What mentoring approaches are revealed in mentoring conversations between early childhood mentors and provisionally registered early childhood teachers?

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ABSTRACT

In New Zealand, and internationally, mentoring is increasingly recognised as playing a critical role in enhancing the professional learning and practice of new teachers, and the outcomes for learners. However, mentoring approaches, and the quality of the mentoring that beginning teachers receive, continues to vary considerably.

This small-scale, qualitative study investigated the mentoring approaches revealed in mentoring conversations between four early childhood mentors and provisionally registered teachers. Data analysis was undertaken using a two-step process. First, the mentoring conversations were analysed using criteria from Langdon (2013a). Those data were then categorised into two mentoring approaches (advice and guidance, and educative mentoring) drawn from the New Zealand Teachers Council Guidelines to Induction and Mentoring and Mentor Teachers (2011).

The findings indicate that advice and guidance, characterised by the provision of affective support, advice and solutions, was the most prevalent mentoring approach. There was limited evidence of an educative approach that focused on mentee learning, collaboration and co-construction (Wang & Odell, 2002).

This study highlights a number of implications for policy and practice. These include the need in the early childhood sector to prioritise access to, and funding for, targeted mentor professional development to enhance educative mentoring for provisionally registered teachers.

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CHAPTER ONE

Introduction

This study examined the mentoring approaches that were revealed in mentoring conversations between early childhood mentors and provisionally registered early childhood teachers. This chapter sets the scene for the study in terms of providing a brief overview of mentoring in teaching. It also describes the context in which this study took place, and my own position and interest in the research. This chapter concludes with a brief outline of the structure of this dissertation.

Approaches to Mentoring in Teaching

The field of mentoring in teaching is growing rapidly both in New Zealand and internationally. Much of the literature from the late 1990s and early 2000s focuses on the necessity to shift the approach to mentoring from one dominated by the provision of advice and emotional support to what Feiman-Nemser (1998) described as "educative" mentoring (Orland, 2001; Wang & Odell, 2002). This shift in approach is echoed in the New Zealand Teachers Council introduction of the Guidelines to Induction and Mentoring and Mentor Teachers (2011). The expectations and benefits of an educative approach to mentoring are explicit in this document (New Zealand Teachers Council, 2011).

Educative mentoring is characterised by goal setting and interaction with novices in a way that fosters inquiry. The mentor uses their expertise and knowledge to support the novice in determining directions for growth (Feiman-Nemser, 2001). However, the approach to mentoring varies, and therefore the quality of mentoring that beginning teachers receive also varies (Langdon, 2013a). Research within the early childhood

sector is of particular interest, as much of the research on mentoring focuses on provisionally registered teachers in primary and secondary schools. This research sought to gain insight into what is required to practice more effectively by revealing the current approaches being taken by mentors in early childhood education.

Research Context

The context of this research was New Zealand early childhood education and care services. The participants were early childhood mentors who mentor provisionally registered teachers.

Early childhood teachers who complete a qualification in early childhood teaching can become provisionally registered with the New Zealand Teachers Council. Once provisionally registered, they must complete a minimum two-year induction and mentoring programme with a mentor (New Zealand Teachers Council, 2011). As part of this induction and mentoring programme, mentoring conversations focused on professional learning must take place between the mentor and mentee (New Zealand Teachers Council, 2011). These conversations are intended to provide an opportunity for mentor and mentee to collaborate and co-construct next steps for mentee learning. The New Zealand Teachers Council has provided professional learning and development workshops aimed at developing skills in educative mentoring, including the effective use of mentoring conversations.

The mentoring conversations between mentor and mentee provided the context for this study. The conversations provided insight into approaches mentors are using in their mentoring of provisionally registered teachers (Langdon, 2013a; Timperley,

2001). Mentoring conversations were chosen because they are an expected part of the induction and mentoring programme (Langdon, 2013a; Timperley, 2001). The research question is: What mentoring approaches are revealed in mentoring conversations between early childhood mentors and provisionally registered early childhood teachers?

My Place on the Research Landscape

I have been a qualified early childhood teacher for 19 years. Since 2008 I have been an early childhood professional learning facilitator with Early Childhood Professional Support at the Faculty of Education, University of Auckland. When I joined the team our work was 100% funded by the Ministry of Education. However, with a change of Government at the end of 2009, the funding of professional learning and development for the early childhood sector was significantly reduced. As a consequence, at the beginning of 2010 the team began to provide a more diverse range of professional learning and development services to the early childhood sector in order to compensate for the loss of Ministry of Education funded work. The mentoring of provisionally registered teachers was one of the new services we began to offer. At this time I began mentoring provisionally registered teachers and became increasingly interested in mentoring and mentor development. I enrolled in a mentoring paper as part of the requirements for a Master of Professional Studies in Education. The literature, learning and reflection that took place further developed my interest in mentoring. I also became aware of the development of the Guidelines for Induction and Mentoring and Mentor Teachers (2011) and attended two workshops provided by the New Zealand Teachers Council.

Our team at Early Childhood Professional Support began developing a mentor training programme as we identified the need to up skill mentors in line with the new expectations of the Teachers Council. I was involved in the development of this training programme and began to facilitate the programme with early childhood mentors and those aspiring to mentor. A colleague and I have since been contracted by the New Zealand Teachers Council to join a team of facilitators on their nationwide, cross sector professional learning programmes focused on appraisal and evidencing teaching practice. This work is closely aligned with mentoring and has many parallels.

Through this research, I hoped to gain further insight into how mentors undertake their role. I hoped this learning would support me to develop and improve the professional learning and development we provide to early childhood mentors. While this study is small in scale and therefore has limits in terms of making generalisations, I hope that it provides an impetus for further research on mentoring in the early childhood sector.

Structure of the Dissertation

There are six chapters in this dissertation. Following the Introduction in Chapter One, Chapter Two contains a review of New Zealand and international literature relevant to this study. Chapter Three explains and justifies the research design and describes the data generation and analysis process. The findings derived from this study are reported in Chapter Four. Chapter Five examines the findings in relation to the relevant research and the research question, and also outlines implications for policy and practice and recommendations for further research.

CHAPTER TWO

Literature Review

The focus of this study was to investigate the mentoring approaches that early childhood mentors were using in their mentoring of provisionally registered early childhood teachers (mentees) through an analysis of mentoring conversations. This chapter examines the relevant literature and includes an overview of mentoring in teaching, including how mentoring is defined, shifts in thinking about mentoring, approaches to mentoring, and views of effective mentoring, particularly in relation to beginning teachers.

The literature focusing on mentors and mentoring in teaching is vast and varied. However, a lack of work focused on the early childhood sector is evident internationally. New Zealand based research on any sector of education is not extensive and studies related to the early childhood sector are limited with the exception of the New Zealand Teachers Council preparatory work (Podmore & Wells, 2011) for the development of the Guidelines for Induction and Mentoring and Mentor Teachers (2011). Therefore, this review draws on national and international literature from all sectors of education, early childhood, primary, secondary and tertiary.

Overview of Mentoring in Teaching

It appears that the first concept of a mentor came from ancient Greece, when Odysseus asked his friend Mentor to provide guidance and teaching to his son in his absence. Odysseus's brief to Mentor was to teach his son about courage, compassion and strength (Cummins, 2004). Despite this historical insight, the field of mentoring in education is in many ways still in its infancy with the area barely featuring in education literature before the 1990s.

A large number of studies have focused on novice teachers, particularly the benefits of mentoring in relation to the retention and professional learning and practice of beginning teachers (Bradbury, 2010; Ingersoll & Strong, 2011). It is often acknowledged that teachers' initial teacher education programmes are unlikely to sufficiently equip teachers with all they need to guarantee quality practices when they start teaching. Therefore, many beginning teachers have their most crucial professional learning experiences in the context of their early teaching (Bradbury, 2010; Cummins, 2004; Langdon, Lind, Shaw, & Pilcher, 2009).

Along with this realisation, the concept of the in-service mentor began to evolve. In the 1990s the role of the mentor was focused on emotional support and friendship (Wildman, Magliaro, Niles, & Niles, 1992). A mentor was seen as someone who could smooth the way into the profession through care and sensitive guidance. Around the same time, in the United States, mentoring programmes were introduced at a national level with the aim of retaining beginning teachers and supporting quality practice (Cummins, 2004). The programmes gave specific training in mentoring with a focus on skill development in listening, observation and feedback (Cummins, 2004). This focus would indicate that more was expected from the mentoring relationship than care and support. Although the study by Cummins (2004) did not focus on specific mentoring approaches, she did conclude that mentoring had the potential to contribute to increased quality in the education and care of young children.

Towards the end of the 1990s mentoring became more commonly defined through an apprenticeship lens. In this view, a mentor was seen as someone who was more experienced and knowledgeable than the mentee. The mentor therefore would be able

to provide practical advice and model appropriate practice for the mentee (Franke &
Dahlgren, 1996; Wang & Odell, 2002).

A Shift in Thinking regarding Mentoring Approaches
The reviewed literature from across all sectors of education and teaching from the late
1990s and early 2000s argues for the necessity to make a shift from the prevailing
traditional expert/novice relationship exemplified in the two styles described above to
one of collaboration and co-construction (Nolan, Morrissey, & Dunmenden, 2013).

Feiman-Nemser (1998) was one of the first researchers to describe this newfound
collaborative approach as "educative" mentoring (Orland, 2001; Wang & Odell,
2002). Educative mentoring is built on a vision of good teaching and having a sound
understanding of teacher learning. The approach is characterised by goal setting and
interaction with novices in a way that fosters inquiry, with an emphasis on learning
from practice. The mentor uses their expertise and knowledge to determine directions
for the novice and then provides opportunities that will support teacher growth and
improved outcomes for students (Feiman-Nemser, 2001). According to Feiman-
Nemser (1998), mentors are teacher educators of novice teachers.

Educative mentoring contrasts with what can be termed more 'limited' styles of
mentoring that tended to focus on assisting new teachers to adjust to their new role
and provide solutions and ideas for addressing the problems and issues they might
face when they begin teaching (Feiman-Nemser, 2001). The need for this shift from
'limited' to educative mentoring is echoed in the New Zealand Teachers Council
introduction of the Guidelines to Induction and Mentoring and Mentor Teachers

(2011). The expectation that mentoring should be an educative process is made very clear in this document (New Zealand Teachers Council, 2011, p1). The Guidelines place a strong emphasis on a co-constructive relationship between mentor and mentee. They are resolute in their insistence upon the need for robust professional learning conversations between mentor and mentee. These should be conversations that focus upon, and support, mentee professional learning and development.

The Guidelines to Induction and Mentoring and Mentor Teachers (New Zealand Teachers Council, 2011) now call the process of transition from provisional teacher registration to full teacher registration 'induction and mentoring' rather than 'advice and guidance'. This shift in discourse signals an alignment with the principles of educative mentoring, in terms of having a pedagogical focus and a collaborative inquiry approach to the development of beginning teachers (New Zealand Teachers Council, 2011). This is in accordance with much of the literature sourced for this review which directly advocates for an educative approach to mentoring in order to support novice teachers' learning (Achinstein & Barrett, 2004; Bullough, 2012; Fairbanks, Freedman, & Kahn, 2000; Feiman-Nemser, 1998, 2001, 2003; Langdon et al., 2009; Langdon 2013a).

One of the few studies that focused specifically on mentoring in early childhood in the United States was by Cummins (2004). She argued that effective mentoring is built on a relationship of mutual trust and an openness to learning by both parties. This suggests an educative approach to mentoring. However, Cummins (2004) talked about mentoring in terms of support and guidance, and the necessity for the mentor to have the ability to pass on effective teaching practices. Such a focus indicates a lack of

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alignment with an educative approach. It is interesting to note that Cummins (2004) did not address this incongruity and it is possible that an educative approach was aspirational in this study rather than a reflection of actual mentoring practice at the time.

