Mentoring beginning teachers in Catholic schools in Western Australia: An exploratory study

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CHAPTER 2
REVIEW OF LITERATURE

Introduction

This chapter reviews the literature that is pertinent to the research questions presented earlier. The chapter examines the mentoring literature as it applies to the educational context. In order to learn from other contexts, the literature review at times goes beyond the educational context to provide a broader perspective on mentoring. The chapter commences with a review of international, national and state literature; moves to examining the benefits of mentoring; traverses mentoring as it applies in the field of education and within a Catholic education environment; and concludes with a discussion of the importance of leadership in mentoring.

International literature on mentoring

The impetus for the design of a new mentoring framework for the support of Pre-Service and Early Career Teachers, has been influenced by significant international research from authors such as Ingersoll & Smith (2003); Fantili & McDougall (2009); Pascarelli (in Goodlad, 1998): Feiman-Nemser (1996); and Rippon and Martin (2003). The work of Ingersoll and Smith (2003), raised the importance of professional development for leaders, mentees and mentors involved in a mentoring program. They stated: “Increasing support from school administrators for new teachers, for example, might range from providing enough classroom supplies to providing mentors. Mentors are especially critical” (p. 33). Similarly, Fantili and McDougall (2009), outlined the importance of mentor training for the emotional well-being of mentees. In their study they found, “Mentor training and qualification was imperative to successfully meet the multiple and complex demands of the role of mentor” (p. 824).
Pascarelli (in Goodlad, 1998) outlined a four-stage mentoring model for building self-confidence in youths who undertook a mentoring program at their school. The stages included “initiation; cultivation; transformation and separation” (p. 231). The benefit of understanding these stages when considering the proposal for a mentoring program that could assist the emotional and cognitive well-being of Early Career Teachers was proffered. The significant issue was the need for ongoing mentor training that could benefit an Early Career Teacher in their transition from dependence to autonomy. Rippon and Martin (2003) further indicated that the success of a mentoring relationship was determined by “the interplay of the personal intelligences and the skills of the participants” involved in the mentoring process (p. 26). The positive effect that a mentoring programs can have for the well-being of Beginning Teachers, however, was influenced by the ongoing system support and training of mentors (Feiman-Nemser, 1996; Rippon & Martin, 2003). Feiman-Nemser (1996), further found the financial support offered by both system and State leaders could heavily influence the quality and future success of the mentoring experience:

By promoting observation and conversation about teaching, mentoring can help teachers develop tools for continuous improvement. If learning to teach in reform-minded ways is the focus of this joint work, mentoring will also fulfil its promise as an instrument of reform. Unfortunately budget shortfalls...may be leading districts and states to eliminate mentoring programs before this possibility is realized (pp. 4-5).

Many international and national reports written over the past twenty years have provided Australian universities and school education systems with important findings about the mentoring of Beginning Teachers, for example, An Ethic of Care (2002); United Kingdom (UK), House of Commons Children, Schools and Families Committee report on the Training of Teachers (2010); OECD Teacher education and the teaching career in an era of lifelong learning Working Paper (2002); Teaching Standards (Australian Institute for Teaching and School Leadership [AITSL], (2011b); and Top of the class: Report on the
inquiry into teacher education (2007). Over the last 10 years, there has been a slight decline in the performance of Australia’s education system in the OECD ‘Program for International Student Assessment’ (PISA) and ‘Trends in International Mathematics and Science Study’ (TIMMS) testing results for Reading, Mathematics and Science (Santiago, Donaldson, Herman & Shewbridge, 2011). The direct correlation that might be drawn between the development of mentoring programs for teachers and the success of educational results from leading OECD countries like Finland, China and Singapore, was explored by Jensen, Hunter, Sonnemann & Burns (2012). Their Gratten Institute Report, examined the success of three Asian countries with high academic results from The OECD PISA testing. The report found that the success of these high performing countries was significantly due to the establishment of effective teacher mentoring practices (Jensen, Hunter, Sonnemann & Burns, 2012). The UK House of Commons: Children, School and Families report on Training of Teachers, was released in February 2010. The report highlighted the importance of mentoring in the development of Beginning Teachers. One of the key recommendations of this UK report was also visible in the development of the current AITSL professional standards in Australia. This UK report declared that, “Mentoring is seen as one of the core professional standards for teachers. Despite this, mentoring of trainees is still not seen as a central requirement of all teachers, as it is, for example, for the medical profession” (p. 35). The 2013 UK Department for Education Report, Induction for newly qualified teachers (England), further reported that all Early Career Teachers (or termed Newly Qualified Teachers) would benefit from an Induction process of at least one year (p. 16).

**National literature on mentoring**

Significant Government and independent research over the last twenty years has been conducted in Australia. In particular, the two reports, An Ethic of Care (Department of Education Tasmania, 2002) and Top of the class: Report on the inquiry into teacher education
(Australian Parliament, 2007), highlighted the importance of mentoring Beginning Teachers for the future of the teaching profession in Australia. In 2008, Australian State and Federal education ministers signed The Melbourne Declaration (2008). This action initiated important legislation across Australia, which recognised the establishment of two structures vital to the future of Australian education. These were:

1. The Australian Curriculum, Assessment and Reporting Authority (ACARA). The establishment of this Authority, created a common ground for education systems across Australia to begin work on a National Curriculum (Phase 1); and

2. The Australian Institute for Teaching and School Leadership (AITSL), which in 2013 pursued the establishment of teaching and principal standards across Australia. These standards make explicit the content of what constitutes high quality teaching from a graduate to the more experienced lead teacher level.

With the creation of ACARA in 2008 and AITSL at the end of 2010, the National School Improvement Tool (NSIT; Masters, 2012) was created for all school systems across Australia to assist school leaders with addressing the area of school improvement. The NSIT Tool identified mentoring as one of the strategies necessary to improve teaching standards. Masters (2012) stated that, in the service of mentoring, “Teachers visit each other’s classrooms and welcome opportunities to have principals and other school leaders observe and discuss their work with them” (domain 5, p. 11).

The relevance of the NSIT to the study for mentoring Beginning Teachers in Catholic Education was clearly stated in two critical domains:

1. Building a school culture that promotes learning (domain 3, p. 6) and

2. Developing an expert teaching team (domain 5, p. 10)
Local literature on mentoring

A research group from The University of South Australia, Murdoch University and Edith Cowan University in Perth began work in 2009, involving all Western Australian and South Australia School sectors (State, Catholic and Independent) and various education union organisations regarding Early Career Teacher resilience. The group developed a framework of conditions that support Early Career Teacher (ECT) resilience (Johnson, Down, Le Cornu, Peters, Sullivan, Pearce & Hunter, 2010). The researchers identified five key factors to build resilience in Beginning Teachers: Relationships, School Culture, Teacher Identity, Teachers’ Work and Policies and Practices. The above-mentioned research group, will use these key factors as a basis for creating future professional development modules for Beginning Teachers (Johnson, Down, Le Comu, Peters, Sullivan, Pearce & Hunter, 2010). The only professional development in Induction offered to ECTs in Western Australia in 2017 was through self-support groups such as Network Teach and the State Government’s WA Graduate Program, that are specifically aimed at ECTs employed by the Education Department of Western Australia. As Jensen, Hunter, Sonnemann and Burns (2012) stated regarding the design features of a best practice mentoring program,

While many systems around the world have induction and mentoring programs, few are done well. Shanghai is the gold standard. Its induction and mentoring programs involve frequent classroom observation with constructive feedback, a practice known to improve student learning (p. 23).

When one considers the potential positive impact a teacher could have on the learning of their students, the establishment of a mentoring framework is seen as one critical factor in raising both the professional standing of teaching in society and improving the learning experiences of students. Hattie’s (2003) research also suggested, “We should focus on the greatest source of variance that can make the difference – the teacher. We need to ensure that
this greatest influence is optimised to have powerful and sensationally positive effects on the learner” (p. 3).

This particular study proposes that Beginning Teachers can make a greater difference to the teaching profession if there is a mentor teacher assisting them along their journey. The mentor is the one in this relationship who can provide the opportunities for a Beginning Teacher’s personal and professional growth. As numerous authors have suggested (DuFour, 2004; Freeman-Loftis, 2011; Hayes & Noonan, 2008; Malone, 2012; Sedgwick, 2008), the mentor’s sharing of knowledge is essential in assisting and so improving the mentee’s performance.

