He ahi kā, he poka rānei:

To keep the fire burning or to extinguish the flame.

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TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

ABSTRACT

He Ahi Ka, He Pōka Rānei- examines the provision of support offered to beginning teacher graduates of a total immersion Māori pre-service programme. Based on a Qualitative Māori centred approach, the study focuses on the ways in which the induction process, self-efficacy and professional development programmes within various classrooms and educational settings contribute to supporting the beginning teachers in this study. Issues related to access and participation in such support programmes and the contributions of key personnel to the provision of beginning teacher support are also explored. Through researching beginning teacher's , information gathered and analysed could be used when preparing and planning for professional development programmes to support beginning teachers from total immersion pre-service teaching programmes.

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Chapter One

Introduction

"The ethical teacher is by necessity, an ethical person. .... And the teacher who strives to empathize with students and colleagues, who aims to be fair, careful, trustworthy, responsible, honest, and courageous in the professional role probably understands and appreciates the importance of such virtues in everyday life as well" (Campbell, 2003:23).

Background

Teacher education in New Zealand has a lengthy history. In the1990s teacher education in New Zealand remained

> *"mainly in the hands of the established state providers. Four free-standing colleges of education with teacher education as their chief but not only function, and two university colleges of education"* (Partington, 1997:xxi).

However according to Rivers (2006),

> *"The number of providers has increased from six colleges of education who were the sole providers of teacher education until the 1990s to 27 providers in 2005 – nine private training establishments, seven polytechnics, six universities, three wānanga and two colleges of education"* (Rivers, 2006: 7).

During this period of growth in the number of initial teacher education training providers, another area of growth was that of Māori education and in particular the revitalisation and resurgence of Te Reo Māori.

1

Historically this growth was to emerge from the suppression of Māori language since the mid nineteenth century, which led to the near extinction of Māori language. During the 1970's there was a rise in Māori activism highlighting the plight of and near demise of Te Reo Māori and this awareness led to initiatives being launched by tribal areas to revive the language with a focus upon their own iwi dialects and revitalisation. Tribal initiatives in Māori language revitalisation revolved around, language planning, language wananga, language resource development, language education research and language promotion. Such initiatives required iwi to strategise and to some degree develop their own educational initiatives and models for language revitalisation. In the late 1970's early 1980's, wananga Kaumatua held by elders reinforced the declining status of Te Reo Māori, voicing their concerns and the need to leave a lasting legacy for future generations. Sir James Henare made a case for the central role of Te Re Māori, stating,

"... the number one priority should be the Māori language and how best they could support it (Irwin, 1990:115).

The initiative to grow from these discussions was the inception and development of the Te Kohanga Reo movement which saw the first Kohanga Reo established and the official launching of Pukeatea in Wainuomata in 1982. Also during this period, schools were becoming involved and a 'Māori language day' was introduced. Although there was emphasis on Te Reo Māori for one day in the year, it was unrealistic to think that such a move was going to do much to improve the status of Māori language. A further initiative to be introduced was that of Taha Māori programmes. Although not targeting Te Reo Māori perse, there was more of an emphasis and an acknowledgement of Māori art and crafts, and music for example. As the programme name suggest, there was little depth achieved and although Taha Māori programmes went some way to highlighting the demise of Māori language and culture, it did not address the declining status of Te Reo Māori in the same way that Te Kohanga Reo was addressing the issue. Following in the wake of

Te Kohanga Reo, was the emergence and establishment of Kura Kaupapa Māori schools in 1987. The language of transmission within these schools is Te Reo Māori and Te Ao Māori, the Māori world view is the 'norm'. That is Māori language; Māori culture and tikanga are valued and legitimated. It was shortly after this; Māori language became an official language of New Zealand and was legislated in the 1989 Māori Education Act. With the national growth of Te Kohanga Reo and Kura Kaupapa Māori and more recently Whare Kura (secondary schooling), came a crisis in teacher supply, particularly teachers who were competent and confident in Te Reo. From such a back drop, the emergence of Māori medium pre-service programmes was imminent. The characteristics of such programmes are to prepare graduates for teaching in bilingual, Māori immersion, mainstream and tribal/ iwi affiliated contexts. Programmes are typically based on Māori language, culture and traditional values, and offering full or part-time options to mature students and school leavers. Institutions are state funded with a state approval process in place and the outcome for students is a diploma or degree of teaching.

Although located in a well established initial teacher education provider institute, by comparison the Te Aho Tātarangi degree programme is still in its infancy. The degree programme developed over a period of eleven years, beginning in 1989 as a bi-lingual outpost in Hawkes Bay, graduating beginning teachers with a diploma of teaching with the ability to teach in bi-lingual and mainstream settings. The bi-lingual outpost was followed in 1994 by Te Tohu Pokairua programme which was a Kura Kaupapa Māori pre-service teaching diploma programme delivered totally in Te Reo Māori. In 2000 this programme was replaced with Te Aho Tātairangi, a pre-service teaching degree programme, again delivered totally in Te Reo Māori. The purpose of the Te Aho Tātairangi degree is to produce graduates with expertise in Māori language immersion contexts, in particular, in Kura Kaupapa Māori settings. This does not however preclude graduates from teaching in, rūmaki -total immersion classes within a mainstream setting and reo rua -bilingual

3

settings and graduates from this programme can also be employed in English medium settings. The entire group of beginning teacher interviewed in this study, graduated from the Te Aho Tātarangi programme.

> *"The programme aims to graduate prospective teachers who are well informed, skilled and reflective beginning teachers, committed to the philosophy of Te Aho Matua, are able to develop the full potential of all children, with a special focus on Kura Kaupapa Māori, rūmaki reo, and bilingual areas in primary education, meet standards of fluency in Māori language necessary for total immersion teaching, are equipped with language acquisition methodologies and techniques which enable them to be effective practioners, are knowledgeable in tikanga Maori, have a practising knowledge of; Māori preferred pedagogy, relationship of the New Zealand Curriculum to the learning needs of Māori children, research development and assessment issues, can engage in effective teaching practice in a range of immersion contexts with a sense of professionalism and have successfully completed a sequential programme which establishes a sound foundation for post graduate study."*

(Massey University College of Education-Graduate profile 1998)

The beginning teacher participant group involved in this research were the second cohort to graduate from the programme and employed within Kura Kaupapa Māori, rūmaki and reo rua – bilingual settings.

The entire group of beginning teachers interviewed within the context of this research were working towards becoming fully registered teachers within their first two years of teaching. Of those interviewed, three were teaching within Kura Kaupapa Māori, one in a bi-lingual unit and one in a rūmaki reo unit within a mainstream school. At the time of the interviews there was no compulsion for those teaching in a Kura

Kaupapa Māori to be provisionally or fully registered, as Kura Kaupapa Māori teachers were exempt from the requirement to be registered.

"However the Education Standard Act 2001, which amends the Education Act 1989; introduced compulsory registration for kura kaupapa Māori to come into effect on 1 January 2006" (Ministry of Education, 2004: 4 Section One).

Therefore from 1 January 2006, Kura Kaupapa Māori were able to employ only registered teachers in permanent positions and only make new appointments of registered teachers (Ministry Of Eduction, 2004:12, Section One). Given the impending change in legislation at the time, it was indeed prudent that the beginning teachers interviewed had embarked upon the pathway to registration.

Te Aho Matua

Te Aho Tātairangi, as with the previous programme Te Tohu Pokairua, is founded on the philosophy inherent within Te Aho Matua – the sacred parental thread. Te Aho Matua is a set of guiding principles and practices that Kura Kaupapa Māori adhere to. Te Aho Matua was legislated in 1999 and incorporated into the Education (Te Aho Matua) Amendment Act 1999 (Ministry of Education 2006: 12).

It is important to note at this point, that not all Kura Kaupapa Māori follow Te Aho Matua, and in some instances, particularly some iwi based Kura such as those that come under the umbrella of the Tuhoe Educational Authority, Te Iho Matua is their preferred philosophy. Whilst for others Te Aka Matua or Te Anga Matāuranga- the New Zealand Curriculum Framework is their guiding philosophies. For all the beginning teachers interviewed the underlying guiding philosophy for them was Te Aho Matua and for those who entered employment in a Kura Kaupapa Māori the guiding philosophy within their context was also Te Aho Matua.

Te Aho Matua encompasses six aspects, each of which from a Māori point of view has a special focus and is crucial in the education of their children for the future (Mataira 1998: 18). The six aspects are: Te ira tangata - The spiritual heart of humanity, Te Reo – The language, Ngā iwi - The people, Te Ao - The world, Āhuatanga ako - Teaching methods and Te tino uaratanga - The real value.

The original Te Aho Matua document was in Te Reo Māori, however by way of explanation to The Minister of Education, Honourable Wyatt Creech, Katerina Mataira (1998) expanded upon the aspects inherent within Te Aho Matua. The following summary provides the essence of each aspect.

"Te ira tangata focuses on the physical and spiritual endowment of children and the importance of nurturing both in their education. Therefore there is a challenge to parents, teachers and trustees to work together to establish a harmonious, child –centred environment in which care, consideration and co-operation are acknowledged as necessary elements for the successful operation of the kura for the greatest benefit of its children. (Mataira, 1998:19).

Implicit within this aspiration is the holistic well-being of the child, respect for others regardless of age and gender, respect for the physical and spiritual uniqueness of individuals and for providing opportunities and activities that serve to affirm children's creativity

"Te Reo focuses on bilingual competence and sets principles by which this competence will be achieved" (Mataira, 1998).

There is an expectation that a respect for all languages will be developed, there will be competency in both Māori and English, that there is an appropriate time to introduce English as a separate language, total

commitment to everyday use of Te Reo, immersion rapidly develops language competency and that for the most part Te Reo is the exclusive language of the kura and that along with competence in the language and culture a commitment to Te Aho Matua and an acceptance that there will be people at varying levels of competency.

"Ngā iwi focuses on the principles which are important in the socialisation of children' (Mataira, 1998: 20-21).

Within this aspect of Te Aho Matua there is an emphasis upon the importance of whakapapa – genealogy. That is establishing links with whānau, hapū and iwi, including Pākehā, being secure in the knowledge of their own identity and knowing their own ancestral links anda studying the historical, political, social, religious and economic events that impact upon their Māori heritage. Value is placed upon the importance of whānau ties and the socialisation of children within a caring and supportive environment including staff, parents, children and the wider kura community. The kura is seen as a place where learning happens not only for the children, but the whole whānau and where participation by all involves reinforces the cohesion of whānau and kura. Importance is also given to the kura as being a place where teacher training is a legitimate function of the kura and that people should gain some experience in this setting prior to and during formal training (Mataira, 1998:22).

"Te Ao encompasses those aspects of the world itself which impact on the learning of children" (Mataira, 1998:23).

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Te Ao legitimises Māori knowledge of nature and the universe as integral, encourages children to value all life forms and their right of existence, develops in children the notion that they are caretakers of the environment and are true to the laws passed down by their ancestors and

it encourages children to explore cosmic laws of the universe through whatever means that will enhance their understanding.

> *"Āhuatanga ako lists the principles of teaching practice which are considered of vital importance in the education of children"* (Mataira, 1998:23 -24)..

Āhuatanga ako encourages the use of karakia as a means of settling the spirit, clearing the mind so that concentration can be given to the task at hand. Value is placed upon the presence of supportive adults and that honour is given to kaumatua as possessor of Māori knowledge and their participation is highly valued. An emphasis is placed upon the value of concentrated listening as a skill and children are encouraged to explore the use of their body, mind and all the senses in learning. Emphasis is also placed on the importance of creating a learning environment which is stimulating and reflects the Māori world. Such an environment can be created through adopting teaching practice and principles which accommodate various learning styles for optimal learning, encouraging such things as developing and maintaining healthy relationships between older and younger children and that these relationships are the responsibility of all involved in the kura. Above all else Āhuatanga ako asserts that teaching and learning be happy and stimulating, co-operative ways of learning is encouraged and that children become self motivated and self directed in their own learning.

> *"Te Tino Uaratanga defines the characteristics which Kura Kaupapa Māori aim to develop in their children"* (Mataira, 1998:24-25).

Encapsulated within Te tino uaratanga are characteristics such as developing an open and inquiring mind that enables individuals to become competent thinkers, listeners, speakers, readers and writers in both Māori and English, to show evidence of self-esteem, self-confidence and leadership qualities, to value independence and self-

determination in setting personal goals, to be receptive of others to be secure in the knowledge of their ancestral links and to be high achievers who embody the hope and aspirations of their people.

In essence, graduates from the Te Aho Tātairangi programme, are not only charged with meeting the requirements of the graduating standards, the satisfactory teaching dimensions and demonstrating good character as required by a mainstream initial teacher education programme, but they are also have the added elements of being able to demonstrate competence and confidence to teach in Te Reo Māori and be knowledgeable and able to transmit understanding of Te Ao Maori-Māori world views. Cameron, Dingle and Brooking (2007) report on limitations in their study in regards to Māori medium settings. Therefore it is important to ascertain empirical evidence that shows how these graduands are being supported as beginning teachers. Not only in terms of meeting the requirements of the New Zealand Teachers Council to become fully registered teachers, but also supported in maintaining and developing their growing understanding of the cultural aspirations as laid out in Te Aho Matua and those of the parents whose children they engage with.

It is prudent at this stage to note my own position throughout this project. I am a Māori researching Māori and as such I am guided by a set of cultural norms and practices. I currently work within an institution where the graduates have come from, and as such, I had already developed a rapport and built relationships with most of the graduates. I am familiar with the Maori immersion pre-service teaching programme from which they have graduated, but have not taught in the programme. In this respect, I am an insider/ outsider, a member of the school that operates and maintains the programme, but not involved in teaching within the programme. My involvement in the programme has been as a result of working alongside colleagues who work within the programme, having discussions and sharing anecdotes with them, and having two children graduate from the programme. Bishop (1996) examines the

position of the researcher when working with Māori participants in regards to the researcher being a 'teina' a learner, therefore allowing for the focus to be upon the group rather than on self and although I have an interest in the programme, the focus of this research remains on the graduates from the programme and the support systems in place for them as beginning teachers.

Chapter 2

Literature Review

"The first year's experience of teaching is documented by many (researchers) as being the most difficult year of a teacher's career. It is often a year filled with frustration, anxiety, and doubt as the novices attempt to integrate their idealistic assumptions about teaching with classroom realities" (Olson and Osborne, 1991:331).

Introduction

This thesis explores what support systems are in place for beginning teachers from a total immersion pre-service teaching programme. There is a dearth of research in the area of support for graduates in their first year in the classroom and what is available is based on their experiences in mainstream school contexts. To date this study represents the first investigation of graduates from a total immersion preservice education programme teaching in Kura Kaupapa Māori or bilingual classrooms. A review of the literature shows that most studies focus on at least three important aspects of beginning teacher support; induction, self-efficacy and professional development. Within New Zealand Cameron, Dingle & Brooking (2007:1) highlighted the fact that although their research did not provide a national picture of induction across all sectors, gaps are evident in the Early Childhood and Māori medium sectors. Generally, research perspectives on induction are discussed in relation to support systems and processes designed to assist beginning teachers. Upon graduating from a pre-service programme graduates must apply to the New Zealand Teachers Council (NZTC) to become provisionally registered. Provisional registration is usually for a period of two years and it is within this two year time-frame that beginning teachers are inducted into the profession. Once this induction period is complete and having met the requirements to a satisfactory level, they are deemed

11

suitable to become fully registered teachers. One view held by the New Zealand Teachers' Council (NZTC) is that the first two years of teaching should be considered a continuation of the pre-service programme because the training is not considered complete until fully registered.

"Initial teacher education does not end when a student teacher graduates and is employed as a teacher. In New Zealand, initial teacher education ends only when teachers achieve full registration" (Ministry of Education 2006:5).

Although this view epitomises the ideal situation, consideration should be given to the logistics of how providers and employers can collaborate and derive mutually agreeable benefits for all parties concerned.

That aside, there is an assumption that, having attained the necessary skills that comes with full registration after two years of fulltime teaching, all beginning teachers are ready to be classed as fully registered.. However, for those who gain part-time positions, registration can sometimes take up to five years. All the beginning teachers who were interviewed for this study were provisionally registered, working full-time and working towards full registration.

The literature shows that the degree of support and guidance given to beginning teachers varies from individual to individual.
This chapter is divided into three sections, each dealing with aspects leading to full registration. The first section reviews the literature on the induction of beginning teachers within their individual mainstream school settings. The second section relates to self- efficacy, and the final section reviews the literature that identifies professional support that forms the basis of professional development.

Induction of beginning teachers:

Cameron and Baker (2004) define the concept of induction as,

> *"… the support provided to provisionally registered teachers until*
> *they are judged to meet requirements for full registration"*
> (2004:58).

Eruat *et al* (1997), argue that induction is but one of many approaches by which people learn in the workplace. In the context of classroom teaching, it is seen as a process of understanding and negotiating the complexities that lead to becoming a newly qualified and fully registered teacher. As Eruat *et al* explains, such complexities include,

> *"… understanding the purposes and goals of the work unit and the*
> *organisation, their own roles and others' expectations of them, and*
> *fitting into the interpersonal nexus in which their work is*
> *embedded"* (Eruat *et al* 1997:27 ,cited in Spindler and Biott ,2000).

Thus for beginning teachers, the act of accepting a teaching position may conceivably be seen as the formal stage of an apprenticeship, and the pre-service component the beginning of their journey to registration. Within the context of this study, induction refers to the period of time when beginning teachers enter their working environment until they become fully registered teachers.

Wong (2005 cited in Cameron 2007) makes a distinction between mentoring and induction. He views mentoring as,

> *"… a formal coaching relationship in which an experienced*
> *teacher gives guidance, support, and feedback to a new teacher"*
> (Cameron 2007:13).

And induction as,

> *"... beyond mentoring to provide an extensive framework of*
> *support, professional development and standards-based*
> *assessments and evaluations. Comprehensive induction programs*
> *vary in their particular design, but essential elements include a*
> *high quality mentor program, on going professional development,*
> *access to external network of beginning teachers and standards-*
> *based evaluations of beginning teachers and the*
> *program"*(Cameron 2007:14).

Such a distinction does not preclude the fact that an element of mentoring is incorporated in a programme of induction.

Brock and Grady (1997) view the first year of teaching as being filled with high expectations and extreme difficulty. They consider the first year experience as a factor in the decision to remain or not within the teaching profession, and unless provided with opportunities to talk with other beginning teachers and support people, they may become discouraged. Stansbury and Zimmerman (2000) also consider beginning teacher support as a continuum of their training and that each aspect of support, such as personal or specific task related support, serves different purposes. In a similar vein, Cameron, Baker, & Lovett, 2006; Cochran-Smith, 2004; Kane & Mallon, 2006; OECD, 2005; Renwick, 2001, also acknowledge the importance of the early years of teaching, stating,

> *"The early years of teaching (the induction phase) are now*
> *acknowledged to be a critical stage in the development of a*
> *teacher's career, influencing both the quality of their teaching and*
> *their retention in the profession"* (cited in Cameron et al 2007: xi).

The support and guidance, provided within the induction process not only facilitates an introduction into the teaching profession, but also an introduction into individual working environments.

Within New Zealand a unique situation exists within education where the government provides two years funding to schools for Provisionally Registered Teachers (PRT's) to undertake an 'advice' and guidance' programme.

> " ... a 0.2 component of additional salary in the first year of
> provisional registration for the provision of advice and guidance
> programmes to support the on going professional learning of
> beginning teachers" (Cameron, Dingle & Brooking 2007:
> preface,i).

The 'advice' and 'guidance' programmes allows for 0.2 release time in the first year of teaching and 0.1 in the second year. Due to the provision of these allowances New Zealand is seen as leading the way not only for the provision of allowances but also in acknowledging the importance of mentoring and guiding beginning teachers in the early stages of their profession.

> "New Zealand is seen as a world leader in the provision of
> funding for the induction of provisionally registered teachers in
> schools (Cameron et al, 2007:xi).

The importance to the New Zealand Teachers Council is reiterated in a statement from the current Chairperson, who maintains,

> " ... all PRT's are 'entitled to a structured programme of
> mentoring, professional development, observation, targeted
> feedback on their teaching and regular assessments based on the
> standards for full registration" (in Cameron 2007, preface, i).

