



ESCALATE Final Project Report

Project Name: 'The CPD (Continuing Professional Development) Needs of Mentors in Post-Compulsory ITT (Initial Teacher Training)'.

Project Lead: Dr Ewan Ingleby

1. Top Line summary

This research project has gathered qualitative data on mentoring within PCET ITT (Post-Compulsory Education and Training Initial Teacher Training). The research findings complement the work of Tedder and Lawy (2009) and Ingleby (2010). The research methodology draws on the conceptual framework of hermeneutics by developing Richardson's (2000, 2004) process of 'crystallisation'. This means that the methodological process has been influenced by Gadamer's (2004) hermeneutics by placing what Urban (2008, p146) refers to as 'the way we are in the world (ontology) before 'the constitution of warranted knowledge (epistemology)'. The research findings are based on questionnaire data that has been gathered from 80 PCET ITT students and their mentors alongside semi-structured interview data from eight mentors. The research has generated the following main findings:

1. PCET ITT mentors are unsure of their role in relation to PCET ITT programmes.
2. Mentor training needs within PCET ITT are not currently being met due to the inconsistency of the current available training.
3. Professional boundaries within the PCET ITT mentor/mentee relationship can lack clarity.

These findings link to the work of Michel Foucault (1971, 1974, 1977, 1986) and Pierre Bourdieu (1986, 1992, 1993, 2005).

Keywords: mentoring; discourse; power; standards-driven education.

2. Project Overview

- Background to the project and its aims

Within teacher training in PCET, the role of the mentor is of particular significance. In addition to providing a supportive role for the trainees as they enter their teaching placements, mentors in PCET also contribute to the delivery of subject specialist pedagogies. Teacher-training in PCET (with the exception of specialist awards for literacy and numeracy teachers) is generic. The deficit in subject specialist pedagogy was highlighted by the first Ofsted report into ITT in PCET (2005). Mentoring has been adopted by almost all ITT programmes in PCET to meet this need. Nonetheless the role of the mentor remains relatively under-researched. The training that mentors receive is highly variable. Moreover, the role that they play in mentoring trainees has two distinct facets: as an informal process within placement colleges, and as a formal process involving assessment, through the observation of teaching, which contributes to the assessment process of the ITT curriculum. This research project has explored the extent to which mentor training is sufficient to prepare mentors for these twin roles. The specific project aims have been:

1. Identification of PCET mentor expectations of role.
2. Analysis of PCET mentor expectations of training needs.
3. Appraisal of PCET ITT mentoring.

- Methodology

All the research participants work within the UK PCET sector with students aged 14 years and above. The research findings have been generated by three data collection methods. Questionnaires have been issued to 80 mentors and 80 ITT students. These questionnaires focused on identifying the CPD needs of mentors. The mentors and ITT students came from a range of backgrounds and teaching contexts in the northeast of England. The methodology also used a series of informal interviews with 8 experienced mentors. The methodology aimed at identifying the perceptions of CPD needs from both mentors and ITT students. This enabled the researchers to investigate the Ofsted (2007-2009) discovery of 'inconsistencies' within ITT mentoring relationships. A main aim of the research has been to explore the nature of this inconsistency. Alongside the questionnaire and interview data, the methodology has used the findings from recent Ofsted inspections (2007-2009) of PCET ITT provision.

- Results

The research has generated five main findings:

1. The role of the mentor within PCET ITT is unclear.
2. Mentors are unsure of the aims of PCET ITT programmes.
3. Mentor training needs within PCET ITT are not currently being met.
4. Mentor training within PCET ITT can be characterised by inconsistency.
5. Professional boundaries within the PCET ITT mentor/mentee relationship can lack clarity.

- **Project Impact**

The project has had local, national and international impact. The emerging research findings have been presented at research seminars in Teesside University. The research project has also been disseminated at the university's FE in HE conference in July 2010. This means that the project has benefited the staff and students at the university and within its partner colleges (Hartlepool, Middlesbrough, New College Durham and Stockton Riverside). Education staff at the university have used the findings to develop a new training programme for mentors that is based on consideration of mentor CPD needs. This training programme has three main components. There is an initial information session about the aims/objectives of the university's PCET ITT programme. There are also two workshops that address good practice observing teaching/giving feedback about teaching observations to trainees.

The research findings have been presented at two international conferences. Jonathan Tummons presented a research paper at the 2010 BERA (British Educational Research Association) conference at the University of Warwick. Dr Ewan Ingleby presented a research paper at the IPDA (International Professional Development Association) at Aston University in November 2010. The research has had national impact as it has been published in the Journal of Research in Post-Compulsory Education (December 2010) and the Journal of Vocational Education and Training (forthcoming in 2011).

3. Outputs

The project has had the following formal outputs:

1. Development of a mentor training programme for PCET ITT mentors at Teesside university and its partner colleges (Darlington, Hartlepool, New College Durham, Middlesbrough, and Stockton).
2. Two academic seminars at the university's 'Social Futures Research Institute'.
3. One conference paper at the university's FE in HE conference in July 2010.
4. Two international conference papers at the BERA conference in September 2010 and the IPDA conference in November 2010.
5. Two academic papers accepted for publication in RPCE and JVET.

