil	• Electronic handbook
6	VIC	Early Childhood, Primary, Secondary	• Feedback proforma for use by preservice teachers and supervisors. • Statement about importance of regular meetings and feedback.	Nil	• Electronic documents
7	SA	Primary, Middle	• Supervisor to provide written/verbal feedback straight after the lesson, otherwise nil.	Nil	• Electronic handbook
8	SA	Early childhood education	• Prac 1: Preservice teachers keep a reflective journal as assessment task. • Prac 2: Statement in handbook that preservice teacher is part of a Community of Practice. They are to build positive relationships with colleagues and are given key questions to reflect on • Prac 3: Statement in handbook that preservice teachers need to engage on professional relationships – gives criteria. • Mentor information booklet: Guidelines and strategies in handbook for mentor teachers on how to create relationship with preservice teacher. Provide daily verbal feedback and weekly written feedback.	Nil	• Electronic handbook • An attempt is made to match the preservice teachers' developmental stage of teaching with the type of relationship they should be forming with their mentor teacher.

Literature review and environmental scan: Supervising professional experience students, AITSL 2012

Institution	State/Territory	Level of schooling: Early childhood, primary, middle, secondary	Mention of conversation, dialogue, learning circle, reflection, feedback, formative assessment	Courses or materials offered beyond procedural information	Other observations
9	NSW	Primary and Secondary	One sentence about importance of the mentor/preservice teacher relationship and the need to converse and reflect.	Nil	Offer a two day professional learning course for all teacher mentors of interns as acknowledgement of their professional contribution – teacher mentors choose any professional learning they wish from the yearly calendar – not mentoring-specific.
10	VIC	Early childhood, Primary	• Preservice teachers need to keep a reflective journal as part of assessment. • 3 pages of information about reflective practice.	Nil	• Electronic handbook
11	QLD	Primary, Middle, Secondary	• Statement about the importance of feedback. Provides brief guidelines for supervising teachers in providing feedback to preservice teachers.	• Offers an optional online program to supervising teachers focusing on introductory skills to supervision and mentoring.	• Handbook
12	QLD	Early childhood, Primary, Secondary	N/A	• Offers an optional face-to-face course for mentor teachers in mentoring preservice teachers.	• Electronic resources
13	TAS	Early childhood, Primary, Secondary	• Colleague teachers need to provide constructive oral and written feedback regularly to pre-service teachers on their teaching performance with specific guidelines for improvement.	Nil	• Electronic resources

Terminology and tensions

While across institutions the support processes were similar, there was variation in the vocabularies used both for the supervisory processes and for the role designations of personnel entrusted with carrying them out. The term 'mentor', for example, was used variously for the school based supervising teacher, for the University visitor to the students on placement, and for on-campus lecturers. At the universities more senior personnel were identified as co-ordinators or directors, their administrative assistants had differing titles, and placement visitors could be called supervisors, facilitators, mentors or liaison tutors. Titles used by the institutions for school-based personnel included co-ordinator or supervisor for the senior person (often a deputy principal), and mentor and supervisor for the classroom teacher.

Differences in terminology can reflect differing perceptions of the role of supervising teacher. Lloyd (2012) in her report of the first meeting of the Initial Teacher Education - Professional Experience Project provides a useful description of some current uses of the terms 'supervise', 'mentor', 'support', and 'assess' in professional conversation and as the terms are used in schools. She indicates some difficulties attaching to several of these terms, and suggests possible adaptations for use in a shared professional vocabulary.

Lloyd's summary of the discussion around terms is useful also in that the preference for 'mentor' and the reservations attaching to 'supervise' and 'assess' signal the practical and theoretical tensions inherent in reconciling the supervisory and mentoring aspects of the practicum relationship. One institution provided a role prescription for the supervising teacher which included the requirement that s/he be a 'professional friend' to the preservice teacher, thus furnishing a neat encapsulation of the potential for difficulty (see Hennison et al, 2011, on the dual dimensions of the mentor role). Several university personnel indicated that some supervising teachers experienced role tensions when preservice teachers were judged not to be meeting specified standards. These tensions are noted in the literatures of mentoring and supervision, and have also been reported by coordinators and expressed by supervising teachers. Lloyd (2012) in this connection notes the opinion held by some supervising teachers that responsibility for assessment should rest with the institutions. (See also Le Cornu, 2010, on the implications of a changing policy context for relationships within the practicum process.)

Forms and modes of support provided or facilitated by teacher education institutions

For the purpose of describing support provided to student teachers in this Report, 'support' is used broadly and includes forms which can be characterised as procedural, informative, and/or relational.

The *modes* of support from the institution to the supervising teacher are either direct, for example in the provision of standardised information or individual dialogue relating to the conduct of the practicum, whether electronically, in print form, or in person at induction sessions; or indirect, that is, mediated through one or more personnel holding an articulating or coordinative role either at the institution or within the school (see Cuenca et al, 2011; Martinez & Coombs, 2001; Le Cornu, 2012).

Procedural and Informative support provided or facilitated by the institutions

All institutions from which we drew information on current support practices have developed clearly described procedures for managing the supervision process in the partnering practicum schools, from pre-placement preparation of preservice teachers to site visits, staged progress reports and guidelines for interventions when performance or other issues arise during the placement.

Typical suites of print or electronic information include statutory requirements for entry to a practicum placement (blue cards), role descriptions and specification of expectations for all parties to the supervisory process, contact details of relevant university personnel and protocols for contact, timelines and calendars relevant to reporting responsibilities, forms for reporting formatively and summatively on preservice teacher progress, preservice teacher profiles, payment scales and banking procedures. Much of this is public domain information and there is a high degree of consistency across institutions.

Relationally-based support provided or facilitated by the institutions

There appears to be less consistency across institutions in the provision of what could be termed relational supports.