The NSIT and The Catholic Education Office of Western Australia (CEOWA) Quality Catholic Schools (QCS) Project are working documents designed to assist schools with the combined legislative and accountability requirements respectively, of The CEOWA, and State and Federal governments. Furthermore, the development of the NSIT underpinned the revision of The CEOWA QCS Project. The original 24 components of the QCS Project introduced in 2008, were reduced to 14 components in 2014. These components were developed to assist schools with the ongoing self-review process of school improvement (CEOWA, 2014), which has clear implications for school-based mentoring.

The CEOWA, through the QCS Project components, requires Catholic schools to annually self-review up to four of these 14 components over a four-year cycle. Each Catholic school selects several teams of staff to gather evidence in the provision of a rating for their yearly QCS Project components. The rating given for each yearly component is between one and seven, with one being the lowest level and seven the highest. The levels refer to the degree of competency achieved for a particular component.

The QCS Project component which specifically related to a school’s mentoring program is Component 305; “An Expert Teaching Team”. The description of QCS
component 305, as presented in Figure 2.1, identifies key developmental pointers for rating the component. Once the staff team has collected evidence for the QCS component, the school leadership team then checks and analyses the rating of staff evidence for the selected QCS component.

**School Rating 6:**

There is a documented professional learning plan and the school has arrangements in place for mentoring and coaching. Teachers visit each other’s classrooms and welcome opportunities to have principals and other school leaders observe and discuss work with them.

**School Rating 4:**

Teachers are open to constructive feedback and provide feedback to colleagues, although there may not be formal mentoring or coaching arrangements in place.

**School Rating 2:**

The development of a professional school-wide team does not appear to be a driving consideration of the principal or other school leaders (e.g. no reference is made to the National Professional Standards for Teachers, there are no mentoring arrangements in place, teachers work largely in isolation from one another ‘behind closed doors’).

*Figure 2.1 QCS Component 305 rating description. (Reproduced from CEOWA ‘Quality Catholic Schools Project’ (2014); copyright State of Queensland Department of Education, Training and Employment and the Australian Council for Educational Research 2012).*

The Principal School Advisor (PSA), the delegated person of the CEOWA selected to meet with the principal, uses the school rating information from the QCS Project process together with the NSIT to systemically report on a school’s accountability and governance structures. The QCS Project and NSIT are both useful processes for school self-review. Despite the strength of both The QCS and NSIT processes, there is no direct instruction for a school to improve and develop their own mentoring program from the NSIT or QCS Project component rating. The benefits for whole school improvement through the establishment of a mentoring framework were identified in the literature review and included:

1. Assigning an on-site mentor to a mentee (Alliance for Excellent Education (AEE), 2004; Butler, Dickinson & Pittard, 2003; Nakamura et al., 2009).
2. Regularly identifying, sharing and investigating best teaching practice which can be assisted by a mentor providing supportive feedback to a mentee (Dobbins, Mitchell & Murray, 1998).

3. Developing a mentoring program in a school which supports continual school improvement. Supporting a mentoring program helps to develop a culture of stewardship through supportive leadership (Boreen et al., 2009; Freeman-Loftis, 2011).

This section has investigated the importance of understanding international, national and local trends prior to developing any mentoring framework. Literature has indicated that the teacher is key in any education of children; mentoring ought to be seen as core business of teacher facilitation; and mentoring those who teach may lead to children receiving higher scores on international tests. Attention is now turned to a further discussion of the benefits of mentoring.

**The difficulties associated with mentoring in the teaching profession.**

When one considers the benefits of a mentoring program, it is a distinct possibility that schools without a mentoring program may leave Beginning Teachers devoid of the support required to negotiate the first year of teaching. As an example, graduates could be left to deal independently with a student’s violent behaviour, cultural and language learning needs. An inexperienced graduate may also be faced with students undergoing a sudden life event change, which they themselves have not experienced, for example, separation anxiety, depression or parental divorce. Such often-emotional experiences could be too much for Beginning Teachers to handle by themselves (McNally & Blake, 2008; Moir, Barlin, Gless & Miles, 2010). Consequently, providing a Beginning Teacher with a mentor is essential for establishing a mentoring framework in a school, or in the case of the study being proposed here, a Catholic school in Western Australia.
There are numerous benefits associated with supporting a mentoring system in a school context (Murray, Mitchell & Dobbins, 1998), including in the areas of teaching and learning, professional development, school improvement, and personal stewardship. These are now considered in greater detail. Firstly, improvement in teaching and learning practices can be achieved through assigning an on-site mentor to a mentee. By having co-existing Duties Other Than Teaching (DOTT) release time for mentor and mentee, the mentor is able to provide immediate feedback to a mentee. The discussion of any teaching concerns, student concerns, school policies and procedures of the school then assists a mentee in the clarification of information in the early stages of their teaching career. Such a benefit finds agreement in the literature (Freeman-Loftis, 2011; McNally & Oberski, 2003; McNally & Blake, 2012; Nakamura, Shernoff & Hooker, 2009).

Secondly, the regular identification, sharing and investigation of best teaching practice can be assisted by a mentor providing supportive feedback to a mentee. In this way, a mentor directly observes the mentee in the classroom leading to suggestions that can improve teaching and learning practices being utilised in a classroom. By providing direct feedback to a mentee in an honest and constructive manner, the mentee can learn from the teaching experiences of their mentor and then share these ideas with other teachers in the school. This strategy too finds agreement in the literature (Alliance for Excellent Education (AEE), 2004; Breen, Johnson, Niday & Potts, 2009; Freeman-Loftis, 2011; Nakamura, Shernoff & Hooker, 2009).

A third benefit of developing a mentoring program in a school revolves around supporting continual school improvement. Through conducting regular professional learning community (PLC) meetings in a school, a mentoring program assists a mentee by visiting their own mentor’s classroom and other teachers’ classrooms, or directly involving them in the sharing of teaching ideas with other teachers. This could involve researching improved
methods of teaching by working collaboratively with other staff. Mentoring therefore plays an active role in building and sustaining a professional learning community, as identified in the literature (Freeman-Loftis, 2011; Hudson, 2010b; Hayes & Noonan, 2008). Fourthly, supporting a mentoring program helps to develop a culture of stewardship through supportive leadership. Providing on-going time, financial allocation and support for mentor training in the school timetable and budget signals to the staff that mentoring is an important aspect of the school’s mission. Such school support may be even further enhanced by financially rewarding mentors for their extra duties (Alliance for Excellence Education, 2004). Finally, the development of on-going teacher professional development and skill acquisition may be strengthened via a mentoring program (Dickinson, Butler & Pittard, 2003). This benefit is also highlighted in a finding from the Alliance for Excellence Education (AEE) which stated, “...even great teachers will not mentor successfully without additional training” (2004, p. 14). Such training is needed to improve existing knowledge of the mentor about best teaching practices in a school community, and can then be shared from the mentor to a mentee. Providing mentors with the opportunity to share their newly found knowledge can potentially lead to the development of leadership qualities.

Research by McNally and Blake (2008, 2012), Jensen and Reichel (2011), and Hudson, Skamp and Brooks (2005), regarding ECT professional development needs, further assisted in identifying the significant factors of a mentoring framework (Table 2.1). McNally and Blake’s research with reference to the importance of emotional support in the initial stages of a Beginning Teacher’s career, has already been identified from the literature, as a critical focus for this study.

Jensen and Reichel (2011) identified six key factors for providing feedback and appraisal to teachers that can be equally applied to mentoring and are listed in Table 2.1. They suggested good schools considered at least four of these factors when providing
feedback to teachers. There is however a perceived lack of feedback being provided to all teachers and this is what Jensen and Reichel (2011) identified as a weakness of the present Australian education system. They suggested; “All studies show that more effective teachers are the key to producing higher performing students... at present Australia’s systems of teacher appraisal and feedback are broken, and students are suffering as a result” (p. 3). At the school level, if the principal chooses not to take on this role or does not have the skills to implement quality feedback, then teaching and learning can break down. Mentoring is therefore seen as one critical strategy that can assist in the provision of quality feedback, so assisting Beginning Teachers in improving their teaching and in the process, more effectively assisting the learning of their students (Jensen, Hunter, Sonnemann & Burns, 2012; Jensen & Sonnemann, 2014).

