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

John Topliss

Follow this and additional works at: https://researchonline.nd.edu.au/theses

Part of the Education Commons

COMMONWEALTH OF AUSTRALIA
Copyright Regulations 1969

WARNING
The material in this communication may be subject to copyright under the Act. Any further copying or communication of this material by you may be the subject of copyright protection under the Act. Do not remove this notice.

Publication Details
Appendices

Appendix A: .... Letter asking permission to collect data from CUWA Dean of Education.
Appendix B .... Ethical Approval from CUWA.
Appendix C .... Letter seeking permission to approach Principals addressed to the CPPA President.
Appendix D: .... Ethical Approval from CEOAWA.
Appendix E: .... Participant Information Sheet provided to all Participants in all 3 Phases of this Study.
Appendix F: .... Informed Consent Form provided to all Participants in all 3 Phases of this Study.
Appendix G: .... CUWA Survey on Survey Monkey.
Appendix H: .... CUWA Focus Group Interview Script.
Appendix I: ...... Principal Survey on Survey Monkey.
Appendix J: ...... Principal Focus Group Interview Script.
Appendix M: .... Beginning Teachers Focus Group Interview: March/April 2013.
Appendix N: .... Beginning Teachers Focus Group Interview: August/September 2013.
Appendix O: .... Beginning Teacher Self Reflection Questionnaire.
Appendix A

Letter asking permission to collect data
from CUWA Dean of Education.

Wednesday 17th October 2012

Dean of The School of Education
The University of Notre Dame Australia
Professor Michael O’Neill

Dear Michael,

Further to my Research Proposal presentation last Thursday, I am now seeking your approval with anticipation of ethics approval on October 23rd, to speak to and address the final year primary under graduate students. The purpose of obtaining their consent will be to collect data for this study through a focus group interview and also through an online survey questionnaire.

Kind regards

John Topliss
Appendix B

Ethical Approval from CUWA.

5 November 2012
Mr John Topless
21 Gleeson Entrance
Aveley WA 6069

Reference Number: 012082F

Dear John,

I am writing to you in regards to your Low Risk Ethical Review application for your proposed research to be undertaken as a student project at The University of Notre Dame Australia. The title of the project is: “The mentoring of beginning teachers in Catholic schools in Western Australia.”

Your proposal has been reviewed by the University’s Human Research Ethics Committee, and based on the information provided has been assessed as meeting all the requirements as mentioned in the National Statement on Ethical Conduct in Human Research (2007). Therefore, I am pleased to advise that ethical clearance has been granted for this proposed study.

All research projects are approved subject to standard conditions of approval. Please read the attached document for details of these conditions.

On behalf of the Human Research Ethics Committee, I wish you well with what promises to be a most interesting and valuable study.

Yours sincerely,

Dr Natalie Giles
Executive Officer, Human Research Ethics Committee
Research Office

---

Prof Richard Berendt, Supervisor, Research Office;
Prof Michael O’Neill, Dean, School of Education;
Prof Shane Laverty, SRC Chair, School of Education.
Appendix C

Letter seeking permission to approach
Principals addressed to the CPPA President.

John Topliss
21 Gleeson Ent
Aveley WA
6069

Mr Greg Ward
CPPA President
Principal
Liwara Catholic Primary School
Greenwood

Dear Greg,

The purpose of this research study is to identify key principles that underpin the role of mentoring in transitioning from undergraduate to Beginning Teachers in Catholic Primary Schools in Western Australia. Obviously, the role the Principal plays in this process is critical to the on-going professional learning, mentoring and development of Early Career Teachers as part of The Australian Institute for Teaching and School Leadership Frame-work (AITSL).

When one considers the potential positive impact a teacher should have on the learning of their students, the establishment of a mentoring program is seen as one critical factor in raising both the professional standing of teaching in society and improving the learning experiences of students (Jensen, Hunter, Sonnemann & Bums, 2012).

Currently there is no framework for the mentoring of Early Career Teachers in the Catholic education system in Western Australia. This study is vital in assisting a growth in research in recent years that has recognized the increasing role mentoring plays especially in the key formative stages of an early career teachers’ transition from undergraduate to Beginning Teacher (McNally, 2008; Moir, 2010; Watt & Richardson, 2011).

As facilitator of this study, I have written and gained permission with ethical clearance from both the Director of Catholic Education WA and the Dean of
Education to conduct this study. I am asking your support as CPPA President to send a link for Principals to complete the one online survey.

It is important to stress that information collected during the online survey and/or focus group will be strictly confidential. All participants may withdraw from the project at any time. No identifying information will be used and the results from the study will be made freely available to all participants. This confidence will only be broken in the instance of legal requirements such as court subpoenas, freedom of information requests or mandated reporting by some professionals.

To protect personal data and information collected for this study using the Survey Monkey tool, encryption and survey settings will be changed so that respondent’s IP addresses are not saved or kept in any way. Also a copy of the anonymous questionnaire data, will only be accessed by the main researcher via a password protected site on Survey Monkey. Descriptive statistical analysis will be undertaken of the survey questionnaire data, where anonymous data collected can only be accessed by me and will be stored on a password protected computer. This survey data will provide basic statistical and numerical information in relation to the participants current mentoring experience/s.

Data collected from the Focus Group will be first coded and then entered for analysis using the Dedoose analysis web-site. Dedoose’s data centre certification ensures compliance with NIST, HIPAA, SOX, and GLBA and is the most stringent professional security audit available. Virtual access security is accomplished in multiple steps including a private VPN connection to order to manage the servers with a separate authentication combination for the VPN, as well as through each server (taken from Dedoose.com). Any further records from the data collection phase, will then be stored securely in the University’s School of Education for five years.

I am happy to meet with you to discuss any queries you have.

Yours sincerely

John Topliss

November 20 2012
Appendix D

Ethical Approval from CEOWAWA.