Induction sessions

Several institutions offer initial information-giving (induction) sessions to which supervising teachers and/or school coordinators are invited. These sessions are designed to support supervising teachers, either directly or through school coordinators, and usually provide information of a more practical nature as well as guidance about expectations during the supervisory process. There is obvious potential for clarification and dialogue and for the beginning for personal/professional partnership between the supervising teacher and personnel at the institution. It is unclear whether attendance is mandatory, however, and verbal responses from some institutions indicate that these opportunities are not widely taaken up by supervising teachers. It should also be noted that supervising teachers in remote or rural locations generally find that it is difficult to attend professional events of any kind when distances are involved. While such sessions do have the potential to be useful to supervising teachers, they provide briefing rather than formation or professional education.

Statements

The relational dimension of teaching practice is also acknowledged (but not necessarily addressed) by the institutions in the form of statements about professional relationships and reflective practice, communication, team skills, the importance of 'time to talk' and emphasis on the significance of individual feedback on the conduct of lessons and the teaching process (see Norman & Feiman-Nemser, 2005). One institution frames the evaluation of a preservice teacher's achievement as an outcome of a 'conference' involving the him/her with both the university and school-based supervisors, thus expressing a commitment to a relational understanding of the practicum and its assessment (for triadic practicum discourse see Van Velzen et al, 2012) . Another institution conceptualizes the practicum site as a community of practice in which relational competencies are of central importance. Reporting forms which included in some way the dimension of collegiality also reinforced the belief and expectation that teaching is a relational profession.

Formal programs

Although opportunity for dialogue and formal acknowledgement of relational expectations provide a measure of support for supervising teachers in the exercise of their role, these measures do not constitute specific professional preparation for the relational skills which lie at the heart of effective supervision. While there is reason to be cautious when drawing conclusions about the importance which any given institution attaches to the relational dimension of support for supervising teachers, and while the conduct and relational style of institutional personnel can and do encourage dialogue around matters of supervision, only five of the institutions offer formal programs for relational skill enhancement purposed for supervising teachers.

There is ample evidence in the mentoring literature (addressed elsewhere) that generic mentoring skills align closely with the expectations placed upon supervising teachers, and that when supervising teachers engage in a formal process to enhance their mentoring skills there are clear benefits to all parties in the supervisory process (see Jordan et al, 2004; Parker-Katz & Bay, 2007; Crasborn et al, 2008).

Five of the institutions which contributed data for this report have developed formal programs for the development of mentoring skills applicable to the professional supervision of preservice teachers. One large capital city public university offers a choice of modules, which could have a mentoring focus, in lieu of payment to supervising teachers. One provides coaches for teachers supervising final year preservice teachers in designated 'partnership' schools. One offers an optional on-line introductory program. One offers an optional face-to-face program. A smaller private institution offers a Masters level mentoring course to school personnel responsible for preservice teachers. Further information about mentoring skills programs is given elsewhere in this report.

Management of the Practicum at the level of the school

Our informants were asked to characterize the range within current practice and to identify particularly efficacious or problematic arrangements. They reported that two important factors affecting the quality of professional supervision within schools were the selection of and support for the practicum co-ordinator, and the support available to supervising teachers.

Selection of and support for the Practicum Coordinator

The role of the practicum co-ordinator is seen as crucial to the achievement of positive outcomes. There do not appear to be any agreed criteria for selecting the coordinator, however, with selection determined on a school by school basis.

Resourcing for the role is on an *ad hoc* basis school, by school. Time available to complete the requirements of the role was found to be one of the major challenges faced by the coordinators.

In most schools, the coordinator of preservice teachers is a Deputy Principal or Principal; for these coordinators, the role is seen as an administrative one that is part of, or additional to, their duties (see Section 5). Offices, and in some cases secretarial services, are provided in support of the role.

In other instances, the coordinator can be for example a Head of Department, in which case some office facilities may be available. Where the coordinator is a classroom teacher, no extra resources were found to be available; these staff members volunteer for the roles, however, and see them as vital in supporting the development of new teachers.

Time for carrying out the role of coordinator is not allocated by the schools and much of the administrative work of completing documentation is carried out after hours. In some situations, the university representative has been unable to contact or visit the coordinator to speak about the progress of preservice teachers because other duties have meant that the coordinator is just not able to give the necessary time.

University facilitators believe that it is most important to maintain an open dialogue with school based coordinators, preservice teachers, and supervising teachers, in order to develop relationships between the universities and schools and provide an environment conducive to the learning of the preservice teacher (See Section 5 and in particular, Le Cornu, 2012). Where this dialogue is not in evidence, coordinators have been noted as difficult to contact or even unaware of the progress of the preservice teachers.

In some independent schools, university facilitators report that the de facto coordinator is a non-teaching clerical employee to whom the Deputy Principal officially designated as the co-ordinator has delegated all key tasks. Facilitators expressed unanimous dissatisfaction with this arrangement: while clerical staff can expedite completion of administrative requirements, they lack the expertise to identify any professional issues arising within the placements or to arrange appropriate interventions. Facilitators report unsatisfactory outcomes from this practice.

Selection of and support for supervising teachers

Selection of supervising teachers is managed by the practicum co-ordinator. The supervising teacher has a major impact on the development of the preservice teacher and the outcome of the practicum, and therefore on the preparedness of the beginning teacher.

Across the schools, there is no common or agreed selection system to identify those teachers who are competent to take on the role of the supervising teacher. Each school uses its discretion in the selection of the supervising teachers. In most instances, there will be a call for volunteers to take on a preservice teacher. In some cases, these volunteers are accepted. In others, the coordinator of preservice teachers will approach a senior staff member, usually a HOD, to discuss the suitability of the volunteer as a supervising teacher. In other cases, the teachers were identified by the coordinator and approached to determine interest in taking on a preservice teacher.

The qualities looked for in a supervising teacher ranged from seniority to "best" practitioners to ensure good role modelling for the preservice teachers. As the workloads of teachers increases, and as placements become more difficult to accommodate, in some situations in state schools, first and second year teachers are being used as supervising teachers. There is general agreement that this situation is not ideal either for the relatively inexperienced supervisors or their preservice teachers.