Finally, Hudson, Skamp and Brooks’s research (2005) and Hudson’s research (2010b) with over one hundred mentors across nine Australian universities, revealed five key factors for effective mentoring. These key factors included awareness of the mentor’s personal attributes, knowledge of system requirements, pedagogical knowledge, modeling of their own teaching practices and provision of quality feedback. An example of Hudson, Skamp and Brook’s (2005) Mentoring for Effective Teaching (MET) Model was utilised for the training of some of The University of Notre Dame Australia’s teaching practice supervisors in 2011 (personal communication, November 23rd 2011). The School of Education at the Queensland University of Technology also used this model through its MET professional development program, to train teachers and principals in ways of building capacity through mentoring (Hudson, 2010a). This study will explore whether the current feedback and modeling provided to a mentee in a Catholic school benefits or hinders their aspirations in developing their career as a teacher, and in the process determines whether the establishment of a mentoring framework could be of further assistance to their teaching.
The research cited in Table 2.1 possesses common elements that relate to mentoring and are presented to show how researchers appear to show agreement on the fundamentals of mentoring. McNally and Blake’s (2008, 2012) seven emotional-relational categories are used as the descriptors against which the research of Jensen and Reichel (2011) and Hudson, Skamp and Brook (2005) are referenced. The combined research is also seen as the starting point for any principal considering the development of a school-based mentoring program. The key elements as identified in the Table are: providing emotional support for the Beginning Teacher, articulating clear expectations for the mentor, and implementing structures needed to improve teaching and learning at the school level.
Table 2.1

*Common Elements in Key Mentoring Research: Comparison using McNally and Blake’s Seven Emotional-Relational Categories.*

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<tr>
<td>Identifying and defining seven emotional-relational categories of a Beginning Teachers’ Early Professional Learning:</td>
<td>Improving Learning and Teaching performance through school leadership using at least four of the following feedback instruments:</td>
<td>Identifying desirable mentor attributes:</td>
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<tr>
<td>1. <em>Emotional:</em> the range and intensity of feeling from anxiety and despair to delight and fulfillment that permeate the new teachers’ descriptions of their learning.</td>
<td>1. Peer observation and collaboration</td>
<td>1. The personal attributes of the mentor.</td>
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<tr>
<td>2. <em>Relational:</em> the set of social interactions, mainly with pupils and colleagues, which produced the crucial relationships for the new teachers’ professional identity and role.</td>
<td>2. Direct observation of classroom teaching and learning</td>
<td>2. Mentoring in the essential education System Requirements</td>
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<tr>
<td>3. <em>Structural:</em> the organisational aspects of the school itself and the wider educational system, including roles, rules and procedures that govern not only teachers’ entry into the profession, also within society.</td>
<td>3. Student surveys and feedback</td>
<td>3. The mentor’s Pedagogical Knowledge</td>
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<tr>
<td>4. <em>Material:</em> concrete manifestation of structure as resources, rooms etc. as they apply to new teachers.</td>
<td>4. Self-assessment</td>
<td>4. The mentor’s Modelling of teaching practices, and</td>
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<tr>
<td>5. <em>Cognitive:</em> the explicit understandings that tend to be applied in professional practice including curriculum knowledge, assessment techniques, and differentiated teaching, and which include the professional standard.</td>
<td>5. Parent surveys and feedback</td>
<td>5. Quality feedback provided by the mentor</td>
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<td>6. <em>Ethical:</em> the new teachers’ expressed sense (explicit and implicit) of commitment and care.</td>
<td>6. External observation</td>
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<td>7. <em>Temporal:</em> recognises that these dimensions have trajectories that represent both ontological and epistemological change over the induction year and give expression to purpose</td>
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This section has addressed the benefits that one might expect from engaging with a mentoring framework. These include having a better understanding of system and school
exigencies; providing an opportunity to dialogue difficult or unfamiliar situations; being engaged in professional growth and personal development; finding new strategies for more effective teaching and learning via feedback; experiencing a feeling of “really making a difference” as a result of new discoveries; and creating a pool of mentees who may become future mentors.

**Mentoring and the Teaching Profession.**

Common difficulties experienced by those new to the profession have also been identified from the literature. Some of these difficulties included classroom management concerns; finding a common time to meet with their mentor; and indeed finding a suitable mentor (Department of Education Tasmania, 2002; Gadusova & Viteckova, 2013; Wilson, 2012). The Education 2002 working paper of the Organisation for Economic Co-operation and Development (OECD) confirmed the existence of such difficulties and further stated,

...Beginning Teachers who are provided with continuous support by a skilled mentor are much less likely to leave the profession, are more likely to get beyond personal and class management concerns quickly and to focus on student learning sooner (Coolahan, 2002).

A valuable Australian study on Beginning Teachers undertaken by Adoniou (2013) expressed similar concerns that difficulties encountered may have unintended consequences,

Some estimate the attrition rates in teaching to be as high as 30 percent in the first three years. The truth is we don’t know the exact numbers. With so many teachers employed casually upon graduation, there is no data on how many of them just give up on the profession. They simply disappear-and there is no exit interview to find out what has prompted them to leave (p. 19).

Furthermore, Adoniou’s study followed 14 teachers through their first 16 months of teaching. Adoniou recounts the following, “About three months into the study one of the teachers made a plea – Don’t let me forget the teacher I wanted to be” (p. 19). The study highlighted problems of graduate teachers being employed on temporary contracts and for that reason
possibly walking away from teaching. Job insecurity is a potential problem faced by many graduate teachers in their first years of teaching, especially when they are not provided with the necessary feedback from their mentor or school leadership team.

Similarly to Adoniou’s account, Whitaker and Fiore (2013) addressed new teacher attrition in the United States of America and concluded that, “... the best way to support, develop, and cultivate an attitude of lifelong learning in new teachers is through an induction program ... high quality mentoring programs have found that attrition rates for new teachers dropped by more than two-thirds from their previous levels” (p. 109). The implementation of successful mentoring programs to prevent the loss of Beginning Teachers is potentially a massive cost saving tool for education systems. More importantly, the benefits to the profession of mentoring can be seen not purely from a Beginning Teachers perspective but for teachers in all career stages. Such a perspective was identified by Hanuscin and Lee (2008) who stated that, “The value of mentoring is not limited to new teachers; experienced teachers also benefit by serving as mentors” (pp. 56).

Hudson (2010b) argued that the most credible way of improving the teaching profession in Australia was through supporting pre-existing teacher education courses. It was further argued that teacher education courses ought to cover aspects relating to the importance, identification and facilitation of teacher mentors. How mentors and pre-service mentor teachers and university supervisors are currently trained and selected, it was also argued, ought to be closely scrutinized.

In 2010, The Australian Institute for Teaching and School Leadership (AITSL) standards for Teaching were introduced for all education sectors in Australia (AITSL, 2011b). Since then, there has been the advent of The Australian Teacher Performance and Development Framework endorsed by Federal and State Education Ministers at the Standing Council on School Education and Early Childhood (SCSEEC) in August 2012 (AITSL,
2012); and the unveiling in early 2017 of a resource for mentors and school leaders called *My Induction*, which was developed as an I-Pad and Windows Application. This has demonstrated a renewed interest by Federal and State governments in viewing mentoring as an effective tool for creating more professional and collaborative teachers capable of improving student learning (AITSL, 2011b, 2012, 2017; Hudson, 2010b; Jensen, Hunter, Sonnemann & Burns, 2012).

It appears that teacher selection and training is back in the national spotlight since former Federal Education Minister, Christopher Pyne, announced the establishment of a Teacher Education Ministerial Advisory Group, in February 2014. In response to the announcement, one newspaper reported, “The quality of our teachers is on the education agenda of governments across the world. With the vitally important role a teacher plays in a child's education, it should come as no surprise that training excellent teachers is a top priority for the Coalition government” (“A quality education begins with the best teachers”, 2014). Adoniou (2013), with reference to Pyne’s vision for quality teachers in education commented, “…quality teachers are leaving and we need to be clear about why. If we misunderstand the reasons, then we offer misguided solutions” (p. 19). Perhaps a greater focus on mentoring those new to the profession may go a long way to alleviating the concerns of all parties interested in arresting teacher attrition.

This section has summarized mentoring opportunities related to issues of honing classroom management skills; maintaining a positive vision of the profession; engaging with the latest technology; and developing a sense of professional competence. The next section examines various models of mentoring which assist in reaping the benefits in the teaching profession.
Models of Mentoring and their Possible Application for the Teaching Profession.

