

Mentoring Preservice Teachers: Leading Practice and the TPA

Welcome to the Mentoring and TPA Professional
Learning session

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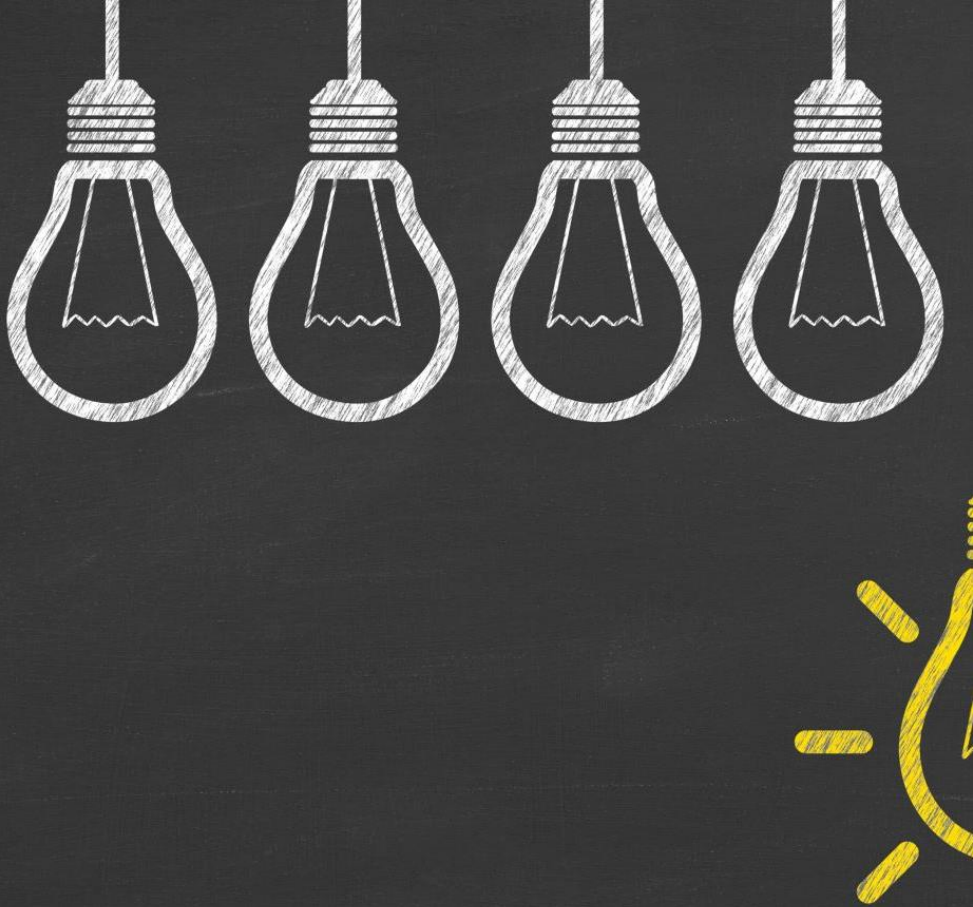
Today's Workshop Program

PART ONE: Mentoring Preservice Teachers

- Check in
- UC Placement Schedule
- Thinking about Barriers to mentoring
- The literature surrounding mentoring
- The role of the mentor teacher

PART TWO: The Teaching Performance Assessment (TPA)

- What is the TPA?
- What exactly is involved?
- What is the role of the mentor teacher?



Mentoring Preservice teachers

*“Classroom-based teachers are **relied upon** to mentor pre-service teachers in the **practical aspects of learning to teach**. The classroom-based teacher who agrees to mentor a pre-service teacher needs to **nurture, advise, guide, encourage and facilitate authentic learning experiences** for developmental growth (Ambrosetti & Dekkers, 2010; Le Cornu, 2005).*

*“Mentoring is **not a natural ability** that people inherently have...research has shown that **mentoring skills need to be learnt and developed over time**” (Ambrosetti, 2014).*



- How many pre-service teaching students are there at UC?
- How many professional experience placements are there from the UC Faculty of Education each year?
- How many schools in the region take UC placements?
- What percentage of ACT teachers are involved in mentoring UC PSTs?

When do UC PSTs do placements in their degrees?