The practicum co-ordinator is also responsible for providing in-school support for supervisors of preservice teachers. This support can range across simply providing the documentation sent out by the universities, to orientation meetings to ensure that staff are aware of their supervisory responsibilities. (Cases have been reported where the documentation did not leave the coordinator's desk). In many instances, support that was valued by the coordinator was provided through completion of pay claims. Support is also provided by way of intervention by the coordinator as required. In most situations this will be through the observation of lessons to mediate in evaluation situations.

In many instances, the coordinator of the preservice teachers will observe the preservice teachers in their teaching and/or have regular discussions with the supervising teachers to monitor progress. This has been identified by supervising teachers as a supportive practice.

The practicum co-ordinator may also support supervising teachers by providing essential professional acculturation beyond the classroom. Such support can include information sessions for the preservice teachers, such as general orientation and guidance on school policies, particularly OH&S and behaviour management; provision of handbooks; and weekly meetings. These sessions relieve the supervising teachers of the discharge of these duties and where they occur are appreciated by the supervising teachers.

In matters of breaches of ethics by preservice teachers, supervising teachers are given support by the coordinator and, if required, by the university.

Support for supervising teachers is also provided by university representatives through advice re requirements, observation of lessons,

feedback and intervention support as required. Provision of feedback to the preservice teacher is sometimes experienced as problematic by the supervising teacher. In these instances, the support of the coordinator of preservice teachers and/or the university representative is seen to be very important. As indicated above (and see Van Velzen et al, 2012), teaching observations and discussions with all parties provide the support for both the supervising teacher and the preservice teacher.

Initiatives

Many practicum co-ordinators have put in place initiatives intended to support supervising teachers and to maximize the efficacy of the practicum experience for preservice teachers. Such initiatives exceed specified requirements and are an expression of the importance which these co-ordinators attach to the contribution which the practicum makes to the future of the profession.

Many coordinators hold regular meetings with preservice teachers to discuss matters of policy or concerns in their teaching. In some instances, these weekly meetings provide a forum for group and individual reflection of the experiences of the preservice teachers (see Sections 5 & 9).

Handbooks for preservice teachers are developed by many schools, outlining the policies and expectations of the school.

Some independent and Catholic schools hold pre-practicum orientation meetings during which the preservice teachers tour the school, are advised of school expectations, and are provided with handbooks, work units, textbooks and resources. (In state systems such activities typically occur during the first week of the practicum.)

One independent school has set up a demountable building as the staffroom for preservice teachers. The coordinator has an office in this building. There is a kitchen and bathroom. All preservice teachers are provided with an electronic notebook, a desk, and connections for laptops, and there is a whiteboard. The coordinator is easily accessible by the preservice teachers and is seen as a mentor. The preservice teachers are given regular meetings and training on the use of the notebook in this room, and updated on any information required. Discussions on teaching and education are also held in these sessions. All preservice teachers are expected to attend these meetings and they report that they find them beneficial.

Preservice teachers are usually encouraged to attend any and all professional development held in the school for staff. Some schools provide professional development opportunities beyond the school for preservice teachers, at the schools' expense.

One state high school recently took preservice teachers for a two week block and rotated them around their subject areas and the special needs/learning support unit. This provided the preservice teachers with a wider view of school life.

Generally, the facilitation of visits to classes in other curriculum areas and to other parts of the school (ESL units, special needs units, libraries etc), and regular meetings with preservice teachers, are common initiatives.

Support for supervising teachers as an element of continuing professional development

Registration authorities across the country do not credit or note either the supervision of preservice teachers or practicum coordination amongst their requirements for Professional Development or Professional Learning, except in Queensland, where one mentoring program, TEDD, has been identified as eligible for inclusion in CPD. Indeed, it can be inferred that registration authorities consider these supervisory roles as essentially administrative and subsumed within the duties of a teacher/senior administrator.

Matters for consideration

- **Development of an agreed vocabulary to describe and distinguish support processes and support roles**

As national standards and models for the preservice teacher supervision are developed, it may be useful to move towards an agreed common vocabulary for key roles and processes.

- **Communication chain from the education provider to the preservice teacher**

Communication with and support for supervising teachers are typically mediated through several people at the institution and at the school, including those carrying out ancillary clerical and/or administrative functions. The expertise and approachability of these key people needs to be factored into any inventory of supportive strategies.

- **Possible under-reporting of relational support**

Because of this, and because of the limitations of the data provided by the institutions for the purposes of this report, it is possible, even probable, that the extent of relational support has been under- reported.

- **Formal recognition of the significance of the Practicum Co-ordinator role**

Both the literature and the reported experiences of our informants indicate that full consideration of the importance of this role is timely. This suggests also that there is a need to enhance and extend professional education to support co-ordinators, and therefore supervising teachers.

- **Provision of formal mentoring programs and courses**

Existing programs and research literature in teacher mentoring can inform the development of programs which can be more extensively accessed by supervising teachers (see previous). This has particular relevance to individual teachers in rural and remote areas, and to education providers in the most decentralised States (see Ballantyne & Mylonas, 2001; Clarke et al, 2012).

5.2 Teacher Education Centres of Excellence

With regard to the Commonwealth Government Initiative, Improving Teacher Quality National Partnerships, and in particular the Teacher Education Centres of Excellence, selected sites were contacted. We received the following response from Janet Bannah, Manager Strategy and Policy, Workforce Initiatives Human Resources, Department of Education, Training and Employment.

"*Unfortunately because of contractual arrangements the TECEs are unable to provide outlines of the mentoring programs with which they have engaged, however Sue or Peter Hudson at QUT (Caboolture campus) may be able to provide you with the information you need as their model was implemented at 3 of the centres. The Aspley TECE employed Nick Burnett from Growth Coaching International to deliver their training and the Mt Stuart Cluster delivered a model that relies heavily on coaching principles. Their model was developed in North Queensland Region.*

The centres have a variety of approaches to the mentoring dilemma when considered alongside practicum supervision. Some centres utilise the trained mentor as a supervisor for prac whilst other centres keep these aspects separate. The effectiveness of each approach will form part of our overall evaluation of the project.