Models of mentoring are numerous, although the vast majority share the common elements identified in Table 2.1. Corrigan and Loughran (2008) elaborated on the elements presented in Table 2.1 by offering the following insights,

For mentoring to flourish attention needs to be paid to the need for: shared understandings of mentoring; an awareness of the positives and negatives such relationships can offer; support for such programs particularly in terms of human, financial and system resources; the provision of appropriate mentor training for participants to aid in a shared understanding; consideration given to the selection of participants; and, appropriate evaluation of the mentoring programs (pp. 4-5).

Bartlett-Bragg (2015) described several models of how the mentoring relationship is envisaged in current work environments, these being:

1. The traditional (a relationship between a more knowledgeable and experienced employee (mentor) with an inexperienced employee (mentee));

2. Reverse (both the mentor and mentee reciprocally assist each other in a practical work-based task where a mentor shares their knowledge of strategies for dealing with various situation that may arise;

3. Peer (unlike the traditional model, the peer model envisages mentees working with multiple colleagues, of which a mentee is considered an equal. The sharing of each member’s knowledge is utilised to enhance understanding of a common work-based task, such as moderating a narrative writing task).

4. Network (the use of multiple mentors from either within or outside an organization is used to enrich the experiences of a mentee); and

5. Hybrid (the continuous acquisition of knowledge through a varied mix of professional development and management models that form a type of mentoring yet to be categorised).
With many authors espousing the benefits of mentoring (Corrigan & Loughran, 2008; Hanuscin & Lee, 2008; Whitaker & Fiore, 2013), the present study examines six current mentoring programs that utilize aspects of the above-mentioned models of mentoring. These six programs provide examples of mentoring from a national, systemic, other profession/s and local school level and may have significant relevance to developing a mentoring framework for Catholic schools in Western Australia:

1) New Teacher Centre - USA

The New Teacher Centre is an example of a Network mentoring model. The establishment of the New Teacher Centre in 1998 has assisted the United States education system since that time in the training and support of over 6,300 mentors and 26,000 teachers across America. Teachers originally founded this program as part of a University of California course at Santa Cruz. In 2009 it became an independent non-profit organisation whose aim was to improve teacher effectiveness, improve mentor training and develop mentoring and induction programs through the education of administrators and Beginning Teachers. A great deal of the funding for this Centre came from donations sourced from philanthropists and from some of the United States’ biggest private corporations. Further funding has come through fees earned from services provided through their mentoring and induction training programs (Retrieved from http://www.newteachercenter.org/about-ntc).

The potential for this program to further improve teacher effectiveness could aid Catholic education with the establishment of a similar centre. This could be strategically supported through AITSL with financial support from Federal and State governments. Further funding could be sourced from private business corporations. The benefit of this type of mentoring program has been proven through the New Teacher Centres with their ability to improve the teaching profession from within its own ranks. This has been achieved by the selective training of Beginning Teachers, mentors and administrators. Universities provided
the program trainers with access to latest research trends, which allowed mentors to learn the
state-of-the-art techniques for execution with Beginning Teachers.

2) *The Alliance for Catholic Education (ACE)*

The Alliance for Catholic Education is an example of a Hybrid mentoring model. The
Alliance for Catholic Education is a University of Notre Dame (USA) initiative. For over 20
years this program has underpinned the training of Beginning Teachers at the University of
Notre Dame. Catholic schools are assisted by the University with graduate teachers to assist
some of the most under-resourced Catholic schools in the United States. The strength of the
ACE program over the last 20 years is that it has been replicated and implemented by other
countries and universities (Retrieved from https://ace.nd.edu/international/initiatives). As
stated in the ACE 2016/17 Handbook for Principals and Mentors,

ACE annually places approximately 160 college graduates in over 100
parochial schools throughout the United States. To carry out its core
teaching mission, ACE recruits talented graduates from numerous select
colleges and universities. ACE teachers represent a broad variety of
undergraduate disciplines, with a diverse set of backgrounds and
experiences. ACE provides an intensive two-year service experience
encompassing professional development, community life, and spiritual
growth. (p. 7).

There exists a current lack of research about mentoring programs being implemented
in Western Australian Catholic Schools. However, the appeal of an ACE-type program is
supported in the work of Mayotte, Wei, Lamphier and Doyle (2013), who concluded that
more research needs to be carried out to verify the success of the program in terms of career
longevity. Perhaps such future research could capitalize on and extend the work of Lucilio
(2009), who identified the link between professional development and mentoring for the
different needs of secondary teachers, school administrators, and diocesan administrators
using a mid-western Catholic diocese sample. Lucilio, found that “hands-on participation and
demonstration as the most beneficial in-service methods, and training and mentoring as the most likely methods to improve teacher performance” (p. 72).

The advantage of implementing an ACE-type program in Western Australian Catholic schools would be the utilization of the reciprocal learning relationship that exists between The University of Notre Dame (USA) and The Catholic University of Western Australia campuses in Fremantle, Broome and Sydney. The success of this program in the United States has been in assisting Catholic schools in staffing difficult schools through the provision of graduate teachers over the last 20 years.

3) Learning Walks

The use of Learning Walks is an example of a reverse mentoring model. Biss and Dunne (2011) described Learning Walks as essential for new principals and new teaching staff. Learning Walks occur when a “a mentor and mentee embark on a walk through a school” (p. 1) and share information about student learning utilising reflection to motivate dialogue. Biss and Dunne found that, “Through the shared experience of the learning walk, purposeful questions that lead to rich learning conversations can be discovered” (p. 1).

The benefit of the Learning Walk program lies in the mentoring support provided to a new principal from a peer. An adaption of this strategy could be for a beginning teacher from a peer mentor not based in the same school. The potential of such a program could allow the mentor to step back from the politics of a school environment and provide fresh ideas from another perspective, possibly even another culture. Communication could also take place with a mentor via internet technology such as Skype. Program success using technology between teachers and students in remote Victorian schools has already shown the benefits of such a scheme (Marshall, 2013).
4) Open Doors

The use of Open Doors is an example of a Network mentoring model. A program similar to the Instructional Rounds used with novice doctors but called Open Doors, has been undertaken in the Western Australian Catholic School where the researcher is currently employed. It has operated over the last three years in conjunction with two other Catholic schools. Staff are given professional readings and peer learning tasks which are shared among all teaching staff in the three schools involved in the program. Resource materials are based on a learning area or general need common to all three schools, for example, narrative writing moderation, or the challenges of mentoring a novice teacher. Meetings are held once a term with after-school meetings shared between the three campuses, with class teachers in each school taking turns hosting the meetings. This has resulted in increased professional sharing of ideas between each of the schools and within several curriculum areas.

The Open Doors program, though in a formative phase, evolved in 2014 to provide greater teacher feedback and coaching opportunities for staff in each of the three schools. As a result of this process, there had been some confusion over the terms coaching and mentoring as used between schools. Despite similar processes being used amongst the schools, one group of upper primary teachers, defined the term peer mentoring to describe their task; whilst teachers from the other schools, described their plan as peer coaching or shoulder-to-shoulder teaching. The professional learning successes that should have been celebrated by the three schools was unfortunately overshadowed by a lengthy and unresolved discussion over semantics. Such a situation highlights the need for conceptual clarification of terminology prior to engaging in dialogue around an area of mutual interest.

5) Cambridge University Study: Wroxham Primary

The Cambridge University Study is an example of a Traditional mentoring model. A Cambridge University study conducted by Swann, Peacock, Hart and Drummond (2012)
described the following whole school mentoring program from Wroxham Primary, in Hertfordshire, UK. The researchers identified three leadership priorities which assisted the school in determining its core purpose. These were, that staff could trust in the smooth running of the school in the knowledge that efficient systems were in place; that staff were protected by the leadership team from unnecessary outside pressures and expectations, thus allowing staff to focus on teaching and learning; and that shared values of respect and celebration were backed by staff, who also knew that if they needed support, it was available. The researchers stated that an all-staff “mentoring system helped strengthen and sustain feelings of empathy, mutual recognition and collective responsibility across the staff team as a whole” (p. 83). The strength of this mentoring model was undergirded by the willingness of the leadership team to support staff participation in making a conscious effort to improve teaching and learning through ongoing professional learning.

