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4. ENHANCING INTERPERSONAL RELATIONSHIPS IN TEACHER EDUCATION THROUGH THE DEVELOPMENT AND PRACTICE OF REFLECTIVE MENTORING

INTRODUCTION

This chapter presents research on a model of reflective mentoring developed and implemented as a way of enhancing interpersonal relationships between pre service and mentor teachers involved in a longitudinal school-based professional experience. The process of reflective mentoring (Dyson, 2002) was developed as an alternative to the more traditional forms of supervision, which tend to involve a power relationship in which the student teacher is monitored and assessed by an experienced teacher or a university lecturer. The student teacher in traditional models are supervised, in order to meet the expectations of the more experienced person, who is deemed to know what is best practice.

The process of reflective mentoring described in this chapter was originally developed in 2002 and became the underpinning philosophical and procedural approach used within the primary teacher education program at one of Australia's largest universities, particularly relating to the final year internship. Reflective mentoring in this context was specifically influenced by a range of theoretical perspectives beginning with Korthagen's (1999) ALACT model of teacher reflection, which linked reflection with teacher competencies. The implementation of reflective mentoring supports the enhancement of interpersonal relationships whilst recognising the broader implications and issues facing education and teacher education in the 21st century. The process, within the school experience practicum, deals not with stand-alone single events but is part of an ongoing process involving the mentor teacher and the pre service teacher. It involves: support and guidance, a relationship built on trust, frequent conversations, the creation of a non judgemental environment and returning to issues and problems for further discussion. Pre service teachers (PSTs) and their mentors are introduced to reflective mentoring through a range of approaches including modelling, continuous engagement with professional learning and a series of face to face discussion forums.

D. Zandvliet et al. (eds.), Interpersonal Relationships in Education: From Theory to Practice, 37–56.

BACKGROUND TO THE STUDY

The aim of this chapter is to report on the development, implementation and refinement of the original reflective mentoring model and to highlight the value of such an approach in enhancing interpersonal relationships and developing mentors/mentees capable of deep and focused reflection. The original research, which began in 2002, sought to validate a model of reflective mentoring that was built on Korthagen's (1999) ALACT model. Further research was then conducted in 2006 to refine the model to incorporate feedback from mentors and mentees who were utilising it in their school experience practicum relationships.

There were a number of questions guiding this research relating to validation of the model, including: How do mentor teachers and their pre-service teacher mentees experience the process of reflective mentoring? How might the process be enhanced? Has it assisted interns understand what it means to be a teacher? And has the process helped in establishing a positive relationship between mentor/mentee?

The reflective mentoring process was embedded in the Internship, which constitutes the final year of the Primary Education course at Monash University, Gippsland. The interns, that is, the pre service teachers (PSTs) spend the first weeks at a school working closely with their mentor teachers to establish a relationship with their class, which is scaled back to two days per week once university classes begin. They remain with their class and their mentor teacher for the entire school year and develop strong relationships with the school and community. In order to enhance these interpersonal relationships it was considered desirable that mentoring within the schools needed to be focused on a shared professional and reflective learning experiences involving the university as well as the school and the pre service teacher. These experiences were designed to facilitate both modelling as well as a supportive integrated approach. It was anticipated that a process of reflection, that had been theorised and formalised, would provide greater opportunities for interrogating and refining current conceptualisations and approaches to educating teachers for the 21st century.

SIGNIFICANCE OF THE RESEARCH

The original theorisation of the model of Reflective Mentoring (Dyson, 2002) was developed for PSTs at the Gippsland campus of Monash University. The theoretical underpinning of the process was based on Korthagen's (1999) theorisation of the cyclical interrelationship between action and reflection as described in the next section (Figure 1) and the then National Competency Framework for Beginning Teachers (NPQTL, 1996). However, interactions between mentor teachers and PSTs during university based professional learning sessions and through data gathering in Gippsland indicated that there were also other dimensions to the reflection process, and relationships, that had not been captured in the existing literature. The research discussed in this chapter was conducted in an attempt to clarify aspects of the reflection process and the

importance of interpersonal relationships that had not been adequately articulated within existing teacher education models. The refinement of the model through an implementation phase and subsequent redevelopment represents the integration of

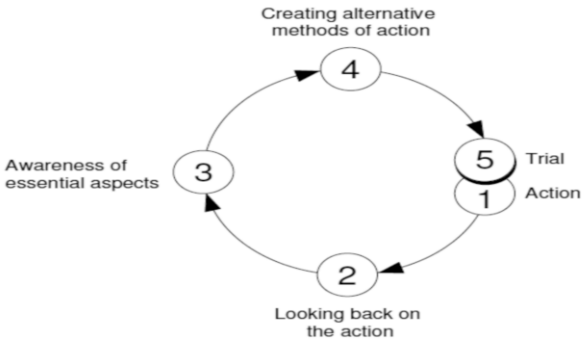

Figure 1. The ALACT model of reflection (Korthagen, 1999)

a range of diverse but complementary theories that work together to inform the practice of reflective mentoring which has the potential to provide an effective model to assist all those involved in teacher education and other professions.