Our Ref:

CATHOLIC EDUCATION
OFFICE OF WESTERN AUSTRALIA

7 November 2012

Mr John Topliss
c/- Professor Richard Berlach
School of Education
The University of Notre Dame Australia
PO Box 1225
FREMANTLE WA 6069

Dear John

RE: MENTORING BEGINNING TEACHERS IN CATHOLIC SCHOOLS IN WESTERN AUSTRALIA

Thank you for your completed application received 21 August 2012, whereby this project will examine the mentoring experiences of final year UNDA, Early Childhood Education ECE and Primary Education students in Catholic schools after the completion of their final “internship”. This study will also explore the initial six month mentoring experiences and aspirations of beginning ECE and primary teachers embarking on their careers in Catholic schools in Western Australia.

I give in principle support for the selected Catholic schools in Western Australia to participate in this valuable study. However, consistent with CEOWA policy, participation in your research project will be the decision of the individual principal and staff members.

Responsibility for quality control of ethics and methodology of the proposed research resides with the institution supervising the research. The CEOWA notes that the University of Notre Dame Australia Human Research Ethics Committee has granted permission for the duration of this research project (Reference Number: 012082F).

Any changes to the proposed methodology will need to be submitted for CEOWA approval prior to implementation. The focus and outcomes of your research project are of interest to the CEOWA. It is therefore a condition of approval that the research findings of this study are forwarded to the CEOWA.

Further enquiries may be directed to Tanya Davies at davis.tanya@ceo.wa.edu.au or (08) 6380 5379.

I wish you all the best with your research.

Yours sincerely,

[Signature]

Dr Tim McDonald
Director of Catholic Education

50 Rudy Street, Lomandra WA 6907
PO Box 19R, Lomandra WA 6903
T (08) 6380 5200 F (08) 9361 3201
E ceo@ceo.wa.edu.au W ceo.wa.edu.au ABN 97 244 686 522

238
Appendix E

Participant Information Sheet provided to all Participants in all 3 Phases of this Study.

INFORMATION SHEET

Dear potential participant,

My name is John Topliss. I am a student at The University of Notre Dame Australia (UNDA) and I am enrolled as a PhD candidate. The title of my project is *Mentoring Beginning Teachers in Catholic Schools*, This research project will specifically examine the mentoring experiences of final year UNDA, Early Childhood Education and Care and Primary Education students in Catholic schools after the completion of their final qualifying practicum – Internship (ATP). This study will also explore the initial six month mentoring experiences and aspirations of beginning ECE and primary teachers embarking on careers in Catholic schools in Western Australia. It will also gather the current perceptions of mentoring from Catholic Primary Principals. It is hoped this research study will assist in providing information to develop an effective teacher mentoring program.

Participants will be invited to take part in an online survey and nominate to take part in a 50-60 minute focus group discussion interview. Information collected during the online survey and/or focus group will be strictly confidential. This confidence will only be broken in the instance of legal requirements such as court subpoenas, freedom of information requests or mandated reporting by some professionals. To protect the privacy of participants, a code will be ascribed to each of the participants to minimise the risk of identification.
The protocol adopted by the UNDA Human Research Ethics Committee for the protection of privacy will be adhered to and relevant sections of the Privacy Act are available at http://www.nhmrc.gov.au/

You will be offered a transcript of the survey questions/interview, and I would be grateful if you would comment on whether you believe we have captured your experience.

Before the Focus Group interview I will ask you to sign a consent form. You may withdraw from the project at any time.

Data collected will be stored securely in the University’s School of Education for five years. No identifying information will be used and the results from the study will be made freely available to all participants.

The Human Research Ethics Committee of the University has approved the study.

Professor Richard Berlach of the School of Education is supervising the project. If you have any queries regarding the research, please contact me directly or Professor Berlach by phone (08) 9433 0151 or by email at richard.berlach@nd.edu.au

I thank you for your consideration and hope you will agree to participate in this research project.

Yours sincerely,
Mr John Tipliss
Tel: 0417174097 Email: john.tipliss1@my.nd.edu.au

If participants have any complaint regarding the manner in which a research project is conducted, it should be directed to the Executive Officer of the Human Research Ethics Committee, Research Office, The University of Notre Dame Australia, PO Box 1225 Fremantle WA 6959, phone (08) 9433 0943, research@nd.edu.au
Appendix F

Informed Consent Form provided to all Participants in all 3 Phases of this Study.

CONSENT FORM

“MENTORING BEGINNING TEACHERS IN CATHOLIC SCHOOLS”

Informed Consent Form

I, (participant’s name) __________________________ hereby agree to being a participant in the above research project.

• I have read and understood the Information Sheet about this project and any questions have been answered to my satisfaction.

• I understand that I may withdraw from participating in the project at any time without prejudice.

• I understand that all information gathered by the researcher will be treated as strictly confidential, except in instances of legal requirements such as court subpoenas, freedom of information requests, or mandated reporting by some professionals.

• Whilst the research involves small sample sizes I understand that a code will be ascribed to all participants to ensure that the risk of identification is minimised.
- I understand that the protocol adopted by the University Of Notre Dame Australia Human Research Ethics Committee for the protection of privacy will be adhered to and relevant sections of the Privacy Act are available at [http://www.nhmrc.gov.au/](http://www.nhmrc.gov.au/)

- I agree that any research data gathered for the study may be published provided my name or other identifying information is not disclosed.

<table>
<thead>
<tr>
<th>PARTICIPANT’S SIGNATURE:</th>
<th>DATE:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESEARCHER’S FULL NAME:</th>
<th>DATE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOHN WAYNE TOPLISS</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESEARCHER’S SIGNATURE:</th>
<th>DATE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Signature]</td>
<td></td>
</tr>
</tbody>
</table>

*If participants have any complaint regarding the manner in which a research project is conducted, it should be directed to the Executive Officer of the Human Research Ethics Committee, Research Office, The University of Notre Dame Australia, PO Box 1225 Fremantle WA 6959, phone (08) 9433 0943, email research@nd.edu.au*
Appendix G

CUWA Survey on Survey Monkey.

Mentoring Beginning Teachers in Catholic Schools J. Topliss

1. John Topliss PhD Mentoring Study

November 2012

Dear Participant, This survey is part of my PhD initial study to ascertain what school based mentoring occurs in the Catholic Education system in Western Australia. I would appreciate you taking 10-15 minutes to complete this survey. The survey results are confidential and no names will be used in any way.