This section has examined the benefits of a variety of mentoring models and programs. Elements of these models and programs could help in the establishment of a mentoring framework for Catholic Schools in Western Australia. The examination of different styles of mentoring programs may enable the Catholic Education system in Western Australia to better meet and assist with the future mentoring of Beginning Teachers. As Dunne and Viliani (2007) pointed out,

When teachers, like dancers, have the necessary mirrors, they are able to check actual performance against their intended plan and are able to better understand where and when to make adjustments. Mentors can provide “mirrors” for new teachers through collaborative coaching and other practices that support reflection (p. 55).

6) Three Examples of Mentoring from other Professions

As has been shown, mentoring is considered important for the future of ongoing learning in Education (Corrigan & Loughran, 2008; Hanuscin & Lee, 2008; Whitaker & Fiore, 2013). Educators may also glean ideas from other professions that are involved in the
mentoring of novices. There may be direct or indirect lessons that can be transferred into the educational setting to further enhance the profession.

\textit{a) Australian Rules Football (AFL)}

The first example of mentoring from outside the teaching profession comes from Australian Rules Football (AFL) and is an example of a traditional mentoring model. In this sport, coaching and mentoring play an important role, with Football clubs spending millions of dollars in insuring they have the best coach, assistant coaches and support structures in place to develop and mentor the best young players (Thring, 2014). In 2012 alone, the AFL spent some $8 million dollars on Indigenous programs. One of these programs was a mentoring program called \textit{Footy Means Business}, with the AFL providing this program to some 46 indigenous mentees.

Although successes were noted, it was revealed that the \textit{Footy Means Business} program was too resource intensive for its staff and that future outsourcing of the program might need to be considered. A submission to Federal Parliament included the words, “It was identified that our staff also needed further training in mentoring, particularly given some of the difficult issues that many of our participants are facing” (Australian Parliament, 2013, p. 1). Apart from the need for further training, retired AFL coach Leigh Matthews (2013) made a further observation that might impede the success of any mentoring program, stating, “…the modern coach (as well as parents, school teachers, or police, for that matter) has an enormous challenge to sell to the individual the belief that being subservient to the group cause is a necessary element in being part of a successful team…” (p. 491).

With regard to the education context, what can be learned from the AFL experience is that dedicated programs can be costly; staff time may need to be quarantined by outsourcing some mentoring tasks; mentors need support and an umbrella organization oversight keeps the program accountable.
b) Dental Hygienists of Ontario

The second example of mentoring from a profession different to education is an example of a Peer mentoring model and was sourced from The College of Dental Hygienists of Ontario, whose mentoring program provided hygienists with five years of clinical experience and at least two years of experience in Ontario, the opportunity to nominate as a volunteer mentor. The College’s (2013) statement on mutuality in mentoring is particularly relevant for schools trying to establish and nurture a mentoring culture amongst their staff. It states, “…mentoring sees mentors and mentees as learning partners who are exposed to new ideas, other perspectives, and intellectual stimulation brought into the relationship by both parties” (p. 11).

Mentoring in education could benefit by taking on board the College’s emphasis on equal and reciprocal status as it applies to mentors and mentees; the voluntary status of those who self-refer as mentors; and the motivation that is generated by oversight from a formal collegiate body.

c) Instructional Rounds

Instructional Rounds, as participated in by junior doctors in hospitals, is an example of a Network Mentoring model. Harvard Graduate School of Education described Instructional Rounds as a program “adapted to education from the field of medicine and embodied a specific set of ideas about how practitioners can work together to solve common problems and improve their practice” (Retrieved from http://www.gse.harvard.edu/ppe/programs/prek-12/portfolio/instructional-rounds.html). An Instructional Round consists of a junior doctor, or team of junior doctors, shadowing a senior doctor as they investigate patient needs/progress, by the patient’s bedside. Applied to the classroom, City, Elmore, Fiarmen and Teitel (2009) described an Instructional Round as a relationship between student, teacher and content, stating,
In its simplest terms, the instructional core is composed of the teacher and the student in the presence of content...a focus on the instructional core grounds school improvement in the actual interactions between teachers, students, and content in the classroom... (pp. 22-3).

In follow-up research, City (2011) discovered that, “Inevitably, rounds bring to the surface areas of need that can inform professional development” (p. 39). From this observation she concluded that “Rounds are not about “fixing” individual teachers. Rounds are about understanding what’s happening in classrooms...For rounds to accelerate improvement, educators need a protocol for taking next steps that they’ve committed to on their own” (p. 37).

Instructional Rounds as a mentoring strategy is one approach that may meet the needs of ongoing professional development in a school. The benefit of this type of engagement include peer interaction; in-situ observation; an emphasis on mutuality and being freed from the stigma of being “fixed”.

In summary, educators can learn much about mentoring from other professions. With reference to the three professions considered, educators must realise that:

1. dedicated programs must attract appropriate funding;
2. staff time may need to be protected by outsourcing some mentoring tasks;
3. mentors need on-going support;
4. umbrella organization oversight keeps any program accountable.
5. equal and reciprocal status applies to mentors and mentees;
6. mutuality is at the heart of any mentoring program;
7. those who self-refer as mentors do so on a voluntary basis;
8. peer interaction is a good way of providing inter-mentee support;
9. in-situ observation is possibly the most authentic form of mentoring;
10. mentees must be freed from the stigma of seeing themselves as being “fixed”.

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This section identified several models of mentoring that may be transferable into the educational setting. These included the traditional, reverse, peer, network, and hybrid models. It was found that mentoring, regardless of profession, shared characteristics in terms of conceptual understanding.

The Mentoring Pathway for a Graduate teacher in Western Australia

In Western Australia, an undergraduate degree in primary education currently entails four years of coursework including teaching practice. The practical work involves practice supervision by a mentoring teacher and a selected university supervisor. After successful completion of their final practice and all coursework units, a then graduate teacher is ready to apply for entry into the work force. A graduate has several options to pursue in seeking employment and these include working for schools in the Department of Education Western Australia (DEWA), The Association of Independent Schools Western Australia (AISWA) and The Catholic Education Office of Western Australia (CEOWA).

A brief comparison of mentoring programs offered by DEWA and CEO schools has been included for the purpose of this study. A graduate entering a DEWA school has to participate in four modules of the Graduate Teacher Professional Learning Program over their first two years of teaching. This training also satisfies professional learning requirements for teacher registration in Western Australia, which up until the formation of the Teacher Registration Board of Western Australia (TRBWA) in 2013, was governed by The Western Australian College of Teaching (WACOT) (Department of Education Western Australia, 2011). Each DEWA school principal is also allocated an allowance through a school grant to support its graduate teachers through assistance with relief funding and purchasing curriculum materials. In their first year of teaching in a DEWA school, graduates are allocated an additional 2.5 days per year to attend professional development and receive an extra allowance of up to $1600 per annum to assist with personal and professional costs.
associated with establishing their career in the first two years of teaching (Department of Education Western Australia, 2011).

In comparison, the Catholic Education Office (CEO) in Western Australia is in the process of constructing a mentoring framework. From 2010-2012 the CEO had begun workshops for Beginning Teachers called The Beginning Teachers’ Network Meeting. This project originated from the work in one school, conducted by an assistant principal, who was commissioned by the CEO to run the program as part of the Teacher Quality National Partnership Program. This was then incorporated into a system-wide approach. Workshops were conducted each semester and are open to teachers in their first three years of teaching as well as to new teachers to the Catholic system (S. Mayne, CEO personal communication, July 16th, 2012). The purpose of these workshops was to enable participants to share experiences and ask questions in a supportive learning environment. The CEO partly covers relief-teaching costs to free up the Beginning Teacher to attend these sessions. Boreen, Johnson, Niday and Potts (2009) emphasized the importance of supporting programs being offered by a central education office, such as the Catholic Education Office, and did so for the following reasons,

...District-based mentoring programs for Beginning Teachers often include ‘one-shot’ workshops that focus on particular strategies or practices...But most of these in-services overlook the individual needs of Beginning Teachers. ...Because they work closely with Beginning Teachers, mentors can better determine individual needs and develop specific plans to meet those needs. This is not to suggest that generic district – or – school-sponsored workshops cannot be useful; many are very productive. But not every Beginning Teacher will benefit from these activities, and it is important to blend district or school objectives with the Beginning Teacher needs and professional development goals (p. 144).