Year	Semester 1	Semester 2
1	10450- Ways of Knowing, Being and Doing in Education (Observational) – 10 days	
2	10425 – Curriculum-Assessment, Planning & Reporting (CAPR)- 10 days	
3	School based clinics Pedagogical Content Knowledge 1 (PCK1)- 15 days	School based clinics Pedagogical Content Knowledge 2 (PCK2)- 15 days
4	Pedagogical Content Knowledge 1 (PCK1)- 15 days	Pedagogical Content Knowledge 2 (PCK2)- 15 days

**Bachelor of Secondary Education
(80 days)**

Year	Semester 1	Semester 2
1	11351 – Curriculum & Assessment in Secondary Education (CASE) – 10 days	School based clinics (TBA) Teaching Secondary (Method A)- 15 days
2	School based clinics (TBA) Teaching Secondary (Method B)- 15 days	11359 - Professional Practice Capstone project- 20 days

**MTeach Secondary
(60 days)**

When do UC PSTs do placements in their degrees?

Year	Semester 1	Semester 2
1	10450- Ways of Knowing, Being and Doing in Education (Observational) – 10 days	
2	School based clinics 10426 - Implementing the Australian Curriculum (IAC)- 10 days	
3	School based clinics	School based clinics 9894 - Planning, Assessing & Reporting (PAR)- 15 days
4	9918 -Teachers as Professionals (TaP)- 30 days	(Early childhood students: 10179 - STEM in the Early Years (STEM)- 10 days)

**Bachelor of Primary Education
(80 days)**

Year	Semester 1	Semester 2
1	11336 – Curriculum & Assessment in Primary Ed (CAPE) – 10 days	11340 – Learning & Development in Primary Ed (LDPE) – 15 days
2	Education for Diversity in Primary Education – 15 days	11350 -Professional Practice Capstone project- 20 days

**MTeach Primary
(60 days)**

P L A C E M E N T

In a nutshell- Placement teaching practice summary

Level	Teaching practice	Prior on-campus learning and prior placements
Beginning	Planning and reflecting upon individual lessons beginning with small groups then moving to whole class teaching; Over the course of the placement, building up to by the last five days teaching 2 individual lessons/lines per day and teaching a sequence of at least two lessons on two different days.	Educational workplace & context units (all students) Human development unit (all students) Core units in literacy, numeracy, and science; AC (ECP) HASS School-based clinic (ECP) Core units in literacy, numeracy, AC and KLA specific units (Sec) Observational Placement (10 days)
Intermediate	Planning for small groups, individual study and whole class learning experiences; designing and delivering a sequence of lessons. Over the course of the placement, building up to teaching 'full days' as expressed in context. For each placement, build up to teaching a sequence of at least 4 lessons/lines in at least three different KLAs (primary)/three-year levels (secondary). ** Refer next page for further details.	Above units + First intermediate unit Inclusion and Classroom management units (all students) KLA specific units (Sec) Arts/ science unit + Maths school-based clinic (ECP) Beginning placement (10 days) Subsequent intermediate units School based units- English, Science, Arts, HPE (ECP) Philosophy of education and using data units (ECP) KLA specific units and KLA PCK units and placements (Sec) Intermediate placement (15 days)
Final	Over the course of the placement, building up to teaching 'full days' as expressed in context so that by the final 10 days of the placement, teach the equivalent of 0.8 load of full-time teacher as context will allow. Teach a sequence of at least 4 lessons in at least three different KLAs (primary)/or 4 lines with a variety of year levels (secondary). We would expect this to commence within a few days of the placement starting or at the very least, the second week of placement.	Above units + Additional literacy and numeracy units (ECP) Teachers as professionals unit (ECP) KLA specific units and KLA PCK units and placements (Sec) Philosophy of education and using data units (Sec) Intermediate and school-based placements (50 days ECP; 70 days (Sec)

****A guide to the number of lessons taught on a 15-day Intermediate placement (adjust accordingly for a 20-day placement)**

- **First 'Intermediate' placement:** Normally have a maximum 4 non-teaching days (observation) followed by 1-2 lessons/day until the final week or so (approx.8- 10 lessons) followed by teaching a sequence of at least 4 lessons in at least three year levels/KLAs (ECP)during the final week (12 lessons)
- **Subsequent intermediate placements:** Normally have a maximum 3 non-teaching days (observation) followed by 1-2 lessons/day until the final week or so (approx.10 - 12 lessons) followed by teaching a sequence of at least 4 lessons in at least three year levels/ KLAs (ECP) during the final week (12 lessons)

Benefits of and barriers to mentoring PSTs

- What are some benefits of mentoring for preservice teachers?
- What are some benefits for mentors from the practice of mentoring preservice teachers?
- What are the barriers to mentoring and how can these be overcome?



