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Case Study of a Principal-Directed Mentorship Program for Untrained Primary School Teachers

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Walden University

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Joycelyn Archibald Pennyfeather

has been found to be complete and satisfactory in all respects,
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Walden University
2020

Abstract

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Teachers

by

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MEd, The University of the West Indies, 2011

BEd, The University of the West Indies, 2007

Project Study Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Education

Walden University

May 2020

Abstract

Issues relating to teacher quality are being discussed internationally. Locally, teachers in St. Kitts and Nevis are hired to teach without any formal training, resulting in poor quality teaching. The problem studied was the poor-quality performance of first-year teachers in a rural primary school of St. Kitts and Nevis. One school principal introduced a mentoring program in an effort to improve teacher quality. The purpose of this study was to explore educators' perceptions of the implementation of that principal-directed mentoring program and make suggestions for its improvement. Guided by Chinnasamy's concept of mentoring as andragogy in action, this study examined which parts of the mentorship program the untrained teachers (mentees) and trained teachers (mentors) found to be valuable, how they implemented those ideas into their teaching, and suggestions they had to increase efficacy of the program to affect classroom change. A qualitative case study was conducted involving 8 teachers, 4 trained and 4 untrained, from the school. Data generated from interviews of all 8 teachers and follow-up observations of the 4 mentees in the classroom were transcribed and coded to generate themes. The key findings were that participants felt that the mentoring program yielded better quality teaching and should be continued with ongoing training. The findings resulted in the formulation of a 3-day professional development workshop for mentors. This study may bring about positive social change for new teachers in St. Kitts and Nevis. New teachers' skills in pedagogy and classroom management can potentially be improved through the implementation of the professional development workshop for mentors which resulted from study findings.

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Dedication

I would like to dedicate this work to my loving mother Martha Elizabeth Archibald and my father Joseph David Ottley, both deceased before I completed my study.

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First, I would like to give thanks to God the Father almighty who has given me the grace and the sustenance needed to reach this far. I am also extremely grateful for all the encouragement that I have received from family and friends throughout this study.

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Table of Contents

Section 1: The Problem.....	1
The Local Problem.....	1
The Local Gap in Practice.....	2
The Larger Educational situation of the Problem.....	6
Rationale	9
Purpose.....	11
Definition of Terms.....	12
Significance of the Study	13
Research Questions	19
Review of the Literature	19
Implications.....	51
Summary	52
Section 2: The Methodology.....	54
Qualitative Research Design and Approach	54
Participants.....	57
Data Collection	61
Data Analysis	65
Data Analysis Results	69
Section 3: The Project.....	103
Introduction.....	103
Rationale	104

Review of the Literature	106
Project Description.....	118
Project Evaluation Plan.....	123
Project Implications	123
Section 4: Reflections and Conclusions.....	128
Project Strengths and Limitations.....	128
Recommendations for Alternative Approaches	132
Scholarship, Project Development and Evaluation, and Leadership and Change	133
Reflection on the Importance of the Work	135
Implications, Applications, and Directions for Future Research.....	137
Conclusion	139
References.....	142
Appendix A: The Project	164
Appendix B: Project Evaluations.....	202
Appendix C Interview Protocols.....	205
Appendix D: Observation Protocol.....	212
Appendix E: Results of Observations	215
Appendix F: Research Questions and Themes Derived From the Interviews	219

Section 1: The Problem

The Local Problem

There is a problem in the public primary schools in the Federation of St. Christopher (commonly referred to as St. Kitts) and Nevis. The problem being studied encompasses poor quality performance of teachers who are not trained before entering the profession in St. Kitts and Nevis. At principals' meetings, principals revealed that teachers fail to plan lessons. Principals from the East zone consistently indicated in their termly reports the results of teacher appraisals that showed a lack of planning and preparation by teachers, as noted in reports from principals' meetings in 2015-2017. This problem was also echoed by the minister of education in his address to St. Kitts Teachers' Union members in October 2015 at the commencement of Teachers' Week. According to one untrained teacher, the Ministry of Education has indicated to new teachers that if their performance does not meet required standards, they will not be rehired at the end of the school year. The present permanent secretary in the Ministry of Education also indicated that for teachers who were hired without mathematics qualifications, the ministry would ensure that certification in mathematics would be achieved at the Caribbean Secondary Examinations Council level by paying for classes for teachers to attend. A former permanent secretary also stated at a conference that the critical thinking skills of students were being hampered due to the lack of 21st century soft skills such as communication and collaboration (moeskn.org). This has been a major cause for concern in the teaching profession in St. Kitts and Nevis. As a direct result, key areas such as planning, reflection on practice, higher-order thinking skills, pedagogical skills (e.g., delivery of instruction, cultural diversity assessment, and

collaboration), communication skills, professionalism, and technological skills are adversely affected. The call for Education for All (EFA) as the mandate for the education sector's strategic plan also reflects the need for a transformation of teachers to include differentiation of instruction and to integrate information communication technology (ICT) into the teaching learning process in order to address the needs of the 21st century learner, according to minister of education.

The Local Gap in Practice

The Government of St. Kitts does not require nor mandate teacher training and certification before teachers are hired. In St. Kitts, new teachers may be hired without being certified as trained teachers (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2016a). The statistics from the 2013-2014 (the latest data available) school year indicated that only 78% of the teachers in primary schools in the Federation are formally trained. Seventy-one percent are located on the island of St. Kitts (Government of St. Kitts & Nevis, 2017), and 7% are located on the island of Nevis. The local college offers a 2-year teacher training certification program; however, many new candidates do not complete the program in the 2-year period. Unfortunately, no statistics were noted in the above report. New teachers often graduate from high school in July and are hired in the summer to begin teaching in September without any formal teacher training (Government of St. Kitts & Nevis, 2017; Government of St. Kitts & Nevis, 2019).

The requirement for teaching in St. Kitts is completion of a minimum of five Caribbean Secondary Examinations Council subjects. To be eligible to teach at the primary level, a secondary school graduate must have a passing score in the following subjects:

mathematics, English, social studies, history or geography, and a science-related subject (Government of St. Kitts and Nevis, 2019; University of the West Indies, 2018). New untrained teachers entering the education system are often ill-prepared for the positions to which they are appointed, and student achievement is usually substandard.

Data from the Draft Education Sector diagnosis report (an evaluation of the education sector in the Federation) highlights the substandard performance of untrained teachers in the education system (Government of St. Kitts and Nevis, 2015). The untrained teachers are those who have graduated from the secondary schools and placed in the classroom without teacher training. They are uncertified and unqualified (Joseph & Kennedy, 2017). Furthermore, there is no formal support structure in place for new and untrained teachers (UNESCO, 2016a). Teacher education reform calls for clinically-rich teacher preparation. This viewpoint is widely embraced by new teachers who believe teacher training to be the most important aspect of their training as it increases their knowledge and skill base (Goodwin, Roegman, & Reagan, 2016). Additionally, the UNESCO (2016b) St. Kitts-Nevis Policy Review, Final Report highlighted the issue of poor teacher quality, which I recognized as an area of concern for education stakeholders in St. Kitts.

There is a need to ensure that all teachers are trained and certified to teach before entering the classroom. The issue of untrained and newly certified teachers presents a gap in practice that necessitates a bridging program that would compensate for the lack of skills that could be acquired through teacher training. This study was an exploration of the perceptions of trained and untrained teachers, and to expand the understanding of educators

and untrained teachers regarding a local principal-directed formal mentoring program implemented to help improve the quality of teaching in the public primary schools. The mentoring program was implemented in a primary school in a rural area of the island in the summer of 2017 by a school principal who was assigned teachers who had no teacher training. Some came directly from the classroom. Five untrained teachers were selected as a part of the program and trained teachers with 5-10 years' experience were selected to be the day-to-day mentors. This mentoring program was implemented with the hope that if successful, the mentoring program could later be formalized and implemented in other schools in St. Kitts to help improve teacher performance.

Research has shown that much concern is being expressed about the mentoring support given to beginning teachers. Mathur, Gehrke, and Kim (2012) conducted research on mentors' and mentees' perceptions of their classroom practice. The benefits of mentoring were recorded and documented for further research. The researchers concluded that when teachers viewed themselves as better decision makers, they become more effective teachers. This results in greater job satisfaction, improved instructional capacity and ultimately positively impacting student achievement.

Improved teacher training, including mentoring, will ensure teacher effectiveness, student achievement, pedagogical decision-making, and reduction in teacher attrition (Gordon & Lowrey, 2017). Mathur et al. (2012) conducted a meta-analysis on the topic of support structures of the mentor/mentee relationships. The authors revealed that mentoring influenced new teachers' instructional practices because these new teachers often seek

assistance in improving critical areas that they feel are necessary to support or produce better student outcomes.

Consequently, beginning teachers get the opportunity to reflect on their classroom practices (e.g., lesson planning, delivery of instruction, and use of instructional strategies) and draw on the support of their mentors to improve as they go along. Desimone et al. (2014) identified the need for support structures and suggested that beginner teachers would benefit from being involved in both formal and informal mentoring programs. They examined and supported work done by other researchers and indicated that this is certainly one way of increasing retention, student achievement, and teacher performance.

Educators and policymakers worldwide have engaged in research geared at identifying and addressing teacher quality and implementing practices that would alleviate the issue of poor teacher quality world-wide (Commonwealth of Learning, 2016; Nudzor, 2015; Otunuyi, 2013; UNESCO, 2015). One such practice included mentoring and was implemented in the states of New York, Texas, California and Utah and later examined (Bullough, 2012). The positive results of mentoring programs have catalyzed the adoption of mentor policies in some states (Zembytska, 2016). Zembytska (2016) reported that mentoring has been a success in the United States, providing the support that new teachers need.

The Larger Educational Situation of the Local Problem

In 2000, at the World Education Forum held in Dakar, Senegal, the EFA framework was agreed upon by the 164-member states (UNESCO, 2014). The EFA report noted that all students are entitled to a free education. In addition, Universal Primary Education and

a universal standard for a high quality of education were two of the goals noted in the report. Policymakers recognized that the goal of UPE could not be successfully achieved without an emphasis being placed on another goal, one describing universal quality of education (King, 2017). To this end, annual global monitoring evaluations were conducted by UNESCO and findings were reported in Global Monitoring reports (GMRs). Data from the 2014 GMR showed that even though some progress had been made in achieving the goals at some level, there was still work to be done; more teachers were being employed, but not all the teachers were trained (UNESCO, 2014). The aforementioned report stated that “less than 75% of primary school teachers are trained according to national standards in around a third of the countries data” (UNESCO, 2014). This influx of teachers into the system resulted in more students entering school; however, the lack of training for these new teachers seriously impacted the quality of education. The next annual UNESCO GMR report (2015) summary stated that hiring of untrained teachers may result in getting more children to attend school (there were not enough teachers to satisfy the student population in some places); however, this type of hiring of untrained unqualified teachers can also jeopardize the education quality (UNESCO, 2015). In an effort to raise teacher quality, the EFA report suggested a post-2015 framework to address the problem of improving teacher quality (UNESCO, 2015).

Following the analysis of the EFA, the Incheon Declaration for Education 2030 was established. This new framework sought to emphasize the EFA goal of the need for an inclusive and quality education for all (UNESCO, 2016a). The timeline for this new framework is 2030. The suggestions within the framework pointed to changing policies,

implementing new strategies and skill-building in order to make sustainable development goals on quality education a reality.

Donovan, Green, and Mason (2014) posited that teachers should possess a skill set inclusive of creativity, innovation, critical thinking, problem solving, communication, and collaboration to prepare students for life and the work environment. These are the skills that employers seek in high school graduates; hence it is critical that teachers teach these skills (Donovan et al., 2014). These skills are to be reinforced for both pre-service and in-service teachers.

According to the EFA GMRs (UNESCO, 2014, 2015), approximately 250 million children have not been taught basic skills, even after being in school for 4 years. The GMRs further indicated that the failure to provide basic training to the students is due to the quality of teaching and learning that the students are exposed to (Goldhaber, Quince, & Theobald, 2016). The call is for more attention to be given to teacher preparation as a solution to addressing this challenge of poor learning outcomes (Goodwin et al., 2016). Singh (2017) stated that teachers are vital to the development and success of students. Teachers who are not trained in education before entering the classroom can jeopardize the education system. Students' learning and acquirement of skills are necessary or sustainable development will be adversely affected.

The April 2015 GMR (UNESCO, 2015) suggested that education quality can be jeopardized by hiring untrained teachers if they lack qualifications or do not have skills to complete preparation or prepare for the teaching learning process. These are further compounded by lack of motivational drive to complete tasks and inappropriate working

conditions along with lack of ongoing professional development. The professional development for teachers should provide a comprehensive training regime inclusive of theoretical and practical aspects of the teaching learning process to facilitate an ongoing cycle of receipt of new knowledge and practice for teachers. These professional development sessions should also continually prepare teachers to assist students with diverse learning needs and backgrounds and equip teachers on how to impart basic reading skills to children in the early grades. Teachers will then teach students accordingly being cognizant of the students' cognitive level thus making concepts easier for students' comprehension. All teachers should therefore engage in continuous professional development in order to adapt to new learning challenges and to acquire new skills required for teaching and learning (UNESCO, 2014).

The need for quality education was again reiterated in the 2016 Global Education Monitoring (GEM) report on inclusive and sustainable cities (UNESCO, 2016b). Several targets for SDG4 were set to be achieved by 2030. These targets all centered on education for sustainable development to ensure inclusive and quality education for all. Target 4.c stated that by 2030 the number of qualified teachers would have increased and teacher training in small islands and less developed countries. The improved quality of teaching will result in persons being able to sustain their environment (UNESCO, 2016b).

Rationale

The performance of teachers in St. Kitts had been an agenda item at monthly principals' meetings and other consultative forums where the matter had been discussed at length by education officers, and principals to find a workable solution to address the issue. The untrained, unqualified teachers had problems acquiring skills such as how to reflect on practice, communicate effectively with colleagues, use knowledge of cultural diversity, integrate technological skills in the classroom, and use higher-order thinking skills and pedagogical know-how in lesson strategy and delivery. The new Education Sector Plan 2017-2021 for St. Kitts and Nevis also outlined several of these issues with teacher quality and the poor performance of teachers with some possible suggestions for solving the problem. (Government of St. Kitts and Nevis, 2017).

Researchers and educators across the globe expressed concern for improving the status of teachers (Moon & Villet, 2017; UNESCO, 2016a). The EFA and Sustainable Development Goals (SDG) 2015-2030 included initiatives by the government that focus on inclusive and equitable quality education and lifelong learning for students by 2030 (UNESCO, 2015). Another goal is to ensure that all teachers are trained by 2030. There are 17 SDGs and 164 indicators by which these goals will be measured. SDG 4 encompasses quality education and discusses the importance of training as a tool to eliminate the poor quality of teaching performance by some teachers observed. Preservice training includes ideally training and certifying prospective teachers before they are placed in the classroom to deliver instruction. Teacher training will enable them to perform tasks effectively and efficiently resulting in the creation of skilled critical thinkers, innovators

and problem solvers (Donovan et al., 2014) who can impart similar skills to the students in their classrooms.

However, all education systems are not equal economically, with many locations not having the funds to train teachers (Nudzor, 2015). The latter was noted in the Caribbean, North Africa, Western Asia, and in the sub-Saharan Region (UNESCO, 2016a). The UNESCO (2016a) GEM report (previously the GMR report) indicated that 85% of Caribbean primary teachers are trained. In both Northern Africa and Western Asia that number is 73%, and in sub-Saharan countries, the number drops to below 50%. Sub-Saharan African nations are also seeking alternative means of training (Otunuyi, 2013) to compensate for the vast number of teachers hired to reduce the student teacher ratio in an attempt that would help to achieve the UPE goal.

Evidence from the literature indicated that being an untrained teacher can negatively impact the skill set or performance output of teachers (Donovan et al., 2014). The academic and economic outlook for students can improve with the use of effective teachers in the classroom (Adnot, Dee, Katz, & Wyckoff, 2017). In order to ensure quality instruction from new and untrained teachers in the system, bridging the gap using a mentorship program is necessary as a means of motivation and for inculcating necessary skills such as critical thinking, creativity, and problem solving. Mentoring untrained teachers would enable them to be better equipped to effectively teach diverse learners, learn subject specific content, improve on lesson preparation and execution, develop effective classroom management skills, and gain knowledge of student learning styles (Alexander,

2015), all of which are critical to eliminating the gap in practice and improving the quality of teaching performance.

Purpose

The purpose of this study was to explore educators' perceptions of implementation of a principal-directed mentoring program designed to increase new-teacher efficacy in the classroom and make suggestions for improvement. The study focused on understanding the perceptions of educators who are presently engaged in a mentoring program for untrained teachers in a public primary school. The perceptions of the participating teachers were explored and data on how the mentoring program worked was collected and analyzed. Principle methods of data collection included structured interviews and unobtrusive observation of teachers in practice. In addition, I examined the perceptions of educators engaged in the principal-directed mentoring to determine the best ways that the program could be expanded to other schools on the island. To date, there is no known or documented research done in St. Kitts or Nevis detailing the effect of mentoring on new or untrained teachers and its impacts on teacher output. During the research of the principal-directed mentoring program, I collected data and made recommendations to improve the mentoring program by proposing a formal mentoring program based on the information received.

New teachers should be guided on the implementation of pedagogical structures and observed while teaching to note good classroom management practice and consistently given feedback and monitored (Hudson, 2013a). Any attempts to help build teacher capacity through professional development in the teaching profession should be closely

monitored. Wagner (2014) stated that monitoring of teachers after professional development is necessary for the teachers' own development. Wagner also noted that the issue of improving teaching quality and the coaching of teachers should be included as areas of professional development. The data I collected from this research was used to implement further mentoring initiatives which may result in better quality teaching (Aspfors & Fransson, 2015).

Definition of Terms

For the purpose of this case study, the following definitions for technical and operative terms are provided below:

Mentoring is a collaborative effort between two parties, in which the experienced practitioner provides professional development and support to the novice or less experienced practitioner, to assist in empowering, maximizing potential, developing skills and improving performance (Clayton, Sanzo, & Myran, 2013).

Teacher quality refers to good teaching and effective teaching (Knight et al., 2015). Good teaching is exemplified through the exhibition of standards of the profession that embodies professionalism and knowledge of diverse learners, while effective teaching results from the input such as standardized testing which culminates in the achievement of student achievement goals (Knight et al., 2015).

Untrained teacher, for this study, is defined as a teacher who is employed by the government of St. Kitts and who has not undergone any teacher training or certification (Joseph & Kennedy, 2017).

Significance of the Study

This study is significant to several audiences, namely, the teachers and principals of St. Kitts, the government of St. Kitts and Nevis and the Organization of the Eastern Caribbean States (OECS). The statement of the problem explains the need for ongoing teacher support in St. Kitts entering the profession with no teacher training. New teachers need to be guided and instructed in the art of teaching. The same can be said for teachers who have just completed teacher training. Some teachers who have completed 2 years of training are not certified because they fail the required national practicum and are deemed weak teachers. Then there are others who have gained certification, but have difficulty transferring the theory into practice; and have also compromised their use of pedagogical knowledge (Blomberg & Knight, 2015).

Significance for Teachers in St. Kitts

This study is significant to teachers in St. Kitts because the support given to new teachers is critical for the success of high student achievement and quality teaching. Evidence in the literature suggested that teacher support given consistently results in high levels of student achievement and good performing teachers (Zembytska, 2016). Hudson (2013a) also indicated that consistent support through mentoring results in enhanced communication, problem solving, and building capacity in teaching. With the intervention of the mentoring program by the local principal, new teachers were exposed to some of the practices required to enable them to become effective and efficient in the classroom. In this study, I examined the perceptions of the participants involved in the local mentoring program in an effort to ascertain whether or not they felt the mentoring support given to

new and untrained teachers resulted in improved teacher performance and better student output. Mathur et al. (2012) noted that mentoring programs better prepare new teachers to execute their duties effectively and efficiently. The quality of the teaching performance should be at a level that could produce a satisfactory performance from the new and untrained teachers, thereby eliminating the problem of poor teaching performance and increasing or improving teaching quality (Hudson, 2013b). The use of ongoing mentoring was one way of creating a cadre of teaching professionals who can positively impact the school and the community by delivering quality education (Aspfors & Fransson, 2015). Meroni, Vera-Toscano, and Costa (2015), in their investigation of the teacher skills and student performance, pointed out that good teaching was necessary for higher student achievement. They noted that poor student performance on standardized tests can be attributed not only to quality issues in the curriculum, but to the teaching-learning environment. This is an environment where untrained teachers are not yet exposed to multiple forms of assessment or do not have an understanding of how learning styles of individual students inform the assessment procedures.

Significance for Principals in St. Kitts

This study is significant to principals in St. Kitts as it will assist them in providing the best possible support and training for new teachers. The GMR report stated that teachers who received the best training gave good quality education throughout their careers (UNESCO, 2014, p. 236). Internationally, teaching quality is by far one of the best determinants of student success, and in St. Kitts, this is by no means any different. Worldwide, education departments and governments are committing to strengthening the

quality of education (teaching and learning) as quality is one of the determinants of student success and achievement (UNESCO, 2014). Principals, therefore, need to ensure that structures are implemented to provide consistent support to teachers that encapsulates quality teaching and learning. It should be noted that at least one primary school principal initiated a support mechanism to address the issue of poor teacher quality. However, no data have been documented to indicate the effectiveness or success of this initiative, hence the purpose of this study, which was to explore educators' perceptions of implementation of a principal-directed mentoring program designed to increase new-teacher efficacy in the classroom and make suggestions for improvement.

Significance to the Government of St. Kitts and Nevis

This study is significant to the Government of St. Kitts and Nevis as it addresses the issue of teacher quality. In 2014-2015, the Government of St. Kitts and Nevis commissioned UNESCO to conduct an education policy review in St. Kitts-Nevis (Government of St. Kitts and Nevis, 2019). The review results showed that teacher quality as well as learning and leadership were the overarching issues in St. Kitts-Nevis education system. The review team suggested a Quality Teaching Learning and Leadership Framework (QTLLF) to try and address the aforementioned issues (Government of St. Kitts and Nevis, 2019). Of significant importance is the issue of teaching quality, which needed to be addressed urgently. The results of the review showed without a doubt that quality teaching is indeed relevant and of utmost importance to the learning outcomes of the students in the schools in St. Kitts and Nevis (Organisation for Economic Co-operation and Development (OECD, 2015). The QTLLF is based on equity and designed around four

pillars, one of which is empowerment (Government of St. Kitts and Nevis, 2019). Equity is emphasized as it is the view that all stakeholders should be involved in capacity building that would not only enhance education but improve teacher quality. Therefore, in empowering teachers, the expectation is that principals and teachers will ensure that continued professional development takes place to enable teachers to acquire, apply and transfer knowledge gained to students by creating opportunities for skill building, value inculcation and competency-based learning.

Consequently, in response to the review, the 2017-2021 Education Sector Plan entitled: *Education for All: Embracing Change, Securing the Future*, strategic framework was drafted. This strategic education sector plan reflected the strategic imperatives to be achieved over the next 5 years. Of optimum importance is strategic goal two; which points to the strengthening of the quality and relevance of education at all strata in the system to improve learning outcomes (Government of St. Kitts and Nevis, 2017). Additionally, the Education Sector Plan 2017-2021 speaks to the professionalization of the teaching profession in St. Kitts – Nevis. The professionalization process is based on four tenets, one of which indicates that principals are to provide supportive and constructive feedback to teachers that will critically guide teachers in the planning and execution of the curriculum and enhance their continued professional development journey. The continued assessment and collaboration between principals and teachers should provide the support necessary for teachers to view themselves as facilitators of learning, through the development of communities of learning (Green, 2017). Facilitators can transfer and inculcate in the students the 21st century skills and competencies required in today's environment, which

addresses sustainability and education for lifelong learning in St. Kitts and the wider OECS region.

Significance to the Organization of the Eastern Caribbean States

The study is significant to the OECS as it could assist school leaders in the various territories with the same or similar concerns related to teacher quality. Like St. Kitts, many other Caribbean islands also practice the deployment of untrained teachers and as such, may also be faced with issues concerning the quality of instruction and pedagogical performance. As a response to these concerns, in the Caribbean, ministries of education have initiated induction programs for new teachers which last from 2 weeks to 1 year. St. Kitts has a 2-week induction before the academic year begins. Belize has a 1-year program (Bruns & Luque, 2015). Observation and analysis of these induction programs can provide much needed data on teacher quality. Furthermore, feedback from the analysis of the perceptions of the educators on the summer mentoring initiative can help to improve teaching performance throughout the school year and to retain quality teachers. Documentation of such work on mentoring as a support mechanism provided relevant data to guide the practices of new teachers within the system. The research done by Bruns and Luque (2015) suggested that the lack of support for untrained teachers in Latin America and the Caribbean resulted in the conflicting issues on the development of a world class education system. Bruns and Luque also recognised that the ongoing support and training given to new teachers helped to promote their professional development in practice and without this type of support teachers will continue to perform below the required standard of an effective teacher. Furthermore, The Eastern Caribbean Joint Board of Teacher

Education (ECJBTE) has also reflected on the need for better teachers. According to the director of the ECJBTE there is a need for teachers who can accomplish positive student learning outcomes through development of relevant skills that would support a community of learning and a community of practice (“Competence and Care”, 2018,).

Summary on Significance

The results of this study and the ensuing project will be used as support mechanisms for new and untrained teachers in St. Kitts-Nevis. Recommendations may be used to inform school leaders and policy makers on practices that can be implemented to support new and untrained teachers during the first years of teaching. Teachers who have just completed teacher training need to be mentored or supported at least during the first year in the profession (Kemmis, Heikkinen, Fransson, Aspfors, & Edwards-Groves, 2014). Educators and stakeholders have recognized that good teachers will get good results once the initial support and training is given (UNESCO, 2016b). Teacher quality will improve once teachers are guided in the delivery of instruction and encouraged to increase their knowledge base through curriculum and pedagogical skills (Zembytska, 2016). Stronge, Ward, and Grant (2011) contended that the main component in school improvement process and contributor to student success is the teacher. Therefore, the support given to teachers to improve their instructional performance is critical to the development of student success at all levels. However, in observing this gap in practice, the limitation on the scope of the current data on mentoring of untrained primary school teachers was also noted. However, with research, there is the possibility for improvement to get the teachers qualified to undertake the task of classroom management and delivery of instruction.