The centres have a dedicated approach to the use of mentors to support the preservice teachers and all provide ongoing professional support in a variety of ways."

We had feedback indicating that these centres used either *Mentoring for Effective Teaching* (QUT), *Growth Coaching International*, or *Guidelines for induction and mentoring and mentor teachers* (New Zealand Teachers Council). See Table on page 38 of this Report for a comparison of these approaches to mentoring.

6. Current policies procedures and practices in related clinical professional fields including nursing, social work physiotherapy and occupational therapy.

The recent Report to the Queensland College of Teachers: *An investigation of best practice in evidence-based assessment within preservice teacher education programs and other professions*, is one key resource for information on specific supervisory roles and expectations in the related professional fields of social work, physiotherapy and occupational therapy.

For this scan of current practice, nursing was added and more broadly the whole field of clinical practice was considered. In a follow-up interview with a provider of health sciences education and from related public domain documents such as professional practice guides, information provided in the QCT Report (2012) was confirmed.

One crucial resource is currently being developed by *Health Workforce Australia (HWA)*, namely the National Clinical Supervision Support Framework (July 2011).This is an initiative of the Australian Government, and in July 2011 *HWA* published a short document on the principles underlying the proposed national clinical supervision support framework. This is summarized below and provides confirmation of the direction regarding mentoring and supervision identified within the field of teacher education.

The university programs in social work, physiotherapy, occupational therapy and nursing each prepare students for practice in complex professional fields, each is subject to professional practice standards, in each case a close relationship between the university and the practice field is critical to both parties, and in each case extensive steps have been taken to ensure that valid and reliable judgements can be made in relation to what students know and are able to do in the field of practice they are about to enter.

6.1 Social work

The social work assessment process explicitly addresses professional standards and is strongly evidence based and performance oriented. Moreover, the assessment process incorporates all of the features highlighted in 'Assessment 2020: Seven propositions for assessment reform in higher education' (Boud & Associates, 2010), most notably the use of assessment to structure learning, the development of students as responsible partners in evaluating their own work, the focus on the assessment of integrated learning, and the rich and detailed portrayal of student achievement through the assessment format and use of evidence.

6.2 Physiotherapy

The Assessment of Physiotherapy Practice (APP) was an output of a national project funded by the Australian Learning and Teaching Council and involving seventeen Australian and New Zealand universities, including Griffith, Monash, LaTrobe and Curtin Universities and the University of New South Wales (Dalton, Keating, & Davidson, 2009).

The APP was developed to provide a reliable tool that could assess practice competencies of physiotherapy students. The tool has been adopted by most universities in Australia as their sole method of assessing physiotherapy practice, whereas previously there were up to 25 distinct assessment forms. The process of development utilized an action research cycle including: preliminary information gathering, instrument development, trial/field test stages, and continuous refinement of the instrument based on evaluation throughout the different phases. Research by Dalton et al. has demonstrated the validity and reliability of the tool. Instrument validation included Rasch analysis that indicated desirable scale properties, factor analysis that indicated a single dominant underlying construct, and positive student and educator feedback regarding instrument suitability. Inter-rater reliability was established using with two independent ratings of 30 students.

The APP facilitates benchmarking across universities, and allows the direct comparison of assessment outcomes across varied educational programs to provide a common language for cross-program discussion and to allow the use of standardised educator/assessor support packages. At the conclusion of their degree, all graduates can apply to be registered with the APC, and there are no further requirements to begin practicing. There are ongoing yearly currency requirements to maintain registration.

6.3 Occupational Therapy

Between 1995 and 1998, a team of eight occupational therapists representing both clinical and university settings worked to develop the Student Placement Evaluation Form (SPEF). Following extensive national uptake, changes in professional practice settings and service delivery models, a revised version of the SPEF, the SPEF-R, was released in 2008 after extensive stakeholder consultation. Today, the SPEF-R is recognised by Australia's professional body, OT Australia, and is the evaluation tool used in all OT programs in Australian Universities. To assist professional practice educators in the correct use of the tool an extensive user manual was developed (Division of Occupational Therapy, 2008). An extensive web-based training package is also provided for professional practice educators using the tool (Division of Occupational Therapy, 2011). Using the SPEF-R tool an OT student's performance is designed to be graded on a pass/fail basis, but "the emphasis is on providing students with feedback that is helpful, objective and specific" (Division of Occupational Therapy, 2008, p. 2).

The methods used to gather evidence to support evaluations made using the SPEF-R include: direct observation of the student, asking questions, viewing written reflections, reading documentation, and asking students to present information. Practice educators are encouraged to decide prior to the commencement of the practice placement the type of information required to substantiate ratings for each SPEF-R item. (Occupational Therapy, 2008, p. 11)

When using the SPEF-R, students are rated as students, as opposed to being evaluated as newly graduating therapists. The fact that a placement, even near the end of a student's program of study, may be a new context for him/her means that they are not necessarily expected to demonstrate an incremental level of mastery or attainment, when compared to their previous placement. Students are encouraged to keep a record of their specific learning using a portfolio tool called the Resume Preparation Tool. Although this is not a compulsory assessment task within the SPEF-R, it clearly provides very useful information near the end of their program when they are applying for jobs and completing resumes and addressing selection criteria.

6.4 Nursing

Two different models of professional experience are followed in Australia with regard to nursing. In the clinical practice model a designated clinical nursing practitioner has responsibility for about eight nurses-in-training in a hospital setting. These hospital based clinical educators are employed by the university to organize the educational experiences at the hospital for the nurses-in-training and to guide and mentor them as well as assess their performances. When interviewed for this review the clinical model was described as, "high cost and unsustainable without considerable government financial support", by one Head of School of Nursing.