CONCEPTUAL FRAMEWORK

Reflection has a long association with the process of 'mentoring', which has been described by Fletcher (2000) as potentially creating "a one-to-one professional relationship that can simultaneously empower and enhance practice" (p. xii). Korthagen (1999) describes reflection as "the mental processes of structuring or restructuring an experience, a problem, existing knowledge and insights" (1999, p. 192). This supports Schön's (1983) position that the capacity to reflect on action so as to engage in a process of continuous learning was one of the defining characteristics of professional practice (Atherton, 2011). Korthagen (1999) suggests that since the 1980's the relationship between reflection and practice has been reframed by paying more attention to the development of the whole person. In recognising this relationship between reflection and practice he developed the ALACT model of reflection (named after the first letter of the five phases), which focuses on a process of learning in and from practice. The model is based on five phases: (1) Action, (2) Looking back on the action, (3) Awareness of the essential aspects of the action, (4) Creating alternative methods of action or actions, and (5) Trial, which itself is a new action and thus the starting point of a new cycle (Korthagan & Vasalos, 2009).

The initial theorisation of the process of reflective mentoring (Dyson, 2002) was developed for the internship program in 2002 and was based on the ALACT model, to which two additional components were added: the inclusion of the role and work of the mentor teachers and a framework to facilitate reflection, which

was at that time the National Competency Framework for Beginning Teachers (NPQTL, 1996). See Figure 2 below.

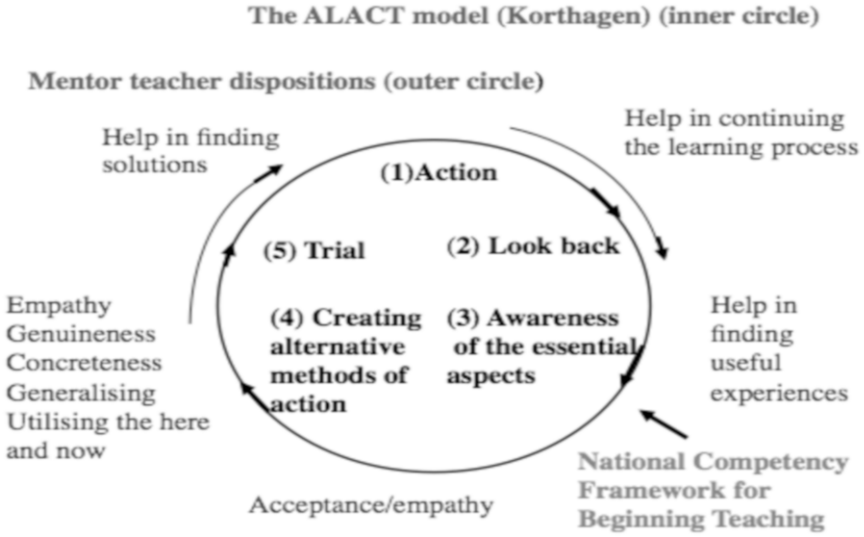

Figure 2. Reflective mentoring model version 1 (Dyson, 2002)

The competencies for beginning teachers and therefore by default, competencies required for the final year interns, became a viable framework to centre mentoring conversations between mentor teachers and PSTs (Dyson, 2002). The competencies included: 1. using and developing professional knowledge and values; 2. communicating, interacting and working with students and others; 3. planning and managing the teaching and learning process; 4. monitoring and assessing students' progress and learning outcomes; and 5. reflecting, evaluating and planning for continuous improvement (NPQTL, 1996, pp. 5-6).

In essence the data gathered in 2001 and 2002 re-emphasised the following five elements, as necessary components of an effective mentoring relationship;

– On going support and guidance
– A relationship built on trust over time
– Frequent and regular conversations
– The creation of a non judgmental environment
– Returning to issues and problems a number of times for further discussion.

Each of these themes emerged from the data gathered from the mentor teachers and the pre-service teachers who participated in a research study, which is described in the next section.

METHODOLOGY

There were two phases of data collection implemented in this research project. about the nature, benefits and the experience of the reflective mentoring process. In phase one (2001 and 2002), data was collected from the mentor teachers and the pre service teachers. In phase two (2006), data was again collected from mentors and pre-service teachers. All pre-service teacher participants were from the Gippsland campus of Monash University while their mentors were from a range of local schools in the Gippsland region.

For the original data gathering in 2001 and 2002, a qualitative framework in the form of multiple case studies (Stake, 1998; Yin, 1994) was employed, involving semi structured and focus group interviews with 74 PSTs and 51 of their mentor teachers. The second phase of data was collected using focus group interviews from 10 mentor teachers during a series of forums in 2006 and from 50 pre-service teachers in focus groups during seminar days.