Benefits of Mentoring

Hudson (2013) surveyed 101 mentors and then conducted several follow-up interviews and found that mentoring preservice teachers *enhanced mentors' communication skills, problem-solving fluency, and some aspects of pedagogical knowledge.*

Similarly, Kwan and Lopez-Real (2005) surveyed 259 mentors and found that *70% claimed mentoring had enhanced their practice.* Follow-up interviews with 18 mentors conducted by Kwan and Lopez-Real reinforced survey results, with comments by mentors such as *“the student teacher’s teaching strategies also affected my view of teaching approaches”* and *“after I have more interaction with student teachers, I found that they possess lots of things that are worth for me [sic] to learn from them”* (p. 285).





The Role of Mentors

Mentor teachers play a critically important role in the careers of pre-service teachers (PSTs). They have the responsibility of introducing PSTs to the practical and intellectual work of teaching by providing sustained and critical feedback (Feiman-Nemser & Buchmann, 1987; Zeichner, 1996). When mentors do their jobs well, PSTs learning is accelerated. (Henning et al, 2020)

Mentors assist PSTs to progress along the continuum from novice teacher to classroom ready teacher.

Tacit Learning – what the literature says

- Acquired *implicitly or unconsciously* from the context of teaching
- The importance of tacit learning cannot be underestimated.
- Tacit learning...“can provide valuable information for teachers to interpret the nuances of human behaviour, teacher/student interactions, and the pedagogical and emotional needs of students” (Cianciolo, Matthew, Sternberg, & Wagner, 2006, p. 113)
 - Cognitive scientists estimate that ninety-five percent of all thinking and learning occurs tacitly (Lakoff & Johnson, 1999).
 - Teachers **depend on tacit learning to function effectively** because no explicit explanation can fully address all the information or describe all the possible interactions that take place in a single context of learning.
- Because tacit learning is essential for learning to teach, the classroom context has a critical influence on the learning process.
- Examples of those influences include the time and place for teaching; the diversity of the students engaged in learning; and the types of activities, dialogue, and social organization that occur in the classroom and school (Borko & Putnam, 1996; Vygotsky, 1986).

What does mentoring involve?

- What were your experiences of being mentored as a PST?
- How have they impacted on the way you perceive mentoring?
- What do you see as the key responsibilities ?



What the literature says about Mentoring PSTs

- Having extensive teaching experience **does not necessarily translate to good mentoring** (Hobson et al, 2009)
- Mentors are more likely to learn about mentoring as a 'by-product' (Betlem, 2014) rather than engage in a deliberate process of professional development (Leshem, 2012).
- Teachers assuming the role of mentor need to be able to offer **guidance and evaluation** that is **specific to a school context and the individual learner** (Betlem et al, 2019, p. 41)
- Mentoring as **collaborative professional learning** is characterized by an egalitarian approach of sharing knowledge, working together and nurturing the whole person to improve practice (Bradbury, 2010; Carroll, 2006; Fletcher, 2012; Varney, 2009)
- Mentoring is **a relationship and a process**...to induct into the teaching profession (Kwan and Lopez-Real, 2010)
- A teacher-mentor is defined as **a 'school-based' educator** (Carroll, 2006; Jones, 2012)
- More recently, greater emphasis is being placed on **developing PSTs professional identities as teachers** (Bieler, 2013, Kwan and Lopez-Real, 2010)

Attitudes to Mentoring

- How would you describe your attitude to mentoring in one word?





What does the literature say about mentors' perceptions of their role ?

- **Pragmatic** – focus on pragmatics
 - The mentor assumes the 'teacher role' in finding ways to help PSTs improve or refine their teaching practice (Feiman-Nemser, 1998) or assist with professional responsibilities such as creating resources and ideas for lesson planning (Hall et al, 2008).
 - Mentors act as 'masters of knowledge, guiding PSTs how to perform' as teachers (Leshem, 2012, p.418)
- **Managerial** – Focus on assessing the PST
 - Attending to quality control of their practice and writing reports (Kemmis et.al., 2014).
 - This approach is consistent with increasing demands for teacher accreditation.

Interpersonal – Focus on interpersonal and relationship building aspects of mentoring

- Reflected in holistic approaches whereby mentors cater for the PST, perceiving themselves as equal partners (Kwan and Lopez-Real, 2005) in developing PSTs strengths and improving their weaknesses (Leshem, 2012).
- Mentoring takes on a role of support and guidance with a focus on well-being, professional development and improving PSTs practice (Kemmis et al, 2014)

What does mentoring look like, sound like and feel like from the perspective of the pre-service teacher? What does the literature say?