The subject of mentoring in early childhood education in New Zealand gained profile very recently with the early childhood induction and mentoring pilot programme (Podmore & Wells, 2011). The pilot was initiated and funded by the New Zealand Teachers Council. The outcomes of the pilot, along with those from the primary (Langdon, 2011) and secondary (Butler & Douglas, 2011) pilots, contributed to the development of the Guidelines for Induction and Mentoring and Mentor Teachers (2011). They also prompted an increased interest and dialogue around mentoring in teaching in New Zealand. Along with the publication of the mentoring guidelines, the New Zealand Teachers Council has provided substantial nationwide professional learning and development for early childhood, primary and secondary teachers/mentors. Its cross-sector workshops and resources emphasise educative mentoring practice, including effective learning or mentoring conversations, goal setting and evidencing practice.

Approaches to Mentoring

The work of Wang and Odell (2002) is widely viewed as exemplary in the area of mentoring approaches (Hobson, Ashby, Malderez, & Tomlinson, 2009). The work is a critical review of the literature that posed five questions for exploration, all of which focused on the approach that mentors take to their role. The authors found that approaches to mentoring could be characterised in three ways: humanistic; situated

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apprentice; and critical constructivist. Similarly, Kemmis, Heikkinen, Fransson, Aspfors and Edwards Groves (2014) identified three different views of mentoring which they labelled as: mentoring as support; mentoring as supervision; and mentoring as collaborative self-development, which have some alignment with Wang and Odell's (2002) categorisations. The three Wang and Odell (2002) approaches will be explored in more depth in the following sections.

Humanistic Approach. The focus of this approach is on seeing that novices have a smooth transition into the role of teaching by emotionally supporting them with their problems and concerns. Orland (2001) found that this approach existed in many of the twenty education settings she studied. She found that mentoring tended to consist of little more than emotional support and enculturation into the workplace, particularly when a structured induction programme was not in place to guide mentors.

Feiman-Nemser (2003) also acknowledged that mentoring focused on emotional support is widespread and warned that this approach fails to assist teachers in developing and improving practice. However, Hobson et al (2009) opposed this view and argued that emotional and psychological support is essential, in that it is needed to help new teachers feel welcome, accepted and included. Cameron (2009) also identified the importance of mentors relating sensitively to mentees in order to build trust and confidence, and advocated for an emphasis on psychological support along with a range of other strategies.

The literature suggests that educative mentoring is differentiated from approaches that rely heavily on emotional support, which is a feature of the humanistic approach

(Wang & Odell, 2002). Feiman-Nemser (2001) in particular, was critical of mentoring that is dependent on emotional and psychological support, as she does not believe it contributes to teacher learning. Bradbury (2010) went even further in criticising an approach that is focused on novice teachers' wellbeing. He argued that it is not appropriate for mentoring to be focused predominantly on the novice teacher's wellbeing because this precludes a focus on student achievement. Bradbury (2010) comprehensively incorporated the findings of Feiman-Nemser (1998, 2001, 2003) in support of an educative approach to science teaching. However, the generic principles that underpin an educative approach in that context are easily transferable to all mentoring contexts. McNally (2008) was the only study reviewed that advocated for mentoring that was heavily dependent on affective, emotional support for beginning teachers, particularly in the first few months of employment. However, the study's findings focused on successful induction into the profession and high job satisfaction, rather than the development of effective teachers. It is interesting to note the outcomes of this study in terms of mentoring approaches as the findings indicate that new teachers need to feel comfortable, emotionally and relationally, before feeling able to engage in professional learning. Such findings may be important in considering the integration of a variety of strategies into an overall mentoring approach.

Situated Apprentice Approach. The mentor using this approach relies on passing on 'tips and tricks' as they help the novice become accustomed to their new role as teachers (Wang & Odell, 2002). This approach is characterised by the dissemination of techniques, provision of solutions and the giving of information, all in an attempt to equip teachers with the skills they need to perform their roles as teachers. Wang and Odell (2002) argued that the situated apprentice approach assumes that learning to

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teach is a simplistic progression from theoretical knowledge to skilled practitioner. They disputed that becoming an effective teacher simply necessitates that novices become familiar with resources and techniques over a period of time. Although a component of learning to teach is likely to be observing and perhaps copying effective teaching practice, Feiman-Nemser (2003) argued that there is no guarantee that a novice teacher is able to identify effective practice in order to replicate it. She further contended that it is even more challenging for a mentor to effectively make their thinking visible for the novice and that consequently, this mentoring approach has many pitfalls.

Feiman-Nemser (2001) did find in her extensive observation and interview study of an exemplary mentor that the situated apprenticeship based approach had some benefits, such as modelling practice and critical reflection of practice for mentees. However, she also found that it was only effective when accompanied by strategies designed to 'unpack' the mentor teacher's practice for the mentee. In her work, Cameron (2009) identified the importance of an element of the situated apprentice approach. However, she in no way advocated for the use of this approach in isolation.

The view that effective mentoring needs to move beyond a focus on the more technical aspects of teaching that characterise the situated apprentice approach is supported by much of the international research (for example, Achinstein & Barrett, 2004; Bradbury, 2010; Richter, Kunter, Ludtke, Klusmann, Andrs & Baumkert, 2011). This view is also evident in the New Zealand literature. For example, Aitken, Ferguson, McGrath, Piggot-Irvine and Ritchie (2008) conducted a number of case studies as part of the New Zealand Teachers Council programme of work on

mentoring, undertaken in preparation for the development of the Guidelines for Induction and Mentoring and Mentor Teachers (2011). The researchers studied mentoring in a cross section of education settings and concluded that a balance of mentoring techniques and strategies made up an effective overall approach to mentoring, and included elements of both humanistic and situated apprentice approaches (Aitken et. al., 2008).

Critical Constructivist Approach. The third approach identified by Wang and Odell (2002) is the approach most aligned with an educative approach to mentoring, as defined previously. A critical constructivist approach to mentoring is based on the belief that knowledge about teaching needs to be developed through on-going reflective and collaborative inquiry into teaching practice. Mentoring practice using this approach is oriented towards robust critique of practice, where both mentors and novices are learners (Wang & Odell, 2002). Kemmis et al. (2014) described the successful use of this approach in their work in Finland. There, groups of beginning teachers regularly meet with a mentor/facilitator to discuss their teaching, and collaborate and co-construct knowledge and strategies, as co-mentors and co-mentees, in mutual professional learning communities.

Wang and Odell (2002) drew heavily on Cochran-Smith (2001) in their definition and interpretation of this approach. Mentors working within this approach are committed to the improvement of teaching. They are successful at inquiring into their own practice and can support and motivate their mentees to do the same. This approach is founded on the premise that knowledge is potentially flawed if it is not the result of collaborative inquiry by mentor and mentee (Wang & Odell, 2002).

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A mentoring approach based on the principles of collaborative inquiry is strongly advocated for in the literature (Achinstein & Barrett, 2004; Aitken, Ferguson, McGrath, Piggot-Irvine, & Ritchie, 2008; Feiman-Nemser, 1998; Orland-Barak & Hasin, 2010; Timperley, 2001). However, while advocating for this approach may be straightforward, it is much more difficult to ensure that mentors work with mentees in such collaborative and co-constructivist ways in order to guarantee effective mentoring. Fairbanks et al (2000), in their study of successful mentoring with 15 mentor/mentee pairs, identified the importance of collaboration in the mentor/mentee relationship. However, in their study collaboration was defined more as "walking alongside" their mentee, rather than initiating robust inquiry into practice with their mentee. This is interesting because their definition differs from the type of collaboration underpinning educative mentoring which was gaining traction in the field of teaching at the time of their study.

Loizou (2011) argued that an effective co-constructivist, collaborative approach requires both mentors and mentees to reconceptualise their roles within the mentoring relationship. She pointed out that, given that the role of the mentee has traditionally been one of 'follower', mentors need to help mentees to critically reflect on their own practice and the practice of others. For the educative approach to succeed, Loizou (2011) believed that there needs to be a balanced power relationship between mentor and mentee. However, Wang and Odell (2002) identified possible complexities with this approach to mentoring. They argued that its collaborative nature does not clearly define the roles of mentor and mentee, and that this lack of clarity may be detrimental to teacher learning and student outcomes. They further contended that the associated

emphasis on teacher inquiry may lead to a risk that this is pursued to the detriment of student learning.

Despite the identification of some risks in the literature, there is a distinct international trend towards promoting an educative approach to mentoring, together with its focus on collaboration, co-construction and teacher inquiry. In the New Zealand context this is exemplified through the work of Aitken et al, (2008). However, as Hobson et al. (2009) argued, it is not yet clear what exactly comprises the ideal educative approach. Wang and Odell (2002) advocated for the integration of a variety of approaches for effective mentoring. They concluded their rigorous analysis by stating that although the collaborative inquiry model of the critical constructivist approach might be beneficial, it is complex and challenging to achieve and, furthermore, is likely only to be accessible to a minority of mentors.

Effective Approaches to Mentoring

In their review of international literature comprising over one hundred studies, Hobson et al. (2009) identified a collection of strategies effective mentors use. These are consistent with the findings of many other researchers in the area (Bradbury, 2010; Cameron, 2009; Feiman-Nemser, 1998, 2001; Orland-Barak & Hasin, 2010; Wang & Odell, 2002). Hobson et al. (2009) and others found that an element of psychological and emotional support, as characterised in Wang and Odell's (2002) humanistic approach, is necessary for effective mentoring. Cameron (2009) pointed out that although such support may not directly improve teaching, it is a necessary part of an effective mentoring relationship. Orland-Barak and Hasin (2010) agreed that an element of care and support is essential in the work of a mentor. However, as

noted earlier, the literature warns against the overuse or reliance on this approach as it will not lead to improved teaching (Cameron, 2009; Feiman-Nemser, 1998, 2001; Langdon et al., 2009). Furthermore, some researchers (for example, Langdon et al., 2009) are adamant that mentoring that has this strong focus will not support teachers to reach their full potential.

Being available and having regular meetings with the mentee is considered to be of high importance, as are frequent opportunities to observe practice, both of and by the mentee (Aitken et al., 2008; Hobson et al., 2009). However, Cameron (2009) contended that observation in and of itself is not sufficient. She argued that the mentor-mentee conversations and analysis that follow observation are the factors that have the potential to change practice and result in mentee learning. The work of Langdon (2013a) has shown that the way mentor-mentee conversations are conducted can provide insight into the overall mentoring approach that is being used. Indeed, Robinson and Lai (2006) believed that conversations between mentors and mentees that encourage mentees to inquire into their own practice, learn from their practice and plan for improvement are indicative of an effective mentoring approach. Timperley (2001) also believed the mentor-mentee conversations have real potential to develop a mentee's thinking and therefore improve teaching practice and outcomes for learners. Such a strategy fits with the Wang and Odell (2002) critical constructivist approach to mentoring.

The key issue in the literature regarding characteristics of effective mentoring is the ability of the mentor to challenge and provoke the mentee's thinking in order to solve problems and grow and learn as teachers (Aitken et al., 2008; Feiman-Nemser, 2003;

Hobson et al., 2009; Langdon, 2011). Achinstein and Barrett (2004) found, in their two-year study of 15 mentoring pairs, that the most effective mentors supported mentees to problematise issues, debate possibilities and see the complexities of teaching in alternative ways. This was supported by Cameron (2009), who discussed how highly effective mentors give mentees autonomy over their own learning. In addition, Langdon (2011) found that effective mentors make visible their fallibility, and that this shifts the focus from failure to learning, and encourages mentees to try new and different ways of doing things for the benefit of their own professional learning.

Workplace culture is also an important factor in effective mentoring. Langdon and Ward (2014) found that the creation of a school culture where inquiry and collaboration was commonplace was key to effective mentoring. Such a culture created a climate which gave all teachers access to quality learning opportunities in a collaborative environment. Bullough (2012) reinforced the importance of a collaborative environment for mentor and mentee learning.

The above suggests that a shift to an educative approach requires a shift in thinking about mentoring models. As Feiman-Nemser (1998, p.66) argued, "What we need are new models of mentoring that respect the complex and contextualised nature of teaching, that honour teachers' knowledge and ways of knowing, and that engage novices, mentors and university-based teacher educators in a joint inquiry about teaching and learning to teach". Hobson et al., (2009) suggested that such a shift is more likely to be achieved if mentors have participated in appropriate professional learning programmes to prepare them for the role and assist them in reflecting on their

beliefs and values in relation to mentoring (Hobson et al, 2009). Timperley (2001) reinforced this idea in her study that showed that prior to a professional learning intervention, mentors were predominantly concerned with teachers' practical performance rather than inquiry. It was only after they undertook training in leading mentoring conversations that mentors shifted their focus to one of inquiry, as advocated for in an effective educative approach. The Timperley (2001) study also highlighted the important role mentoring conversations play in a mentoring approach that has effective outcomes for mentee learning and development. Bradbury (2010) also emphasised the importance of professional learning opportunities for mentors that go beyond training, and advocated for the establishment of professional learning communities where mentors can develop their identities as mentors. Such studies reinforce the need for mentors to develop specific skills and knowledge in order to implement an educative approach to mentoring.