Research Questions

The purpose of this study was to explore educators' perceptions of implementation of a principal-directed mentoring program designed to increase new-teacher efficacy in the classroom and make suggestions for improvement. The questions guiding this study were as follows:

RQ1: What parts of the mentorship program did the untrained teachers find to be useful?

RQ2: What parts of the mentorship program did the teacher mentors (trained teachers) find to be valuable in assisting new teachers?

RQ3: What techniques, learned in the summer mentoring program, did new teachers implement in the classroom when teaching?

RQ4: What are the suggestions of both new and mentor teachers with respect to the principal mentorship program designed to increase efficacy in the classroom?

Review of the Literature

The purpose of this study was to explore educators' perceptions of implementation of a principal-directed mentoring program designed to increase new-teacher efficacy in the classroom and make suggestions for improvement. The study focused on understanding the perceptions of educators who were previously engaged in a mentoring program for teachers in a public primary school. The perceptions of the participating teachers were explored. By exploring the educators' perceptions on the mentoring program, recommendations were made for its improvement.

Preview of the Literature Review

The literature review introduction begins with the problem and the purpose as they relate to the study. A brief synopsis of the literature is also included. The section continues with the scope of literature review and the search strategies used to find the relevant supporting literature. Next, the literature review continues with a discussion of teacher quality, the untrained teacher and mentoring. In the section on teachers, I describe the results of good and effective teaching, reflective inquiry and teaching, along with the use of teacher evaluation and assessment. Mentor roles and responsibilities are also discussed under Teacher Quality. The literature review continues with operational definitions of untrained teachers, the classification of teachers and the regional views of the untrained teacher in the Caribbean setting. This section concludes with a brief look at research that supports the mentoring of untrained teachers in the classroom. The literature review also includes a review of mentoring and the types of mentoring that can be explored, research that does not support mentoring, as well as the perspectives of administrators on the effect of mentoring. Concluding the literature review is a summary discussion on the trends that show a gap in the literature as it relates to the purpose of the current study.

Literature Search Strategies

The review of literature was done through an academic database search. The databases included Sage, Taylor and Francis, ERIC, Education Research Complete, and ProQuest Central. I also used Google Scholar and the Walden Library. Keywords used included *mentoring*, *trained teacher*, *untrained teachers*, *perceptions of administrators*, *roles of mentors and mentees*, and *reflection*, and *observation as well as theories of*

mentoring. Limiting factors were peer-reviewed articles published between 2013 and 2018. Additional resources included secondary sources such as UNESCO reports on Education and the Millennium Development goals and other selected internet sources which were retrieved and reviewed.

The release of the UNESCO 2014 GMR revealed that not all teachers are trained and that the state of being untrained could lead to poor quality teaching which could negatively impact the quality of education. The follow-up UNESCO report in 2015 stated that in order to address the issue of poor teacher quality; the EFA report suggested a post-2015 framework to address the problem of improving teacher quality (UNESCO, 2015). Mentorship is being done in schools in Ghana, the United States, Finland, England, and Australia with the hope of providing professional development (Carmel & Paul, 2015) and the collaborative structure that would provide the basis for the improvement of teacher quality (Clayton et al., 2013). However, the research on regional perspective on mentoring in the Caribbean was underexplored.

Joshi and Sikdar (2015) suggested that mentoring can be formal or informal. The formal mentoring structure was seen as being rigid and guided by policy with predetermined goals and objectives. The informal mentoring was seen as self-directed (Carmel & Paul, 2015) and resulted in better success than the formal structure. However, based on research put forward by some researchers, the formal structure of mentoring is designed to produce the desired results of collaboration, reflective and constructive critique, coaching modelling, and feedback for mentees (Du & Wang, 2017).

Much of the research on mentoring focused on types of mentoring, the perceptions of educators (mentor, mentee, administrators) on mentoring, techniques on mentoring, and the conceptual framework for mentoring. The research on the perceptions of administrators is minimal as is the research on the regional (Caribbean) view of mentoring. Therefore, in this study I explored the perceptions of educators on principal-directed mentoring in St. Kitts. This research addresses the gap in the literature through the recommendations provided by the participants' perceptions on principal-directed mentorship.

Conceptual Framework

The conceptual framework for this study was based on Chinnasamy's (2013) concept of mentoring as andragogy in action. Facilitation of learning is key to adults' transformative learning process and the development and improvement of individuals (Chinnasamy, 2013). Chinnasamy described mentoring as a supportive structure that engenders development and building personal capacity as well as organizational capacity. Chinnasamy concluded that the goal of mentoring is to improve work performance and sharpen workforce skills. Facilitation of learning, in this instance, will include studying the educators' perceptions of a mentoring program designed to facilitate adult teachers' learning about teaching. Knowles, Holton, and Swanson (2015) described this type of learning as andragogy, where adults learn through self-direction and motivation after assessing their needs and acknowledging the need to enhance their skills to improve their work performance. Accordingly, Knowles et al. stated that andragogy is guided by six principles: needing to know, being self-directed, prior experiences, readiness to learn, orientation to learning, and the motivation to learn.

Knowles et al.'s (2015) six principles are a combination of adult developmental theories that were suggested by Ehrich, Hansford, and Tennent (2003) and Rice (2007). Rice further suggested that where teachers take responsibility for their own development they are guided by the principles of andragogy. Teachers have the opportunity to assess their experiences and construct or create opportunities for improving teacher quality through self-direction and being motivated to solve problems through acceptance of the present situation and the need to transform practice. The interaction between the two teachers is invariably based on trust, respect, and an understanding that the objective of the facilitation process is to move away from the traditional practice and build and enhance professional and personal skills for the improvement of teacher quality. This interaction is the social process that supports reflection on practice for improvement.

The principles of andragogy are also reflected in the theme teachers as facilitators of learning as proposed by Wigle and White (1998). Teachers as facilitators of learning engage in social construction. The teachers engaged in the process are encouraged to forego the utilization of traditional strategies, and challenge the system continually reflecting on practice and participating in active learning and inquiry during the teaching learning process (Ellerani & Gentile, 2013). Based on the expected outcomes of the teachers as facilitators of learning, mentee teachers are expected to possess higher-order thinking skills, excellent communication skills, and be able to discern differences in cultural diversity. Also relevant to the framework is the ability of the teacher to construct assessments that informs the teacher's practice, here again the principles of andragogy are highlighted.

Critical to the framework is the collaborative aspect, which can be seen in the interaction of teachers who strive to reflect on practice for the purpose of improvement of the quality of teaching and problem solving (Du & Wang, 2017) . The teacher's skill in the integration of technology is also an important part of the framework in that it is an important aspect of communication. Reflected in the theme of teachers as facilitators is the idea of the teacher being self-directed and motivated. These teachers redirect their path to engage in problem solving and use experiences to improve on practice in a collaborative and consultative manner (Chinnasamy, 2013). Andragogy speaks to motivation and making the connections to the purpose for the changes to be made through the facilitation process (Knowles et al.).

Mentoring of beginning teachers is being globally acknowledged as a key component of teacher education (Aderibigbe, Colucci-Gray, & Gray, 2016). Aderibigbe et al. (2016) perceived mentoring as guidance that involves demonstration of best practices and the promotion of constructivist models showed both the parties collaborating on an equitable continuum. The guided practice is best done through the teachers as facilitators of learning as the expected outcomes and skills are clearly determined.

The teachers as facilitators for learning framework embodies nine components, which are also consistent with the principles of andragogy given and focusses on the aspects of collaboration and critiquing existing knowledge and practices (Helgevold, Næsheim-Bjørkvik, & Østrem, 2015) as a key component of the mentoring process. Collaboration according to other researchers (Izadinia, 2016; Spooner-Lane, 2017) is key to facilitation and creating that positive synergy between mentor and mentee that fosters

trust and the will to share knowledge and constructive critique. Constructive critique is part of a participatory approach to mentoring that constructive theorist views as a critical approach or an integrated and authoritative approach which emphasizes training, reflection and socio-constructivist and interactive strategies to learning (Aderibigbe et al., 2016). These are tenets that would bring about social change in the thrust to improve teacher education and teacher quality. This conceptual framework shows how mentoring is a supportive structure with mentors being facilitators of learning (Chinnasamy, 2013). The mentors act as guides or facilitators with the main objective being to support and guide to bring about improvement in the quality of teaching. The research questions reflect the framework, in particular RQ1, which asks “what parts of the mentorship program did the untrained teachers find to be useful?” Components of the framework were used on the observation instrument to collect data and discussed in the findings.

Teacher Quality

The quality of teacher education is being reviewed by education ministries and policy makers throughout the world (Helgevold et al., 2015). Teaching is challenging, and some form of support needs to be forthcoming to new teachers for them to effectively engage in the art of teaching that fosters teacher creativity thus promoting successful student outcomes for all children (Helgevold et al., 2015). Stahl, Sharplin, and Kehrwald (2016) confirmed that teacher quality continues to be a major concern globally. According to Knight et al. (2015) teacher quality refers to good and effective teaching. Knight et al. (2015) described good teaching as being exemplified through the exhibition of standards of the profession that embodies professionalism and knowledge of diverse learners.

Effective teaching results from the input such as standardized testing which culminates in the achievement of student achievement goals.

The Impact of Good Teaching and Effective Teaching

Teachers are required to teach for the understanding and conceptualizing of ideas that can be rationalized by students as not abstract thoughts but the real nexus of society and the communities within which they live (Knight et al., 2015). When a student can transfer learning and make connections or links to societal issues then that student has mastered the specific art of and has successfully seen the relationships between the known and unknown through problem solving and critical thinking. Both are 21st century skills that are required of our students and teachers (Donovan et al., 2014). Teachers also must be sure that their pedagogical practices are sound and strong (Blomberg & Knight, 2015). Teachers should also pay specific attention to planning and adherence to professional standards on which they are appraised so as to determine their level of teacher effectiveness (Elliott, 2015). Dinham (2013) posits that effective teaching methods or pedagogical practices, proper planning and preparation and professional training and adherence to codes of conduct can improve teaching standards. Dinham also suggested that good supervision by school leaders, and monitoring and evaluative processes and incremental professional developmental can contribute to the quality of teaching. The evaluation and monitoring are reflective processes that require feedback and corrective action.

Reflective Inquiry and Teaching

Teachers are expected to reflect on their practice to further inform the teaching learning process giving way to teacher critical thinking and recognition of good and bad

practices that can inhibit or accelerate the learning process (Hébert, 2015). Kim and Silver (2016) indicated that reflection is highly regarded as a part of the teacher learning process and contributes to professional development of teachers. Clarà (2015) along with Kim and Silver (2016) defined reflective practice as a cognitive problem-solving process that gives clarity and logic to an issue which is incomprehensible and confusing or ambiguous. Teachers are expected to reflect upon their planning, execution and delivery of a lesson as well as the student outcomes of the lesson.

Reflective practice, according to the research, is best done in a collaborative manner where the elements of inquiry are exercised in a post observational dialogue with a mentor not an evaluator of teacher appraiser (Kim & Silver, 2016; Mann & Walsh, 2013). A simple and informal discussion between teacher and mentor can result in improved use of the 21st century skill set (Donovan et al., 2014). Jia, Oh, Sibuma, LaBanca, and Lorentson (2016) describe the need for students who are being prepared for the workforce to be able to transfer knowledge, evaluate situations, think critically and manage themselves in a challenging society. The relevance of teachers reflecting on their professional practice will contribute significantly to developing teachers in seeking to maintain standards and improve the quality of teaching. Moreover, reflection on technological expertise, collaborative processes, innovation, problem solving and responsible citizenship are skills expected of all teachers who strive to impart the same skills to students (Jia et al., 2016).

Teacher Observation and Assessment

Teacher observation and assessment are two tools that are used in the quest to provide answers to the question of how to improve teacher quality. The skills quoted by

Jia et al. (2016) are important to the development of teacher quality and can be assessed through a unique system of continuous observation and assessment. However, even though teacher quality continues to be of grave concern it is seen as a highly contentious political topic by educational practitioners (Stahl et al., 2016) which demands the attention of Ministries of Education. Hence, the need for observation and assessment of teacher quality is of vital importance.

The issue of teacher quality drives ministries of education and governments to put structures in place to engage schools in school improvement activities such as pedagogical skills and other professional attributes (Bush, 2017). Teacher observation through clinical supervision and performance appraisal has contributed significantly to teacher reflection on practice teacher professional development and teacher quality (Korthagen, 2017; Svojanovsky, 2017). Teacher observation gives the novice or untrained teacher the opportunity to be observed in practice by experienced teachers. King (2017) in his discourse on the global educational goals transition to global indicators opined that education for all was relevant to improvement of teacher quality (Acheson & Gall, 2003; Ilgan, Parylo, & Sungu, 2015). Ilgan et al. (2015) asserted that the main goals of supervision are to provide non-subjective, clinical positive responses to teachers, assist teachers in problem solving and the development of instructional aptitude and evaluation of teacher performance. Accordingly, instructional supervision should motivate teachers to perform better. However, the results of instructional supervision do not always provide positive results (Ilgan et al., 2015). In contrast, Sun and van Es (2015) proffered that systematic analysis of teachers in practice gives the teacher the opportunity to enact

practices that will allow them to focus closely on student thinking and opportunities are opened for observation of instructional practices and examine with a view to change through multiple perspective with others. With the proper framework implemented, teacher observation, done clinically through systematic observation, can generate a much-needed mentorship framework necessary to guide the student teachers in the development of their practice (Sun & van Es, 2015).

Sun and van Es (2015) discussed the benefits of observation through the process of analysing videos. These authors indicated that repeated viewing of the videos gives the new teacher the opportunity to see events or things that may have gone unnoticed at the first viewing. Sun and van Es further stated that teachers also have the opportunity to explore and analyze these observations from multiple perspectives by exploring these observations with other stakeholders. Accordingly, Santagata and Guarino (2011) and Stockero (2008) pointed to the use of video as a tool for reflection of instruction in teaching assessment.

Gargani and Strong (2014) emphasized the importance of observations by pointing out that almost every U.S. state requires observation as part of the evaluation systems. These authors also noted that the observation process is costly and sometimes not implemented properly. However, even with these misgivings about the above, linking teacher observation with student achievement, the adoption of teacher observation at the national level has raised the stakes for teacher and student achievement. The construction and use of teacher observation systems can increase and improve on the instructional practices of teachers (Garrett & Steinberg, 2015).

Aslan and Ocal (2012) highlighted the importance of having professional mentors who could guide novice teachers to improve practices based on methods of observation used. Stahl et al. (2016) expounded on the benefits of efficient feedback through mentoring of teachers in real time. The issues of teacher effectiveness, teacher retention, reduction of attrition, and student achievement are given a considerable review to show the significance of supporting teachers' education and practice.

Summary of Teacher Quality

Helgevold et al. (2015) and Stahl et al. (2016) all determined that teaching has become more challenging and new teachers need to be assisted to produce better quality teaching. In addition, teachers need to pay attention to planning and ensure adherence to professional standards. However, Devine, Fahie, and McGillicuddy (2013) showed that the research on teacher quality is sparse. The researchers contended that research on teacher quality should be inclusive of the broad contextual and socio-cultural factors that influence how teachers construct their teaching practice. Devine et al.'s main concern was about effective teacher competence, how teacher competence is explained as being effective and also how teacher competence it is measured. Bastian and Marks (2017) suggested that schools and colleges teacher training institutions explore partnership for provision of teacher induction services. In this way the development of teachers as effective beginning teachers will be explored to the extent where teacher quality will be censored and appraised. Furthermore, teacher quality can be elevated through teacher education (Floden, Richmond, Drake, & Petchauer, 2017). The editors Gibbons and Cobb (2017) established that policy and decision makers focus on professional learning structures such as coaching

which can inform or guide the construction of professional learning programmes with a focus on instructional coaching.

Teachers in the Caribbean

Teachers in the Caribbean are not usually exposed to professional learning structures until they are employed by the government. Even then the professional learning is an induction period, which for some takes place just before hiring or after. The present structure and career path of teachers includes an induction process, employment then teacher training. Some Latin American countries engage teachers in a 1-year induction program, which is seen as a probationary period, while OECS countries like St. Kitts engage in a 2-week induction program (Bruns & Luque, 2015). The induction process features sessions with new teachers on classroom management, lesson, assessment, teaching of reading, numeracy and literary strategies. The teachers are usually new recruits in need of training to facilitate effective teaching and improve teaching standards (Bruns & Luque, 2015). Bruns and Luque also stated that in Latin America and the Caribbean (LAC) formal probationary periods that include formal assessment of teachers is rare. This is an indication that ministries of education need policy that will inform the quality of the induction programs that are done in the LAC.

Classification of Teachers in the Caribbean

“The evidence that teachers vary widely in their ability to produce student learning gains has intensified the focus of both policy makers, and researchers on how to identify effective teachers” (Bruns & Luque, 2015, p 72). In their study, Bruns and Luque also contended that the quality of practice is as important as the content as they believed that

teachers should be given the opportunity to be critiqued by experts, and plan and deliver lessons which they can reflect on to increase the quality of their profession. These authors also argued that the evidence suggests that the “quality of teacher in the Latin America and the Caribbean (LAC) is the binding constraint on the region’s progress toward world class education systems” (p. 50).

Teachers are classified as substitute, trained or untrained. In St. Kitts a substitute teacher is any teacher who replaces or substitutes for a teacher who has enrolled at the teacher training institution or gone abroad to further his/her studies. A teacher is appointed that designation of being an untrained teacher upon entry into the teacher training college. The appointment is on the advice of the governor general. The untrained teacher is hired by ministry of education in a substitute capacity and then appointed to the system as untrained after application to the college teacher education division to be trained.

The Trained Teacher

The trained teacher is recognized upon completion of the training program and receiving certification from the ECJBTE. The trained teacher is expected to be skilled in the art of lesson planning, classroom management and of course critical thinking, problem solving and have the ability to incorporate ICT in the teaching learning process. At 2018 annual Joint Board of Teacher Education meeting the chair and director of the ECJBTE in his opening address to the Joint Board indicated that we should focus on producing competent teachers rather than those who are just trained (“Competence and care”, 2018). He proceeded to say that the trained teacher should have the capacity to lead in the 21st century classroom community not just as a teacher but as a competent teacher with the

capacity to facilitate individual learning, while also being competent assessors and can function as counsellors, social workers and community resource managers.

Jones et al. (2015) sought to establish the link between teacher accountability (skills and quality) and student achievement. Jones et al. also contended that the training of new and untrained teachers is important as it would not only improve the quality of teaching, but also raise the academic achievement of the students. Mentoring as a means of support would therefore provide significant growth and develop the professional skills of the teachers where necessary (Donovan et al., 2014).

The Untrained Teacher

Untrained teachers are teachers who have been employed by government and placed in schools to teach without being certified or trained or, who have not been trained or certified. In the Caribbean and some other territories, Ghana for example, for one reason or other teachers are placed in schools before any official training is done. Consequently, school principals are faced with issues of teachers who lack instructional knowledge of planning, pedagogic know how, classroom management, child psychology and measurement and assessment and child friendly classrooms.

The untrained teacher is not yet certified but in the St. Kitts context and most Caribbean countries is allowed to teach. In his opening address at the ECJBTE meeting in January, 2018, the Director (“Competence and Care,” 2018) stated that within a 4-year period (2011-2015), a total of 1,128 persons enrolled in the various teacher training programs offered by the colleges in the region. At the end of this period approximately 70.39% or 794 teachers graduated successfully gaining a teacher certification and awarded

the Associate Degree in Teacher Education in areas of Early Childhood, Primary, Secondary and Technical Vocational Education. He said this is a cause for concern as many of the persons that did not graduate are still in schools teaching.

The evidence presented here points to research that shows where mentoring did not produce the desired results (Bukari & Kuyini, 2015; Izadinia, 2016) due to poor monitoring structures for the program that was implemented. Bullough (2012) also indicated that mentors also need to be carefully selected, mentored and supported through the challenging tasks as a mentor. Bullough contended that insufficient conditions for becoming effective mentors especially as mentoring in a community of practice is different to that of “an insulated dyad” (p. 70). The contention for some researchers is that mentors are overworked or overloaded with task that are not related to mentoring, rendering them incapable of performing the role of mentor to the best of their ability. Simply because they are not allocated enough time to plan, guide and discuss with mentees due to lack of time. The top down or traditional one to one mentoring structure also creates a tension like atmosphere causing mentees to view mentors not as developmental agents of change but as judgmental agents, in particular because these mentors are sometimes the assessors who help to determine a teacher’s future career progression.

The Chair of the Joint Board of Teacher Education, opined that it was time for the region to produce teachers who were skilled and competent in the art of teaching. Teachers, he declared that were not just trained teachers but who had the capacity to work with struggling students and make them a success (“Number of Teachers”, 2017)

Definition of Mentoring

Mentoring, according to Clayton et al. (2013), is a collaborative effort between two parties, where the experienced practitioner provides professional development and support to the novice to assist in empowering, maximizing potential, developing skills and improving performance. The trained teachers in this case study provided the new and untrained teachers with support. Skills such as lesson planning and classroom management were developed and improved for a period of time. Joshi and Sikdar (2015) proceeded to define mentoring as an activity where a senior experienced officer in an organizational hierarchy becomes involved in the junior officers' development. Accordingly, Carmel and Paul (2015) views mentoring as a developmental tool that provides not only individual growth but also professional development and career progression. Mukeredzi (2017) further supported this (mentoring) by opining that this collaborative and reflective approach creates opportunities for teachers to learn to teach through the effective modelling of lessons observed and critiqued. The authors also contended that this is an effective catalyst for learning through reflective practice.

The Importance of Mentoring

The literature indicates that mentoring can promote structured professional development of teachers (Kidd, Brown, & Fitzallen, 2015), decrease attrition and improve teaching performance (Canos, 2018). Mentoring is necessary to promote the growth and development of quality teachers (Desimone et al., 2014; Hudson, 2016). Teaching is a profession that requires continuous support for teachers that can be given through mentoring. Mentors provide the collegial, technical and emotional support teachers need

while on the job (Du & Wang, 2017). This critical form of support is instrumental in guiding new teachers to enhance planning instruction and content knowledge necessary to promote student achievement and continued professional development of the teachers (Hudson, 2013a).

Sheridan and Young (2016) emphasized the importance of social interaction. The authors showed how Wenger's concepts of reciprocity, interactive enterprise, and collaborative discourse can positively impact the pre-service mentorship experience. Sheridan and Young concluded that the most important factor which enabled the success of the experience was the engagement of genuine conversation. Social interaction was also highlighted by Hudson (2013a) who demonstrated how mentoring, as well as a repertoire of pedagogical knowledge strategies, which can include co-planning, verbal reflection, and planning with the same mentor, displaying examples of the mentor's lesson plans can help the new teacher's development.

Menges (2016) explained the benefits of the mentoring to schools and organizations which engage in formal mentoring programs. Menges according to the literature explained that the openness to experience and conscientiousness are two factors that must be considered in mentoring programs when matching mentor and mentee to get the level of positive social interaction that would make the program a success. Desimone et al. (2014) also contended that a common form of support for teachers is mentoring and the quality of success is associated with the high-quality interactions by mentor and mentee.

Types of Mentoring

Mentoring can be formal or informal (Joshi & Sikdar, 2015). According to these authors, formal mentoring implies the development of a mentoring policy which outlines the specific duties and responsibilities of both the mentor and mentee. There are pre-determined objectives for mentee selection and predefined criteria for mentor selection, documentation of meetings, evaluation of progress and timelines to meet the objectives.

Informal mentoring on the other hand is more self-directed. The mentor initiates contact with the mentee (Carmel & Paul, 2015). Carmel and Paul (2015) further pointed out that the informal mentoring results in deeper transformative changes as opposed to the formal mentoring process where mentoring is perceived to be passing on of knowledge from mentor to mentee. Carmel and Paul further argued that the informal mentoring produces better results due to self-selection and the leeway it provides for 'mutual inclusive decision-making process by mentor and mentee. The formal process, the researchers contend restricts the collaborative process due to its restrictive systematic nature.

There are significant differences in the two forms of mentoring. Du and Wang (2017) determined that the difference between the two can be attributed to effectiveness of outcomes and process. Du & Wang further carries that, the informal mentoring was more effective and satisfying to the mentees, especially in career development. Du and Wang (2017) observed that informal mentoring is helpful to meet the more personal than professional needs of the teacher. Desimone et al. (2014), along with Du and Wang, (2017) stressed that formal mentoring is structured to meet the professional needs of teachers.

Tourigny and Pulich (2005) along with Du and Wang (2017) also expounded on the benefits of the formal mentoring program by stating that these types of programs, are guided by organizational objectives, activities and roles of the officers involved in the process, making them responsible for complying with the rules, policies, mission and structures and regulations of the organization where they work. This formal structure is designed to provide coaching, role modelling, collaboration, communication and suggestions for improving for mentees.

Reasons for Mentoring of New Teachers

Mentoring, according to the literature, helps to prevent attrition (Spooner-Lane, 2017) and maintain staff (Carmel & Paul, 2015), motivates teachers and promote innovation (Auger & Woodman, 2016), assists in achieving goals for student achievement and promoting quality teaching while promoting career development (Du & Wang, 2017). The overall goal of mentoring whether formal or informal appears to be the improved quality of teacher performance, and developing highly competent teachers (Tang, Wong, & Cheng, 2016). Several studies cited in Desimone et al. (2014) all support the positive impact that mentoring contributes to the improved practice, retention, and achievement of student outcomes. Kuh (2016) in her research on collaboration and reflective practice confirms that a teacher's reflection on his or her practice is a critical aspect of the teaching process that should be geared toward improvement of student outcomes or achievements and promote the mutual engagement in the collaborative reflective process through the Critical Friends Group process.