15

Although the 0.2 release time has been available for a number of years, Gray and Renwicks' 1998 study, that looked at 'beginning teacher perceptions of preparedness to teach' found the 0.2 release time did not always function as well as it might. The authors' found inconsistencies between schools and concluded that there is a need for some form of monitoring to ascertain what is actually occurring within individual schools. This situation appears to have changed little over the past decade. Anthony, Haigh, Bell, & Kane, 2007; Cameron, 2007 in Cameron et al's 2007 report "Learning to teach" further concluded that little has changed, stating,

> "... there is evidence that not all PRT's are receiving their
> entitlement to structured programmes of mentoring, professional
> development, targeted feedback on their teaching, and assessment
> based on the requirements for full registration as a teacher"
> (Cameron, Dingle & Brooking, 2007: xi).

Being entitled to a structured programme of mentoring is the ideal situation, however Cameron, Baker, & Lovett 2006; Education Review Office, 2004, 2005; Kane & Mallon, 2006 and OECD 2005;

> " ... highlighted that induction programmes experienced by
> provisionally registered teachers are variable in nature and
> quality" (Cameron, 2007; preface:i)

Cameron et al (2007), raised further concerns regarding the quality of induction programmes experienced by beginning teachers arguing that evidence

> "...raises concerns regarding the extent to which induction policies
> and practices contribute to teacher competence and provide
> assurances that PRT's have the knowledge and skills to justify their
> full registration" (pg xi).

As outlined in Chapter 4, evidence from the beginning teachers in this current study also reinforces and supports Cameron's findings in terms of the variable nature of induction programmes available to them.

As a result of the concerns raised by Cameron et al, The NZTC has identified the two year induction period for PRT's as the priority area in order to strengthen the quality of the teaching profession (Cameron, Dingle, & Brooking 2007: xi). Prior to Cameron, Dingle & Brooking 2007 report the Ministry of Education (MOE) along with the NZTC had developed a set of guidelines to assist schools and teachers with providing advice and guidance for registration for beginning teachers and those recently returned to teaching. The publication '*Working towards full registration – A support kit for schools*' (2004 and 2006) outlines the roles and responsibilities for all involved with teacher registration. This booklet along with '*The essential handbook for provisionally registered teachers and tutor teachers*' (2001) both refer to 'support', 'advice' and 'guidance' in relation to beginning teachers. These concepts infer similar meanings and imply that some form of help and assistance is provided. However a distinction needs to be made between the notion of 'support' and the meaning of 'guidance' in the context of teacher induction. For example, Simpson and Weiner, view support as being able

> "*...to occupy a position by the side of, with the object of giving assistance or encouragement; hence, to assist by one's presence*" (1989:259).

Although similar in meaning, the notion of 'guidance' implies some action is taking place and is described by Simpson and Weiner as

> "*...the action of guiding; guiding or directing agency; leadership, direction with reference to a journey or movement*" (1989: 928).

The MOE and the NZTC, promote the notions of advice and guidance rather than support as a central aspect of any induction programme, Simpson and Weiner define 'advice' as,

"The result of consultation, determination, resolve, intention, plan, design" (1989: 191).

Such definitions, offer at least three levels of thinking in regards to 'support'. The first level is of 'support' which entails a physical presence. Thus having a mere presence can be a source of support. Providing advice to help reduce the inevitable stress, or simply acknowledging and encouraging beginning teachers through the early stages of their teaching career, constitutes support. Such support does little to directly improve teaching performance, but does help promote the well being of the beginning teacher (Stansbury & Zimmerman, 2000).

The second level of support is of 'guidance' - that is to provide some direction and leadership towards meeting a goal. Here the notion of guidance gives a sense of a goal having been set, and the beginning teacher, along with the support person, has identified both a starting and a finishing point. The finishing point however is not the final destination, but rather helps establish the parameters for the next goal setting exercise.

Finally the third level is of 'advice', which implies that some consultation and discussion has taken place and that a planned approach is being taken to reach mutually agreed upon goals. To this end 'advice' implies that consultation has taken place and mutually acceptable plans have been put into place to achieve effective and successful outcomes.

In summary, when providing 'support' for beginning teachers, mere physical presence is not sufficient. The MOE and NZTC suggest that in order for any kind of 'support' to be effective a planned approach is the preferred and more valuable pathway.

In a similar vein, the School Support Services at the School of Education, University of Waikato (1998), also provide some general principles and guidelines for mentor, tutor teachers and beginning teachers. These guidelines include four main themes; relationships, induction, support and professional development, and management.

Relationships, refers to the relationships established not only with the mentor and or tutor teacher, but also with other staff members. Induction implies that once established, these relationships will be maintained to further support the beginning teacher who will become integrated into the school environment and culture.

This process however, should not be left to one person, but should be viewed as the collective responsibility of all staff members. Support and professional development refers to the feedback and advice given to the beginning teacher. A planned approach is developed that works towards meeting the requirements for registration and the Professional Standards for Beginning Teachers. The provision of support is not the sole domain of the tutor/mentor teacher. Chapter Five provides evidence of the mentor teacher's perspectives in regards to their own and other staff member responsibilities in regards to beginning teacher support.

Finally the notion of management is not only about managing the beginning teacher through induction towards registration, but also ensuring those aspects are monitored to provide effective support in order to effectively transition the beginning teacher into the teaching profession. "The essential handbook for registered teachers and tutor teachers' (1998), underpins what constitutes an advice and guidance programme. An advice and guidance programme should include, professional reading, focussed observations of other teachers, observation by the Tutor Teacher (TT), assistance with planning and assessment, a time frame with defined goals, checkpoints and time for reflection by the PRT independently and with the TT .

In addition the handbook contains the roles and responsibilities of provisionally registered teachers and the tutor/ mentor teachers. For example, a sample job description for the tutor/ mentor teacher clearly states the general responsibility of a tutor teacher is collaborative in nature and has element of pastoral care incorporated.

> *" in collaboration with the principal and provisionally registered teacher, develop and implement an advice and guidance programme based on the professional development needs of the provisionally registered teacher that will enable them to satisfy the requirements for full registration"* (School Support Services at the School of Education, University of Waikato,1998:21).

It is evident within the handbook that there is no consistent terminology used and that there is interplay between 'guidance' and 'support'. For example there are times when guidance is being offered, to support the beginning teachers in their endeavours to establish classroom routines and support is given in helping to maintain the classroom routines. Such interchange is also visible in the advice and guidance programme as set out by the MOE and the NZTC in *"Towards full registration – A support kit for schools"* which states,

> *"Schools provide provisionally registered teachers and teachers subject to confirmation with advice and support, access to professional knowledge and skill, opportunities to learn from experienced teachers,*
>
> *a secure environment for innovations and experimentation (within the cultural norms of the school) and encouragement to reflect on teaching."* (2004: 6).

Like the University of Waikato handbook there is a sense that collaboration and pastoral care are important factors in induction programmes and therefore ought to be reflected in the induction process set out by individual schools.

With the guidelines available for supporting and inducting beginning teachers, common goals are apparent. Such goals not only serve to meet the registration requirements, but also function to improve teaching performance, promote personal and professional well being and in the long term increase beginning teacher retention rates (Huling-Austin, 1990 cited in Stansbury and Zimmerman 2000).

The induction process is an aspect of the advice and guidance programme and as such should be the responsibility not only of the designated mentor teacher, but inclusive of the rest of the staff and the Board of Trustees as well.

Self- efficacy

Bandura (1982) refers to self- efficacy as, people's beliefs in their ability to produce and regulate events in life and as such, offers an explanation for why people behave in certain ways (cited in Gibbs 1994). However Pajares (1996), argues self- efficacy is not just about student and pupil learning, but about teachers practices as well (cited in Schunk, 2000: 115). For beginning teachers this includes the way in which learning, teaching and management responsibilities contribute to their classroom practices. Pajares maintains that in the classroom, self- efficacy may refer to the reasons underlying a teacher's classroom practice and pedagogical style. Therefore self- efficacy is important to teachers as well as students.

Although not particularly related to teachers or teaching there is evidence to suggest that self- efficacy may help explain the impact of the self-perceptions teachers have of themselves and their practice (Ashton and Webb1986 cited in Schunk 2000: 115). That is self- efficacy does

not only embrace ideas about self-beliefs regarding the effort they expend in their classroom practices, but includes judgements about one's own knowledge, skills, strategies and stress management (Zimmerman cited in Bandura, 1995:205). In this sense, self – efficacy for a beginning teacher is concerned with their perceptions about their ability to cope in a classroom and to provide an effective programme of learning for children in their care. Thus instructional efficacy, which refers to personal beliefs about a teacher's capability to help students learn, is of particular importance for teachers (Schunk, 2000:115). Although much of the research about self-efficacy pertains to 'student' learning and motivation, it can equally be applied to beginning teachers', in that they are learners within the teaching profession. Therefore so the theories and strategies they learnt as pre-service students can be applied to their learning in their first years of teaching.

Within the New Zealand context, much has been written about the effectiveness of teacher education programmes, (Gibbs 1992, 1994, 1996, Gray & Renwick 1998, Te Puni Kōkiri (TPK), 2001). In her study, Goulton (1997) focussed on the cultural self- efficacy of student teachers within a mainstream pre- service education programme rather than their self –efficacy as a professional being.

Gibbs (1994) and Goulton (1997), focussed upon students still in training, exploring notions of teacher belief from a self-efficacy perspective rather than as a professional identity. Smales (2002) focussed upon the professional being, asking beginning teachers to reflect upon,

> "...what I can or what I am capable of doing, rather who I am as a teacher" (Smales 2002:21).

A TPK audit (2001) that focussed on students within ten teacher training providers, gained insights from recent graduates and school

principals regarding their perceptions of preparedness equipped to teach children (Te Puni Kōkiri 2001:12). The authors of this report recognised the status of people and concluded,

> *"the audit was confined to training for mainstream teaching. It did not examine the training of teachers for Kura Kaupapa. Consultation with stake holders and the expert panel suggested that Kura Kaupapa teacher training raised different issues from training for mainstream teaching and could stand alone as a separate order"*(Te Puni Kōkiri ,2001:12).

Gray and Renwick (1998) also looked at the perceptions of beginning teachers and how well prepared these teachers felt about teaching all children. Perceptions were also sought from the tutor / mentor teachers within both primary and secondary schools. The authors' give no indication as to whether or not Kura Kaupapa, rūmaki or bilingual schools were included in their study. Their research focussed on curriculum preparedness rather than support for teachers although there is mention of in-school support.

The main focus of Gray and Renwick's 1998 report on first year teachers falls into three areas. The extent of knowledge and skills of first year primary and secondary teachers to plan, teach, and assess the New Zealand curriculum; preparation to teach all students, and in-school support. Perceptions were sought from mentor teachers in regards to all three areas. Due to the range of programmes provided by established and private providers, the author's were interested in finding out if the length of the initial pre-service programmes showed any differences amongst first year teachers. They were particularly interested in ascertaining any differences in skills and knowledge, and the extent of in–school support available to first year teachers in the area of the New Zealand curriculum (1981, p.1).

While there did not appear to be a great emphasis upon aspects such as classroom and time management, the report did make mention of the 0.2 release time allocated to schools for beginning teachers and how it was or was not being utilised to support them. Where the 0.2 was being utilised an indication was that the supervisor or tutor teacher, the principal and other teachers provided support within the school (Gray & Renwick, 1998:3).

Correlations can be seen between Gibb's and Gray and Renwick's work where Associate teachers and mentor teachers both stated their student or PRT displayed lower levels of confidence in their capabilities than expressed by their associate or tutor/ mentor teacher (Gibbs 1995, Gray and Renwick 1998).

Smales explored the notion of 'self as teacher' and the images held by New Zealand teachers as they commenced their first year of teaching. She also included aspects of professional development, the teaching practices they employ and their personal interactions within a school context. Participants for this study were drawn from a cross section of schools in terms of decile ratings, urban or rural schools and a range of providers. As with the other studies, it is difficult to ascertain whether any of the participants came from an immersion pre-service programme (2002: 26).

Schunk advocates for a greater emphasis upon self-efficacy within pre-service education in the belief that this will not only help with observation skills but also with helping students to succeed in their classrooms.

"An important challenge for pre-service and in- service teacher education programmes is to develop methods for increasing

instructional efficacy by incorporating efficacy- building sources.
Teacher models who demonstrate how to work successfully with
students with learning problem or those not motivated to learn
should help to not only teach observer skills but also build their
self- efficacy for succeeding with students in their classrooms
(Schunk 2000:115)"

Although there is an emerging body of research within New Zealand on self-efficacy, particularly in relation to students and the notion of 'self as teacher' for beginning teachers, scant attention has been afforded to graduates from Maori immersion pre-service programmes that this thesis seeks to consider.

Professional Development

Professional development often refers to the acquisition of skills required for maintaining a specific career path or for general skills offered through continuing education. Guskey (2000:16), defines professional development as

"those processes and activities designed to enhance the
professional knowledge skills, and attitudes of educators so they
might in turn, improve the learning of students."

Such development can be concerned with personal, professional and skills related to a specific occupation. In the case of beginning teachers there will be a combination of 'on the job' development, provided by the school and the professional development provided by outside agencies. Such development manifests in various forms, 'On the job' development that may be self directed and regulated such as self-reflection. Self-reflection in this instance requires more than a descriptive appraisal of one's actions, but rather a more targeted approach to identifying specific classroom practices. For example, stepping back from the events of one's classroom practice to consider possible alternative explanations

25

and where applicable recognising reasons for gaps in expected outcomes is one approach. Exercises of self –reflection in this instance correlate with aspects of the graduate profile which expect graduates to be

'... skilled and reflective beginning teachers ...' (Massey University College of Education –Graduate profile 1998).

Professional development may extend to include other members of staff, tutor/mentor and or principal, observing the beginning teacher and providing constructive feedback. As with self-reflection there should be a specific focus. Another aspect of 'on the job' development may involve the beginning teacher observing other teachers within their own or another school community.

Having a sense of what is important, and goal setting for future development in regards to relevant and effective classroom management are skills that develop over time. For beginning teachers this could mean, experiencing situations that may not have been as conducive to learning as expected or desired. Being able to recognise such situations and addressing them either independently or in collaboration with a tutor/mentor teacher is demonstrative of professional development in action. Schunk (2000) argues providing beginning teachers with opportunities whereby they can observe 'expert' teachers modelling specific teaching behaviours is an effective means of developing self-efficacy. Conceivably it can equally be argued that observation by others is beneficial to their professional development as well. The acquisition of skills through observation, constructive feedback and practice allows beginning teachers to refine and retain skills for subsequent future use (Schunk, 2000).

Professional development for beginning teachers should not be considered as an additive, but rather, a continuation of their training. Such a supposition implies that training providers have a responsibility within this area and this is usually the case where providers run PRT courses for beginning teachers within their regions. Beginning teachers

interviewed for this study talked about professional development where the scope and knowledge of the PRT's ranged from numeracy and literacy to teachers union and the registration process. The dilemma, for beginning teachers however, is that initially they do not necessarily identify the knowledge and skills they may need to support their classroom practice. As will be discussed in Chapter 4 many beginning teachers are concerned with the mechanics of managing a classroom, such as establishing classroom routines and ensuring there are effective management strategies in place. These aspects of teaching are deemed to have a higher priority for them rather than addressing issues pertaining to the teaching of curriculum.

Brock and Grady are in no doubt that

"Teaching is one of the few careers in which the least experienced members face the greatest challenges and most responsibilities" (1997:11).

But as Mepham (2000) maintains teachers must develop practical skills and increase their knowledge and what is crucial is how this is done (2000:11).

Chapter 3.

Research Methodology and Design

" ... Research of Māori is marked by a history that has shaped the attitudes and feelings Māori people have held towards research. Research is implicated in the production of Western knowledge, in the nature of academic work, in the production of theories, which have dehumanised Māori and in practices, which have continued to privilege Western ways of knowing, while denying the validity for Māori of Māori knowledge, language and culture" (Smith, L. 1999:183).

Introduction

This chapter outlines the methodological approaches that have been employed throughout this study. This includes the ethical considerations, the research methods, the data collection processes, research questions, research participants, questions for the participants, data analysis procedures, validity and reliability of the research and, limitations and advantages of the analysis procedure used in this study.

The aim of this study is to gain an insight into how the induction of beginning teachers from a total immersion Māori pre-service programme supports their growth in their first year of teaching. The key participants are beginning teachers, mentor teachers and professional support people. The study is not intended to be a programme evaluation but to ensure the findings will lead to positive considerations being made towards the future development of courses and on-going support systems for beginning teachers from total immersion Māori pre-service programmes.

Research Approach

The intent of this study is to promote the 'voices' of the participants; thus the study falls within the realm of qualitative research. The aim of qualitative research is to seek out participants' perspectives and meanings of how they come to make sense of their lives and to ascertain feelings and impressions or descriptions of what is happening in their individual situations. A key characteristic of the qualitative approach to research is the involvement of the researcher (Neuman, 1991). This research pathway comfortably accommodates a Māori-centred approach to research that requires, among other factors, reciprocity between the researcher and the research community at various stages of the research.

The development of mutually beneficial relationships between the researcher and the research participants allows for the sharing of individual experiences, personal narratives and interviews that describe events and influences throughout individuals' lives (Denzin and Lincoln, 1994). Therefore, employing a qualitative design to this research has allowed the researcher to get 'close' to the experiences and feelings of the participants, and for such experiences to be shared rather than assumed (Ezzy, 2002).

Significant features of qualitative discourse are the patterns that emerge from investigating the participants in their natural environments. This approach requires the researcher to have an in-depth knowledge of the community to be researched. This is important within the context of investigating Māori and their communities that often requires knowledge of tikanga Māori in order to meet Māori ethical requirements.

The research participants in this study have graduated from a total immersion Māori pre-service programme, so cognisance was given to a Māori-centred approach to ethical considerations (Smith, 1999). The methods incorporated in this study, include case study and grounded

29

theory, which provides space for Māori to be involved throughout the research process. This includes the research participants their community and the researcher, the gathering of data, the analysis stage and the revealing of new knowledge from the research outcomes (Cunningham, 1998). A Māori-centred approach is therefore seen to provide a dual focus on both a philosophical base and a methodological framework that permits Māori involvement in the development and explication of Māori research that is empowering.

Case Study Method

The selection of a single group with no attempt to make comparisons with any other group falls within the parameters of what Bouma (1997 cited in Mepham 2000) describes as being a key element of case study methodology. The focus group for this study falls within such a parameter in that the beginning teachers participants are the case study ; a cohort of graduates from a total immersion Māori pre-service teaching programme. To gain further insights and perspectives about beginning teachers and ways in which they are supported, their mentor teachers and other professional personnel were selected as research participants. It also became clear from the initial interviews with beginning teachers that educational advisors played a role in the support given to the beginning teachers and to this end an advisor was also invited to participate in the research. The case study approach provides a window through which the complexities of understandings about beginning teacher support can be scrutinised and analysed. The initial focus of this study is upon the current teaching practices of the beginning teachers and they should also be able to draw upon their pre-service experiences that set the foundations of theory and practice and the art of teaching. Another key element to this study was the inter-relationship between the beginning teachers, their mentor teachers and professional support; therefore, it was considered important to include the perceptions and the 'voices' of all the groups. Sturman (1999) argues

"That a distinguishing feature of cases studies is that human systems have a wholeness or integrity to them rather than being a loose connection of traits, necessitating in –depth investigation" (Cited in Cohen, Manion and Morrison 2000:181).

Hitchcock and Hughes (1995) maintain,

"A case study approach is particularly valuable when the researcher has little control over events" (Cited in Cohen, Manion and Morrison 2000:181).

However an attempt was made to highlight specific events relevant to the participants that demonstrated an understanding of their perceptions of the support they received through both internal and external agencies (Cohen, Manion and Morrison, 2000).

A Narrative Approach

Clandinin and Connelly (2000) refer to narrative inquiry, simply as being about stories lived and told. They do however make a distinction between the two schools of thought; 'story', as meaning the research participants' accounts of the experiences told to the researchers, and 'narrative', as meaning the researcher account that has been refined through some form of inquiry (Clandinin and Connelly, 1994). Such distinctions were also made by Riessman (1993) who referred to narratives as being about

"What we do with our research material and what informants do with us" (Riessman1993:1).

31

Polkinghorne (1988) maintains that narratives are

"Concerned with people's stories: they work with case histories and use narrative explanations to understand why the people they work with behave they way they do" (Cited in Clandinin and Connelly, 2000:15).

Consequently, a narrative approach has connotations of storytelling and people sharing their experiences in such a way that makes sense of their world. Narratives are not purely about current experiences. As Dewey (2000) alludes they are also about the continuity of experiences; experiences that grow from the past and lead to future experiences. Therefore a sense of history, change and future direction are inherent in narratives where

"Narrative inquiry is a way of understanding experience. It is collaboration between researcher and participants, over time, in a place or series of places, and in social interactions with milieus. An inquirer enters this matrix in the midst of living and telling, reliving and retelling, the stories of the experiences that make up people's lives, both individual and social (Dewey cited in Clandinin and Connelly, 2000:20).