Conclusion

The literature suggests that the purpose of mentoring needs to be reframed from having a focus on the 'survival' of beginning teachers to improving the professional learning and practice of beginning teachers. Achinstein and Athanases (2006) believed that a 'limited' mentoring approach, one that focuses on survival, limits what can be achieved through mentoring. They argued that a shift in thinking is vital for effective mentoring, a viewpoint is strongly argued by Feiman-Nemser (2001) in her advocacy for an educative approach to mentoring.

In New Zealand, such views are echoed in the Guidelines for Induction and Mentoring and Mentor Teachers (New Zealand Teachers Council, 2011) and backed

by the significant professional learning and development that the Council has provided to encourage and support the New Zealand teaching profession to make this change to mentoring. It could be argued, however, that the shift to an educative approach to mentoring is not widespread. For example, the very recent study by Langdon and Ward (2014) indicated that the educative approach to mentoring is complex and very challenging, and difficult to realise.

Studies which provide evidence of less than ideal approaches to mentoring show that often there is no additional time or resources allocated for the purposes of mentoring (Hobson et al., 2009). This is particularly evident where there are no formal funding structures or guidelines in place in the early childhood sector (Aitken et al., 2008). In addition, Kemmis et al. (2014) found that the adopted view and approach to mentoring varied depending on the 'practice architectures' that were in place to support mentoring practice within the school. This has implications for the early childhood sector in New Zealand given that it is a non-compulsory education sector where privately owned centres are largely left to determine their own mentoring policies and practices. In addition, such centres do not receive any specific Government funding to support the induction and mentoring of beginning early childhood teachers.

Despite the early childhood sector not having the same resources or systems to mentor beginning teachers as are available in the compulsory education sector, early childhood mentors are still required to work under the same guidelines for the induction and mentoring of provisionally registered teachers (New Zealand Teachers Council, 2011). In addition, there is limited research into mentoring approaches

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undertaken in the early childhood sector. It would therefore be pertinent to look specifically at mentoring in this sector. In particular, to gain insight into whether approaches being used by early childhood mentors are in line with current expectations around educative mentoring.

Hence the focus of this research was to examine the mentoring approaches used by mentors of early childhood provisionally registered teachers.

The next chapter identifies and explains the research design for this study.

CHAPTER THREE

Methodology

The purpose of this research was to investigate the mentoring approaches revealed in mentoring conversations between early childhood mentors and their mentees, provisionally registered early childhood teachers. The study was designed to be a small-scale research project within an interpretative social science paradigm using a qualitative approach. This chapter provides a rationale and explanation for the proposed research design, and describes the data collection and analysis methods. Issues related to validity and reliability are outlined, and ethical considerations are discussed.

Research Paradigm

The paradigm underpinning any research design reflects both the researcher's ontological and epistemological assumptions, as well as their assumptions about human behaviour (Guba & Lincoln, 1994). There are three generally accepted overarching paradigms associated with social science research: 'positivism', 'interpretivism', and 'critical social science'. Each of these paradigms is founded in different traditions and therefore requires different research techniques (Mutch, 2005). This research is situated within an interpretative paradigm or what Creswell (2014) referred to as 'worldview'. He defined worldview as "a basic set of beliefs that guide action" (Creswell, 2014, p. 6). Research within the interpretative paradigm is based on the assumption that human beings construct meaning as they engage with the world (Creswell, 2014). The research is therefore open ended, allowing participants to share their views and enabling the researcher to then interpret the information gathered. As a researcher I was drawn to the interpretative paradigm because it is underpinned by the notion that there are no absolute truths, instead reality is constructed through

interpretation (Creswell, 2014). The aim of the interpretative researcher is to advance knowledge about a particular aspect of people's construction of their social world, and, through interpretation of data, to offer deep perspectives and insights regarding interactions in particular contexts (Sarantakos, 2013). In this study, I sought to gain insights into mentoring approaches used by early childhood mentors with provisionally registered teachers, through an examination of mentoring conversations. Situating the study in an interpretive paradigm allows the researcher to view a socially meaningful action using the narratives of people in their natural settings (Neuman, 2003). Interpreting mentoring conversations that are a normal part of the mentoring process undertaken by early childhood mentors with provisionally registered early childhood teachers enables the researcher to gain insights into mentors' approaches to mentoring. This is consistent with studies such as Langdon, Lind, Shaw and Pilcher (2009) and Timperley (2001) that indicate such conversations provide a window into teachers' modes of mentoring.

Research Approach

There are two main approaches to research: qualitative and quantitative (Mutch, 2005). Sarantakos (2013), in comparing the two, described the quantitative approach as being objective, deductive, value-free, based on strict rules and procedures with the aim being to explain social life. In contrast, he described the qualitative approach as being subjective, inductive, dynamic, and dependent on interpretation, value laden with the aim being to interpret and understand social life (Sarantakos, 2013). This study utilised a qualitative approach.

According to Creswell (2014) qualitative research is defined as "an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting" (Creswell, 2014, p. 15). This study therefore fits comfortably within a qualitative approach. I chose to use conversations between mentors and mentees that occur as a natural part of the induction and mentoring programme for provisionally registered teachers. Fundamentally, a qualitative approach is consistent with the interpretive paradigm as it aims to communicate the participants' experiences of the world in their own words (Creswell, 2014). The collection and inductive analysis of the rich data from individual mentors' mentoring conversations enabled me to become immersed in the words of participants. A qualitative approach allowed me to draw meaning from the words and phraseology of the conversations, as is normal in qualitative research (Sarantakos, 2013) to provide an understanding of the wider mentoring approach used.

Research Process

Once ethics approval had been granted from the University of Auckland Human Participants Ethics Committee (refer Appendix 1) I contacted a large provider of early childhood education and care in the Auckland region. This organisation was specifically chosen because of the high number of teachers it employs and the likelihood of there being a pool of teachers who were currently mentoring provisionally registered teachers who could participate in the study.

Given my role as a professional learning facilitator I would be known to a number of early childhood teachers. It was important that no 'conflict of role' arose during this research. For this reason I followed the process below:

1. I contacted a Manager of a large provider of early childhood education and care services and provided information about the study (refer Appendix 2) and a Consent Form to gain site access (refer Appendix 3). She signed and returned the Consent Form and provided me with nine email addresses for teachers within the organisation who were currently mentoring provisionally registered early childhood teachers.

2. I emailed the nine potential participants an Expression of Interest form inviting them to participate in the research (refer Appendix 4). An Expression of Interest form for their mentee was also included (refer Appendix 5).

3. I received six expressions of interest from the potential participants. I gave the three that I had not heard from a further opportunity to take part by emailing them again. I received a negative response from two and did not receive a response from the remaining one.

4. The six potential participants and their mentees were sent Participant Information Sheets (refer Appendix 6 and 7) and the Consent Forms (Appendix 8 and 9) to consider. Three of the six mentors informed me that they did not want to take part in the research leaving only three potential participants. These three returned their signed Consent Forms along with the Consent Forms from their mentees.

5. I decided to approach another early childhood centre, to invite a teacher who was mentoring a provisionally registered teacher to take part. She agreed and became the fourth participant.

My initial intention was to have six mentors take part in the research, resulting in six conversations for analysis. However, the challenges in recruiting participants had resulted in delays, so I decided to proceed with the four confirmed participants.

Selection of Participants

The purpose of this interpretative qualitative research project was to explore a particular phenomenon: the mentoring approaches of early childhood mentors of provisionally registered teachers, through an analysis of mentoring conversations. A purposive sampling method was therefore used. Punch (2014) talks about this as a way of sampling intentionally with a specific goal in mind. Participants were selected on the basis that they all had experience of the phenomenon being investigated, thus allowing common themes to be identified (Creswell, 2014). A purposive sample of early childhood mentors, who were currently mentoring provisionally registered teachers, was therefore used for this study. Although it had been my intention to analyse the mentoring conversations undertaken by six mentors with their mentees, in the end my data set comprised four mentoring conversations for the reasons discussed in the previous section.

Data Collection

In this interpretative qualitative study, data were gathered using naturally occurring mentoring conversations between early childhood mentors and provisionally registered teachers. Mentoring conversations were chosen as the data source in this study to contribute to the credibility and validity of the research. Most research in this area uses surveys or questionnaires. Although these can provide useful insights into mentoring, participants' accounts can lack credibility or validity (Langdon, 2013a) if participants give responses based on espoused practice rather than actual practice

(Robinson & Lai, 2006). Hence the decision to use mentoring conversations was made to address this issue and to reveal actual mentoring approaches.

The data were collected using digital audio recording of mentoring conversations between mentors and their mentees. I was not present during these conversations as I wanted data that were authentic and part of the regular mentoring process and I was aware that my presence may change the conversational dynamics between the mentor and mentee. The participants were asked to make a digital recording of a mentoring conversation with their mentee. The digital recordings captured actual conversations that were already scheduled as a component of the induction and mentoring programme in place. My intention was to capture mentoring conversations that were as natural as possible, in order to gather data that was as representative of a regularly occurring practice as possible. The mentoring conversations were transcribed by a professional transcriber, who signed a confidentiality agreement (refer Appendix 10). I then analysed the transcripts.

Data Analysis

Interpretation of the data involved analysing the mentor/mentee conversations in order to provide insight into the approach mentors were taking to their mentoring practice. My data analysis method needed to be systematic, transparent, disciplined and clearly described (Punch, 2014). I therefore used a model from Langdon (2013a), which is a set of eight criteria for analysing conversations adapted from Earl and Timperley (2008). Although Langdon's (2013a) model was used with mentors in the primary school sector I believed it was equally applicable to early childhood mentors. This model was used for analysis because it enabled coding of the mentoring

conversations. In order to determine the mentoring approaches mentors were using I then categorised the coded data into two approaches drawn from the New Zealand Teachers Council introduction of the Guidelines to Induction and Mentoring and Mentor Teachers (2011). The model used for analysis is outlined in Table 1.

Table 1: Criteria from Langdon (2013a) categorised into mentoring approaches drawn from Guidelines to Induction and Mentoring and Mentor Teachers (2011).

Related criterion from Langdon (2013a)	Explanation of Langdon (2013a) criteria	Mentoring Approach from Guidelines to Induction and Mentoring and Mentor Teachers (2011)
1.Affective Support	- affirms practice and ideas, acknowledges feelings, praises, positive feedback	Advice and Guidance
2.Transmission	- asks closed questions, directs, explains, describes, tells, speaks for the mentee, dominates	
3.A focus on students	- encourages talk about knowledge of learners, needs of learners, next learning steps	Educative mentoring
4.Agency: self regulatory approach to learning	- encourages taking control of own learning, talk about trialling ideas, making decisions about how to teach	
5.Knowledge and skills	- establishes principles and explicit criteria for practice. Discusses new strategies – links made to principles	

Related criterion from Langdon (2013a)	Explanation of Langdon (2013a) criteria	Mentoring Approach from Guidelines to Induction and Mentoring and Mentor Teachers (2011)
6.Beliefs: teacher's existing theories	- encourages talk about theory, beliefs about teaching and learning. Checks for understanding; reflects on mentoring; sets own goals	Educative mentoring
7.Integration of theory and practice	- encourages talk about assessment, planning ideas, shares ideas	
8.Joint de-construction and co-construction of new practice	- encourages mentee to describe, analyse, design next steps, set new goals, understand the implications for teaching and learning	

Data Analysis Steps

Creswell (2014) outlines the following key steps to direct analysis of data: organisation and preparation of data; exploration of data; use of a coding process to generate categories or themes; consideration of how these will be presented in the findings; interpretation of the findings; and validation of the accuracy and credibility of the findings. I used these steps to guide the analysis of the data in this study:

1. The digital recordings of the mentoring conversations were transcribed by an independent transcriber who had signed a confidentiality agreement (refer Appendix 10).