4. Details of any future planned dissemination activities

The researchers are hoping to secure further funding in order to evaluate the impact of the mentor training programme that has resulted from this research project. This future research will be disseminated at the BERA conference in London in September 2011 and at the IPDA conference at Aston university in November 2011. The work will hopefully be published in Professional Development in Education; Research in Post-Compulsory Education and the Journal of Further and Higher Education.

5. Expenditure profile

Teesside University Title: The CPD Needs of Mentors in post-Compulsory ITT Funding Source: The Higher Education Academy (Subject Centre for Education - ESCalate) PI: Dr Ewan Ingleby Start Date: 01/12/09 End Date: 31/01/11 Grant Value: £1,119.2 Project Code: 30705006 TRANSACTIONS REPORT AS AT 20/01/11										
Proj	Trans.date	Text	Cat3 (T)	TT	TransNo	Orig TT	Orig Tr No	Period	Amount	
30705006	03/02/2010	ESCalate first instalment 1/3rd		SM	10264302	SM	10264302	200907	-	373.07
30705006	19/08/2010	ESCalate second instalment of 3		SM	10299104	SM	10299104	200913	-	373.07
30705006	31/10/2010	Paycost	Milburn, Mrs Ruth Naomi	X1	90000492	X1	90000492	201003		472.50
30705006	14/07/2010	EXP MAY-JUL10 MILEAGE	Ingleby, Dr Ewan	PA	20220823	PA	20220823	200912		36.00
30705006	16/12/2010	EXP NOV-DEC10 MILEAGE	Ingleby, Dr Ewan	PA	20235435	PA	20235435	201005		14.40
30705006	20/01/2011	NA56002255 PA20222440 QualityVCost 26/11/10-27/11/10	Ingleby, Dr Ewan	NB		PA	20222440	201006		235.50
30705006	20/01/2011	PA20224935 E Ingleby 25/11/10 UT301000136	Ingleby, Dr Ewan	NB		PA	20224935	201006		81.26
30705006	20/01/2011	PA20235425 Exp Conf 251110	Ingleby, Dr Ewan	NB		PA	20235425	201006		11.80
30705006	20/01/2011	PM20270555 J TUMMONS bera Conf Sep10 (partial contrib)	Tummons, Jonathan	NB		PM	20220555	201006		267.74
Balance										373.06
Total Expenditure to date										1,119.20
Balance available to spend										-

Final invoice to be raised for £373.06 once funder happy with report

6. A 300 word (approx) summary in journalistic style – suitable for the ESCalate Newsletter or Bulletin

This research project has investigated the training needs of mentors who work with student teachers in PCET (Post-Compulsory Education and Training). The research findings are based on questionnaire and interview data. The results indicate that mentor training is not as consistent as it could be. The mentors who took part in the research indicated that they would like to have training that gave them information about the PCET ITT programme and workshops about completing teaching observations/giving feedback to trainees about these observations. The research project has led to the development of a training programme for PCET ITT mentors at Teesside University. This training programme will be of interest to the wider academic community in England and beyond. It addresses many of the developmental issues that have been identified by Ofsted inspections of PCET ITT providers in England since 2007. The Education section at Teesside University and its partner colleges received a grade 2 from Ofsted for their current PCET ITT provision. This means that the programme is rated 'good' with aspects of 'outstanding practice'. The main success of this research project is that it has led to the development of a mentor training programme that responds to the needs of the mentors. This was a main action point within the current post-Ofsted development plan. It means that the programme team can continue to develop the academic programme for the benefit of mentors, students and academic staff. The programme team hope to be able to disseminate the training programme at national and international level. A programme mentor has recently commented 'At first the training was just an information session. This year it seems as if our needs are being met'. The research team are keen to explore how the new training programme is being received and how it can be developed.

References

- Bourdieu, P. (1986). *Questions de sociologie*. Paris: Les Editions de Minuit.
- Bourdieu, P. (1992). *Language and symbolic power*. Cambridge: Polity Press.
- Bourdieu, P. (1993). *Outline of a theory of practice*. Cambridge: Cambridge University Press.
- Bourdieu, P. (2005). *The social structures of the economy*. London: Policy Press.
- Foucault, M. (1971). *Madness and civilisation*. London: Routledge.
- Foucault, M. (1974). *The order of things*. London: Routledge.
- Foucault, M. (1977). *Discipline and punish*. London: Allen Lane.
- Foucault, M. (1986). *The archaeology of knowledge*. London: Tavistock.
- Gadamer, H.G., Weinsheimer, J., and Marshall, D.G., (2004). *Truth and method*. London: Continuum.
- Ingleby, E. (2010) Robbing Peter to pay Paul: the price of standards-driven education. *Research in Post-Compulsory Education*, 15, 427-440.
- Richardson, L. (2000) New writing practices in qualitative research. *Sociology of Sports Journal*, 17, 5–20.
- Richardson, L. (2004) *Travels with Ernest: crossing the literary/sociological divide*. Lanham, MD.: AltaMira Press.
- Tedder, M., and Lawy, R. (2009). The pursuit of 'excellence': mentoring in further education initial teacher training in England. *Journal of Vocational Education and Training* 61, no.4: 413-429.
- Urban, M., (2008). Dealing with uncertainty: challenges and possibilities for the early childhood profession. *European Early Childhood Education Research Journal*, 16, 135-152.