Court (2002) maintains within educational research, there is no consensus about how these terms are understood or distinguished but states that both terms are widely used. In this study participants provide commentary of their current perceptions of teaching, where and who might provide support to the beginning teachers and how it might be accessed. Participants give an insight into the importance of their personal and professional relationships and the impact these have on their practices.

Grounded Theory

Grounded theory as a qualitative research design, describes a process, and an action or interaction that is shaped by the participants (Creswell, 2007). Grounded theory provides a mechanism through which the data can be systematically gathered and analysed. Strauss and Corbin (1998) describe grounded theory as being derived from the data. Glasser (1992) also maintains the importance of letting the theory emerge from the data, utilising an inductive coding approach rather than beginning with preconceived categories. Such a notion was an important consideration for this study, as it allows for the 'voices' of participants to be heard and the evidence from data is more likely to reflect 'reality' since they are apt to offer insight, enhance understanding and provide a meaningful guide to action (Strauss and Corbin, 1998). Repositioning the researcher away from the "all knowing analyst" to the "acknowledged participant" advocates for the 'voice' of the participants (Clarke cited in Creswell, 2007:64). The interplay between induction and deductions are at the heart of theorizing (Strauss and Corbin, 1998). The use of grounded theory does not minimize the role of the researcher because the researcher still makes decisions about categories throughout the process, questions the data and personal values and experiences and priorities are advanced (Charmaz cited in Creswell, 2007).

In regard to this study, an inductive approach to data analysis was taken, however decisions concerning the analysis and coding of the data was that of the researcher.

Some commentators, however place more emphasis

> *"... on the views, values, beliefs, feelings, assumptions and ideologies of individuals than on the methods of research"* (Charmaz cited in Creswell, 2007:65).

Thus, reinforcing the notion of the importance of placing value on the 'voice' of participants and allowing the theory to emerge from the data (Charmaz. and Clarke cited in Creswell, 2007).

Ethical Considerations

This study has been guided by a dual approach, which comprises the principles contained in the *Code of Ethical Conduct for Research and Teaching Involving Human Participants* (Massey University Human Ethics Committee, 2005) and the ethical protocols for engaging in research with Māori (Te Awekotuku, 1991; Smith, 1999).

The principles of respect for persons; minimisation of harm to participants, researchers, institutions and groups; informed and voluntary consent; respect for privacy and confidentiality; the avoidance of unnecessary deception; avoidance of conflict of interest; social and cultural sensitivity to the age, gender, culture, religion, social class of the participants; justice. These principles emerge from the philosophy and theory associated with ethical values and conduct applied to research (Massey University Human Ethics Committee- MUHEC, 2005:4).

Initial contact with the participants was made via telephone, at which time the study was explained and verbal agreement to be involved in the study was obtained. In adherence with MUHEC processes an information sheet explaining the purpose of the study and consent forms were sent to participants (see Appendix 4). Data concerning the age, religion or social class of the research participants was deemed to have no critical bearing upon this study, therefore it was not collected.

In terms of a 'conflict of interest', two potential participants, my daughter and her partner were not invited to participate. Research is concerned with gathering knowledge and it is

"... about control, resource allocation and information and equity. It's about power" (Te Awekotuku, 1991:13).

When human participants are involved the power relationships may cause harm to participants. Thus, due to the nature of the relationship between these individual research participants and my position as the researcher and mother, it was perceived that this situation would most certainly have the potential for harm to these research participants (MUHEC Code of ethics, 2005).

Ethics and Māori Research

With regard to researching Māori it is important to be mindful that ethical considerations extend beyond the individual (Smith, 1999). Cultural protocols need to be observed as appropriate in any given situation. Te Awekotuku (1991) and Smith (1999) set out a range of guidelines that state the responsibilities researchers have to Māori people. These responsibilities tend to be prescribed for Māori researchers in cultural terms.

The concepts identified by Smith (1999) provided guidelines for the ethicality of this research that reflect appropriate behaviours of researchers to demonstrate respect for Māori participants.

The principle of aroha ki te tangata: - refers to respect for people. Respect is a reciprocal relationship and the responsibility is shared between all involved. In this study this was achieved by listening to the 'voices' of the participants, acknowledging and showing respect for their willingness to share their experiences. I was being appreciative of their time and acknowledged the contribution they made to this study.

The principle of kanohi kitea: - the seen face, presenting yourself to people in a face-to-face manner. All beginning teachers and the researcher in this study were already known to each other and after an initial telephone call followed by letters of explanation; the researcher personally interviewed all participants.

The principle of titiro, whakarongo ... korero: - look, listen ... speak. As with the principle of respect, participants' knowledge and contribution to the study was encouraged and acknowledged. The researcher looked, listened and observed the situation asking research questions, speaking to clarify points made and ensuring the intent of the message received was an accurate account.

The principle of manaaki ki te tangata: - share and host people, be generous. The researcher in this study provided food and a koha as an acknowledgement of the time and contribution   provided by the participants to this study. As most of the interviews were undertaken at the participant's workplace, enough food was provided to be shared with other staff members who were not part of the study.

The principle of kia tūpato: - be cautious. Care was taken to ensure interviews were conducted at a time and place convenient for the participants with minimum distractions. Care was also taken to verbally explain how the research will be undertaken, presented and used at a later date.

The principle of kaua e takahia te mana o te tangata: - do not trample over the mana of people. Participants were informed as to the care that will be taken in the dissemination of the information provided.

The principle of kaua e māhaki: - don't flaunt your knowledge. Participants were thanked for their time and knowledge and more importantly the role they play in enhancing my work.

Above all else the processes, the procedures and consultation with participants needs to be tika - correct, so that all involved are enriched, empowered and enlightened and have participated willingly to the study (Mead, 2003:315).

Research Methodology

At the initial stages of this study the main challenges regarding which of the methodological approaches best suited my investigation was identified. This study uses a combination of case study, narrative and grounded theory methods. The case study approach recognises the complexities of multicases and multi-sites. Geertz (1973) views case studies as a way of striving

> *"To portray 'what it is like to be in a particular situation, to catch the close-up reality and 'thick description' of participants lived experiences of, thoughts about and feelings for, a situation"* (Cited in Cohen, Marion and Morrison, 2000:182).

Whereas, the narrative approach, which also looks at the experiences, feelings and situations of participants increases the likelihood of a range of responses that may not have otherwise been elicited in a more structured method and adding a further personal dimension as well.

The specific objectives for this study were to interview graduates from total immersion Māori pre-service programmes and their employers; to analyse the collected data and draw common themes such as support given and accessed through internal and outside agencies, and to discuss the implications of these findings for the future support in professional development for graduates from total immersion Māori pre-service teaching programmes.

The Sample

This is not a comparative study involving various institutions and providers of other pre-service total immersion Māori programmes. The research focuses on one institution only and due to the small number within identified cohort, the entire group was selected thereby alleviating the need to access a sample group. The sample size impacted positively on the manageability of the project allowing for adequate interview and travelling time.

The cohort selected for this study constituted ten females and two males. Beginning teachers were aged between 21 and 27 years of age. All participants represented a range of iwi (tribal) affiliation and had varying levels and fluency of te reo Māori. All graduates from the cohort were invited to participate in the research. However only those graduates that began teaching within a primary school agreed to participate, so they along with their mentor teachers were invited to participate. Principals were not excluded as some principals could also have been mentor teachers. However a principal who was not a mentor teacher requested to be interviewed as well. An approach was also made to educational advisors who provide support for provisionally registered teachers and these people formed the professional support group.

One other participant, a mentor teacher, was unavailable on the day of the interview and, due to the travel and time constraints was not interviewed. The following table gives the participant roles.

Table 3.1 Participants according to roles.

Beginning teachers	5
Tutor or mentor teachers	4
Professional support	2
Total	11

The research settings included bilingual, rūmaki and kura kaupapa Māori classes that ranged from year one to year six. A total of five schools were involved with decile ratings included decile one through to five. The school rolls varied from 37 through to 420 pupils. Two beginning teachers and their principals declined to be involved in the research. No reasons were given or sought by the researcher. The interviews were undertaken within a period starting at week six of term three through to week seven of term four of the school year. Two repeat interviews were necessary because of recording equipment failure. I had some written notes, but believed they did not have the necessary depth the taped interviews provided. All research participants were sent the question schedule prior to their interviews, and the two participants who had repeat interviews had already been through the process once before were confident in answering the questions. Accordingly, the resulting second interviews were much more focussed and specific, particularly in the case of the beginning teacher. It was my perception that some growth in the professional development of the beginning teacher was apparent since the time of her first interview. For the other research participants, the time frame allowed the beginning teachers at least six months teaching experience to draw upon prior to participating in the interviews.

The researcher knows all of the beginning teachers thus, alleviating the time needed to build trusting relationships. However, this also held other issues. For example when initial contact was made by telephone to gauge their interest and recruit, all the beginning teachers were eager to participate, I therefore had to ensure that each person wanted to participate because of the benefits of the research rather, than because they felt pressured or obligated to me to participate. Any perceived power relationships that may have existed when they were students no longer existed and they needed to be assured this study would be of value future students in the programme. An information sheet, (see Appendix 1) containing specific details outlining the scope of the

research was sent out to all of the research participants. Consent forms and a set of questions was also included (see Appendix 2 and Appendix 4). Once the consent forms were returned, further contact was made by telephone at which time dates and venues for the interviews were arranged. For those research participants late in returning their consent forms, a follow up telephone call was made and, dates and venues arranged accordingly.

At the beginning of each interview, the information sheet was reviewed with particular attention given to the 'rights of the research participants'. The consent form was also reread. Venues tended to be the research participants' place of work and mutually convenient times were chosen the participants. The protocols of accessing the schools were observed. This process included reporting to the office without an official pōwhiri (formal welcome) or whakatau (lesser than formal welcome) taking place. However, I was generally introduced to all staff present where appropriate greetings were exchanged and an explanation of the reasons for my presence at their school(s) was given. In the smaller schools, staff was aware of the purpose of my visit, but in larger schools only those involved in the study were aware of the purpose.

At the end of each interview, the research participants were given a koha (gift, token of appreciation) and because interviews tended to be conducted at the research participants' place of work, observances of tikanga were also maintained. Thus, food was also provided by the researcher for sharing with other staff, thereby reinforcing the notion of whanaungatanga. Whanaungatanga is seen as

"A process for establishing relationships, literally by means of identifying, through culturally appropriate means, your bodily linkage, your engagement, your connectedness and therefore (unspoken) commitment to other people" (Bishop,1996 p.215).

Adherence to the practices inherent within whanaungatanga uphold the concepts of 'aroha kit e tangata', kanohi kitea, titiro, whakarongo, manaaki kit e tangata , kia tūpato and 'kaua e takahia te mana o te tangata and 'manaaki ki te tangata' through maintaining respectful interactions and developing a relationship in which the participants contributions were valued. Valuing contributions demonstrates aroha which is deemed an essential part of manaakitanga and an expected dimension of whanaungatanga. Regardless of the situation, manaakitanga, is considered important to all concerned and there is an expectation of reciprocation at a future time (Mead, 2003:29).

Data Collection Procedures

Electronically recorded interviews and written notes were the method of data collection used for this research. The importance of keeping written notes came about as a result of the research participant's request to have the tape recorder turned off in order to clarify their thinking without the intrusion of technology. They were able to articulate their thinking in such a way that some of these comments were central to the interview and consequent discussions. Many of the ideas from these interviews were not reiterated once the tape was turned on. Other participants were also offered the choice of having the tape turned off during the interview to clarify their thinking, but turned on again once they felt ready.

The Interview Process

It was initially intended to carry out two in-depth semi-structured interviews; however, one interview was sufficient. This was due in part to gaining sufficient information from a single interview as well as being constrained by time, travel and the lack of financial support to fund the

research. The participants were scattered throughout the North Island Each interview lasted no more than one hour. In some instances, the interviews with the mentor teachers were longer because the discussion drew upon a wider range of experiences, particularly with regard to the way in which they interacted with the[ir] beginning teacher. A tape recorder was used to record each interview. The tapes were transcribed and participants were given time to read the transcripts, reflect on what had been said and to make changes if necessary. Tapes and transcripts were stored in a secured and locked cabinet in accordance with Massy University Human Ethics Committee protocols (Massey University, 2005).

Key questions

The research was dependent on the perceptions of both beginning teachers and their mentor teachers; so two sets of questions were constructed for each group. The principal who requested an interview was given the same question schedule as that for the mentor teachers. The understanding was they would have similar perceptions regarding the support of beginning teachers. From interviews undertaken with the beginning teachers in regards to Provisionally Registered Teacher (PRT) courses it became evident of the need to gain the perceptions of education advisors. Hence the focus of the interview with the education advisor was targeted towards the provision of PRT's for beginning teachers with an emphasis on what was available for those located in immersion settings and delivery in Te Reo. The interview with the advisor was therefore non-structured and grew from responses given with further clarification sought as issues were identified.

Data Analysis Procedures

This study relies on hearing the 'voice' of the participants. It was believed each group would have differing perceptions each participant group was dealt with separately.

Themes from the transcripts were derived as a result of paraphrasing the 'voices' of the participants. The aim of paraphrasing is to give meaning to the ideas expressed in a condensed form, which can then be sorted into categories according to similarity. Holsti (1968) defines content analysis as

"Any technique for making inferences by systematically and objectively identifying special characteristics of messages" (cited in Berg, 2004:267).

A key aspect associated with the identification of units is that each paraphrase must always have a descriptive of what the participant said.

For example this from participant Tawa.

"Yeah, but would probably choose someone closer to home first. And I think that is probably one of the things that I could improve on too, would be... asking for help and not trying to do everything yourself."

Therefore the paraphrase would be;

"Would use someone closer to home first for support and ask for help. "

In the instance of this research, the use of themes was applied. Hence, the content units ranged from a few words, a single sentence to a string of words. For the purpose of the research, such an approach lent itself to allowing for the 'voice' of the research participants to be heard without the imposition of pre-selected criteria or themes.

Procedure

Having established content units as an appropriate method concerning the data analysis of the research, all transcripts were re-read and 'blocked' ready for sorting and further analysis at a later stage. All transcripts were originally sorted however; three distinct groups emerged; beginning teachers, mentor teachers, and professional support personnel.

The professional support group comprised of a school principal and an education advisor to schools. At the time of transcription all transcripts were allocated an alphabetical classification, however at a later stage pseudonyms were allocated for use in the analysis phase of the research. The following table show the pseudonyms used.

Table 3.2 Pseudonyms allocated to participants

Beginning Teachers	Mentor Teachers	Profession support
Kōwhai	Whero	Kākariki
Tawa	Māwhero	Parakaraka
Parauri	Mā	
Waiporoporo	Hīriwa	
Hina		

Figure 3.1 Overview of the sorting procedures.

| Photocopy raw data and re-read transcripts. Separate transcripts into the three participant groups. | → | Taking each group, formulate content units to identify themes. Cut up photocopied versions of the raw data. | ⇒ | Pool units for each group together and begin sorting. |

Units containing similar themes are grouped together.   ⇐
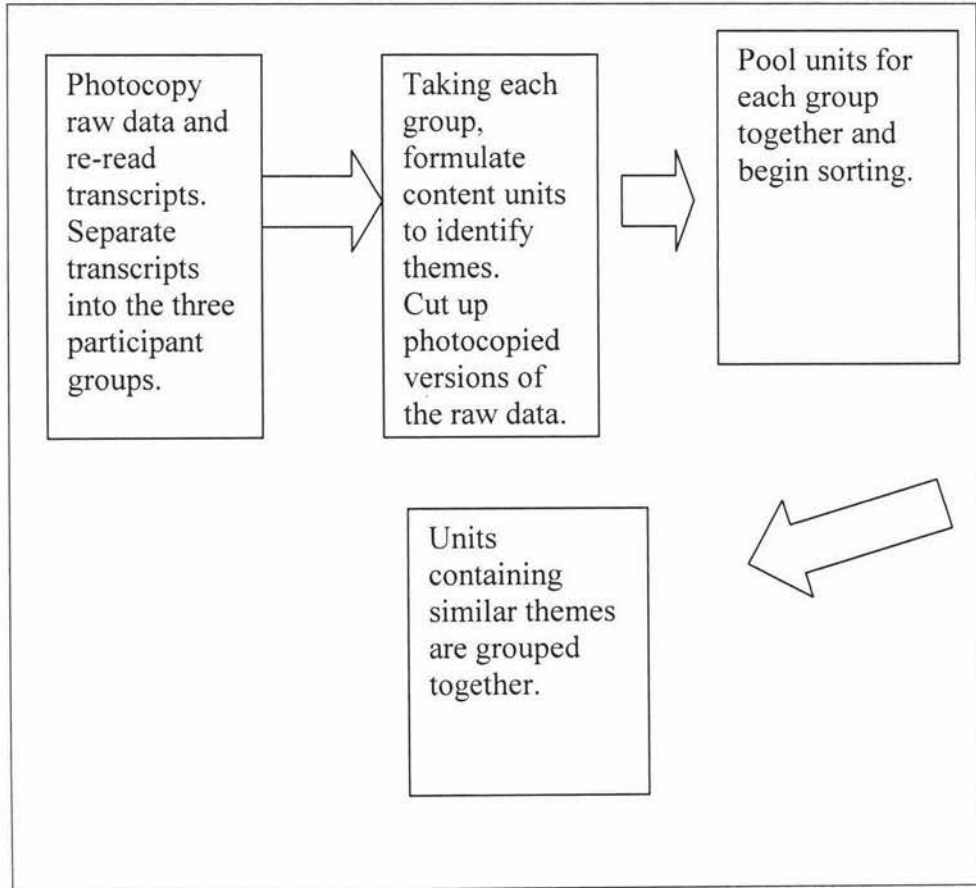
The following is an example of the sorting process. All beginning teacher transcripts were re-read and units were identified and a paraphrase applied.

"But things I have really enjoyed is the whānau and the staff at our school and my kids" (Tawa).

Paraphrase; 'Enjoy, staff, whānau and kids.'

"Tuakana, teina. We do buddy a reading system.which is, I think really neat ... especially the boys who are missing males at home.

I've noticed it works really well for them and that's been good to see" (Tawa).

Paraphrase; 'Tuakana, teina system especially good for boys missing male role models'.

"The demands of parents and your own little demands and the demands of the principal" (Waiporoporo).

Paraphrase; 'Demands of parents, self and principal.'

All of these quotes have a connectedness to the overarching theme of 'Community Relationships' through whānau, tuakana / teina and dealing with parents. Within the manilla folder labelled 'Community Relationships' containing three envelopes, labelled whānau relationships with nine units, tuakana / teina relationships with three units and dealing with parents with seven units making a total of 19 units. Appendix ? shows the manila folder cover.

It is important during sorting to ensure like units are matched and clear justification for such matching is adhered to. Holsti (1968) maintains

"The inclusion or exclusion of content is done according to consistently applied criteria of selection; this requirement eliminates analysis in which only material supporting the investigator's hypotheses are examined" (Cited in Berg, 2004:268).

There were no pre-determined themes prior to the sorting process, therefore the analysis was less likely to be prejudiced by the research

aim, which was to gain an insight into how the induction process, provides supports for graduates from total immersion pre-service programmes. Abrahamson (1983) describes the approach taken within this type of study as being inductive, in that the process

> *"...begins with the researchers "immersing" themselves in the documents (that is, the various messages) in order to identify the dimensions or themes that seem meaningful to the producers of each message"* (Cited in Berg 2004:272).

Thus, inductive categories allow the data to be grounded and this suggests personal experiences or knowledge will be drawn upon to categorise and examine data.

In total 673 content units were analysed and sorted throughout this procedure. Due to the relatively small numbers within each participant group, it was decided to sort all units rather than opting to sample each of the groups. The following table shows the break down of content units for each participant group.

Table 3.3 Number of content units per group.

Participant Group	Total
Beginning teachers	346
Mentor teachers	172
Professional support	155
Total	673

Validity and Reliability

The research participant sample consisted of the graduating cohort that entered the teaching profession from one institution All participants were contacted personally following Māori protocols (discussed earlier in this chapter). Therefore the validity and legitimacy of this research has been strengthened by employing appropriate methods of contacting potential research participants and also through the interactions that took place between the research participants, researcher and others within the various settings visited (Graham, 2002).