Many thanks for your help. Regards John Topliss

PhD student The University of Notre Dame Australia

1. Before completing this questionnaire, it is necessary for you to give consent To this survey being completed. A “Yes” response will allow you to continue to complete the survey. A “No” response will terminate the survey.

At no stage will the person completing this survey be personally identified in any way. Regardless of your response thank-you for your consideration.

I agree to complete this questionnaire as accurately as I can. I understand that information will be used for educational purposes and at no stage will my personal information be publicized. Yes/ No

2. Gender

Female / Male

3. Describe what your degree was in?

Early Childhood Education (ECE)

Primary Education
4. Can you please describe the general location of the school where you are employed?

City/Country

5. How did your school provide feedback to you about your teaching?

- Through a Mentor
- Through the Principal
- Through an Assistant Principal
- Through the University Supervisor
- Through another teacher
- They don't
- Other (please specify)

6. Was the majority of this feedback related to your understanding of:

- Teaching and Learning
- School Procedures
- Classroom Management
- Religious Education teaching
- Faith Issues
- Developing better interpersonal skills with students and parents

7. Did your school have a mentoring program for Beginning Teachers?

Yes/ No

8. Were you assigned a mentor at your current school whilst on ATP/Internship?

Yes/ No

9. What areas of conversation did you cover with your mentor?

- Sharing of teaching ideas
- Social chat Informal Work/Life
- General well-being discussion
- Ways of improving learning in the classroom
- Discipline strategies
- Communication strategies with parents and students
- Other (please specify)

10. How much time per week have you been allocated to spend with your mentor?
- None
- 10-55 minutes per week
- 1-2 hours per week
- 2 or more hours per week
- Whenever and wherever it is required

11. Was the time you spend with your mentor held during:
- During my Mentor's DOTT (Duties Other Than Teaching) time
- Whenever we find some time
- Before or after school Lunchtime/Recess

12. In the following areas what level of support did you get from your mentor teacher?

<table>
<thead>
<tr>
<th>Area</th>
<th>Neither Satisfied</th>
<th>Highly Satisfied</th>
<th>Satisfied</th>
<th>Dissatisfied</th>
<th>Highly Unsatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pastorally</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Teaching Ideas</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Communication strategies with parents,</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>staff and students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Management</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Emotionally</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Extra time</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Extra help</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
13. In the following areas what level of support did you get from your supervisor?

Neither Satisfied or Dissatisfied; Highly Satisfied; Satisfied; Dissatisfied; Highly Dissatisfied.

14. Which three characteristics from your own teaching experience are essential for a mentor to possess?

15. What types of school programs or teacher support were most helpful to you in your first weeks of Internship/ATP?

- Faith, Story and Witness

- PLC meetings

- Shared Mentor/Mentee time

- University course preparation

- Buddy teacher

- Beginning Teacher Network Meetings

- Formal Induction meeting outlining school procedures and policies

- Extra DOTT [Duties Other Than Teaching] to meet with a mentor

- Catholic Education Office Accreditation workshop/s Monitored observation by a peer teacher

- Chat time with Principal
- Chat time with Assistant Principal
- Chat time with a Mentor

- Other (please specify)

16. In the spaces below please describe the benefits of the mentoring experiences you have had in Catholic Education either on ATP/Internship or as a Beginning Teacher?

17. Did your experiences with your mentor assist you with your teaching? Yes No

18. From your own experience, how has mentoring benefitted or hindered your teaching?

19. Who would you be more inclined to ask to be a mentor and help you teach more effectively?
   - An Assistant Principal
   - The University Supervisor
   - The Principal
   - A fellow class teacher in the same school
   - A teacher at another school Other (please specify)

20. How could a mentoring program benefit your aspirations for your teaching career?

21. What are your aspirations for your future in teaching?

22. If you would like to participate in the follow-up focus group interview, please leave your email address and contact details in the space below. It is hoped to hold this Focus Group Interview, during the week after examinations.

Thank-you for taking the time to complete this survey.
## Appendix H

**CUWA Focus Group Interview Script.**

### CUWA Script

<table>
<thead>
<tr>
<th>Time Allotment</th>
<th>Dialogue:</th>
<th>Organisation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-5 minutes</td>
<td>GREETINGS/WELCOME&lt;br&gt;Welcome and thank everyone for volunteering for this focus group. Tell participants where the toilets/ emergency exits are.</td>
<td>Name badges&lt;br&gt;Methods of recording conversation</td>
</tr>
<tr>
<td>5 minutes</td>
<td>INTRODUCTION:&lt;br&gt;Welcome to this Mentoring Beginning teachers' focus group. Thanks for agreeing to take part in this study. The research shows that mentoring can positively assist the overall teaching experience of Undergraduate and Beginning Teachers and can provide the mentor and mentee with valuable life and career skills. Your participation will assist in gathering data about what aspects of mentoring are currently carried out during internship.</td>
<td>WARM - Up starter</td>
</tr>
<tr>
<td>5 minutes</td>
<td>INTRODUCTORY TASKS. Give name tags at door.&lt;br&gt;Ask participants to introduce themselves with their name, school and grade(s) where they teach etc. and share something interesting about themselves with the person next to them.</td>
<td>I will compile summary results from this session into a report and makes key recommendations to The CEOWAWA and UNDA.&lt;br&gt;If you would like a copy of the report, at the end of this session today, we will have a form for you to fill out.</td>
</tr>
<tr>
<td>5 minutes</td>
<td>PURPOSE&lt;br&gt;The purpose of this session is to discover what lessons can be learnt from the mentoring experience and how this learning can be applied to the development of an effective mentoring program in a Catholic School for Undergraduate teachers.</td>
<td>PROVIDING A CONTEXT FOR THIS RESEARCH:&lt;br&gt;Overview, Background, Participants’ Selection, Their Roles. This study is investigating the mentoring of Undergraduate and Beginning Teachers.&lt;br&gt;As a result it is hoped to identify common themes to be used when devising a mentoring program to assist Undergraduate and Beginning Teachers. These lessons can then be applied to assist the career aspirations of future Beginning Teachers.</td>
</tr>
</tbody>
</table>

Participant selection - How were you chosen? Opportunity to speak to under graduates and Letters soliciting participants were sent to UNDA asking for consent.
**Participants role today** - Our discussion today focuses on your own mentoring experiences after you’ve completed your Internship in a Catholic school.
1) Please speak from your own experience and knowledge.
2) You are not expected to act like experts.
3) Feel free to give your opinions. There are no wrong answers.
4) At times we may go around the table asking for input.
5) One person will speak at a time. If you are waiting for your turn to speak or want to note some thoughts, please use the paper and pen provided to take notes.
I will be the interviewer/facilitator. I will be asking the questions.

