



Architrave, Section 11

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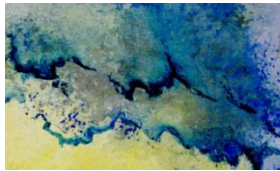



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Appendix A

Script and Story board for digital animation

Story Board for digital animation	Story Board
<p>Wenger (1998) placed learning in the context of our lived experiences of participation in the world (p.3) as social beings. The process of how we learn is the result of our engagement in social practice (p. i) We are who we are, our identity, due to the lived experiences we've had, both past and present.</p> <p>“Practice” is an ongoing, social, interactional process. It is not an object we hand down from one generation to another (p.45). It evolves as the result of our collective and shared history of (p.102) learning achieved over time. “Members of the practice interact, spend time and do things together, negotiate new meanings and learn from each other” (p.102). They are “groups of people who share a concern, a set of problems, or a passion about a topic, ... deepen their knowledge and expertise ... by interacting on an ongoing basis” (Wenger, Mc Dermott, & Snyder, 2002, p.4) and in “the process [they] develop a sense of belonging and mutual commitment”(Wenger, et al., 2002, p.34).</p> <p>1:30mins</p> <p>Wenger has called pause) ‘Communities of Practice’.</p> <p>Wenger’s theory has been utilised by me as a framework to help explain my learning and identity development as a critical friend. And also, that of the mentors who worked with me during two participatory action research (PAR) studies.</p>	<p>Title slide “Communities of Practice” A social theory of learning developed by Etienne Wenger 1998</p> <div style="display: flex; justify-content: space-around;">   </div> <p>BG slide Multiple CoP starts to evolve</p> <p>Animation of the shapes moving which end with this image</p> <div style="display: flex; justify-content: space-around;">  </div> <div style="text-align: center; margin-top: 20px;">  </div>

The audiences for my research will come from the field of education, those in academia and the profession of teachers. As a result, many of the examples I used in this film came from my direct experiences in the practice of teaching. This does not mean that Wenger's theory is limited to education or the work place, as 'Communities of Practice' (CoP) are everywhere, they are an integral part of our lives (Wenger, 1998; Wenger, et al., 2002, p.5).

2:28mins

We belong to many CoP like the images, our engagement evolves over time. For example the red can represent my hobbies...dance from my school days gave way to scuba diving during and after my university days. The green shapes can represent my family, from living at home with parents and siblings, to my married life, and the yellow my working life as a teacher.

'Participation'

Our participation "is a complex process that combines doing, talking, feeling and belonging. It involves our whole person, including our bodies, minds, emotions and social relations" (p. 56). We cannot simply turn on or off our participation (p. 57). For example, at the end of the school day, the effects of school on my experiences were not restricted to the context of the classroom, staffroom or play ground but it is part of who I am as a person. I did not cease to be a teacher when I went home to my husband. Our participation in several CoP is part of who we are as a person and this participation is an element of our identity (p.57).

3:58 Mins

'Reification'

"The process of giving form to our experiences by producing objects" such as "abstractions, tools, symbols, stories, terms and concepts" (p.59), that congeal this experience into 'thingness' (p.58) is called reification.

4:40min

Title appears "Communities of Practice"

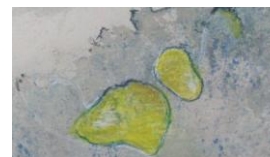


Multiple CoP

A number of CoPs evolving and changing. Zoom in or focus on the separate sections evolving as they are talked about such as ...

Title.... Participation over previous image

Words travel across the screen as Julian reads definition



Close ups eg: this is my practice

Title slide 'Reification'



Back ground slide from learning series

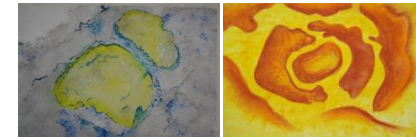
Through our participation in CoP we reify our experiences into objects allowing us to negotiate meaning (p.63).

For example this film is a reification of my understanding of Wenger's theory. These images represent my negotiation of meaning that was generally harmonious but at times discordant. It is an abstract representation of my learning process. The film as an end product embodies the process. Processes "that include making, designing, representing, naming, encoding, and describing as well as perceiving, interpreting, using, reusing, decoding, and recasting" (p.59). The film gave form to my experience with the theory, and in creating it the film became a point of focus for me to negotiate my understanding (p58). Therefore, as an object, the film has congealed my experience and my practice as a researcher, artist and educator into a fixed form (p.59).

5:30mins

Over time, as a result of our participation in CoP we develop resources for negotiating meaning, "a shared repertoire: of routines, words, tools, ways of doing things, stories, gestures, symbols, genres, actions or concepts" (p.82) learnt as tacit or explicit knowledge by the members (Wenger, et al., 2002, p.10). It must be noted that a CoP is much more than a group, team or network, as there is a need for "sustained mutual engagement" (p.73) organised around what the members are there to do (p.74), their "joint enterprise" (p.77).

Julian reads...over title slide where words travel across the image



Morph of this seriesstarts with ... These images...



Change back to CoP from wide to close up and then Animation of Groups moving



'Involvement'

Our involvement in CoP vary, we may be “full members” in some and more “peripheral” in others (p.158).

6:35 Mins

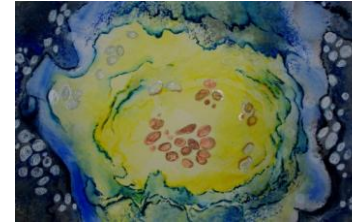
The golden bronze forms in the middle of the image are “insiders”, full members of the practice; I am a full member of my practice as a teacher. Due to my sustained engagement I have a thorough understanding of the role and expectations placed upon me. I am in ‘familiar territory’ (p.152), as I know how to engage with other teachers, I understand why and what we do, because I understand the enterprise of the school to which I am accountable. And I engage in and make use of the repertoire used by the school. I am competent along all three dimensions of a practice.