To ascertain a satisfactory level of consistency in regards to content units and the paraphrasing used in the data collection an expert panel, Te Rōpu Manaaki Rangahau, a panel consisting of four other people working towards completion of masters and doctoral theses met. Each member was given the same piece of transcript to 'block' and paraphrase. Each member was engaged in producing content units and paraphrasing their individual units, and although there was a degree of engagement the exercise was problematic because not all panel members were familiar with the purpose and manner in which content units are utilised and constructed. For example, one panel member was unsure of the inductive process of the content analysis procedure and rather than paraphrase what the research participant had said, analysed and interpreted the text disregarding the words provided by participants to the point where the new phrase was longer than the original unit. The task with the panel therefore became an exercise in familiarisation of content units. To this end, no statistical data was collected to ascertain a satisfactory level of consistency between content units derived by the researcher and those of individual panel members.

Limitations and advantages

Berg (2004) maintains the use of content analysis has limitations and these are concerned with examining what is already recorded. However if an inductive approach to the analysis is applied, then, the 'voice' of participants can be truly heard. This methodological approach is appropriate to allow for the 'voices' to be heard without inferences being made by the researchers. Nonetheless, it is paramount; researchers resist the temptation to infer relationships that are not evident in the text.

Other limitations not linked to the methodological approaches used are those due to travel, time and funding (as previously mentioned). Participants were located across the North Island, with the furthest being a three-hour drive from my home base. The travel and time constraints were also highlighted by a need to work around family situations and needs.

There are several advantages to using content analysis in that although in this case interviews were used, the procedure can be useful and equally apply to the analysis of newspaper accounts and public addresses (Berg, 2004). Another example that was previously discussed within the context of the use of the inductive approach is that content analysis allows for the 'voices' of the research participants to be heard.

As with any method of analysis the limitations and advantages must be weighed up against each other and alternative strategies. For the purpose of this research, content analysis is appropriate because it allowed for the 'voices' of the participants to be heard without inference from the researcher. Berg (2004) maintains content analysis

> "...is a passport to listening to the words of the text and understanding better the perspective(s) of the producer of these words" (p.269).

In the case of this study themes were inductive and blend in with the philosophy of narratives and story telling, looking at the relationships between people, their experiences over time, their lived lives and the ways in which they make sense of their worlds making this an appropriate approach to capture the 'voice' of the participants.

The following chapter presents the findings of this study and gives an indication of the perceptions of the participants in relation to their experiences of receiving and giving support.

Chapter 4

Findings and Analysis – Beginning teacher perspectives.

"Schools with a strong leadership team can demonstrate that the team has a clear vision of what the school needs to strive for, a vision created from both logical analysis of their situation and their intuition (Ministry of Education, 2000: 10).

Introduction

Chapter 3 identified the three participant groups involved in this research; beginning teachers, mentor teachers and professional supporters. It was found that each group had their own perceptions of the needs and support systems available to, and for, beginning teachers. This chapter and the following chapter provide a general discussion and analysis of the perceptions of the beginning teachers with reference to relevant literature.

The perceptions of beginning teachers focussed on issues related to management, 0.2-release time and managing the learning environment. Mentor teachers were concerned with providing appropriate support for beginning teachers and their lack of availability within their current workload constraints. Professional support personnel were concerned with their expectations of beginning teachers, especially their ability and knowledge to work effectively with children. Concerns and issues surrounding the provision and planning for support were also highlighted, in particular the areas of management and the distribution of human resources. The priorities for educational advisors, although similar to senior school management, are informed in part by the "Provisionally Registered Teacher (PRT) programme'. This programme is considered to be part of the beginning teacher's professional development and is aimed at assisting them within areas of management

and curriculum development in order to meet legal requirements for the New Zealand Teachers Council (NZTC). On completion of the PRT's courses, beginning teachers have the opportunity to highlight the gaps within the programme and, where possible, the education advisors attempt to address the gaps in consequent PRT courses or on a school-by-school basis.

Lind maintains all PRT's are entitled to a structured programme, whether those within their individual school environments offer this or outside agencies such as teacher support services (cited in Cameron 2007). In an ideal situation all beginning teachers should receive the support purported by Lind, but participants in this study provide evidence to the contrary. For the majority the support received was well managed with clear processes in place, with only one case of 'inadequate' support experienced. This evidence reinforces other research conducted by Cameron, Baker, & Lovett, 2006; Education Review Office, 2004, 2005; Kane & Mallon, 2006, OECD 2005, which found the nature of support and guidance programmes received by beginning teachers to be variable in nature.

Themes derived from the data correlate with findings elsewhere. For example Gray and Renwick (1998) identified planning, the provision of support and professional development as significant issues in New Zealand (pgs 2 - 20). Themes relating to Te Reo Māori settings were mainly focussed on human and material resources, allocation of 0.2 release time and delivery of professional development in Te Reo Māori. An in-depth analysis for each participant group follows.

Beginning Teachers' Perspectives

Marlowe and Canestrari (2006:24) argue that one of the most important jobs for the classroom teacher is managing the classroom effectively. The importance of effective classroom management and the dynamics of

classroom management were also considered important by Wang, Haertel, and Walberg (1993 cited in Marlowe and Canestrari). Mentor teachers in regards to their beginning teachers also voiced the importance of classroom management. For example Whero stated,

" ... *learning classroom management and the actual implementing the curriculum everyday full on is hard enough ... "*

There is recognition from the mentor teacher that along with classroom management the beginning teacher has to contend with teaching the curriculum and aspects of planning as well as maintaining an effective learning environment.

The main concerns of beginning teachers within this study were around classroom management; getting to know their children, and establishing routines and procedures to assist with the smooth running of their classrooms and programmes. In other studies, planning, management practices, administration responsibilities and establishing positive pupil/ teacher relationships, were identified as priorities and concerns. The quality of teacher-student relationships is considered to be foundational for all other aspects of classroom management (Marlowe and Canestrari 2006). Effective teachers are construed primarily in terms of affective personality attributes that enable them to build caring relationships with children and young people (Kane and Mallon 2006: x). In other words developing, building, and maintaining reciprocal relationships with students, such as establishing clear rules and boundaries for engagement at the outset, enriches classroom management and practices.

For beginning teachers accessing support and professional development to further enhance their personal practice was not an initial priority for them. Their focus was on the management of the day-to-day organisational structures and requirements of the classroom meant. In terms of the themes that emerged in this study, the beginning teachers rated 'classroom planning' as being high priority. Skill in planning is

acknowledged as one of the most influential factors in successful teaching (Hunter and Russell 2006:4). Knowing how to plan and the importance of planning ensures beginning teachers preparedness to teach. Planning is concerned with thoughtful preparation for action. The task of the teacher within this role includes,

"visioning and formulating mission, policy making and goal setting, designing programmes, determining and allocating resources and modifying policy and plans" (Turney 1992:3).

Whilst these tasks seem to be reflective of administrative responsibilities such as making and modifying policy, at a more practical level, they are none the less concerned with the day-to-day running of programmes. Participants in this study demonstrate their understanding of planning and preparedness to teach, referring to what they [beginning teachers] are required to provide in terms of an effective learning environment.

" Yeah, I have to do a lot of research and homework before I can deliver a lot of these programmes or units. Yeah, but that's something I really need to improve" (Hina)

Hina plans for an expected outcome within her programme by ensuring she is thoroughly prepared, and, information and resources are readily available for students. Such preparation can and does occur outside the classroom. As Turney and Smith maintain

"Much of the planning can and does take place outside the classroom, prior to classroom action" (Turney *et al* 1992 and Smith 1992:7),

For the beginning teacher, planning was task orientated with written documentation outlining what and how they would teach. However some of the beginning teachers were also aware that planning did not have to be as detailed as they were taught in pre-service programmes at college of Education. For some, it was a matter of using and adapting the

systems set up within their individual school settings. For example Parauri had the following to say about planning within a school context compared to her experience at College of Education.

> " ... *different planning from what I learnt at Teacher's College(sic) . It's not so in depth like yeah, no it's not really ...*

> *I mean I do know how to do them from teacher's college(sic) and stuff, but its just when you get to a kura and the different styles and the different ways they like to produce it is different from what you've kind of learnt, ...*

> *but it will just (pause) when you're doing your plan for the day, it was just in a little box and stretched out the unit"* (Parauri).

Parauri demonstrates that planning is of high importance still, but documenting her planning can be refined without loosing the intent of her expected outcomes. She realises that in refining her planning, it is not necessary to include every detail and keeping a mental note of the expected outcomes will also suffice.

> *"A great deal of information used in the planning process exists in the teacher's mind but is never recorded in the final written plan"* (Smith 1992:11).

Tawa felt the need to teach everything she had planned for each lesson, but over time she realised this was not always possible in the time allocated and it was acceptable to continue the lesson at a later time.

> *"I think just, ... knowing when to cut off and say leave it for now and knowing that you can come back to it and finish it at a later time. I'm slowly starting to get used to that (pause)"* (Tawa).

The effective sequencing of decisions within the planning and implementation not only allows for effective learning but also effective classroom management. Knowing what, how and when to action events in a systematic manner assists in developing effective management strategies within a classroom. In Tawa's case there is a realisation that what is planned does not necessarily have to be completed. There are factors beyond a teacher's control that can influence the learning events of the day, such as unexpected interruptions like special visitors, sports or kapa haka practices that may run longer than anticipated. So there is a need to be flexible.

A perception held by three of the five beginning teachers was that in their own classrooms they needed to be in control, and closely manage, the learning environment in a rigid manner.

> *"Teaching, I've learnt that you don't have to be the boss and things can (pause) and just smile a bit more"* (Waiporoporo).

Waiporoporo learnt she did not have to be authoritarian in her approach to teaching but to relax on occasion and enjoy her classroom whilst still managing and overseeing the learning that is taking place.

As well as managing their time spent teaching individual lessons, beginning teachers were also grappling with how to effectively manage and use their 0.2 release time. Their release time was spent documenting children's records, making resources and observing other teachers.

> *" With the 0.2 release, I found it's a really good time to do the kinds of things you can't (pause), well it's not impossible to do these thing. Things like ... running records ... recording to file into students profiles. Things that you don't have a lot of time to do while you are in the classroom situation...* (Waiporoporo).

"What else do I do in 0.2 release? I make resources" (Kōwhai).

For Kōwhai, resource making during 0.2 release time was only undertaken when her administrative tasks were completed, otherwise she spent nights and weekends preparing resources. She voiced her concerns regarding the lack of quality of resources available to her in a Kura Kaupapa setting, hence her need to produce resources to support her teaching programme.

> *"Well If I'm up to date with my admin, that's probably the next thing I would do is just make up resources ....*
>
> *At home, at night, weekends any time. ... We don't have ... its not in abundance here at the Kura our rauemi Māori, but we're managing"* (Kōwhai).

Whilst Kōwhai acknowledges some resources are available, they do not meet all the requirements for her programme.

Using the 0.2 release time to observe other teachers was found to be beneficial for some beginning teachers. It allowed them the opportunity to observe and to compare experienced teachers working with similar age groups, and to implement any new learning in their own teaching.

> *"They're [other teachers] always happy for me to do that on Monday when I have my release time to just go over and sit and watch. ... that's been really good to compare what I'm doing in my class to the other year four classes that are happening"* (Tawa).

Situated in a bi-lingual unit within a mainstream school, Tawa is appreciative of the opportunity to observe experienced teachers within a mainstream setting. Whilst in pre-service his teaching experiences were solely in Kura Kaupapa settings. He did not have the opportunity to

make comparisons between the two settings prior to commencing teaching. Aside from planning, the management of administrative documentation was seen as an area requiring further development. Hina identified her inability to cope with the amount of administration as being a weakness for her.

> *"Areas for improvement. I could have a lot (laugh). Management of paperwork. That might feel, sound like a surface feature, but that is exactly where, that is my weakness ...*
>
> *.... Still getting my head around it, and I'm still trying to find some systems to put into place as to how to deal with it. Oh, to manage it sorry. Still figuring out an effective or an effective paperwork system or when to do it, yeah (laugh)"* (Hina).

Hina taught a rūmaki classroom within a mainstream setting; a situation she felt compounded her ability to cope with administrative tasks and requirements. She explained there were times when she had to meet deadlines for both the rūmaki and the mainstream management team. She felt she was doubling up on her work and at times unsure as to how to prioritise the demands made of her. This has implications for teachers' workloads and is recognised by Government as a significant problem for all Māori teachers in an immersion situation.

Professional Development

Hina, Parauri, Kōwhai and Tawa described their efforts to effectively manage their classrooms and identified areas where they felt further support and advice was required. The identification of such areas led to four of the five beginning teachers seeking professional support and advice from either their mentor teachers, or other staff members within their school settings. Areas of support included voice control, investigating student records and knowing what professional development courses are available and how to access them. For example,

Parauri's classroom included several hearing impaired children. The classroom was equipped with a wireless microphone system. She believed by increasing the volume and speaking 'normally' the children would hear her better.

> " ... I think another thing was, when I talked to the kids, I was quiet they [team members] reckoned and ... I just got told it. I don't know, raise my voice a little bit more I suppose ... it got easier and easier in the classroom."

The teacher next door commented that she and her children could also hear her [Parauri] from their classroom. Parauri realised there was no need to increase the volume. Initially, she did not know her voice projection was an issue, but she was able to take heed of the advice offered her, act upon the comment and improve the learning environment for the hearing impaired children in her classroom.

According to Kōwhai, in order to engage effectively with children it is necessary to have prior knowledge. This meant communicating with past teachers where possible, and gathering data about children from other sources of documentation. Teaching in the senior level of the school, she wanted to ensure she maintained high standards of work for the children in her class so that they would be 'good' role to teina [younger children] within the school.

> "Pretty much going back to looking a bit of history too. To see where they were and to keep to those high standards, that I'm sure are placed upon tuakana."

Working in a Kura Kaupapa setting Kōwhai understands the cultural practices that underpin the relationship between tuakana [older children] and teina. As a teacher within the senior school, she feels she has a responsibility to ensure children in her class are aware of their

responsibilities as Tuakana, and that cultural values underpinning such relationships are respected.

Four of the five beginning teachers in this study attended courses for Provisionally Registered Teachers (PRT) offered by their local Colleges of Education. PRT courses are targeted at year one and two provisionally registered teachers, and provide support over and above the guidance and support programmes that occur within individual school settings. Four of the five beginning teachers spoke favourably about the PRT courses they had attended. They had the opportunity to not only discuss and develop ideas, but also to network and find out about how other beginning teachers were coping.

> *"The first one I went to was a numeracy course. Excellent course, I would recommend anyone to go. I would"* (Kōwhai).

> *And just to have ... that time spent with other first year teachers. ... that's been really good to see what's working for other people and compare with them"* (Tawa).

Four of the five beginning teachers were appreciative of the knowledge and networking opportunities gained from the PRT courses. However the three beginning teachers located within Kura Kaupapa settings spoke of their preference to attend Māori medium courses, and other courses that were going to benefit their teaching.

> *" Cause if there were some [courses] in Māori of course we would all be keen to go, but I just feel you've got to deal with what we got and make the most of it whether it be in Māori or Pākehā cause we've got to ... just make the most of what we've got now. Cause I feel if I hadn't gone to any of these and I hadn't gone to her [principal] then, I would've been drowned, I'd be drowning ..."* (Hina).

" ... I also got asked to go to my PRT's and they are a good help apart from a lot of it to do with mainstream side but, ... just like little ideas that they come up with, they're good to bring back to school and it helps with our mahi and stuff" (Parauri).

Hina expresses her concerns about the conflicts she experiences in a rūmaki class within a mainstream school and having to deal with senior management in both areas. On the one hand she is being urged to attend only Māori immersion courses and on the other she is encouraged to attend courses for mainstream teachers. She considers any course that informs her teaching worthwhile. Although Parauri is encouraged to attend PRT courses her concerns is that they are targeted more towards mainstream, but agrees with Hina that such courses are helpful in informing her teaching practice.

By comparison Waiporoporo had attended six professional development courses, which were not necessarily aimed at the classroom level she was currently teaching. She did not consider them to be of value to her.

" ... when I went to a mathematical one on the Pākehā side, I was in the wrong year group, I was in a high school because they[principal] wrote the age or something. They [course administrators] had the level and my principal wrote my year group. Five."

Waiporoporo was even unsure as to the meaning of a PRT, asking,

"What's a PRT?"

In fact this suggests she does not know what a PRT is highlighting gaps within the school advice and support programme. Waiporoporo was not fully aware of her entitlements, but questioned the 0.2 release allocation. Two of the five beginning teachers interviewed were made aware of their entitlements through attending professional development courses held by

the New Zealand primary teachers union, New Zealand Educational Institute (NZEI).

> " ... *something that I thought was important, is what we are entitled to as first year teachers, ... (pause) and that covered 0.2 release and how that should be used and NZEI, stuff with NZEI. ... also strategies on how to look after yourself (laugh)"* (Hina). ...

> *"We've got an excellent work site rep amongst us here at the kura. She is always informing us of courses and professional development"* (Kōwhai).

Both Hina and Kōwhai referred to the role the teachers representative (NZEI) plays in providing information on union matters, beginning teacher entitlements and how work / life balance (that is how to look after ones well being by finding a balance between teaching and life outside of school). The participants spoke about struggling to 'keep on top' of their work commitments by either staying at school for long hours and being sent home by experienced teachers, or spending nights and weekends at home working, planning and producing resources in Te Reo Māori. Besides learning the art of teaching, beginning teachers in this study felt engagement with NZEI to be an important factor in their professional development.

Four of the five beginning teachers worked in total immersion Māori situations, where Te Reo Māori was the medium of communication and instruction. Although Te Reo did not feature as a high priority in the themes identified by beginning teachers, participants considered attendance at Maori medium PRT courses to be the ideal. Attending mainstream PRT courses was an opportunity for learning and

networking. However they also expressed concerns about how time consuming it is to translate ideas learnt at mainstream courses into Māori, and making resources to support their new learning.

According to Cameron, Dingle and Brooking (2007) many beginning teachers begin their period of provisional registration uncertain about their entitlements to an induction programme. They found the additional workload in creating and translating resources and managing time to be a specific issue for PRT's in Māori medium setting.

Relationship with mentor teachers and others

Another high priority for beginning teachers is their relationships with their mentor teachers. Research has found that the choice of mentor is fundamental to a productive advice and guidance programme. Successful mentoring relationships are built on the foundation of mutual respect (Cameron, et al 2007: 89). Moir and Gless (2001), maintain,

> "... the success of any support programme depends on a strong,
> supportive, and sustained relationship between the mentor and the
> beginning teacher" (cited in Cameron 2007: 47) .

The MOE also supports the view that the relationship between the beginning teacher and their mentor as being fundamental to the success of advice and guidance programmes. Therefore the choice of mentor is one that should not be taken lightly and schools need to give such decisions due diligence in order to avoid being in a non supportive environment. Cameron et al (2007), reported,

> " ... that not all newly qualified teachers worked in supportive
> and collegial environments that built on their knowledge and
> skills" (:1).

The MOE highlights the importance other colleagues play, either directly or indirectly, on beginning teachers. The role colleague's play is crucial in providing for a rich social environment that offers opportunities for the beginning teachers to learn, and try out ideas, while valuing and encouraging their achievements and aspirations (Ministry of Education 1996:43).

The relationships beginning teachers in this study shared with their mentor teachers and staff varied. Some relationships were tentative while others offered strong supportive relationships. Waiporoporo began teaching part way through the first term and believes this played a role in her initial interactions with staff.

> *"Like the first time I come here… they [other staff] never spoke to me, I was never asked, I was just told …"* (Waiporoporo).

Her perceptions arose because she was straight out of training. She believed staff in the school thought she 'knew it all', and therefore did not need any support. Due to this perception she felt she was left to her own devices and as a result found it difficult to seek assistance when required. As her time in the school progressed, she became more confident about requesting support as necessary.

> *"I just started telling him what I really need help in because I didn't want to talk to him …"* (Waiporoporo).

Waiporoporo admitted she did not want to speak to her mentor beyond asking for support, because he had not taught the class level she was currently teaching, and therefore she did not feel confident requesting his support. Her mentor would prefer her to seek advice at the professional development courses she attended.

"Sometimes he [mentor] doesn't know cause he hasn't taught this level. But then he tells me to ask when I go on my PD...(Waiporoporo).

Her lack of confidence in her mentor was compounded by him not having observed her teaching and any communication occurred when children had left the classroom.

He [mentor teacher] doesn't come in. He [mentor teacher] comes in after school. No one comes in to watch'
(Waiporoporo).

Waiporoporo felt the lack of communication influenced her lack of confidence in her mentor, which in turn contributed to her perceived lack of advice and guidance. She basically kept to herself and utilised knowledge and skills she had learnt at College of Education. She believed that if she had begun the term at the start of the year, her introduction and induction into the school would have allowed her to establish relationships with the staff, thereby building her confidence to seeking advice and support from others. In relation to Waiporoporo's situation Cameron and Baker (2004) maintain,

"... the quality of school learning communities in which beginning teachers work is central to their professional satisfaction and ongoing learning" (cited in Rivers 2006: 13).