Significantly, at one of the Beginning Teachers’ Network meetings in 2010, when asked whether or not they had a mentor, only one out of ten Beginning Teachers said they had a mentor present at their school (G. Picardi, CEO Beginning Teachers’ Network
Meeting, personal communication, August 27th, 2010). This study plans to investigate whether this indeed is a true reflection of the overall mentoring experiences of Beginning Teachers, following the introduction of a new Beginning Teacher Program trial at the Catholic Education Office of Western Australia in 2013. Furthermore, the study will discuss the implications for developing a school-based mentoring framework within the Catholic Education system. In this researcher’s experience, there have been no specific selection criteria or training provided for the selection of mentors in Catholic schools in Western Australia. This is because there is no formal mentoring program requirement in place at the school level and as yet no official mentoring framework has been established for schools to follow.

This section has provided information relating to the various ways in which new teachers can access mentoring opportunities in Western Australia. It was shown that different systems offer different experiences; some systems seem to be more advanced than others in terms of what is being offered; and that both system-wide and local mentor programs can add value, depending on how they are rolled out.

**Beginning Teachers in Catholic Schools and their extra responsibility for teaching Religious Education**

Not all teachers employed by the Catholic education system in Western Australia are Catholics. However, a professing Catholic primary educator also has the added expectation, even as a graduate, of teaching a ninth learning area, that of Religious Education. This is unlike their state teacher graduate counterparts who are responsible for teaching in eight learning areas only. Currently, there is no one standard approach to the teaching of Religious Education in Australian Catholic schools. In this regard, Grojczonek and Ryan (2014) observed that,

Each Australian diocese has its own curriculum, although in some states the Archdiocesan religious education guidelines are used by other diocese in that
state... Prospective or beginning religion teachers are required to implement
dioecesan religion guidelines and all planning for the classroom religion
program must begin with the authorised curriculum. (p. 150).

A Catholic educator, when planning a Religious Education program, faces similar
issues as planning in any other subject area in the curriculum, with one important exception
as noted by Grojczonek and Ryan (2014),

The classroom religion program also considers the religious life of the wider
school and parish communities as well as relevant aspects about learners.
However, a further aspect of the latter consideration peculiar to the
classroom religion program is students’ diverse and pluralistic religious
backgrounds. The classroom religion program cannot be planned with the
premise that all students are Catholic and are regular members of the local
parish community (p. 146).

This statement is of importance for Beginning Teachers in the teaching of Religious
Education. How the Beginning Teacher accurately transfers the teachings of the Catholic
Church through their own pedagogical style, their knowledge and practice of faith, will
impact how a child learns important knowledge about the Catholic faith. A 2004 Western
Australian study by Saker into first and second pre-service teachers perceptions of their
University Religious Education classes found that only one per cent of enrolled students
undertaking a course preparing them to teach in a Catholic school, believed that attending
Mass was obligatory for a Catholic (Saker, 2004; Saker, 2006). It is not surprising then, that
one of Saker’s main conclusions from his study was that the Religious Education curriculum
in Western Australia favoured an experiential approach to teaching morality at the expense of
official church teachings. This has led, in Saker’s understanding, to deficits in how Church
teaching has been interpreted by students who weren’t aware of aspects such as obligation to
attend Mass and the Church’s position on contraception (Saker, 2006).

As Saker’s research had noted, the explicit moral teachings of the Catholic Church
had not been implemented as well as expected in The Perth Archdiocesan Religious
Education Units of Work, originally released in 1997. From the experience of this researcher,
many of the Units of Work since 1997 have neither been updated to cater for important
changes relating to new popes and saints, updated Papal Encyclicals, and importantly
Religious Education pedagogy – such as research in teaching Religious Education in the
Early Years of children and teaching Religious Education through the use of information
technology.

As cited in relevant Church documents (Gravissimum Educationis, 1965; The
Catholic School, 1977 & The Catholic School on the Threshold of the Third Millennium,
1997), the role of parents is still of fundamental importance to the development of a child’s
faith in a Catholic School and sole responsibility should not rest solely with the school or
teacher. This was affirmed by Bishop O’Kelly of Port Pirie at the 2011 National Catholic
Education Commission (NCEC) Conference in Adelaide when he said, “Faith is nurtured in
the family, supported by the school and proclaimed in the parish… This child only passes our
school once, the mission is based on Jesus and this is why the school was founded”
(unpublished, researcher’s notes from the conference). Bishop O’Kelly’s address highlighted
an important issue for Beginning Teachers in Catholic education. Unless Catholic teachers
practice their own faith, are supported in their teaching of Religious Education and develop a
thorough understanding of the teachings of the Catholic Church, then their potential influence
on a child’s knowledge and faith development will likely be minimal.

Apart from the support of a child’s parents, their principal, and fellow staff that a
Beginning Teacher might receive with regard to Religious Education, the input of a
knowledgeable and trained mentor is likely to be a key in providing consistent and ongoing
support. The present research demonstrates the growing importance of mentoring in forming
the necessary dispositions needed for the next generation of beginning Catholic Teachers in
Western Australia.
This section has indicated that in a Catholic school, professing Catholic teachers are responsible for providing instruction in Religious Education. It was shown that mentoring might be one way in which official Church teaching could be disseminated to novice teachers to ensure that correct and appropriate knowledge-based and affective curricula is transmitted to children.

**Teacher Dispositions and their meaning for Effective Mentoring in Catholic Education.**

Murrell, Diez, Feiman-Nemser and Schlusser (2010) defined teacher dispositions as, “... habits of professional actions or moral commitments that spur such actions. In effect, dispositions refer to a teacher stance, a way of orienting oneself to the work and responsibilities of teachers” (p. 9). With regard to Beginning Teachers in Catholic schools, key teacher dispositions could be facilitated through a school-based mentoring program. Such a program would need to take into account contextual factors and mentor training aimed specifically at dispositional imperatives (Dinham, 2008; Department of Education and Early Childhood Development, Victoria, 2014). Husbands and Pearce (2012) observed that when this occurs, “The very best teaching arises when this research base is supplemented by a personal passion for what is to be taught and for the aspirations of learners” (p. 12). In the past, Harris (1991) also made reference to the unique connection between dispositions in relation to a vocation in Catholic education, stating, “Redemption, salvation, acting as prophets – these are religious terms…we teachers, at our best, can shape and reshape subject matter in order to present, to institute, and to constitute what is, has been, and might be humanly possible” (p. 4). Dinham (2008) observed that those teachers who had positive “teacher personal qualities, relationships with students, demonstrated ongoing professional development and a range of planning resources and strategies were more likely to engage
student learning” (p. 25). Given such exigencies, a significant role for a leader would be choosing a suitable mentor for a Beginning Teacher.

One major pre-requisite for choosing a mentor is selecting a person who espouses appropriate dispositions and strong vocation to teach. Murrell, Diez, Feiman-Nemser and Schlusser (2010) highlighted how some 29 American Universities were successfully implementing professional dispositions into their teacher training programs. They also described how pre-service education students were taught about recognising their own moral perspective dispositions. Their research might provide valuable insights for implementing professional development courses for pre-service and Beginning Teachers in Catholic Education (pp. 5-6). Murrell, Diez, Feiman-Nemser and Schlusser (2010) argue that such an approach would prepare Beginning Teachers through the support of a mentor, to reflect on morality-based issues such as: what the individual as a professional ought to do (moral action); and what the individual chooses to do (ethical agency).

For Beginning Teachers, reflecting on important professional moral questions could be undertaken with the help of a trained mentor. Such reflection is an important skill in Beginning Teacher development because, “In order to learn from experience it is invariably necessary to take account of the emotional component of the experience” (Mortiboys, 2013, p. 151). Concomitantly, school leaders might be assisted in further developing their own emotional competence through participation in a mentor training program, as highlighted by Swann, Peacock Hart and Drummond (2012). These researchers identified seven key dispositions for facilitating such development,

1. Openness: not a belief that there is one right way of doing things and that outcomes are predictable;

2. Questioning: not relying on certainties and ready-made solutions;

3. Inventiveness: not compliance with imposed models and materials;
4. Persistence: not setting for easy answers and rejecting complexities;

5. Emotional stability: not a fear of failure or fear of trying new things;

6. Generosity: not deficit or negative thinking and a desire for uniformity; and

7. Empathy: not a fear or defensiveness where there is a culture of blame (pp. 87-88).

The opportunity to enhance the mentoring experience through the development of training opportunities that incorporate these dispositional skills may likewise benefit Beginning Teachers and mentors at both the school and system level.