Challenges to Mentoring

While mentoring is becoming a worldwide strategy to assist with improving teacher performances, the challenges that accompany the different types of mentoring programmes cannot go unnoticed. Crow and Matthews (1998) as cited in Clayton et al., (2013) expounded on the issues of uncommitted, weak mentors who can have a detrimental effect on mentees. Challenges and concerns highlighted in the literature include lack of trust in formal mentoring structures, lack of support (Mukeredzi (2017) time management for mentors, overloads of duty for mentors (Clayton et al., 2013) poor interaction and communication and poor monitoring systems (Bukari & Kuyini, 2015).

One of the crucial issues is the lack of concern for the support of mentors who are faced with the challenge of changing roles from a mere classroom teacher to a teacher mentor and also the threat to the mentor-mentee relationship that is established, where there are conflicting views and tensions with person issues such as incompatibility language and personality differences, pedagogical issues (i.e. lack of pedagogical and content knowledge, differences in teaching styles); and professional issues (Hudson & Hudson, 2016). The above research shows that even though there is need for support for teachers, the research also points to the need to enable mentors as much as possible to maintain their roles as effective teachers empowered to assist new and emerging teachers who will guide the education sector (Aspfors & Fransson, 2015; Bower-Phipps, Klecka, & Sature, 2016).

Mentoring, according to the literature, is critical to the successful development of new/novice teachers as skilled professional, competent teachers (Desimone et al., 2014; Kuh, 2016; Tang et al., 2016). Two types of mentoring, formal and informal, are apparent

in the research about school structures. Mukeredzi (2017) advocated for the training of mentors to achieve the effectiveness needed for the success of mentoring programs. The informal structures to mentoring are perceived to be more productive as they produce better results due to the nature of the process which is self-selected and mutually collaborative (Donovan et al., 2014; Kuh, 2016). The professional relationships, professional development (Carmel & Paul, 2015) and quality of teaching and teachers help teachers remain relevant current and innovative.

The Role of the Mentor and Mentee

The mentor-mentee relationship is characterized by shared leadership, interaction, goal setting, modelling best practices and experiential learning (Hudson & Hudson, 2016). Hudson and Hudson further contended that mentoring requires modelling and training along with a supporting framework to work effectively. The roles of the mentor and mentee should be clearly delineated to avoid possible tensions and conflicts that could distort the mentor-mentee relationship.

Mentor Role and Responsibilities

The roles of the mentor and mentee are intertwined to show a collaborative approach to the instructional process. Both the mentor and the mentee operate on a continuum where teambuilding and shared leadership are emphasized, with trust being the focal point of that relationship (Hudson, 2016). Researchers who advocate for the mentoring of teachers indicate that successful mentors have good interpersonal relations and communication skills that exemplify their roles as teacher educator guide and support for teachers. Hudson (2016) also indicated that these qualities are personified through the

guiding and instructional role, as an exceptional communicator, as a critical friend, and an objective critique of the mentee. Further, the mentor initiates meetings, arranges for classroom observations, gives feedback, proceeds to demonstrate the art of teaching when needed and provided, and encourages opportunities for mentee engagement in continuous professional development (Kuter, 2016). Technically, the mentor and mentee can sometimes obtain a shared leading role as they strive to collaborate. The literature as presented supports the participants' view that the mentoring process is one of shared responsibility with collaboration and communication being focal points for the mentor and mentee.

Bissessar (2014) spoke to the effectiveness of shared leadership in the mentoring relationship by indicating that members of a group must “understand their individual roles and not underestimate the complexity of the arrangement” (p.112). The mentor understands their role as guide, coach, critique and experienced instructor, while the mentee perceives and understands their role as a novice instructor, learner, observer, critique of own teaching and intern (Hudson, 2016).

The mentor is expected to be a master at pedagogical and subject matter skills, (Girvan, Conneely, & Tangney, 2016) and to display effective interpersonal skills and a commitment to participate in professional development (Kim & Silver, 2016). By extension, the mentor, according to Izadinia (2015) provided a collaborative framework that posits that by maintaining a collegial, equitable relationship untrained teachers are heard without prejudice, so they feel free to express and discuss their views. Girvan et al. (2016) also proposed experiential learning for new teachers as this is a form of learning

where teachers develop their skills through practice, reflection and adoption of new theories which could assist in the overall development of the teacher.

The literature also indicated that the mentor has the responsibility of facilitating reflective practices, modelling best teaching practices, giving critical feedback and indicating ways practice teachers can manage classrooms effectively (Hudson & Hudson, 2016). Hudson and Hudson also emphasized goal setting as one of the major roles of the mentor. This connects with the construct of social constructivism and skills of mentor to develop positive teams through collaborative framework that specifically outlines and emphasizes the responsibilities and roles of the mentee and mentee (Bynum, 2015).

Hudson and Hudson (2016) through their research disclosed that the collaborative framework of a mentor-mentee relationship is successful through building a good communication network, rapport, mutual respect, a willingness to listen and support along with acknowledging the skills inherent. This promotes the multifaceted role of the mentor as a guide, critique, supervisor, and as one who supports, models, instructs and supervises (Larkin, 2013). Larkin also stated that the mentee has a responsibility to collaborate, share ideas, and execute them accordingly.

The Role and Responsibility of the Mentee

In collaborating with the mentor, the mentee is also expected to formulate a plan to execute any specific objectives identified by the mentor or that would enable him/her to achieve goals set at the beginning of the mentor-mentee relationship (Hudson, 2016). Current research shows mentoring as a learning-centred approach with an ongoing process distinguished by mutual learning with a focus on attaining required goals and personal

capacity building (Campbell, Smith, Dugan, & Komives, 2012). Mentoring is viewed as a reciprocal process validated by in careful discerning evaluative responses and shared benefits (Daloz, 2012). Mentoring, as the word suggests indicates two significant roles, one of a learner, the other as guide, both engaged in a developmental relationship with distinctive roles to perform (Kram, 1988).

Lack of Evidence in the Research

Due to the lack of data and research on mentoring of untrained teachers in primary schools in the Caribbean, future research should be geared toward (a) exploring the training needs of new teachers in the Caribbean classroom, (b) investigating the benefits of the induction programs provided by the ministries of education in the Caribbean and finding out the perceptions of teachers about their initial years of teaching in the Caribbean classroom, (c) investigating the perceptions among new teachers on their understanding of mentoring practices in their schools and (d) get the suggestions of both new and mentor teachers with respect to the principal mentorship program designed to increase efficacy in the classroom and how it can be refined.

Perceptions of Other Educators on Mentoring of Teachers

The literature proposed that mentoring programs should be policy directed with mentors who are often engaged in ongoing training, reflective practitioners and possess good interpersonal and communication skills. Hence, in order for mentoring structures or practices to improve, stakeholders need to evaluate the different mentoring structures (formal and informal) in order to inform mentoring policy (Mukeredzi, 2017). Van Ginkel, Oolbekkink, Meijer, and Verloop (2016) emphasized the need to adopt mentoring to

diverse needs of new teachers. In their research, these authors argued that the adaptive mentoring supported facilitation of learning through: skill building, cultural diversity, pedagogical flexibility, and the ability for teachers to engage in reflective practice. The mentors in this case should be able to adapt to the needs of the teachers and guide them according to their specific needs.

The notion of collaborative professional learning communities is also proposed to be the thrust for current mentoring models (van Ginkel, Verloop, & Denessen, 2016). The collaborative approach results in critical thinking and reflection (Asare & Kofi Nti, 2014). Skills that are required of not only our students but also the teachers who are required to teach those children.

Views of Administrators/Principals on Mentoring

Mentoring is an important growing practice in the educational field (Clayton et al., 2013). The views of administration and principals are important in the mentoring process (Schechter & Firuz, 2015). In their investigation of principals' perception of mentoring by means of metaphors, Schechter and Firuz highlighted the role of the mentor and the mentee's role and the process itself specifically indicating that delineating the roles was of paramount success to the program. Schechter and Firus further supported successful mentoring as those with the reflective practice as the continual reflection helps to build independent decision makers, create change agents and provides the means for the translation of educational theory into practical. The inculcation of soft skills (Clayton & Thessin, 2017) also add to the success of the mentoring process.

Clayton and Thessin (2017) conducted a mixed method survey of administrative principal mentors about their roles and relationships. The mentors in this case noted the need for practical experiences. From the result of the study, the authors implied that practice is necessary and should have proper guidelines to engage in concrete experiences, that is differentiated and developmental, and is warranted, and where credibility and trust are cemented between the mentor and mentee. The highlight of this study gives credence to experiential learning (Knowles, 1984) a construct that involves hands on engagement in experiences that involve reflective observation, abstract conceptualization, and active experimentation. Clayton and Thessin further perceived that the development of soft skills was critical to the mentoring process as these soft skills would enable the mentor to develop a positive relationship and provide the scope for good communication. The relationship between a mentor and mentee cannot be overlooked as the relationship is what makes the mentoring effort successful. Clayton et al. (2013) also argued that the survival of a mentoring program is based on sustainability of mentor-mentee relationships. Therefore, the nurturing of a respectful relationship with mutual understanding between the mentor and mentee is necessary to foster professional growth, increased confidence and enhanced teacher performance.

Research on Mentor and Mentee Perceptions of Mentoring

The literature pinpointed several areas perceived by mentors and mentees to be critical to the mentoring process. Lack of support, lack of mentor training, and work dissatisfaction and development of shared values are areas of concern for the mentors and mentees. These were also concerns expressed by the mentors and mentees of the present

project study. The mentors felt that they needed training and that the mentees also felt that the support given to them was necessary for them to be successful in the classroom. Kidd et al. (2015) in their investigation of new teachers' perceptions on their introduction to teaching, reported that mentor programs are not recognised enough due to little or no support, and teacher dissatisfaction with the institutional management and processes, and the informal way teachers are inducted into the teaching service. In this study the trained teachers indicated a need for a formal process with structure and guidelines which would better enable them to facilitate the mentees learning process. The untrained teachers also found that where the communication was good, information sharing added value to the support given to them. Kidd et al. further stated that the beginning teachers needed mentors who will provide support. However, they also indicated that the mentors should be trained in order to improve the effectiveness and efficiency of the current mentoring structures. This training is necessary as it allows for mentors to engage or involve new teachers in the critical feedback which drives the reflective process for the personal and professional development of teachers and the success of student achievement (Schatz-Oppenheimer, 2017).

Izadinia (2016) contended that mentor teachers and mentees need to have a relationship based on trust, shared values, goals and an understanding of their respective roles of mentor and mentee. These characterize the development of a successful or good quality mentoring program (Spooner-Lane, 2017). Accordingly, good quality mentoring programs strengthens and builds the capacity of beginning teachers (Davis & Fantozzi, 2016). These authors also reiterated the need for mentor training and the mentees

expectation of the mentee teacher. Davis and Fantozzi (2016) further emphasized the role of the mentor as the gatekeeper to the mentees extended career in the teaching profession. The participants in this project study all determined that the work of the mentor improved the capacity for quality teaching, however, they also endorsed the need for mentor training. The training needed would show social constructivism at play and the mentors being facilitators of learning engaging in the andragogical practices proposed by Knowles (1984). The improved teaching quality was seen during the lessons observed. Teachers displayed a high level of professionalism and also proceeded to demonstrate their skills in lesson planning and execution, classroom management, knowledge of classroom pedagogy and a positive work environment.

Techniques on Mentoring of Teachers

Mentoring of teachers can be facilitated through several ways. The literature proposes a plethora of techniques which have been implemented in schools to improve the teaching performance and improve student achievement. Two techniques to be highlighted are Rehearsals through a guided approach and the problem-solving technique using the reflective process. Hudson (2016) proposed a guided approach to mentoring which would eliminate the laissez fair approaches and dysfunctional mentoring relationships and build effective professional relationships. The guided approach as proposed by Hudson would nurture positive mentoring relations between mentor and mentee, cancelling out the ad hoc, stressful relationships recognised through unstructured mentoring initiatives. Gardiner (2016) an advocate for educative mentoring conducted a qualitative study on the impact of rehearsals as a mentoring strategy. Gardiner found that rehearsals redistributed mentoring

time to provide “front end” or proactive mentoring. The author suggested that rehearsals is a complimentary mentoring practice that can be used by teachers to support problem solving. Rehearsals therefore, would be one way of promoting a formal structured mentoring program that would see self-direction by mentees to enhance their problem solving capabilities. The trained teachers in this study suggested that they needed structure or guidelines from the principal to make the process even better.

The effect of the use of problem solving as a mentor strategy was pursued in a study conducted by Mosley Wetzel, Taylor, and Khan Vlach (2017). These researchers examined the reflective process in mentoring through a problem posing dialogue approach as opposed to the traditional transmission approach (Kuh, 2016) expected of mentors. Dialogue, the authors contended is one of the most critical aspects of the problem-posing mentoring strategy providing for instances of self-reflection and problem solving that are required to distinguish this method from the traditional transitional approach to mentoring.

Summary of Research on Mentoring of Teachers

The common form of support to teachers according to Desimone et al. (2014) is mentoring, of which the quality and success is attributed to the high level of quality interactions by both the mentor and mentee. The mentors must be of good standing and professional in their approach to the task of mentoring, bearing in mind that their actions can either create a substantive change or simply maintain the status quo. The mentoring leads to respect and trust in the collaborative process (González, Deal, & Skultety, 2016) resulting in positive responses to the critical analytical feedback given to promote teacher retention and teacher quality (Hopkins & Spillane, 2014).

Whereas many studies have been conducted in Finland, England, Ghana, Australia, and the United States of America (Hudson & Hudson, 2016; Mukeredzi, 2017) there has been little evidence of such research being conducted in the Eastern Caribbean region. The research suggests that mentoring is considered to be one of the support structures used in schools to provide for the development of teachers professionally, personally and pedagogically. The themes developed in the present research reflected the same. These themes included evidence of lesson planning, classroom pedagogical skills, physical, and social learning environment, positive communication, interaction, and knowledge of content. Where the untrained teachers were observed, the data showed instances where the suggestions given by the trained teachers were implemented.

The evidence base indicated that a constructivist approach to mentoring is by far the most ideal form of mentoring for new teachers. This form of mentoring creates avenues for teachers to engage in reflection on practice and a mutually collaborative affair that results in ongoing critical reflection. The research I presented here has shown types of mentoring, benefits that can be derived from mentoring, perceptions of practitioners on mentoring and the possible constraints that are recognized by the practitioners.

In the research, I also indicated that mentoring structures can be formal or informal. Traditional mentoring is a form of mentoring which falls under the auspices of formal mentoring. This structure is also termed as a one to one structure which is deemed to be the apprenticeship model, with the knowledge being shared with a novice, a seemingly hierarchical structure which is no longer favored in this contemporary era. Contemporary mentoring structures call for the co-mentoring or group mentoring structures which

encourage collaboration and levels of equity with the specific roles of participants clearly delineated (Kuh, 2016).

Mentoring as a support structure increases the chances of teacher retention as teachers would be able to engage in that reflective practice that would enable them to build their personal, and professional and pedagogical issues (Hudson & Hudson, 2016). Hudson and Hudson (2016) also expounded on the issues and challenges mentors and mentees face within the mentor-mentee relationships, these include but are not limited in any way to (a) personal issues (i.e., incompatibility, personality differences, language); (b) pedagogical issues (i.e., lack of pedagogical and content knowledge, differences in teaching styles); and (c) professional issues. The researchers proceeded to suggest the following strategies to resolve these challenges: maintaining a positive professional relationship, regular feedback, sharing responsibility and empowerment, and using empathy for specific situations. This shared working relationship will encourage and motivate teachers to teach for effectiveness and student achievement. Mentoring can lead to core reflection which embodies the whole person in an effort to purport professional learning thereby resulting in effective change in behavior and practices in the classroom (Korthagen, 2017). The component of the conceptual framework upon which this study is proposed defines expected outcomes that mentees should possess during the mentoring process. These outcomes include the positive effect that collaboration and critical reflection will have on the personal professional and pedagogical development of teachers (Pennanen, Bristol, Wilkinson, & Heikkinen, 2016).

The literature provided insight into the importance of mentoring, as well as the drawbacks to mentoring that is not properly structured. Educational practitioners perceived that mentoring should be policy driven and much effort should be placed on the training of mentor teachers to ensure objective type assistance for new teachers. The literature also pointed to the ways in which critical thinking, modelling, collaboration and problem solving can improve mentoring practices for teachers and create professional learning communities (Crutcher & Naseem, 2016). This type of mentoring should provide the basis for a formal program which should be derived from an investigation of the perceptions of the educators on the principal-directed mentoring program. This study is expected to contribute to the present practice in the classroom on mentoring of teachers and how education practitioners can use the information to design new practices that would create the positive and professional impact needed in the classroom.

Implications

This study is expected to contribute to the current body of knowledge about mentorship teacher quality; providing new insights into how mentoring, as perceived by educators, can contribute to the development and improvement of teacher quality. Schools and ministries of education in St. Kitts and the Caribbean may be able to use the results of this study to create effective mentoring programs that may positively impact teacher quality.

The results of the study were used to design a professional development (PD) training workshop to improve meeting the professional needs of untrained teachers in St.

Kitts. It is hoped that the mentorship program will result in better teaching practices and improved quality of teaching. A copy of this project can be found in Appendix A.

The review of literature revealed gaps in the practice of mentoring of new teachers, particularly in the Caribbean region. The literature indicates that in North America and Australia, pre-service teachers are trained. There were no specific data sets that pointed to mentoring in the Caribbean. The literature also indicated that mentoring can be formal or informal with the formal mentoring providing a more systematic mode of assisting teachers (Du & Wang, 2017). Formal mentoring when properly structured will grant time for goal setting, reflection on practice, proper communication structures, and self- evaluation. The literature also suggested that a professional learning community can be formed through good sustainable mentoring practices with mentor teachers being facilitators of learning. Therefore, the project would be instrumental in opening the doors to a policy-driven mentoring program which should yield better teachers who in turn would improve student outcomes. The expectation is that the training project on the new mentoring program should improve the quality of teaching and mentoring in the Federation of St. Kitts and Nevis.

Summary

Section 1 presented the local problem, the rationale, definition of terms, the significance of the study and the research questions. The method used to obtain the necessary data are explained in Section 2. Section 2 also describes the research design and methodology along with a justification for the choice of research design. Selection of

participants, ethical and professional procedures for gaining access to participants, and data analysis will be presented in Section 2.

Section 2: The Methodology

Qualitative Research Design and Approach

Research can be qualitative or quantitative in nature. A qualitative case study approach was used for this study, due to its interpretive nature of a “bounded” system (Merriam, 2009). Qualitative studies are interpretive because people construct their own meaning of a phenomenon based on their interaction with society or their natural surroundings (Merriam, 2009). The case study relied on data collected from educators who participated in the implementation of a principal-directed mentorship program in a primary school. The research was done in a systematic, logical way, to provide empirical evidence and reductive, replicable, and transmittable answers to the questions asked (Tuckman & Harper, 2012). The purpose of this study was to explore educators’ perceptions of implementation of a principal-directed mentoring program designed to increase new-teacher efficacy in the classroom and make suggestions for its improvement.

Section 2 will include a discussion of the research design and rationale, research questions, and a thorough description of the research methodology. The sampling procedure, data collection methods, and data analysis methods are explained. A description of the threats to validity and ethical considerations will also be outlined.

Description of the Qualitative Tradition

For this doctoral project study, the research was qualitative and followed a case study design. A case study research design is bounded by place and time (Biklen & Bogdan, 2007). Lodico, Spaulding, and Voegtle (2010) and Yin (2015) also described qualitative research as research that is conducted in the natural surrounding or setting with a

representation of the views of the participants who are selected due to their engagement in the phenomenon under investigation, using purposeful sampling methods and multiple sources to collect evidence. I collected data from the trained teachers (mentors) and untrained teachers (mentees) to get a deeper understanding of their experiences while engaged in the principal mentorship program.

Justification for the Choice of Methodology

I selected a case study approach for this study because a multi-modal data collection approach was being used to study perceptions and observations within a bounded system of a principal-directed mentoring program (see Merriam, 2009). A quantitative approach was not used for this research as the data collection methods for quantitative designs would not have involved in-depth interviews and discussion with participants to gain an understanding and perception of the principal-directed mentoring program. Accordingly, Biklen and Bogdan (2007) distinctly posited that qualitative research design enables the researcher to observe participants in a “naturalistic” way and collect data through interviews and observations which allows for the “rich” descriptions of the phenomenon under study.

Merriam (2009) identified seven types of qualitative studies: basic qualitative study, phenomenology, grounded theory, ethnography, narrative, critical research, and case study. A basic qualitative study is also interpretive but does not necessary occur within a bounded system. Critical research seeks to challenge power systems and empower persons to make changes to society (Patton, 2002). Phenomenology seeks to study everyday experiences of participants (Lodico et al., 2010). Grounded theory, according to Creswell

(2013), is a systematic qualitative procedure used to generate a theory that explains a broad conceptual level, a process, or an action or interaction about a substantive topic. Narrative research focuses on a micro story or the retelling of educational experiences. These experiences are described through a collection of stories (Lodico et al., 2010; Merriam, 2009). An ethnological approach aims to focus on people in their natural cultural setting and how their interactions are influenced by the larger society (Lodico et al., 2010).

This study was not an attempt to describe the cultural experiences of persons about a phenomenon, neither was it about developing a theory or telling a story. The study did not seek to challenge power systems. Hence, basic qualitative approach, phenomenology, grounded theory, narrative, and critical research would not have met the needs of this research project. This research focus was about the perceptions and suggestions of teachers about a principal-directed mentorship program in a particular setting, and so a case study approach is most appropriate.

The case study is bounded by place and time and is used to comprehend a phenomenon which can be explored further to find answers (Merriam, 2009). It is also descriptive in nature. The case study affords the researcher the opportunity to examine participants' perceptions to derive a holistic account of the phenomenon under investigation (Creswell, 2013). I used the case study design as it requires an extended time in the field to collect data using multiple data sources which are used to collect data to comprehend the problem being explored.

Participants

The research site was a medium-sized school, located in the rural east side of the St. Kitts. This school was selected because of the staff teachers/participants who were engaged in the phenomenon being explored. Presently, the rural east zone comprises six primary schools which feed two secondary level schools. The primary school that I selected participated in the principal-directed mentorship program. In a qualitative case study, the sample size is small, and the participants chosen are those engaged in the phenomenon under investigation (Merriam, 2009). Sampling was done to the point of saturation as the participants were the only teachers who were involved in the program under study and when I recognized that there was no new information coming from the participants.

The Case

The principal-directed mentorship program was a single unit of analysis intrinsically bounded and interesting (see Merriam, 2009). Accordingly, Creswell (2013) defined a case study as an approach whereby the researcher seeks answers to questions about the bounded system over a period of time using multiple data collection sources such as interviews and observations to provide the personal experiences and share relevant information needed to define the case being studied. Creswell (2013) also stated that for the qualitative case study nonprobability sampling or purposeful sampling is used. The participants were purposefully selected because they could provide the rich, thick description of the phenomenon and give their own perspective allowing me to examine and explore the information given and garner more knowledge of the phenomenon under

exploration (see Patton, 2002). The participants in this case were engaged in the principal-directed mentoring program.

The case showed that Principal X at a mid-sized primary school in the rural east zone of the island implemented a mentoring program for her teachers to improve the teaching quality of new and untrained teachers. The staff at the time comprised nine teachers (one reading teacher, four trained teachers, and four untrained teachers). Being a mid-sized school, there was only one grade level per class. Therefore, there was no grade level planning or co-teaching taking place between teachers. The lack of two teachers per grade made it difficult for the new teachers to plan and even more difficult to execute lessons. As a result, the new teachers were on their own in the classroom with little or no supervision and assistance. The principal noted the lack of proper planning and the lack of print in the classroom that should motivate the students. The principal also noted that the new teachers had little or no confidence when delivering a lesson. The lesson plans were also not reflective of the proper content and lacked structure. This resulted in the poor quality of work. Hence, in order to assist new teachers in planning and executing lessons effectively, the principal paired the trained teacher with an untrained teacher.

The trained teacher guided and assisted the untrained teacher with pedagogical constructs. Effort and emphasis were placed on planning lessons, creating instructional materials to make a print rich classroom environment, classroom management and the effective use of technology within the classroom. The trained teachers also engaged in modeling lessons for new teachers. In supervising the new teachers, opportunities were

presented for ongoing collaboration, critical assessment, and acceptance of feedback with a view to do better next time.

However, there was no documentation of the mentoring program to show the progress, success, or lack thereof that the new teachers had achieved over the period when it was done. There was no documentation of either the trained or untrained teachers' perceptions of the mentoring program. There was also no documentation of any suggestions on how the program worked, whether it added quality, or how it could be improved if continued. Hence, the present project study, which sought to explore educators' perceptions of the principal-directed mentoring program designed to increase new teachers' efficacy in the classroom and make suggestions for improvement.

Criteria for Selecting Participants

The population for this project study was teachers who participated in the principal-directed mentorship program in St. Kitts. I selected one primary school from the east zone to conduct the study because the school principal initiated the principal-directed mentoring program at that school. The school was also chosen because I have no relationship with the participants, and I do not work at that school.

The prospective participants for the study were four trained teachers (mentors) and four untrained teachers (mentees) who work at the school. Due to the small size of the school, eight of the nine teachers were invited to participate. The teachers were selected using purposeful sampling, which according to Biklen and Bogdan (2007), Creswell (2013), and Merriam (2009), is used for case studies as it directly engages a small sample of participants or subjects who are directly impacted and involved in the case and can give

rich textual information on the topic being explored. Leacock, Warrican, and Rose (2015) also stated that purposeful sampling is useful for qualitative researchers who derive “rich textual data” from a small sample. These participants were actively involved in the mentoring program and were able to give an in-depth review of the program based on their experiences (see Patton, 2002).