All interviews in both phases were analysed using a combination of constant comparison (Patton, 1990) and inductive analysis (Lincoln & Guba, 1985; Denzin & Lincoln, 2005) to develop and consider emergent themes. Following a rigorous process of repeated reading of the data, a compilation of quotes that related to the five elements, considered to be necessary components of an effective mentoring relationship, was drawn from the interviews. This formed the first-order analysis and highlighted thematic descriptions relating to the reflective mentoring process in terms of enhancing relationships. Relevant and interesting behaviours and events were identified through descriptive codes and then further inferential coding assisted in developing conceptual linkages and the creation of new categories. Finally emerging patterns were explored in relation to the nature and impact of the reflective mentoring process as part of the learning journey of the mentor and mentees. The data presented in the next section illustrates part of the analysis that was undertaken to refine the model.

Phase 1 data analysis from focus group and individual interviews provided support for the inclusion of the five elements that were identified as evident in the reflective mentoring process. Table 1 outlines the themes and subthemes that emerged in relation to each element and the frequency of mention by both PSTs and mentors. Following Table 1 are samples of quotes from the interviews with both groups of participants.

Table 1. Phase 1 PST/Mentor interview data

Themes and subthemes

		No. of times mentioned	
		PST (n=74)	Mentors (n=51)
Support & guidance	Active listening	36	30
	Encouragement to search for solutions rather than having them provided	30	28
	Mentoring support in terms of professional learning from uni	0	48
Relationships built on trust	Gradually increasing responsibility for planning and teaching	39	11
	Encouragement of risk taking	32	9
	Working collegially with university liaison lecturers	0	38
Frequent conversations	Regular scheduled feedback	34	41
	Supported involvement in staff room conversations/ meetings	32	38
	Accessible university lecturers	30	41
Non judgemental environment	Tolerance of teaching mishaps	30	21
	Non-emotive language in feedback and reports	22	19
	Acceptance of mentor's concerns about PST progress	0	22
Returning to issues for further discussion	Emphasis placed on gradual but continued progress	37	21
	Short and longer term goal setting and continuous review	34	20
	Regular forums/discussions between mentors/university and mentees	12	42

The following comments were selected to briefly present some commonalities of the pre service teachers' and mentor teachers' reflections about their understanding of their reflective mentoring experience in relation to each of the five elements within the model:

Theme 1: Support & guidance

PST: *I have really noticed that my mentor teacher this year really listens when I have questions… I've had some bad experiences in the past but the stuff we did on active listening at the forum seems to have made a big difference* (Pauline, 2002).

Mentor: *Support is essential – in every facet…but it is also about helping them to learn how to help themselves – I tend to reduce my sort of help, as time goes on – I don't throw them in the deep end from the start but once I think they have enough strategies/resources etc. then I am happy to let them flounder a bit* (Paula, 2001).

Theme 2:Trust

PST: *I think that in general the mentor teachers can hold the key to the successful or unsuccessful placement. In first semester I found myself very much sitting on the sidelines. By second semester I felt that she saw me as an equal and I felt that she was eager with the different ideas and the things that I had to offer* (John, 2001).

Mentor: *It is essential to build up trust over time – it takes time and there aren't really shortcuts – but once it is there then it can make such a difference to what you can say to them and what you can expect of them* (Jill, 2002).

Theme 3:Frequent conversations

PST: *I thoroughly enjoyed my internship - my mentor was always there to answer any questions I had, any concerns I needed to talk about and to willingly share with me her own ideas and suggestions which I was pleased to implement into my teaching. Having a mentor is a fantastic way of "easing" into teaching and knowing there is always help there* (Katy, 2001).

Mentor: *I guess it's different relationship with interns – they come in expecting to be a part of the school and not to be seen as a student. If you don't build this in then you can't expect the mentoring process to be fully effective, because it is really about the continuity and the chance to build on what you discuss each time. Then you know if you are going over old ground too much and that things are progressing* (Peter, 2002).

Theme 4:Non judgemental environment

PST*: I think being forced to confront things when they go wrong has helped. I was expecting criticism but instead I got critique – and I'd never known the difference before. My mentor always tries to find the positives about what I learned or did well as I get down on myself when things don't go as planned* (Jacob, 2001).

Mentor: *Its good for them to know they are allowed to make mistakes and it is expected. I think they see a lot more of that over a year – with us I mean – so they see even experienced teachers don't always get it right and it's good for us to talk about that too* (Sarah, 2001).

Theme 5:Returning to issues for further discussion

PST: *It was great to have some sessions on goal setting at uni - when we were back at school, my mentor Jo sat me down and we really got into it ….we spent quite a bit of time refining my goals and then we had them to return to for the whole year* (Anna, 2001).

Mentor: *The whole thing is to get there by the end so they have spurts and then consolidation periods but as long as they can see that it is moving forwards overall then that is progress. It takes time to make them see it in that way* (Mark, 2002).