We are also constantly connected to various CoPs to which we do not belong we are ‘outsiders’. Represented here as white oval forms on the outer edge. For example, a visit to the doctor connects me to the practice of medicine via the doctor’s explanations about my health, the medicine I take and the forms I complete to claim health insurance. With regular visits to the doctor, represented by the silver forms, I become more knowledgeable about my health, the processes involved, and the language used, providing me with peripheral experiences of this practice (pp.119-120). I am neither, fully inside or fully outside of the practice (p.117). As I am not a doctor I will remain an ‘outsider’ because medicine demands more competence to become a ‘full member’ (p.137).

Whether we are full members of the practice or on the periphery, some CoP will be more central to our identity, such as teaching is to mine, and others, like the visit to the doctor more incidental. Our level of involvement in CoP contributes to our ‘identity production’.

8:56mins

Title: ‘Involvement’



CoP image

Move from CoP image to



Individual member of the practice

Engagement, Joint Enterprise and Repertoire

Return to CoP image where sections are brought forward as Doctor example is read.

Then return to multiple CoP image that get closer.

For the reader:

The image represents different points of contacts with the world. The outer edge when viewed from a distance becomes one continuous line, a boundary; distinction between insider / outsider, member / non member (p.120). However when this line is viewed in close up the line, in fact, it is discontinuous. It is broken and a path could possibly be negotiated through it and, if permitted, entry into the CoP (yellow section).

'Pathways of Learning'

As part of our identity, pathways of learning are formed, as we move in and out of a Community or several CoP throughout our lives. Wenger (1998) calls these "trajectories"... "the word is used in the sense of continuous motion. A coherence through time that connects the past, the present and the future"(p.154). There are various types of trajectories, Peripheral, Insider, Boundary, Outbound, and Inbound trajectories (p154-155). Fundamentally they relate to the degree of participation in a community.

10:00 mins

For example, having completed a pre-graduate course, beginning teachers are given legitimacy to be treated as potential members of the practice of teaching (p.101). As a newcomer, represented by the white form entering the blue/ yellow periphery of the CoP, they are provided the opportunity to join the practice of teaching and begin on an inbound trajectory of learning (p.154) and become immersed in the CoP. Newcomers must be given a sense of how the community operates. This can only be achieved if they are given access to all three dimensions of the practice (p.100).

Entry to the practice of teaching is usually achieved by joining the staff at a school. Whether we are beginning or experienced teachers, we cross the boundary from one practice to another to be on the periphery of the new school's practice and will lack competence (p.138). Moving from one CoP to another can demand quite a transformation of knowing (p.103). "It involves learning ... characterised as a change in the alignment between [past and present] experiences and [the new regime of] competence" (p139).

10:55mins

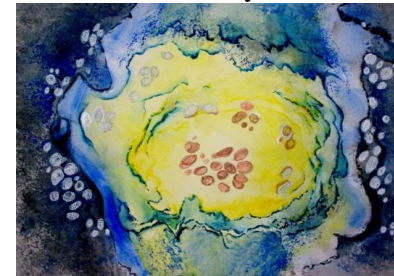
Title

Wide shot of CoP , moving through it...



Title: We belong to many communities of practice
Individual images to illustrate definition of each trajectory.

Animation Journey scene



Title: Entering a new CoP

The white dot moves through the boundary into the centre via a long route. The dot changes colour from white to silver to gold. To represent changing membership and identity.

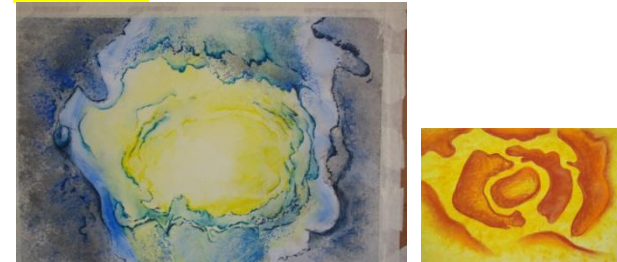
As experienced teachers, we may cross the boundary with greater ease, if we are new teachers we may take longer to learn and move to the core of the practice. Over time we can both become ‘full members’ of the school’s Community of Practice.

Teachers working together in a shared practice are in a constant process of fine tuning between their experiences and competence. Because this process goes both ways, CoP can be a context for the acquisition of knowledge, as with the previous example of the beginning teacher coming into a new school. And it can also be a context for creation of knowledge, where new insights are transformed (p.214). For example teachers’, working within a well functioning school explore a theoretical framework to create a new learning structure for their students.

Repeat Journey scene - dot travels and changes quickly

Insert learning morph –(morphing) into the CoP yellow section

12:05mins



'Modes of Belonging'

Wenger explains how there are three distinct "modes of belonging" to a CoP Engagement, Imagination and Alignment (pp.173-174). Most of what we do involves a combination of all three, more emphasis on one or the other gives a distinct quality to our actions and their meaning.

1:12

To help define the modes, lets again consider the newcomer coming into a school.

Through 'engagement' (p. 174) this teacher becomes involved in making sense of their new context and its repertoire, such as, teaching programs, school ethos and organisational rituals from within the school.

There is also a repertoire that comes from other CoP that this teacher does not have direct involvement, such as syllabus documents from a governing body. The teacher can then make use of their 'imagination' (p.176) in order to visualise how the syllabus connects to their classroom practice.

Directing their energies, actions and own practices, over time the teacher becomes connected to and part of the broader practice of the school. They become 'aligned' (p.179). For example the newcomer and colleagues, collaborate to develop units of work, which are directed by their shared common goal of enhancing student learning.