2. Once the transcripts were completed I checked the accuracy of the transcription by listening to the recordings alongside the transcript, checking for errors. Any errors were corrected. I then listened to the

recordings for a second time in order to gain an overall impression of the tone of the conversation. I recorded my initial thoughts and ideas during this second listening.

3. Detailed analysis followed. This involved the process of coding and categorising using the model from Langdon (2013a). While reading through the transcripts, phrases, statements and portions of the dialogue were assigned a number 1 through 8 to indicate which criteria they fitted in the Langdon (2013a) model. A sample of analysed data is presented in Table 2.

Table 2: Sample of analysed data from mentoring conversations

Criterion from Langdon (2013a)	Quote from Conversation	Researcher's thoughts
1. Affective Support, affirms practice and ideas, acknowledges feelings, emotions, dispositions	"I think that is quite normal…" "That's good" "Good" "So that is actually working smart…" "But you need to look at good things too…" "That's not hard so do not panic" "You are continually improving…you are doing really well…so I do not think you should be too concerned" "You are trustworthy and responsible and wanting to , you know…" "and that is all your hard work, everything's not easy… you have high expectations of yourself"	Acknowledges mentee's feelings Affirming Affirming Affirming, propping up Affirming Support and encouragement Emotional support Support and encouragement Emotional support, affirming Emotional support. Missed opportunity for mentor to encourage mentee to gain insight into lack of self confidence
2. Transmission, asks closed questions, directs, explains, describes, tells, speaks for the mentee, dominates	"Have there been some highlights?" "Reflective listening is…" "So some things to consider when you are looking at things like this are…" "you can also learn from those centres and then take…" "there are some that do not have enough support backing it then pop it into there"	Closed questioning rather than inquiring. Telling Providing solutions Giving suggestions Telling her what to do rather than encouraging her to problem solve Providing solutions

Criterion from Langdon (2013a)	Quote from Conversation	Researcher's thoughts
	"Well that would be, I think, a reflection"	Providing solutions. Perfect opportunity to encourage agency
	"Well you do not need lots and lots…So you need to be putting in there…"	Providing solutions
	"If you went into the kitchen and you saw a fire would you…?"	Telling her, does not encourage her to problem solve
	"Right so maybe you need to…"	Quizzing, testing
	"writing is really good…these are your opportunities to write these things"	Telling her, does not encourage her to problem solve, advice
	"Did you find his IDP helpful?"	Closed questioning
	"Do you know what that means?"	Closed questioning

4. The coded examples from the conversations were then categorised into one of the two approaches drawn from the New Zealand teachers council, Guidelines to Induction and Mentoring and Mentor Teachers (2011), either 'Advice and Guidance' or 'Educative'.

5. I then interpreted the meaning of the findings, collated the findings and presented them in appropriate charts and tables and in a qualitative narrative of the research findings.

6. Learning from the study was described and hypotheses made. Conclusions were drawn and tested.

Ethical Considerations

This research project was approved by the University of Auckland Human Participant Ethics Committee (refer Appendix 1). As part of this process, ethical issues were identified and evidence presented to mitigate those issues. Punch (2014) noted that ethical issues are more likely to arise from qualitative approaches than quantitative approaches because such research involves the collection of data from people and about people. Given that this study focused on early childhood mentors and their

interactions with early childhood provisionally registered teachers, it was important to ensure that the research process minimised feelings of intrusion and invasion of privacy for participants (Punch, 2014). In this study, ethical issues that needed to be considered and addressed included conflict of role, deception, informed consent, harm to participants, privacy and confidentiality of data (Punch, 2014).

- As a professional learning facilitator at the University of Auckland there was a possibility that I knew or was known to some of the participants. The issue of 'conflict of role' was addressed by asking the participants to use pseudonyms or Christian names only. This was outlined in the Participant Information Sheets and Consent Forms. (refer Appendix 6,7,8 and 9). I did not meet with the participants at any time and I had no further contact with the manager from the organisation who provided the initial email list of potential participants.

- Every effort was made to ensure that there was no deception in the selection of participants. Informed consent was sought by providing potential participants with full information about the aim of the study, the nature of their involvement, and their rights as participants. In giving their informed, written consent, participants acknowledged that their participation was voluntary, that their decision to participate (or not) would have no impact on their employment (See Appendix 8 and 9), and that they had the right to withdraw from the study up until the time that they sent their recording to me, without giving any reason.

- Potential for harm was mitigated by gaining informed consent and by ensuring that participants' involvement was voluntary. The Manager from the organisation had no on-going contact with me, no direct contact with the participants, and was not aware of who took part in the study.

- In terms of participant confidentiality, there was a possibility that the early childhood centre or teaching team confidentiality may be compromised through the content of the audio recordings. However, names and other potentially identifiable information was only known to me, pseudonyms were used (Jan, Mary, Ava, and Hine), the transcriber signed a confidentiality agreement (refer Appendix 10) and no names or other identifiable information was supplied to third parties. Identifiable information was not used in any reports of this study. Participants were informed of their right to withdraw from the study at any time up until they sent their data to me.

- To ensure the participants' privacy, it was important to keep identities confidential. Therefore, as noted, identifying information was removed and pseudonyms were used in the reporting of data to help ensure participant confidentiality. The issue of possible identification of participants was explained in the Participant Information Sheet (refer Appendix 6 and 7). In addition, participants were asked not to use full names during the mentoring conversations in order to preserve confidentiality for themselves and their mentees. The transcriber also signed a confidentially agreement (Appendix 10).

- Although mentors were the focus of this study and not the provisionally registered teachers (mentees), the mentees also needed to give informed consent. Participant Information Sheets were supplied and consent was sought separately from the mentees (refer Appendix 7 and 9).

Ethical considerations are also important in the data analysis of the research process. Merriam (1998) suggests that researchers need to be mindful of the way they present

and disseminate their research findings to minimise distortion while maximising the potential benefits of the research. I have therefore been aware of the researcher's responsibility to make every effort that sufficient data is collected, analysed, and reported so that readers can draw their own conclusions (Merriam, 1998).

Validity and Reliability

Regardless of the type of research, validity and reliability need to be considered. Careful attention needs to be paid to the way the study is conceptualised, the way data are generated, analysed and interpreted, and the way in which the findings are presented (Merriam, 1998). However, there are different views of the concepts of validity and reliability as they relate to qualitative, rather than quantitative, research. For example, Denzin and Lincoln (1994) talked about trustworthiness and authenticity, and Neuman (2011) identified the importance of truthfulness, credibility, and believability.

Creswell (2014) discussed a number of strategies qualitative researchers can use to validate the accuracy of findings. For the purposes of this research, the following were used to address such concepts:

- Use of rich, thick description: According to Creswell (2014) rich, thick description is telling the story through participant quotations. Rich, thick description is evident in this study through the use of direct quotations to communicate the conclusions drawn from them and so help the reader to makes sense of the participants' experiences through the text.

- Reduction of researcher bias: As the researcher I engaged in a self-reflective process. I attempted to consider any biases I might have and how they may

impact the findings of the study. Creswell (2014) suggested that this assists in creating "an open and honest narrative" (p. 202) and I have attempted to convey this as I have written the final report. An effort has also been made to present any information that contradicts the general perspective of the emerging themes. This adds realism and assists in portraying a trustworthy approach (Creswell, 2014). In addition, my place in the research landscape was outlined in the introduction, notes were made during listening to digital recordings and reading the transcripts, and further notes were made during the analysis of the data.

Creswell (2014) suggested that a strategy that qualitative researchers can employ to enhance the trustworthiness of their research is to locate a person who is able to challenge the researcher's ideas and interpretations, and ask questions about the study. This is known as peer review or peer debriefing. In this research, two University of Auckland academic staff acted as supervisors during this project. Regular meetings were held with the supervisors where all aspects of the project were questioned and discussed. In addition, a professional colleague and fellow researcher also provided critique and helped ensure the study would resonate with readers (Creswell, 2014).

Creswell (2014) also emphasised the importance of maximising the transferability of research. To support this aim, detailed descriptions have been provided of the research process.

Summary

This chapter describes the research design used to investigate the question: What mentoring approaches are revealed in mentoring conversations between early childhood mentors and provisionally registered early childhood teachers?

This small scale, qualitative research project was situated within an interpretative paradigm. Data were generated from the mentoring conversations that four early childhood mentors had with their provisionally registered mentees. The findings are presented in the following chapter. They include direct participant quotations to validate my interpretations of the data.

CHAPTER FOUR

Research Findings

This research investigated mentoring approaches revealed in mentoring conversations between early childhood mentors and provisionally registered early childhood teachers. Previous chapters reviewed relevant literature and the research design was described, including the processes and methods used to gather and analyse the data. This chapter reports on the findings that were drawn from the analysis of four mentoring conversations between mentors and their mentees.

As described in the methodology chapter, data analysis was undertaken using a two-step process. First, the mentoring conversations were analysed using the Langdon (2013a) criteria. Second, those data were categorised into two mentoring approaches, advice and guidance, and educative, drawn from the New Zealand Teachers Council Guidelines to Induction and Mentoring and Mentor Teachers (2011). This two-step process was undertaken in order to answer the research question: What mentoring approaches are revealed in mentoring conversations between early childhood mentors and provisionally registered early childhood teachers?

The findings are presented in two major sections: first, advice and guidance approach to mentoring and second, educative approach to mentoring.

Advice and Guidance Approach to Mentoring

The following findings relate to the two Langdon (2013a) criteria that, as shown in the methodology chapter, correspond with the advice and guidance approach to mentoring. These are affective support and transmission (see Table 1, page 27).

Affective Support. Prevalent in all four mentoring conversations were comments related to affective support. Further, evidenced in the data were two forms of communicating affective support. First, and most common, was stand-alone praise and second was encouragement.

Comments related to stand-alone praise affirmed the mentee and in three of the four conversations were delivered without qualification. For example, Jan often remarked, "That's great", "That sounds really good", "Ok great". Mary also often offered isolated statements of praise such as "That's good" and "Good", while Ava frequently commented, "That was amazing", "It was excellent" and "You have done well".

Hine, however, used praise more descriptively. She typically qualified the affective support in ways that that aimed to enable her mentee to see the connections between her practice and her learners. For example: "That was great. I like the way you gave him time … to do the exploring…". Hine also positively reinforced her mentee's practice when she praised her mentee. For example, "The way you use te reo is really excellent. It is really evident in your practice that te reo is something you use every day and I also think that the other teachers are inspired by you…".

The second way of providing affective support was in the form of encouragement aimed at promoting confidence. Mary in particular spent much of her conversation reassuring her mentee as shown in the following comments: "But the fact that you strive to do the very best is great…" and "You are continually improving…you are doing really well…".

Affective Support in Relation to an Advice and Guidance Approach to

Mentoring. Affective support forms part of a mentoring approach focused on advice and guidance that affirms mentee practice in order to build confidence (New Zealand Teachers Council, 2011). An advice and guidance approach is characterised by the mentor providing psychological and emotional support with the aim of boosting the emotional wellbeing of their mentee. Mary, for example, provided such support when her mentee was having a problem when she said: "It's not an easy position you are in…Even though you do find it difficult you are doing a really good job". Comments supporting development of the mentee's confidence through encouragement, are also shown in the following: "You showed really good skills and teaching practice…it was excellent" (Ava), "So you have done well" (Hine).

Given the widespread use of affective support, it is perhaps not surprising that the data revealed little evidence of the mentor encouraging the mentee to gain insight into their own practice and to take responsibility for their own learning. For example, Jan's typical approach was to affirm her mentee when she was expressing self-doubt with comments such as "But you need to look at the good things too", "That's hard so do not panic", "But you are trustworthy and responsible", "You have high expectations of yourself". Jan's focus appeared to be on making her mentee feel better rather than taking the opportunity to encourage her to reflect on her feelings of self doubt and develop coping strategies which may have resulted in greater mentee learning and development.

Transmission. Data analysis revealed that transmission was the criteria most evident in the four mentoring conversations. Langdon (2013a) categorised transmission as

questioning by the mentor, particularly closed questioning, 'telling' the mentee what to do, directing practice, describing practice and offering their own opinions and solutions.