The above comments from the PSTs are examples which provide support for how they perceived their personal and professional growth as educators which appeared to be shaped as a result of being given more responsibility for their own learning and being asked to negotiate their role and relationships in the school. They recognised their dependence on their personal involvement in the school, their attitude, disposition and personality and that they had a role in their own transformation. Moreover, they recognized the significant importance of forming and maintaining longitudinal relationships as a vital part of school life and the key role their mentor teacher played in terms of developing knowledge, skills and attitudes and in their transition towards becoming a reflective educator.

In terms of mentors the comments illustrated that mentor teachers also saw the value of the five theorised elements as a valuable part of the mentoring process. In addition, their feedback highlighted a number of other factors related to their involvement in the reflective mentoring process. In particular the mentors emphasised that they had to learn to let go and allow the interns to make mistakes. There was a clear indication given by mentor teachers of 2002 that the process of reflective mentoring had been understood and found to be effective by the mentor teachers. All participants agreed that the process assisted their intern in becoming a self-efficacious beginning teacher, while the vast majority (88%) of interns agreed that the process of mentoring, provided by their mentors, assisted them in becoming self-efficacious beginning teachers. This area of self-efficacy is important because as Bandura (1982) suggests personal self-efficacy is about having the confidence to know and complete the task(s) (of teaching) successfully and make the choice about how much effort and for how long they will persist in particular tasks.

LITERATURE REVIEW

Re-theorising the Model

The re-theorising of the process of reflective mentoring came about as a result of gathering and analysing the data obtained in 2002 and 2006 and the further interrogation of the data in light of the literature deemed to be relevant to this study. In particular through incorporation of Bauman's (2001) theory of tertiary learning, Arendt's (1990) social interaction theory, which includes the concepts of

thinking and judging, actors and spectators, Mezirow's (1991) theory of transformative learning, Leary's interpersonal theory (1957) and William Glasser's (1998) Choice Theory psychology together with the notion of Lead Management.

According to Peluchette and Jeanquart (2000) a mentor is someone who is generally considered to have higher status than the person they are mentoring, and they as mentor, are willing to invest time and support to the lesser person over a period of time. This notion of mentoring, consisting of different levels of status contrasts with the understanding of mentoring revealed by Young, et al., (2004) who interpreted two studies using the lens of relational knowing (Hollingsworth et al., 1993) which suggests that knowledge is gained through relationships, is fluid and influenced by social contexts. Young et al., (2004) found that friendships had a place in mentoring relationships, which in turn lessened the traditional mentor /mentee hierarchies. This was demonstrated by the mentors and mentees willingness to support and learn from each other and gradually release power. This in turn encouraged interdependency, which supported individual growth and "a sense of friendship, collegiality, connectedness and caring between the mentors and mentees" (p. 23). This aligns with Leary's (1957) interpersonal theory especially when the mentoring relationship is viewed as a nurturing role. Leary (1957) suggests that, "The various types of nurturant behavior appeared to be blends of strong and affectionate orientations towards others. Distrustful behaviors seemed to blend hostility and weakness" (p. 64). Indeed according to interpersonal theory (Leary, 1957) all interpersonal trends have some reference to power or affiliation or what Leary refers to as dominance-submission and hostility-affection. We would suggest that an effective reflective mentoring relationship consists of a blend of these four dimensions.

It would also seem likely that effective mentors 'working with' pre service teachers, with whom they have a positive relationship, can capitalise on the students existing knowledge and experiences which is based on a minimum of thirteen years of formalised schooling. It was Britzman (2003) that claimed that students already have ingrained attitudes towards 'teachers' and have established strong opinions about what teaching and learning is all about. They have already sat for thousands of hours in the classrooms of a post-modern world. Bauman's (2001) concept of tertiary learning therefore becomes an imperative in the post-modern world where everything seems to be in a state of flux,

> Every single orientation point that made the world look solid and favoured logic in selecting life strategies: the jobs, the skills, human partnerships, models of propriety, and decorum, visions of health and disease, values thought to be worth pursuing and the proved ways of pursuing them – all these and many more stable orientation points seem to be in flux. (p. 125)

In this state of flux the application of mindful future age thinking, rather than just more present age thinking, has the potential to facilitate a shaking down of what is thought to be known by individuals. Bauman (2001) in commentating on the post modern world suggests that a key enabler to shaking down what is thought to be known is what he refers to as tertiary learning: "learning how to break regularity,

how to get free from habits and prevent habitualisation, how to rearrange fragmentary experiences into heretofore unfamiliar patterns while treating all patterns as acceptable solely until further notice" (p. 125). For this to occur an essential element would seem to be what Mezirow (1997) referred to as critical reflection.