Procedures for Gaining Access to Participants

Participant recruitment or selection was done through communication to the ministry of education. I wrote to the principal, through the Chief Education Officer requesting permission to conduct research in the school. I proceeded to introduce myself, the topic of my research and my intentions regarding the research. The Institutional Review Board (IRB) of the Walden University was first contacted to ensure proper informed consent and safety for the participants. Qualitative studies involve the participation of human subjects, and the researcher has to ensure that protection of these subjects through fair and just treatment and ensuring proper consent is given, before any investigation can take place (Biklen & Bogdan, 2007). Once approval was given by the IRB,(see IRB approval # 03-18-19-0514099) I proceeded to request permission from the gatekeeper (principal in this case) to contact the participants.

A copy of the consent form was attached to the letter of invitation. Upon receiving responses through the consent forms, I scheduled a meeting with prospective participants at a place and time convenient for them.

Protection of Participants' Rights

My role as the researcher was to ensure that the participants were not at risk, threatened or coerced in any way to participate in the study. In so doing, I distributed an informed consent form stating the purpose of the research and the benefits to the prospective participants. Confidentiality and the participant's right to withdraw at any time were also discussed with the participant at an initial meeting. I am presently employed at the local community college as the Dean to the Teacher Education Division. I, therefore, do not work at the proposed study site and have no authority over the teachers. I have no influence over them. In order to ensure anonymity, no names were used in any publication that describes the research or data collected from them (see Fraenkel & Wallen, 2003). Participants were only contacted once they returned the consent form and agreed to voluntarily participate in the study. Participants were advised that they could withdraw from the research at any time and that all data collected would be kept confidential (see Fraenkel & Wallen, 2003). Participants were advised that one-on-one interviews were scheduled for each participant followed by observations. Participants were also advised that the interviews would be scheduled outside of work hours to preserve participants' confidentiality and anonymity. Observations were done unobtrusively so that there was no interruption in the participants' daily schedules (see Merriam, 2009). Confidentiality was emphasized at all times during the study.

Data Collection

Data collection methods for the proposed project study included thick descriptions, one-on-one interviews, and classroom observations. The multiple forms of data collection

offering varying perspectives of participants and allowed for triangulation of data in an attempt to produce rich thick descriptions required of qualitative case studies (Creswell, 2013).

Data Collection Methods

I provided a description of the case, interviewed and observed the new teachers (mentees) and interviewed the mentors, to gather data on their perceptions of the principal-directed mentoring program. The interview is a discussion strategy designed to answer the research questions of a study (Merriam, 2009). Observation of the new teachers putting new knowledge to practice was done to help guide me in the subsequent interview (Merriam, 2009) of new teachers. I observed, in a non-evaluative manner, new teachers, to see how the new teachers implemented or used the materials from the mentoring program. Data were triangulated interpretively. Results helped to determine the best type of project to be created.

Thick description of the case. A thick description of the case was documented by recording the personal experiences and gathering information from the participants about their experiences. Merriam (2009) described thick description as “the complete literal description of the incident or entity being investigated” (p. 43). A thick description of a social event or action takes into account not only the human behavior but also the environment in which the behavior occurs.

Interviews. The one-on-one interview provided me with information that described the case. Creswell (2013) indicated that the probing techniques employed by the researcher during the interview enables the researcher and the participant to discuss freely the problem

or issues under investigation. During the one-to-one interview only one participant is interviewed at any one time, giving participants the opportunity to share their individual thoughts comfortably. An interview protocol was used to ensure consistency of interview questions with all participants and to ensure that the questions were not too many in number and were open-ended. Merriam (2009) indicated that the more open-end the questions are, the better it is for the participants to provide rich thick descriptions of the problem. A copy of the protocol can be found in Appendix C.

The interviews were 30 to 45 minutes in duration and conducted at a time and place that was agreed upon with the participant. The interview was not conducted during the participant's work hours and the setting chosen was private, comfortable, and free from any outside interferences (Creswell, 2013). An audiotape was used to record interviews to ensure the accuracy of the participants' responses as suggested by Creswell (2013).

Observations. The observation of participants (the new teachers) was done to see participants in the natural setting. Observation is advantageous as I was able to observe participants firsthand rather than get a secondhand account during an interview (see Merriam, 2009). Merriam further pointed out that conducting observations helps to provide the researcher with specific incidents, behaviors, context of the phenomenon and reference points that can be used in the interview sessions. Additionally, Merriam contended that observation is the best technique to use to gain new insight or perspective as well as when participants are unable to or will not willingly discuss the issue under investigation.

The participants (new and untrained teachers) were observed in their natural setting for 35 minutes. I engaged the participant in a pre-observation conference and a post

observation conference. The observation checklist (see Appendix D) was shared at the pre-conference. I indicated to the participant that my role was to observe him/her unobtrusively in a non-evaluative manner (Leacock et al., 2015).

How Data Were Gathered

Once participants were identified and informed consent obtained, participants were assigned a code to ensure anonymity and confidentiality (Creswell, 2013; Lodico et al., 2010). The terms mentee, mentor, trained and untrained teacher were used to delineate participant information in the study. There was no sharing of participant personal information. During the interview data was collected electronically through voice tape recordings and manually through field notes. The interview of the mentee was geared towards collecting data for Research Questions 1 and 4. These questions were: What parts of the mentorship program did the untrained teachers find to be useful? What are the suggestions of both new and mentor teachers with respect to the principal mentorship program designed to increase efficacy in the classroom? The mentors were also asked to respond to Research Questions 2 and 4. Research Question 2 asked: What parts of the mentorship program did the teacher mentors (trained teachers) find to be valuable in assisting new teachers? Research Question 4 asked: What are the suggestions of both new and mentor teachers with respect to the principal mentorship program designed to increase efficacy in the classroom? All questions were geared toward getting the perceptions of the participants who were involved in the program.

An observation checklist was used during observation to collect data and can be found in Appendix D. This data was used to address Research Question 3 which asked:

What techniques, learned in the summer mentoring program, did new teachers implement in the classroom when teaching? The data from the checklist was critiqued against the outcomes of the six principles of andragogy and the Facilitators of Learning, as seen in Appendix E. A facilitator of learning as outlined by Wigle and White (1998) is a professional practitioner who engages in promoting and building higher-order cognitive skills, and pedagogical skills. The facilitator also utilizes varied assessment and communication skills, reflections on practice, uses social construction as well as practice cultural diversity, with collaboration, networking and the use of technology being the focus of their practice. The facilitator is self-directed and is motivated to learn. An electronic data base for the storage of data was constructed to organize a filing system for the data. All data was stored at my home in a password-protected computer and will remain there for 5 years as required by Walden University.

Participants were contacted via email or telephone to establish appropriate dates and times for interviews and observations that would not interfere or conflict with their work schedule. An interview schedule was then planned with dates and times convenient to the participant. The procedures shared helped to minimize risk to participants of the study.

Data Analysis

How the Data Were Analyzed

The project study captured the perceptions of educators on a principal-directed mentoring program. The data collected from the interviews were transcribed and coded. Themes were derived from patterns of coded categories. The data from the observation

checklist were also analyzed (see Appendix E). Open coding was used in the development of themes. Strauss and Corbin (1990) described open coding as the first examination of the data and the noting themes that occur. I had the opportunity to read the data thoroughly then categorize it according to the emerging themes. I proceeded to use open coding of text to establish themes and continued to review the data until the broad themes were narrowed down (see Patton, 2002).

The data were then further analyzed based on the themes by two independent coders and further interpretation which lead to discussions about the themes found and conclusions which helped finalize themes and determine the significance of the data. The second coder was selected based on his interest in the topic being researched and because of his experience and expertise in conducting qualitative research. The coder was also selected because he did not conduct or transcribe any of the interviews. Hence the risk of bias was greatly reduced (Moral, de Antonio, Ferre, & Lara, 2015).

The data from the observation checklist (see Appendix E) were compiled in tables according to the different sections. The criterion checked for each section was documented in a table and field notes compiled and carefully written to explain each criterion from the checklist that was documented for the report.

Integration of interviews and observations. The multiple forms of data collected helped to provide for triangulation of data toward a common finding (see Lodico et al., 2010). Furthermore, Lodico et al. (2010) argued that triangulation increases the validity of the qualitative study and adds thoroughness, richness, and depth of understanding to the study as well as for the saturation of data. Saunders et al. (2018) also support this argument

by stating that the cross checking of data using multiple data sources or multiple data collection procedures increases the validity and credibility of the research. The data from the observations and interviews was analyzed and coded to produce categories and themes for further analysis.

Consideration was given to using a software system such as Nvivo to assist with the data coding and storage, but data were coded manually. The data were uploaded to a computer program which was password protected. A chain of evidence was also established to provide for credibility. Yin (2015) posited that the researcher should be able to trace his steps backwards from the final conclusion to the approach, protocols, and research questions, so that the study could be easily replicated.

Evidence of Quality

Credibility for this project study was established by using a second coder to validate themes, member checks, and peer review. Moral et al. (2015) suggested that using a second coder helps to establish quality of data and reduce bias by validating codes and ensuring agreement on codes. The iterative process provided the second coder with the opportunity to note the differences in the coding process which were either due to misinterpretation of the data, coding errors, or misunderstandings. This coder was able to interact with the data and be objective as the iterative process continued.

Member checks or respondent validation is a strategy used by qualitative researchers to ensure internal validity. That is, all participants interviewed were asked for feedback on the emergent findings of the data (see Merriam, 2009). Participants were given a transcription of their interview to verify and validate their responses. Maxwell (2012)

identified that member checks are one of the most significant means of determining researcher bias and establishing credibility.

Peer review or examination is critical to the quality and integrity of the study. A peer was asked to review the raw data and review the findings to assess whether or not the findings are plausible based on the data that was collected (see Merriam, 2009). The peer is an assistant lecturer who works at the community college, but who had no contact with the participants. He committed to keeping all information confidential.

Triangulation of data was used to ensure accuracy and credibility of the study (Creswell, 2013). Multiple information sources were thoroughly examined for evidence to support themes (see Creswell, 2013).

Procedures for Dealing with Discrepant Cases

Discrepancies may occur when there are contradictions to the researcher's original assumptions. I conducted this investigation based on the following assumptions; that there was a problem of low teacher quality in the Federation of St. Kitts Nevis, that the principal-directed mentoring program was one way to improve the teaching quality, that the methodology and the research design used were appropriate, that participants will answer truthfully during the interview sessions, and that the sample chosen is representative of the population involved in or experiencing the problem

Discrepant cases were sought during the data collection and analysis stage. The process required me to check for credibility, transferability, dependability and conformability to the study (Hatch, 2002). For this study, I reviewed the transcripts once specifically to identify discrepant cases. All eight participants were given the opportunity

to scrutinize the transcription of their interview responses. I then proceeded to ask the participant if the responses and perceptions were accurately recorded. By using member checking, I was able to have a better understanding of the perceptions of the participants who were involved in the principal-directed mentorship program.

The participants were invited to a second 30-45-minute interview for the sole purpose of member checking. They were interviewed individually to maintain confidentiality and privacy. They were able to note and discuss any discrepancies in their responses during the member checking interview period. Participants were prompted to give any additional information that would further enrich their perceptions. I examined the information again and added discrepant data recognized to the study to provide the rich thick description or narrative that described the perceptions of the teachers involved in the principal initiated and directed mentoring program.

Role of the Researcher

My role as the researcher was to ensure that my personal biases and assumptions were not revealed at any time during the study, even if the participants' responses contradicted my perceptions. All responses were recorded and reported in the study. Patton (2002) suggested that where inconsistencies are found, the researcher should have two or more independent persons analyze the same qualitative data and compare the findings.

Data Analysis Results

Creswell (2013) suggested in a qualitative study the researcher is required to make sense of information received so that research questions can be answered accordingly. The data analysis process was a rigorous process that involved organizing the data, coding,

forming themes, interpreting findings, and validating data. Every step of the process was critical to the outcomes of the research. Mills and Birks (2014) stressed the need for the researcher to detail every step taken in the analysis to show the logical process which would account for bias on the researcher's part.

The analysis of data began as soon as the data were collected. The data were transcribed verbatim. With the information gained from the interviews a coding system was used to yield smaller categories and themes. Saldaña (2016) noted that coding is a way to analyze data. He further indicated that in qualitative inquiry a code is a short phrase or word that symbolically assigns a summative, salient, essence-capturing attribute. Biklen and Bogdan (2007) along with Saldaña (2016) discussed several steps in the coding process. These steps are inclusive of first identifying patterns, which are identified as themes, and then further broken into coding categories. For this project strategy codes and relationship and social structure codes were used. Biklen and Bogdan (2007) referred to strategy codes as methods and techniques used to accomplish various tasks. Relationship and social structure codes are referred to as patterns of behavior among people such as the mentor-mentee relationships observed in this study. The emergence of the themes from these codes were represented in tables and final results were reported as a narrative. The themes were then compared to the research questions that were used to guide this study.

The problem I examined was the poor quality and resultant poor first year performance of teachers in a rural primary school. The purpose of this qualitative case study was to explore the perceptions of educators who engaged in the implementation of a principal-directed mentorship program for untrained primary school teachers and make

suggestions for its improvement. The findings will be separated according to the research questions and resultant themes discovered, guided by observations and interviews conducted.

Thick Description of the Case

The perceptions of eight teachers at the study site were explored to get an understanding of their experiences as teachers engaged in the principal-directed mentoring program. There were four trained and four untrained teachers who were termed as mentors and mentees respectively.

The combined data from the interviews and the observation yielded a wealth of information and differing yet similar perspectives, feelings and emotions from the participants of this project study. The participants were eight in number comprising four trained (mentors) and four untrained (mentees) teachers who proceeded to give their perspectives of the principal-directed mentoring program that they experienced. The untrained teachers indicated that they felt a sense of comfort to some extent after the initial shock of being thrown into a classroom without any prior training. These untrained teachers welcomed the assistance given, especially those who had never taught before. There were expressions of confusion, nervousness, unpreparedness; mentally, emotionally, physically as well as disillusionment and for one untrained teacher giving up after the first day on the job. However, of particular importance to the untrained teachers was the connection with the trained teachers after the principal introduced the mentoring program. Upon further interaction with the mentors, the mentees determined that even though the interaction and

support was needed, for them the mentors need to be trained before being given the responsibilities as mentors.

The pre- and post-conferencing sessions with the trained teachers created and opened up avenues for critical discussion and reflection on lesson planning, determining relevant resources, activities and materials consistent with the lesson content to be delivered. The different techniques and methodologies shared also boosted the confidence levels of the teachers and 2 of them indicated that their confidence levels and self-esteem took a deep dive after they recognized that teaching was not as easy as it looked. Furthermore, they never expected to receive help and found that the support given to them was quite timely and all the untrained teachers stated that the mentoring program should be continued as it added quality and meaning to their roles as teachers.

In observing the teachers in practice, the classroom environment was noted as being print rich, emphasizing the acceptance of advice given to ensure that the classrooms were bounded by the different concepts taught ensuring that students were reminded constantly of the content delivered. The evidence of relevancy and guided by the principle 'needing to know', the teachers demonstrated their research skills through the use of provision of a wide variety of activities and technologically prepared instructional materials. The levels of self-direction and drawing on their own personal experiences were recognized in the different classroom as teachers set the class in the physical space that was most appropriate to teach the concept being explored. There were instances of outdoor sessions, computer driven games and exercise, integration of concepts across the curriculum to show their understanding of how the cross-cutting themes can be integrated to give students a more

rounded experience in the classroom. Lesson planning, elements of differentiated instruction and use of technology were all noted as areas of improvement or techniques adopted and used to facilitate the learning process. This transference of instruction and advice given by the mentors indicated that the untrained teachers were 'ready to learn' and were also appreciative of their tasks as teachers to engage in problem solving and transfer of knowledge in the best way they could. The support given to them motivated them to demonstrate their understanding of the teaching process by consistently planning, reflecting and improving on their practice for the benefit of positive student outcomes and for their own professional growth. (See Appendix E).

The trained teachers in their capacity as mentors also felt that they needed to be properly trained to execute their duties and fit the roles of mentors. For them, the mentoring role necessitated training in proper communication and positive interpersonal relations with others. As facilitators of learning, their higher-order thinking skills were challenged. That is their own ability to conceptualize, analyze and apply in order to direct the untrained teachers properly was severely tested. Elements of collaboration, demonstration of the use of technology in the classroom, reflective thinking and teaching were evident, from the lessons observed. The trained teachers (mentors) felt that they were thrown into the mentoring program without adequate preparation. Therefore, their skills of communication and their ability to guide the untrained teachers for improving teacher quality were severely challenged. The trained teachers also felt the need to be trained in the art of mentoring. For them, training would enable them to be better at facilitating the learning process of the untrained teachers. The principles of learning proposed by Knowles (1984) would be better

realized and the concept as a facilitator of learning would materialize and provide more scope for upgrading teacher quality. The results from the interview outlined, here clearly give additional information on the participants' perspective of the principal-directed mentoring program.

Results for Research Question 1

Research Question 1 asked about which parts of the mentorship program the untrained teachers found to be useful. To address this question, Interview Question 2 was posed: "If you have gained additional skills, how did they come about or are the new skills directly related to your classroom teaching experience? What are these skills?" Responses from respondents relate to the themes of knowledge of content, lesson planning, classroom management, methods of student grouping, and techniques for record keeping.

The untrained teachers' years of experience ranged from 6 months to 16 years. All the untrained teachers had no prior experience in the classroom before they started teaching. There was no skill set for Untrained Teacher #1, while another, Untrained Teacher #2 declared that when she started teaching, she was skilled in conflict resolution, she had social skills, listening skills and communication skills. One other participant, Untrained Teacher #3 declared that she brought technological skills to the classroom which she used to motivate students to learn and be reminded of content during application exercises. Untrained Teacher #3 also stated that she gained new skills through staff development sessions, assessments (clinical supervision, classroom observations, and teacher appraisals) and finding ways to engage in problem solving.

All four untrained teachers explained that they gained skills in classroom management, time management, lesson preparation and planning, the skill of executing a lesson as planned and using teaching strategies recommended by the mentor teachers. Two untrained teachers indicated that they also learned of differentiated instruction very early in their career. This claim was corroborated by two trained teacher mentors who indicated that they also engaged the untrained teachers/mentees in training that involved differentiated instruction. Untrained Teacher #1 also explained that through support given to her, she became more confident and her self-esteem and communication skills improved enabling her to communicate much better in the classroom and with her fellow colleagues. These responses to the interview questions showed the skills acquired by the untrained teachers through ongoing interaction with the trained teachers.

Themes for RQ1. Emergent themes, related to research question one, were lesson planning, knowledge of content, record keeping, classroom management techniques, physical and social learning environment, methods of student grouping and positive communication and interaction.

Theme: Lesson planning. Interview Questions 1, 3, 4, and 8 addressed this issue. When asked what skills the participants brought with them into teaching Untrained teacher #1 noted she did not bring any skills and she appreciated the help she got from two trained teachers. Untrained Teacher # 1 said,

I am not sure what skills I brought, and I did not know you had to plan every day. I did not know how to do anything. So, I used to cry a lot, I had no confidence in myself. I thought that I was supposed to just come to class and teach because my

own teachers made it look easy. However, I learned to be prepared with my lessons every day and now I never go into my classroom unless I prepare my lesson plans.

Untrained Teacher #4 said,

No skills not sure. I however did good at classroom management, learned skill as a reading teacher and how to teach reading. But I quit on the first day. The Principal and the deputy came to look for me to encourage me to get back in the school. I returned the next day. I worked for 2 weeks attached to another teacher and I learned how to write lesson plans, complete records like the registers and learned how to manage the class and discipline students.

Untrained Teacher #3 stated,

yes, I have become flexible dealing with students, gained more patience, and learned how to incorporate technology in lessons. I also received suggestions from teacher to use outdoors more often. I got very good support. Support from principal and Grade 2 teacher (former), I got help in preparing activities and games especially with the language block.

Interview Question 3 asked the participants to describe some of the issues or challenges that they were not expecting? Or were not prepared for? All of the untrained teachers reported issues with lack of preparation to begin teaching in the classroom. The untrained teachers also stated that there was no induction to the service and there were consistent problems with work preparation, scheme of work and term planning and executing demonstration lessons. Untrained Teacher #3 indicated that she expected success, but success for her did not come easy as she was placed with children who could

not write or spell their names. The children she declared had a difficult time understanding concepts. Untrained Teacher #3 said,

I was not prepared. Even after being taught to do lesson plans, I was not prepared mentally or physically, I had no materials, and I taught in lecture form. Challenges for me included expecting children to understand concepts, instantly, I expected success: success doesn't come one time. I also had issues with children who cannot spell their names, Children cannot even write properly”.

Theme: Evidence of lesson planning. All untrained teachers planned effectively and set clear objectives that were understood. The lesson plans flowed logically and were properly sequenced, included a variety of formative and summative assessment strategies to assess students' comprehension of the concepts being taught. The lessons were also clearly linked to previous lessons and suggestions were made for continuation in the next lesson. All teachers with the exception of one paced the lesson according to students' ability. Even though the students demonstrated knowledge of differentiated instruction, there was no evidence of individual IEP for students.

Theme: Knowledge of content. The teachers showed knowledge and understanding of the content covered in each lesson. The concepts taught were all compared to students' real-life situations and planned to age level and ability. The untrained teacher's knowledge was seen through the content written and shared with the students, the prepared instructional materials and the videos that were selected to use for the lessons, were consistent and streamlined to show connectivity.

Theme: Record keeping. Interview Question 5 looked at the some of the skills learned. Untrained Teacher #1 said,

I did not know how to do anything; I did not know I needed to keep a work preparation book and write lesson plans every day. I now do that, and it makes my work easier. I was also confused about the register and how to complete the register weekly, monthly and by the term.

Untrained Teacher #3 stated that, “I had to work at night to make sure my grade book was organized.” Untrained Teacher #2 said, “You need assignment to a trained teacher to guide you in planning, record keeping”.

Theme: Classroom management. Interview Questions 2, 5 and 11 reflected the theme of classroom management. Untrained teacher #1 stated, “this made me more confident in the classroom. I now plan every day. I implement writing plans, classroom management techniques, and execution of lessons.” Untrained Teacher #4 stated, “I learned how to discipline children, I learned about motivating students through positive discipline and I implemented a positive discipline reward shop in my classroom and giving encouragement.” Untrained Teacher #2 stated, “I have a class of 27 students. Lots of issues and complaints are being made by the students. I have learned to listen to both sides before making a decision. I have also started a positive reinforcement project with my students.”

Theme: Physical and social learning environment. There was one teacher (Untrained Teacher #2) who had some issues with classroom management, with a class of 27 students. She, however, was able to use a positive behavior management initiative to keep the disruptions at minimal. All other teachers were able to take prompt action to

address any disruptive or poor behavior. Students were also praised and validated throughout the lessons for their efforts and for responding correctly to questions asked. The classroom environments were positive and enlightening. There were identifiable corners with distinct materials for the four core subject areas. The teachers all supported a student-centred environment and provided many student-related activities to keep the students focused and interested in learning. One teacher (Untrained Teacher #4) also had difficulty starting and finishing the lesson during the time available for that lesson.

Theme: Methods of student grouping. Interview Questions 2 and 3 reflected participants' responses to methods of student grouping. Participants indicated that they engaged in differentiated instruction and as such they planned and grouped students accordingly. Untrained teacher #1 learned to group children according to their abilities, I did peer coaching and general grouping." Untrained Teacher #4 indicated, "I learned about differentiation very early and the purpose of differentiation". Untrained teacher #3 stated, "there was no preparation, one challenge was that I was placed in the struggling readers section, I expected a trained teacher to be placed in that class, as a result I ended up learning the virtue of patience". Evidence of students grouping were observed during taught lessons.

Theme: Positive communication and interaction. Students were observed participating animatedly in the activities. The students were all treated fairly and equally asked to participate in the lesson. The students' understanding of concepts was assessed through the ongoing questioning techniques utilized by at least two of the teachers. The teachers also responded appropriately to student questions. Through questioning, students'

misconceptions and mistakes were recognized by the teachers and these were quickly addressed by the teachers to facilitate the learning process.

Results for Research Question 2

RQ2 asked, “What parts of the mentorship program did the teacher mentors (trained teachers) find to be valuable in assisting new teachers?”

Themes for RQ2. The themes discovered to answer Research Question 2 were the discussions on lesson planning, professional development, sharing of classroom management techniques, sharing of instructional materials and resources and conducting demonstration lessons. Some responses related to the themes discovered were realized from Interview Questions 1 to 5 on the mentor interview. The responses indicated that the mentor teachers had the years and experience and skill to provide guidance to the mentees. There were four trained experienced teachers engaging in the research. Their level of experience ranged from 10 to 39 years. Three of the trained teachers were members of the management team and all four assisted in guiding new untrained teachers. The trained teachers indicated that they were asked by the principal to guide, monitor and supervise the untrained teachers/mentees. Their tasks were to guide the new teachers in lesson planning, give feedback on the strengths and weaknesses of the untrained teachers, conduct staff demonstrations to model expected behaviors and to demonstrate the use of teaching strategies and classroom management techniques and to share all new initiatives with the new and untrained teachers that would help them in their PD.

Theme: Discussions on lesson planning: Mentor Teacher #1 noted, “I have assisted the grade 3 teacher in preparing and marking of work preparation and monitoring

the execution of lessons.” Mentor Teacher #1 also said, “I am not sure about all that I did, but I shared information on planning lessons and about grouping of children, mainly ability grouping and using collaborative learning to reach each child”. Mentor Teacher #2 stated,

Yes, I helped new teachers prepare work preparation, engaging new teachers in the use of various strategies. For some teachers I demonstrated and showed how to engage in teaching of slow students, how to do peer tutoring, discussion, sharing the language experience approach, different comprehension strategies to get students to read and understand their work. I taught the teachers how to share ideas and instructional materials that were made by me with new teachers, I also shared resource materials in the form of handouts and games, conducted demonstration lessons on how to teach slow children, and also did staff development sessions on the teaching of slow students.