Three transmission methods were evident in the four conversations: (1) closed questions, (2) descriptions of mentee's practice, and (3) the provision of solutions or answers.

First, the mentors frequently used closed questions. For example, "Do you know what that means?" (Jan) and "Did you find his IDP helpful?" (Ava). In many instances the use of closed questions appeared to stop the flow of the conversation, as the mentee would respond with a simple "yes" or "no" as exemplified in the following excerpt.

> Jan, Mentor: Okay, so my role to support you here would be to use me to role play with, okay? So before you have a dialogue with a teacher then practice it with me first so that I can be the person who you are talking to and then you can present it to me, I will act out and be that person so that it helps you before you move forward with another teacher, if you feel that that is actually going to help. Does that make sense?

> Mentee: Yes

> Jan, Mentor: So at any time let me know. So with this also, any small little thing may be reflected on through your diary as well, any dialogue or things that you do want to present to your work colleagues and things so you can sort of see that you are actually practicing. And did you take some notes and things from here?

Mentee: Yeah, yeah.

Jan, Mentor: That's okay, if you compile it and put it with this one anyway and then from that don't hesitate to sort of go back through your material where you have dialogue as well because that all helps. Does that make sense?

Mentee): Yes

The second way transmission was evident was in the large sections of the conversations that described the mentee's practice and which provided little opportunity for the mentee to comment or participate in the conversation. This is evident in the above excerpt, and the following excerpt provides a further example. In this passage, Hine provided a detailed description of the child and his engagement with the resources that have been provided for him. Such long descriptions tended to leave the mentee simply agreeing with the mentor's description of events.

Hine, Mentor: How you had set up the mirrors with the leaves underneath it and you were looking at the fact that the children were really interested in nature and building on their relationships and also the fact that they had developed this interest in mirrors and you felt children were showing a sense of identity. So if we then look at the day that we were outside and you had set up the mirror box and then you just left it and you sat nearby it and you just left it for the children to come themselves and start exploring what you had set up. I noticed that some of the children came and had a look and they touched the leaves and then you started interacting with them and talked about the different textures of the leaves and the colours and how they felt, using a lot of te reo as you were going which was good to see that as well with the children. You gave the children time. You respected the fact that they were looking at

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the leaves and you actually gave them time to explore and look at things in their own time. I think the children need to have that time and be shown that respect. They don't always want to be rushed into doing things. I noticed that Harrison was really interested in the box and you were encouraging him to have a look at the leaves and he did and then he noticed this big leaf that he picked up and he started looking at it and swishing the other leaves around with it and as he was doing that he noticed that he saw his reflection in the box and then I know that you had noticed that as well and I saw you look under the box with him and he noticed your reflection as well in the box so he was quite happy about that, I know he had this big smile on his face and he pointed out the fact that he had seen himself and you in the mirror as well. I did notice that you were starting to get a whole lot of children come over, there was about eight of them.

Mentee: It got very busy yeah.

(Hine, Mentor continues for another 198 words) It did get very busy but in saying that you were actually responsive to all of the children that came over to where you were sitting and Kane had bought a little book about transport over and he was really interested in you reading him this book and I like the way that you actually gave him the time. Harrison was still exploring the leaves in the box so you just kind of left him to do the exploring and then you started reading the book and…

This excerpt also suggests missed opportunities to focus the mentee's thinking on the learner as the mentor's lengthy description did not encourage the mentee to discuss the child's learning, including planning for next steps in the child's learning.

The third way in which transmission was evidenced was through mentors providing mentees with solutions or answers. For example Jan provided her mentee with the answer to her question about reflective listening: "Reflective listening is when you are repeating back to them what you think you have just heard". Although the mentee had previously given her own definition of reflective listening, the mentor did not refer to this but instead responded with her own definition. A further example was provided by Mary where she provided a solution to her mentee's question about how to effectively evidence the registered teacher criteria in her portfolio: "Well you don't need lots and lots of stuff. You need good quality stuff. So you need to be putting in there something that really, really shows how you have achieved or gained or learnt."

In contrast, rather than always providing solutions for her mentee, Hine sometimes made suggestions that seemed to encourage the mentee to solve her own problems or questions. However, the opportunity for the mentee to respond to these questions was often cut short. For example, Hine said to her mentee " So think about a question you could ask yourself, maybe, 'How could I demonstrate that I support children and take an active role in their learning?'" which could be interpreted as an attempt at co-constructing inquiry with the mentee. Hine then went on to suggest to the mentee that she formulate an inquiry question herself: "So think about a question you could ask yourself". However, in the same sentence, and without pausing to give her mentee an opportunity to respond, Hine delivered her own inquiry question: "How could I demonstrate that I support children and take an active role in their learning?". While the conversations showed that there were opportunities for the mentors to co-construct next steps with their mentees, on most occasions mentors tended to

provide answers, a response consistent with an advice and guidance approach, rather than probe their mentees thinking, a response consistent with an educative approach.

Transmission and the Advice and Guidance Approach to Mentoring.

Transmission is associated with the provision of technical support, with the mentor often dominating the interaction. This is also a feature of the advice and guidance approach to mentoring. Furthermore, an advice and guidance approach is characterised by the mentor providing answers and solutions. For example, when Mary's mentee talked about feeling unsure about differing health and safety practices because she was a relieving teacher in a variety of different centres, Mary offered her the solution: "Right so maybe you need to run a fire drill just to give you the confidence then." Rather than encouraging the mentee to inquire and problem-solve in order to come up with her own solution, the mentor offered her own answer to the problem. This tendency could also be seen when Mary suggested to her mentee that she write things down as a strategy for relieving her stress, "Well then, writing is really good, these are your opportunities to write these things". Ava also provided solutions rather than taking the opportunity to problem-solve when she told her mentee to "go back and do a little reflection on what it's meant, on what he's taught you within your teaching practice and how you would maybe approach things differently next time".

Educative Approach to Mentoring

The following findings relate to the six Langdon (2013a) criteria that can be linked to an educative approach to mentoring. As noted in Table 1 page 27, the six criteria are: a focus on learners; agency; self-regulatory approach to learning; knowledge and

skills; beliefs; teacher's existing theories; integration of theory and practice; and joint de-construction and co-construction of new practice.

As in the previous section, the findings are reported in relation to the six Langdon (2013a) criteria related to the educative mentoring approach. It should be noted however, that data analysis revealed less evidence of these criteria in the mentoring conversations than the two criteria (affective support and transmission) reported in the previous section on an advice and guidance approach to mentoring.

Focus on Learners. According to Langdon (2013a), this criterion is visible when the mentor encourages the mentee to talk about their knowledge of the learner, the needs of the learner and next learning steps for the learner. There was not a strong focus on learners in any of the four recorded mentoring conversations. Although Hine talked about what children were doing in her conversation, as presented in the section above, she did not go on to talk specifically about what learning was happening for the children, or planning for next steps for children's learning. The following extract is a further example of the focus being on describing her mentee's practice rather than prompting thinking about the learner, their needs and next steps:

> Hine, Mentor: I notice that Sam was really interested in the box and you were encouraging him to have a look at the leaves and he did and then he noticed this big leaf that he picked up and he started looking at …and I saw you look under the box with him and he noticed your reflection as well in the box so he was quite happy about that, I know he had this big smile on his face and he pointed out the fact that he had seen himself and you in the mirror as well.

Analysis of the other three mentoring conversations revealed that the mentees focused on teacher actions with no reference to how those teaching actions might relate to children's learning.

Agency. This criterion relates to mentors encouraging mentees to take control of their own learning. The mentor's role within this criterion is to provoke discussion and to encourage the mentee to talk about their ideas about teaching and how children learn and to make decisions based on these ideas about how to teach (Langdon, 2013).

Data analysis revealed limited evidence of this criterion in the four mentoring conversations. The comment by Ava, "and how do you see that's going for you?" could be interpreted as an invitation to her mentee to inquire into her own thinking. However, when the mentee responded, the mentor did not prompt or probe the mentee's thinking and the conversation shifted away from talking about the mentee's learning.

There were instances in Mary's conversation that suggested she encouraged her mentee to think about areas of practice to focus her development. For example, Mary said "So is there something besides the use of te reo, is there another area that you are feeling that you could work on?" and suggested reflection as a strategy for shifting practice and making decisions about how to teach "Well that might be a reflection you might like to write about". Although Mary's remarks could be interpreted as encouraging her mentee to take control of her own learning, Mary did not carry on to probe the mentee's thinking, or encourage the mentee to make decisions and explore new ideas related to her teaching. Instead, Mary gave her mentee a suggestion which

is consistent with an advice and guidance approach, rather than supporting her mentee to think more deeply about her practice which would be more consistent with an educative approach. The following excerpt provides a further example of a lost opportunity to encourage the mentee to take control of her learning.

Mentee: But how am I going to change that?

Mary, Mentor: Well you don't want to change it because that's what makes you so good. You just have to find ways of releasing it

Mentee: I don't know how to do that though Mary.

Mary, Mentor: Well then writing it is really good, you know, these are your opportunities to write these things

Mentee: Well yeah that's true too.

Mary, Mentor: And sometimes you find when it's on paper you know that's your release.

Mentee: Okay. Alright, so yes I am being very hard on myself.

In summary, the conversations provided limited evidence of mentors encouraging their mentees to make decisions about their teaching, or to talk about new ideas and how they were going to use those ideas in their teaching. While there were initial attempts at questioning, the data showed that mentors did not probe, prompt or provoke further discussion which may have promoted agency in the mentees' practice.

Knowledge and Skills and Integration of Theory and Practice. While these criteria were examined separately in Langdon (2013a), in this study the two are considered together because there were very few examples of either criterion in the recorded conversations. The criteria relate to the mentor encouraging discussion about ways of teaching, about what they know about teaching and what guides their practice, and specific teaching strategies and skills. They include encouraging talk about theory that underpins practice and assessment and planning for children's learning.

While one of the mentoring conversations provided some evidence of knowledge and skills, there was no evidence of a focus on integrating theory and practice. In terms of knowledge and skills, there were some instances when Ava invited her mentee to respond when she was discussing ways of teaching, for example, "So within your own teaching practice I see some really good aspects of intentional teaching throughout the day within the environment. Can you talk about how you see that within your teaching practice?" The following extract provides a further example of Ava discussing practice with her mentee:

> Ava, Mentor: And it might be that it's not particularly an interest about transport or gardening or something but it might actually be developing the relationships or really researching something or some social competencies. … those aspects of teaching practice too are valuable as well ... What I'd love to see happening in the environment is planning as a team and then that documentation is reflected from your planning onto the wall and then into learning stories. But to have it truly authentic you really need to have the time and the ability to be able to really truly observe first, to make it authentic. How do you see that? What do you think about that?

Beliefs: Teacher's Existing Theories. This criterion relates to the mentor encouraging the mentee to talk about their own theories and beliefs about teaching and learning. There was little evidence of this criterion in the data. Hine provided the only suggestion of this criterion being addressed.

During her mentoring conversation, Hine asked her mentee to "Tell me what your thinking was when this was happening…". This could be interpreted as providing her mentee the opportunity to discuss her beliefs in relation to her teaching. However, the mentee's response was an 800-word description of her teaching practice that did not touch on her beliefs or theories that underpinned her practice. It is interesting to note that the Hine did not follow up on her invitation to the mentee to "tell her what her thinking was" by probing or provoking her mentee's beliefs or theories about teaching.

Joint De-construction and Co-construction of New Practice. This criterion comprises evidence of the mentor engaging with the mentee with the intention of analysing and designing next steps for mentee learning and teaching practice. Consequently this criterion is characterised by discussion about goal setting and encouraging the mentee to see the connections between her practice and outcomes for children as well as both mentor and mentee understanding the implications of their goals for their teaching and children's learning.

The mentoring conversations did not yield strong evidence of encouraging the mentee to see the connections between her practice and children's learning. On occasion the mentor would suggest that the mentee and mentor work together on an issue although

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this was not pursued. For example when Mary said, "We might have to sort of think of a way of making that easier…" and the mentee did not respond to this suggestion, there were no further comments made by the mentor.