For learners, such as myself, making this film, when the modes of belonging are combined in different combinations they open up possibilities that enrich both the experience and the context for learning (p 217)

14:39mins

Title Modes of belonging



Each ring represents
1. Engagement Yellow
2. Imagination Orange
3. Alignment Red

Turn image up



“Combining **Engagement and Imagination** results in a reflective practice, an ability, both to engage and to distance” (p.217). The creative process of imagination (p.177) allowed me to cross the boundary, from the conventional mode of presenting a theoretical frame in written form, to presenting it as a film. My engagement with the process of making the film allowed me to learn from this participation and take on a new theoretical perspective of, ‘how we learn’. This new theory has become part of who I am; part of my identity.

Combining **Imagination and Alignment** allowed me to align my activities to a broader view of the practice and understand why. I had a vision for this film and it helped me to situate, direct and fine tune what I was doing and by working with others, made it effective as a tool to explain Wenger’s theory. I embraced the big picture of social learning theory as part of my identity (p.218)

Combining **Engagement and Alignment** brings my different perspectives as a teacher, artist and researcher together. They converged in my attempt to align them into a film. This exploration of several boundaries expanded the possibilities for my learning and became a living bridge for my identity (p.218).

For the reader: The interlocking rings of the Modes of belonging image are circular and organic, circular because our learning is an ongoing part of our lives. Organic, as our engagement with Communities of Practice will vary at times.

The bulging sections of the rings represent when our participation is greatest and engagement intense and when the circle reduces in width are times of less engagement and participation.

Images of individual’s identity changing. Put this morphing image inside of an image of the three modes of belonging which is inside the CoP (Triple layered image to represent increasing complexity). As each mode is read the image will change as per previous



Working out what the theory meant to me by interacting with Wenger's text and others to produce this film, helped shape how I identified with the theory (p. 191). I have "taken ownership of the meaning" (p.201). Although in this film I explained only some of the theoretical concepts presented by Wenger: Participation, Reification, Involvement, Pathways of learning, and Modes of Belong to a CoP; they contribute to my understanding of how we negotiate new meanings, how we learn and how that learning is an experience of who we become ... our identity (p.215). I can now make use of these theoretical ideas in the presentation of my thesis work and begin to identify as a member of the practice from which it came (p.191).

17:51mins

Credits

I wish to acknowledge the work of Etienne Wenger (1998) as the inspiration for this short film.

Director, Script and Artwork

Elisabeth Betlem

Editor

Jacomiene Betlem

Music

Richard Lawson

Narration

Jacomiene Betlem as the voice of Elisabeth Betlem

Julian Lawson as the voice of Etienne Wenger

Title of my research is
"Mentoring Teachers with a Critical Friend:
Transforming Professional Development through
Visual Tools"

References

Wenger, E. (1998). *Communities of Practice Learning, Meaning and Identity*.
New York: Cambridge University press.

Wenger, E., Mc Dermott, R., & Snyder, W. M. (2002). *A guide to managing
knowledge Cultivating Communities of Practice*. Boston, Massachusetts:
Harvard Business School Press.

Postscript: For ease of reading the script, all page numbers unless otherwise stated are referenced to Wenger (1998)

Appendix C

Second Interview schedule - Picasso CH

Mentoring – Process and Relationships

Describe a typical mentor/mentee session. Could you walk me through your memory of your most recent mentoring session, telling me everything that happened and what each of the interactions or activities felt like for you?

What types of activities have you been involved in your mentor role? What have been some positive aspects of these experiences? What have been some negative aspects of these experiences?

What do you notice in the beginning teacher's response to the activities you did in a recent mentor session?

Tell me about the ways you communicate with the beginning teacher.

As time has gone on, what has become easier, what has become more challenging?

What are the rewards and satisfactions of being a mentor?

When you think about your mentoring role, what are you most proud of?

What enables you to mentor well?

What changes have you experienced as a result of your involvement in this mentor role?

Is there any aspect of your mentoring practice that you have changed over the past few months?

If you could give one piece of advice to someone beginning the mentor experience, what would it be?

Can you think of a metaphor to describe your mentor experiences so far?

These questions were not asked as the two mentors were not in a current mentoring relationship with mentees.

Participatory Action Research

What are the rewards and satisfactions of working together in a group?

What are the negatives of working together in a group?

Share some examples/times when you felt you had a 'voice' in the PLT sessions. What aspect of the session contributed to supporting this?

Share some examples/times when you felt you did not have a 'voice' in the PLT sessions. What aspect of the session contributed to preventing this?

What beliefs have you gathered about PAR along the way?

How effective do you consider PAR as a model for developing your mentoring practice? What other support would be helpful?

How does your school environment impact on your practice (Baskerville & Goldbatt, 2009, p. 213)? If you could control all impacts on your practice, what would your practice look like?

Critical Friend

Based on your involvement in the PLT sessions, can you give a role description for a Critical Friend?

Tell me about the ways I communicated with you during the PLT sessions.

Can you think back to the first few sessions we had together compared to later sessions; have you noticed any changes in my approach to my role as a Critical Friend?

What aspects have I done well as a Critical Friend?

Can you give me some advice on what I can change as a critical friend when I do my next PAR with another school?

What do you consider to be the role of a Critical Friend in the PAR process? If you worked with another Critical Friend in the future what would you expect from him/her?