As this study has been undertaken in Western Australia, justification for the establishment of mentoring framework in Catholic Schools in Western Australia can be found in a speech by Saint (formerly Pope) John Paul II. This speech formed part of the official opening of the Catholic Education Centre in Perth, Western Australia in 1986. Although lengthy, it is considered important to include a substantial part of the address in order to maintain contextual integrity,

...In the midst of these different currents of the modern world, Catholic education seeks to be faithful to its religious dimension. Catholic education is called upon to develop the gift of faith. It aims at bringing into the fullness of the Christian life those who have been baptized. It seeks to foster a desire to worship God in spirit and in truth, and a longing to share more completely in the life of the Most Holy Trinity. In today’s world, we must help young people and adults to have a clear and consistent understanding of the faith, so that they will be able to affirm their Christian and Catholic identity. Only then will they be able to bear joyful witness to Christ in the changing times in which we live. Education must also assist the members of the Church to grow in an appreciation of their human vocation, since all are called to help make the world a better place. If people possess truly human values and sound moral principles, they will be enabled to find “solutions which are truly human” for the problems of their lives. Christians know that their faith helps them to contribute more effectively to the good of the society in which they live (John Paul II, 1986).
The above statement presents a significant challenge to all teachers, leaders and administrators in Catholic schools. It also has implications for Catholic education as a whole, which is supported, in Western Australia, via the mandate of the Catholic Education Office. One way of addressing St John Paul’s II challenge may be the establishment of a robust system of mentor selection and training and the development of an integrated mentoring framework for all novice teachers.

Saint John Paul II discussed the importance of maintaining a Catholic faith dimension in education. As this faith was founded from within a strong historic tradition of Catholic Education in Western Australia, and as such development was in many ways premised on providing some form of mentoring to novices, it seems appropriate to provide a summary of the early history of how this was undertaken. Such an approach also emphasizes how mentoring has historic tenure in this State.

This section investigated the nature of teacher disposition and found that dispositional attributes can be either an advantage or a hindrance in rolling out a mentoring framework. It was concluded that careful mentor selection, perhaps by disposition, might obviate problems at a later date. Special mention was made of school leaders who need to be what may be called “dispositionally disposed” with regard to supporting a mentoring framework if it is to prove successful. The next section briefly reflects on those early Western Australian Catholic educators who showed a devotional disposition to the task to which they committed themselves.

**Early History of Mentoring in Catholic Education in Western Australia.**

Throughout the history of Christianity, mentoring has been a concept evident through the missionary role of educators in the Catholic Church. Mentoring has been demonstrated in sacred Scripture through the life of Jesus and his relationship with the Apostles, in the everyday lives of the saints, and in the formation of religious orders. English (1999)
described Jesus’ model of ministry as one of collaboration and support of group cohesion, stating,

Just as Jesus called the twelve and began to send them out two by two (Mk 6:7), so too ought Catholic school teachers be sent out in twos…Those who do not realize and assume their responsibility to be available to and mentor new teachers should be reminded of Jesus’ example and of the positive rewards of being a mentor (p. 401).

The missionary role of Catholic Education in Western Australia was established with the arrival of Bishop Brady and The Irish Sisters of Mercy in 1846, (Retrieved from http://www.perthcatholic.org.au/Our_Archdiocese-History.htm). As a result of the large number of religious orders teaching in Catholic Education at this time, the early role of lay teachers was somewhat forgotten.

A book by O’Reilly (1901), however, does provide a rare glimpse into the early mentoring experiences of one lay teacher, Mary Lucille, in a Catholic school around 1850. Mary Lucille, ought to be acknowledged as one of the first lay Catholic teachers informally mentored among the many religious teachers in early Western Australia education. From the early account of Mary Lucille, O’Reilly made it evident that many Beginning Teachers in the 1840s to 1870s were not given any teacher training in Western Australia; at best, only informal mentoring was provided. As Western Australia developed in the 1880s and early 1890’s due to the growth of country towns in the wheat-belt and the Gold-rush in Kalgoorlie, O’Reilly acknowledged the role of the Religious in spreading Catholic education, He stated, “These sisters very soon after being settled in Perth, opened schools for primary and higher education. These institutions were well patronized and were justly regarded as boons to the whole community” (O’Reilly, 1901, p. 25). It may be appropriately inferred from O’Reilly’s book that informal inter-staff mentoring was probably what kept the system afloat. O’Reilly also identified a further issue,
To keep pace with the constant demand for schools on the goldfields is a serious problem, but the Bishop is satisfactorily solving it by locating communities of Sisters in various rising townships to meet the educational requirements of the people (p. 393).

Similar problems are faced by today's principals, but who, without communities of religious orders to call upon, now have difficulty staffing schools with lay teachers in rural areas. When lay teachers are available, they often do not possess the requisite qualities required by the system, or have been absent from teaching for an extended period of time.

For many years, this role of mentoring Beginning Teachers in Catholic schools fell to the Religious Orders, who were given the responsibility to train and mentor new teachers. Up until the late 1970's and early 1980's, many teaching and leadership positions in Catholic schools in Western Australia were filled by priests and Religious orders of Sisters and Brothers (Treston, 2008). Whereas in the past, parents relied on Religious Orders and a few lay teachers to teach all learning areas including Religious Education, today the majority of Beginning Teachers in Catholic schools are lay teachers. The decline of the Religious Orders over the last thirty years or so in Catholic education has created a tremendous loss of mentoring experience in key areas of leadership, teaching and faith education (Sharkey, 2010; Treston, 2008).

The increased need for the selection and training of quality mentors and leaders in Catholic schools has never been a more relevant issue than at the present time. However, budgetary constraints may make this difficult. With threats of cuts in federal funding to private schools being mooted, some Catholic Schools could suffer, thereby placing even more downward pressure for funding to support mentoring programs (Bye & McDougall, 2017).

This section has revealed that mentoring in Catholic education in Western Australia has been around for a considerable period of time. In its embryonic phase, it was informal in nature and supported mainly by Sisters and Brothers belonging to the various teaching orders.
In the next section attention is given to how, as time passed, greater formality, informed by research, became more of a norm in the establishment of mentoring programs.

**The Current State of Mentoring in Catholic Schools in Western Australia.**

The Beginning Teachers’ Network Meetings, described earlier, were replaced with a trial mentoring program in 2013 for 36 Beginning Teachers, involving 20 city and 15 country teachers from schools in the Perth Diocese (which included Kalgoorlie). This program was called The Early Career Teachers Program, and included a mixture of ECE/Primary and Secondary teachers. The trial was expanded to include all Beginning Teachers in Catholic Schools in 2014. Each of the four Catholic Dioceses in Western Australia – Perth, Geraldton, Broome and Bunbury – are included in the program (Table 2.2).

**Table 2.2**

<table>
<thead>
<tr>
<th>Diocese</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perth (+ Kalgoorlie)</td>
<td>102 (+ 8)</td>
</tr>
<tr>
<td>Geraldton</td>
<td>20</td>
</tr>
<tr>
<td>Broome</td>
<td>10</td>
</tr>
<tr>
<td>Bunbury</td>
<td>31</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>171</strong></td>
</tr>
</tbody>
</table>

(Mrs. G. Wynne, CEO personal correspondence: 31st March 2014)

Although the program ceased at the end of 2016, as a consequence of a broader program review, it is evident that mentoring provided during the program was, at least in part, intended to address attrition in the workforce,

Through participation in the professional learning workshops, there are opportunities for Early Career Teachers to conduct personal reflections on their strengths and areas for growth in their teaching. The program objective is to assist graduate teachers to transition into the profession and keep them in it. (Catholic Education Circular, 2013, p. 22).
The importance of establishing system-based support and a mentoring framework has been recognised in the United States. In a research report titled *The cost of teacher turnover in five school districts: A pilot study*, Barnes, Crowe and Schaefer (2007), who prepared the report, identified the financial cost of losing a new teacher. The study found that, “The total cost of turnover in the Chicago Public Schools is estimated to be over $86 million per year. It is clear that thousands of dollars walk out the door each time a teacher leaves” (Barnes, Crowe & Schaefer, 2007, p. 5). Similarly, the Catholic Education Office of Western Australia’s Trial Beginning Teacher program which began in 2013 had by the commencement of 2014 lost only two of the original 36 participants. Indeed, “the approximate cost of $4,500 per participant invested by the Catholic Education Office and their schools has already proven a worthwhile investment for the future” (Mrs. G. Wynne, CEO personal correspondence, 31st March 2014). Such data supports the argument for the developing systemic mentoring framework which might help stem the flow of teacher hemorrhage.