As the following excerpt indicates, Ava's mentoring conversation showed some evidence of a focus on mentee learning by encouraging her mentee to set and evaluate professional development goals.

> Ava, Mentor: How do you feel that you have achieved this goal?
>
> Mentee: I think in some ways I have accomplished this goal. I do think though initially that I set my heights too high and Nikau proved that to me. He made me rethink my goal because initially I sort of thought ' oh I can plan lots of activities for him and my input into it can be really big'. But what I learnt is it's more about following what he's interested in…

In addition, Ava sometimes sought clarification from the mentee. This gave the mentee an opportunity to explain her thinking in more depth. This in turn, led to further reflection about her own teaching enabling her to see connections between her learning, her teaching and the way in which her teaching related to outcomes for children. For example:

> Ava, Mentor: …incorporating some of those things that you want to do with him but within what he engages in, is that what you're saying rather than your own agenda?

Mentee: Yes. I think for him as well it's just really making the most and making those interactions that you have with him quality ... He made me realise that I should be working with him and completing something that he wants to achieve rather than trying to make it bigger and add more things into his life.

Ava, Mentor…and so he's taught you some things within your teaching practice hasn't he?

Relationship to an Educative Approach to Mentoring. The findings presented in the preceding section relate to the six criteria from Langdon (2013a) that can be categorised into an educative approach. The criteria are grounded in the mentor's ability and disposition to inquire into teaching practice with a view to improving practice and outcomes for learners. Moreover, the educative approach is characterised by the mentor's ability to position himself or herself as a learner, alongside the mentee and therefore be able to collaboratively inquire with the mentee. The mentor using an educative approach challenges existing views in order to co-construct new knowledge with mentees. They are not preoccupied with providing support or solutions, which is characteristic of an advice and guidance approach. As indicated in the section above, there was limited evidence of the six Langdon (2013a) criteria related to educative mentoring in the four mentoring conversations. Hence, an educative approach was not strongly represented in the data.

Summary

This chapter examined the mentoring approaches taken by mentors of provisionally registered early childhood teachers through an analysis of four mentoring conversations. To recap, the data were first analysed using the Langdon (2013a)

criteria and those data were then categorised into two mentoring approaches drawn from the New Zealand Teachers Council Guidelines to Induction and Mentoring and Mentor Teachers (2011). In summary, the findings showed that advice and guidance was the predominant mentoring approach and that the data yielded little evidence pertaining to an educative approach to mentoring.

The next chapter examines the findings in relation to relevant research and in relation to the research question.

CHAPTER FIVE

Discussion and Conclusion

This small-scale qualitative exploratory study investigated what mentoring approaches were revealed in mentoring conversations between mentors and provisionally registered teachers. The eight criteria from Langdon (2013a) were used to analyse the mentoring conversations. These findings were then categorised into two mentoring approaches (advice and guidance, and educative mentoring) drawn from the Guidelines for Induction and Mentoring and Mentor Teachers (New Zealand Teachers Council, 2011). This chapter examines the findings in relation to relevant research and also in relation to the research question. The chapter also outlines implications for policy and practice and suggestions for future research. It finishes with a conclusion.

A Limited Approach to Mentoring

Overall, this study showed that an advice and guidance approach, characterised by the mentor providing affective support, advice and solutions (New Zealand Teachers Council, 2011) was more prevalent than an educative approach focused on mentee learning, collaboration and co-construction (Wang & Odell, 2002). Feiman-Nemser (2001) characterised a reliance on advice and guidance as being a 'limited' view of mentoring. This study's findings were perhaps not unexpected given the number of studies identifying similar results (for example, Achinstein & Barrett, 2004; Feiman-Nemser, 2003; Langdon, 2013a). In addition, studies show how challenging it is for mentors to move beyond a limited approach (Hobson et. al. 2009). This study's findings are nevertheless disappointing given that for a number of years the policy emphasis in New Zealand has been on the need to shift from an advice and guidance approach to an educative approach to mentoring to enhance beginning teachers'

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learning and practice. The New Zealand Teachers Council has been a strong advocate for this shift as demonstrated in their Guidelines for Induction and Mentoring and Mentor Teachers (2011) and the provision of associated professional development opportunities.

The findings of this study indicated a strong focus on providing emotional or affective support through praise and encouragement. According to Wang and Odell (2002) this is characteristic of a humanistic approach to mentoring. Feiman-Nemser (2001) was highly critical of mentoring that is preoccupied with the provision of affective support because she does not believe it helps develop mentee professional learning and practice. Bradbury (2010) also criticised such an approach as it focuses on beginning teacher well being rather than on supporting teachers to enhance student achievement. In contrast, Hobson et al (2009) argued that affective support is important as it helps new teachers feel accepted while Cameron (2009) believed that emotional support helps develop trust between the mentor and mentee, and builds mentee confidence.

The prevalence of the affective approach in this study raises questions about how mentors view their roles as mentors, and what they aim to achieve for mentee learning. As Loizou (2011) argued, effective mentors should focus on mentee learning, rather than affective support and encouragement alone. This implies a need to reconceptualise what it means to be a mentor and mentee.

This study also indicated a strong emphasis on mentors providing practical advice, 'telling', and problem solving for their mentees. According to Wang and Odell (2002), this is a situated apprentice approach to mentoring. It is based on the

underlying premise that the novice teacher's issues are related to their lack of practical knowledge. In this conceptualisation, the role of the mentor is to develop the mentee's practical knowledge and skills necessary for effective teaching (Aitken et. al., 2008) by imparting their knowledge. A major aim in this approach is to make the mentee's transition into teaching as smooth as possible. However, the extant literature holds that to be effective, mentoring must move beyond providing advice about the technical aspects of teaching to focus on teacher and children's learning (Achinstein & Barrett, 2004; Bradbury, 2010; Loizou, 2011).

One way to encourage mentee thinking is through the use of questioning (Timperley, 2001). However, the findings showed that mentors most frequently used closed questions in their mentoring conversations with their mentees. This is another indicator of a limited approach to mentoring. In addition, when mentors used a question to invite the mentee to share their view, they did not probe their mentee's thinking beyond the brief answer provided by the mentee. This could be viewed as a lost opportunity to provoke and extend the mentee's professional thinking and practice (Achinstein & Barrett, 2004; Robinson & Lai, 2006).

The data indicated that the exchanges between mentors and mentees had the potential to become robust mentoring conversations. However, the tendency was for mentors to provide their interpretation of events and transmit knowledge rather than invite their mentees to contribute their interpretations and understandings. Had the mentors done so, they would have provided a basis for inquiry into practice, which may have encouraged the mentee to become a more active contributor and to engage in problem-solving (Feiman-Nemser, 2001). This tendency to transmit knowledge to the

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mentee is indicative of the situated apprentice approach to mentoring (Wang & Odell, 2002). Under this approach the mentor takes responsibility for passing on skills and knowledge to the mentee, rather than engaging the mentee in a collaborative relationship where they take a shared responsibility for on going learning (Cummins, 2004). This would be indicative of an educative approach to mentoring founded on co-construction and collaboration (New Zealand Teachers Council, 2011).

Towards an Educative Approach

Throughout all four mentoring conversations there were instances when mentors appeared to begin to provoke the mentee's thinking. This may indicate that they had some understanding of educative mentoring. However, mentors tended not to continue to probe their mentee's thinking. Rather, mentors provided their own solution or changed the direction of the conversation. The development of deeper level mentee thinking may have been achieved if mentors had persisted in probing their mentee's thinking and if mentors had supported the conversation to continue in a direction where mentee's thinking was challenged and extended. By doing so they would have fostered mentee inquiry in a manner consistent with educative mentoring (Feiman-Nemser, 2001).

According to the literature, balance is needed in any mentoring approach (Feiman-Nemser, 2001; Wang & Odell, 2002). However, given that the educative approach underpins the New Zealand Teachers Council's Guidelines for Induction and Mentoring and Mentor Teachers (2011), it would appear that the Council concurs with Cameron (2009), Feiman-Nemser (1998, 2001), and Langdon et al. (2009) in the view that overuse of affective support and transmission is detrimental to mentee

learning and development and improved teaching. Scholars working in the area agree

that an effective educative approach is one where mentors consistently challenge and

provoke the mentee's thinking so that the mentee can grow and learn as a teacher

(Aitken et al., 2008; Feiman-Nemser, 2003; Hobson et al., 2009; Langdon, 2011).

Langdon's (2013a) study is interesting with regard to developing a more educative

approach to mentoring. Langdon, reporting on a professional development

intervention, found that, with training, mentor practice changed over time. In

particular, that mentors spent less time on providing affective support and

transmission during mentoring conversations and more time on promoting inquiry and

having a focus on student learning, over time. It may be surmised that the mentors in

this study may have had some understanding of a co-constructivist, educative

approach to mentoring. It may further be surmised that if they receive intensive

training making the transition to truly educative mentoring may well be possible, as

was the case in Langdon (2013a).

Nevertheless, despite the shift in New Zealand, as in other countries, towards an

educative approach the findings in this study indicate that an advice and guidance

approach to mentoring provisionally registered teachers still prevails. Although this

was a small-scale exploratory study it does raise questions about why an educative

approach was not fully implemented and why an advice and guidance approach was

so prevalent.

There are several possible reasons for the absence of data that could be categorised to

an educative approach. It may have been that the mentors were not familiar with

educative mentoring and the applicable skills and techniques in relation to mentoring conversations. Or it may be that the mentors were familiar with the principles of educative mentoring but engaged in the style of mentoring that they had themselves experienced due to lack of skills or practice. Given the current focus on educative mentoring and the availability of professional development and practical resources, it would be interesting to know how mentors translated a knowledge of an educative approach into their mentoring practice. This issue would benefit from future investigation.

Implications for Policy and Practice
While generalisations from this small-scale qualitative study must be made with caution, the findings provide insights into the mentoring approaches used by early childhood mentors with their provisionally registered mentees. This study indicated that mentors were not using the educative approach that is promoted in the New Zealand Teachers Council Guidelines to Induction and Mentoring and Mentor Teachers (2011). While the data did provide suggestions of possible movement towards the collaborative, co-constructivist inquiry approach that underpins educative mentoring, the overwhelming finding was the predominant use of humanistic and situated apprentice (Wang & Odell, 2002) approaches to mentoring.

This study suggests that if the early childhood sector is to act in accordance with the New Zealand Teachers Council Guidelines to Induction and Mentoring and Mentor Teachers (2011) there is work to be done to shift practice from an advice and guidance approach to an educative mentoring approach. Several areas need to be addressed to facilitate this shift.

First, there appears to be a necessity for mentors and mentees to reconceptualise their roles in order for the mentoring relationship to be most effective in terms of developing new teachers' learning and practice. Loizou (2011), for example, held that mentors and mentees need to reflect on the power dynamics between mentor and mentee and consider how they can be rebalanced to enable more collaborative and co-constructivist mentoring. Second, there is a need to look carefully at how mentors are selected and trained. Achinstein and Athaneses (2006) pointed out that most mentors are chosen because they are experienced and effective teachers of children and they do not necessarily have specialised training in mentoring. They argued strongly for the need for training as they contended that "mentors are not born but made and are continually in the making" Achinstein & Athanases (2006, p.178). Without appropriate training, mentors are liable to default to the role of supporter, advisor and problem solver (Langdon, 2013b). In order to become a promoter of inquiry as a mentor, Hargreaves and Fullan (2012) believed that mentors need to be highly reflective practitioners who are able to constantly ask questions of themselves in order to improve their professional learning. This suggests that mentors need to be selected and/or provided with professional development that focuses on the development and use of such skills when mentoring. Hobson et al. (2009) held that the preparation of mentors should be made a priority by policymakers and those concerned with the development of teachers. Consideration, then, needs to be given to the accessibility and content of mentor training programmes.

Throughout the New Zealand Teachers Council Guidelines to Induction and Mentoring and Mentor Teachers (2011) reference is made to mentor training. Podmore & Wells (2011) also recommended, as a result of their early childhood pilot

mentoring programme, that professional development opportunities be provided for early childhood mentors and provisionally registered teachers. Indeed, the New Zealand Teachers Council has offered a number of mentoring workshops around New Zealand. It has also developed resources to support the implementation of educative mentoring.