Appendix D

First and second interview schedules - Matisse CH

First Interview Schedule – Matisse CH	
<p>Demographics: Tell me a bit about yourself.</p> <p>Backup questions</p> <ol style="list-style-type: none"> 1. Name (I will not use this other than as a reference to the code I will allocate) 2. Age 3. Gender 4. How long have you been teaching? 5. Briefly explain your teaching experience, for example subjects taught, promotional positions. 6. How many years have you been a Mentor? 7. Do you get support for your role as a Mentor? 8. How is Professional Development provided at this school? 	
Already a Mentor	Starting out to be a Mentor
<p>Relationship: Think back in your own life, can you recall a person who was a mentor to you? What contributed to this being a good mentoring relationship?</p> <p>In what ways did this relationship affect how you feel about your own mentoring role?</p> <p>Tell me about your path of becoming a mentor? How did you prepare for the role?</p> <p>Could you list some key qualities of a person which would be useful to refer to in choosing a mentor?</p>	<p>Relationship: Think back in your own life, can you recall a person who was a mentor to you? What contributed to this being a good mentoring relationship?</p> <p>In what ways did this relationship affect how you feel about the mentoring role you are about to embark on?</p> <p>What do you anticipate to be your role as a mentor?</p> <p>Could you list some key qualities of a person which would be useful to refer to in choosing a mentor?</p>
<p>Process: Can you describe a typical mentoring session?</p> <p>How would you describe a typical mentoring session to someone who knew nothing about them?</p>	<p>Process: How might you plan to spend your time with your mentee?</p>
<p>Relationship with BT / Mentee What would be the ideal relationship with a BT/ Mentee?</p> <p>How does your relationship with the BT /Mentee reflect this ideal?</p> <p>What experiences have shaped you as a mentor?</p>	<p>Relationship with BT / Mentee What would be the ideal relationship with a BT/ Mentee?</p> <p>What assumptions do you carry about your Mentee (Baskerville & Goldbatt, 2009)?</p>

<p>What assumptions do you carry about your Mentee (Baskerville & Goldbatt, 2009)?</p>	
<p>Reflection: What are your three greatest strengths at the moment as a Mentor? (Through discussion I will lead them to elaborate on the points).</p> <p>What are your three biggest ‘mine-fields’ at the moment as a Mentor? (Through discussion I will lead them to elaborate on the points). This question helps with goal setting for the PAR</p>	<p>Reflection: What are your three greatest strengths at the moment as a Mentor? (Through discussion I will lead them to elaborate on the points).</p> <p>What are your three biggest ‘Mine-fields’ at the moment as a Mentor? (Through discussion I will lead them to elaborate on the points). This question helps with goal setting for the PAR</p>
<p>Perception of PAR: Can you recall whether in the past you have been involved in a research study? What did it look like and feel like?</p> <p>We are often involved in action research as professional development; can you recall any such experiences?</p>	<p>Perception of PAR: Can you recall whether in the past you have been involved in a research study? What did it look like and feel like?</p> <p>We are often involved in action research as professional development; can you recall any such experiences?</p>
<p>Critical Friend: Have you a person in mind who you consider to be an excellent teacher? Can you describe a typical lesson that this person would give?</p> <p>I hope to be someone who is a facilitator of the group’s learning and assist you, take what you know about mentoring and view it with a new focus in order to develop yours, and my own knowledge and understanding of mentoring.</p> <p>As I am an ‘outsider’ coming into your school, can you give me some advice on what you may expect from me?</p>	<p>Critical Friend: Have you a person in mind who you consider to be an excellent teacher? Can you describe a typical lesson that this person would give?</p> <p>I hope to be someone who is a facilitator of the group’s learning and assist you, take what you know about mentoring and view it with a new focus in order to develop yours, and my own knowledge and understanding of mentoring.</p> <p>As I am an ‘outsider’ coming into your school, can you give me some advice on what you may expect from me?</p>
<p>How does your school environment impact on your practice?(Baskerville & Goldbatt, 2009)</p> <p>If you could control all the impacts, what would your practice look like?</p>	<p>How does your school environment impact on your practice?</p> <p>If you could control all the impacts, what would your practice look like?</p>

Second Interview schedule – Matisse CH

Working in a group

1. What are the rewards and satisfactions of working together in a group?
2. What are the negatives of working together in a group?
3. Share some examples/times when you felt you had a 'voice' in the PLT sessions. What aspect of the session contributed to supporting this?
4. Share some examples/times when you felt you did not have a 'voice' in the PLT sessions. What aspect of the session contributed to preventing this?

Mentoring

5. When you think about your coordinator / teacher mentoring role, what are you most proud of?
6. As time has gone on, what has become easier, what has become more challenging?
7. What changes have you personally experienced as a result of your involvement in this PAR?
8. What changes have you experienced in your practice as a result of your involvement in this PAR?

Probing questions

- Can you describe how your relationship with colleague J. has changed?
 - Can you describe how your practice as a mentor has changed?
 - Can you describe how you may have changed the writing of emails to colleagues?
 - Have there been any changes in the relationship we discussed early in the PAR?
9. Metaphor – Is there any aspect of your metaphor that you would now change?

Critical Friend

10. Based on your involvement in the PLT sessions, can you give a role description for a critical friend?
11. Tell me about the ways I communicated with you during the PLT sessions.
12. What did I do as a critical friend to help you learn? (may answer Q. 13)
13. During our time together I used a number of tools – drawing, scaffolds, diagrams, video clips. Where there any you preferred and why? Which made you reflect deeper?
14. What aspects have I done well as a critical friend?
15. Can you give me some advice on what I can change in the way I approach the role of a critical friend when I do my next PAR with another school?