Having had limited interactions with her mentor initially and miscommunications in regards to the early professional development courses she attended, Waiporoporo did concede she had learnt from both experiences.

"... but I learnt , I've learnt a lot being here in my class, with my mentor teacher and my PD" (Waiporoporo).

Conversely, Kōwhai, Parauri, Hina and Tawa experienced positive, supportive relationships with their mentor teachers and staff. They all appreciated the support they were given by their mentor teachers and other staff in their school settings.

> *"My support guidance teacher, my mentor teacher is actually one of our pouako matua here. Her and our tumuaki work very closely ...*(Kōwhai).

> *... syndicate meetings. I found that they [team members] ... have been really good. They [meetings] have been beneficial for me as a beginning teacher because you really need to work closely amongst your syndicate"* (Kōwhai).

> *"... I think it was just seeing another teacher who has already been through it and just knowing how she does it and stuff ... I suppose I just watched her for a while and then got used to how it should be done ...*(Kōwhai).

> *... just lots of support from my mentor teacher and all other staff really ..."* (Parauri).

Kōwhai and Parauri each had a designated mentor teacher, and because their advice and guidance programme was a responsibility shared by other staff, they appreciated the collegial manner in which they were supported. Tawa and Hina also perceived their support as being collegial. They articulated their desire to actively include their mentor teachers in their 0.2 release time. They valued time spent with their mentor and other staff because it afforded them constructive feedback, which informed their future practices.

"They [mentor and senior teacher] come back to you the following week and give you a written report. ... the good thing I've noticed about them all, is they're all positive too. They never say well this is wrong or this is no good .... They're always saying well, this could be better ...

The staff and that are awesome, the principal and deputy principal and so on and even in the mainstream part. The staff are really supportive" (Tawa).

"I always made an effort to put her into my 0.2 release time, at least ...so I see her maybe about every second week. And that was working really, really well and she helped me so much ...(Tawa).

"I would go to ... our principal. ... before then, like just when I had my old mentor teacher, she was in the whānau, but not now that's she's no longer here." (Hina)

Since commencing teaching Hina has had two mentor teachers. Her first mentor teacher was located in the rūmaki unit, while her second mentor teacher taught in the mainstream sector of the school. The change of mentor was required when the first one left the school. Her new mentor was responsible for overseeing the advice and guidance programme provided to all beginning teachers within the school. Hina believed she was fortunate to experience working alongside both teachers.

Research has shown that the quality of the school learning community in which beginning teachers · work, is central to their professional satisfaction and ongoing learning (Cameron & Baker cited in Rivers, 2006). Waiporoporo's situation led her to feel unwelcome, which was complicated by the lack of communication between herself and her mentor that made it difficult to establish a meaningful work place relationship. Contrary to Waiporoporo's experience, Kōwhai, Parauri, Hina and Tawa described working in a welcoming and supportive

workplace. This acknowledged that such an environment was not only created by their mentor teachers, but in conjunction with all staff within their learning community.

Hence, much of the support given to the beginning teacher participants in this study within their first two years of teaching was not just about coming to terms with teaching as a profession, but also about becoming fully registered.

Summary

Four of the beginning teacher participants in this study reinforce the view expressed by Moir and Gless (2001), that

> "... *the success of any support programme depends on a strong, supportive, and sustained relationship between the mentor and the beginning teacher*" (cited in Cameron 2007: 47) .

These four beginning teachers spoke highly of the support provided by their mentor teacher, other staff members and outside agencies. They felt comfortable with the relationships that had developed and this led to

Chapter 5

Findings and Analysis- Mentor teachers and professional support perspectives.

"... given supportive conditions, teacher learning can dramatically influence student achievement, critical thinking, self-regulation, sense of identity, and ability to relate to each other and contribute to the community..." (Alton-Lee, A. 2007: xx, cited in Timperley et al)

Mentor Teachers Perspectives of beginning teachers

For the purpose of this study mentor teachers are experienced teachers who take on the responsibility of providing advice and guidance to beginning teachers. Wong (2005) likens the role of these experienced teachers to that of a coach.

> *"... a formal coaching relationship in which an experienced teacher gives guidance, support, and feedback to a new teacher"* (cited in Cameron 2007:13).

Cameron (2007) maintains the skills required to be a mentor teacher go beyond those of working well within one's own classroom. Lang (2002) highlights the development of supportive personal and professional relationships as impacting upon beginning teacher's ability to 'survive' their first year teaching' (cited in Cameron 2007:59).

Support people

In order to support beginning teachers, mentor teachers rated as their top priority, having adequate support people and systems in place within and outside the school setting. They believed a contributing factor to providing positive support and guidance for beginning teachers was collegiality amongst the staff. This also enabled the beginning teachers to take advantage of strengths within the teaching team. Such sharing of responsibility was desirable. However, having a specific person

69

overseeing their advice and guidance programme, particularly so in larger schools, was an important consideration.

"… I think for a school this size, we have 420 children here and a number of staff, not only teaching staff but a number of support staff as well. So we feel it's important because of the number of people here that we all have someone specifically assigned to that teacher…(Hīriwa).

It could be anyone on staff. She goes to one of the younger teachers in the general school, because she has a strong affiliation to her through kapa haka. So there are those sorts of informal alliances as well which are hugely important…(Hīriwa).

They can … access support from like the principal, DP, and AP and senior teachers and also teachers who are knowledgeable in various fields and outside agencies (Hīriwa).

"You know she doesn't feel she only has to ask me. It's an open thing with everybody … (Mā)

" So I mean, I would hope that support is there 24/7 regardless …without having the formal time when we sit down" (Mā).

" She will come and ask me. I mean I just hope that our communication lines are open and that she… I'm trying to make her feel comfortable to come and ask me whenever she needs help or whoever. I know you know she does, she's pretty good" (Māwhero).

"... that's probably something with first year teachers, I try to drum into her is don't be frightened to ask" (Whero).

" I guess that's probably one thing I appreciate ... about Parauri, is that she feels comfortable enough to ask if she has questions, to question if she feels unsure and to ... offer ideas if and when she has some" (Mā).

The mentor teachers in the study were adamant about creating a positive, supportive work environment where beginning teachers feel comfortable to seek assistance from them and other staff members and to ask questions as they arise.

Schools delegate responsibility to specific staff to release beginning teachers for their 0.2 professional development time. The role of these release teachers is considered by the school to be just as important as that of the mentor teacher because release teachers have regular weekly contact with the beginning teacher and, more importantly, with the children in the class of the beginning teacher. They have a 'birds eye' view of what is happening in the classrooms and provide information to either the beginning teacher or the mentor teacher to further support the learning and teaching occurring by the beginning teacher.

"...what's important is the release teachers that they do have because the release teacher gets a good look into what's, ...has a good look at their children, she see the classroom everyday when she comes in. She is very professional as well... " (Māwhero).

Research has shown collaboration with other staff benefited beginning teachers, aiding the development of trusting and respectful relationships between themselves and beginning. Such relationships allowed for open communication both formal and informal and these relationships can extend to outside agencies where appropriate, broadening the beginning

teachers support base (Ministry of Education 1996; Cameron & Baker, 2004; Cameron et al, 2007).

Mentor teacher expectations

Greenwood found high value is placed upon beginning teachers demonstrating personal qualities such as having a presence, enthusiasm and personal confidence (cited in Rivers, 2006:13). The mentor teachers interviewed in this study spoke highly of the beginning teachers within their school. They described them as passionate, excited, bringing freshness while being a little apprehensive about teaching such characteristics they believed, best-described the beginning teachers.

> " ... to see the passion and desire in her to become a really good teacher, ... found her to be very, very creative. I've also found her to be very dedicated to the job, which I think is awesome and they're really awesome qualities and characteristics…, that those are the sorts of things I would love to see in a year one teacher" (Mā)

> "I think they have an excitement about teaching that is very refreshing and I think that often they bring youthfulness into the service" (Hīriwa).

> "…their willingness to, to learn new things and it's fresh ideas too. Especially with first years coming out, they've always got fresh ideas for what they call the new blood. ... their enthusiasm, are a lot of things you see in a first year teacher" (Māwhero).

Whilst passion and enthusiasm are valued attributes beginning teachers bring to the profession, mentor teachers also considered personal organisational skills and professional attitudes were important. They considered such skills could be learnt and that it was their role to provide encouragement and reassurance for the beginning teachers to transition

72

from student to teacher. Challenging them to take on more responsibility and contribute to the team in meaningful ways was the part of that transitioning.

> " ... giving them a bit more responsibility in the team maybe, like a challenge or ... they've got something inside them that makes them a bit whakama, so maybe giving them some responsibility within the team" (Māwhero).

Māwhero believed there should be an element of challenge in the support provided. Such challenges allow beginning teachers to make mistakes and feel comfortable taking risks knowing they are in a safe and supportive environment where help is available throughout these periods. Both mentor and beginning teachers are able to work through any issues together, find resolutions while giving the beginning teachers more responsibility within the team in order to build their confidence knowing that their contributions are valued.

Apart from personal characteristics, the mentor teachers rated as priorities for beginning teachers knowledge and planning across the curriculum, and strengths in Literacy and Numeracy.

> "Being able to plan across the curriculum. ... being very familiar with all curriculum areas ...(Whero).

> To have strengths in ... literacy and Numeracy. Those are probably my expectations in the first year'' (Whero).

> "... has a really good knowledge of the curriculum documents. ...knows how to use them which is a really good start ... " (Mā).

> "... once a week on a Friday for two and a half hours ...we focus on a certain curriculum area every week" (Māwhero).

The mentor teachers noted, that while beginning teachers required current knowledge of curriculum documents and curriculum areas, they realised the need to work alongside the beginning teacher was necessary in order to develop areas in which there was a perceived lack of confidence. The curriculum areas identified by mentor teachers in most need of support for beginning teachers were Literacy and Numeracy. Courses in these two areas were provided as PRT courses to further support work occurring within individual beginning teacher's school settings.

Beginning teachers in Kura Kaupapa Māori are expected to be fluent in Te Reo. However, PRT courses these beginning teachers attended were in targeted towards mainstream classrooms and they were required to translate any ideas they learnt into Te Reo Māori. Kuia and Kaumatua were working within some Kura Kaupapa Māori. Not all of the mentor teachers assumed the role of by Kuia and Kaumatua –elders in their schools, but where elders were available, they were respected and valued for the contributions they made to staff and the school community. Whero spoke of the benefit of having Kuia and Kaumatua proficient in Te Reo available, particularly at the beginning of the year.

> *"... at least having someone like Kuia ...with you for the first*
> *week ... or month of the year when you start ..."* (Whero).

In this particular case Whero was also new to the school. She saw the benefit for the beginning teacher, but for any teacher new to the school in that initial assistance is available in regards to Te Reo and tikanga. Kuia and Kaumatua were consulted in matters pertaining to tikanga and language and to ensure staff modelled correct protocols and language. Kuia and Kaumatua were valued and respected for the knowledge they held and were considered integral in helping to maintain and monitor cultural practices within the school on a daily basis.

Professional development

Professional development is concerned with improving and enhancing ones teaching performance in terms of classroom management, organisational skills and interpersonal skills. For beginning teachers, this means identifying perceived needs and addressing them either through discussions with their mentors, or accessing courses that are beneficial to them. In those schools where there was a well-articulated advice and guidance programme, there were clear understanding about the processes for identifying and providing on going professional development. These schools utilised the performance management and appraisal systems employed to help identify what was working well and where more guidance was for beginning teachers was required.

> *" That is partly assessed through the performance managements system, in that specific goals that are recorded and worked towards"* (Hīriwa).

> *"...we have a substantial appraisal process, so aside from that we actively include the year one teachers into PRT year one courses"* (Mā).

> *" I'm going to ...observe you taking a maths class and next week I'm going to look at your planning and the week after that we might sit down and plan whatever"* (Whero).

Mentor teachers were resolute about the need to work with the beginning teachers, by observing their practices, giving constructive feedback and setting goals to achieve enhanced performances. Aside from the contribution made by the mentor teachers, support was also gained from PRT courses, and where necessary, other relevant outside agencies such as Teacher Support Services and Professional Development Providers.

"We also have professional development providers working in the school. For example in the maths contract and as part that PD the teacher would be   involved in having the provider observe and record observations so needs maybe identified that way" (Hīriwa)

" ... here's a scenario. Like Numeracy, ... just didn't have the skills and knowledge. What we would do is send him away to do Numeracy to get, gain those skills and knowledge and come back and implement it" (Māwhero).

The mentor teachers acknowledged they can help identify perceived needs in beginning teachers, but support and guidance could also be accessed from a range of sources. Where appropriate, mentor teachers were more likely to utilise the skills and knowledge of 'experts' within the school, or from outside agencies involved in school wide professional development. Such acknowledgment by the mentor teachers confirms the collegial nature of support and guidance that is available for beginning teachers.

The majority of the mentor teachers interviewed stated that the performance management system in place within their schools assisted with professional development for beginning teachers. Classroom observations, teacher feedback and consequent discussions were collected and used to evaluate the effectiveness of the professional development provided.

"I guess the other way it is assessed is in her own classroom performance and the achievement of her children and we have some fairly significant assessment and reporting procedures she is part of" (Hīriwa).

"... Usually we have to write a monthly report and I'll show my draft. We have a monthly report and it has to be hand written and

given to the principal, which will be handed to the board also, so it can be kept on record" (Whero).

What is evident from Hīriwa and Whero is the inclusion of the beginning teachers is essential in the reporting and documentation process. Beginning teachers are able to keep and manage the records of the professional development. The performance management and appraisal systems allows for the documentation of a number of aspects of beginning teacher performance including the professional development provided to them. Utilisation of the systems available within the school to document their performance and professional development also aided beginning teachers in providing evidence for registration with the NZTC.

Identifying areas of beginning teacher support and development.

Through providing effective 'advice' and 'guidance' programmes, mentor teachers are able to identify areas of development. Mentor teachers reported utilising a range of formal and informal methods to identify the areas in which the beginning teachers could be supported. The most common practices involved regular observations, meetings and feedback sessions which gave both the mentor and the beginning teacher the opportunity to pinpoint their learning needs, set goals and plan to address them.

> *"...we all have a very formal system for appraisal for all of our teachers and that involves both formal and informal observations in the classroom"* (Hīriwa).

> *" ... mainly it's with lots of feedback from them[beginning teacher] and myself. ... Reporting back and if I have concerns or if he has concerns we sort of target those areas...*

Identify the need and then find a course that could cater for the need. Come back implement in the class and then assess it again" (Māwhero).

Māwhero emphasised the inclusive approach she takes with the beginning teacher. They both have the opportunity to share concerns with each other and to find appropriate solutions. What is important in the process is the feedback, goal setting and the follow up. Studies have identified these practices as the most likely activities to assist beginning teachers to develop their teaching (Cameron et al, 2007).

Besides providing opportunities for regular meetings, the mentor teachers offered opportunities to observe the beginning teacher or have them meet with other teachers. Beginning teachers were either partnered with experienced teachers or they were given the chance to meet with other beginning teachers within their own setting.

> *"... it also involves quality partners, where once the teacher has identified a personal goal for the year, then they are partnered with someone who maybe working towards the same goal or who may have the sort of information that that person needs...*

> *... what we have set up is an opportunity for Hina to meet with myself and the other first year teacher in the general school, so that they can swap stories if you like, because that's another really good way of identifying need and ... also of identifying strength because they both have tremendous strengths in all sorts of areas and they can share that with each other"* (Hīriwa).

Hīriwa oversees all the beginning teachers located in her school in the mainstream and in the rūmaki unit. This gives her an insight into how each beginning teacher is being supported and guided into the profession and where further assistance may be required. She recently took over the

mentorship of the beginning teacher in the rūmaki unit after the departure of the previous mentor. Her knowledge of the beginning teacher in the mainstream area meant she was able to partner them together, thus providing each with the chance to share each other's strengths.

One mentor teacher in a Kura Kaupapa thought an idea worth pursuing was allowing the beginning teacher the opportunity to observe teachers in a mainstream setting. Having recently come from a mainstream school, she believed there was benefit to be gained for the beginning teacher by having them observe and compare organisational and management strategies utilised within both contexts.

> *"That's probably an area where I would like to see it, immersion or Māori class. ... That they actually go and visit and they observe teachers in mainstream"* (Whero).

The beginning teacher who was not observed by either her mentor or others, the task of identifying her needs was made that much more difficult. Her course of action was to deal with the situation alone and to seek assistance for her perceived needs as required. Her situation is by no means the ideal, but she persevered despite the challenges she experienced.

There is no 'one size fits all' approach to mentoring beginning teachers. The identification of beginning teacher needs goes hand in hand with professional development. Those charged with the responsibility of overseeing beginning teachers need to work collaboratively to identify strategies and opportunities that will encourage development of professional needs, and the individual strengths of the beginning teachers. It is from reflecting on current practices and knowing what is working or not working that enables one to progress their learning.

Induction into school environments

Induction for new teachers is recognised as important in both retaining beginning teachers and assisting them to build upon the foundations laid in their initial teacher education programmes (Cameron, 2007). An aspect of the induction process is the way in which beginning teachers are welcomed into their school environments. As with other aspects of the 'advice' and 'guidance ' programme, the ways in which this element was incorporated, also varied from well-developed processes of welcoming beginning teachers into their new environment through to schools that were still establishing appropriate induction processes.

> *"What generally happens is we assign someone to be a suitable buddy. I suppose if you like on a professional level, but also on a personal level so they don't feel as though they're on their own…*
>
> *We have someone, who happens to be me this year who has responsibility for the induction process and our first year teachers and that's part of my role as Deputy Principal"*
> (Hīriwa).

In Hīriwa's school a designated teacher oversees the beginning teachers, and also professional/ personal 'buddy' whose responsibility includes the pastoral care of the beginning teacher is also assigned. Research shows beginning teachers found pastoral care, and meeting with key personnel, as being helpful to their induction (Cameron et al. 2007). The same study identified access to supplies and resources in the first weeks of teaching as being helpful to beginning teachers.

Mā considered an important aspect of her role was to ensure the beginning teacher was made aware of the policies and the daily running and expectations of the school. She believed spending quality time with the beginning teacher early in the year not only enriched the 'advice' and

'guidance' programme, but also, laid the foundations for developing the ensuing professional relationships.

> *"I'd spend a lot of time with them in the beginning, ...just to bring them up to play with, you know the 'ins' and 'outs' of what school is and all its facets of the school when it comes to paper work requirements, general day to day running things of the school and highlighting certain policies that they need to be aware of"* (Mā).

> *"Same with all our policies, our behaviour management and everything like that. I actually think someone, even with mainstream. ... Someone should sit with you and explain it to you"* (Whero).

According to Mā and Whero establishing the expectations and requirements of the school and beginning teachers early in the year minimises miscommunications and sets the parameters for developing respectful and trusting professional relationships.

The themes prioritised by the mentor teachers of support people, mentor teacher expectation, professional development and induction evolve around notions of supporting, guiding and providing appropriate advice to beginning teachers. Such support is provided through a range of strategies in an effort to best meet the individual needs and strengths of the beginning teachers. What is evident is the notion of assigning a specific person to oversee the 'advice' and 'guidance' programme, with collegial responsibility in meeting the needs and requirements of beginning teachers.

Professional Supporters perceptions of beginning teachers.

In smaller schools the principal can be the mentor teacher; however this was not the case in this study. For the purpose of this study the principal,

a deputy principal, and an advisor to schools have been identified as professional supporters to the beginning teachers in this study.

Beginning teacher expectations

Professional support people rated their expectations of beginning teachers as high priority. These expectations ranged from their personal qualities, such as being passionate about teaching and children, through to having sound theoretical and current knowledge of the curriculum. There is an understanding among principals and advisors that beginning teachers will learn the 'art' of teaching upon entering the profession. There is also an underlying understanding from principals and advisors the skills beginning teachers learn in pre-service will prepare them for teaching and they will be ready to 'hit the ground running.'

> *"I want them to hit the ground running. ...I would expect that they are a work colleague by the time they get to me ... and that they are ready for work ...*
>
> *I would think because they're considered a colleague right from day one that we expect them to contribute to discussions ...* (Kākariki).

Kākariki expects beginning teachers to be able to make the transition from student to beginning teacher and to be ready to engage as a professional who can contribute to the corporate life of the school from the outset. However she is also mindful of the need to support and assist where possible to ease the transition from student to beginning teacher.