The alternative model places nurses-in-training in hospitals where they are supervised by registered nurses employed by the hospital. The cost of supervision is not directly covered by the university. The nurses-in-training are supervised by specific nurses at the hospital and their professional learning activities are guided by guidelines and manuals provided by the university.

Continuing professional development opportunities are provided to the hospital-based nurses. As the content of the courses illustrates, the role of the nurses includes aspects of direct teaching and instruction, as well as mentoring and assessment. The content of these CPD courses includes topics such as the following: principles of adult teaching and learning; basic principles of assessment; clinical assessment and assessment tools; supporting students in difficult or confronting situations; navigating the relationship between clinical teachers, mentors and preceptors; providing feedback; and teaching in a clinical setting.

6.5   National clinical supervision support framework (July 2011).

In July 2011 *Health Workforce Australia*, an initiative of the Australian Government, published a short document on the principles underlying the proposed national clinical supervision support framework.

One proposal included in this document from *HWA* of relevance for consideration in teacher education is the advocacy for providing designated work-time for supervisors to play their important role for students in assisting them to integrate theory into practice; familiarising students with the practice environment; and building the knowledge, skills and attributes essential for professional practice.

There is agreement between the clinical health and teacher education regarding the required principles for effective supervision and mentoring of students in field placements. The principles identified by *HWA* are grouped under the broad headings of *clarity*, *quality* and c*ulture*. The key sections of that paper are reproduced below.

"This Framework document has been developed by Health Workforce Australia (HWA) to guide and support clinical education and training activity in the health sector. In particular, it informs and underpins projects and activities undertaken as part of the Clinical Supervision Support Program (CSSP). The Framework aligns to the National Health Workforce Innovation and Reform Strategic Framework for Action 2011- 2015. The CSSP is a $28 million program funded under the National Partnership Agreement on Hospital and Health Workforce Reform. The Framework aims to promote high standards of clinical supervision, to expand capacity and capability, and to cultivate public trust in the education and training of health professionals. Details of the CSSP and other work programs of HWA can be found on our website: www.hwa.gov.au

The following principles provide guidance to support clinical education and training in the health sector, and inform and underpin projects and activities undertaken as part of the CSSP. The principles promote consistent high standards, expansion of capacity and capability, and creation of a culture that supports best practice within the clinical learning environment of the health sector.

The principles are flexible enough to apply across a wide range of settings, models and professions in which the clinical education and training occur. They recognise and accommodate variations in settings, models and in the requirements of different professions.

The principles are categorised into the three key focus areas of the CSSP, namely, clarity, quality, and culture."

Clarity

Roles and responsibilities. The roles and responsibilities of all participants involved in the clinical supervision process should be clearly stated, communicated, and documented as appropriate. For this purpose, participants in the process include students, clinical supervisors, managers and staff at placement sites, and relevant staff from educational institutions.

Expectations of supervisors, students and placement sites. To guide the clinical supervision process, expectations and learning objectives of clinical placements should be clearly articulated. To ensure health service delivery requirements are met, expectations of the clinical placement site should be clearly articulated.

Quality

Patient care. Patient care provided during clinical placements must be safe, of high quality, appropriate and effective, and be the overriding priority.

Clinical supervisor knowledge and skills. A recommended core set of knowledge, skills and attributes for clinical supervisors to deliver quality clinical supervision should be defined.10

Education program attributes. The education program underlying the clinical placement should:

• be based on contemporary teaching methods, including role modelling and adult learning principles;

• reflect a diversity of experience, including opportunities for inter-professional learning and exposure to non-traditional settings, where appropriate

• provide adequate exposure to the relevant scope of practice for the profession

• incorporate and support valid, reliable student feedback, assessment and reporting tools and processes aligned to the stated learning objectives.

Preparation and support. Clinical supervision is most effective when clinical supervisors and students are adequately prepared and supported. They should be provided with an understanding of profession-specific requirements and learning objectives, clinical placement site requirements and ongoing support and access to relevant resources throughout the clinical placement experience.

Supervisors should have access to or be provided with training in the core set of knowledge, skills and attributes necessary for quality clinical supervision.

Students should have access to or be provided with adequate orientation to the clinical placement setting. Ongoing support for student welfare must also be emphasised, to enhance student participation and retention.

Culture

Organisations. The objectives of organisations providing clinical education and training should include a strong and measurable commitment to clinical education and training, innovation and improvement.

Resources. An appropriate funding and resource base strengthens and promotes the status of clinical education and training in the health sector.

Relationships. Clinical supervision capacity and capability, and its expansion, should be supported by strong collaborative relationships among participants involved in the supervision process, including between the health and education sectors, on an inter-professional basis, and between the supervisor and the student.

Learning environment. Clinical placements should facilitate education and learning in a safe, supportive and appropriately resourced work environment.

Recognition. Explicitly recognising clinical supervision in the workloads of health professionals improves clinical education and training capacity and quality. While some professions have dedicated positions with clinical education and training responsibilities, other health professionals take on the clinical supervision role in addition to their usual workload. Clinical supervision should be acknowledged and valued by the health and education sector.

6.6 Implications for teacher education programs

Supervisory and mentoring practices and proposals in social work, physiotherapy, occupational therapy and the clinical professions in general have potential implications for the consideration of supervisory and mentoring processes in teacher education programs. There is a focus on collecting diverse forms of evidence of professional performance across different contexts of practice. There is emphasis formative feedback and assessment during field placements as well as expectations on supervisors of summative assessment at the end of the placements.

The assessment processes used are clearly and thoroughly documented through comprehensive manuals and, in some cases through the development of a web site to support external clinical educators. Supervisors in the field receive formal preparation for their role, and work in conjunction with University-based assessors to assess student performances. The preparation of clinical supervisors is currently being supported by a national initiative by HWA as described above and this might be an initiative for the field of teacher education to consider.