There may be a person taking notes and keeping track of time. As back-up, the conversation will be tape recorded. No names will be used in the final report. Does anyone have any objections?

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>POSSIBLE FOLLOW UP QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-10 minutes</td>
<td><strong>QUESTION 1</strong> Were you assigned a mentor when you first entered your Internship?</td>
</tr>
<tr>
<td>5-10 minutes</td>
<td><strong>QUESTION 2</strong> This question asks you to reflect on your first experiences of your school community: How did you go about finding resources in your school to assist you with your first days of teaching. Whom did you find most helpful in settling you into the workplace?</td>
</tr>
<tr>
<td>5-10 minutes</td>
<td><strong>QUESTION 3</strong> How did the mentor/s assist you or hinder you in your progress?</td>
</tr>
<tr>
<td>5-10 minutes</td>
<td><strong>QUESTION 4</strong> In your career so far what aspects of the mentoring process have assisted you to begin a professional development plan for your future teaching career?</td>
</tr>
<tr>
<td>5-10 minutes</td>
<td><strong>QUESTION 5</strong> Did the Professional development or PLC Staff meetings you were involved in your first weeks at your school assist you in settling into your new environment?</td>
</tr>
<tr>
<td>5-10 minutes</td>
<td><strong>QUESTION 6</strong> What were the key characteristics that make up the mentoring experience for you in your school?</td>
</tr>
<tr>
<td>5-10 minutes</td>
<td><strong>QUESTION 7</strong> How could the implementation of a mentoring program be better implemented in your school for the future?</td>
</tr>
<tr>
<td>5 minutes</td>
<td>CONCLUSION</td>
</tr>
<tr>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td></td>
<td>Following this session, I will summarize your comments into a report and make key recommendations to the CEO/WADA and UNDA. In the report, you will not be quoted by name and your name will not appear in any printed materials. If you are interested in receiving a report, please leave your email address on the form supplied. Thank you John Topliss</td>
</tr>
</tbody>
</table>
Appendix I

Principal Survey on Survey Monkey.

Principal Copy Mentoring Beginning Teachers in Catholic Schools J.Topliss

John Topliss PhD Mentoring Study

January 2013

Dear Principal,

This survey is part of my PhD initial study to ascertain what school based mentoring occurs in the Catholic Education system in Western Australia. I would appreciate you taking 10-15 minutes to complete this survey. The survey results are confidential and no names will be used in any way.

Many thanks for your help.

Regards John Topliss

(PhD candidate The University of Notre Dame Australia)

1. Before completing this questionnaire, it is necessary for you to give consent To this survey being completed. A “Yes” response will allow you to continue to complete the survey. A “No” response will terminate the survey. At no stage will the person completing this survey be personally identified in any way. Regardless of your response thank-you for your consideration.

I agree to complete this questionnaire as accurately as I can. I understand that information will be used for educational purposes and at no stage will my personal information be publicized. Yes/ No

2. Gender

Female/ Male

3. Who at your school provides feedback to a beginning teacher?
A Mentoring coordinator, The Principal, An Assistant Principal, A delegated class teacher, There is no formal protocol of assigning feedback to Beginning Teachers in this school, Other (please specify).

4. Is the majority of this feedback related to the Beginning Teachers understanding of:

- Teaching and Learning
- School Procedures
- Classroom Management
- Religious Education teaching
- Faith Issues Effective
- Communication strategies with staff, parents and children
- Other (please specify)

5. Do you have an appointed staff member who supervises the mentoring of Beginning Teachers? Yes No

6. Does your school have a mentoring program? Yes/No

Other (please specify)

7. What is the selection criteria for choosing a mentor at your school?

8. How much time per week do you allocate for a mentor to spend with a Beginning Teacher? None 1-2 hours per week 2 or more hours per week Whenever and wherever it is required

9. What types of considerations at the school level are essential for you to consider, when planning to assist a Beginning Teacher with a mentor?

- Allocation in the budget of ongoing Professional Development funding
- Shared release time (DOTT) Financial incentive/s
- Increased time for planning Time-tabling
- Other (please specify)

10. Which three characteristics from your own teaching experience are essential for a mentor to possess when dealing with a Beginning Teacher?

11. What types of strategies do you utilize with a Beginning Teacher in their first weeks of teaching?

- Faith, Story and Witness
- PLC meetings
- Shared Mentor/Mentee time
- Buddy teacher
- Beginning Teacher Network Meetings

252
- Formal Induction meeting outlining school procedures and policies
- Extra DOTT to meet with a mentor
- Catholic Education Office Accreditation workshop/s
- Monitored supervision Chat time with Principal
- Chat time with Assistant Principal Chat time with a Mentor
- Other (please specify)

12. Which of these types of school programs (from Q.11) or teacher support do you believe are essential for assisting a Beginning Teacher in their first two years of teaching?

13. How can the implementation of a mentoring program benefit a Beginning Teacher?

14. Who would you be more inclined to ask, to mentor a Beginning Teacher in your school?
   - A buddy teacher in a similar class
   - An Assistant Principal
   - An experienced teacher in the same school
   - A teacher at another school
   - Other (please specify)

15. If your school already implements an effective Mentoring program for Beginning Teachers would you please indicate what key ingredients make it a successful program and be kind enough to provide contact details and the location of the school for possible follow up.

Thank-you for taking the time to complete this survey.
Appendix J

Principal Focus Group Interview Script.