Knowledge and skill in classroom management and programming for beginning teachers, is another high priority for some of the professional support people. The premise is that beginning teachers are familiar with what is expected of them in terms of running reading programmes for example and that they are able to reflect and articulate their practices.

*"... we expect the teachers to have an understanding about how
to run a reading programme in the classroom, but how can I
expect them to provide me with reflective comment on how it's
going if they don't even know how to group the kids or if they
don't even know how to take a running record first...*(Kākāriki).

*That they are prepared to look, listen and learn and take advice.
I'd expect them to look at things critically; although I think that
is something you grow into and get better over time..."*
(Kākāriki).

Kākariki expressed the need for beginning teachers to have the ability to
reflect critically upon their practices, while acknowledging it is a skill
learnt over time. Being prepared to listen and take advice plays a major
role in any 'advice' and 'guidance' programme and although an
expectation aimed specifically at beginning teachers, it is a skill that
should be reciprocated by all involved.

Beginning teachers are expected to provide an effective learning
environment, demonstrating familiarity with curriculum, includes
classroom and programme management processes. However aspects of
their teaching that may not receive the same level of consideration are
ideas pertaining to ethics. Kākariki believes beginning teachers should
be able to articulate what an ethical teacher is and how they might handle
ethical dilemmas should they arise.

*"I'd expect them to have a good theoretical understanding about
what 'learning' is about. I'd expect them to understand some,
part of what makes an ethical teacher and what are the
dimensions involved "* (Kākāriki).

Kākariki believes the ethics of teaching should be a compulsory
component of initial teacher education. Beginning teachers need to be

aware of, and understand the dynamics of relationships they engage in with children, other teachers and parents. Snook, (2003) considers the nature of teaching involves developing relationships across a range of people within any learning context and it is these relationships that make teaching an activity in which ethical issues are central.

Whilst there are high expectations of beginning teachers within a mainstream context, working in a Kura Kaupapa has added expectations in regards to levels and strength of Te Reo and cultural aspirations.

> *"But I don't think we'd be any different from any other school, in terms of expectations. In fact there's a higher expectation because there are cultural expectations ..."*(Kākariki).

Translating resources is an added burden for beginning teachers within Kura Kaupapa Māori schools. Some Kura Kaupapa employ Kuia and Kaumatua to ensure the standard of Te Reo Māori is correct, appropriate, and maintained. As well as ensuring the quality of Te Reo Māori is of a high standard and beginning teachers are able to seek advice from the Kuia and Kaumatua in matters pertaining to tikanga. In order to maintain quality standards of Te Reo Māori, one Kura Kaupapa involved in this study initiated a policy, which required compulsory attendance by all staff to at least one Kura Reo course during the year. Kura Reo are national courses designed to strengthen Te Reo Māori used in schools and to provide opportunities for teachers of Te Reo Māori to network.

Hīriwa believes the expectations of beginning teachers in a Kura Kaupapa or rūmaki contexts exceeds expectations experienced by beginning teachers in a mainstream setting. She maintains that the commitment has added responsibilities because of the complexity of the job in terms of maintaining a high level of quality in Te Reo and knowledge of tikanga as well as meeting the general demands of teaching.

84

" I think that those students who go into full immersion classes like Hīna have an added incentive to be there or an added commitment to be there, because I don't think they'd do the job if they didn't, because it is such a complex job" (Hiriwa).

Cameron, et al (2007) found working in a Māori medium setting to have increased workloads as compared to counterparts in mainstream settings, thus reinforcing the views expressed by the professional support people in this study.

Beginning teacher support

The role of the principal in supporting beginning teachers is to ensure all possible support systems are in place. They rely on the mentor teacher to meet regularly with the beginning teacher to ensure the support and professional development that is provided, is effectively managed and assessed.

"My expectation is that the mentor teacher meets regularly. ...I would say a minimum of fortnightly with the beginning teacher ...

I see it as the mentor teacher's job to elicit their whakaaro if it is not forthcoming and to encourage that sort of discussion and debate."

"My hope is that I create a culture in the kura where everyone sees that they have a role a part to support the beginning teacher. ...not just exclusively to the mentor teacher " (Kākariki).

Professional support people consider the responsibility for the beginning teacher is a shared one thus creating a culture of collaboration and collegiality. This in no way negates the responsibility of the assigned mentor teacher but rather encourages professional dialogue on a formal and informal basis with all staff members.

Another aspect considered important by professional support people in this study is the appraisal of beginning teachers. Such appraisal not only informs the professional development needs of beginning teachers but also serves to inform senior management of their progress to date. In this study documentation of professional development activities was considered to serve two purposes. First to provide evidence of beginning teacher practices to meet the requirements of both the school and the NZTC requirements for registration. Most of the schools utilised existing school wide systems such as their 'performance management system. Utilisation of this system allowed for consistency in terms of support and appraisal the beginning teachers received. As the school leader, the principal also meets formally with the beginning teacher.

> *"... there's always evidence gathering and there's discussion in terms of monthly reports submitted as evidence and just formal stuff and renegotiation of what they might want to do".*

> *"I think it is a really good tool and the kura use the performance or appraisal as a developmental tool. Very much led by the teacher, but the principal's role in it is to use that as an instrument for finding out how things are going and for providing advice and guidance. ... hopefully we have a balance of formal and informal kind of support, instruments and vehicles"*
> (Kākariki).

Kākariki recognises support does not always occur in formal situations. Meetings need to be documented not only for the schools internal requirements but also for registration purposes. At the conclusion of two years teaching, evidential documentation from the principal, mentor teacher and the beginning teacher may be used to gain full registration as required by the NZTC. The NZTC reserves the right to grant full registration to beginning teachers and randomly selects a ten percent sample to audit. The audit serves to ensure the induction process for

beginning teachers has occurred and in cases where there is insufficient evidence, the NZTC will request more documentation. The beginning teacher, in this case remains provisionally registered until adequate evidence has been provided (Cameron et al, 2007).

Professional development

According to research

> *"... the aim of professional development is to bring about change in thinking and practice of participants, which in turn should have a positive impact in the workplace* (Totterdell et al., 2004a., cited in Cameron et al., 2007:15).

Professional development covers a range of activities. In this study it is closely linked with providing support to beginning teachers. Professional development should lead to improved thought and practice of teachers, develop professional and personal attributes, knowledge, skills, understanding, experience and values, help teachers gain confidence and competence in teaching, enable teachers to see their daily practices as a source of professional learning, and provide them with a means of valuing their learning (Bubb et al., 2002:184; in Totterdell et al., 2004a: 7 cited in Cameron et al., 2007:15).

The major source of professional development outside the school is PRT courses. For this reason beginning teachers are encouraged to participate in them. Any other professional development courses they wish to undertake are also highly encouraged. Beginning teachers, who wish to attend courses other than PRT's courses apply to senior management and the Board of Trustees in the same manner as other staff members. The school expectation is that engagement in these activities will assist the beginning teacher to become a confident and competent teacher which will lea to improved learning. Most schools take the view that PRT

courses are over and above any other professional development the beginning teacher might undertake.

> *"The other thing is that I push that the beginning teachers sign up for the beginning teacher's programme attached to the College of Ed. ...*
>
> *If there is anything that they want they can change tact. There is flexibility there. It's the whole aim of the 'advice' and 'guidance' programme to be responsive to their needs"* (Kākāriki).

Although there is a model of induction in use within her school, Kākariki is mindful of the need to be responsive and align any professional development to the needs of the beginning teacher. Beginning teachers are expected to demonstrate their new learning and to provide a written report to senior management and the Board of Trustees. Such documentation can also be used as evidence towards gaining full registration.

PRT courses are delivered in English and the difficulty for those beginning teachers located in Kura Kaupapa and rūmaki contexts is translating the knowledge and ideas into Māori upon returning to school. Although current numbers of beginning teachers working in immersion situations is small, School Support Services (SSS) are aware of the need to address the issue of providing PRT courses in Te Reo. Difficulties that arise from meeting the needs of those located in immersion contexts are the lack of advisors to deliver all curriculum areas in Te Reo Māori and the lack of Māori speaking relievers to release the beginning teachers. With these challenges, School Support Services (SSS) are exploring different ways of providing support to beginning teachers in Māori immersion situations. For example;

> *" ... for PRT's we're going to do two day workshops there[University] and then a day class within their classroom.*

So it's a different approach, so they all come to our workshops
for two days and then we'll go to their classroom to work with
them individually as teacher" (Parakraka).

Although there is acknowledgement in regards to lack of relievers,
particularly when many immersion schools rely on a small pool of
relievers, working alongside the teachers in their own setting is seen as a
means of addressing individual needs within the parameters of workshop
content. Surveying beginning teachers in an attempt to target future
professional development is another strategy identified by SSS. The
difficulty they have however, is providing a balance between meeting
targeted Ministry outputs and 'second guessing' the needs of future
beginning teachers from immersion situations.

"... we will be looking at what are the needs. We took a bit of a
survey from the previous course and asked them, what are the
specific needs they would like to look at?" (Parakraka).

As with any professional development, not everybody will gain what he
or she wants. In the case of PRTs, offering generic courses in literacy,
Numeracy for example, they will benefit the majority of the attendees.
Providing courses on an individual basis to account for beginning
teachers in Māori immersion contexts becomes more difficult. SSS and
other outside agencies need sufficient personnel with the ability to
provide and deliver appropriate courses in Te Reo Māori, to provide
workshops and follow-ups where appropriate and to be managed
effectively.

Conclusion

Although the priorities differ slightly for each participant group, there
are some correlations in regards to classroom management, planning and
day-to-day routines. Beginning teachers are concerned with the day-to-
day management establishing routines and relationships. The seek

89

assistance from their mentor teacher and or other staff as required. Mentor teachers are concerned with providing support at the outset and, in most instances, ensuring the beginning teacher is coping with the rigours of being fully immersed in their role in a classroom and learning the 'art' of teaching. The principal and the mentor teacher are concerned with ensuring the beginning teacher is coping with the realities of teaching, while also settling into the school culture. Both participant groups want to ensure appropriate 'advice' and 'guidance' is provided in a timely and effective manner. The school advisor is concerned with providing courses that meet the perceived needs of the beginning teachers and where possible targeting specific needs identified by the beginning teachers. They are also 'future gazing' in an effort to adapt courses where possible to meet the requests of beginning teachers. This includes looking at different ways to provide courses, either on a school-by school basis or providing courses in the school holidays where the need for relievers is eliminated. What is evident from all three participant groups is the desire to have PRT courses conducted in Te Reo. This may not address all the issues related to translating of ideas and resources, but it might diminish some of the time beginning teachers currently spend making resources ready for classroom use. All groups are acutely aware of the lack of Māori speaking relievers. Anecdotal evidence shows some beginning teachers will run separate programmes for their release and relieving teachers, while others will use the release teacher in other classes if short of relievers.

Mentor and support professionals, support the need to provide the best and most effective 'advice' and 'guidance' programme possible to beginning teachers in order to make the transition from student to teacher a positive and rewarding experience.

Chapter 6

Future directions

"What needs to be learned depends on both prior learning skills, and disposition of individuals and groups, and the demands of their current teaching context, because different practice contexts require different skills" (Timperley et al, 2007:6).

Introduction

Although the beginning teachers in this study experienced similar situations as their counterparts within mainstream settings in regards to the advice and support given to them, they also contended with a number differences and issues that set them apart in terms of their professional and personal development. They not only had to contend with the roles and responsibilities expected of being a classroom teacher, but to also understand the complexities of being part of a wider community that has the continual survival and revitalisation of Te Reo Māori and the cultural aspiration inherent in Te Ao Māori as central components of their desire and goals for their children. These over-riding points of difference added to the complexity of their roles within the teaching and learning environments in which they began their careers.

Beginning teacher perspectives of professional development

There are currently no PRT courses delivered in Te Reo Māori to beginning teachers. The professional support person interviewed advised that although aware of the need to provide courses for Māori medium teachers it is an area that is being monitored and at this stage it is unlikely to change unless an increase in demand can be seen. Currently the demand is calculated on a pro rata basis of teachers within the province and this ratio is applied nationally across all provinces. However, anecdotal evidence suggests within some provinces professional advisors have undertaken to identify numbers of beginning

teachers within their area teaching in Māori immersion settings. In those areas where numbers were deemed sufficient by individual advisors, some courses in Te Reo Māori have been provided. These courses sit outside the parameters of the targeted outputs set within the contracts of the professional advisory service and as such rely upon the goodwill of the providers.

Beginning teacher participants within this study spoke of a preference to attend courses delivered in Te Reo Māori, however they acknowledged the benefits gained by attending English medium courses. They were particularly appreciative of the opportunity to network with other beginning teachers and share their experiences. For some there was the realisation that despite their differing contexts, there were some similarities in regards to the rigours of teaching and the day to day management required to provide an effective learning environment.

All participants spoke of the initial shock of coming to terms with the daily requirements of teaching and the amount of administration and documentation that was required. Some of the concerns arose around the issue of assessment; when, what and how to assess the various curriculum areas. The beginning teacher situated in a rūmaki unit spoke of having to provide documentation for senior staff with the rūmaki unit and also for senior management within the general school. Her concern was not just about the amount of documentation, but the doubling up of work to what she believed was to appease both sides.

In line with previous research, beginning teachers in this study were also initially unsure of how to utilise and manage their 0.2 release time. At the outset, it was spent planning and preparing lessons and units of work. Once that was completed, they tended to deal with administration and if time allowed, translating and preparing resources for consequent learning. All four beginning teachers within immersion situations spoke about how time consuming translating resources was, to the point of it encroaching on 'family' time. The issues pertaining to the translation of

material has been noted by Cameron (2007) as being an extra burden placed upon beginning teachers in immersion situations.

Beginning teacher perspectives of relationships with mentor teachers and others

For those beginning teacher participants who experienced a well articulated support and guidance programme, spoke highly of their mentor teachers. They participated in regular meetings with their mentors discussing their programmes, their highlights and areas needing more attention. At these meetings they were also able to reflect on their practices and set goals for themselves and their children. Often these meetings were also linked to the school appraisal systems. This meant the beginning teachers whilst attending to the school requirements, were also able to attend to the documentation required for NZTC to meet full registration. The outcome of this process meant beginning teachers did not have to duplicate work to meet the requirements of two organisations.

Research has shown supportive relationships between beginning and mentor teachers are fundamental to a productive advice and guidance programme. Four of the five beginning teachers in this study experienced such a supportive environment. Such was the environment that the relationships also developed with other members of staff, who were of the belief that the responsibility of the beginning teacher did not lie solely with the mentor teacher, but the whole staff. In these situations, the beginning teachers felt comfortable seeking advice from any member of staff. In the one situation where the beginning teacher perceived the situation not to be supportive, she struggled alone, seeking advice and guidance on rare occasions.

Research has already proven that advice and guidance programme over the past decade are nationally inconsistent. The beginning teachers in this study have also highlighted the inconsistencies within the advice and guidance programmes they received. These inconsistencies provide a

case for the development of national guidelines that will go some way in helping to alleviate the variable nature of the advice and guidance programmes currently being experienced by beginning teachers in both mainstream and Māori immersion situations.

Mentor teacher perspectives of professional development

Achinstien and Barrett (2004) refer to the mentoring of beginning teachers as easing them through a phase of 'practice shock'. The majority of the mentor teachers within this study rated their top priority as having adequate support people and systems in place within and outside the school setting to support beginning teachers. For those schools with well articulated advice and guidance programmes, this meant utilising other staff and outside agencies as appropriate to meet the needs of the beginning teachers. One mentor teacher within this study oversaw all beginning teachers within her school. This role allowed her to gain an overview of all the beginning teachers and pair them up with other teachers in the school with similar interests or strengths in particular curriculum areas. The mentor teacher located in the school with the rūmaki unit was acutely aware of the added responsibility placed upon the beginning teacher to meet the requirements for both the rūmaki unit and mainstream side of the school.

Mentor teachers viewed PRT courses as a sound source of professional development and four of the five beginning teachers attended PRT courses within their areas. However these courses were not the only source of professional development. Some schools were involved in school wide professional development, targeting specific curriculum areas such as literacy. During regular meetings mentors would also suggest other professional development that was more specific to the needs of the beginning teachers. Although much of the documented professional development occurred within formal contexts, mentors teachers were of the belief that a considerable amount of professional

development was occurring informally between beginning teachers and other colleagues.

One mentor teacher in this study was not only new to the role of mentoring a beginning teacher, but she was also new to the school. She believed she needed to be inducted into the school in order to be better able to assist the beginning teacher. Her concerns arose around the need to know what the policies were and what resources were available and where for example. She considered this to vital inside information that could have eased both her transition and that of the beginning teacher into the school. She also added she was not in the same whānau / syndicate as the beginning teacher. She considered this sometimes compromised her ability to observe the beginning teacher and provide constructive feedback.

Mentor teacher perspectives of relationships with beginning teachers

Many of the mentor teachers spoke of the personal characteristics of the beginning teachers. Quoting passion, enthusiasm, excitement and freshness as qualities they bought to teaching. It was these qualities and characteristics the mentor teachers wanted to preserve. They saw the development of relationships as being critical to maintaining the enthusiasm and passion for teaching. As with the beginning teachers, mentors highlighted the need to develop supportive, trusting relationships. Research has shown such relationships allowed for open communication both informally and formally. All mentor teachers interviewed were adamant about providing a supportive work environment to the point they liked to believe "they were available 24/7". They were aware of the impact their relationship had upon the beginning teachers in their care and were also acutely aware as to the importance of their roles. They realised the responsibility was one that could and should be shared and viewed collaboration with other staff as instrumental in contributing to the provision of a positive, supportive environment for the beginning teachers.

Along with providing a supportive environment, mentor teachers are also charged with the responsibility of ensuring beginning teachers are adequately prepared and confident to become fully registered teachers. NZTC requires documentation as evidence of beginning teacher's preparedness to teach. Ultimately such documentation is the responsibility of the beginning teacher; however mentor teachers in schools where there is a well articulated appraisal system in place have found by combining the two elements there is no need to duplicate information. Utilisation of current school systems means both beginning and mentor teachers are not "bogged' down with excessive administrative work and more energy can be given to teaching.

Professional support people's perceptions of beginning teachers

As with mentor teachers, professional support people rated the personal characteristics of beginning teacher's highly. Along with enthusiasm and passion, they believed having a sound theoretical knowledge was also important. Once beginning teachers entered their own classrooms, there was a strong belief from the professional support people that they [beginning teachers] would apply the skills and knowledge attained during their pre-service programme. At this point they would begin to learn the 'art' of teaching. At this stage it was the role of the professional support people alongside the mentor teachers to provide advice, support and guidance. There was a belief that an essential skill needed by beginning teachers was the ability to critically reflect upon their practices and to be prepared to listen and to take on and act upon advice given.

The professional support people interviewed are aware of the added expectations placed upon the beginning teachers in this study in regards to the levels and strength of Te Reo and the cultural aspirations inherent in their working environments. There was a belief that the expectations of beginning teachers in Māori immersion situations were perhaps higher

than for those in a mainstream situation. They along with the beginning teachers spoke of the added burden of translating resources. Some schools have overcome this by providing Kuia and Kaumatua to ensure the standard of Te Reo is maintained. Beginning teachers are also able to refer to Kuia and Kaumatua in matters pertaining to tikanga- protocols. However such resources are not always readily available to all schools. In a further effort to maintain the high standard of Te Reo, one Kura Kaupapa Māori, insisted all their staff, beginning teachers included, attended one Kura Reo course during the year. Kura Reo courses are held nationally and delivered totally in Te Reo Māori.

For those support people within an immersion situation, the ability to provide quality Māori speaking relievers has proven to be a problem. One support person spoke about 'good intentions' in that they did have a suitable person to provide the 0.2 release for the beginning teacher. However should a situation arise within the school that requires a person to 'front up' the release person was often utilised to fill the gap. Beginning teacher often missed out on their release time in these cases and this time is never recovered.

Such situations highlight the lack of Māori speaking relievers. For it not only impacts upon the schools ability to provide appropriate teachers to release beginning teachers, but it also impinges on their ability to send teachers to professional development courses provided by outside agencies. This situation is further compounded when several schools within the area are seeking relievers for courses on the same day. Professional support people from outside agencies also spoke of the difficulty they encountered when providing courses, stating the lack of attendance as being problematic due the schools inability to provide relievers to release teachers. Attempts have been made to overcome this by allowing schools plenty of time to organise relievers, but this still does not address the issue of the lack of Māori speaking relievers available.

Conclusion

If support for beginning teachers in Māori immersion and bilingual settings is to be considered seriously, the provision of PRT courses in Te Reo Māori must be a priority. However as already highlighted within this study there is the lack of Māori speaking relievers qualified to release beginning teachers to attend PRT courses. A way forward could be to hold courses outside the 'normal' school day hours, but this does little to address issues of equity particularly given that many of these beginning teachers are also still coming to terms with the demands placed on them in undertaking the roles and responsibilities expected of them as new classroom teachers.