7. Links between supervising teachers' practices and other school factors

Other school factors include location (rural, regional, remote, outer-suburban); SES and the specific challenges of teaching in schools serving communities with significant poverty; and schools serving refugee and migrant communities.

There is a reform movement in Initial Teacher Education that focuses on the specific learning needs and distinct community contexts of students in rural, remote, and low SES communities (see QCT Commissioned Report, 2012). This reform movement aims to prepare graduates to teach for equity in line with the Melbourne Declaration of educational goals for young Australians (MCEETYA, December, 2008).

7.1 Rural and remote contexts

This equity focus on specific communities can be seen in initial teacher education programs designed to prepare graduates to teach in rural and remote communities in Australia. For example, Professor Simone White from Monash University is leading a project (Renewing Regional and Rural Teacher Education Curriculum) examining the preparation of teachers for rural and remote communities. The details of the project can be found: www.rrrtec.net.au.

The RRRTEC team note that:

> "*It is a reality that in Australia, as it is indeed globally, many more rural schools face increased pressure to attract and retain quality teachers than their urban counterparts. In many States across Australia however there is an 'overabundance' of teacher graduates which is yet to filter through to rural, remote and regional areas. It does not appear from all accounts that preparing more teachers therefore is the answer to the vexed problem of staffing rural and regional communities....Teacher education holds the key in addressing this issue and the work that is required is a re-examination of teacher education curriculum design away from a 'one size fits all' approach to a teacher education program more focused on the ways in which we can effectively prepare teachers to be community, school and classroom ready...*"

Community ready

The important word in the last sentence is *community* – in these focused programs of teacher education much more attention is paid to community contexts. Such teacher education programs draw upon *place-based* approaches to teaching where the importance of the local context and community knowledge is foregrounded (White and Reid, 2008). Preparing preservice teachers for teaching in Indigenous communities is also part of this movement to design more tailored and needs-based teacher education programs for specific community contexts.

Resource modules for rural practicum

Somerville, M., Plunkett, M. & Dyson, M. (2010). New teachers learning in rural and regional Australia. Asia-Pacific Journal of Teacher Education,38(1): 39 - 55.

See http://www.rrrtec.net.au/mode6.html . The following is a direct quote from that site:

> "Drawing from the **RRRTEC model** as described in the **framework** section, the curriculum writing team focused on five main themes to better prepare teachers for rural and regional contexts (experiencing rurality) and to help them be community ready, school ready and classroom ready. The fourth theme focuses on the professional experience component and the various modes that teacher educators can draw from in the before, during and after cycle of preparing pre-service teachers to take up a rural/regional practicum as well as advice for graduates in taking up a rural career."

Outlined below are the themes and accompanying modules and modes to consider.

1. **Experiencing rurality**

   - Module 1 - Understanding rurality

2. **Community readiness**

   - Module 2 - Understanding place

3. **Whole school focus**

   - Module 3 - Understanding rural teacher identity and teachers' work

   - Module 4 - Understanding working with rural and regional communities

4. **Student learning and the classroom**

   - Module 5 - Getting to know rural students' lives

   - Module 6 - Professional Experience - Modes - Guest speaker, Remote contact, Simulation and scenario, site visits, Field trips and Practicum

5. **Preparing for a rural career**

   - Module 7 - Advice for working in rural/regional settings

(Copied from www.rrrtec.net.au/mode6.html)

7.2   Low SES communities

Recent examples, funded by the Improved Teacher Quality National Partnership program, include the teacher education project for low SES communities centred on the Morayfield Cluster of schools on the outskirts of Brisbane; and the project at James Cook University designed to prepare graduates for teaching in Indigenous communities. The premise of these programs is that preservice teachers need explicit scaffolding and assistance in order to develop contextual knowledge and pedagogical know-how that is responsive to non-mainstream cultures and to students whose families have not been well-served by the schooling system in the past.

A well researched and substantial example of preparing graduates to teach in low SES communities has been developed across many years at Victoria University (see the recent report - Eckersley, B., Davies, M., Arnold, J., Edwards, T., Hooley, N., Jo Williams, J., & Taylor, S. (September 2011). *Vision Unlimited: Inspiring participant knowledge in schools: Researching Site-Based Pre-Service Teacher Education*. (Victoria University, Melbourne Australia). It is based on 'site-based' teacher education that sets out to create conditions for more situation-specific and more creative teaching and learning in a school setting. The assessment task is called the *applied curriculum project* (ACP) and is based on an extended practicum and engagement in collaborative action research at the school. The following sections are quotations from that report.

Respectful and realistic relationships that contribute to professional learning arise from particular approaches to site-based mentoring of pre-service teachers. Mentoring is a difficult process that involves the creation of opportunities for mentees to explore and experience a wide range of learning situations, to be involved in professional discussions arising regarding outcomes and the construction of understanding. Mentoring of this type does not involve a power relationship and the imposition of specific positions but encourages all parties to contribute in various ways at various times in the interests of learning. In a school setting, mentors and mentees have access to different intellectual and pedagogical positions within the practice field of education and act relative to each other. Relations between positions change constantly as participants seek to resolve dilemmas and tensions and come to an overall settlement about how learning proceeds. Such positioning and re-positioning may involve avenues into knowledge, how learning is monitoring, the correlation of various subjects and topics to local community interest and whether or not the school curriculum is respectful of student and family narratives. Mentoring that centres on the construction of meaning through longer-term collaborative project development that is not possible under 'teaching round' arrangements, opens up professional learning on-site as the wonderments of the novice interact with the restrictions of the veteran."
(p. 74-75)

"The presence of pre-service teachers and academics within a school will not necessarily equate with teachers seeking to explore and refine their professional considerations and practice. The SBPTE model does however promise to provide a catalyst for enhanced professional discourse and reflexivity for pre-service teachers. With this in mind and recognition that the respective host school has genuinely developed a performance and development culture, the conditions for educators to engage and contribute to the professional development of pre-service teachers, may be optimised. Evidence has provided insights into the apparent contribution that on site

teacher education makes in raising consideration of curriculum and pedagogy of existing teachers. In mentoring pre-service teachers, experienced teachers have been able to revisit and reflect upon their teaching philosophy and practice. Such considerations have subsequently provided respective school leaders with the opportunity to facilitate individual and whole school insights, aimed at better responding to the learning needs of students. As the relationships between university and school have become strengthened there have been increasing accounts of teachers seeking to embark upon, in concert with pre-service teachers, innovative approaches to teaching and learning."