<table>
<thead>
<tr>
<th>Time Allotment</th>
<th>Dialogue:</th>
<th>Organisation:</th>
</tr>
</thead>
</table>
| 2-5 minutes    | GREETINGS/WELCOME  
Welcome and thank everyone for volunteering for this focus group. Tell participants where the toilets/ emergency exits are. First and Foremost thanks for giving up your time. As you know I’m have just commenced LSL and am in my 4th year of my PhD studies on Mentoring Beginning Teachers’ focus group. | Name badges                      |
|                |                                                                            | Methods of recording conversation  |
| 5 minutes      | INTRODUCTION:  
Welcome to this Mentoring Beginning Teachers' focus group. Thanks for agreeing to take part in this study. The research shows that mentoring can positively assist the overall teaching experience of under graduate and Beginning Teachers and can provide the mentor and mentee with valuable life and career skills. Your participation will assist in gathering data about what aspects of mentoring are currently carried out in your work-place. | WARM - Up starter                 |
| 5 minutes      | INTRODUCTORY TASKS. Give name tags at door  
Ask participants to introduce themselves with their name, school and grade(s) where they teach etc. and share something interesting about their life with the person next to them. |                                |
| 5 minutes      | PURPOSE  
The purpose of this session is to better enable what lessons can be learnt from the mentoring experience from a Principals perspective and how can this learning be applied toward the development of an effective mentoring program in a Catholic School for Beginning Teachers | I will compile summary results from this session into a report and makes key recommendations to The CEOWAWA and UNDA. If you would like a copy of the report, at the end of this session today, |

254
PROVIDING A CONTEXT FOR THIS RESEARCH:
Overview, Background, Participants’ Selection, Their Roles. This study is investigating the mentoring of Beginning Teachers and as a result it is hoped to identify common themes to be used when devising a mentoring program to assist Beginning Teachers. These lessons can then be applied to assist the career aspirations of future Beginning Teachers.

Participant selection - How were you chosen? Letters soliciting participants were sent to Catholic Primary Principals. Also e-mails were sent to specific participants from their participation in The Accreditation to Work in a Catholic School work-shop.

Participants role today - Our discussion today focuses on your own mentoring experiences since you started in Catholic Education.
1) Please speak from your own experience and knowledge.
2) You are not expected to act like experts.
3) Feel free to give your opinions. There are no wrong answers.
4) At times we may go around the table asking for input.
5) One person will speak at a time. If you are waiting for your turn to speak or want to note some thoughts, please use the paper and pen provided to take notes. I will be the interviewer/facilitator. I will be asking the questions.

Please make sure you have signed the University of Notre Dame consent papers.

There may be a person taking notes and keeping track of time. As back-up, the conversation will be tape recorded. No names will be used in the final report. Does anyone have any objections?

Possible research assistant or MP4 / tape recorder
<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>POSSIBLE FOLLOW UP QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-10 minutes</td>
<td><strong>QUESTION 1</strong> Do you think that a mentoring program should be school or system driven? Why?</td>
</tr>
<tr>
<td>5-10 minutes</td>
<td><strong>QUESTION 2</strong> What system-based issues might/do you face in developing a mentoring program in Catholic schools?</td>
</tr>
<tr>
<td>5-10 minutes</td>
<td><strong>QUESTION 3</strong> What do you think of current CEOAWWA leadership programs and how they cater for meeting the needs of mentoring particularly towards Beginning Teachers?</td>
</tr>
<tr>
<td>5-10 minutes</td>
<td><strong>QUESTION 4</strong> Do you think the CEOAWWA trial program for Beginning Teachers is helpful or are there other ways of assisting them? If so how could this be achieved?</td>
</tr>
<tr>
<td>5-10 minutes</td>
<td><strong>QUESTION 5</strong> Should schools have their own policies/procedures for Beginning Teachers?</td>
</tr>
<tr>
<td>5-10 minutes</td>
<td><strong>QUESTION 6</strong> From your experience, describe what works best for mentoring Beginning Teachers at your own school level?</td>
</tr>
<tr>
<td>10-15 minutes</td>
<td><strong>QUESTION 7</strong> Would you classify mentoring and leadership programs as essential for a teacher beginning in a your school? What would you include in such a program?</td>
</tr>
<tr>
<td></td>
<td><strong>QUESTION 8</strong> What issues might/do you face in developing a mentoring program in your school?</td>
</tr>
<tr>
<td></td>
<td><strong>QUESTION 9</strong> What structures do you need to consider in supporting beginning classroom teachers in your school?</td>
</tr>
<tr>
<td></td>
<td><strong>QUESTION 10</strong> In your experience, what are the key components found in a successful Beginning Teacher?</td>
</tr>
</tbody>
</table>
## CONCLUSION

Following this session, I will summarize your comments into a report and make key recommendations to the CEOAWA and UNDA. In the report, you will not be quoted by name and your name will not appear in any printed materials. If you are interested in receiving a report, please leave your email address on the form supplied.

Thank you so much for your time and assistance.

Thank you John Topliss
Appendix K


1. John Topliss PhD Mentoring Study

March/April 2013

Dear Participant, This survey is part of my PhD initial study to ascertain what school
based mentoring occurs in the Catholic Education system in Western Australia. I would
appreciate you taking 10-15 minutes to complete this survey. The survey results are
confidential and no names will be used in any way.

Many thanks for your help.

Regards John Topliss

PhD student The University of Notre Dame Australia

1. Before completing this questionnaire, it is necessary for you to give consent To this
survey being completed. A “Yes” response will allow you to continue to complete the survey.
A “No” response will terminate the survey. At no stage will the person completing this
survey be personally identified in any way. Regardless of your response thank-you for your
consideration.

I agree to complete this questionnaire as accurately as I can. I understand that
information will be used for educational purposes and at no stage will my personal
information be publicized. Yes/ No

2. Gender

Female/ Male
3. Which University did you attend for your teacher training?