What the beginning teachers in this study have demonstrated is a commitment and passion for teaching in Te Reo Māori. For persevering in their chosen career despite their perceptions regarding the lack of material and human resources in Te Reo Māori to support their teaching programmes.

Although mentor teachers had strong views in terms of their expectations of beginning teachers and were committed to providing structured and supportive advice and guidance to beginning teachers, this study, as with studies by Cameron and Baker, (2004), Cameron et al (2007) and Gray and Renwick, (1998), has highlighted the variable nature of the advice and guidance programmes provided to beginning teachers. Research has shown some schools struggle to provide mentors for beginning teachers and sometimes those given the responsibility are not as well prepared as they could be. There is anecdotal evidence stating those that are good teachers, do not necessarily make good mentors. With this in mind it is perhaps timely to review the roles and responsibilities of mentor teachers and to consider the provision of a mentoring programme for mentors. Such a programme may have the effect of providing more consistent mentoring programmes.

Despite all the good intentions, professional support people struggle to address all the needs of beginning teachers and for those working with beginning teachers in Māori immersion situations, the provision of material and human resources adds to the complexity of job and the ability of those involved to provide for an effective and supportive advice and guidance programmes.

Kane and Mallon (2006:ix), have the following to say about teaching.

> *"In advice teachers would give to beginning teachers, participating teachers vocalise what they see as the main barriers to good performance and routes to survival. Central to their advice to seek work-life balance from the outset, to concentrate on teaching, not to take on all the social problems, to seek support, to take every opportunity for personal and professional development, and to keep the fun side of the job upper most in their minds".*

For all future teachers, it is worth keeping in mind, work hard at your chosen career, but keep the fun side upper most in your mind.

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APPENDIX 1

He ahi kā, he poka rānei:

To keep the fire burning or to extinguish the flame.

Information Sheet for Masters of Education Research Project

Ko Tamata te maunga

Ko Mangatahi te moana

Ko Mangapoike te awa

Ko Takitimu te waka

Ko Tahu Potiki te matua

Ko Hamo Te Rangi te whaea

Ko Ngai Tahu Matawhaiti te hapu

Ko Ngati Kahungunu te iwi.

Kei te mihi

Kia ora anō,

I am seeking support from graduates of the Year 2003 Te Aho Tātairangi programme of Massey University, who are currenty in a teaching position in the North Island, their Boards of Trustees, their Principals and their mentor. The focus of my research will be upon the support systems and or services available to beginning teachers from a total immersion Māori programme. My interest has been driven initially through having children involved in immersion pre-service programmes, one child a recent graduate and another in the middle of training. Having trained through the mainstream system and being aware of what was available for me as a young teacher, I want to investigate what and how much support is given to graduates from a Māori immersion pre-service teaching programme. I would also like to investigate who is providing the support, the schools, the community or the university. Thus the study is being carried out for three distinct reasons:

> ➢ Because the programme is still in its infancy, to date there has been no research as to where graduates begin their careers. This

study will provide the basis for tracking and keeping in touch with graduates.

> To investigate the support systems available and the perceived contribution it makes to graduates practice from the position of the teacher and the principal / mentor teacher.

> As partial fulfilment for the requirements of a Masters of Education at Massey University

Te Reo Māori

This thesis will be written in English, however because the participants have completed their degree in Māori, they will have the option of the interviews being conducted bi-lingually or totally in English. Transcripts will be posted back to participants, and confirmed and validated, in collaboration with both the researcher and the participants, to guarantee accuracy and legitimacy. This is to ensure that the words are not my interpretation of them, but the words of the participants. Participants will have the right to request changes in the transcript or refuse the final translation, if they do not agree, or feel uncomfortable with any of it.

What is the study about?

This study is about graduates from a total immersion Māori pre-service teaching programme and the support systems available to them in their first year teaching. The personal perceptions of the needs of graduates and their employers, and how effectively these needs have been met by the school, community or other related agencies.

My aims are:

1. To record the perceptions of graduates and their employers in regards to support systems and services available to them:
   - How were the needs identified
   - Who identified the needs
   - How are the graduates being supported

107

2. To identify strategies used in accessing support.

3. To identify possible links to perceived improvements in classroom practice.

Who is the researcher and supervisor?

Student	Supervisor
Pani Kenrick	Professor Tom Prebble
Te Uru Māraurau	Social & Policy Studies in Education Dept
Massey University College of Education	Massey College of Education
Palmerston North	Palmerston North
Work: (06) 3569099 extn: 8783	Work: (06) 3569099 extn: 8663
Email: p.t.kenrick@massey.ac.nz	Email: T.K. Prebble@massey.ac.nz

What will the participants be asked to do?

In order for information to be gathered, you would be asked to participate in two interviews. The first interview would involve issues pertinent to you the second interview would be to pick up on the main themes and discuss it further. If you would like to be a part of the study and agree to be interviewed, the choice of venue and interview time will be at your discretion and in consultation with the researcher. If agreeable to you, the interviews will be taped and transcribed by myself. A summary of the data and findings will be brought back to you before the final submission at which time your comments or amendments would be welcomed.

How much time will be involved?

It is envisaged that there will be two interviews each taking approximately one to one and a half hours each – three (3) hours in total. However I am mindful that control of the interview process will be dependent on and determined by the participants. As previously

mentioned, control regarding the time of interviews will be at your discretion.

What can participants expect from the researcher?

As well as being treated with the utmost respect as Māori, and as a professional you can expect:

- ➢ To receive a printed transcription of your interview and the opportunity to notify me of any corrections you make to that transcript

- ➢ That confidentiality will be a priority

- ➢ Your right to withdraw from the project will be respected without any negative effects by the researcher at all times.

If you take part in the study, you have the right to:

- ➢ To choose whether your interview will be conducted entirely in English

- ➢ To expect that appropriate tikanga (protocols) for hui will be followed and upheld throughout the interview process

- ➢ To choose whether or not to have the interview tape recorded.

- ➢ Ask for the tape to be turned off at any time

- ➢ Refuse to answer any particular question

- ➢ To withdraw from the study at any time

> Ask any further questions about the study that occur to you during your participation

> Provide information on the understanding that your name will not be used.

> To expect that any person employed to help with the transcription of data will sign and be bound by a confidentiality statement

> Be given access to a summary of the findings from the study when it is concluded

> Agree to participate in the study under the conditions set out in the Information Sheet.

Committee Approval Statement

This project has been reviewed and approved by the Massey University Human Ethics Committee, PN Application: 04/53. If you have any concerns about the conduct of this research, please contact:

Professor Sylvia V Rumball

Chair

Massey University Human Ethics Committee

Palmerston North

Phone: (06) 3505249

Email: humanethicspn@massey.ac.nz

If you decide to take part in this research as a participant then please return a completed consent form to the researcher in the stamped addressed envelope that has been provided. You may keep the information sheets for future reference. If you have any further enquiries please use any of the contacts provided in this sheet.

Naku noa

Pani Kenrick
Lecturer
Te Uru Maraurau
Department of Maori and Multicultural Studies
Massey University College of Education
Private Bag 11-222
Palmerston North
PH: (06) 3505799 Extn 8783

APPENDIX 2

He ahi kā, he poka rānei:
To keep the fire burning or to extinguish the flame.

Questions for semi -structured interviews

The questions presented within the semi -structured interviews will be opened -ended. The following themes will be explored:

- Perceptions of the first six months teaching
- Identifying perceived strengths / weakness in own teaching practices
- Agencies/ systems of support

Based on the responses, further questions will be asked to further expand and clarify these themes.

Questions for graduates (First year teachers)

- Tell me about your teaching experiences to date.
- Tell me what is working well for you and why?
- What then, would you consider the highlights to be and why?
- Tell me what is not working well for you and why?
- What then, you would consider to areas of improvement to be and why?
- Are you aware of where you might get support? If so how would you access it? If not, how can you find out what is available?

Questions for mentor teachers. (These may vary across sites for example, principal, senior teacher.)

- What qualities do you see year one teachers having?
- What are some of the needs the school needs to facilitate in the induction of beginning teachers?
- What is the process by which support is identified?
- What part do year one teachers play in identifying their own needs?
- How is the support accessed and assessed?

APPENDIX 3

Information Letter to School Principals/ Boards of Trustees

He ahi kā, he poka rānei

To keep the fires burning or to extinguish the flame

Dear Principal, Chairperson Board of Trustees,

I would appreciate it if you would take a few minutes to read this, and if in agreement, please forward the enclosed package to _____ who graduated from 2003 Te Aho Tātairangi programme of Massey University College of Education and his / her mentor teacher.

I am currently undertaking research, in partial fulfilment for the degree of Masters of Education (Massey University), into the support systems and service available to graduates from a total immersion Māori pre-service teaching programme. To date there has been little research done in regard to such graduates. It is hoped the information gathered on the perceptions these beginning teachers and their employers/ mentor teachers have regarding their professional development, will have an impact upon their the teaching practices they employ and their interactions with students. Therefore the research has the potential to identify benefits to the school, professional development providers and providers of pre-service immersion programmes.

The research will not be undertaken during school/ work hours. The place of employment will not be explicitly identified in my report. However, given the relatively small number of kura and other work sites offering employment to our graduates, it is not possible to offer an absolute guarantee that your institution will not be identified.

I have attached a copy of the information sheet and the interview questions for both Ronald and his mentor/supervisor.

Thank you for your assistance and co-operation.

Yours faithfully,

Pani Kenrick
Encl: Information Sheet.

Researcher: Pani Kenrick   Telephone: (06) 3569099 extn 8783
Supervisor: Prof. Tom Prebble   Telephone: (06) 3569099 extn 8666

He ahi kā, he poka rānei

To keep the fires burning or to extinguish the flame

PARTICIPANT CONSENT FORM

This consent form will be held for a period of five (5) years

I have read the Information Sheet and have had the details of the study explained to me. My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time.

I agree / do not agree to participate in this study under the conditions set out in the Information Sheet

I agree / do not agree to the interview being audio taped.

I wish / do not wish to have my tapes returned to me.

I agree / do not agree for the data to be used in other publications and/or conference papers.

Signature:_____

Date:_____

Full Name- printed_____

APPENDIX 5

He ahi kä, he poka ränei

To keep the fire burning or to extinguish the flame.

CONFIDENTIALITY AGREEMENT

I _____ (Full
Name- printed) agree to keep confidential all information concerning the
project_____

_____

_____ (Title of Project).

I will not retain or copy any information involving the project.

Signature: _____ **Date:** _____

APPENDIX 6

He ahi kä, he poka ränei
To keep the fire burning or to extinguish the flame.

AUTHORITY FOR THE RELEASE OF TAPE TRANSCRIPTS

This form will be held for a period of five (5) years

I confirm that I have had the opportunity to read and amend the transcript of the interview/s conducted with me.

I agree that the edited transcript and extracts from this may be used by the researcher (Pani Kenrick) in reports and publications arising from the research.

Signature: _____ **Date:** _____

Full Name- printed _____

Beginning Teachers	Exemplar
Classroom planning	"My planning is getting better. Easier see, that's my plan over there. That's for the whole term (points to planning sheet on wall) you know and it's easier. A bit more, it's, I think better." "I mean I know how to do them from teacher's college and stuff, but its just when you get to a kura and the different styles and the different ways they like to produce it is different from what you've kind of learnt, but it's cool."
Professional development	"It's targeted at provisionally registered teachers and it's a support and guidance programme, which is offered to first year teachers." "Just some strategies used for behaviour and discipline, that was one, and classroom management. Another important one, or something that I thought was important, is what we are entitled to as first year teachers, so I and yeah (pause) and that covered .2 release and how that should be used and NZEI, stuff with NZEI. Um, also strategies on how to look after yourself (Laugh)."
Classroom management	"I think just, um, just knowing when to cut off and say leave it for now and knowing that you can get back to it and finish it at a later time. I'm slowly starting to get used to that (pause)." "Teaching, I've learnt that you don't have to be the boss, and some tings can …. And just smile a bit more."
Beginning teacher expectations	" And even though in our years at our teachers training college years, and you, even though you sort of had an inkling, or you knew that, that was going to happen, still you weren't prepared for it, and it's just a shock to the body, shock to the system, shock to everything." This year I've um, really enjoyed my first um, I've been out eight months. Yep, it's been really great having my own class and um, basically a lot of what I have experienced has been not what I expected."

Relationships with mentor teachers	"… but I soon learnt and I got help from my tutor teacher and stuff just to show me and tell me how I should be doing, dealing with those sort of stuff." "They'll come back to you the following week and give you a written report. Yeah, the good thing I've noticed about them all, it is they're all positive too. They never say well, 'thisi is wrong or this is no good, no good'. They're always saying, 'well this could be better'."
Attending to children's needs	"I'll go back to some of my experiences with some of my students. At the beginning of the year, I had …. In the classroom; I had a few that were kind of challenging. Lovely little challenging ones, but ah .. with the support from mātua and the tumuaki and colleagues too, we were able to conference and to work around and find strategies to help them in the classroom and at home too." " .. but my teaching experiences with the kids, I love it and I think I get, … a lot of my learning is when I'm next to them, when I'm actually with them, because there are days when you know what you are going to expect and there are days when there's not and you just got to keep on changing."
Assessment	" Just knowing what to assess and when (pause) and it's things like literacy and, not so much reading cause you've got running records and the probes and things like that, but with literacy and that knowing what to assess and how to, and how often." "But the assessing, you know you're always assessing something. Assessing I'm getting better at assessing, but there's many assessments out there to use."
Whānau relationships	" And a lot of my children have come from a single, solo mother whānau, and um., I think it's been really good for them, especially my boys to have a male teacher, and a lot of parents have said, that they have noticed a change in the kids from having a male teacher." "It's not just a one way thing here. At home to help these children to manage and deal with, to become much people, but to deal …."
Te Reo resources	"Um, it's hard. I've noticed how hard it is for Māori teachers, because of the lack of resources and a lot of that time, a lot of (pause) once again a lot of time is put into creating your own resources."

	"No, no they weren't in Te Reo Māori, but I actually picked up a lot of really neat resources and I have actually translated them, but unfortunately I don't have them to show you. I wish I could show them to you."
Support from outside agencies	"We've got an excellent work site rep amongst us here at the kura. She is always informing us of courses and professional development." "… all the nurses that come in for the kids and do their check ups and stuff and that's real good to know that they come to the school."
Maths curriculum	"Um, the numeracy programme we do that at our school. Now that's been a real mission to wrap my head around. I've done two PRT courses on it." "Yeah my maths programme. But that's cause as a school we are taking on the numeracy project, the AMP project. But basically everything is set up for me. But that's working well for me cause um, just cause of the programme that's, it's just easy to follow. My kids love knowing what they are learning cause we have to talk about our learning and teaching in every closed maths session and yeah, I can say confidently that's what's running well for me in my teaching, me as a teacher in my classroom."
Relationship with principal / other staff	"I found that one of our pouako in our senior syndicate. Him and I have been working really close together over the past months, mainly because we are in the senior syndicate and his support has been just overwhelming because he is familiar with the runnings." "just having someone there who can support you in areas you're unsure about and they are always there to call upon. A bit of moral support."
Reading / literacy	"Things like setting up my reading programme has been a real challenge for me. Basically because um, it wasn't what I thought a reading programme was." "What is definitely working well, I work alongside *****, now she is in charge of, she's like our

	literacy guru of the school. I've been going all term, I mean all year, ****, can you have a look at my unit plan for writing and reading."
Te Reo	"The Reo, probably having to go back into English, cause some of them can't, ain't understanding and then breaking it down at least three, I haven't lately, but three different ways." "Just the ah, just comforting to know you that you've kuia and koroua here, pretty much for the tikanga side. Um, and Te Reo checks. They are great for their Te Reo checks."
Relievers	"Just looking to make sure nobody is going to come in and hold on, it's with my .2 release, um but I think this is across the board any way, it's the lack of Māori relievers, is why I did not get a lot of that. (Pause)." "(Pause) But not even that Whaea. I think it's a lack of, I don't want to say, but who am I to say a first year. I think lack of quality Māori relievers."
Highlights	"Just that it's been awesome. I have really enjoyed these first eight months. A good challenge, um especially after coming out of teachers college and feeling like I had achieved something. Yeah, and having a chance to put things I had learnt into, into use." "But I also think another reason why, especially management of my classroom, um, is running smoothly, is respecting my children."
Communication	"And the reason I would not go to her, because she would not agree that I go on these courses, na te mea, kei roto i te reo pākeha." "… but they still don't ask me and there are some things I know. They don't, but they don't listen cause I'm a year one."

Dealing with parents	"I think teaching isn't just teaching. There's a lot of paper work and you've got to deal with the kids parents."

"Um, my parent interviews and writing my first reports, those was pretty hard out." |
| Planned approach to BT support | "With the .2 release, I found it's a really good time to do the kind of things you can't, well it's not impossible to do these things. Things like, such as running records and recording um … Making recording to file into student profiled. Things that you don't have a lot of time to do while you are in the classroom situation."

"My first assessment was done by the HOD, and then she'll sit down and go over the report with my mentor and discuss things we need to work on. And the most recent one was done by the DP, and she'll sit down with the HOD and the mentor to go back over the last report and make sure the things highlighted then have been, um looked at and fixed or attended to and the last one's by the principal which is done in term four." |
| Handwriting | "Tuhi pū. (Laugh). Yeah, tuhi pū, cause it's just, when I first started, cause every time I went into a section, you know I wasn't in the five year old class, I used to just see them writing on the board and then that was it and they just copied. I was doing that for two terms."

"And they didn't know top line, bottom line, so I had to come up with kōrero. So the top line for our class is Ranginui, so you start up there and finish on Papatūanuku making sure it sits on the line." |
| KKM philosophy | "Just promoting whanaungatanga, manaakitanga, which is just a daily occurrence anyway a natural thing amongst the kura's culture and yeah, that's really supported here."

"I think that because here too, being a kura kaupapa adhering to Te Aho Matua, the philosophy of Te Aho Matua too is beneficial not just us but for our tamariki too." |

Support from other BT's	"And just to have um, have that time spent with other first year teachers. yeah, that's been really good to see what's working for people and compare with them." "It's been good to hear how other people are doing at other kura and that. It's that comparison thing again."
Other programmes	"And we are doing something called the um, 'Virtues' programme. Yep. we're right into that and that has just been great." "That 'Virtues' programme is amazing. Especially for the Māori kids I think. Cause like I said there wouldn't be too many um, Māori who'd quote responsibility and co-operation and consideration at home. They probably do in our ways through tikanga and that, but just for the kids to hear those words and for them to say them too."
Tuakana / teina relationships	"Tuakana, teina. We do a buddy reading system. Which is, I think really, really neat. Especially for um, some of our kids who, who are only children or missing, a, especially the boys who are missing males at home, I've noticed it works really well for them and that's been really good to see." "No just within our unit. (pause) Yeah I mentioned before the concert. (Laugh) which is a lot of work but kids do enjoy it."
Te Reo a barrier	"And the material they deliver is beneficial, but not as kaupapa Māori focussed." "… and her Reo wasn't that. So sometimes you were trying to undo her Reo instead of trying to get the maths, and she wasn't clear, wasn't clear….."
Observation of others	"When you go on PD, on the Māori one, she comes to my class, just to see how I go in maths, but she didn't really watch me and I learnt a bit from her, cause she took it."

	"They come over quite a bit and "How's it going and do you need any help with this or that?" That's been really neat. Cause um, I'd really had experience in kura and that where you, know didn't, you never saw any um, mainstream, or you never got a chance to um, compare things either.
Reflections	"Yeah exactly. Always reflecting. (Pause) That takes up a lot of my time." "They also ask us to record our thoughts and what it is we want to implement in the classroom when we return to school. And it also asks you to record how that went and to reflect on it."
Curriculum principles	" .. as all the curriculum areas, …"
Pre-service preparation	"I think in class. Even just having the opportunity to see that. And um, when we went out on sections and so on we got introduced to it, but it was only two or three weeks and everything was pretty... bit of a blur then." "Cause some um, of the things we learnt at Te Kupenga, cause it was an immersion programme, didn't really um, wasn't concurrent with mainstream and bilingual teaching as such. So that was good too."