Participatory Action Research

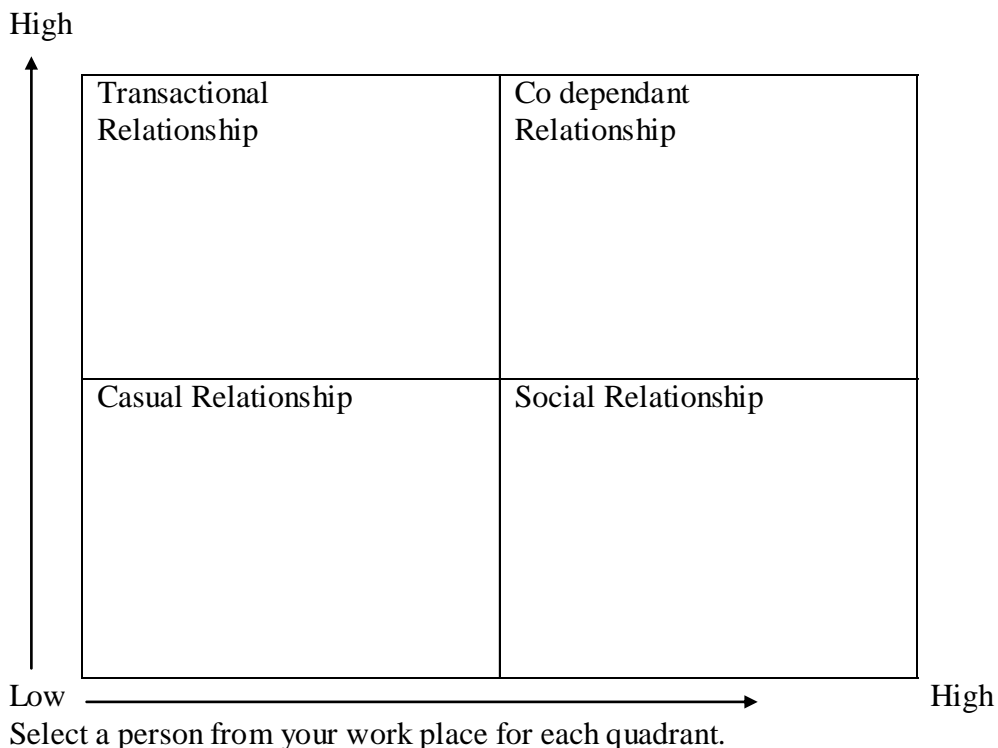
16. What beliefs have you gathered about PAR along the way?
17. How effective do you consider PAR as a model for developing your practice? What other support would be helpful?

Appendix E

Work Relationships - Data collection sheet

Work relationships:

Casual relationship	Social relationship	Transactional relationship	Co-dependent relationship
<p>A relationship that is:</p> <ul style="list-style-type: none"> • non-essential • with a person with whom you have little contact • with a person you know very little about • with a person for whom you have neutral feelings • with someone you are aware of but don't have much contact with • superficial 	<p>A relationship that is:</p> <ul style="list-style-type: none"> • non-essential • with a person you choose to socialise with at work – for instance have lunch with • with a person you share ideas with, trust and respect • with a person who knows about you and you know about them at a more personal level • with a person you choose to spend time with 	<p>A relationship that is:</p> <ul style="list-style-type: none"> • essential for work • with a person you would not naturally choose to spend time with, other than for work reasons • with someone you know little about but need to get the job done • with someone you don't really feel strongly about • with a person you know will be able to help you in your current role or project 	<p>A relationship that is:</p> <ul style="list-style-type: none"> • based on mutual support and friendship • with a person you know well and respect • with someone you enjoy being with and who is central to you getting the job done • with someone with whom you enjoy sharing ideas, knowledge and experience



Consider the relationship you have with the person who wrote the email we looked at during the last PLT session. Where does this person fit on the quadrant?

Using the Good/ Unsuccessful Relationships below select words (highlight, circle) that describes the relationship you have with this person.

Good relationships	Unsuccessful relationships
<ul style="list-style-type: none">• Shared goals• Mutual understanding• Respect• 'Clicking'• Positive personal attributes• Fun• Listening• Time• Openness• Trust• Enthusiasm• Empathy• Honesty• Sense of humour• Discreet• Non judgmental	<ul style="list-style-type: none">• Bad attitude• Negative personal attribute• No connection• Being let down• Loss of trust• Loss of respect• Non delivery• Pushiness• One way• Taking me for granted• Jealousy• Back stabbing• Inflexibility• Arrogance• Conflict of interest

Why are some relationships easy and enjoyable and others more challenging yet necessary?

Reference: Dent, F. (2008). Creating Working Relationships. *Training Journal*, May, 48-51.

Appendix F

Julianne's Email analysis

My observation

I do not know the teacher's context and thus my observation is based on the email alone.

The initial email from mentor teacher on your year team, states a concern/complaint that 6 girls did not come to the library to have their name marked off with her. She is sorry to *burden* you and she had made *it clear* to the girls they were to come to the library not the quad.

In your response you state and restate the expectation for the morning which was embedded in the email, using language that is firm but non-threatening. The expectation had been that the girls come immediately to the quad and to have their names marked off by their mentor teacher in the quad.

In the same email you also made two suggestions for why the girls did not come to the library to see her as per her instruction. Language used was: *Clearly stated, emphasised to go directly, there was a mix up, I will catch up.*

At the end of this email response you take on the responsibility to chase the girls up regarding the situation. *"I will catch up... thanks we'll sought it out"* Who is we the girls and you? Or the teacher and you?

In response to you, the second email by the teacher her language continues to be firm. There is an attempt to be conciliatory *Of course I agree with you?* However she is unchanging in her stance, she continues to remain firm that the students *should follow her instructions*. Language used *explicit, six didn't follow instructions, I did not ask them, as you stated, no doubt you understand...*

In this email there was no acknowledgement that you as the co-ordinator had given a different instruction at the year meeting a few days earlier for all to follow. Rather she uses your original point about following instructions as a justification for her complaint about the girls. She did not acknowledge that the girls may have been confused as suggested by yourself in this situation.

In your response to this email you *apologise* and then restate the expectation and then go onto to say that *"there has been a misunderstanding between us"*. I assume you mean the teacher and yourself when you say 'us'. Her concern about meeting the girls in the quad is also addressed by you, that it *"seemed to work ok in the quad, with the mentor teachers marking their rolls there"*.