However, complexities surround the provision of professional development and learning in early childhood education in New Zealand. For example, from 2009, the progressive withdrawal of the provisionally registered teacher support grant from early childhood centres reduced funding. This made it increasingly challenging for early childhood teachers to access professional learning related to induction and mentoring. In addition, the New Zealand Government's 2012 budget did not increase early childhood education (ECE) funding to compensate for inflation. This meant that there was an effective cut to ECE funding for the third year in a row (NZEI Te Riu Roa, 2015). Without specific funding to support the induction and mentoring of beginning teachers, and to support mentor training and development, it is potentially challenging for early childhood centres to prioritise and fund this area of practice.

In addition, the Government has dramatically reduced early childhood centres' access to free professional learning and development because the Ministry of Education has decreased the funding of professional development and learning to the early childhood sector. Substantial funding is still available to the primary and secondary sectors meaning that professional learning and teachers in the primary and secondary sectors can access development without cost.

While the New Zealand Teachers Council has recently provided some professional development on educative mentoring, predominantly this has been in cross sector workshops. It has been suggested that early childhood teachers would prefer to engage in professional learning exclusively for the early childhood sector (Podmore & Wells, 2011). This may be why attendees from the early childhood sector have been under represented at these workshops. Given these challenges, it is suggested that the New Zealand Teachers Council provides targeted professional development for mentors in the early childhood sector. In addition, early childhood centres need to find cost effective and innovative ways to train mentors in educative mentoring in order to maintain quality and sustainability of the profession.

Limitations and Recommendations for Further Research

This study used a qualitative approach to examine four mentoring conversations between mentors and their mentees in order to reveal what mentoring approaches were being used. The small-scale nature of this research is acknowledged as a limitation. The data were generated from a small sample of four mentoring conversations and while every endeavour was made to ensure sufficient data were collected, the small scale of this research means that generalisations must be made with great caution. The findings cannot be generalised to all early childhood mentors of provisionally registered teachers.

In addition, it must be acknowledged that while every effort was made to collect data from six mentoring conversations, in the end four mentoring conversations were received and analysed. It would be interesting for future research to investigate mentoring approaches using a larger sample of mentors and including more than one

conversation from each mentor. Different methods could also be employed. For example, individual or focus interviews could be included to provide more information regarding participant beliefs, understandings, experience, and professional development and training in mentoring. It could also be useful to conduct a quantitative study with a sample of mentors from different early childhood education services and from across New Zealand. The results from larger-scale studies would increase the reliability of generalised conclusions drawn from the findings. That information may assist policy makers and early childhood managers and teachers to develop educative mentoring in the early childhood sector.

Conclusion

This small-scale exploratory study has shown that the early childhood mentors predominantly used an advice and guidance approach to mentoring characterised by affective support, providing solutions, and 'telling' and describing practice. The findings suggest that despite the New Zealand Teachers Council commitment to, and advocacy of, educative mentoring for provisionally registered teachers, such an approach is not widespread in practice.

Carver and Feiman-Nemser believed that for policy to succeed in changing mentoring practice, it must "afford teachers meaningful and on-going opportunities to learn" and that there must be "coherence among policy instruments and within organisational structure" (Carver & Feiman-Nemser, 2009, p. 322). Achieving such aims is difficult in an underfunded, non-compulsory education sector that includes a large number of privately owned centres that must determine their own mentoring policies and practices.

Despite such challenges and limitations it is hoped that the results of this study are useful to early childhood teachers, managers, professional learning providers and policymakers. It is hoped that the findings contribute to our understanding of what is needed to continue to shift mentoring in early childhood education to an educative approach that truly enhances the learning and practice of provisionally registered teachers.

APPENDICES

Appendix 1

Ethics Approval

Office of the Vice-Chancellor
Finance, Ethics and Compliance

THE UNIVERSITY OF AUCKLAND
FACULTY OF EDUCATION
Te Kura Akoranga o Tāmaki Makaurau
Incorporating the Auckland College of Education

The University of Auckland
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Extension: 87830 / 83761
Facsimile: 64 9 373 7432

Epsom Campus
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Telephone 64 9 623 8899
Facsimile 64 9 623 8898
www.education.auckland.ac.nz

The University of Auckland
Private Bag 92601, Symonds Street
Auckland 1035, New Zealand

28-Feb-2014
MEMORANDUM TO:

Dr Alexandra Grudnoff
Learning,Development & ProfPrac

Re: Application for Ethics Approval (Our Ref. 011199): Approved

The Committee considered your application for ethics approval for your project
entitled The mentoring approaches used by mentors of provisionally registered
early childhood teachers..
We are pleased to inform you that ethics approval is granted for a period of three
years.
The expiry date for this approval is 28-Feb-2017.
If the project changes significantly, you are required to submit a new application
to UAHPEC for further consideration.
If you have obtained funding other than from UniServices, send a copy of this
approval letter to the Research Office, at ro-awards@auckland.ac.nz. For
UniServices contracts, send a copy of the approval letter to the Contract
Manager, UniServices.
In order that an up-to-date record can be maintained, you are requested to notify
UAHPEC once your project is completed.
The Chair and the members of UAHPEC would be happy to discuss general
matters relating to ethics approvals. If you wish to do so, please contact the
UAHPEC Ethics Administrators at roethics@auckland.ac.nz in the first instance.
Please quote reference number: **011199** on all communication with the UAHPEC
regarding this application.
(This is a computer generated letter. No signature required.)
UAHPEC Administrators

University of Auckland Human Participants Ethics Committee
c.c. Head of Department / School, Learning, Development & Prof Prac
Additional information:
- Do not forget to fill in the 'approval wording' on the Participant Information Sheets and Consent Forms, giving the dates of approval and the reference number, before you send them out to your participants.
- Should you need to make any changes to the project, please complete the online proposed changes and include any revised documentation.
- At the end of three years, or if the project is completed before the expiry, please advise UAHPEC of its completion.
- Should you require an extension, please complete the online Amendment Request form associated with this approval number giving full details along with revised documentation. An extension can be granted for up to three years, after which a new application must be submitted.
- Please note that UAHPEC may from time to time conduct audits of approved projects to ensure that the research has been carried out according to the approval that was given.

Appendix 2

Participant Information Sheet Professional Manager

School of Learning, Development & Professional Practice

Te Kura Whakatairanga i te Ako Ngaio me te Whanaketanga

THE UNIVERSITY
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The University of Auckland
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Auckland 1035, New Zealand

PARTICIPANT INFORMATION SHEET

Professional Manager

Project title: The mentoring approaches used by mentors of provisionally registered early childhood teachers.

Name of Researcher: Bridgit Williams

My name is Bridgit Williams and I am currently enrolled in a Master of Professional Studies at the University of Auckland. I am undertaking a research project as one of the requirements of the qualification.

I intend to examine the mentoring approaches undertaken by mentors of provisionally registered early childhood teachers by analysing recorded conversations between mentors and mentees. The research will investigate the extent to which mentors are using an educative approach in their mentoring. I am writing to ask permission from you to access potential participants who are teachers in your organisation. I ask that you provide me with a list of possible participant mentors, that is those teachers who are mentoring a PRT this year.

 I would then send these possible participants a flyer with information about the research along with an Expression of Interest (EOI) form for them to complete and return in the self addressed envelope provided.

The researcher will take all possible steps to protect the identity of xxx by using pseudonyms. No details that could identify the xxx will be used in any communication. However, by their nature, recordings compromise anonymity and confidentiality cannot be guaranteed. We seek your assurance that the participation or non-participation of your employees will not affect their employment status or relationship with xxx. Participation of potential participants will be voluntary, they will be free to withdraw participation at any time without providing reasons, up until the time the recording is sent to the researcher.

If you agree to this process, please sign the attached consent form, acknowledging that you give permission for access teachers employed by xxx.

The final report will be submitted for assessment for the Master of Professional Studies in Education at The University of Auckland.

Thank you in anticipation for your time and assistance in making this study possible. If you would like further information about my proposed research project, please do not hesitate to phone me on (09) 623 8899 extension 48433 or email me at bj.williams@auckland.ac.nz

My supervisor contact details are:
Dr Lexie Grudnoff
Deputy Dean: Teacher Education
Faculty of Education
Office H201B
Phone (09) 623 8899 extension 48890
Email: l.grudnoff@auckland.ac.nz.

Head of School details are:
Christine Rubie-Davies, PhD
Associate Professor
School of Learning, Development and Professional Practice
Faculty of Education
Office H505
Phone (09) 623 8899 extension 82974
Email: c.rubie@auckland.ac.nz

For any queries regarding ethical concerns you may contact the Chair, The University of Auckland Human Participants Ethics Committee, The University of Auckland, Research Office, Private Bag 92019, Auckland 1142. Telephone 09 373-7599 extn. 87830/83761. Email: humanethics@auckland.ac.nz.

Yours sincerely

Bridgit Williams

APPROVED BY THE UNIVERSITY OF AUCKLAND HUMAN PARTICIPANTS ETHICS COMMITTEE ON 28 February 2014 for (3) years, Reference Number 0011199

Appendix 3

Consent Form - Professional Manager

School of Learning, Development & Professional Practice

Te Kura Whakatairanga i te Ako Ngaio me te Whanaketanga

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The University of Auckland
Private Bag 92601, Symonds Street
Auckland 1035, New Zealand

CONSENT FORM: TO APPROACH TEACHERS EMPLOYED BY XXX TO PARTICIPATE
IN RESEARCH

PROFESSIONAL MANAGER

THIS FORM WILL BE HELD FOR A PERIOD OF SIX YEARS

Project title: The mentoring approaches used by mentors of provisionally
registered early childhood teachers.

Name of Researcher: Bridgit Williams

- I have read the Participation Information Sheet, have understood the
nature of the research project. I have had an opportunity to ask questions
and have them answered to my satisfaction. I give permission to Bridgit
Williams to contact the teachers in mentoring roles on the list I have
provided with an information flyer and an Expression of Interest form. I
understand that the researcher will take all possible steps to protect the
identity of xxx by using pseudonyms. No details that could identify the
xxx will be used in any communication. However, by their nature,
recordings compromise anonymity and confidentiality cannot be
guaranteed. I give my assurance that the participation or non-
participation of our employees will not affect their employment status or
relationship with xxx.

Signed: _____

Name: _____

Date: _____

APPROVED BY THE UNIVERSITY OF AUCKLAND HUMAN PARTICIPANTS ETHICS
COMMITTEE ON 28 February 2014 for (3) years, Reference Number 0011199

Appendix 4

Expression Of Interest Form Mentor

School of Learning, Development & Professional Practice

Te Kura Whakatairanga i te Ako Ngaio me te Whanaketanga

EXPRESSION OF INTEREST FORM

Mentor

Project title: The mentoring approaches used by mentors of provisionally registered early childhood teachers.

Name of Researcher: Bridgit Williams

Dear Bridgit

I am currently mentoring a PRT and I am interested in taking part in your research. I can be contacted through the details below in order to discuss the research, receive the Participant Information Sheet and sign the Consent Form.

Name: _____

Phone

Number: _____

Mobile

Number: _____

Email: _____

NOTE: Please email me this form at bj.williams@auckland.ac.nz

APPROVED BY THE UNIVERSITY OF AUCKLAND HUMAN PARTICIPANTS ETHICS COMMITTEE ON 28 February 2014 for (3) years, Reference Number 0011199

Appendix 5

Expression Of Interest Form - Mentee

School of Learning, Development & Professional Practice

Te Kura Whakatairanga i te Ako Ngaio me te Whanaketanga

THE UNIVERSITY
OF AUCKLAND

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www.education.auckland.ac.nz

The University of Auckland
Private Bag 92601, Symonds Street
Auckland 1035, New Zealand

EXPRESSION OF INTEREST FORM

Mentee

Project title: The mentoring approaches used by mentors of provisionally registered early childhood teachers.

Name of Researcher: Bridgit Williams

Dear Bridgit

I am currently a PRT being mentored by   and I am interested in taking part in your research. I can be contacted through the details below in order to discuss the research, receive the Participant Information Sheet and sign the Consent Form.