Mentor Teacher #3 stated, “Yes, as a new member of the management team, I was attached to a new teacher in terms of giving guidelines, checking lesson plans, so I gave feedback in terms of expectations and strengths and weaknesses of the lessons, helping the untrained teacher or substitute teacher in formatting, planning and executing a lesson”.

Mentor Teacher #4 said, “I shared how to engage students in cooperative learning, collaborative learning and using technology in lessons with the new teachers”. When I am sent on training workshop, I relay information received from the workshop, and I am asked to do demonstration lessons for the untrained teacher and also staff demonstration sessions”.

Theme: Professional development: Interview Question 2 asked mentor teachers to state their role as instructional leaders and to describe what they did. Mentor Teacher #4 stated, “I was placed to assist in homework policy, school safety plan, technology aspect and any technological assistance needed or anything the principal needed. I have assisted teachers in Grades 2, 3, and 5. I found that assisting in all these areas was helpful to the new teachers. They gained a better understanding of what teachers should do. For example, in the demonstration lessons they are able to see their weak areas. I too learned from them. I noticed that the teachers are better able to assist themselves and others from the help they receive.

Theme: Sharing of classroom management techniques and resources. As stated before, the mentor teachers shared their skills and knowledge with the new teachers. Interview Questions 4 and 5 asked about how skills and knowledge were shared. All four teachers found that guiding and assisting new teachers with work preparation and planning was beneficial to the untrained teachers. Improved communication and building relationships were the high points for Mentor Teacher #3, while demonstrating lessons, observing lessons, sharing ideas and resources, reciprocal learning, monitoring classes and reflecting on practice were common themes among three of the mentor teachers. Mentor Teacher #1 indicated that when asked to assist the new teacher, she was not given any written guidelines or any instructions as to how to facilitate the guiding process; however, she used her initiative and gave guidance on planning and lesson preparation. The other teachers indicated that they were also not given guidelines and no formal preparation on how to guide the new teachers. There was no written script to follow. Mentor Teacher #3

stated, “In observing at the beginning I noticed that students were recording notes. This note taking would distract the students. I indicated that teaching aids should be prepared before the lesson and handouts given to students to reduce the distraction of writing notes, I also shared classroom management techniques that would help the teacher manage students and keep them focused. Sharing experiences was good, direct sharing of experiences was done one on one, most times sharing was done daily”. Mentor Teacher # 2 stated,

I shared experiences of teaching of slow students, peer tutoring, how to use discussion, sharing the language experience approach, and different comprehension strategies that help students understand what they are learning. I also participated with the teaching learning process, shared resource materials especially in reading and I also give out resource materials, such as handouts so teachers could continue reading. The guiding in writing of work preparation . . . sharing copies or examples of work preparations to help guide teachers, guiding after showing steps involved.

Mentor Teacher #1 said, “In a sense it became easier for them to plan lessons and engage in management of classroom.”

Theme: Conducting demonstration lessons. Throughout interviews, mentor teachers stated their participation and assistance included conducting demonstration lessons. Mentor Teacher #3 said, “As a new member of management, I was asked to do demonstration lessons, staff demonstration sessions, helping the untrained teacher or substitute teacher in formatting or executing a lesson. Sent on training workshop, I relayed information received from the workshop.” Mentor Teacher #2 stated, “I liked the

demonstration lessons, sharing information and letting teachers see best practices that would guide them in the lessons.”

Theme: Sharing of instructional materials and resources. Interview Question 5 asked about some of the techniques and classroom strategies that one shared with the new teachers, how the information was shared and how often did they get to meet with your advisee. The trained teachers/mentors supported the mentees through sharing of a wide selection of strategies that included how to teach slow students, peer tutoring, sharing the language experience approach, a variety of comprehension strategies, classroom management techniques, how to prepare handouts, make charts and enrich the classroom environment, discovery learning, cooperative learning and use information technology in the teaching learning process. I also observed these strategies when collecting data through observation of the untrained teachers in practice. Two of the mentors indicated that they were able to meet with the mentors in the mornings before assembly to check lesson plans and to give feedback or they would meet after school. Two of the mentors said that they shared information on a daily basis.

Mentor Teacher #1 stated, “I started sharing information after the lessons; I was sharing information, very few times before the lesson, sometimes I noticed persons have a well-structured lesson plan but poor execution of same. Supervision was done once per week.” Mentor Teacher #1 said, “I did one on one with my new teachers in the mornings first thing before assembly or if not done teachers would come to me after school. I would encourage them to come and ask questions, discuss ideas, during assessments, clinical supervision and teacher appraisal.” Mentor Teacher #3 said, “I did direct sharing of

information daily when I checked lesson plans and after I observed teaching, sharing strengths and weaknesses and giving suggestions for improvement.” Mentor Teacher #4 said, “I engaged in a combination of personal and group settings, to share information. Some teachers needed personal advice. We met when needs be. If they needed further assistance, they would message me to get that assistance.”

The four mentor teachers each described different ways of sharing information with the untrained teachers. However, the sharing of information was focused on strengthening the untrained teacher’s capacity to perform well in the classroom.

Interview Question 3. Who initiated the structure and how were you prepared for the initiative? All four teachers stated that the principal initiated the support structure and the main task was to guide the new teachers in lesson planning and work preparation. According to the mentors, there was no training, or perceived preparation for the initiative. The principal asked to assist the untrained teachers/mentee and they proceeded to help with lesson planning and other elements necessary to guide the teaching learning process.

Results for Research Question 3

RQ3 asked what techniques, learned in the summer mentoring program, did new teachers implement in the classroom when teaching.

Themes for RQ3. The themes discovered to answer research question 3 were methodological and pedagogical skills which were seen in the use of appropriate materials and assessment strategies along with teaching strategies that were all implemented in the classroom. Techniques included differentiated instruction, positive behavior management techniques, the use of Information Communication Technology (ICT) integration,

questioning techniques, and cooperative learning strategies. Some responses related to the themes discovered are related to Interview Question 11 for the untrained teachers. Interview Question 11 asked: How did you think this interaction with your support personnel contribute to your development as a teacher and what did you implement in your classroom that came from the support given to you?

Untrained Teacher #2 stated that the continued support gave her the drive to continue teaching, while Untrained Teacher #1 said that the support made her more confident in the classroom and she now saw the benefits of daily planning, so she now plans every day. Most importantly the mentees stated that they were encouraged and motivated to teach. The mentees indicated that they were able to create word walls, create charts that students could relate to and enhance the classroom environment in the process. These statements were consistent with the aspect of the use of appropriate materials. The untrained teachers/mentees also implemented several strategies such as the integration of ICT, good classroom management techniques, differentiating instruction, motivating students through positive discipline, problem solving and conflict resolution skills, communication skills-speaking properly to students, writing daily lesson plans. Most of these were seen in the lessons that were observed for the data collection process. The results of observations are presented in Appendix E.

For the use of appropriate materials and assessment strategies Untrained Teacher #1 said, “The support made me more confident in the classroom. I now plan every day. I implement writing plans, classroom management techniques, and execute my lessons much better”. Untrained teacher #4 noted, “It gave me the drive to continue teaching, and I

implemented good classroom management techniques. I also gained communication skills, that is I learned how to speak properly, and got better at dealing with children's issues. Untrained teacher #3 stated, "I gained more skills, I modeled behavior, and challenged myself to become a better teacher. I became more confident in teaching, I used grouping and technology to enhance my, lesson planning". The use of grouping, differentiation and ICT integration were exemplified by the untrained teacher mentees.

For the use of techniques such as differentiated instruction, positive behavior management, questioning techniques and cooperative learning strategies, the untrained teachers implemented a wide range of these as evidenced in the lessons observed. For example, for the use of ICT integration the untrained teachers all proceeded to use ICT in the teaching of their lessons. For example, the integration of ICT was observed in a mathematics lesson where the Untrained Teacher #2 used a video presentation to show equal fractional parts. This video presentation was used to reinforce the concept of equivalent fractions. Another teacher, Untrained Teacher #1 used the technology in a social studies lesson to highlight the concept of good manners by showing a series of events where different situations were dramatized to depict good manners. Another teacher, Untrained Teacher #4 used the technology to reinforce the concept of wind and how wind can be useful and destructive.

Theme: Classroom pedagogical skills. All teachers integrated and incorporated technology into the lesson structure and executed it well as seen in the science, mathematics and social studies lessons done by the teacher. A wide variety of instructional methods were used inclusive of cooperative learning, discovery learning, role play, simulations and

real cases were used for reference in order to ensure understanding of concepts taught. The classrooms were all student centered with the students involved in a number of hands-on activities and role play exercises. However, one of the teachers (Untrained Teacher #2) needed to work on how to engage the students in critical thinking.

Cooperative learning, used as a teaching strategy, involved students working together to dramatize good and bad behaviors in health science. Another example of the use of this teaching strategy was observed during a mathematics lesson where students worked together to find fractional parts. Untrained Teacher #2 declared, "I received encouragement and felt motivated to improve my skills. I implemented a word wall, engaged in the creation of charts to enhance not only the teaching process but also the classroom environment. I also implemented the use of technology to get children to learn concepts from the use of videos and chart." Here is a clear indication of the practice of teachers of facilitators of learning being put to test. The untrained teachers were demonstrating the use of skills and knowledge gleaned from the mentors who had been placed in a position to guide them on their teaching journey.

Positive behavior management was observed during lessons when one teacher, Untrained Teacher #2, utilized the positive behavior management chart to remind students of the expected behaviors that should pertain throughout the lesson. Another example of the positive behavior management was observed through witnessing the use of the reward shop that was created to encourage good behaviors in the students. Untrained teacher #4 stated, "I have the drive to continue teaching and I looked at all the issues that children

have and sort to seek ways of motivating students through positive discipline. To do this I started running a reward shop and used it as a form of positive encouragement”.

Results for Research Question 4

RQ4 asked, “What are the suggestions of both new and mentor teachers with respect to the principal mentorship program designed to increase efficacy in the classroom?”

Themes for RQ4. The themes discovered to answer Research Question 4 were mentorship for improved teacher quality, support for new teachers or recommendations for new teacher support, facilitation to mentoring or training for mentors on how to mentor. The mentees’ perceptions, as they relate to the themes, were recognized in Interview Questions 4 through 12. The untrained teachers were asked to give their perceptions of teaching and to state whether or not that experience that they gained changed or altered their perceptions in any way.

Theme: Mentorship for improved teacher quality. The untrained teachers indicated that teaching is a good career choice, but teaching was not an easy task. Teachers are expected to “do things over and over. It is hard work”. Untrained teacher #4 stated, “especially when you have to go slow for the below average students”. Another teacher, Untrained Teacher #1 recognized that it was not just chalk and talk and no preparation but that teachers had to plan in order to execute lessons well.

In order to respond to the research question, untrained teachers were asked to describe the support given to them during the first 6 weeks of their teaching career and to give recommendations for first time teacher support, and also make suggestions on what a mentor should be. All of the untrained teachers stated that they received very good support.

They learned how to deal with ill-disciplined children, engaged in workshops on lesson planning, received friendly support, attached to a grade level teacher, learned of teamwork and collaboration, received encouragement. One other teacher, Untrained Teacher #1 explained that two teachers gave her much needed support in the form of modeling lessons, demonstration on the use of strategies, advised on how to use the technology with students appropriately and how to keep the students focused and with-it.

Untrained Teacher #3 stated, “Teachers assisted in lesson preparation, it is something good, it provides encouragement. Yes, teachers could be encouraged to come to school every day, with this kind of help”. Untrained teacher #4 stated that, “I received very good support. I was given encouragement, I learned how to deal with ill-disciplined students, I attended workshops on lesson planning, and I received friendly support. I was also given tips on how to be organized, and attached to grade level teacher, I noticed a team effort when everyone stepped in to help, I learned different forms of discipline, particularly how to encourage positive discipline, I only have issues of organization and time management”.

All untrained teachers stated that they had very good relationships with their supervisor. All noted things like, “great interaction, good relationship, very good interaction, very supportive staff, respectful and professional.” Even though all of the teachers had great relationships with the supervisors/mentors Untrained Teacher #4 declared that she was uncertain about her teaching career even though she wanted to be the best teacher she could be and another, Untrained Teacher #3 stated irrevocably that she would not remain in teaching as it was not what she expected. Untrained Teacher #4

indicated, “There was very good interaction, the principal and deputy all assisted, I was uncertain about what to do in the classroom, but then I wanted to be the best teacher. respectful and professional. I am still uncertain about remaining in teaching, but I want to be the best teacher that I can be”.

Theme: Support for untrained teachers. Untrained teachers were all of the view that first time teachers need support. They described that this support should be in the form of another trained experienced teacher being there to guide and support the new teacher with how to write lesson plans, schemes of work and share classroom management techniques. The untrained teachers also felt that the experienced teacher could be a source of encouragement and motivation and engage the new teachers in team planning, sharing of strategies and conduct demonstration lessons for the new teachers to observe best practices in the classroom. Another view shared by Untrained Teacher #4 was that the experienced teacher should share knowledge and skill of chart making so that the first-time teachers could have an understanding of how to create instructional materials that would complement a print-rich classroom. The sharing of this skill and knowledge would enable the untrained teachers to try to create classrooms that are student friendly and print rich.

The concept of time and managing time was also commented on with a view that the first-time teachers should be taught to use time wisely and always make sure that they are ahead with lesson planning. Untrained Teacher #4 said, “The trained teachers give ideas about classroom management and how to use time wisely They (trained teachers) all said to make sure we are ahead with lesson plans and always ready to teach. I also learned skills in chart making and how to make a print rich classroom”. Untrained Teacher #3 suggested

that another teacher should there to help write lesson plans, write scheme, guide how to write, start with classroom management to look at behavior”. Untrained Teacher #2 said, “the trained teacher should sit with new teacher, find out what he/she knows, check records, and meet once or twice per week”.

To support the theme support for untrained teachers, the untrained teachers were asked to describe a support system and indicate whether or not it was a success. The mentee teachers stated their positive endorsement of the initiative. Their responses were as follows:

Untrained Teacher #1 stated that,

two trained teachers were assigned to me by the principal and they assisted in lesson preparation and planning. This made me more confident in the classroom and I now plan every day. It is something good and provides new teachers with encouragement. This support can improve the quality of teaching and if given consistently teachers would be encouraged to come to school every day.

Untrained Teacher #2 stated that the initiative was a success and to her the ideas and support given resulted in better lesson planning and smoother execution of the same lesson plans. Untrained teacher #4 also stated that the initiative can improve the quality of teaching and should be mandatory in all schools. She said that there is that steady flow of ideas that motivate you to think outside of the box and be creative. It is good to be assigned to a trained teacher to be guided in planning and record keeping. This respondent was guided by the past grade teacher and the principal. Untrained teacher #4 also indicated that she never expected to receive help, but she was assisted and guided by the trained teacher assigned to the grade level. This responded related that the initiative can improve teacher

quality. The respondent also stated that the support given was good and the initiative was a success. This makes you want to be a teacher because “I felt good about the support given to me”.

Untrained Teacher #4 described the initiative as a success. She was assisted by two trained teachers who gave great help. She proceeded to explain that even though there was no particular structure to the initiative, she felt that it was a great one as she was able to share her concerns and receive feedback. This made her feel comfortable. She stated that the initiative could improve the quality of teaching and should be given to new teachers early. The early intervention proved to be beneficial. She felt that if the support is given too late the new teacher will not learn anything. The new teacher assisting her in the early months of her teaching career helped to make her better at executing her tasks. To her it was a great help to get the opportunity to understand concepts you had difficulty with.

Theme: Facilitation to mentoring. The untrained teachers stressed the idea of support and facilitation and planning as a team. Two of the untrained teachers (#3 and #4) also suggested that the experienced teacher/mentor be patient and understanding of the needs of the untrained teacher (mentee). The overall thought was that the experienced teachers (mentors) should be team players, open and flexible to change and willingly share classroom management techniques as well as advise on roles, expectations and duties of a teacher. Untrained Teacher #2 said, “Teaching is not a career to be done on your own. Persons have to be on deck to support each other”.

Untrained Teacher #3 stated that there should be a set of persons who will train new teachers as a form of induction, within the school. There should also be sessions where people are trained, staff development done, information given to new teachers on the expectations and roles and responsibilities of a teacher, how to engage in planning, the school should have its own induction programme, training for prospective guides. Untrained teacher #3 also said that a support group, or a team of trained teachers should be identified to work with new teachers. The team of trained teachers would inform the new teachers on the expectations, roles, responsibilities, and the duties of teachers. The team of trained teachers would also discuss what teaching is about. Demonstration lessons should be conducted by the trained teachers; encouragement and motivation should be given to new teachers, discussions should be held as often as possible, engagement in team planning, constantly sharing strategies, and mentors should have the attribute of patience.

Interview Question 9 required untrained teachers to say whether or not the support given could improve teacher quality and to say how they thought it could happen. All untrained teachers (mentees) felt that the support structure could improve the quality of teaching. One perspective from Untrained Teacher #1 was that if the teachers received the support later in the year, they may not derive any benefits from it as teachers need to learn how to teach. The early assistance made her, Untrained Teacher #1, do well and get better over time. Another mentee, Untrained Teacher #4 indicated that the support though unexpected was well received. The initiative was a success and all of the ideas and support given resulted in the smooth execution of lessons over time.

Untrained Teacher #3 said, “Teachers assisted in lesson preparation, it is something good, it provides encouragement. Yes, teachers could be encouraged to come to school every day”. Untrained Teacher #4 said, “Yes, it was great. I got to share concerns and it made me feel comfortable. I did not think I would get support”.

The four trained teachers (mentors) assigned to the level grade and the reading teacher and specialist were involved in the mentoring initiative. The untrained teachers/mentees considered the support to be critical contribution to their development as teachers, in helping them to enhance and be creative in promoting a positive and print rich classroom environment. They (untrained teachers/mentees) felt that the supervisors/mentors were always organized and that they (the untrained teachers) were shown and reminded of the effective use of time. The validation given for successfully implementing strategies was well received and appreciated. The support also showed how to be approachable and open to discuss issues and challenges; the ability to research and read to guide the teaching learning process as this would help to inform on the most up to date information on concepts being covered. Untrained Teacher #3 indicated that the support was a great help as there were concepts that one would not understand and another person helping makes the process easier.

Interview Question 12 asked untrained teachers to discuss what they felt could contribute to a meaningful support structure that would be beneficial to them as a new teacher and the whole school. All of the untrained teachers felt that the trained teachers should be supportive and be involved in a structure where everyone is on board, coming together as a team to help the new teachers. The proposed times for meeting with

mentors/supervisors fluctuated from when the need arises to after school to before each lesson begins. The mentees determined that the support structure or mentoring program should be one where the trained teachers assisted and guided the new teachers through lesson planning, and where PD focused on how to conduct meaningful research. Untrained Teacher #3 also determined that sessions held with the mentees should be as the needs arises and training should be done for the mentors. One mentee, Untrained Teacher #1 suggested that the school should have its own induction program for the new teachers.

The untrained teachers also had some individual suggestions which included (a) getting information on the expectations and roles and responsibility of a teacher, (b) getting assistance to plan lesson, (c) suggesting that the mentors should be supportive, flexible and open to change, (d) stating that the sessions with the mentee should be held as often as the need arises, and (e) suggesting that the school should provide a program of induction for new teachers.

In order to get a holistic view of the initiative, I also interviewed the mentor teachers, asking them six questions which yielded the following responses to answer Research Questions 2 and 4. In this way the perspectives of both the mentor and the mentee will add to the research being conducted. Mentor responses to RQ4 were realized in the responses to Interview Question 6 on the mentor interview schedule.

Theme: Mentorship for improved quality teaching. Interview Question 6 inquired about the success of the mentor initiative for improving teacher quality among mentor teachers. Mentor Teacher #3 indicated that it was a process and she would have seen some improvement and where necessary she would encourage the untrained teacher to build on

her strengths and seek clarification when necessary. Three other Mentor Teachers #1, 2, and 4 indicated that it was successful in improving teacher quality. These 3 participants noted that teachers used some of the strategies that were shared by the mentors, they saw improvement in the students' work, the teachers would report that the students' work had improved and the feed-back from the untrained teachers was generally good.

Mentor Teacher #3 concluded that the success of the program was based on the untrained teachers' willingness to listen to instructions and suggestions given by the mentor and their ability to relate to the information in a positive way. This suggested relationship embodies the theme of facilitators of learning where the facilitators guide the mentee into following instructions that could bring about positive outcomes.

All of the trained teachers/mentors determined that the informal mentoring program was a good initiative. Mentor Teacher #1 declared that even though she was not aware of the exact nature of the program, as there were no written guidelines, it can be successful if it is properly implemented with proper guidelines. Mentor Teacher #4 stated that it was an excellent thing to be done as teachers do need help and the experienced teachers should be in place to guide the untrained teachers. This, Mentor Teacher #4 declared that the mentoring should be implemented in all schools so that all teachers can benefit. Mentor Teacher #1 said,

Teachers do need help; they need the experienced teachers to guide them. An excellent thing to be done. Experience counts...on would have tried different things and found what really works. More individualized teaching and, small group teaching is recommended, along with weekly PD sessions, exchange of teachers to teach lessons

for different classes. Sessions with mentor and mentee can be done during the summer break.

There were several suggestions for improvement discussed by the participants during the interviews. Both mentor and mentees suggested that the following could be done to improve the mentoring initiative: (a) appoint a set of persons in the schools that would train the untrained teachers, (b) offer demonstration lessons conducted done by the mentor teachers, (c) have regular PD sessions to inform on new techniques and strategies (d) provide formal training for mentor guides, and (e) assure that mentor and mentee meet at least twice per week.

Other individual suggestions put forward by the mentors included a sensitization workshop for mentors where the guidelines are explained and they (the mentors) are taught how to ask probing questions to gain responses from the mentees. Mentor Teacher #4 declared that the mentors need to know how to do things. Mentor Teacher #4 also stated that once the untrained teachers are aware of what the program is about, they would cooperate.

Mentor Teacher #2 determined that improvement can come through more individualized and smaller group teaching. Mentor Teacher #2 also stated that the training of mentor and mentees should be done during the summer period. Mentor Teacher #3 stated that at the beginning of the school year, there should be an orientation for the mentor and mentee where they get to know each other and build a relationship for ease of communication with each other when they have to interact at the classroom level. Mentor Teacher #3 also indicated that in the school if it is a new teacher then the mentor and mentee

should meet at least 2 times per week; however, if it is a teacher with some experience then give them time to adjust and meet with them once per week. The weekly meetings should be consistent if there is to be any form of improvement. These responses for Interview Question 6 showed the suggestions of the mentor teachers in relation to how they feel the mentorship program should be structured. These responses also provided answers to Research Question #4.

Observations and Themes That Developed From Them

The results of the observations are presented in Appendix E. The following themes were derived from the series of observations done with the untrained teachers. Themes included evidence for lesson planning, classroom pedagogical skills, the physical and social learning environment, positive communication and interaction and knowledge of content. The results from the observations were subsumed in the above section to show similarities with the responses from the interviews and the actual teaching done by the untrained teachers.

Discrepant Cases

There were no discrepant cases noted. However, had discrepant cases been noted, the data would have been coded singularly. The member checking exercise also did not reveal any discrepant cases.

Accuracy of Data Analysis Procedure

Triangulation of the data followed data collection and analysis. Lodico et al. (2010) stated that triangulation adds “thoroughness, richness and depth of understanding to the study” (p. 37), thus increasing the validity of the study. Creswell (2013) noted that

triangulation of the data gives the researcher an opportunity to examine and compare the findings from different sources and substantiate the accuracy of the findings. From the data analysis, I proceeded to compare the responses to the interview responses to the themes and patterns noted in the observations done. I also involved participants in member checking by allowing them to review check their interview responses for clarity and accuracy.

Summary of Results

The problem examined in this study was the poor quality and resultant poor first year performance of schoolteachers in a rural primary school located in St. Kitts and Nevis. The purpose of this qualitative case study was to examine the perceptions of educators who engaged in the implementation of a principal-directed mentorship program for untrained primary school teachers and make suggestions for its improvement. I chose the qualitative case study multi-modal methodology and used interviews and observations to collect data. The themes and patterns discovered addressed the research questions that guided this study (see Appendix F). The data collection sources both reflected common themes and patterns for both sets of participants. Emerging themes included: lesson planning, record keeping, classroom management techniques, and methods of student grouping, methodological and pedagogical skills. Techniques included differentiated instruction, positive behavior management techniques, the use of ICT integration, questioning techniques and cooperative learning strategies, mentorship for improved teacher quality, support for new teachers/recommendations for new teacher support, facilitation to mentoring or training for mentors on how to mentor.

The conceptual framework for this study which was based on Chinnasamy's (2013) concept of mentoring as andragogy in action is clearly evident through the data sources, which highlighted the collaboration that occurred throughout the implementation of the principal initiated and directed mentoring program. There was a clear indication of the transformative process taking place as new and untrained teachers were able to transform from mere novice teachers to teachers with exceptional qualities. Hence the facilitation of learning was exemplified through the ongoing support given to the new and untrained teachers by the mentors.

Project Deliverable and Findings

The results of the study showed the need to implement a more improved mentoring program that would provide training for the mentors thereby creating the avenue for improving the quality of teaching, at the study site. The interview responses and the observations (see Appendix E) yielded several critical research findings. The key findings being that the new and untrained teachers welcomed the support given to them by the mentors, the mentors in this case needed training before the implementation and that strategies imparted to them (mentees) were implemented in the classrooms to provide for a better quality of teaching in the classroom redounding to better student outcomes. Additionally, all the participants noted that the mentoring program was a good initiative designed to add value and bring quality to the teaching learning environment and encouraged that it should be done not only in their school but also across the island/country in the other schools.