The Catholic University of Australia

The University of Western Australia

Murdoch University

Edith Cowan University

Curtin University

Other

4. Please place a cross tick the box that best describes your teaching role as a:

I'm currently in My First Year of Teaching

-I'm currently in My Second Year of Teaching

-I'm currently in My Third Year of Teaching

5. Describe what your degree was in?

Early Childhood Education (ECE)

Primary Education

Secondary Education

6. Can you please describe the general location of the school where you are employed?

City / Country

7. How does your school provide feedback to you about your teaching?

-Through a Mentor

-Through the Principal

- Through an Assistant Principal

- Through another teacher

- They don't

- Other (please specify)
8. Is the majority of the feedback pertaining to (Qn.7) related to your understanding of:

- Teaching and Learning
- School Procedures
- Classroom Management
- Religious Education teaching
- Faith Issues
- Developing better interpersonal skills with students and parents

9. Does your school have a mentoring program for graduate teachers?

Yes/ No

10. Have you been assigned a mentor at your current school?

Yes/ No

11. Which of the areas below are covered in conversation with your mentor?

- Sharing of teaching ideas
- Social chat Informal Work/Life
- General well-being discussion
- Ways of improving learning in the classroom
- Discipline strategies
- Communication strategies with parents and students

Other (please specify)

12. How much time per week have you been allocated to spend with your mentor?

None

1-2 hours per week

2 or more hours per week

Whenever and wherever it is required

13. The time you spent with your mentor is held during:

- Shared DOTT time
During my DOTT time

During my Mentor's DOTT time

Whenever we find can some time Before or after school

14. What support do you get from your mentor? (if applicable)

<table>
<thead>
<tr>
<th></th>
<th>Highly satisfied</th>
<th>Satisfied</th>
<th>Neither Satisfied or Dissatisfied</th>
<th>Dissatisfied</th>
<th>Highly Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pastorally</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>with parents, staff and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotionally</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extra time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extra help</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15. Which three characteristics from your own teaching experience are essential for a mentor to possess?

16. Which of the following (related to school programs or teacher support) were most helpful to you in your first month of teaching?

- Faith, Story and Witness

- PLC meetings Shared Mentor/Mentee time

- Buddy teacher

- Beginning Teacher Network Meetings

- Formal Induction meeting outlining school procedures and policies

- Extra DOTT to meet with a mentor

- Catholic Education Office Accreditation workshop/s

- Monitored observation by a peer teacher Chat time with Principal

Chat time with Assistant Principal Chat time with a Mentor

Other (please specify)
17. In the spaces below describe the benefits of the mentoring experiences you have had in Catholic Education either on ATP/Internship or as a Beginning Teacher?

18. Do your experiences with your mentor assist you with your teaching? Yes No

19. From your own experience, how has mentoring benefitted and/or hindered your teaching?

20. Who would you be more inclined to be a teaching mentor?

- An Assistant Principal
- The Principal
- A fellow class teacher in the same school
- A teacher at another school
- Other (please specify)

21. What are your aspirations for your future in teaching?

22. How could a mentoring program benefit your aspirations for a teaching career?

Thank-you for taking the time to complete this survey.
Appendix L

Beginning Teachers Survey: August/September 2013.

Mentoring Beginning Teachers in Catholic Schools J. Topliss

1. John Topliss PhD Mentoring Study -2013/2014

AUGUST/SEPTEMBER 2013

Dear Participant, This final survey is part of my PhD initial study to ascertain what school based mentoring occurs in the Catholic Education system in Western Australia. I would appreciate you taking 10-15 minutes to complete this survey. The survey results are confidential and no names will be used in any way. Many thanks for your help. Regards John Topliss Assistant Principal St Anthony's Wanneroo PhD student The University of Notre Dame Australia

1. Before completing this questionnaire, it is necessary for you to give consent to this survey being completed. A “Yes” response will allow you to continue to complete the survey. A “No” response will terminate the survey.

At no stage will the person completing this survey be personally identified in any way. Regardless of your response thank-you for your consideration.

I agree to complete this questionnaire as accurately as I can. I understand that information will be used for educational purposes and at no stage will my personal information be publicized. Yes/No

2. Gender

263
Female/ Male

3. Which University did you attend for your teacher training?
   The Catholic University of Western Australia
   The University of Western Australia
   Murdoch University
   Edith Cowan University
   Curtin University
   Other

4. Describe what your degree was in?
   Early Childhood Education (ECE)
   Primary Education
   Secondary Education

5. Can you please describe the general location of the school where you are employed?
   City/Country

6. Does your school have a school policy/procedure for Beginning Teachers?
   Yes/No
   Other (please specify)

7. Have you been engaged in a mentoring program in your school this year? Yes
   No Other (please specify)

8. Do you think your mentoring experience may be improved at your school? If so, how?

9. Could the CEDWA have better assisted you better, in your journey as a Beginning
   Teacher? If so, how?

10. What tensions or problems did you find in your first 6 months of teaching, if any?

11. How has mentoring assisted you with your teaching so far this year?

12. What advice assisted you the most from a mentor/peer?
13. What characteristics did your mentor exhibit, that you found to be most beneficial?

14. Has your perception of the Mentoring process since the beginning of the year, changed your teaching in any way? If so how?

15. At which stage of this year, did you require the most assistance from your mentor?
   - Before School had started
   - During First Term
   - During Second Term
   - During Third Term
   - During the School Holidays

I didn't require their assistance In the space below why was the mentor most required at this time?

16. Which areas below, best describe the types of feedback given to you this year, by your mentor?
   - Exchange of Teaching Ideas
   - Social conversation
   - Religious Education Critique of my teaching
   - AITSL standards Accreditation
   - Manner of Life
   - Communication strategies with parents, staff and students
   - Classroom Management
   - Reporting advice
   - Extra help
   Other (please specify)

17. Have you had any indication from your school leadership team or Mentor about your status as a teacher relating to the AITSL standards and/or your permanency as a teacher?
   Yes/ No
18. Which phrases below, best describe your teaching journey this year:

- A complete learning curve.
- Controlling a range of emotions.
- Learning how to work with other teachers and staff.
- Learning new procedures.
- Learning new teaching methods.
- Learning new class management strategies.
- Learning about report systems.
- Learning about my own faith.
- Other (please specify)

19. Do you think you will choose to stay in teaching for at least the next five years? Yes/ No

Other (please specify)

How could your teacher training at university better have assisted you to prepare for your career as a teacher?