Name: _____

Phone

Number: _____

Mobile

Number: _____

Email: _____

NOTE: Please email me this form at bj.williams@auckland.ac.nz

APPROVED BY THE UNIVERSITY OF AUCKLAND HUMAN PARTICIPANTS ETHICS COMMITTEE ON 28 February 2014 for (3) years, Reference Number 0011199

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Appendix 6

Participant Information Sheet - Mentor

School of Learning, Development & Professional Practice

Te Kura Whakatairanga i te Ako Ngaio me te Whanaketanga

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www.education.auckland.ac.nz

The University of Auckland
Private Bag 92601, Symonds Street
Auckland 1035, New Zealand

PARTICIPANT INFORMATION SHEET

Teachers in mentor role (Mentors)

Project title: The mentoring approaches used by mentors of provisionally registered early childhood teachers.

Name of Researcher: Bridgit Williams

My name is Bridgit Williams and I am currently enrolled in a Master of Professional Studies at the University of Auckland. I am undertaking a research project as one of the requirements of the qualification and I am inviting you to participate in this project.

I intend to examine the mentoring approaches undertaken by mentors of provisionally registered early childhood teachers. The research will investigate the extent to which mentors are using an educative approach in their mentoring.

I am inviting you to participate in this research project because you are currently mentoring a provisionally registered teacher. Participation in this project is entirely voluntary. The researcher will take all possible steps to protect your identity, using pseudonyms. No details that could identify you will be used in any communication. However, by their nature, recordings compromise anonymity and confidentiality cannot be guaranteed. Your participation or non-participation will not affect your employment status or relationship with your employer.

If you agree to participate in this project it will involve you audio recording a feedback conversation, that is part of your usual mentoring practice, with a provisionally registered teacher (mentee). Should you choose to participate in this research and subsequently change your mind, you are free to withdraw from the project at any time up until you provide the audiorecording to the researcher.

The 20 minute feedback conversation will be recorded using a digital voice recording device. The digital voice recording will be transcribed by a third party and the transcriber will have signed a confidentiality agreement. All electronic data will be stored on the researcher's personal computer in a password-protected file. Your consent form will be stored separately from the data in a locked cabinet at the Faculty of Education, accessible only by the researcher and

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the principal investigator (my supervisor). After a period of six years all data will be deleted. Electronic data will be permanently erased and paper data will be shredded.

Anonymity and confidentiality could be compromised through the content of the recordings, in order to minimise this, I ask that you only use Christian names in your recording. Pseudonyms will be used by the researcher, names and other identifiable information will only be known to the researcher and no names or other identifiable information will be supplied to third parties. No identifiable information will be used in any reports of this study.

The data gathered from the audio recordings will be analysed and the findings will be presented in the dissertation that will be submitted for assessment for the Master of Professional Studies in Education from The University of Auckland. You can request a brief summary of the findings by indicating on the consent form that you would like to receive this.

If you agree to participate, please sign the attached consent form, acknowledging that you give permission to participate.

Thank you for your time in considering taking part in this study. If you would like further information about my proposed research project, please do not hesitate to phone me on (09) 623 8899 extension 48433 or email me at bj.williams@auckland.ac.nz.

My supervisor contact details are:
Dr Lexie Grudnoff
Deputy Dean: Teacher Education
Faculty of Education
Office H201A
Phone (09) 623 8899 extension 48890
Email: l.grudnoff@auckland.ac.nz.

Head of School details are:
Christine Rubie-Davies, PhD
Associate Professor
School of Learning, Development and Professional Practice
Faculty of Education
Office H505
Phone (09) 623 8899 extension 82974
Email: c.rubie@auckland.ac.nz

For any queries regarding ethical concerns you may contact the Chair, The University of Auckland Human Participants Ethics Committee, The University of Auckland, Research Office, Private Bag 92019, Auckland 1142. Telephone 09 373-7599 extn. 87830/83761. Email: humanethics@auckland.ac.nz.

Yours sincerely

Bridgit Williams

APPROVED BY THE UNIVERSITY OF AUCKLAND HUMAN PARTICIPANTS ETHICS COMMITTEE ON 28 February 2014 for (3) years, Reference Number 0011199

Appendix 7

Participant Information Sheet - Mentee

School of Learning, Development & Professional Practice

Te Kura Whakatairanga i te Ako Ngaio me te Whanaketanga

THE UNIVERSITY
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Private Bag 92601, Symonds Street
Auckland 1035, New Zealand

PARTICIPANT INFORMATION SHEET

Provisionally Registered Teachers (Mentees)

Project title: The mentoring approaches used by mentors of provisionally registered early childhood teachers.

Name of Researcher: Bridgit Williams

My name is Bridgit Williams and I am currently enroled in a Master of Professional Studies at the University of Auckland. I am undertaking a research project as one of the requirements of the qualification and am inviting you to participate in this project.

I intend to examine the mentoring approaches undertaken by mentors of provisionally registered early childhood teachers. The research will investigate the extent to which mentors are using an educative approach in their mentoring. I am inviting you to participate in this research project because you are currently a provisionally registered teacher being mentored. Participation in this project is entirely voluntary. The researcher will take all possible steps to protect your identity, using pseudonyms. No details that could identify you will be used in any communication. However, by their nature, recordings compromise anonymity and confidentiality cannot be guaranteed. Your participation or non-participation will not affect your employment status or relationship with your employer.

 If you agree to participate in this project it will involve your mentor audio recording a feedback conversation with you, that is part of your usual mentoring relationship. Should you choose to participate in this research and subsequently change your mind, you are free to withdraw from the project at any time up until the audiorecording is provided to the researcher.

The 20 minute feedback conversation will be recorded using a digital voice recording device. The digital voice recording will be transcribed by a third party and the transcriber will have signed a confidentiality agreement. All electronic data will be stored on the researcher's personal computer in a password-protected file. Your consent form will be stored separately from the data in a locked cabinet at the Faculty of Education, accessible only by the researcher and the principal investigator (my supervisor). After a period of six years all data will

be deleted. Electronic data will be permanently erased and paper data will be shredded.

Anonymity and confidentiality could be compromised through the content of the recordings, in order to minimise this, I ask that you only use Christian names in your recording. Pseudonyms will be used by the researcher, names and other identifiable information will only be known to the researcher and no names or other identifiable information will be supplied to third parties. No identifiable information will be used in any reports of this study.

The data gathered from the audio recordings will be analysed and the findings will be presented in the dissertation that will be submitted for assessment for the Master of Professional Studies in Education from The University of Auckland. You can request a brief summary of the findings by indicating on the consent form that you would like to receive this.

If you agree to participate, please sign the attached consent form, acknowledging that you give permission to participate.

Thank you for your time in considering taking part in this study. If you would like further information about my proposed research project, please do not hesitate to phone me on (09) 623 8899 extension 48433 or email me at bj.williams@auckland.ac.nz.

My supervisor contact details are:
Dr Lexie Grudnoff
Deputy Dean: Teacher Education
Faculty of Education
Office H201A
Phone (09) 623 8899 extension 48890
Email: l.grudnoff@auckland.ac.nz.

Head of School details are:
Christine Rubie-Davies, PhD
Associate Professor
School of Learning, Development and Professional Practice
Faculty of Education
Office H505
Phone (09) 623 8899 extension 82974
Email: c.rubie@auckland.ac.nz

For any queries regarding ethical concerns you may contact the Chair, The University of Auckland Human Participants Ethics Committee, The University of Auckland, Research Office, Private Bag 92019, Auckland 1142. Telephone 09 373-7599 extn. 87830/83761. Email: humanethics@auckland.ac.nz.

Yours sincerely

Bridgit Williams

APPROVED BY THE UNIVERSITY OF AUCKLAND HUMAN PARTICIPANTS ETHICS COMMITTEE ON 28 February 2014 for (3) years, Reference Number 011199

Appendix 8

Consent Form - Mentor

School of Learning, Development & Professional Practice

Te Kura Whakatairanga i te Ako Ngaio me te Whanaketanga

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The University of Auckland
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Auckland 1035, New Zealand

CONSENT FORM

Teachers in mentor role (Mentors)

THIS FORM WILL BE HELD FOR A PERIOD OF SIX YEARS

Project title: The mentoring approaches used by mentors of provisionally registered early childhood teachers.

Name of Researcher: Bridgit Williams

I have read the Participant Information Sheet, have understood the nature of the research project and why I have been selected.   I have had an opportunity to ask questions and have them answered to my satisfaction.

- I agree to take part in this research.
- I agree to record one 20 minute professional conversation between myself and my mentee using digital voice technology.
- I agree to provide the digital audio recording to the researcher by the beginning of June 2014.
- I will only use Christian names in the professional conversation I will record.
- I understand that a third party who has signed a confidentiality agreement will transcribe the digital voice recording.
- I will not be offered the opportunity to edit the transcript of the audio recording.
- I understand that the researcher will take all possible steps to protect my identity, using pseudonyms. No details that could identify me could be used in any communication. However, by their nature, recordings compromise anonymity and confidentiality cannot be guaranteed.
- I understand that the findings will be presented in the researcher's dissertation which will be submitted for assessment.
- I wish/do not wish to receive a summary of the findings. Please send the report to this email address:

- I understand that the data will be kept for six years, after which they will be destroyed.
- I understand that my participation or non-participation will not affect my employment status or relationship with my employer.

Signed: _____

Name: _____

Date: _____

Appendix 9

Consent Form - Mentee

School of Learning, Development & Professional Practice

Te Kura Whakatairanga i te Ako Ngaio me te Whanaketanga

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The University of Auckland
Private Bag 92601, Symonds Street
Auckland 1035, New Zealand

CONSENT FORM

Provisionally Registered Teachers (Mentees)

THIS FORM WILL BE HELD FOR A PERIOD OF SIX YEARS

Project title: The mentoring approaches used by mentors of provisionally registered early childhood teachers.

Name of Researcher: Bridgit Williams

I have read the Participant Information Sheet, have understood the nature of the research project and why I have been selected.   I have had an opportunity to ask questions and have them answered to my satisfaction.

- I agree to take part in this research.
- I understand that my participation is voluntary and I am free to withdraw participation at any time without providing reasons, up until the time I send the recording to the researcher.
- I agree to having one 20 minute professional conversation recorded using digital voice technology.
- I will only use Christian names in the professional conversation I will record.
- I understand that a third party who has signed a confidentiality agreement will transcribe the digital voice recording.
- I will not be offered the opportunity to edit the transcript of the audio recording.
- I understand that the researcher will take all possible steps to protect my identity, using pseudonyms. No details that could identify me could be used in any communication. However, by their nature, recordings compromise anonymity and confidentiality cannot be guaranteed.
- I understand that the findings will be presented in the researcher's dissertation which will be submitted for assessment.
- I wish/do not wish to receive a summary of the findings. Please send the report to this email address:

- I understand that the data will be kept for six years, after which they will be destroyed.
- I understand that my participation or non-participation will not affect my employment status or relationship with my employer.

Signed: _____

Name: _____

Date: _____

APPROVED BY THE UNIVERSITY OF AUCKLAND HUMAN PARTICIPANTS ETHICS COMMITTEE ON 28 February 2014 for (3) years, Reference Number 011199

Appendix 10

Transcriber Confidentiality Agreement

School of Learning, Development & Professional Practice

Te Kura Whakatairanga i te Ako Ngaio me te Whanaketanga

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Private Bag 92601, Symonds Street
Auckland 1035, New Zealand

TRANSCRIBER CONFIDENTIALITY AGREEMENT

Project Title: The mentoring approaches used by mentors of provisionally registered early childhood teachers.

Researcher: Bridgit Williams

Supervisor: Lexie Grudnoff

Transcriber:

I agree to transcribe the digital voice recordings for the above research project. I understand that the information contained within them is confidential and must not be disclosed to, or discussed with, anyone other than the researcher and her supervisor.

Signed: _____

Name: _____

Date: _____

For any queries regarding ethical concerns you may contact the Chair, The University of Auckland Human Participants Ethics Committee, The University of Auckland, Research Office, Private Bag 92019, Auckland 1142. Telephone 09 373-7599 extn. 87830/83761. Email: humanethics@auckland.ac.nz

APPROVED BY THE UNIVERSITY OF AUCKLAND HUMAN PARTICIPANTS ETHICS COMMITTEE ON 28 February 2014 for (3) years, Reference Number 011199

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