When referring to 'critical reflection', Mezirow (1997) argues, "We transform our frames of reference through 'critical reflection' on the assumptions upon which our interpretations, beliefs, and habits of mind or points of view are based" (p. 7). In turn this type of reflection facilitates a synergy between thought and action and a deep shift in perspective, which can be thought of as a shift in consciousness or a change in the mind. As Mezirow (1991) proposes, "Mindfulness is described as being aware of content and multiple perspectives. It is what the transformation theory calls reflective action" (p. 114). This is also in synergy with what Cranton (2007) refers to when describing Mezirow's (1991) approach to transformative learning, "as a process by which individuals engage in critical self-reflection that results in a deep shift in perspective toward a more open, permeable, and better justified way of seeing themselves and the world around them" (p. 101). These notions of thinking about what you are doing or reflecting on action have a long tradition and can be traced to the works of Kolb (1984), Schön (1983) Bateson (1973) and Mezirow (1991) and Arendt who coined the term "Think what you are doing" (p. 5).

While considering these issues of breaking free from habit, thinking and reflection about action, Arendt's (1958) and Coulter and Wiens' (2002) concept of a different form of political debate, founded on mutual collaboration, acceptance of diversity, effective dialogue and resource sharing was thought to be a good place to start in developing effective mentoring relationship involving Mezirow's (2000) concept of critical reflection in order to bring about transformative learning, which he defines as:

> The process by which we transform our taken-for-granted frames of reference (meaning perspectives, habits of mind, mind-sets) to make them more inclusive, discriminating, open, emotionally capable of change, and reflective so that they may generate beliefs and opinions that will prove more true or justified to guide actions. (Mezirow, 2000, p. 7)

To help understand the nature of transformative learning the work of William Glasser provides some guidance as he presents a different psychology based on internal control rather than external control. Glasser's (1998, 2005) work is focused on the notion of an internal locus of control as distinct from an external locus of control (Knight, Bellert & Graham, 2008), together with self-determination theory (Deci & Ryan, 2008) which highlights autonomy as a fundamental psychological need for all humans with self-rule and the capacity to take ownership of one's actions an essential component of what it is to be a human being. As noted by Guay, Ratelle and Chanal (2008), self-determination theory rejects control, rewards and competition.

Glasser's internal control psychology, known as Choice Theory (Glasser, 1998, 2005) has, as a foundation principle, the belief that individuals are in control of their own life and themselves within their environment. This notion of control is a very important one to consider when examining mentoring as an activity between two persons. The PST is seen as the protégé of the mentors but the mentors are also learning. They are therefore, according to McNally and Martin (1998), "co-learners within the school setting and collaborative learning takes place" (p. 39). It is also considered more likely by Cairns (1995) that interns will meet the requirements of what is deemed to be a 'capable teacher' when provided with the opportunities to assess and monitor their own needs within the school to which they are assigned.

Indeed Glasser's thinking and psychology of 'Choice Theory' supports this notion of self-monitoring, self-evaluation and self-assessment. Changing ourselves, rather than being changed by others, potentially leads to ongoing self-development and self-improvement. The use of Glasser's (2005) seven positive habits within the mentoring relationship and the concomitant avoidance of the seven negative habits, have the potential to change education significantly. Teachers who do not seek to control the lives of others and work with and on relationships, to build a connectedness with others, can bring about a transforming and transformed way of being and a transformed way of teaching. Realizing as a teacher, whether as mentor or mentee, that one is not in control of the environment but only in control of oneself, within the environment, is a significant change to the way education, teaching and mentoring is perceived. Guiding others in learning situations, as a mentor has the potential to lead individuals to self-evaluation, self-monitoring and *self-control*. It has been argued by Atherton (2011) that real reflective practice needs another person as mentor … who can ask appropriate questions to ensure that the reflection goes somewhere.

The positive environment of reflective mentoring can lead to what Glasser (1998) refers to as Lead Management as distinct from Boss Management. Lead Managers coach and empower others, rather than attempt to coerce and control. Essentially Lead Management involves: a coaching approach; involves democratic decision making; focuses on internal motivation; creates of a needs satisfying environment; implements procedures that lead to change; uses skillful questioning techniques; encourages self responsibility and encourages self evaluation.

All of these theorists played an important part in the re-theorisation of the original model, which involved an integration of the understandings provided by each theorist in relation to the process of mentoring, reflection and relationships. This was tested out by gathering feedback from participant mentor teachers and PSTs in 2006.

Time for Reflection – Gathering and Analyzing Data in Phase 2

As with the first phase of data collection, mentor teachers and PSTs in the 2006 Internship program were invited to provide feedback in relation to the original questions. Ten mentors were interviewed and 50 PSTs participated in focus group

interviews during seminar days associated with their internship course during 2006. Data was analysed as described in the methodology section.

During interviews, mentor teachers indicated strong support for the process of reflective mentoring, which they saw as relationship-based, developmental and as an effective means of encouraging self-reflection. While a small number of mentors continued to view themselves in the traditional role of a supervisor it is considered likely that this notion of supervision can linked to the nature and extent of professional learning involvement engaged in by these teachers.