The project I designed is a mentoring program designed to foster teachers as facilitators of learning, social construction at play, with teachers being given the assistance needed to improve classroom practice and the quality of teaching. The elements of the proposed project include promoting and building higher-order cognitive skills, pedagogical skills, the use of varied assessment and communication skills, reflection on practice, social construction as well as cultural diversity, and collaboration and, networking and the use of technology. The design for the project was guided by the results from the study, along with the policy embedded within the St. Kitts-Nevis, Ministry of Education strategic plan 2017-2021 and providing for a network of teachers who will form a community of practice as facilitators of learning responsible for initial training for teacher mentors.

This chapter focused on the methodology and research design. A full description of qualitative design tradition and a justification for the choice of research design was given. The criteria for participant selection along with the procedures for gaining access to the participant and participant protection were discussed. The data collection methods and instrumentation, presentation and analysis of data, evidence of quality, and discussion of discrepant cases was also a part of this chapter. Section 3 will include a full description of the project.

Section 3: The Project

Introduction

The research conducted in this qualitative case study provides a pathway to track and analyze the support system in place for new and untrained teachers at a selected primary school in St. Kitts. Analysis of the mentoring program resulted in evaluative elements that can result in designing a better or more formal mode of mentoring that would provide the necessary support of new and untrained teachers. Therefore, the project resulting from this study is based on the implementation of a formal mentoring program, with the focus on developing the skill set of the staff of trained teachers who can be selected to be teacher mentors. The problem of poor-quality teaching, due to lack of support and proper induction was addressed through the formalizing of a mentoring program that can be beneficial to not just the primary research site but to the entire federation of St. Kitts-Nevis.

Selection of Genre of Project

The new teachers in St. Kitts who are deployed to schools are not trained. They are exposed to a 2-week induction process by the Ministry of Education, which does not provide enough support for beginning teachers. In one school, the principal initiated an informal mentoring program to provide support for the new teachers. The case study analysis resulted in evaluative elements of this informal mentoring program showed that mentoring can improve teacher performance and add to the quality of instruction in a positive way. However, the mentoring process needed to be structured, and the mentor teachers needed to be trained in the art of mentoring to ensure better results from the

process. After an in-depth analysis of the project findings, I noted that the major indication was that the mentoring process provided much needed support but that the process needed to be structured in a formal way with proper guidelines for the mentors and that the mentors needed to be trained to facilitate and undertake the mentoring process. This was an indication that the professional development (PD) of the mentors was necessary as well as the PD of the principal who needs to be aware of the structures that would be put in place or formulated to guide the proposed mentoring program. Hence, the project will be based on the PD of the principal and teachers who are selected to be mentors and focused on how to apply a formal mentoring program in the school.

Goals of the Project

The goals of the project would be threefold: (a) Phase 1, establishing who or what is a mentor with a focus on defining and characterizing the ideal mentor; (b) Phase 2, describing the mentoring process with a focus on how to assess and establish the needs of a beginning teacher and development of the mentor's skills; and (c) Phase 3, social construction and diversity, which will involve the use of varied assessment, and reflection on practice incorporating the use of ICT. The 3-day mentoring training will also focus on the development of a mentoring guide and handbook that would fit the local context and simulation exercises enacting mentoring situations (see Appendix A).

Rationale

In the Significance of the Study in Section 1, I explained the need for the support of new and untrained teachers. Teachers are often hired by the Ministry of Education in St. Kitts without any initial training and support. I decided to focus on training or the PD of

mentor teachers as the project for this study based on the data received from the trained and untrained teachers in this study.

The interview responses by all eight participants (four trained, four untrained teachers) revealed common themes relative to the good support received from the mentors (see Appendix F). The mentors felt that proper guidance and communication with regards to their responsibilities may have better guided them in their support of the mentees. There were no indicators as to the times set for reflection and feedback, pre-instructional support or post instructional support. There was also no clear path of instruction given to the mentors, and the mentees were not always informed that they had a guide. The mentors felt that training for them was important: training on how to communicate with the mentee, engage in an orientation process with the mentee, and build a collegial relationship with the mentee. The mentees felt the need for a sensitizing workshop where they would be taught how to facilitate a reflective process or the mentoring process for educators. The mentees also felt that there should be an intensive training session for teacher/mentors who will provide support for the new and untrained teachers.

I decided that staff PD on mentoring was important based on the project findings and a search of the literature. The mentors would be exposed to the roles and responsibilities of a mentor and be provided with guidelines that would chart the mentoring process. They would also be trained in how to communicate effectively and how to facilitate the training of the mentee through a collegial process that enables sharing of critical information for capacity building with an emphasis on documentation, critical

reflection and improvement on practice. The ultimate goal of the project would be improving teaching quality for the teachers.

Review of the Literature

Literature Search Strategy

Literature search strategies included the use of the following databases: Academia, Elsevier, Mendeley, Sage, Taylor & Francis, Google scholar, and the Walden Library. Search key words included *mentoring*, *professional development*, *effective communication*, *mentor and mentee roles*, and *responsibilities*. The lack of a definition of mentoring and evidence of the roles and responsibilities of the mentor and mentees was documented during the proposal

The purpose of this project study was to explore educators' perceptions of implementation of a principal-directed mentoring program designed to increase new-teacher efficacy in the classroom and make suggestions for its improvement. I examined the perceptions of the mentor and mentees on the principal-directed mentoring program and documented their suggestions for the improvement of the program. The findings suggested the need for clarification of mentor characteristics, roles and responsibility and for the program to be structured to ensure success. The project I designed, supports the need for PD of mentors and the need for mentors and mentees to understand their defined roles as situated in a mentoring relationship. The areas presented in this review of literature are (a) the definition of PD and effective PD, (b) the importance of PD, (c) PD that supports teacher quality, (d) PD and capacity building to enhance teacher quality, (e) developing

knowledge of what is important to discuss, (f) developing skills: structuring effective conversations, (g) PD and teacher quality, and (h) characteristics of effective PD.

The untrained teachers in this project study indicated that they would have learned how to improve their teaching skills through sharing of information from the trained teachers. They found the discussions to be quite useful as the suggestions made by the trained teachers helped them through the challenges and problems faced in the delivery of instructions. As suggested by Gardiner (2016), the avenues for proactivity are opened and teachers get the opportunity to self-direct their own process. Hence, the collaborative nature of the PD activity is guided by the teachers' needs.

Definition of Effective Professional Development

Teacher PD has been a critical factor in the drive for school improvement, teacher quality and student achievement, internationally (Abu-Tineh & Sadiq, 2018; Jones, 2017). Research has shown that practitioners agreed to a certain extent that PD leads to improved educational quality and significantly impact on student outcomes (McChesney & Aldridge, 2019). Thus, in order to capture the essence of what constitutes PD, a plethora of definitions were explored during this literature review. Researchers defined PD as opportunities for teachers' professional growth, learning, and development (McChesney & Aldridge, 2019). Of significance was the definition proposed by Evans (2019), who argued that PD or professional learning often occurs through "social interaction-including communities of practice, much of which is labelled informal or implicit" (p. 4). Evans (2019) contended that this professional learning can be termed as micro-level PD as it entails (or recognizes the better way of doing things), enabling and enhancing the individual's mental capacity

to improve on their practice, increasing more emphasis on PD of teachers. Evans's professional enhancement process is guided by 11 perceived dimensions of PD as perceived, proposed and interpreted by Evans (2019). The 11 dimensions are perceptual, procedural, processual, motivational, epistemological, productive, evaluative, comprehensive, rationalistic, analytical and componential. Further to this, Evans surmised that these dimensions may not be developed all at the same time but over a period of time.

Therefore, based on the ongoing research, Evans sees PD as “people’s professionalism . . . , as the process whereby, people’s professionalism may be considered to be enhanced with a degree of permanence that exceeds transitoriness” (p. 7). The idea being purported here is that teachers’ professionalism needs to be explored and examined before any form of PD can be structured and implemented to address issues related to professionalism. Simply put, no PD can take place until teachers’ needs are observed, noted, discussed and properly documented as areas that need to be improved in order to enhance teacher quality through capacity building.

The Importance of Professional Development

Perry and Bevins (2019) indicated that “in order to improve education systems around the world, reform initiatives often involve programs of teacher development” (p. 390). The authors in their study “Building Capacity for Professional Development: The Development of Teachers as Facilitators in Ghana” concluded that the teachers gained self-confidence and improved their knowledge and skills of teaching and of professional development facilitation. The lack of confidence and the skill to communicate as mentors as well as the ability to share methods and strategies with untrained teachers so that they

could adopt and adapt different teaching styles were all pointed out by the participants of this project study. Perry and Bevins recognized how these skills can be enhanced and uplifted through PD and sanctioned the PD of teachers in order to gain maximum advantage in building capacity as teachers develop in their teaching career.

Further to this, enhancing self-efficacy has been seen as one avenue for teachers gaining the self-confidence necessary to build the relationship that would redound to acceptance of suggestions and adaptation of best practices to improve on the teaching practice (González & Skultety, 2018; Schipper, de Vries, Goei, & van Veen, 2019). These authors examined school culture, school conditions and teacher self-efficacy to see how these factors promoted professional learning. Schipper et al. (2019) concluded in their research that a teachers' confidence in his/her ability to excel in an area is reflected in the execution of the same in the teaching learning process. Furthermore, it can be concluded that positive school environments and school culture enhance self-efficacy within teachers, constituting them to become enablers of positive classroom environments that reflect successful student learning and improved or better teaching performances. Opfer (2016), also supported the view that positive workplace environment free of tension, and punctuated with supportive administration, can significantly improve teachers' professional learning and development and improve on execution and teacher quality. Therefore, the emphasis on self-efficacy, which is a medium for bolstering self-confidence, is critical to the PD process as teachers need to be able to assess their capacity to perform at levels; levels that are set or predetermined by the administration or curriculum that they are expected to deliver, in order to make informed decisions about the quality of their

teaching. The higher the self-efficacy the greater the self-confidence and the more equipped the teachers will be to engage students in meaningful learning. The concept of self-efficacy, therefore, can be a focal point during a PD activity to raise the level of confidence within teachers so that they are better able to relate to peers in an open and tension free space, building positive relationships, which are needed for successful PD to occur.

Lipscombe, Buckley-Walker, and McNamara (2019), in outlining the importance of PD, emphasized the importance of intellectual capital, that is, teachers working together with the capacity to develop their own knowledge and understanding within their learning institutions. Hence, in their study, Lipscombe et al. explored approaches to site-based PD; in particular, they explored mentoring. Thus, in order to support their research, Lipscombe et al. (2019) suggested that an open system framework is essential to the success of collaborative teacher teams in learning institutions. This open system framework will provide the backdrop for continued PD that will explore teachers' needs and create opportunities for planning and upgrading the professional capacity of teachers.

Further research captures PD in teachers' professional life periods. In exploring these life periods, Avidov-Ungar, and Herscu (2019), showed where teachers can actively participate in workshops, contributing to the skill building process in a collaborative way. Dalby (2019) also reiterated the need for and preference by lead teachers to be able to interact with peers and colleagues to engage in problem solving, face to face. The emphasis here was on the collaborative effort by teachers, who seek to solve problems together, form professional networks, engage in mentoring, coaching, peer support, and reflection on

practice; conduits to improved PD and learning and are acknowledged as ‘strategies that support learning’ (Ambler, Solomonides, Smallridge, McCluskey, & Hannah, 2019).

Most importantly, where professional needs are recognized programs should be structured to enhance and develop these professional needs. Research has shown that teachers prefer to attend PD that caters to their immediate needs (Ambler et al., 2019; Avidov-Ungar & Herscu, 2019). Furthermore, the research indicated that the dimensions may not all be enhanced at any one time but in a series of skill building that seek to address the dimensions as the need arises.

Professional Development that Supports Teacher Quality

The aforementioned themes for the project study are in line with the theory of what constitutes as PD. Vikaraman, Mansor, and Hamzah (2017) view mentoring as a way of PD and personal development to a mentee. In their study, results showed that there was a need to ensure that mentors were trained with mentor coaching skills using a specific model that relied on the principles of Adult Learning not only to improve on the mentoring practices but also to improve on the quality of teaching. In viewing mentoring as PD, the key features would be the use of andragogy and the teachers as facilitators of learning. Cooke (2018), in her dissertation, also underscored the importance of training for mentors, based on the knowledge that the mentors were often selected because they were good teachers, which Cooke contended did not necessarily make them good mentors who could deal with adult learners.

Training for the mentors was necessary to ensure that they were able to transition from traditional mentoring modes to more up to date mentoring to get desired results and

to show the collaborative effort between mentor and mentee. The work by Cooke (2018) is representative of the need for mentors to undergo training and this corroborates the responses from both the trained and untrained teachers in the study who indicated that even though the mentoring project helped to improve the quality of teaching, the mentors needed to be trained in the art of mentoring. Mackie (2018) also supported the idea of PD for mentors, after his research on mentor and mentees in a Scottish school. Mentoring was perceived to be a multi-dimensional process designed to help the mentee teachers build capacity and improve teaching quality. Groothuijsen, Prins, and Bulte (2019) also argued that training of lead teachers would result in implementation in classroom practice and increased PD.

Professional Development and Capacity Building to Enhance Teacher Quality

Professional development should focus on capacity building and upgrading of professional qualifications. Betlem, Clary, and Jones (2019) supported the idea of PD being a springboard for capacity building of teachers and enhancing teacher quality that can positively impact student success. To support their idea, Betlem et al. embarked on participatory action research (PAR) that focused on the collaborative efforts of a university, principals, a rural school and department of education personnel. PAR encapsulated the cyclical approach of planning, action and observing and reflection. The sessions were either face to face online and engaged the participants in critical reflective cycle. The cycle included the collection of evidence, which was scrutinized, and the findings applied to practice as necessary. In addition to the PAR there is a reconnaissance phase where

participants relayed their professional learning needs and challenges and also expressed their desire to be effective mentors.

Critical to the entire project was the idea of collaboration with the concept of building capacity through the facilitation of learning. Facilitation through a similar cycle was proposed by Betlem et al. (2019). The teachers as facilitators of learning will see themselves as guides who gather data through observation and seek to discuss the lessons as executed by teachers in a collaborative forum where reflection on practice can ensure that the new teachers get the opportunity to share their own views and ideas about lessons taught. Zhang, Shi, and Lin (2019), however, discussed the critical role that support for teachers and teacher PD had on the entire scope of professional development. Teachers' participation in PD are usually hampered by the lack of support and the type of support that teachers receive in the schools. Zhang et al., therefore, contended that a holistic approach is needed for PD to be successful as a capacity building agent, taking into consideration all the barriers and supporting structures or incentives that can drive or promote successful PD.

Developing Knowledge of What is Important to Discuss

The research literature identifies some significant factors that contribute to successful PD. Articulation and the ability to communicate well are two such factors. Hence, this study strives to show that the PD is also geared at empowering teachers in the art of conversation and specifically the important things that should be discussed in a mentoring relationship. The skill of engineering the correct conversations were dominant in research done by Miller, Hanley, and Brobst (2019), who proposed a basis for the need

for PD in their study. Notably, even though the research was structured around Effective Science Instruction (ESI), the findings can be generalized to general teacher education with regard to continuous training and PD. Miller et al. (2019) reported that the teachers who participated in the PD increased their ability to engage in professional and effective mentoring conversations redounding to the skills in student data collection and analysis, the ability to constructively collaborate and try suggested solutions. Furthermore, Miller et al. determined that if done effectively, the PD will facilitate effective conversations. Dalby (2019) also concluded that collaboration amongst peers can facilitate and contribute to professional learning of individuals and groups as they try to upgrade their skills and improve the quality of instruction. Consequently, the reason for the focus on conversation infrastructure, to develop the teachers' skills in analyzing student data and making decisions regarding student needs and the best ways to deal with the challenges that students encounter.

Professional Development and Teacher Quality

Professional development is geared at enhancing teacher quality (Schaap et al., 2019). Researchers internationally, from Finland, England, Australia have agreed that PD is one of the best ways to get teachers to collaborate and discuss curricula, pedagogy, new technology, student assessment and the ongoing changes occurring on the education arena (McElearney, Murphy, & Radcliffe, 2019; Zhang et al., 2019). In their research Zhang et al. (2019) expounded on the comparison between the needs of veteran teachers and new teachers and found that both sets of teachers needed assistance in meeting curricula or national standards, being more knowledgeable in ICT. Exploring the needs of teachers is,

therefore, a critical aspect of the PD process as this would aid in proper planning and execution of PD activities. Further, one may conclude that placing teachers in PD that does not fit their needs will defeat the purpose of the PD, which is to build capacity and improve teacher quality in this instance.

Characteristics of Effective Professional Development

This literature review seeks to highlight the importance of professional development as an active agent of change with a view to building teacher capacity, thereby effecting change in the classroom resulting in improved teacher quality. Darling-Hammond, Hyler, and Gardner (2017) highlighted the characteristics that constitute effective PD in their work. Darling-Hammond et al. considered a supportive school environment (leadership and culture), reflective practice, focusing on student outcomes, incremental continued professional development (sustained over a period of time), utilizing methods of best practice, engaging specialist with knowledge and expertise and continually engaging in the collaborative approach to be characteristics of effective PD. These ideas of effective PD are also supported by (Cordingley, 2015; Dunst, 2015; Thurlings & den Brok, 2017). These authors all sort to demonstrate the effect of PD on student outcomes, teachers' classroom practice and improved teacher quality.

Summary

Professional development for teachers as outlined in the literature is a vehicle for improved teacher quality. The quality of the PD determines the effectiveness of the PD activities. Central to PD as is the need for effective conversations and the ability to communicate with peers (Miller et al., 2019). Notwithstanding the teachers' own ability to

self-assess and honestly identify their area of need. Self-efficacy is the springboard to bolster self-confidence. The research results indicated a strong need for communication and teachers building their confidence levels to effectively communicate with peers. McElearney et al. (2019) underscored the importance of considering teachers' needs to be the basis for PD. Contingent to teachers' needs was also the teachers' preference in accessing the type of professional learning and support that they (teachers themselves) would have already identified as a need. The characteristics as outlined by Darling-Hammond et al. (2017) clearly distinguishes and aligns with the process and steps as outlined in the proposed PD activity that is outlined in this research paper. Clearly despite the barriers and challenges presented by Zhang et al. (2019), the recommendation by these authors to take a holistic approach to PD is well received to ensure that all bases are considered as was the case in this project study.

The outline and activities of the project study converge with the results of the analysis and capture the full context of the concept as outlined before. The concepts of andragogy and teachers as facilitators of learning are all exemplified in this project study. The path of identifying teacher needs through observation, followed by discussion, critical reflection and collaboration through expert action are outlined in the PD activity as documented in this project study. The concept of collaboration through teamwork embraces new trends and diverse mentoring processes embraced by educational institutions internationally (Zembytska, 2015).

Critical Analysis

The proposed project is supported by the literature that is presented in this section. The project objectives are clearly stated to capture the purpose and outcomes of the PD sessions. These PD sessions are linked to the responses given by the participants of this project study. The most outstanding being the need for the mentors to be trained in the specific role of a mentor before embarking on any task that seeks to give support in a mentoring capacity (see Appendix F). Results confirmed that mentees and mentors perceived mentoring to be an ongoing collaborative process that helps to improve teaching quality (Cooke, 2018; Mackie, 2018). The literature also supports the need for positive interactions and communication between mentor and mentee. Hudson (2016) expounded on the positive interpersonal relations that could improve the mentoring relationship and promote good quality teaching. The results of the study show that where the mentee teachers were given feedback and had the opportunity to reflect on practice, they were able to be proactive and implement suggestions given. The observations of lesson plans reflected much thought and planning. Lesson plans were written to show pedagogical skills and the actual teaching also reflected that the communication between the mentor and mentee was one of collaboration and reflection with the mentee acknowledging the need for the support given and acting on advice to ensure student success and improved teacher quality. However, Ó Gallchóir, O’Flaherty, and Hinchion, (2019) in their research, found that the mentors were perceived to be gatekeepers rather than support personnel. This was also the view by Davis and Fantozzi (2016).

Project Description

The project described in Appendix A, emanating from this study will inform and provide a guide to administrators and principals on how to train prospective mentors for the mentorship role at the study site. The evidence in the research highlighted the positive impact that effective PD can have on not only student outcomes but also on enhancing teacher quality (Darling-Hammond et al., 2017; Perry & Bevins, 2019; Zhang et al., 2019). I must reiterate that there is no formal mentoring structure at the study site and that the selected mentor teachers had no formal training before being asked to assist the new and untrained teachers. The government of St. Kitts and Nevis hires new teachers who have not been trained. Therefore, there needs to be a thorough assessment of the needs of the new teachers and structures implemented to assist the new teachers to overcome the challenges they encounter in the teaching learning process. Hence, the persons who are selected to be mentors should be trained in mentoring, having knowledge of adult learners, an understanding of the mentoring cycle and varying methods of mentoring, along with excellent communication skills that would create exceptional interpersonal relations during the mentoring process.

The project will therefore be a PD activity done as a three-phase approach (as mentioned earlier) to mentoring to be completed over a 3-day period. The PD activities are a combination of paired activities, simulation exercise and discovery. On Day 1 participants will introduce themselves and the role that they had assumed as mentors in their institution. They will describe their qualities and through simulated activities also discuss and describe the activities of the mentors in the simulation. From these initial

activities a comprehensive description and definition of a mentor will be crafted, and the characteristics also listed as seen in the simulated activity. The need to be emphatic and being knowledgeable about how to communicate effectively will also be explored. The ability to observe and assess a situation and give appropriate feedback is critical to the mentoring process and will be an important feature of the professional development activities through simulation exercises. The participants' reflections and definitions will be shared in a Google classroom where they can relate and communicate with each other. The Google classroom component will promote the use of technology amongst the participants empowering them to utilize this same tool in their classrooms for the students and for their own networking purposes.

Day 2 entails the training participants observing and collecting data on lessons that will be acted. The pre and post discussions for these lessons will be emphasized and how the art of communication can determine the type of interpersonal relationship that transpires between a mentee and mentor, to ensure that the process is more a collaboration than a dictator type relationship. The participants will learn of the types of questions to be asked and proceed to document these in preparation for the handbook that will be produced at the end of the 3-day PD activity. The mentor will learn to give suggestions and feedback based on the needs of the teacher and will hone their collaborative skills. The observation tools and the types of questions will also be shared on the Google classroom. They will also be taught how to document details of challenges and possible solutions in an electronic portfolio which is accessible to all involved in the process.

Day 3 will entail the continued integration of technology and how the e-portfolio can be a guide to the mentee even without a face to face with the mentor. This session will also include social construction and diversity, which will involve the use of varied assessment and reflection on practice incorporating the use of ICT. The continuous simulation exercises will show the diverse nature of teachers and their teaching learning styles. The continued reflection and collaboration continue with documentation to the e-portfolio. The 3-day mentoring training will also focus on the development of a mentoring guide and handbook that would fit the local context and reflect simulation exercises enacting a mentoring situation.

Existing Supports

The principal recognizes the need for mentoring and assigns new teachers to trained teachers for support. The Ministry of Education on St. Kitts also has a 2-week induction program which can be used as a springboard for implementation of the formal mentoring program.

Needed Resources

The proposed project will be implemented during the 2019 - 2020 academic year. There will be need for a facilitator who specializes in mentoring and can assist the trainees in building a mentor kit with the necessary and relevant materials. Relevant materials will include writing pads, pens, markers, highlighters, copy paper, flip charts. Other resources would include snacks (fruit and water, beverage, juice and lunch). The equipment needed include, tables/desks, chairs, laptop and projector. The space should be a room that will allow movement of participants and restructuring of furniture to suit the specific activity.

Most of the supplies will come from school administration and the Ministry of Education.

The quota for lunch and snacks for the 3 days is approximately XCD\$300.00

Potential Barriers

The prospective mentor teachers selected for the PD are expected to be the trained teachers who have been in the school or classroom and have at least four to five years of teaching experience. These teachers may feel that their competence and skillset is being challenged and may not want to participate in the PD activity. The administration of the school may also not be amenable to the PD and refuse to provide a room /space for the PD activity. The availability of space at the school can hinder the timely hosting of the PD as would the inability of the school to accommodate the sessions based on other activities that are already scheduled on the school's annual calendar. Some of these teachers may be on the school's management team, as in the case of two of the mentors at the present study site. Therefore, the addition of the extra role and responsibility as a mentor, will add to their workload, this can either demotivate them if they are not given additional incentives or it will create problems with the contact time they have with their own students.

Additionally, the prospective mentor teachers may not be conducive to the idea of being paired with another teacher, or the mentor teacher may not be open to sharing and collaboration. These issues can create barriers in communication and hinder the smooth flow of the PD activity. Furthermore, the PD activities would be successful with the necessary supporting materials and equipment. These include, projectors, whiteboards,

flip charts, note pads laptops, pens, paper, sticky notes and lunch for the participants. Failure to procure these items could delay the PD sessions.

The initial funding to support the 3-day PD may also be a problem. Potential funding may be procured from community partners and stakeholders as well as the Ministry of Education who are in support of the initiative. Failure to gain the support of these parties can also hinder the start of the PD activity. The community partners and stakeholders as well as the Ministry of Education need to be on board with the initiative so that the initial funding for the PD activity can be sourced through these entities.

Proposal Implementation and Schedule

The proposed timeline for the project implementation is in August of 2020 just before the 2020-2021 academic school year commences. The academic year begins in September and runs through to July of the following year. There are three distinct terms the first commencing in September, the second term commences in January and the third in April ending in mid-July. The Ministry of Education on St. Kitts conducts workshops during the month of July to August for the preparation of the new school year. Therefore, the July–August period would be the best time to implement the PD project. As suggested by the study participants, the training will take place before the new school year begins (the last week in August 2020: Monday to Wednesday) and so that the prospective mentors can be ready to effectively carry out their duties.

Roles and Responsibilities

I will present the project proposal to the Ministry of Education, after my results are approved. I will then seek permission from the Ministry of Education through the principal

to conduct the PD session with the principal and teachers of the study site. The principal will be responsible for the selection of the prospective mentors and the mentors will be invited to attend the mentor training along with the principal. The mentors are to familiarize themselves with the contents of the mentor kit that they create and to practice the art of mentoring during the training process. In addition, the mentors need to evaluate the 3-day PD sessions and indicate their level of satisfaction with the training that was done.