Teacher identity: *What is my place in this profession ?*

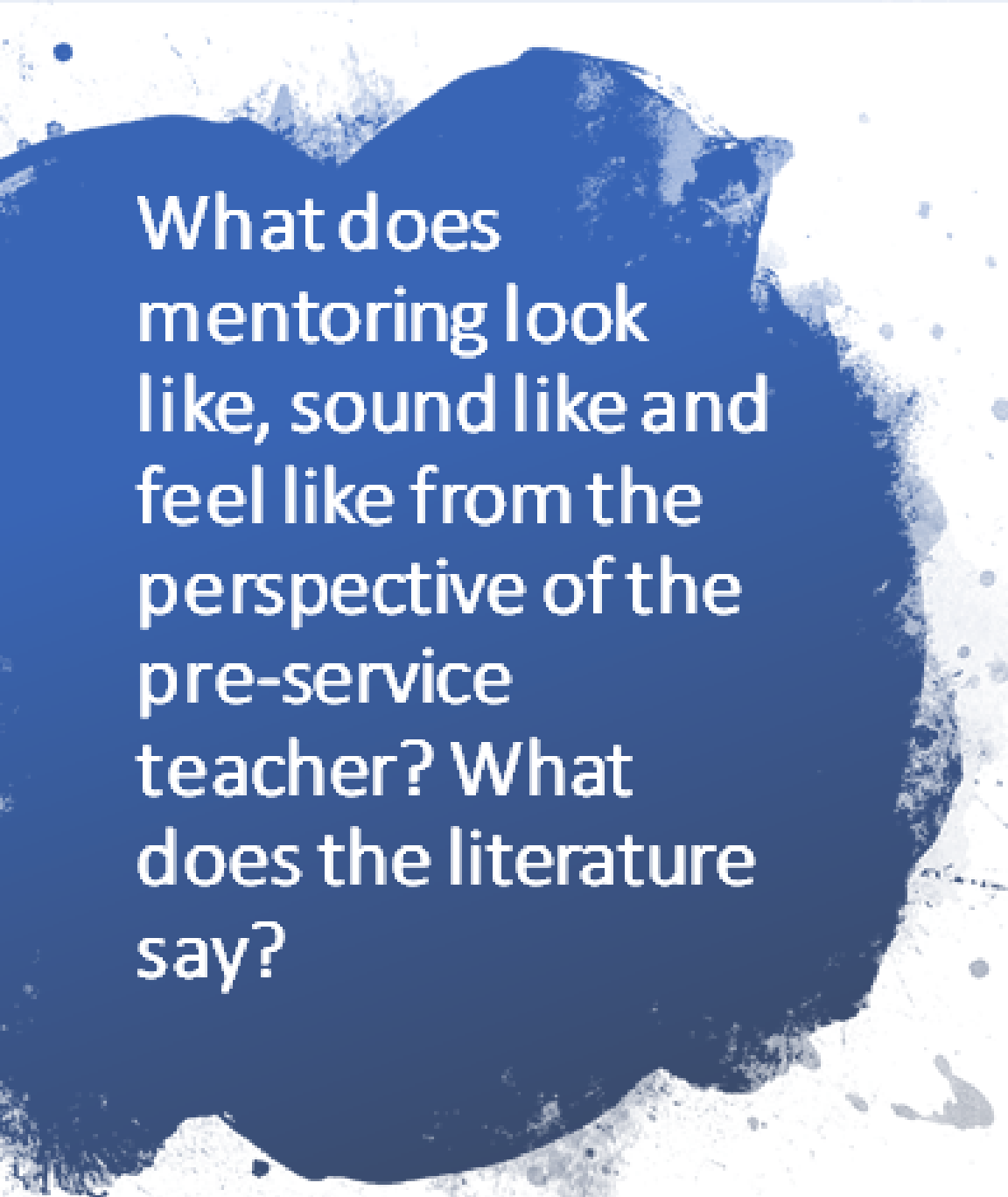
A fundamental assumption underpinning Professional Experience is that preservice teachers must be given opportunities to develop self-efficacy as practitioners. In Wenger's terms, they must come "to see themselves" in the practice of teaching. This involves addressing issues of finding meaning and identifying and finding meaning in the particular "community of practice that is a school" (Wenger, 1998, p. 269).