"Workforce planning must ensure that a range of roles can be adopted by principals and teachers in regards teacher and pre-service teacher education. Working in collaborative teams for mentoring, induction, professional learning, research, curriculum and administrative purposes is vital as social and educational change continues. Structures must ensure participation in the full range of professional activities essential for improvement including the respect, time and intellectual space that projects demand. Specific strategies for increasing the number of teachers available for pre-service mentoring, a severe restriction on school-university partnerships at present, may offer enhanced outcomes for the SBPTE approach. A more attractive range of approaches to encourage participation of Mentor teachers in site-based teacher education is envisaged. As the composition of the teaching workforce changes and the proportion of teachers in their early years increases, there is added pressure on support for pre-service teachers and indeed on schools generally to provide the guidance and scaffolding necessary from more experienced colleagues." (pp. 94-95)

7.3   Internal organisational arrangements

Other school factors could also include internal organisational arrangements where leading teachers are designated as coordinators of preservice practicum experiences and where such teachers provide leadership to other supervising teachers at the school.

School based Professional Experience Co-ordinators, usually the principal or deputy principal, have received very little attention in the research literature. The study by Le Cornu (2012, cited earlier) fills a gap in the existing literature on professional experience with its focus on the School based Co-ordinator role.

Le Cornu (2012) proposes that co-ordinators are essential in developing 'new' school-university partnerships which are necessary in ensuring high quality professional experiences. In surveying a sample of Co-ordinators, Le Cornu (2012) identified four key elements that were seen to contribute to high quality professional experiences: the quality of Mentor Teachers at the school (MTs), commitment from leadership at the school, the quality of the University Mentors, and the Program's commitment to the notion of a *learning community*. (see: Le Cornu, R. (2012) School Coordinators: Leaders of Learning in Professional Experience. *Australian Journal of Teacher Education: Vol. 37(3), 18-33.*

DOI: *http://ro.ecu.edu.au/ajte/vol37/iss3/3).*

The centrality of the learning community formed between these different participants is worth highlighting.

Section E

8. Parameters and key questions for consideration in developing professional learning tools to enhance excellence in preservice teacher supervision.

8.1 What are the core knowledges and key skills of effective supervision?

The following knowledges and skills of effective supervision have been collated from this report's associated literature scan. The literature review contains many detailed examples and the specification of multiple skills and approaches relevant to different contexts. Only core knowledges, skills and values are described below, so we refer the reader to the literature summary in Section A and to the annotated bibliography for the details of more specific skills and knowledge related to particular aspects of the process of mentoring and supervision.

Core knowledge includes the following types of professional and disciplinary knowledge:

- knowledge of the AITSL professional standards across different career stages

- curriculum content and pedagogical content knowledge and the capacity to model the implementation of such knowledge in classrooms

- mentoring processes and ways of inducting novice teachers into professional practices and dispositions

- mentoring preservice teachers at different developmental stages in their degree program

- authentic assessment of preservice teachers competencies

- creating and sustaining learning communities where preservice teachers can grow into a professional identity and more expert practice

- clear conceptualisation of roles and responsibilities of supervisor and supervisee.

Core skills include the ability to:

- build effective relationships with the preservice teacher

- engage in reflective practice and stimulate reflection in preservice teachers

- balance the supervisory relationship with the assessment component

- provide constructive feedback and evaluation – supportive, yet challenging

- model effective behaviours such as high-quality pedagogy, curriculum knowledge, and classroom management

- communicate essential system requirements

- respond to the differing levels of experience and needs of preservice teachers.

- personal attributes of engagement and commitment to facilitate effective supervisor/preservice teacher relationships;

- professional values that focus on learners' welfare and their development as engaged citizens;

- ethical behaviour and commitment to the best interests of the students;

- willingness to be a supervisor and intention to play a role in developing the whole profession of teaching

8.2 How can these skills and knowledges be learned and appropriated by teachers in their contexts of professional work?

To better understand how teachers can learn these skills and knowledges, it is important to understand their professional context. Features of the context are explicated below.

Multiple contexts:

There is no single context for teachers who assume the role of supervisor of preservice teachers. Variations arise in:

- State and Territory jurisdictions

- sectors – State, Independent and Catholic

- levels of schooling – ECT to Senior Secondary

- geographical area – metropolitan, rural and remote.

Multiple levels of experience and willingness:

In addition to contextual variation, there is a potentially significant variation in the experience and willingness of teachers who supervise preservice teachers, including:

- teaching experience – early to late career teachers

- levels of responsibility – classroom teacher, HOD, HOC, DP

- levels of training or professional learning in supervision/mentoring

- experience as a supervisor/mentor

- competence in pedagogy, curriculum knowledge, classroom management, evaluation and feedback

- willingness and choice to be a supervisor.

Given this multifaceted context, the design approach needs to be able to reach teachers in every part of the nation without barriers to participation such as distance, time or money.

In a comprehensive Australian survey of teachers, Doecke, et al. (2008) found that hindrances to professional learning were: other work priorities, cost, distance and lack of available activities suited to needs. For teachers in small towns, distance issues and cost were particularly pertinent (Gilbert, 2011).

Access:

The approach of using technology to deliver a fully online program would go some way to overcoming these barriers. The program would be:

- cost effective – online versus an equivalent face-to-face event (including educational experts, accommodation, catering, etc.)

- able to reach more participants (time, distance and money are reduced factors)

- equitable in terms of access - reducing rural and remote disadvantage.