Project Evaluation Plan

The project will be evaluated through formative and summative means. Exit slips and a final evaluation form will be used to evaluate the PD activity. The exit slips will be provided so participants can indicate their level of comprehension of the objectives for the project and to indicate what else they would like to know or learn during the training sessions. The final evaluation is geared towards assessing the content of the PD: to understand how appropriate it was, the results of the PD to understand if the outcomes of the PD were realized; and, the participants' response to the PD. That is, what participants would add to or take away for the PD sessions. The summative assessment is necessary to get an overall view from the participants about the effectiveness of the PD and if it was contextual to their needs. A copy of the evaluation tool can be found in Appendix B.

Project Implications

The mentoring process is a rigorous process which calls for continuous observations, assessments, documentation, analysis, reflection on practice and commitment from both the mentee and the mentor. The mentor, in this case, will be engaging in the process as a facilitator of learning (Wigle & White, 1998) and see through

the transformative process. The transformative process will be enacted, and andragogy in action will be actualized through the implementation process. The development of personal, professional and organizational skills and capacity will be realized. Teacher mentors as facilitators of learning will guide the social construction process and higher-order skill and competencies such as higher-order thinking, communication skills, the ability to discern differences in cultural diversity will be inculcated or enhanced through the mentoring process. The project, therefore, will have implications for both the local community and also in the larger context.

Due to the annual introduction of new and untrained teachers to the classroom, the importance of mentoring these teachers becomes more prominent. The new teachers according to the study results acknowledge the need for ongoing support in their teaching practice. The support that the new teachers suggested should be structured to ensure that each party knows his or her role and that the mentors are trained to undertake the task of mentoring. The project will also see a new and improved formal support structure being implemented, providing a new and improved support mechanism for new teachers in their pedagogical practice. Consequently, enabling the building of a strong foundation for teacher leaders/mentors, and improve the performance of teachers and teacher quality redounding to better student achievement. The ongoing support provided by the implementation of the formal structure will provide for better classroom management and delivery of instruction resulting in capacity building and improved quality teaching (Hudson, 2013a; Zembytska, 2016). The mentoring program can promote a love for the teaching profession that will motivate the teachers to stay in the profession for a long time,

providing the quality teaching that could redound to better student achievement in the schools in St. Kitts.

The project will also impact levels of efficiency and efficacy for the mentors. The mentors will be given an additional duty to perform. Hence, some of them (mentors) may be reluctant to undertake the duties to lead as a mentor as this will mean time away from their own classes, restricting their contact with their own students. The mentors in this case will also be building their skills as active and efficient communicators whose main concern is to provide the necessary support to the mentee teachers. The training given before the mentoring cycle will enable the mentors to better understand the requirements of a mentor. The mentors will also understand the importance of collecting data and recording and using the same data to track and analyze the performance of the new teachers with a view to facilitate the changes required for attaining higher-order competencies necessary for teachers to produce quality in the classroom. Therefore, the project will be the foundation or the model which the Ministry of Education can use to improve on the induction program and at the same time introduce the mentoring program to all the primary schools on the island. Furthermore, the project can also be a springboard for contextualizing the issue of teacher quality in the Eastern Caribbean.

Consequently, the project as outlined will provide an avenue for improving teacher quality on the island of St. Kitts and promote the need for support for new and untrained teachers. As the country works to professionalize the teaching profession as part of its mandate for the 2017-2021 Ministry of Education Strategic Plan, the new teachers will be hired without training until this is finalized. Therefore, until the teaching profession is

professionalized in St. Kitts and in some of the other Eastern Caribbean islands, teachers will be hired without training and the need for support remains a demand. The gap in practice can be addressed through the actualization of the project with immediate stakeholders.

Possible Social Change Implications

The implementation of the formal mentoring program will not only benefit the teachers in the school, but it will also be of benefit to the students, the community and the Ministry of Education. The project outcomes are geared towards improving the quality of teaching. The improved quality teaching will give students the benefit of being successful academically, and the Ministry of Education will now be able to boast of teachers who are reflective practitioners with the higher-order competencies that are necessary for them to function competently in the classroom. The development of teachers' personal and professional skills is promoted through mentoring (Kuter, 2016). Consequently, the teaching profession in St. Kitts will be comprised by professionals who can provide the quality teaching necessary for student success and teacher professional development.

Importance of Project to Local Stakeholders

The project proposes to be a clear path to mentors showing their skills as facilitators of learning, who can provide the much-needed support for new and untrained teachers. Accordingly, Fiddymment (2014) and Kuter (2016) underscored the importance of teachers as facilitators who focus on students and student success, along with the need for the collaborative process that drives a mentoring program. The project will provide the mentors with guidelines that will enable them to be more structured and confident as mentors. The

confidence in knowing the expectations will enable positive interactions with the mentees who would be in a better receive instructions based on the formalized program being implemented. Hence, the andragogical theory as regards mentoring seeks to establish this as a methodology that is more process based on improving the teaching learning process (Knowles et al., 2015). As a result, the mentors would assume their roles as facilitators of learning, to guide the mentoring process. Darling-Hammond (2017), looked at international practice in Canada, Finland, Australia and concluded that the systematic development of the teacher is partly due to the support structures implemented that have a focus on quality teaching. The platform will also be set for the mentee and mentor to collaborate and share ideas. This level of interaction speaks to the idea of mentoring as a collaborative approach and building communities of practice (van Ginkel Verloop et al., 2016). The project will highlight the importance of the roles and responsibilities of the mentor and how to practice effective techniques that will make the mentoring relationship a successful one. The ability of the mentors to communicate effectively and give guidance will add to the skill set of both the mentor and the mentee as the quality of teaching improves. The school will have a set of new and untrained teachers who, it is hoped, would be willing to remain in the profession and develop the reflective attitude required of effective teachers. The level of acceptance of project implementation will be based on positive relationships between mentors and mentees and will ultimately be indicated from improved teacher quality as stated by the teachers in this research project.

Section 4: Reflections and Conclusions

Project Strengths and Limitations

The purpose of this section is to document personal reflections of my journey throughout this project study. The project's strengths and limitations, alternate approaches, scholarship, project development, project evaluation, leadership and change, the importance of the work, implications, and directions for future research, will be discussed in this final section

The purpose of this qualitative case study was to explore educators' perceptions of the implementation of a principal-directed mentoring program designed to increase new-teacher efficacy in the classroom, and make suggestions for its improvement. The direct problem was the poor quality and resultant first year performance of teachers in a rural primary school. I gathered data from eight teachers (four trained and four untrained) to gain their perceptions on the principal-directed mentoring program that they had participated in. I collected data through interviews and through observation of the untrained teachers as they executed lessons in their classrooms. These data allowed me to write up a descriptive narrative of the case that I explored/investigated. I had anticipated challenges in gaining access to the study site and scheduling the appointments to see the teachers for the interviews and observations. However, the challenges were minimal as the principal realized the importance of the research and the impact that the results could have on her as an instructional leader. The participants as well were very cooperative. The interviews and observations were guided by the following research questions:

RQ1: What parts of the mentorship program did the untrained teachers find to be useful?

RQ2: What parts of the mentorship program did the teacher mentors (trained teachers) find to be valuable in assisting new teachers?

RQ3: What techniques, learned in the summer mentoring program, did new teachers implement in the classroom when teaching?

RQ4: What are the suggestions of both new and mentor teachers with respect to the principal mentorship program designed to increase efficacy in the classroom?

I conducted a literature review (see Section 1) that provided evidence and showed the significance of supporting teachers in the early stages of their teaching career. With the thrust to empower teachers, I was surprised that the literature as it relates to the Caribbean region is so sparse. The section also highlighted the conceptual framework, which emphasized the critical need for mentors as facilitators of learning and andragogy in action. I was able to gain a better understanding of Knowles (1984) theory of andragogy and analyze Chinnasamy's (2013) concept of teachers as facilitators of learning and apply these theories to the present study. The literature review provided reasons for ensuring teacher support and the conceptual framework gave me an understanding and opportunity to critically view the problem being studied, thereby providing the basis for the project that was crafted.

The findings of the study provided information which I used to develop the project (a 3-day professional development activity) outlined in Section 3. I noted from the analysis that the main need documented from both the trained and untrained teachers interview

responses was for the trained teachers to undergo training before beginning the mentoring activity. When I analyzed the data, I also noted that the PD of the teachers should include how to communicate effectively, building positive interpersonal relationships, the reasons why mentoring is important, the roles and responsibilities of a mentor, mentor characteristics, and the steps that should be used in a mentoring process and how to track the progress of the mentee.

The project strengths and weaknesses are outlined as follows:

Strengths

Eight strengths were identified through reflection of my studying and developing the project:

1. The project proposed and outlined is a 3-day professional development activity designed to prepare trained teacher to be mentors and equip them with the requisite skills for mentoring.
2. The project goals, as outlined in Section 3, are to build capacity through mentor training and to empower and enable mentors with the necessary skill set that would assist them in performing their mentor roles successfully.
3. Participants of the project will also be exposed to the same training and be able to assist forming a local network whereby they (the participants) should be able to support each other and build on skills they would have acquired through the professional development.
4. The principal of the school will also be exposed to the training and will have the opportunity to provide additional support for the teachers and implement a

better structure to facilitate and guide the mentoring activity. Therefore, the support of the principal and the other administrators will add to the success of the professional development activity as the administration will supply the materials, the time and space for the project to be executed successfully.

5. Prospective mentors will be trained on how to develop positive interpersonal relationships with the mentee, how to communicate, the art of observation, critical observation and feedback, guiding and developing mentees reflective journal.
6. During the training, the participants will have the opportunity to develop a manual/booklet that reflects their roles and responsibilities, the purpose of a mentor, how to develop a reflective journal, and forms/tools to be used for data collection purposes.
7. The project is also cost-effective as there will be no need to procure funding for space rental or for most of the materials. The forms and guidelines will be created during the professional development, and these will be printed on site. The use of technology as a communicative platform will also reduce the use of paper and promote the use of technology in the process. The space provided will be an appropriate room designated by the school administrators at the site. The materials will also be supplied by the school and the Ministry of Education who will partner to ensure that the training is done.
8. The onsite assistance may eliminate the need for new teachers to leave classes to attend in-service training sessions at another venue, leaving students

unattended. This is critical to the much-needed contact time between teachers and students.

Weakness

A weakness of the project is its limited anticipated scope. The project will be done in the school of study only, which is a small rural school with single grade levels. Therefore, it may take some time, 6 months to a year, before the full benefits of the project are recognized, documented, and replicated on a broader national scale.

Recommendations for Alternative Approaches

I addressed the problem by conducting a case study research and using the results of that study I created a 3-day professional development activity that could respond to the main themes that were reiterated in the participants' responses to the research questions. However, there are other ways in which the problem can be addressed. These may include proactive solutions initiated by the Ministry of Education. That is, an effort can be made to improve on the 2-week induction program for new teachers; a proper induction into the teaching service promotes professionalism and inspires and motivates teachers to remain in the teaching profession for an extended period of time (McElearney et al., 2019; Zhang et al., 2019). It also provides the new teachers with a better mindset to approach teaching and the motivation to remain in the teaching profession.

In addition, upon analyzing the situation recognized from the St. Kitts education sector strategy, an effort could be made by the Ministry of Education to launch a national training effort, which would capture the needs of the trained teachers who are targeted to give support to the new teachers who enter the system. A national training effort would

result in a resource hub or a professional learning community for trained teachers who can support each other, and share and collaborate with each other, while embarking on their roles and responsibilities as mentors.

Scholarship, Project Development and Evaluation, and Leadership and Change

The thought of embarking on this doctoral project study was overwhelming. In my quest to further my studies and knowledge in the area of education administration, leadership, and management, I had a difficult time deciding on my area of focus. However, as I contemplated the many issues that teachers encounter, I examined and discussed findings from the Education Sector Strategy. I also contemplated the significance of the study, and I recognized one significant gap in practice, that of poor teacher quality. I then determined to focus my attention on the support, or lack thereof, that new teachers are given upon entering into the teaching profession. I was not totally sure how I would explore the issue. I also could not determine whether I wanted to examine the practices in one school or all the primary schools on the island. Time constraints dictated that I focus my time and energy on one school and explore the practices in that school.

The research that I conducted in the local context emphasized the need for improvement of teacher quality. Further research indicated to me that the problem was not unique to St. Kitts but that it was also a regional, and international problem as mentioned in the UNESCO reports cited in this project study. The literature review process improved my comprehension and understanding of the context in which support can be given to new teachers. The literature I reviewed further pointed to the many approaches that can be employed to assist new teachers; however, the literature also supported the need for the

prospective mentors to be trained in the art of mentoring. The conceptual framework for the study informed my knowledge of adult learners and how adult learning needs can best be facilitated. As the conceptual framework was unraveled, an understanding of the study became clearer to me, and I sought to conceptualize how I would approach a possible project that would emanate from the research.

In continuing the research, I obtained several key skills which are relevant to conducting a qualitative case study and research in general. These skills, I do appreciate as I am now empowering others in the area of research through co-teaching a research methods course with my franchised partners at the University of the West Indies. The new knowledge and the practice in delivering guided me through selection of methodology. In addition, in order to determine the choice of methodology, I also went through the process of elimination by reading the different types of research and the corresponding research methodologies that should be applied. The data collection and the formulation of the appropriate instruments for data collection were also fully explored before a decision was made to determine data collection instruments. I learned how to construct interview schedules and learned of the nature of a semistructured interview protocol, and focus group discussions, and when to appropriate the use of these instruments.

Most importantly, I discovered that writing a literature review was more than paraphrasing others' works. The review involves the reading, comprehension, critical analysis of the literature, the relevance to the topic of study, and the application to give support or credence to the subject of discussion. Consequently, my research skills were further enhanced as I proceeded to read and critique many peer reviewed articles that were

necessary to support the problem being discussed. I learned to use search words and to determine the relevance of the literature according to the sections set to complete the literature review. The peer-reviewed articles that I read exposed me to examples of scholarly research, highlighted a vast array of educational support systems across the globe, and guided my writing process.

The development of the project was better envisioned after the data was collected and analyzed. The data collected reflected the need for mentors to be trained in specific areas before embarking on the mentoring process, in order for the mentoring process to be successful. Through the development of the project, the needs as identified in the analysis of data were addressed. Additionally, the project will be instrumental in helping to address that gap in practice identified earlier in this project study and add to the literature in this field of study.

Reflection on the Importance of the Work

Improving teacher quality is not only a local problem, but also a regional, and international problem which needs to be addressed. New teachers are significantly impacted and are usually motivated to remain in the teaching profession depending on their induction of first-time teaching experience. The support given to the new teachers also determines the extent to which they are able to deliver and execute lessons that will gear students towards success. Examining the practice of the teachers on the implementation of the process initiated by the principal through the perceptions of the participants was essential to gaining an understanding of the process and how the process can be improved. The findings of the study reiterated the call for teacher support as called for by the

literature. Crutcher and Naseem (2016) also supported the call for support of new teachers and reiterated the reflective collaborative process that should be prominent in the mentoring process. However, while Crutcher and Naseem (2016) held this view, they also expounded on the lack of evidence in the literature that should support the mentoring process. The findings also pointed to the need for training of prospective mentors so that mentors would be equipped to manage the process and the new teachers would be more respective to the support given as the prospective mentors would have had their roles clearly defined and outlined in the process.

This project study has created and shown where teacher innovation can be appreciated, on the basis on which it is done. The study has also shown how the support given to new teachers can change their perception of teaching and enable the new teachers to perform exceptionally in the classroom with the goal being to maximize student success. Furthermore, as I reflect on the importance and significance of this project study, I acknowledge that teaching is an art that is built on the development of collegial relations among peers who can resolve issues and challenges through in depth research, critical reflections and collaboration, on the issues, and challenges that they are experiencing. I also recognize that communication is a critical factor in the mentoring process and that the new teachers must be given an opportunity to collaborate on issues that affect their practice in the classroom. The mentor teachers also have to become experts on communication, being able to observe, reflect and report objectively on activities, and lessons observed with a view to begin the necessary change process for improved quality teaching. The collaborative process by far exceeds the expectation of the new teacher being just a

receptacle for suggestions given by the mentor. This study has cemented my belief that teacher quality can be addressed through a mentoring program that is properly and closely monitored. This study has also shown me that change within education is dynamic and systematic and can be realized through the methodical collection of data which when analyzed can provide much needed information to guide the structuring of projects and other activities that can be implemented to transform not only the practices of our teachers but also to improve the teacher quality redounding to student success at all levels.

From this experience, I have learned how to communicate effectively, and collaborate with colleagues to create opportunities for success. I have also learned how to conduct a qualitative case study and create a project to respond to the needs and limitations documented in the data that are collected and analyzed. I also concur with Goldhaber et al. (2016), who concluded from their study that policy makers need to take a closer look at teacher quality gaps in public schools in order to promote teacher efficacy, retention of teachers, and improved student performance. These are important takeaways for me as I am heading a department that I can now encourage to engage in research and scholarly writing. I am in a better position to assist in scholarly writing and research, and also with the development of projects that are derived from the research on concerns that arise.

Implications, Applications, and Directions for Future Research

The concern of new teachers being supported during their first year of teaching is an issue that will prevail, until proper documentation of practices done within our schools are evaluated and redesigned with a view to implement those practice to generate change processes within our institutions. The practice that was explored throughout this study

along with the project that was developed showed that there are opportunities for schools to build capacity and improve teacher quality through collaborative processes. The examination of support practices within schools can either point towards continuous PD to satisfy teacher and learner needs, or also to demonstrate that there are avenues to build strong networks within our schools that will enhance the dynamics of the school community. Management structures and supervisory capacity will also be positively impacted through the continued PD of our teachers.

On an individual basis, all teachers engaged in the mentoring will be exposed to better communication avenues, development of reflective skills, enhanced and higher levels of self-confidence, the ability to work within collaborative groups, being willing to adopt and adapt to the many diverse, and critical changes that are recognized on the educational platform. Teachers, as facilitators of learning, become more prominent at this stage as the facilitators are seen as change agents, guiding a progressive practice that should foster positive outcomes. The idea of teachers as facilitators of learning will also demonstrate the need for educational practitioners to understand and compartmentalize their roles as distinctly as possible in the execution of their duties, to emphasize that each party has different roles and responsibilities accordingly. Hence, the application of this project can add value to not only, the project site but also to the local education community which can benefit from the PD activities that are geared toward enhancing the skills of prospective mentor teachers.

The project study has shown that support for new teachers is critical and should be carefully structured to gain the maximum effect of the process. Therefore, possibilities for

future research are evident from the results of the project study. One such study can be the exploration of mentors' use of the skills acquired during the PD activity and the implications for expanding the activity throughout the federation of St. Kitts and Nevis. This study will be followed by another which will compare the performance of mentors and mentees who have been exposed to the PD activity with schools that have not been exposed to the activity. Teachers, both mentors and mentees will improve their knowledge base, become more au fait with current practices, engage more in ICT through the networking communities created, be better communicators, and promote the need for social change and established support systems within schools.

Conclusion

The purpose of this project study was to explore educators' perceptions of the implementation of a principal-directed mentoring program designed to increase new-teacher efficacy in the classroom, and make suggestions for its improvement. After an in-depth exploration of the principal-directed mentoring program, through interviews and observations, I was able to methodologically collect and analyze data through approved scientific processes. The resultant themes, from coding of the data, reflected that the research questions posed in section one had been addressed accordingly. Therefore, the themes pointed to the specific needs, afforded me the opportunity to translate the perceptions of the participants of the study, as presented in the data, and structure the project to fit the needs that were identified by the participants.

The narrative presented from the analysis of data also recorded the expressions of value, the perceptions that support given was timely and necessary, the idea that the

initiative was a good one and should be continued and most importantly, the suggestion that the mentor teachers needed to be trained to make the mentor process more efficient and effective. The exploration of the mentor program captured the beneficial features of the program and the willingness of the participants to continue being a part of such a support structure. Accordingly, while conducting the study, I noted that all parties could benefit from a collaborative effort and, dependent on the school culture and management structure, the mentor can be seen as either a gatekeeper or a key factor in promoting positive change within the school community.

Project development was consistent with the needs that emanated from the data. The project goals and objectives as written pointed to the enhanced skill set of mentors, enabling them to be more proactive and efficient in the delivery and execution of their duties as mentors. I recognized that the art of communication and building positive interpersonal relationships were key areas of concern and these were addressed within the project. Communication and positive interpersonal relations form an integral part of the mentoring process and therefore activities that support and promote both variables were created and built into the project to be addressed.

Furthermore, this study can be seen as a catalyst for change in the local context. Change that embraces teachers as facilitators of learning who engage in andragogical practices geared toward positive improved teacher quality structures. The limitations and barriers noted can be evaluated to ensure that they are minimized or eliminated, whichever applies, to increase the probability of the best results being obtained from the project as implemented. Therefore, from my experience and interaction with the participants of the

study, I fully recommend that the project designed be implemented as this will be one step in the direction that supports the need for improved quality teaching. I also recognize that the continued training of the prospective mentors should be an annual initiative to build, increase and sustain the support systems that exists for new teachers.

Finally, while acknowledging that this is a small-scale study, engaging one mid-sized primary school, in a rural community within a local context. The findings can inform the national educational community on the significance of mentor training, and the need to implement sustained support structures in schools that will create positive avenues for improved teacher quality. I am, therefore, arguing that support for new teachers is important and critical to the success of our students. The preparation of the mentors to guide the mentoring process is necessary to ensure: good communication practices, enabling and encouragement of the reflective process, the promotion of the use of ICT, the building of communities of learning, shared learning platforms, the acknowledgment of diverse systems, and ways in which these can be addressed as well as the professional development of all teachers engaged in ongoing mentoring practices. The implications, therefore, for policy makers and stakeholders, are evident. There is a need for mentor training at the national level, guided by a policy that will mandate and direct the development of professional development activities to further support and complement the initial project that was derived from this study.

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Appendix A: The Project

The Project: Mentor training

Duration (3 days)

Objectives:

1. To train the proposed mentors
2. To promote adult learning with mentors as facilitators of learning
3. To understand the art of communication with colleagues in the workplace
4. To understand the importance of building/develop positive interpersonal relations in the workplace
5. To draft a guide/handbook for mentors based on the local context

Project outcomes:

1. Trained mentors
2. Draft mentor handbook/guide

(a) Phase 1, establishing who or what is a mentor with a focus on defining and characterizing the ideal mentor, (b) Phase 2, describing the mentoring process with a focus on how to assess and establish the needs of a beginning teacher and development of the mentor's skills and (c) Phase 3, social construction and diversity; which will involve the use of varied assessment and reflection on practice incorporating the use of ICT. The 3-day mentoring training will also focus on the development of a mentoring guide and handbook that would fit the local context and simulation exercises enacting a mentoring situation.

Training schedule

June (2020): for 3 days

Target audience: The trained experienced teachers in the Primary school of focus who served as mentors to the new teachers along with the principal and a ministry official). (6 participants)

Materials:

1. Juice and bottled water (3 days' supply)
2. Note pads, markers, pens, pencils,
3. Flip charts
4. Exit slips (two sets)
5. Projector, white board, laptop
6. Guest speaker (psychology lecturer)
7. Handouts for specific sessions e.g. (chapter 3: mentoring for teacher development: possibilities and caveats by Bob Elliott and James Calder head; edited /from issues in Mentoring edited by Trevor Kerry and Ann Shelton Mayes
8. Certificates of completion
9. Memorable quotes on post it notes or index cards
10. Evaluation tool (Google document) 1 printed copy
 - the study results will be disseminated to respective stakeholders (participants, Ministry of Education and the planning and organization for the mentoring training will commence.

- **DAY 1: Phase 1, establishing who or what is a mentor with a focus on defining and characterizing the ideal mentor**
- Instead use this: Day 1: 8:30 – 9:30 -- formal introduction of facilitator and project coordinator to Ministry of Education officials and the participants of the project, the study results will be disseminated to respective stakeholders (participants, Ministry of Education and the planning and organization for the mentoring training will commence. This is the opening ceremony.

Agenda for day 1.

1. 8:30Welcome and prayer
2. Introduction of facilitator of professional development
3. Presentation of the findings to the ministry officials and participants
4. A cultural rendition, presentation (enacting a brief coaching session with two teachers)
5. The rationale for the professional development is provided
6. A brief overview of the 3-day professional development is shared
7. Conclusion of opening ceremony with a vote of thanks.

9:30-9:40: Rearranging of room for commencing the training.

Session 1: Defining mentoring and a mentor

9:40- 10:00 Orientation to the professional development begins Ice breaker.... then introduction of each teacher, getting to know each other e.g. Each teacher does an introduction, says who he/she is, how long they have been in the profession, what they teach (grade levels etc.) what they like most about teaching. Participants are told that they

will sign in via Google docs daily and post completed documents to a Google classroom that will be created. The evaluation of the daily activities will also be done via Google classroom. (This is to show the importance of using the technology to communicate and make recommendations and suggestions in a mentoring relationship.)

10:00 -11:00 ... Brainstorming activity to extrapolate the characteristics of a mentor, then have 2 persons re-enact their first-time experience in school. (Have the other participants describe the characteristics that were displayed by the mentor)

Each group of 2 then use the characteristics to define a mentor then state some of the possible roles of the mentor.

An additional document is shared with participants showing roles and responsibilities for principals, mentors and mentees. This is used to enhance the discussion and suggestions/observation regarding the role of the mentor distinguishing it from those of the other parties.

Plenary for session 1: (1) a list of the characteristics is posted and discussed by a group member

(2) definitions are presented and discussed, and a common definition is

Created based on the context given.

(3) another group reports on the roles and responsibilities of the mentor

NB: The documents produced are uploaded to the Google classroom.

11:00 – 11:10 Short break**11:10 – 12:00. Session 2: The Importance of communication**

A video presentation on how to communicate: How to have a good conversation by

Celeste Headlee / TEDxCreative Coast

Discuss the video. What are the takeaways from the video?