A student teachers' practice is not only embedded in the reality of the classroom, but they are also embodied practitioners. That is to say, it is as whole persons-with physical, emotional, and psychological responses-that they enter into their "practice." If they are to be able to effectively manage this experience, they need to be supported in ways that address their needs for inclusion. (Watson et. Al, 2013)

Theory and Practice: *How do I connect educational theory with practice ?*

Greater support for the preservice teachers in their professional experience is not an end in itself. The assumption is that this support will translate into practices in which, to use Wenger's phrase, the tension between the local (the immediate needs of classroom management) and global (development and implementation of rigorous learning experiences for school-aged learners) becomes a productive one. Or, to express this more colloquially, theory (subject knowledge) and practice (classroom experiences) translate into more effective teaching and learning. (Wenger, 1998).

There is a strong case for professional learning to involve more than experiencing the norms of a typical workplace. Time spent in school classrooms should provide teacher education students -with opportunities to engage with student learning, drawing on theoretical knowledge about teaching and learning, and reflecting on how theory can inform future classroom practice. However, when there appears to be a theory/practice divide in delivering professional-experience, it has consequences for the quality of the workplace learning experience (Watson et. Al, 2013)



What does mentoring look like, sound like and feel like from the perspective of the pre-service teacher? What does the literature say?

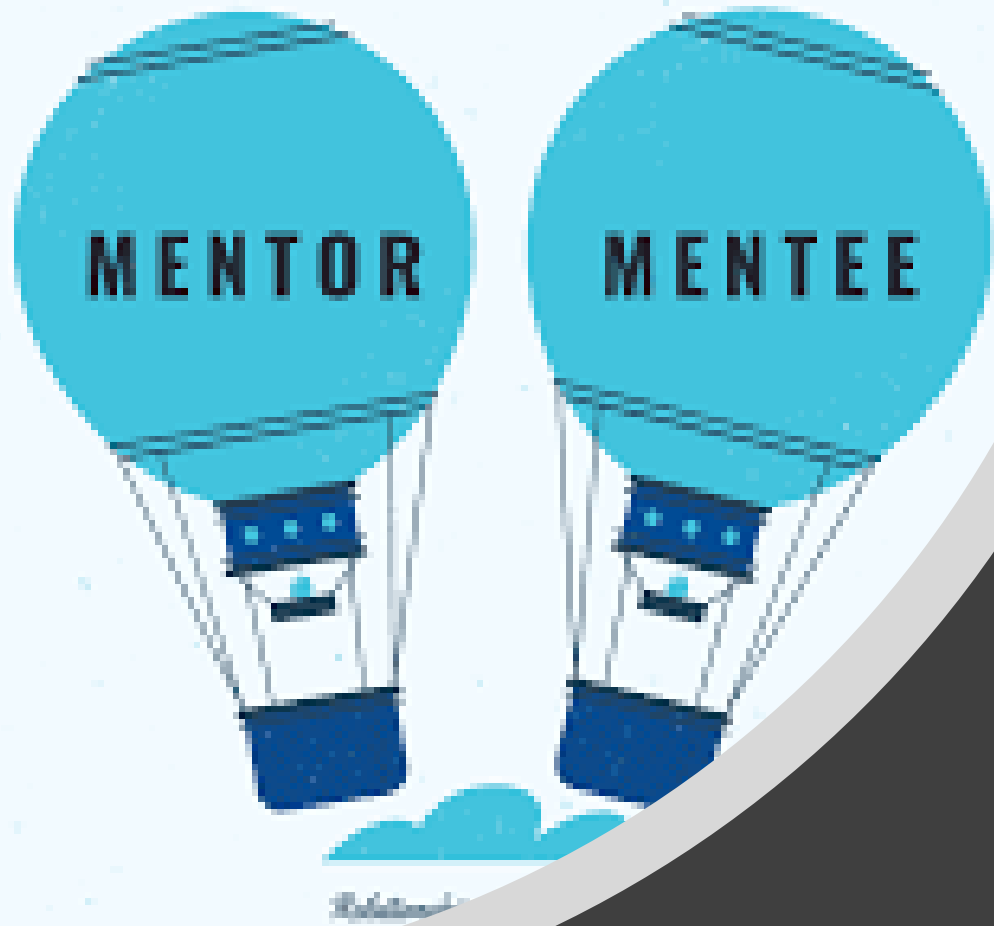
Emotional feelings. *Who will be my supporters on Placement ?*

For many pre-service teachers, the experience of immersion in classroom practice can be a highly stressful and isolating experience. When students are stressed, they tend to move into 'survival mode'. When this happens, it is extremely difficult for the students to practice reflectively or to undertake the necessary identity integration that allows them to see themselves as effective teachers of their subject discipline. (Axford, 2005).

Think, pair, share

In what ways, can a mentor support a preservice teacher ?