Brennan (2013), with regard to Catholic education in Australia, argued that mentoring development ought to come from within each school’s own setting, stating, “Induction processes need to be differentiated to maximise their impact upon staff and the future directions of an organization” (p. 94). Within this paradigm, Whitaker and Fiore (2013) alerted organisations to the importance of mentor selection and screening, arguing that leaders, “must make sure that new teachers get the most effective mentors possible and that the mentors receive appropriate training. These critical components of a mentor program dramatically escalate the possibilities of success” (p. 108).

This section showed how Catholic education is currently in a state of flux regarding how mentoring is to be envisaged, but it was also noted that various attempts have been made and are currently being made to formalize how mentoring is to be approached to include all
Beginning Teachers. In summary, discussion revolved around the need for mentor-related programs to be cognizant of the advantages of system-wide input; the need for school-tailored nuancing; the inverse relationship between mentoring and workforce attrition; and the benefits of selecting appropriate mentors. As the leaders are the linchpin in any program, their importance in mentoring is discussed in what follows.

**The Importance of Leadership in Mentoring.**

Principals as leaders have a significant role to play in the promotion of mentoring within a school’s culture. Sergiovanni (1984) defined school culture as “the collective programming of the mind that distinguishes the members of one school from another”, which includes “values, symbols, beliefs, and shared meanings of parents, students, teachers, and others conceived as a group or community” (pp. 11-12). With regard to a beginning employee in any organization, Pendleton and Furnham (2012) stated that, “Good leadership is inextricably linked with the internal quality of the organisation (its culture and climate), which is then closely associated with staff satisfaction and loyalty” (p. 32). It is likely that any prospective employee will see an offer of mentoring as beneficial to professional development and thereby career progression.

On behalf of the Australian Council of Educational Research Douglas and Harris (2008) undertook a case studies in six Victorian schools and found that for successful schools, “Building relationships is seen as important and worthwhile activity in each case study school” and that “The schools use supportive approaches to assist their staff in this, such as working in teams, peer observation, coaching and mentoring” (pp. 47-51). In a large study which included one urban and five rural sites, eight principals, 74 teachers, 17 mentor teachers and 18 community representatives, Johnsen, Haensly, Ryser and Ford (2002) addressed the changes needed to train teachers effectively to differentiate curricula for gifted students in the general classroom. They highlighted how significant factors such as mentoring
and strong leadership influenced these changes. They reported that, “All of the teachers rated
the mentors as beneficial to extremely beneficial… although those resisting more
transformational changes were still a vocal group in some project schools where poor
leadership was present” (p. 16).

Depending on the leadership style of a principal, there are going to be unique factors
particular to a school’s culture that influence the establishment of a mentoring program in a
school. For example, synthesising the work undertaken by the Department of Education
Massachusetts Guidelines for Induction (2001); Johnsen, Haensly, Ryser and Ford (2002);
Hayes and Noonan (2008); Hudson (2010b); Freeman-Loftis (2011); and Jensen and Reichel,
(2011), it has been argued that considerations by a school leader of the following factors
could influence the quality of mentoring that occurs in a school:

a. the location, financial resources and size of the school;

b. time allocated for mentor and mentee to discuss teaching;

c. the role of leadership in selecting mentors about the learning needs of the students
   in the school;

d. the role of Professional Learning Communities/ Staff Meetings and how they are
   used to improve teaching and learning through mentoring; and

e. the importance placed on mentoring as a transformational tool to improve
   professional feedback for the teacher with the goal of enhanced student learning.

Passmore, Peterson and Freire (2012) further noted the important role that leaders
play in specifically addressing these five key factors in the mentoring process. They outlined
the importance of involving senior management leaders and other stakeholders; clarifying the
program’s purpose; matching mentors and mentees; providing supervision and support for
mentors; identifying different stages in mentor development; and finally, reviewing and
evaluating progress.
In summary, this section identified the importance of the leader or leadership team in facilitating an effective mentoring program. Five factors that require promotion by leaders in order for any program to be sustained were identified. Having examined the role of leadership in mentoring, the next section extends this by looking specifically at leaders in Catholic schools.

**Leadership and mentoring in Catholic Schools in Western Australia.**

According to Radford (2009) the principals and leadership team’s role in a Catholic school is fundamental in overseeing the mentoring of a Beginning Teacher and ought to be seen as part of any Induction Process. The 2015 Enterprise Bargaining Agreement (EBA) between teachers covered by either the CEO or the Independent Education Union Western Australia (IEUWA), saw principals as being key in any induction process, stating, “A teacher in his or her first year of teaching shall participate in an induction process of one year's duration.” Envisaging the principal as a de facto employer, the document further stated, “The employer shall provide a written statement to the teacher one term before the end of the teacher's first year, outlining the teacher's progress and development” (CEOWA, 2015, Section 27, p. 37). It is reasonable to suggest that a well established mentoring framework would go a long way in helping novice teachers successfully complete the induction process.

Catholic principals have the added responsibility, compared to a State school counterparts, of not only selecting good mentors for their Beginning Teachers (AITSL, 2011a), but also ones who fulfill the extra role of being an informed role-model who can teach Religious Education. The stipulation of the teaching role of the Catholic school has been mentioned in numerous Vatican II documents since 1962 (such as Catechesi Tradendae, (1979); The Catholic School, (1977); Evangelii Nuntiandi, (1975)). More specifically, Catholic Canon Law, which comprises of the body of laws and regulations made by or
adopted by ecclesiastical authority, for the government of the Catholic Church and its members, It states,

Can. 803:2 The instruction and education in a Catholic school must be grounded in the principles of Catholic doctrine; teachers are to be outstanding in correct doctrine and integrity of life...
Can. 804.1. The Catholic religious instruction and education which are imparted in any schools ...are subject to the authority of the Church...
Can. 804. 2. The local ordinary is to be concerned that those who are designated teachers of religious instruction in schools, even in non-Catholic ones, are outstanding in correct doctrine, the witness of a Christian life, and teaching skill (Libreria Editrice Vaticana, 1998).

The principal’s role is crucial in ensuring that Canon Law stipulations are effectively executed. It seems obvious that an effective mentoring program, as part of any induction process (and possibly beyond) might go a long way to addressing the imperatives of this injunction. In establishing such a program, Whitaker and Fiore (2013) identified the role of the Principal is imperative, stating, “In the final analysis the Principal has responsibility for building strong mentors. When mentoring programs fail, they fail because principals don't realize their own responsibility for making them work” (pp. 141-2).

Accordingly, the study explores whether principals are providing significant support to Beginning Teachers. As Adoniou (2013) argued, “Providing this kind of support can be a challenge for school leaders who are so busy implementing the latest barrage of mandates. They often forget the educator they themselves wanted to be let alone find the time to ask the question of their Early Career Teachers” (p. 19). This having been said, it still remains the responsibility of the principal, together with their leadership team, to provide adequate induction for newly appointed teachers.

This section has highlighted the importance of mentoring in how it relates to the overall induction that principals are required to provide new teachers. Such a requirement finds its genesis in Canon Law and related Church documents.
Chapter Summary.

This chapter presented a synthesis of the literature that undergirds the present study. It began by identifying the international, national and local research undertaken on mentoring within various systems of education. It then moved to exploring the benefits that a robust mentoring system provides and presented possible models of how mentoring might be managed. The chapter was concluded by presenting mentoring-related information relevant to Catholic education in Western Australia.

It has been shown that mentoring can positively assist the overall teaching experience of pre-service and Beginning Teachers as well as provide the mentor and mentee with valuable life and career skills. This study focuses on ascertaining what lessons can be learnt from the mentoring experience and how this learning can then be applied to the development of an effective mentoring framework in a Catholic school.

The next chapter describes the methodology undertaken in each of the three phases of this study through the eyes of Post-Internship (Pre-Service) teachers, Beginning Teachers and principals. Data was interpreted using a mixed methods convergence design. This involved three distinct yet inter-related phases that explored the mentoring experience. These phases were then synthesised to provide a clearer picture of mentoring in the Catholic Education system.