Do you have a permanent or temporary position at present? Is this at the same school as you were?

Thank-you for taking the time to complete this survey.
Appendix M

Beginning Teachers Focus Group Interview: March/April 2013.

<table>
<thead>
<tr>
<th>MENTORING</th>
<th>Script</th>
<th>Organisation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Allotment</td>
<td>Dialogue:</td>
<td></td>
</tr>
<tr>
<td>2-5 minutes</td>
<td>GREETINGS/WELCOME</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Welcome and thank everyone for volunteering for this focus group. Tell participants where the toilets/emergency exits.</td>
<td></td>
</tr>
<tr>
<td>5 minutes</td>
<td>INTRODUCTION:</td>
<td>Name badges</td>
</tr>
<tr>
<td></td>
<td>Welcome to this Mentoring Beginning Teachers' focus group. Thanks for agreeing to take part in this study. The research shows that mentoring can positively assist the overall teaching experience of under-graduate and Beginning Teachers and can provide the mentor and mentee with valuable life and career skills. Your participation will assist in gathering data about what aspects of mentoring are currently carried out in your work-place.</td>
<td>Methods of recording conversation</td>
</tr>
<tr>
<td>5 minutes</td>
<td>INTRODUCTORY TASKS. Give name tags at door. Ask participants to introduce themselves with their name, school and grade(s) where they teach etc. and share their favourite movie/sportstar or something about themselves with the person next to them.</td>
<td>WARM - Up starter</td>
</tr>
<tr>
<td>5 minutes</td>
<td>PURPOSE</td>
<td>I will compile results from this session into a report which summarizes results and makes key recommendations to The CEOWA and UNDA. If you would like a copy of the report, at the end of this session today, we will have a form for you to fill out.</td>
</tr>
</tbody>
</table>
**PROVIDING A CONTEXT FOR THIS RESEARCH:**
Overview, Background, Participants’ Selection, Their Roles. This study is investigating the mentoring of Beginning Teachers and as a result It is hoped to identify common themes to be used when devising a mentoring program to assist Beginning Teachers. These lessons can then be applied to assist the career aspirations of future Beginning Teachers.

<table>
<thead>
<tr>
<th>Participant selection - How were you chosen? Letters soliciting participants were sent to Catholic Primary Principals. Also e-mails were sent to specific participants from their participation in the Accreditation to Work in a Catholic School workshop.</th>
</tr>
</thead>
</table>

**Participants role today - Our discussion today focuses on your own mentoring experiences after you’ve completed your Internship in a Catholic school.**

1) Please speak from your own experience and knowledge.
2) You are not expected to act like experts.
3) Feel free to give your opinions. There are no wrong answers.
4) At times we may go around the table asking for input.
5) One person will speak at a time. If you are waiting for your turn to speak or want to note some thoughts, please use the paper and pen provided to take notes.
I will be the interviewer/facilitator. I will be asking the questions.

<table>
<thead>
<tr>
<th>I will be taking notes and keeping track of time. As back-up, the conversation will be tape recorded. No names will be used in the final report. Does anyone have any objections? Possible research assistant or MP4 / tape recorder</th>
</tr>
</thead>
</table>

**QUESTIONS**

<table>
<thead>
<tr>
<th>5-10 minutes</th>
<th>QUESTION 1 Were you assigned a mentor when you first entered your present school?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>POSSIBLE FOLLOW UP QUESTIONS</strong></td>
<td>When and What did the initial contact entail when you met with your mentor? Were you all in Catholic or State schools for your placements.</td>
</tr>
</tbody>
</table>
| 5-10 minutes | **QUESTION 2**  
This question asks you to reflect on your first experiences of your school community: How did you go about finding resources in your school to assist you with your first days of teaching. Whom did you find most helpful in settling you into the workplace? | If a person has no mentor who is the person they approach for assistance? |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5-10 minutes</td>
<td><strong>QUESTION 3</strong> How did the mentor/s assist you or hinder you in your progress?</td>
<td>Why is this working so well/not working? Do they assist you in all learning areas or just RE?</td>
</tr>
<tr>
<td>5-10 minutes</td>
<td><strong>QUESTION 4</strong> In your career so far what aspects of the mentoring process have assisted you to begin a professional development plan for your future teaching career?</td>
<td>What do you aspire to become and how is your mentor assisting you in your professional development?</td>
</tr>
<tr>
<td>5-10 minutes</td>
<td><strong>QUESTION 5</strong> How has the Professional development you have undertaken in your first weeks at school assisted you in settling into your school?</td>
<td>How have PLC’s/Staff meetings assisted you in your teaching and helping students to learn more effectively? Can you provide me with some examples? Did UNDA have some good preparation courses?</td>
</tr>
<tr>
<td>5-10 minutes</td>
<td><strong>QUESTION 6</strong> What are the key qualities that make up mentoring for you in your school?</td>
<td>How much time is given to this mentoring per week/term?</td>
</tr>
<tr>
<td>5-10 minutes</td>
<td><strong>QUESTION 7</strong> How could the implementation of a mentoring program be better implemented in your school?</td>
<td>If it is working well what qualities make it that way? If there is no mentoring program what could be done? What are you suggestions for a good Mentoring program when you begin Teaching next year?</td>
</tr>
<tr>
<td>5 minutes</td>
<td>CONCLUSION</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>Following this session, I will summarize your comments into a report and make key recommendations to the CEOWA and UNDA. In the report you will not be quoted by name and your name will not appear in any printed materials. If you are interested in receiving a report, please leave your email address on the form supplied. Thank you John Topliss</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix N

Beginning Teachers Focus Group Interview: August/September 2013.