As online education is becoming more widespread and tools in technology are improving, there are more studies which are showing the positive effects of online professional learning. In a US study (O'Dwyer, et al., 2010) where the treatment group of teachers was an online professional learning group and the control group operated as usual, conclusions strongly favoured the online professional learning treatment group. The coordinated online workshops had positive effects on teachers' instructional practices and content knowledge (Gilbert, 2011).

Professional needs:

The proposed program needs to reflect the full range of challenges faced by supervising teachers, including knowledge, processes, attitudes and behaviours. The ways in which online education can achieve this is presented briefly below.

Knowledge:

- Didactic resource material e.g. voice-over PPTs (VoPPs), videos, audio interviews, text, and printable support tools, e.g. ready reference tools, decision support tools.

- Media such as VoPPs, video and audio allow subject matter experts to be captured at a relatively low cost with the added advantage of being able to reach many.

- Different perspectives can be captured through these didactic modes including educational experts, real school exemplars, supervising teachers and preservice teachers.

Processes:

One of the key challenges for this education will be assisting participants to learn process skills such as 'relationship building'. Ways in which this can be done online include:

- videos of exemplar relationship interactions that can be studied and analysed

- authentic situations that can be practiced in a safe environment through the use of case studies using hypothetical characters, online colleagues and expert input

- behaviours that can be implemented in real life with the use of reflective journals to record and reflect on skill development

- learning partners (people not studying the course who are willing to engage in professional learning conversations and simulation activities with the teacher studying the course).

Attitude:

Professional learning activities, such as group polls, group discussions, critical reflective journals and self-assessment quizzes, can challenge assumptions and practices that can lead to changes in attitudes and practice (Davis & Davis, 2010; Ingvarson, Meiers & Beavis, 2005; Murphy & Calway, 2008; Webster-Wright, 2009; Wiessner & Sullivan, 2007).

Behaviour:

Addressing actual professional behaviours and practices using the online medium is more challenging. The ideal situation would involve coaching and scaffolding in the local context. Participants could identify someone within their school who would act as their learning partner before signing up to the program. In addition to this person, an online forum could act as a source of support for local implementation of skills, knowledge, attitudes and behaviour.

Social and active learning:

Underlying all of these activities is the social and active component of learning where individuals are engaged in actively working with others on genuine problems within their professional practice. Teachers can improve their practice by collaborating in small groups, while reflecting on and discussing their own actions and experience (Davis & Davis, 2010; Ingvarson, Meiers & Beavis, 2005; Murphy & Calway, 2008; Webster-Wright, 2009; Wiessner & Sullivan, 2007). Ways in which this can be achieved online include:

- group discussions

- Community forums

- Group activities such as polls and case studies

Cohesive learning:

Ideally all of the abovementioned aspects of the program would be cohesively constructed into learning modules approximately 1-2 hours long incorporating new knowledge, exemplars of skill development and practice opportunities, critical reflection on attitudes and behaviour, and application to practice. These modules can then be broken into smaller pieces e.g. 15 minutes allowing participants to access the education in their busy schedules.

The modules should allow for self-directed learning to cater for the differing levels of experience and ability. This means:

- Participants can choose the rate and pace of learning.

- Participants can customise the program to meet personal learning objectives and allow for prior learning.

- Participants can decide the level of formative and summative assessment they wish to have.

- Allows participants to stop and start when they want.

- Can be accessed anywhere – metropolitan, rural, from work or home.

- Can be accessed at any time 24/7.

Just-in-time support:

In addition to a cohesive learning experience, online resources can be arranged so that participants have quick access to 'just-in-time' support. Resources such as common case scenarios, a list of useful resources (e.g. video interactions) or answers to FAQs can be extracted from the cohesive learning modules and placed in an area for easy access to participants.

8.3 What configuration of face-to-face and online learning most effectively develops the required skills?

The recommendation for delivering this education, based on the scope of the audience and professional contexts as already explained, would be via online mode. To facilitate the development of behaviours and practices, it is suggested that program participants identify a learning partner within their school context to assist. Additional support would come from the online learning community.

8.4 Can a community of practice be developed amongst teachers and tertiary teacher educators locally, regionally, nationally to share best practice and develop a broad professional conversation about inducting preservice teachers into the profession?

The National Professional Standards for Teachers (Australian Institute for Teaching and School Leadership [AITSL], 2011) highlights the necessity for teachers to engage with professional teaching networks and broader communities to improve teaching and learning. By joining forces with other professionals and industry experts, teachers and tertiary teacher educators can potentially achieve more collectively (than individually) in the induction of preservice teachers.

Communities of Practice (CoPs) have been identified as effective modes of facilitating professional learning, diffusing innovation and providing peer support (Greenhalgh et al., 2004; Schouten et al., 2008). Gilbert (2011) identifies a number of studies that support the effectiveness of CoPs as an approach to professional learning for teachers.

With the increased availability and flexibility of online tools, more CoPs are being cultivated online (Fulton & Britton, 2011). Many teachers now work in virtual communities and are sharing their professional practice and expertise in creative ways including through asynchronous and synchronous discussion groups, live streaming of their lessons, sharing videos and electronic documents and resources.

The available literature on online CoPs suggests the following factors need to be considered when establishing one:

- use of skilled facilitators (Fulton & Britton, 2011)

- availability of collaborative online tools (Fulton & Britton, 2011)

- use of stable and user-friendly platforms (Fulton & Britton, 2011)

- advertisement of the possible benefits of CoP membership (Margaryan cited in Weerackody, 2009)

- acknowledgement of efforts and participation (Margaryan cited in Weerackody, 2009)

- use of pairing or grouping of individuals initially to help them feel comfortable and welcome to reduce CoP dropout rates (Fasso, 2010).

If the teaching profession is to improve practice around the mentoring and supervision of preservice teachers it is essential that a path is found to facilitate this. Online education including online CoPs are an obvious way in which to achieve this outcome.

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