- in developing their 'sense of identity',
 - in connecting theory with practice
 - in supporting them emotionally
-
- Together, how can we dismantle the theory/practice divide ?
 - How can a mentor bring together the 3 components of preservice teacher learning – subject matter (content), learning theory (pedagogy) and professional experience ?



Mentoring in a preservice education context

*“Mentoring is a **non-hierarchical, reciprocal relationship** between mentors and mentees, who work toward **specific professional and personal outcomes** for the mentee. The relationship usually follows a developmental pattern within a specified timeframe and **roles are defined, expectations are outlined and a purpose is (ideally) clearly delineated**”* (Ambrosetti & Dekkers, 2010, p. 52).



An effective mentor...

According to Smagorinsky et al. (2004) an effective mentor enables student teachers to develop in ways that go well beyond ..imitation. The mentor and student teacher relationship is reciprocal, enabling student teachers to form their identities by practicing philosophies and techniques learned in coursework (Smagorinsky et al. 2004).

In addition, effective mentors help student teachers manage any unproductive school norms without appropriating these norms for themselves. Effective mentors provide approval while maintaining tension between professional judgment and relational accommodation (Smagorinsky et al. 2004, p. 22).



Mentoring skills

Hennissen et al (2011) conducted a study seeking PSTs perceptions of what constitutes effective mentoring behaviour.

A central notion underlying their study was that effective mentoring behaviour provides both emotional support and task assistance. The study highlights the relevance and potential of specific mentoring skills for offering emotional support and task assistance in mentoring dialogues.

From the findings, they draw two main conclusions. Most importantly, the study identified two clear sets of specific and observable mentoring skills offering either emotional support or task assistance in mentoring dialogues.

- Pre-service teachers predominantly perceived six distinct skills as offering emotional support: summarising content, showing attentive behaviour, giving positive opinion, showing genuineness, summarising feeling and giving information.
- Pre-service teachers perceived five specific skills as offering task assistance: asking for concreteness, helping in finding and choosing alternatives, asking for something new, giving advice and giving information.

Roles of the Mentor - AITSL

AITSL (2012) identifies the following roles:

- **supervising** preservice teachers as they teach and enact the multiple and complex roles of a teacher in school
- **assisting** preservice teachers to enact the professional standards required of the profession
- **coaching** preservice teachers in the development and refinement of skills and teaching strategies related to the professional standards
- **monitoring** the performance of preservice teacher and providing formative feedback
- **assessing** the knowledge skills and dispositions of preservice teachers in relation to university program requirements
- **evaluating** their knowledge skills and dispositions against the professional standards required by AITSL
- **caring** for the well-being of preservice teachers and offering timely emotional support and advice as required

Judgementoring...

Is defined as:

A one to one relationship between a relatively inexperienced teacher (the mentee) and a relatively experienced one (the mentor), in which the latter, in revealing too readily and or too often her/his own judgements on or evaluations of the mentee's planning and teaching (eg through comments, feedback, advice or criticism), compromises the mentoring relationship and its potential benefits (Hobson and Malderez, 2013, p90)

Supervising preservice teachers - online training program

HOME > TOOLS & RESOURCES > SUPERVISING PRESERVICE TEACHERS - ONLINE TRAINING PROGRAM

Supervising Preservice Teachers is an interactive and self-directed online professional learning program aimed at enhancing teachers' knowledge, skills and confidence to effectively supervise preservice teachers.