Comments from the mentors indicated that the ecosystem of the school played an important role in providing a safe environment for PSTs to establish their concept of teacher identity and self-efficacy. There was strong support for the process of reflective mentoring over traditional forms of supervision, with recognition that mentoring was effective when implemented in a one-to-one relationship that was built on mutual trust. The following comments briefly present some key understandings presented by the mentor and pre-service teachers in Phase 2:

I didn't want to comment too much on specific things with her. I actually wanted Louise to think and say things about how she did something and why. I think that she became better at it as the internship went on and I think she became more comfortable with the idea of judging her actions without being too hard on herself (Katrina, 2006).

Yes, to me there's a challenge in reflective mentoring. There needs to be a bit of pushing in order to get them thinking about what it is they're doing in the classroom. Like – What do you want to work on next? How are you going to make it happen? Initially they hate it because it's too hard for them. They do dislike it initially. I'd say "I'm asking you to think". They'd say, "I don't want to think. I want to do the work (William, 2006).

We would suggest a mentor teacher using reflective mentoring is a lead manager rather than a boss manager and empowers their PST rather than controls or coerces them into doing what they want. This also supports the theories outlined above, which suggest that personal and professional change involves the whole person.

Reflective mentoring is probably a better word than supervision, which implies that you're looking down on them whereas this is more like we are partners in what we're doing. We have to actually develop a relationship and learn to trust each other – it is a new way of thinking about it for me but I can see the benefits in how we relate to each other and the deeper level of talking that we do (Phil, 2006).

The interns, through personal reflection, identify the areas they need further work in and pat themselves on the back when they have done well (Joanne 2006).

In using the process he actually had to reflect on what he was doing. Nine times out of ten, I didn't say much. It was an opportunity to let him unload and he'd come and say things like "I could have done this". His reflecting came out with his

own suggestions. I was a sounding board to guide him in different ways (Kathy, 2006).

The program is beneficial to the school and to the interns. It is a two way process. The Interns are fresh, energetic and have new ideas to share with the staff. You know having the interns in the school assists the teachers in the school to reflect about their practice and it helps them to clarify their role and share their experiences (Joanne, 2006).

I actually thought it was more like working in partnership. There'd be times in the classroom where things would go wrong with me and I'd have another person to talk to about it and ask her what she thought about it. It was really good to have that other person just to share the day, like parent issues. Also we talked about what would happen to her next year when she's in her own classroom and different issues come up (Barb, 2006).

As suggested by Dyson (2011) the school-based mentor teachers, in particular, supported the vision that they were no longer the supervisors and the directors of practice. They were willing to let go and enable the interns to recognise for themselves their developing skills, competencies, interrelationships, and the need for the interns to make their own educational judgements. Indeed the mentor teachers understood the devolution and empowerment that was transferred to the schools in a partnership with the university, and confirmed the understanding that successful teacher education occurred in a created, open and worked environment, based on a balance in relationships and partnerships. This is evident in Josie's (2006) summation of her experience,

My intern was a valuable team member. This classroom has five students with LDs, two SSO's and parent helpers in the morning session. T was always included in activities, and kept up-to-date. This was enhanced by her efforts and dedication; coming in to school many more days than required. The children viewed her as an integral team leader and (like me) were disappointed when she finished up. I am keen to see her gain a teaching position and would like to continue working with her in my Professional Learning Team.

While my mentor teacher has helped me a great deal I have found I have modeled much of what I did on how she ran the classroom. At times I felt okay about communicating with her but at other times she was not as approachable. Generally I had to ask for feedback and it was mostly positive, when really I wanted suggestions and areas to work on/develop. I think that at times we were both unsure of each other and what was expected of us. I think that we didn't have a very good communicative relationship, which I now wish I had made more of an effort to establish (Janine, 2006).

During my Internship year I have undergone many transformations as a facilitator of learning. I have watched my confidence grow in dealing with students, parents and staff, which I believe is due to the support given by my mentor

teacher and her encouragement of me "to get into teaching." In doing so, I have learnt so much, about the children, about school life and about me, as a teacher (Cathy, 2006).

This second vignette presents the recognition of continual transformations and the development of confidence through working with the mentor teacher, a significant other.

In the past we had been given a lot of direction and we got used to thinking that we knew what we were doing, but we didn't and we had to work it out. Once we changed our mindset and realized that for us to get something out of the internship we had to make it happen. We had to negotiate our role (John 2006).

Kate suggests in the following statement that the mentor teacher is really the key to an interns' success.

I think at times it depends on your mentor teacher, how much actual time they allow you to do things, how much control and how much they actually let you teach within a classroom, plan and actually take charge a little bit (Kate, 2006).

John extended this idea by adding that he thought that the mentor teachers changed over the year.

I think that in general the mentor teachers can hold the key to the successful or unsuccessful internship. I found that there was this big change between first and second semester. In first semester I found myself very much sitting on the sidelines. By second semester and towards the end of semester I felt that she saw me as an equal and I felt that she was eager with the different ideas and the things that I had to offer because of different abilities and talents and as my mentor teacher was a bit older I was more confident with computers and IT and she had no idea and music and sports (John, 2006).