The email trail ends here.

Questions I ask as a result of reading the emails:

Is there a physical need for the teacher to meet the girls in the library as opposed to the quad? Did she have a reason she has not revealed to us? What is her context?

Is the library, this teachers work area eg she is the librarian?

How far is the library from the quad?

Did this teacher come down to the quad after marking the roll in the library?
Did the teacher make an attempt to find the missing girls while in the quad?
Why did you offer to chase it up?
Why did you apologise in your final email?

Extra notes not given to the Mentor

Reflective questions

How do you think the teacher was feeling when she wrote the first email?
Describe how you felt when you received the initial email?
How did the second response by the teacher make you feel?
Did you respond immediately upon reading each email?
Did you respond later, how much later?

Describe how you communicated with the mentors and students regarding the morning's activity.

How can this look different?

How does the teacher feel about being a mentor teacher?

Also to consider:

She comes across as defiant of you as the coordinator. Is there a history of similar situations before this email that I am unaware of? Why does she feel the need to assert power over you and/or the situation?

Exercise

Write a response to the second email that has the teacher take ownership of her actions?
For example: chasing the girls up herself?
acknowledging your original expectation?

Method I used to analyse the email communication.

Deconstruction of language in the emails

I deconstructed the emails by General Pattern Coding (Miles & Huberman, 1994). I did this by reading and identifying the language in order to reveal emerging themes within the dialogue between the mentor and their colleague.

Themes such as:

Mood – created through the use of adjectives

Intent - implicit or explicit

Conciliatory language

Who was taking action?

Expectations - differences in language regarding expectations between the Mentor and their colleague.

These themes were used to create a summary of my analyses which was presented as a recount of the exchange with some interpretations refer to Appendix

I also noted questions I was asking myself as a result of reading the email trail, to follow up with the mentor.

Appendix G

Joanna's Email analysis

The initial email from co-ordinator was addressed informally to you and your colleague. *Hi guys*, asking no one in particular to “look at the attached exam and study guide and look at adjustments for ... “. The second sentence was not addressed to you but your colleague; the co-ordinator was letting her know that she had put a paper on her desk.

You response to this email states your current workload. “In view of the number of exams I am currently *writing* (Maths Yr7, 9, 10 and Skills..), and ask whether “ there (is) *any potential* for colleague to review the requested exam before I do?”

Response from co-ordinator was addressed to you personally, using your name. She is consolatory and does not dismiss your request as she said that she would check with your colleague, but at the same time reminds you that this colleague “also has a lot on her plate – don't we all?!!”. The ? and !! marks add emphasis to the ‘we’. Who are we? She goes on to check your workload and reminds you “*assisting* with *adjusting* other subjects exams is still an important part of your role especially at this time of year” and that she has “already asked this colleague to look at another paper” and concludes with “but hopefully this can all be accommodated”. The coordinator refers to your workload in different language than you used in your email.

Questions I asked as a result of reading the emails:

Was there a response to the second email from the coordinator?
Who did the work requested?

Reflective questions for me to use in discussion

Did you respond immediately upon reading the email?
Did you respond later, how much later?

Describe how you felt when you got the second email?
How do you think the sender may have been feeling when she wrote her response?

Joanna Describe how writing / adjusting exams looks.

Julianne Describe how the sender may feel about being a mentor teacher.

To find out

Does the Teacher responsible for the exam work with you on this? (I see this as a PD opportunity for the Teacher)

What is the official job description or job expectation of G's writing/adjusting of exams? Eg is it written in the teacher's handbook for this faculty.

My added observations may or may not given to mentor

Mentor was depersonalised in the first email. Although sent to her, she is not directly referred to by name whereas the second sentence in the same email was directed to her colleague by name. The information was relevant to only the colleague. I wonder why this was not sent as a separate email to the person in question?

Method I used to analyse the email communication.

Deconstruction of language in the emails

I deconstructed the emails by General Pattern Coding (Miles & Huberman, 1994). I did this by reading and identifying the language in order to reveal emerging themes within the dialogue between the mentor and their colleague.

Themes such as:

Mood – created through the use of adjectives

Intent - implicit or explicit

Conciliatory language

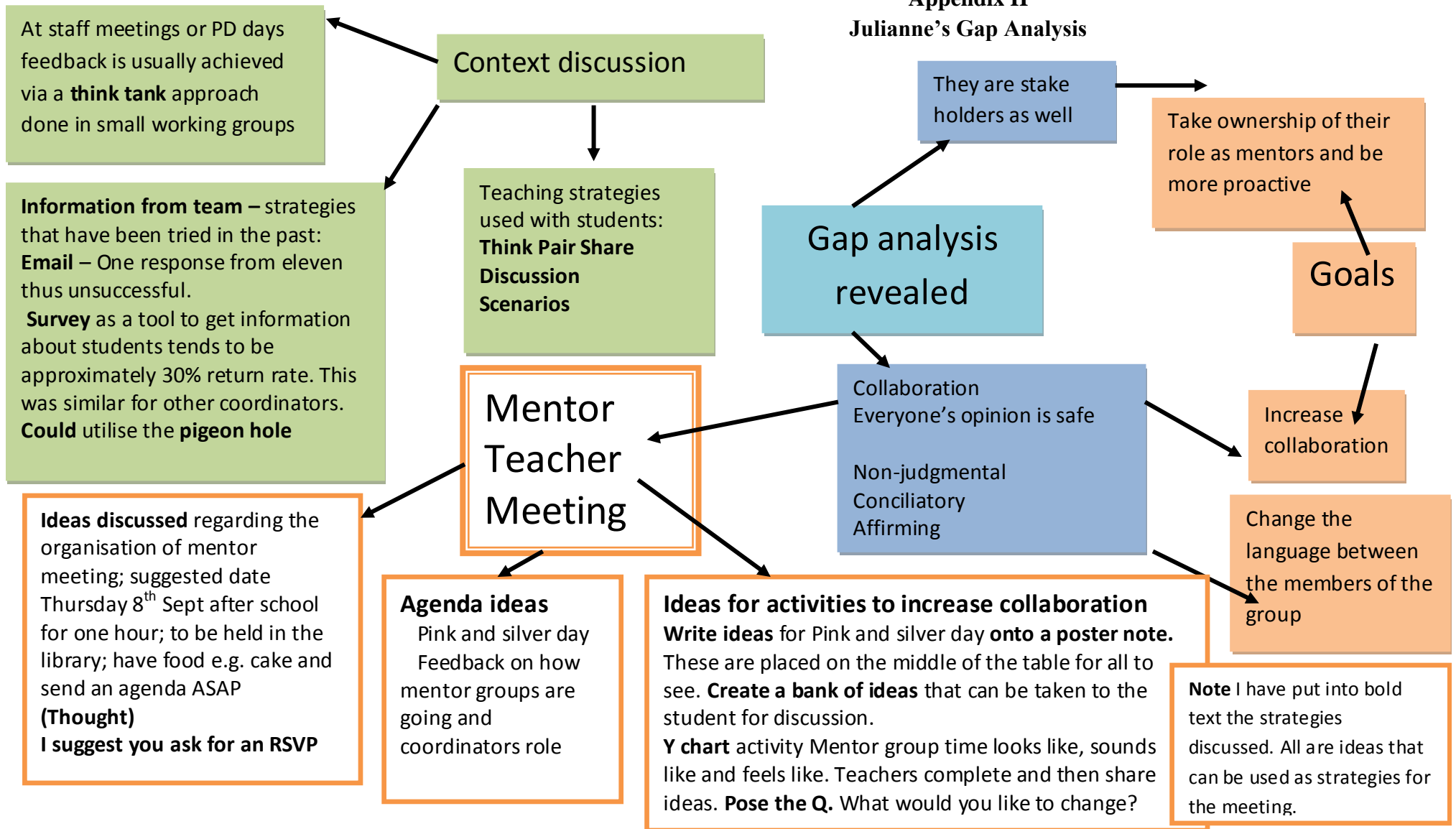
Who was taking action?

Expectations - differences in language regarding expectations between the Mentor and their colleague.

These themes were used to create a summary of my analyses which was presented as a recount of the exchange with some interpretations refer to Appendix

I also noted questions I was asking myself as a result of reading the email trail, to follow up with the mentor.

Appendix H
Julianne's Gap Analysis



Appendix I

Ethics Approval



Ethics Office
Research Development & Integrity
Research Division
Armidale NSW 2351
Australia
Phone 02 6773 3449
Fax 02 6773 3543
jo-ann.sozou@une.edu.au
www.une.edu.au/research-services

HUMAN RESEARCH ETHICS COMMITTEE

MEMORANDUM TO: Dr M Brooks & Ms E Betlem
School of Education

This is to advise you that the Human Research Ethics Committee has approved the following:

PROJECT TITLE: Critical Friend's role in Developing the Practice of Mentors Working with Beginning Teachers in a Participatory Action Research.

APPROVAL No.: HE09/169

COMMENCEMENT DATE: 01/02/2010

APPROVAL VALID TO: 31/12/2011

COMMENTS: Nil. Conditions met in full.

The Human Research Ethics Committee may grant approval for up to a maximum of three years. For approval periods greater than 12 months, researchers are required to submit an application for renewal at each twelve-month period. All researchers are required to submit a Final Report at the completion of their project. The Progress/Final Report Form is available at the following web address: <http://www.une.edu.au/research-services/researchdevelopmentintegrity/ethics/human-ethics/hrecforum.php>

The *NHMRC National Statement on Ethical Conduct in Research Involving Humans* requires that researchers must report immediately to the Human Research Ethics Committee anything that might affect ethical acceptance of the protocol. This includes adverse reactions of participants, proposed changes in the protocol, and any other unforeseen events that might affect the continued ethical acceptability of the project.

In issuing this approval number, it is required that all data and consent forms are stored in a secure location for a minimum period of five years. These documents may be required for compliance audit processes during that time. If the location at which data and documentation are retained is changed within that five year period, the Research Ethics Officer should be advised of the new location.

A handwritten signature in black ink, appearing to read 'Jo Sozou'.

Jo-Ann Sozou
Secretary/Research Ethics Officer

25/10/2009

A08/2030

Appendix J

Information letters and constant forms



School of Education
Armidale NSW 2351 Australia
Telephone: 61 2 6773 3835 / 6773 3716
Facsimile: 61 2 6773 2445 / 6773 5078
Email: education@une.edu.au
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Supervisor: Nicole Green, Senior Lecturer
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Supervisor: Myung-Sook Auh, Lecturer
UNE, Tel 6773 2917
Email: mauh@une.edu.au

Ethics approval No: HE09/169

Professional development opportunity for teachers who mentor or wish to mentor beginning teachers

16th February, 2011

Dear Colleagues,

I would like to invite you to participate in a Participatory Action Research (PAR) study that I have been working on. The study involves teachers working together in a group with a critical friend. You will have the opportunity to explore and improve an aspect of your mentoring practice. My role as the Critical Friend is to act as a partner in the process, a facilitator of learning, one who asks provocative questions, stimulates action, assists with goal setting, critiques work, challenges ideas and develops knowledge. I am also someone who can see the school from a different perspective.