Mentor Teachers	Exemplars
Support people	"Oh. O.K. They can, they can access support from like the principal, DP and AP and senior teacher and also teachers who are knowledgeable in various fields and outside agencies, …." "Yes, yes, or me. It could be any one on staff. She goes um, to um, one of the younger teachers in the general school, because she has a strong affiliation to her through kapa haka. So there are those sorts of informal alliances as well, which are hugely important (pause)."
Mentor teacher expectations	"I think those students who go into full immersion classes like …. Have an added incentive to be there or an added commitment to be there because I don't think they'd do the job if they didn't, because it is such a complex job." "The other thing with support is if any issues that they have come up with, then we actively support them to know, 'Hey, speak up, don't sit on it and do nothing'."
Professional development	"That is partly assessed through the performance management system, in that she has specific goals that are recorded and worked toward. So, that would be one way." "Um, well we have a quite substantial appraisal process. So aside from the fact that we actively include the year one teachers in to PRT year one courses. They go once a month, I think?"
identification of BT needs	".... mainly it's with a lot of feedback from them and myself. Um, reporting after I've had a visit. I report back and if I have concerns or if he has any concerns we sort of target those areas. Yeah." " … but we all have a very formal, um, system for appraisal for all of our teachers and that involves both formal and informal observations in the classroom."
Induction	"We also have a process of inducting new staff that involves them being made au fait with school policies and procedures and with school curriculum documents and all those things that make up for your introduction into the profession."

	"I'd spend a lot of time with them in the beginning, um, just to bring them up to play with, um, you know, with the ins and outs of what school is and it's, all facets of the day to day running things of the school and highlighting certain policies that they need to be aware of, …"
Observation of others	"Probably observe some senior teachers. Make them realise that you know, even experienced teachers, they're not, they don't have those expectations either."
	"She has observations as part of management and I have encouraged her to keep a journal as our, our general school first year teacher has done since she started in term two."
Curriculum principles	"Good one. Ah. Being able to plan across the curriculum um, being very familiar with all curriculum areas."
	"A really well prepared year one teacher, has a good knowledge of the um, and I'm only talking about …… at the moment, has a really good knowledge of the curriculum documents, um, you know. Knows how to use them which is a really good start. I mean at least that is something we don't have to show them and teach them, you know from scratch."
Pre- service preparation	"Just like to say that she is absolutely wonderful and I think she's a gem and whoever trained her, well done."
	""Yeah and do it annually and those third years come back again and talk about what they did and that's where all this getting feedback comes. Keeping that connection will probably work in pretty well. Track those teachers a year down the road, so they come back."
Philosophy comparison to mainstream	"I feel very, very strongly about that, But, I have to say in the immersion situation, as you understand it is incredibly difficult to find people to, to come in (pause). Bit I don't believe it's any reason for it not to happen (pause). But that's easy fro me to say."
	(Pause) " Yeah, the workload just seems to be so much in a Kura Kaupapa that yeah, then mainstream. Whether it's resources or not, I don't know. I know the making of them is one."
Classroom management	"Because it's quite a lot for a first year teacher to consume, all the classroom business with the um, classroom management as well as, as well …."

	"It's stressful enough with learning. It's a new world again. You know really, when you graduate, you know your life begins, you know you just started. And um, learning classroom management and um, all the actually implementing the curriculum everyday full on is hard enough without having a release time."
Pastoral care	"And we are very, very strong as a school for having time for self and family, and like all the first year teachers, she doesn't quite have the balance right yet." "She is just, I have to send her home sometimes after school. She is here till ten, eleven o'clock."
BT expectations	"To have strengths in, in literacy and numeracy (pause). O.K. Those are probably my expectations in the first year (pause)." "Oh. (laugh). I actually think that they're still learning, Um, I mean even I am."
Te Reo resources	"Cause I know they're in Te Reo and we are probably lucky here because we only have one, one curriculum area." "Available no as mainstream, no way. I mean I have tried to make things easier."
Classroom planning	" In that instance often regarding planning, or assessment, record keeping, class management that sort of thing and those team leaders are also regularly in and out of classrooms and are au fait with what happens." "That's probably (pause) one thing that I (pause) found with ……, she's not confident, I think that's the word. She's not confident in planning some of the areas."
Whānau relationships	"One of the benefits that we've had, is the students that come in as year one teachers, have either already done sections at school or have been part of the school whānau. So in some cases, some of those things are sort of null and void because they're already aware of them …." " …cause we are a bilingual, not a mainstream, um, well it's a pretty whānau orientated unit and

	school. We try and include ourselves everywhere in the school."
Te Reo as a Barrier	" (laugh) Only because I'm not confident with Reo. I'm not as confident as I'd like to be. That's, that's my barrier, is the Reo. Yeah, but yeah (pause)." "Yeah, um, if I have to read the whole lot I'd still be reading them (laugh). Because they are all in Te Reo and you know trying to fathom out, but it would be so much easier if someone had sat with you and explained this is what it means, and blah, blah, blah."
Relievers	" Well that has fallen down for .....and I imagine she has mentioned this to you, is that it is very, very difficult to find people to relieve and to release her, but we are working very hard this term to make sure that it happens every week as it ought." "No relievers to release them>It's very sad. Which puts them in a situation as a first year teacher ...."
.2 release BT's	"It has been over to her, but that is something I would like to discuss with her." "I think she mainly uses it , hers for planning and everything and preparing."
Documents in Te Reo	"Same with all our policies, our behaviour management and everything like that. I actually think that someone, even with a mainstream, I think, um, it should be done, someone should sit down and explain everything." "I actually think so, cause there are some with um, you know, that have been here for about three years and they are saying, "Oh, I didn't realise that." You know, so even though you might have read those policies and everything, it might have slipped your mind."
Relationships- team building	"Well as we are with our bilingual unit here, um, we work as a team and we, we plan as a team, so all our ideas are shared and we sort of feed off each other. So with a, with a new teacher that does start, with a first year teacher that does start, we give them lots of awhi and support and um, assist them with their planning and yeah, I suppose that's it." Um, with, um, with other teachers and that sort of thing and getting to know them and that, yeah, we try and we, participate a lot with the other school. We work as a school and that is really enforced by

	the principal of our school."
.2 release mentors	"Yeah. Change, not all of it but to just to change a little bit yeah. Like maybe I might need half an hour where I might need to go and observe her, um, yeah." "I actually don't, I don't get any of that. I mean that's fine that's all for her."
Reflective practice	"Ideally they should be using reflective practice to identify their needs. Self- assessment, um, they need to know where they want to get, get to and how and work out a way to get there. Doing lots of self-assessment of themselves, yeah and, and putting it down, writing it down. Not so much a waha, but writing it down so they can reflect back. Yeah, yeah." "And that journal for me, is part of that self- responsibility and self reflection thing that I think is important and I think she will probably do that …"
Reading / literacy	"Well how they run their reading programme, how they …."

Professional support	Exemplars
Beginning teacher expectations	"That they are prepared to look, listen and learn and take advice. I'd expect them to look at things critically: although I think that is something you grow into and get better over time …" "But I don't think that we'd be any different from any other school in terms of expectations. In fact, there's higher expectations, because there are cultural expectations."
Beginning teacher support	"I think it is a really good tool and the kura use the performance management or appraisal as a developmental tool. Very much led by, very much led by the teacher, but the principal's role in it is to use that as an instrument for finding out how things are going and providing advice and guidance. So hopefully we have a balance of formal and informal kind of support, instruments or vehicles." "I see it as really important. I see everyone involved in education, it's all integrated and we should be putting formal, particularly formal measurements in place to support these wonderful beginning teachers."
Professional development future planning	"This year, sorry this year we had our two day course, oh sorry this is for next year. For next year we will be looking at what are the needs. We took a bit of a survey from our previous course and asked them what specific needs they would like to look at …." "So that's what we will be looking at next year for PRT's. We're going to do two day workshops there and then a day class within their classroom. So it's a different approach, so they all come to our workshops for two days and then we'll go to their classroom to work with them individually as teachers. So we are trying and learning as we go."
Reflective practice	"You know classroom observations and all that kind of thing. You know examples of what the kids have done and when they have talked about what they've done in a unit of the current work, I can see that they have actually done it. It is evidence of that, so it's part of that evidential learning."

	"So at the moment that's probably what's leading it., so reflective teaching, reflective thought, modelling for children, children modelling back. All that work still has to occur. So we are cutting edge literally (laugh)."
Beginning teacher professional development	"The other thing is that, um, I push the beginning teachers to sign up for the beginning teacher's programme attached to the College of Ed."
	"Oh yeah. If there is anything that they want then they can change tact. There is flexibility there. It's, the whole aim is the advice and guidance programme to be responsive to their needs."
Current professional development	"what we are looking at at the moment, is we have had two years, oh Massey is the only, only school support services that provides for Māori medium people or staff in Māori medium schools, we are the only one in the country.
	"In our first year, we had, it was a bit mixed because it was Māori medium and we offered free accommodation for two days and we had all these experienced teachers rather any PRT's that arrived."
Relievers	"But sometimes if you don't get enough relievers, there is another need in the school, say because someone is sick, then the person who is the release teacher gets called there. And sometimes you can't get the make up."
	"So we are running an assessment course,but they said it was a bit difficult because of the number of relievers that there is. If the course is run on one day then people just can't make it."
Māori medium professional development	"I agreethat there are definitely needs that need to be addressed in terms of um, being Māori medium or a specialist group, being Māori medium …."
	"… and we've got several expectations given that we are a kura kaupapa Māori, that we attend a kura reo, you know at Wai …. (pause) with the Taura Whir ii te Reo, at least one of those per year so that's one residential they have to go a year."
Induction programme	"… but I do know at the beginning of each year, I give the tutor teachers that Waikato book and um, from Waikato University there's this working with provisionally registered teachers, you know …"

	"It looks shapes up quite nicely in terms. Things say in term one, we should focus on this at the beginning of the term, I need to get this ready and that ready. My interest corners and all that. I think that's cool and I think through that, and as they progress, that that's just a guideline."
Assessment	"From assessment comes good planning, um, meeting the needs of students etc. It goes all over the place, it's quite ….."
	"So I suppose explicit teaching is our theme that we have been doing in our PRT programmes this year. Getting quite specific about what it is our aim of what we are trying to fill in terms of looking at the diagnostic tests and analysising data and what are the needs."
Beginning teacher curriculum development	"So it's clear that in the case of our, um beginning teacher, Mary, any toi programmes, toi PD's or, (pause). No one can contest that. She goes to anything and everything for that. Likewise with Te Re or pangarau, she can access that PD."
	"Yuk! (laugh) Whereas I think in some schools, it's the other way around. Certainly when I was a teacher in mainstream, I'm not saying mainstream are like that now, but you know, the senior teachers picked the subjects they wanted, they picked the classes they wanted. Whereas we sort of thrown, spun that around ansd said, "What are the needs of that teacher?" You know, I can't go moving that beginning teacher around because it's gonna be too disruptive, to her or him. They need to consolidate the skills that they've got."
Current thinking on providing courses	"It's a combination of action research and good research and talking with others and building and developing um, our own strengths so that we can deliver more effectively, so that we can change practice."
	"There are two points I'd make in curriculum the other in terms of meeting , I suppose comfortably relating effectively with the people or those who are delivering or those who are attending also the course."
Classroom management	"Cause a lot of them have said they knew they were going to have to put a lot of time into teaching, but when they hit the classroom it was pretty tough."

	"Now the needs might be the teacher content knowledge, it might be the way they are questioning in terms of trying to illicit answers and so we teach them those little techniques in terms of those."
Use of .2 release	"I think it's problematic for us. What we have had great difficulty in is allowing the time for, you know, how a beginning teacher gets .2."
	"And not necessarily just … I think it needs to be increased anyway because I think if we are expecting the tutor teacher and the beginning teacher to document appropriately what, how things are or to write up how they are feeling, then they need time to do it and the .2 doesn't give it."
Geographical coverage	"So we have, one of the problems we do have is, we a re short staffed. We only have, at the present time, we have three Māori medium advisers who are multi tasking (laugh). For instance we have four or five roles in various curriculum areas,, mainstream and Māori and we cover the whole district. It's stupid."
	'I suppose, the other reason why they don't do it is because they don't cover the region like we do."
Courses not for beginning teachers	"People are asking for in school support, not so much in the PRT. In terms of you know, like Board of Trustees are asking, but that's quite simple, that's just and admin sort of thing to do."
	".. we had a couple of Poutama Tau sessions and NCEA level two, not for Te Reo Rangatira courses but straight for Māori as a second language course."
Staffing considerations	"I think that possibly there should be more of a staffing entitlement for kura kaupapa Māori so that, um, we definitely have that guaranteed release time there."
	'But in terms of getting good looking after people (laugh), yeah, cause I mean one of the highlights of it is a lot of the schools are run by, I suppose, inexperienced staff."
Beginning teacher well-being	"Oh yeah definitely, definitely. And I don't necessarily think that it is the kura at fault, the actual school, I think it might be that they are not necessarily prepared for the rigors of reality."

	"And I'm not necessarily talking about the normal tired, like how you and I possibly were. Everyone is tired by the end of the year, but I'm talking about they're just sort of like, "God. Can I give out for the rest of my professional career?"
Cost of running courses	"We have kept our fees to a minimum, um, for our courses, I think they were thirty dollars for this year." "We can't run a course, like we had how many that applied to come? 15 and only seven turned up."
Philosophy	"…. The second one would be to go into immersion units within mainstream schools, cause that is you know, because you have all those other issues that come through let alone what goes on in the classroom…. " "Now Kura kaupapa Māori or stand alone kura, you know that is in terms of scale would be the easiest."
Te Reo a barrier	"So there's a huge catch up that needs to occur. Lots of understandings that need to be put through rather than translated English mainstream thought. It needs to come from how, in terms of engaging Māori students we have to have something linguistically Māori rather than linguistically translated." "So a child in Māori medium, because of the grammatical and linguistic structures involved there, there needs to be more clarification.
Pre-service	"And cause you can take with a grain of salt as well; cause coming in a school is a real big thing. That is the task and maybe, themselves as students, don't value as much as they could or should the pre-service teacher training. Maybe they opt out when they should be opting in." "But I do worry. I mean there have been comments made by some teachers that I heard and one said to me, "Oh, I wish I hadn't paid my money to teachers college, whaea. I should have just given the kura my student loan, and I learn here." You know, I just said, you know, I get no joy from hearing that sort of comment ah. None at all, because I think that, or else they've made the comment, "We've learnt more here in six months than we have in three years." And I think, oh my God, that can't be, that can't be. Unless they are trivialising it, I don't know."

Curriculum budget	"In fact no one has ever had anything turned down, you know, cause they do think about that. So the finances attached to that, provides them with the kind of resourcing they might want, and likewise with their PD. I don't them what PD they have to do, they select." "Well funnily enough, I think we've covered that side well, because every person in their specialist area is responsible for their budget."
Whānau relationships	"Because our whānau only meet once a term, they hear the reports and business and in fact, I could say for the last five years, very little expectation has been put on the, (pause). In fact they are all here to support the teachers and say, "Look how are you, are you alright?", and are extremely grateful for what the teachers do." So from our perspective, I think the teachers, the parents and the rest of the wider whānau have a realistic understanding of the nature of where I just think they are hugely appreciative of the pouako and what they do."
Pāngarau	"Some of the hard data comes on line, cause I mean like with Poutama tau research, with some of the work, I mean with all the achievement levels that have been identified through the charters of each school." :Te Reo Pangarau and there's lots of work in there and there's a few mistakes too, but don't tell them that (laugh), but ah in terms of getting it out to people that's the next delivery and how do we do it correct ."
Beginning teacher characteristics	"One thing I have noticed with all the year ones when I see them is that they are really motivated. They're really enthusiastic and I think that's a wonderful quality. They're also really motivated to do their very best and have got a good work ethic. You know, like they're working well, far too hard and long." "I think that if the attitude is right and there is willingness and a desire to learn, that they can acquire those skills through some sort of strategic approach."
Toi	"And surprise, surprise, ngā toi keeps coming up (laugh). Drama I suppose with the film industry."

Reading / Literacy	"And the focus has to meet the learning needs of the children. The national priority at the present time, literacy, reading, writing and oral language and numeracy. So those are the key focus areas we have to meet and people are asking for it. Please help us."
Providers outside local area	"They have advisers to come in and to give just a little presentation."
Irrelevant	"Ah, secondary asked specifically for their own needs and we said that we were addressing at the present time, um, there was a small component for secondary and that was when NCEA level one was just coming in and …"
	"I don't think that New Zealand is in a state of development in terms of education, because it is constantly looking at stuff. Like I think of the secondary teacher's project which is like re-shaping, reconstituting the secondary school education."

Beginning Teachers	Frequency	Cummulative tot.	%	Cummulative %
Classroom planning	43	43	12.6	12.6
Professional developments	31	74	9.1	21.7
Classroom management	27	100	7.6	29.3
Beginning teacher expectations	24	123	6.7	36
Relat. With mentor teachers	27	143	5.8	41.8
Attending to children's needs	20	163	5.8	47.6
Assessment	14	195	4.1	57
Whanau relationships	9	207	3.5	60.5
Te reo resources	12	219	3.5	64
Support from outside agencies	18	230	3.2	67.2
Maths curriculum	10	240	2.9	70.1
Relat. With principal/other staff	22	250	2.9	73
Reading/ literacy	8	258	2.3	75.3
Te Reo	8	266	2.3	77.6
Relievers	8	274	2.3	79.9
Highlights	8	282	2.3	82.2
Communication	7	289	2.06	84.26
Dealing with parents	7	296	2.06	86.32
Planned app. to BT support	7	302	1.7	88.02
Handwriting	5	307	1.4	89.42
KKm philosophy	5	312	1.4	90.82
Support from other BT's	4	316	1.1	91.92
Other programmes	5	320	1.1	93.03
Tuakana/ teina relationships	3	323	0.88	93.9
Te Reo a barrier	3	326	0.88	94.78
Observation of others	3	329	0.88	95.66
Reflections	3	332	0.88	96.54
Curriculum principles	2	334	0.58	97.12
Pre-service preparation	2	336	0.58	97.7
Te Reo Proff. Devel.	1	337	0.29	97.99

APPENDIX 11

Mentor Teachers	Frequency	Cummulative tot	%	Cummulative %
Support people	26	26	15.1	15.1
Mentor teacher expectations	19	45	11.1	26.2
Professional devel.	18	63	10.5	36.7
Identification of BT needs	15	78	8.7	45.4
Induction	12	90	7	52.4
Observation of others	10	100	5.8	58.2
Pre-service preparation	9	109	5.2	63.4
Phil. comparison to mainstream8	8	117	4.6	68
Curriculum principles	7	124	4.1	72.1
Classroom management	6	130	3.5	75.6
Pastoral care	6	136	3.5	78.5
Bt. Expectations	4	140	2.3	80.8
Classroom planning	4	144	2.3	83.1
Relat. Whanau	4	148	2.3	85.4
Te Reo a barrier	3	151	1.7	87.1
Relievers	3	154	1.7	88.8
.2 release BT	3	157	1.7	90.5
Documents in Te Reo	3	160	1.7	92.2
Relat. Team building	3	163	1.7	93.9
Te reo resources	2	165	1.1	95
Reading/ Literacy	2	167	1.1	96.1
.2 release mentors	2	169	1.1	7.2
Reflective practice	2	171	1.1	98.3

APPENDIX 12

Professional support	Frequency	Cummulative tot.	%	Cummulative %
Beginning teacher expectaions	14	14	9	9
Beginning teacher support	13	27	8.3	17.3
PD future planning	13	40	8.3	25.6
Reflective practice	11	51	7	32.6
Beginning teacher PD	9	60	5.8	38.4
Current PD	9	69	5.8	44.2
Relivers	8	77	5.1	49.3
Maori medium prof. devel.	7	84	4.5	53.8
Induction programme	7	91	4.5	58.3
Assessment	6	97	3.8	62.1
Beginning teacher curr. Devel.	6	103	3.8	65.9
Current thinking on providing courses	6	109	3.8	69.7
Classroom management	5	114	3.2	72.9
Use of .2 release	4	118	2.5	75.4
Geographical coverage	4	122	2.5	77.9
Courses not for BT	4	126	2.5	80.4
Staffing considerations	4	130	2.5	82.9
Beginning teacher well-being	3	133	1.9	84.8
Cost of running courses	3	136	1.9	86.7
Phiolosophy	2	138	1.2	87.9
Te Reo a barrier	2	140	1.2	89.1
Pre-service	2	142	1.2	90.3
Curriculum budget	2	144	1.2	91.5
Whanau relationships	2	146	1.2	92.7
Pangarau	2	148	1.2	93.9
BT Charqacteristics	2	150	1.2	95.1
Irrelevant	2	152	1.2	96.3
Toi	1	153	0.64	96.94
reading/literacy	1	154	0.64	97.58
Providers outside local area	1	155	0.64	98.22