My internship year was a very productive and professional one. My mentor and I worked together. We did a lot of team teaching. He introduced me to other members of staff. He always made me feel as though I was a teacher. My mentor stepped back and let me do what I had to do. He didn't interfere with any of the ideas I wanted to integrate. He was more than happy to try something new. I knew that I was respected by the staff and I found this whole experience to be really beneficial, probably the most beneficial thing of the course (Tony, 2006).

If the university helped me out along that way I wouldn't have done it by myself. It was good. I hated it, but in hindsight it enabled me to actually take the responsibility for my own self. Otherwise, if I had relied on uni I would not have done it. The beauty of being in the deep end is that after a while you start

swimming. But, before you get into the water you panic, but once you're in the water, you cannot fail. I've done it this year. I had to. It's my last year and I was not going to waste it (Carol, 2006).

Within the reflective mentoring process the PST with the support of their mentor teacher, would therefore examine their patterns of habitualisation, personally and professionally, and then rearrange their fragmentary experiences into unfamiliar patterns in order to establish new patterns, which in turn may only be temporary. Engaging in this process has the potential to guide learners, and in particular PST's, in the essentials of adaptability, flexibility, and a willingness to break free from habit. For this to occur requires some effort on behalf of both the PST and the mentor. In essence what it entails is thinking about what has occurred in practice, that is, examining the relationship between reflection and practice, which Korthagen (1999) suggests has been reframed through more attention being given to the development of the whole person.

Arendt's ideas about actors, spectators, thinking and judging contributes to the debate about the reflective mentoring, which can be thought of as a process of deep thinking mentoring. To Arendt (1990) all humans have the faculties for thinking and judging and choose to be either actors or spectators, or both, within the world. As articulated by Dyson (2011),

> A synergy between thought and action would seem to be vital in teacher education if pre service teachers are to embrace what Arendt (1958) suggests, that is, to "think what you are doing" (p. 5) as an actor and as a spectator in the world. This can only occur within individuals who are willing to think within their own person and then make good judgments [choices], within the world, based on this thinking. This type of "critical reflection" (Mezirow, 1991) is an underpinning of effective teacher preparation programs. (p. 16)

In a further reconceptualization of the process as a result of interrogating the literature and gathering and interpreting data from Gippsland program participants in 2001, 2002 and 2006, the process of Reflective Mentoring was seen to be most effective when it was not dealing with one off stand-alone single events but returning often to the issues and concerns that required an ongoing effort to be resolved or understood. In this way reflective mentoring came to be recognised as an ongoing transformative process involving both the mentor teacher and the PST who were both involved in a developing interpersonal relationship found on trust and care rather than power and coercion.

The Refined Model

The new version of the model of reflective mentoring presented below (Figure 3) incorporates the upward movement of the individual to an open worldview (Heylighton, 2000) and highlights both the cyclic and the transformative nature of the process. In order for transformation to occur both the mentor and the PST require a willingness to live in a state of flux and embrace tertiary learning.

Furthermore it appears that those who are actors and spectators in the world and engaged in thinking and judging embrace tertiary learning. This in turn has considerable synergy with Mezirow's (1999) notion of critical reflection by which frames of reference are transformed and all beliefs; habits of mind and points of view are challenged. This in turn enables a synergy between thought and action, which transforms one's consciousness. Consciousness, according to Glasser (2005), deals with the current realities which are focused on what is going on in the world around the mentor and the PST in the here and now. Glasser (1998) suggests that this is all one can manage or change. This model further suggests that as the PST and the mentor teacher engage in regular and meaningful conversations about daily events and experiences there is potential for a gradual movement towards transformative learning and independence. This occurs through self-monitoring, self-evaluation and self-assessment and leads to interdependence i.e. the development of a worldview.