The emphasis of this PAR is the active involvement of you working with interested colleagues at your school on an issue you wish to address surrounding your own mentor practice. What is researched will be instigated by you, not myself. I will be conducting my own PAR which explores how I can support your professional growth as mentors and how I can improve the critical friend's role within PAR studies. I will collect data and analyse data as we go.

What I will be asking of you is, willingness to:

- improve your own practice as mentors.
- be interviewed twice, once before we start the PAR and once at the completion. These interviews will be audio tape recorded and then transcribed for you to review and alter if you wish.
- attend approximately 7 sessions of one hour each which will be conducted over two terms at a time mutually agreed upon.
- be audio and video-taped during the PLT sessions.

Participation in this study will be voluntary. Any information or personal details gathered in the course of the study are confidential. The school and staff will not be identified in any publication that may result as part of my Doctor of Education work.

As I am an external student and live a considerable distance (Sydney) from UNE in Armidale, the data will be stored in locked facilities at my home. Once my research is complete and my Thesis is submitted the data will be returned to my Supervisor at UNE to be retained by her for 5 years following my thesis submission and then it will be destroyed.

If you decide to participate, you are free to withdraw from further participation in the research at any time without having to give a reason and without consequence.

I would like to assure you that my study will be conducted professionally, respecting the integrity of the school and the staff. If you wish to have further information or wish to discuss any questions you may have, please give me a call.

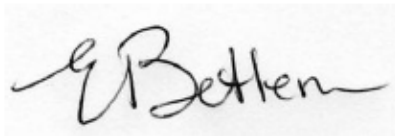
This project has been approved by the Human Research Ethics Committee of the University of New England (Approval No. HE09 169 Valid to 01/02/2011)

Should you have any complaints concerning the manner in which this research is conducted, please contact the Research Ethics Officer at the following address:

Research Services
University of New England
Armidale, NSW 2351.
Telephone: (02) 6773 3449 Facsimile (02) 6773 3543
Email: ethics@une.edu.au

Thank you for considering this request and I look forward to further contact with you.

Yours sincerely



Elisabeth Betlem

Elisabeth Betlem Mobile: 0404 299 044
UNE Student No: 220036497
Email: ebetlem@une.edu.au

Supervisor: Margaret Brooks, Senior Lecturer
UNE, Tel 6773 2654
Email mbrooks3@une.edu.au

Supervisor: Nicole Green, Senior Lecturer
UNE, Tel 6773 3885
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Supervisor: Myung-Sook Auh, Lecturer
UNE, Tel 6773 2917
Email: mauh@une.edu.au

Ethics approval No: HE09/169

Some background on me

This study is being conducted as part of my Doctor of Education Degree at the University of New England, Armidale. I have been a teacher of Visual Arts for twenty seven years in the secondary school system. Over the years I have taught at a number of socio-economically poor and affluent Catholic schools, both single sex and co-educational within the Sydney metropolitan area. I have also had the opportunity to work in a number of management positions such as Pastoral Care Co-ordinator, Creative Arts Co-ordinator, Key Learning Area Resource Officer (a consultancy style position) and Professional Development Co-ordinator. These positions allowed me to develop relationships which focused on different stakeholders such as students, parents, colleagues and the executive from within the school community.

Background to the study

The establishment of the New South Wales Institute of Teachers in 2004 saw the introduction of an accreditation process for teachers new to the profession. The emphasis of the process is on self-evaluation by genuine collaboration between the beginning teachers and their colleagues.

Currently from my research/understanding, professional development for those who mentor beginning teachers tends to be sporadic. There is room here to develop a better model that would benefit the school, the New Scheme Teacher and the Mentor.

My aim is to work with the Mentors of Beginning Teacher in a Participatory Action Research (PAR) which is to be conducted at your school. The Mentors will conduct their own PAR on an aspect of their mentoring practice they wish to explore and improve. They will also have the opportunity to learn about the Participatory Action Research process, which is principally concerned with change and improvement and is carried out during practice.

I will be working with the Mentors as a Critical Friend in what I have called Participatory Learning Teams (PLTs). At the same time, while the mentors are working in their PAR, I will be conducting my own Participatory Action Research, collecting data and analysing it as we go. This information will be used to examine my role as a Critical Friend and inform future directions of my role within the PAR. The information will also allow me to examine the professional growth of the Mentor teachers' practice in their mentoring of beginning teachers and their understanding of the PAR process while working within a PAR, supported by a Critical Friend.

Consent Form for Participants

Title of the project:

Critical Friend's role in Developing the Practice of Mentors Working with Beginning Teachers in a Participatory Action Research

Researcher: Ms Elisabeth Betlem,

Doctor of Education Student, UNE, Tel 0404 299 044, Email: ebetlem@une.edu.au

Supervisor: Dr Margaret Brooks, Senior Lecturer, UNE, Tel 6773 2654, Email mbrooks3@une.edu.au

Supervisor: Dr Nicole Green, Senior Lecturer, UNE, Tel 6773 3885, Email: ngreen7@une.edu.au

Supervisor: Myung-Sook Auh, Lecturer, UNE, Tel 6773 2917, Email: mauh@une.edu.au

Please tick an appropriate box (✓) for each statement.

I have read the Information letter and I understand the nature of the research project. Any questions I have asked have been answered to my satisfaction.

Yes No

I agree to participate in this project with the understanding that I may withdraw my consent at any time.

Yes No

I agree to participate in an interview with the understanding that digital audio recording will occur.

Yes No

I agree to participate in the Participant Learning Teams with the understanding that digital audio and video recording will occur.

Yes No

I understand and agree that research data from this study will be published and that participants will not be identified by name in published materials and/or conference presentations.

Yes No

I agree to the audio and video taped information being edited in the future as a teaching tool by the researcher.

Yes No

Signature

Participant's Name: _____
(please print)

Participant's Tel: _____ Participant's E-mail: _____

Participant's Signature: _____ Date: _____