Get started



Recommended for

Supervising teachers

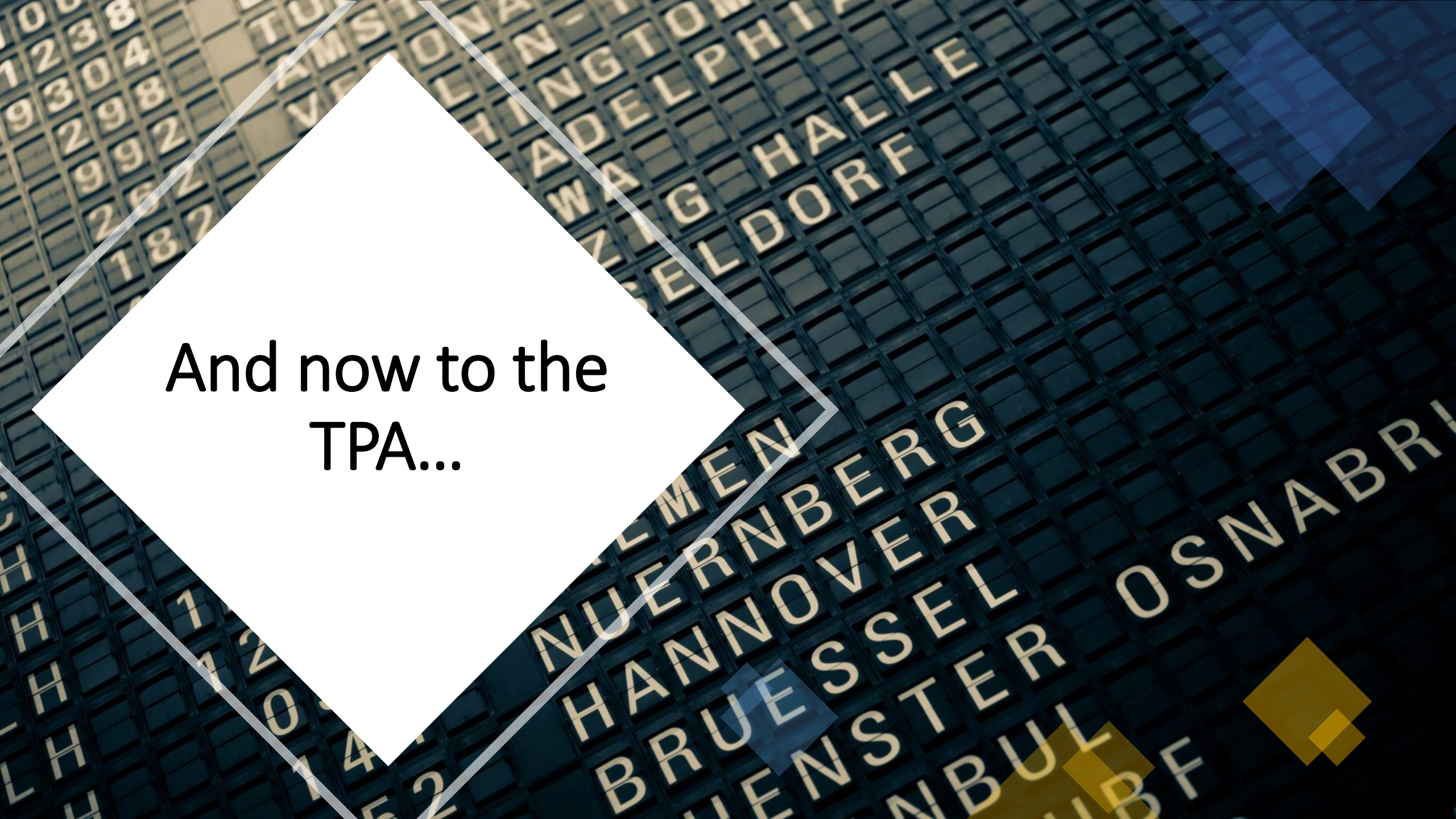


Suggested duration

More than 1 hour

<https://www.aitsl.edu.au/tools-resources/resource/supervising-preservice-teachers>

AITSL mentoring preservice teachers online program



And now to the
TPA...

Who has heard of the
TPA?



What is the AfGT and the TPA?

- **AfGT** stands for **A**ssessment for **G**raduate Teaching and refers to a specific version of the assessment tool also known as the **TPA**
- **TPA** stands for **T**eaching **P**erformance **A**ssessment
- The TPA is an accreditation requirement of all Initial Teacher Education providers that was brought in by AITSL in 2016.

Development of the AfGT Instrument

- The Assessment for Graduate Teaching (AfGT) is an approved Teaching Performance Assessment (TPA) instrument for assessing pre-service teachers' readiness to teach.
- The TPA has been developed, through a research collaboration between a consortium of universities, led by the University of Melbourne and assisted with seed funding from AITSL. Key academic staff from each of the institutions collaborated to design the instrument.

Universities involved in the Development of our TPA

The University of Melbourne

Charles Darwin University

Curtin University

Federation University Australia

The University of Sydney

The University of Western Australia

Victoria University

The University of Canberra

Development of the AfGT Instrument

- The AfGT instrument (TPA) was first trialled in 2017.
- A process of moderation of pre-service teachers' responses, which occurred both within and between participating universities, then took place.
- From 2018 onwards, the AfGT has been implemented by member institutions with continual monitoring and evaluation.

What is the TPA exactly?

A summative, capstone assessment piece that seeks to assess final year pre-service teachers against almost all of the AITSL standards for Graduate Teachers

What's involved in the TPA?