**MENTORING**

**Script**

<table>
<thead>
<tr>
<th>Time Allotment</th>
<th>Dialogue:</th>
<th>Organisation:</th>
</tr>
</thead>
</table>
| 2-5 minutes    | **GREETINGS/WELCOME**  
Welcome and thank everyone for volunteering for this focus group. Tell participants where the toilets/ emergency exits are. |                                                   |
| 5 minutes      | **INTRODUCTION:**  
Welcome to this Mentoring Beginning Teachers' focus group. Thanks for agreeing to take part in this study. The research shows that mentoring can positively assist the overall teaching experience of undergraduate and Beginning Teachers and can provide the mentor and mentee with valuable life and career skills. Your participation will assist in gathering data about what aspects of mentoring are currently carried out in your work-place. | Name badges  
Methods of recording conversation |
| 5 minutes      | **INTRODUCTORY TASKS.** Give name tags at door  
Ask participants to introduce themselves with their name, school and grade(s) where they teach etc. and share something interesting about them with the person next to them. | WARM - Up starter |
| 5 minutes      | **PURPOSE**  
The purpose of this session is to discover what lessons learnt from the mentoring experience and how this learning applied to the development of an effective mentoring program in a Catholic School for Beginning Teachers. | I will compile summary results from this session into a report and makes key recommendations to The CEOWA and UNDA. If you would like a copy of the report, at the end of this session today, we will have a form for you to fill out. |
**PROVIDING A CONTEXT FOR THIS RESEARCH:**
Overview, Background, Participants’ Selection, Their Roles. This study is investigating the mentoring of Beginning Teachers and as a result it is hoped to identify common themes to be used when devising a mentoring program to assist Beginning Teachers. These lessons can then be applied to assist the career aspirations of future Beginning Teachers.

<table>
<thead>
<tr>
<th>Participants role today - Our discussion today focuses on your own mentoring experiences since you started in Catholic Education. 1) Please speak from your own experience and knowledge. 2) You are not expected to act like experts. 3) Feel free to give your opinions. There are no wrong answers. 4) At times we may go around the table asking for input. 5) One person will speak at a time. If you are waiting for your turn to speak or want to note some thoughts, please use the paper and pen provided to take notes. I will be the interviewer/facilitator. I will be asking the questions.</th>
<th>Participant selection - How were you chosen? Letters soliciting participants were sent to Catholic Primary Principals. Also e-mails were sent to specific participants from their participation in The Accreditation to Work in a Catholic School workshop.</th>
</tr>
</thead>
<tbody>
<tr>
<td>There may be a person taking notes and keeping track of time. As back-up, the conversation will be tape recorded. No names will be used in the final report. Does anyone have any objections?</td>
<td>Possible research assistant or MP4 / tape recorder</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>QUESTIONS</strong></th>
<th><strong>POSSIBLE FOLLOW UP QUESTIONS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>QUESTION 1</strong> How has mentoring assisted you with your teaching so far this year?</td>
<td>General benefits?</td>
</tr>
</tbody>
</table>

272
| 5-10 minutes | **QUESTION 2** | At what stage of the year did you require the most assistance from a mentor this year? Beginning, First Term, Second Term etc. and why was the mentor most required at this time? Was this more emotional support or more to do with class procedures etc.? | Which term did you require the most assistance? |
| 5-10 minutes | **QUESTION 3** | What characteristics did your mentor exhibit that you found to be beneficial? Once again was this more emotional support or more to do with procedures etc? | Why is this working so well- how do they assist? |
| 5-10 minutes | **QUESTION 4** | What information and feedback did you think you required more from a Mentor? | How has your mentor assisted you in your professional development? |
| 5-10 minutes | **QUESTION 5** | What support do you still require from your mentor/school? | How have PLC’s/ Staff meetings assisted you in your teaching and helping students to learn more effectively? Can you provide me with some examples? |
| 5-10 minutes | **QUESTION 6** | What issues might/do you face in developing a mentoring program in your school? | What are some of the benefits of a mentoring program? |
| 5-10 minutes | **QUESTION 7** | What support structures do you feel need to be in place for beginning classroom teachers in your school? What do they need to know? | What are some structures that worked well for you? |
| 5-10 minutes | **QUESTION 8** | In your experience, what are the key moments in the life of a beginning teacher? |  |
| 5 minutes | ***CONCLUSION*** | Following this session, I will summarize your comments into a report and make key recommendations to the CEOWA and UNDA. In the report, you will not be quoted by name and your name will not appear in any printed materials. If you are interested in receiving a report, please leave your email address on the form supplied. Thank you John Topliss |  |
**Appendix O**

**Beginning Teacher Self Reflection Questionnaire.**

<table>
<thead>
<tr>
<th>MENTORING STUDY</th>
<th>Excellent</th>
<th>Good</th>
<th>Developing</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>JANUARY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My relationship with my Mentor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How did you feel about your teaching?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How was your relationship with your students?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FEBRUARY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My relationship with my Mentor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How did you feel about your teaching?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How was your relationship with your students?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MARCH</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My relationship with my Mentor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How did you feel about your teaching?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How was your relationship with your students?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>APRIL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My relationship with my Mentor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How did you feel about your teaching?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How was your relationship with your students?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**EXPERTS* TIPS**

- Consider the feedback received from your mentor and peers.
- Reflect on your teaching practices and identify areas for improvement.
- Set goals for personal and professional growth.

---

TWO THINGS I have learnt about my own teaching since the beginning of the year:

* One thing I would like to work on that has been either suggested by my mentor, by a staff member or after self-reflection.

---

274
Beginning Teacher Self Reflection Questionnaire (contd).

<table>
<thead>
<tr>
<th>MAY</th>
<th>Excellent</th>
<th>Good</th>
<th>Developing</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>My relationship with my Mentor</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>How did you feel about your teaching?</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>How was your relationship with your students?</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>JUNE</th>
<th>Excellent</th>
<th>Good</th>
<th>Developing</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>My relationship with my Mentor</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>How did you feel about your teaching?</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>How was your relationship with your students?</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>JULY</th>
<th>Excellent</th>
<th>Good</th>
<th>Developing</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>My relationship with my Mentor</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>How did you feel about your teaching?</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>How was your relationship with your students?</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AUGUST</th>
<th>Excellent</th>
<th>Good</th>
<th>Developing</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>My relationship with my Mentor</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>How did you feel about your teaching?</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>How was your relationship with your students?</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

TWO THINGS I have learnt about my own teaching since the beginning of the year:

* One thing I would like to work on that has been either suggested by my Mentor, by a Staff member or after self-reflection.