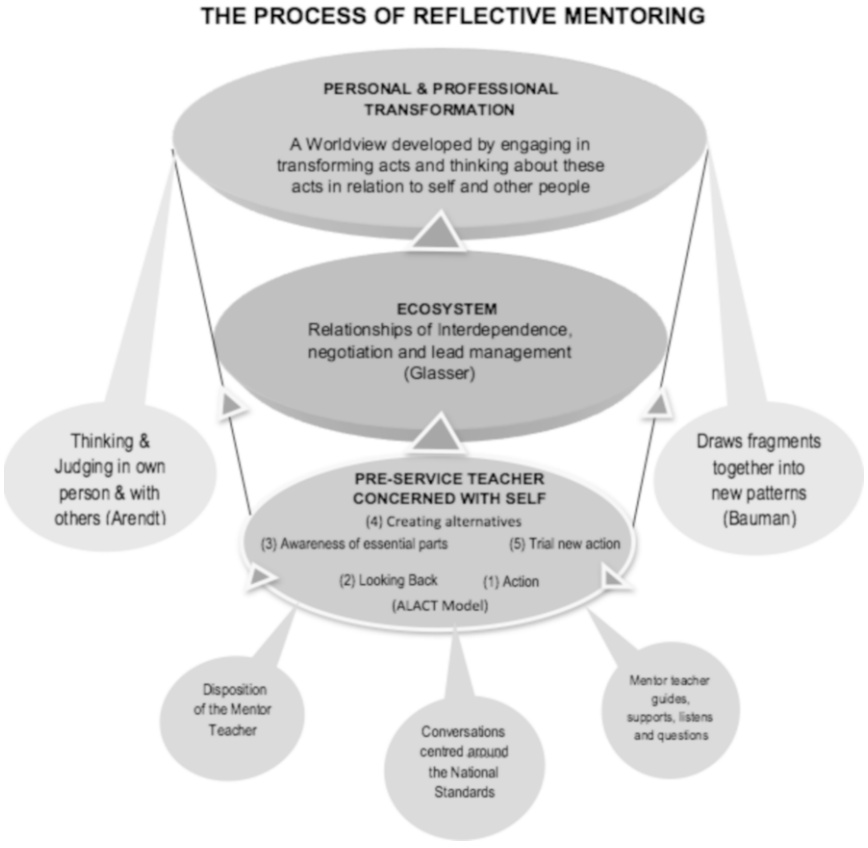

Figure 3. Reflective mentoring model-version 2 (Dyson & Plunkett, 2012)

Conversations Conducted around Standards for the Teaching Profession

As part of the reflective process, it is also important that conversations are conducted around the standards for the teaching profession. In Australia we now have the National Professional Standards for Teachers (AITSL, 2012), which replaces the National Competency Framework for Beginning Teaching (NPQTL, 1996). The mentor teachers encourage and conduct in-depth discussions based on and around the standards relating to the three themes of Professional Knowledge, Professional Practice and Professional Engagement, which contain the seven standards for teachers. Furthermore, the mentors assist and guide their mentees in finding evidence that they are working towards meeting the standards of the teaching profession.

Although the process of 'reflective mentoring' can take the place of traditional supervision at all year levels of pre-service teacher education there may still be a perception that two or more human beings are working together on unequal footings, i.e. a student and a teacher. This should be understood in terms of experience, rather than equality, and with the recognition that all parties involved can learn from the experience of mentoring.

Ongoing monitoring of this approach has led to an understanding of the need for continuous, responsive professional learning opportunities for both the mentor teachers and their mentees to ensure that the full potential of the process is realised. Funding support from the Victorian Department of Education and Early Childhood Development (DEECD) in 2010 has enabled a stronger focus on the collection of audiovisual data in the form of mentoring vignettes, to be used as a teaching resource. As a result, this approach to mentoring is now being further developed, and supported through the professional learning of mentor teachers with the aim of becoming the modis operandi of all mentors at each level of pre service teacher education (PSTE).

In the absence of a controlling power relationship the pre-service teachers have the opportunities to talk about what they already know, rather than just being instructed in the theories of teaching and learning without regard for what they know.

CONCLUSION

The role of pre-service teacher mentors has changed substantially over the past decades, with many universities attempting to provide support for enhancing the mentoring experience for both their PSTs and the school based mentor teachers. Ongoing research into the reflective mentoring approach used within one teacher education program has led to valuable insights into the need for deep reflection to be built into the mentoring process to ensure that teachers are prepared for the challenges of educating in the 21st century. The process of reflective mentoring is facilitated by both the PST and their mentors and differs substantially from traditional supervision in which the supervising teacher is in a position of relative power and directs the PST in what to teach, how to plan and how to manage a

classroom. The development of the reflective mentoring model described in this chapter, resulted from an approach based on critical reflection involving initial theorisation, followed by collecting and analysing data from program participants and then refinement of the model through the gathering of further data and further theorisation of the model. The evolution describes a relationship where both independence and interdependence co-exist as the PST experiences a transformation entailing a move from thinking about themselves in terms of being a PST, to thinking of themselves as *teacher.* Feedback provided through interviews with both PSTs and their mentors suggests that this refined model of reflective mentoring provides an effective way of enhancing the experience of mentoring for both mentors and mentees, especially in an environment in which both parties are considered to be equals – with different level of experience. In deed they can be friends experiencing a positive interpersonal relationship.

In this case, the 'curriculum' of 'reflective mentoring', which could be considered as the 'hidden curriculum' signals repeatedly to mentees that they belong, are respected, are valued, and that the mentor teacher's primary role is to provide psychosocial support, not to grade, rate, or critique. Reflective mentoring presents a more complex and organic view of the development of the mentees identity that is critical for them to internalize and model for students whom they will in turn teach and mentor going forward. The model described in this chapter can be considered as the future in the teaching profession rather than the current model of individual assessment in which the power dynamic is *not* challenged. In professions other than teaching there is a call for the increased use of reflection and transformative learning in fostering professionalism as opposed to assessment of competencies using rating scales and grades.

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