- In the **final year** of study, PSTs are required to complete the TPA as part of their **final placement** unit
- The assessment task has four key elements. Elements 1, 2 & 3 are associated with the PST's final professional placement and Element 4 is an externally administered online task.

What do Elements 1, 2 & 3 involve?

- Elements 1, 2 & 3 of the TPA ask students to identify one class of students (in Secondary contexts) or a subject block such as literacy, numeracy, art, music etc. (in Primary contexts) and plan a sequence of 5 to 8 lessons to teach to this class, that will help them demonstrate their ability to plan, teach, assess and reflect on their teaching.
- This is not in addition to the normal teaching load expectations on the final placement, but a consideration to be made in the preparation for the PST whilst on their placement.

What is the Role of the Mentor Teacher?

- The role of the Mentor Teacher is to support the PST during professional experience placement by:
 - Providing advice on lesson planning and preparation.
 - Observing teaching and providing feedback through professional conversations and written feedback.
 - Preparing placement reports, including the final professional experience placement report.
- Although the AfGT will be marked by a university-based teacher educator, Mentor Teachers can support the assessment process by:
 - Familiarising themselves with the AfGT, in particular, the manner in which the PST is implementing the task during their final professional experience placement.

Key things for Mentors to know

- As part of the assessment, PSTs will ask their mentors to help them by gathering diagnostic data on the students they'll be teaching as part of the TPA
- They will then ask their mentors to help them film two 6-10 minute segments of two lessons within their planned teaching sequence for this class
- Mentors will then be asked, using a template provided to them by their PST, to view the filmed segments and provide them with some targeted feedback to assist their reflection

What Feedback is needed?

- To help the PSTs complete part of Element 2 of the TPA, mentors are asked to give feedback to the PSTs from the video segments in relation to the following:
 - Impact of teaching strategies used on student learning
 - Organisation of activities
 - Verbal and non-verbal communication skills observed and clarity of instruction
 - Impact of communication and instruction on student engagement
 - Observation of strategies to support student wellbeing and safety
 - Observation of strategies used to cater for individual student needs and diversity in the classroom

What else can Mentors do?

- On occasion, PSTs may ask their mentors for help interpreting different aspects of the TPA. Including helping with the administering of permission notes for filming. Lots of support materials have been developed to support students (and mentors) with this and some of these can be found by going to the following website:

<https://bit.ly/TPASupport>

Teaching performance assessments: an overview for schools

HOME > DELIVER ITE PROGRAMS > TEACHING PERFORMANCE ASSESSMENT > TEACHING PERFORMANCE ASSESSMENTS: AN OVERVIEW FOR SCHOOLS

AITSL is driving the work around initial teacher education reform with the overall aim of securing quality teaching and preparing new teachers well. This work has four focus areas:

- stronger quality assurance of teacher education courses
- more rigorous selection of students into programs
- better practical experience for the students, and
- more rigorous assessment of graduates to ensure that they are “classroom ready”.

The final area is being addressed through a new evaluation activity for pre-service teachers – a teaching performance assessment (TPA).

As schools take on pre-service teachers for placements and will likely be the settings for TPAs, it is important that principals and teachers know more about this incoming initiative.



What if the students don't bring notes back or refuse permission?

- If you have concerns about the filming of students for the PSTs assessment, pages 15 & 16 of the AfGT information guide can help.
- There is also guidance on these pages for steps to take to ensure the video recording is useful for you and the PST to reflect on.
- Directorate approval has been provided for filming in ACT Directorate schools.

What about the placement report then?

- The TPA does **NOT** replace the value or importance of the placement report that mentors complete during placements.
- Both documents work together to allow us to see if the PST is classroom ready at the conclusion of their final placement.
- Both measures must be completed successfully by all PSTs to pass the course.

Where can I go to get help or ask questions?

- Emily Hills is the TPA coordinator for the Faculty of Education at the University of Canberra and is more than happy to help in any way

emily.hills@canberra.edu.au

- AITSL also have information about TPAs on their website
- You can also see the resources on the TPA support website for additional detail about each element of the TPA

<https://bit.ly/TPASupport>

A Note on TQI Hours and Mentoring

For those that weren't aware, you
can claim up to **5 hours of
mentoring a PST as Teacher
Identified Professional Learning**



References and Credits

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Thank you for supporting our PSTs to complete their final placements and assessment



UNIVERSITY OF CANBERRA

The University of Canberra acknowledges the Ngunnawal people, traditional custodians of the lands where Bruce Campus is situated. We wish to acknowledge and respect their continuing culture and the contribution they make to the life of Canberra and the region. We also acknowledge all other First Nations Peoples on whose lands we gather.