Plenary: Pull it together and have the participants document reasons and importance of good communication. The different elements that contribute to a good conversation

Create a section on beginning the mentoring conversation.

12:00 – 1:00 pm lunch is provided for the participants

1:05 – 2:05 Session 3: Building Positive relationships

<https://www.playmeo.com/activities/en...>

Activity two: The art of relationship building (Participants should use data gleaned from the video presented in session two to engage in the simulation activity. Participants are given the opportunity to plan two mentoring activities.

This activity is structured around relationship building. (A simulation activity is done where participants observe 2 persons in a workspace interacting for the first time and observe how they communicate and greet each other. 2 activities are done one depicting a positive form of communication and the other a negative form of communication.

2: 05 – 3:05

Session 4: (session continues) establishing the mentoring cycle

- Using the information from the video presentation and the positive forms of

communication, the Orientation segment of how the program should be begins.

The this is where the mentors and the mentees meet and commence the relationship building which will create the foundation for the mentoring process.

The mentors discuss their roles and plans and organizes dates for observations with the mentees (role play). The mentors also share the contents of the mentoring kit and explain the structure of the mentoring activity to the mentee.

A simulation exercise takes place: (participants depict mentor and mentee in a first-time meeting)

Review and recap of the activities for day 1. Commence structuring the handbook for the mentoring guide by pulling the following together:

- (1) a list of the characteristics is posted and discussed by a group member
- (2) definitions are presented and discussed, and a common definition is created based on the context given.
- (3) another group reports on the roles and responsibilities of the mentor
- (4) Good conversations
- (5) how to commence building the mentoring relationship
- (6) the mentoring cycle defined

DAY 2: Phase 2, centers on describing the mentoring process with a focus on how to assess and establish the needs of a beginning teacher and development of the mentor's skills. (This is done by the facilitator with the use of a power point.

Session 5:

8:30 - 9:00 Ice breaker: introduction to the day's activities, a review of the previous day and housekeeping matters.

9:00-10:15 Introduction of guest speaker (psychology lecturer) who discusses emotional competence, and the Johari Window and how knowledge of these can impact the mentoring process

- (a) Participants are introduced to the concept of emotional competence, Briefly, with use of the power point and a handout. The whole idea of understanding self and other people's emotions: the think-feel do-cycle that is critical to getting a situation under control or solving a problem.
- (b) The participants are also introduced to the Johari window and how knowledge of this will get them to be empathetic or develop empathy skills, using emotions to connect verbally or non-verbally, determining positive dimensions of the profession, engaging through emotions. The entire concept of self and how the extra personal emotional skills will help in decision making and problem solving.
- (c) Also get participants to think of a friend, a colleague or someone that they supervise, someone with whom you have a difficult relationship. Think of your efforts to make the relationship more manageable or what have you done to improve the relationship (possible intro to the session)
- (d) Discuss the ability of the mentor to be a problem solver, decision maker, someone with the ability to observe, document, use facts and reflect upon action. The ability of the mentor to control feelings and emotions that can hamper the process

of skill building with the mentee.

- (e) Think of perceptual positioning and what you would like to see if you were in the other person's shoes. (self-regard, self-esteem, self-image, self-concept, self-confidence, self-worth)

Summary of the presentation: (brief discussion of how emotional intelligence and the Johari window can impact the mentoring process. Post to Google classroom and comment on each other's post at the end of the day.

Using a power point: the facilitator describes the steps in a mentoring process

A video presentation is included of mentoring in action. Have Participants observe then give their own views on the video, identifying the important components of mentoring in action.

Activity 3: The importance of observation, post and pre observation conferencing.

Refer to the Activity from the first session. Get participants to give their views on the way the sessions were conducted.

Activity: Have participants create 2 micro lesson and have participants get ready for presentation.

10:15- 10:30 Break

10:30 – 11:00 The **simulation exercise begins**

- The mentor and mentee begins the process with pre- observation conference and then a post observation conference. The mentor then proceeds to collect data and records and analyses the same. The reflection period follows where the mentee gets to discuss the observations made and put corrective measures in

place for follow up lessons. The mentee documents the reflective journey for future reference in a reflective portfolio.

- Note how the observation is done. Were anecdotal data collected, was a data record observation checklist used?
- 11:00 – 12:00 **Session continues –**
- the mentor and mentee repeat the process and documents the needs of the mentee. The improvements are noted and the mentee and mentor conduct an in depth assessment of the mentees progress documenting the successes and the areas still to be improved or remediated or developed.

12:00 – 1:00 lunch is provided

1:05- 2:00 **Session continues with how to compile the data**

- from the data compiled on the mentor the mentee will organize sessions or additional support that will help the mentee develop or improve on the areas that are lacking. Then the third set of observations would begin, and the progress documented the mentees progressive portfolio.
- An activity follows where a look at the data reporting material is done. Suggestions are made as to the content of the data reporting tools. E.g the specific items for the checklist and the format of the portfolio. Comments are documented for further use by the participants

2:00-3:00 creating the data reporting tools

Participants will be grouped again and given the opportunity to create the data reporting tools based on the discussion from the previous session

3:00 - 4:00 Plenary:

Presentation of additional tools for the mentoring kit and participants' evaluation of the day's activity.

Participants review the day's activities with a view to using the suggestions to create

- (1) data reporting materials (a checklist)
- (2) discussing and putting together a portfolio outline
- (3) an evaluation plan

Day 3: Phase 3, social construction and diversity, which will involve the use of varied assessment, and reflection on practice incorporating the use of ICT.

8:00 – 8:30: motivational session to start the day's session. Review of day 2 and start of the final activities of the session.

8:30 – 9:00 Final session of simulated observation and conferencing

Facilitator engages participants in a brief review then does a power point presentation on the different forms of assessment that can be used and how to structure the portfolio and most importantly a discussion on the value of conducting the mentoring process.

9:30 – 10:15 (simulated activity)

- the mentor and mentee have a final conference to evaluate the mentoring process. The mentee provides a completed portfolio with evidence of reflective practice, professional growth, best practices, areas for improvement and lessons learned. The mentor and mentee will then plan the way forward for the next

school year.

10:15- 10:30 Break

10:30 – 12:00 The importance of using information technology in the mentoring process.

Discuss how the Google classroom has helped to build capacity and give support throughout the session.

Get participants to give their thoughts on the e-portfolio to be created during the mentoring process.

12:00 – 1:00 lunch

1:00 -2:45 Compiling and creating a draft of the mentors' handbook/guide using the documents that were placed in the Google classroom

2:45 – 3:00 Expression of thanks and distribution of certificates of participation

3:30 pm end of session.

Mentoring training

objectives

- (a) Phase 1, establishing who or what is a mentor with a focusing on defining and characterizing the ideal mentor,
- (b) Phase 2, describing the mentoring process with a focus on how to assess and establish the needs of a beginning teacher and development of the mentor's skills and
- (c) Phase 3, social construction and diversity; which will involve the use of varied assessment, and reflection on practice incorporating the use of information communication technology. The 3-day mentoring training will also focus on the development of a mentoring guide and handbook that would fit the local context and simulation exercises enacting a mentoring situation.

Describe the characteristics displayed by the mentor in action: brainstorm and add as appropriate.



Define a mentor using the characteristics outlined. Then summarize the role of the mentor as observed.

- Using the flip chart ; the participants write their own definitions of a mentor. They compare definitions, pick out the common elements and produce a working definition
- Using the flip chart create a table showing the attributes of a mentor and the specific roles identified
- Mentor role as a facilitator of learning and the higher order competencies should be highlighted

Session 1. Plenary : group presentations

- (1) a list of the characteristics is posted and discussed by a group member
- (2) definitions are presented and discussed and a common definition is

Created based on the context given.

- (3) another group reports on the roles and responsibilities of the mentor

-

Break : refresh and return



Session 2 Day 1

- The importance of communication
- Video presentation : Celeste Headlee / TEDxCreative Coast
- Discussion
- How do I begin the mentoring conversation?



Creating a list of reasons for good communication

The effective communication checklist

- The goal is to develop trust**
Trust is the foundation of all good relationships and friendships. Trust in other team members is the cornerstone of high performance within the team.
- Learn to listen**
We all have two ears and one mouth – use them accordingly.
- Seek to understand the other person's point of view**
What is their goal?
- Focus your communication on the goal**
Don't focus on problems or obstacles, focus on solutions to overcome them.
- Make communication a top priority**
Set goals and take action to improve your communication.
- Handle conflict immediately**
Use differing opinions as stepping stones to clearer communication.
Resolve conflict early and constructively.

For more tips and insights visit www.lma.biz
1800-353-270

LMA

Reasons for good communication

- goal setting
- Building positive interpersonal relationships
- Understanding or getting to consensus
- Problem identification
- Problem solving
- Reflection on practice
- Feedback on practice
- Putting action plan in place
- Implementing the action plan
- NB: these are added to the google classroom

Elements that contribute to a good conversation

Summary of What We Learned

Good conversation skills include much more than simply speaking with others.

Listening, good body

language, questioning, pleasantries, and mutual respect are important elements in any conversation and are also personality traits exhibited by successful people.

<http://skype-englishschool.com>



Lunch



Session 3 Day 1 : Building positive relationships

- <https://www.playmeo.com/activities/en...>

View video then comment:

Let participants create scenarios (see how colleagues greet each other for the first time)

Scenario 1 (positive form of communication)

Scenario 2 (poor communication displayed)

NB: analyze both situations

Summary of day 1

- (1) a list of the characteristics is posted and discussed by a group member
- (2) definitions are presented and discussed and a common definition is Created based on the context given.
- (3) another group reports on the roles and responsibilities of the mentor
- (4) Good conversations
- (5) how to commence building the mentoring relationship
- (6) the mentoring cycle defined
- The necessary items are added to the google classroom for future reference (putting the mentoring guide together)

End of day 1

SEE YOU
TOMORROW

Day 2



Review of the previous day's activities

- Let participants comment on the content of the google classroom.
- Let them use their personal laptops to access the classroom and note the necessary documents
- Begin the activities for day 2 of the professional development session

Situation :

- Think of a challenging situation that you have faced . Or think of someone, a friend, a colleague whom you supervise that pose a challenge.
- Share how you have tried to improve the situation (possible responses)
- A. get to know the person better
- B. engage the person in relationship building activities
- C. engage in goal setting with the person

Day 2 : session 5 The mentoring process

- Getting to know yourself as a mentor
- (1) Emotional intelligence and competence. What does this mean for the mentor?

MILLER'S PRISM OF CLINICAL COMPETENCE (aka Miller's Pyramid)

it is only in the "does" triangle that the doctor truly performs



Based on work by Miller DC. The Assessment of Clinical Skills/Competence/Performance. Acad Med. 1990; 65(6): 53-67. Adapted by Drs. P. Mealy & P. Burns, UK (Jan 2008)

Emotional competence : How does emotional competence affect your ability to be the ideal mentor?



The Johari window? Why is this important to mentoring. Why should mentors know this?

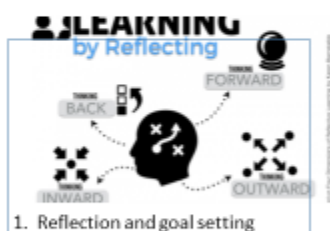
The Four Panes of the Johari Window

	Known to self	Not known to self
Known to others	This part of your personality is well known to you and to others. It is your "open" or "public" self. You are aware, and you share. The authors referred to this pane as the "arena" (though it may not always be very large).	This part of your personality is well known to others, but not to you. It is the part of you that your "blinkers" conceal. The authors referred to this pane as the "blind spot" (though it may not always be very small).
Not known to others	This part of your personality is well known to you, but not to others. It is your "concealed" or "secret" self. The authors referred to this pane as the "façade", but I would say the façade is what (partly) <i>hides</i> your concealed self.	This part of your personality is not known to you or to others. Its very existence is therefore hypothetical. The authors referred to this pane as the "unknown". An alternative name for it might be "the challenge".

Stages of the mentoring process

- 1. Self-awareness check and skill development of mentors
- 2. Building and maintaining the mentor-teacher relationship
- 3. Establishing the needs of the beginning teacher
- 4. Developing a needs based mentoring plan
- 5. Implementing the mentoring plan

Beginning the mentoring process



Video presentation: the mentoring process



Lesson planning and execution

- Participants engage in planning
- Observation and data collection (what are the data collection instruments)
- Discussion and reflection
- Creating data collection instruments

Creating the progressive portfolio. What are the components?

- Goal setting sheet and log of mentor and mentee meetings
- Needs as identified by the observer and the needs as established by the new teacher
- A concept map may be necessary outlining the challenges, needs and possible solutions
- Evidence of application and practice
- Students work
- Your evaluation of you practice
- Your mentors evaluation of your practice

Break



Presentations by the participants

- The entire process is simulated.
- Pre-conferencing
- Observation
- Data collection
- Post conferencing
- Analysis of mentee needs
- Discussion and feedback
- Sharing of ideas and perspectives

Discussion on possible support structures

- the grade level teachers
- The school librarian
- The principal
- The mentor demonstrates best practice
- Mentee give suggestions on possible solution
- Network of teachers in area of specialization (math, science)

Lunch



Session continues: Analyzing the mentee progress

- Observe the mentee in practice again
- Mentor looks for areas of improvement
- Organize levels of support
- Documentation is done in the reflective progressive portfolio which is an electronic document

Compiling the data

- Documents used to collect data
- Checklist (created by the participants)
- Portfolio (content)
- These tools will be created and placed in the google docs classroom

Plenary of day 2

- (1) data reporting materials (a checklist
 - (2) discussing and putting together a portfolio outline
 - (3) an evaluation plan
- A review of the mentoring cycle is done
 - The importance of good communication
 - The importance of building positive relationships
 - How does emotional intelligence and the Johari Window contribute to the mentors role

End of day 2



Day 3 of the professional development

- **social construction and diversity; which will involve the use of varied assessment, and reflection on practice incorporating the use of information communication technology.**

Motivational session to start the final day's activities

- Participants engage in motivational reading
- Each one reads a piece that speaks of motivation (the piece comes from a famous person : Maya Angelo, Martin Luther King Jr, etc)



Review of day 2 activities

- The mentoring process
- Lessons learned from the simulations done



Forms of assessment reviewed

- Anecdotal records
- Checklist
- Portfolio (progressive) electronic

Review continued

- The value of the mentoring process.
- Let the participants indicate lessons learned and how this has added value to their repertoire of skills. (climbing, skill building, professional growth)



Final conference

- the mentor and mentee have a final conference to evaluate the mentoring process.
- The mentee provides a completed portfolio with evidence of reflective practice, professional growth, best practices, areas for improvement and lessons learned.
- The mentor and mentee will then plan the way forward for the next school year

Break



Importance of information technology to the mentoring process

- Documentation and storage of information
- ease of collaboration between mentor and mentee
- Discussion of the importance of the google classroom/google docs
- Emphasis on the e-portfolio and how it can enhance the mentoring process in a positive way

Lunch : participants start organizing content of the mentor handbook



Compiling the documents from google docs and the classroom

- Documents for the handbook are compiled
- Order of content: discussed by participants
- Creation of the handbook / guide for mentor use

Evaluation done as a google doc activity

- Responses to the evaluation activity
- Agree neutral disagree

Distribution of certificate of participation

- Participants are awarded certificates of participation



Expressions of gratitude

- Circle time: Each participant gets the opportunity to give their impressions of the professional development session.
- Sum it up in one word.
- Eg. (interesting, excellent)

References

- Kerry, T., & Mayes, A. S. (2014). *Issues in mentoring*. Routledge.
- Creative Commons
- How to have a good conversation by Celeste Headlee / TEDxCreative

Coast. <https://www.youtube.com/watch?v=H6n3iNh4XLI>

- <https://www.playmeo.com/activities/en...>

End of day 3



ACTIVITY 1

Activity 1. Ice breaker

Getting to know you: Each teacher is given a paper plate where they:

- 1: fold the plate in half,
- 2: make a face of how they looked when they began teaching on one side and then on the other half, they make a face showing how they feel about teaching now. The teacher also writes 2 words to describe themselves
3. The teacher now makes an airplane with the plate and on the count of three zooms or flies that plane across the room.
4. the teacher who picks up the airplane tries to match the airplane with the teacher who made the object.
5. when found the teacher then properly introduces him/herself and states how long they have been in the profession and the grade level and responsibilities etc.
6. The teachers are paired once they find and identify each other

ACTIVITY 2: Brainstorm: Think-pair-share

Activity 2

Brainstorming and think pair share activity

In groups brainstorm about the following

1. What is mentoring?
2. Who or what is a mentor?
3. What are the roles and responsibilities of a mentor?

Activity sheet:

Q & A

1. Have you ever had to opportunity to mentor another teacher? Say what you did?

What are the words that you would use to describe the process that you used? Think about 4 words that can capture your process:

2. What was your role as a mentor?

NB. Participants write their responses then share with each other in their groups

A group is volunteered to enact their first-time experience in a mentoring relationship. The other participants observe and note the; (a) characteristics displayed, (2) the role of the mentor and (3) some of the responsibilities that were highlighted (if any)

Appendix B: Project Evaluations

Mentor training 3-day professional development training

DAY 1 EXIT SLIP

One thing that I learned

One thing I still want to know

Is the Professional Development for mentor necessary? Give one reason why or why not>

Mentor training 3-day professional development training

DAY 2 EXIT SLIP

Document any 2 things about effective communication that resonates with you. What do these 2 things mean to you as a mentor?

What I learned about building positive relationships.

What are my perceptions of the mentoring process?

Appendix C Interview Protocols

Interview protocol**Project: Perceptions of educators on a principal initiated mentorship program**

Time of interview:

Date:

Place:

Interviewer:

Interviewee:

Position of the interviewee:

Step 1: Before the official interview begins, ensure that recording devices (audio tape etc.) are in good working condition. Notebooks, paper and other writing materials are readily available and ready to be used for transcription. Also ensure that other amenities (such as water, tissue) are within reach and available to the interviewer and the interviewee.

Step 2: The researcher introduces himself/herself to the interviewee and thanks the interviewee for participating in the study.

Step 3: A hard copy of the consent form will be presented to the interviewee who will be asked to read and sign the consent form prior to conducting the interview. The researcher will inquire of the interviewee if he/she is in need of anything before the interview begins.

Step 4: If not then the interviewer will be asked if he/she is ready to begin the interview. Indicate the types of questions to be asked to get the interviewee comfortable and ready for the interview. If any discomfort is expressed, the interview will not begin.

Step 5: Check all recording devices to ensure that they are working and have the writing materials ready for use.

Step 6: After the conclusion of the interview; thank the interviewee again for participating in the interview. Inform the interviewee that he/she will be given a copy of the transcript for review and confirmation of data collected. If the interview was not concluded within the specified time, kindly request another interview session which will fit into the interviewee's schedule.

Research questions:

RQ1- What parts of the mentorship program did the untrained teachers find to be useful?

RQ2- What parts of the mentorship program did the teacher mentors (trained teachers) find to be valuable in assisting new teachers?

RQ3- What techniques, learned in the summer mentoring program, did new teachers implement in the classroom when teaching?

RQ4- What are the suggestions of both new and mentor teachers with respect to the principal mentorship program designed to increase efficacy in the classroom?

Interview questions: (for untrained teachers)

RQ1- What parts of the mentorship program did the untrained teachers find to be useful?

RQ3- What techniques, learned in the summer mentoring program, did new teachers implement in the classroom when teaching?

RQ4- What are the suggestions of both new and mentor teachers with respect to the principal mentorship program designed to increase efficacy in the classroom?

Researcher: Good day. I am Joycelyn Archibald Pennyfeather. This interview is being conducted to gain an understanding of your experiences and perceptions of your first six months as a teacher and any support that you may have been given when you started to work as a teacher. In order to ensure accuracy of information that you give today, I will be making an audio recording of this interview. Kindly note that all information that you give will remain confidential. Neither will your name or responses be used for anything outside of this project. If you agree to the interview and being recorded, then your name will be coded to ensure confidentiality. If these circumstances are acceptable to you kindly indicate.

(Once the interviewee agrees, the interview begins. If no conformation is given, the interview cannot continue)

Researcher: If the participant did not sign a consent form before; have them do so now. Before we begin the interview can you kindly sign this consent form

(Once signing has taken place the interview can begin.)

Researcher: May I proceed with the interview?

Wait again for confirmation from the participant before proceeding. If no confirmation the interview cannot continue.

Questions

1. Please share with me when your teaching career began and what prompted you to become a teacher.

Probing questions: When you began to teach, what skills did you bring to the classroom?

Have you gained any additional skills since your entry into the teaching profession?

Did the skills you have assist you in your teaching career?
How do you think the skills you have gained, helped you to embrace teaching as a lifelong profession?

2. If you have gained additional skills, how did that come about or are the new skills directly related to your classroom teaching experience?

Probing questions: What are these skills?

3. So far, has your teaching experience lived up to your expectations?

Probing questions: Can you describe your level of preparation before you started teaching?

Can you describe some of the issues or challenges that you were not expecting? Or were not prepared for?

4. What were your perceptions of teaching?
Given your experiences that you have gained, how has your perceptions changed or altered?

5. Based on your experience as a teacher, can you describe the support given to you during your first six weeks of your teaching career?

Probing questions: What kind of support structure was in place?

Who initiated this particular type of support?

How has this support shaped your thinking about teaching?

6. How would you describe the interaction between you and your supervisor? Do you plan to remain in teaching?
7. As a new and untrained teacher, what type of support would you recommend for first time teachers? What are some of the things that you would suggest for a supervisor or teaching mentor?

Researcher: We have reached the end of our first interview, thank you for your time you took to share your teaching experiences. May we continue at another time to further explore your experiences at a later date at a time that is convenient to you?

Interview 2 (for new and untrained teachers)

Interview questions:

Researcher: Good day. I am Joycelyn Archibald Pennyfeather. This interview is being conducted to gain an understanding of your experiences and perceptions of your first six months as a teacher and any support that you may have been given when you started to work as a teacher. In order to ensure accuracy of information that you give today, I will be making an audio recording of this interview. Kindly note that all information that you give will remain confidential. Neither will your name or responses be used for anything outside of this project. If you agree to the interview and being recorded, then your name will be coded to ensure confidentiality. If these circumstances are acceptable to you kindly indicate.

(Once the interviewee agrees, the interview begins. If no conformation is given, the interview cannot continue)

Researcher: may I once again explain your rights as indicated and noted on your previous consent form. (Ensure to present a copy of the previously signed form to the interviewee)

Researcher: Previously you described a support system that was in place to assist you during your first six months of teaching.

Question 1. Can you describe this support structure as a success?

Probing question: What were your feelings or perceptions of this support system?

Question 2. Based on your feelings and perceptions, do you feel that this support structure could improve the quality of teaching at your school?

Probing questions? If yes, how do you see this happening. If no, why not? What kind of support did you envision or think you should have received to guide you through your first six months or first year of teaching?

Question 3. Who were the persons involved in this support given to you?

Probing question: Can you describe your initial contact with the person or persons and indicate their level of preparedness to assist you. Did you find this support to be helpful in any way?

Question 4. How do you think this interaction with your support personal contributed to your development as a teacher? What did you implement in your classroom, that came from the support given to you?

Question 5. What do you think would contribute to a meaningful support structure that would be beneficial to you as a new teacher and the whole school?

Researcher: We have reached the end of our second interview, thank you for your time you took to share your teaching experiences. I will contact you at a later date to go over the transcripts from your interview where you can verify the statements that you made today. Once again thank you very much for meeting with me.

Interview (trained teacher)

RQ2- What parts of the mentorship program did the teacher mentors (trained teachers)

find to be valuable in assisting new teachers?

RQ4- What are the suggestions of both new and mentor teachers with respect to the principal mentorship program designed to increase efficacy in the classroom?

Researcher: Good day. I am Joycelyn Archibald Pennyfeather. This interview is being conducted to gain an understanding of your experiences and perceptions of your interaction with new and untrained teachers as a supervisor/mentor and any support that you may have given to them when they started teaching at your school. In order to ensure accuracy of information that you give today, I will be making an audio recording of this interview. Kindly note that all information that you give will remain confidential. Neither will your name or responses be used for anything outside of this project. If you agree to the interview and being recorded, then your name will be coded to ensure confidentiality. If these circumstances are acceptable to you kindly indicate.

(Once the interviewee agrees, the interview begins. If no conformation is given, the interview cannot continue)

Researcher: If the participant did not sign a consent form before; have them do so now. Before we begin the interview can you kindly sign this consent form

(Once signing has taken place the interview can begin.)

Researcher: May I proceed with the interview?

Wait again for confirmation from the participant before proceeding. If no confirmation the interview cannot continue.

Questions

Researcher: Good afternoon can you kindly introduce yourself and state your status as a teacher? Briefly give an account of your teaching experience, eg the length of time you have been teaching and grade levels.

Question 2. Have you been involved in any instructional/ leadership initiatives at the

school? Can you describe this initiative?

Question 3. Who initiated the structure and how were you prepared for the initiative?

Question 4. What parts of this initiative did you find to be helpful in assisting the untrained teachers?

Question 5. What are some of the techniques and classroom strategies that you shared with the new teachers?

Probing questions: How was the sharing of information done? How often did you get to meet with your supervisee?

Question 6. How successful in improving teaching quality do you think this initiative was?

Probing questions: What are your overall perceptions of the initiative?

How do you think this initiative can be improved?

Researcher: We have reached the end of our first interview, thank you for the time you took to share your teaching experiences. Note that all your responses will remain confidential. We will meet at a later date to verify the transcription of the interview. Once again, thank you.

Appendix D: Observation Protocol

Observation Protocol

RQ3- What techniques, learned in the summer mentoring program, did new teachers implement in the classroom when teaching?

Checklist Conditions

The observer (the researcher) and observed (teacher) will meet prior to the observation and discussed purpose of the observation and will meet for a debriefing after the observation.

Observer/ researcher

Observes a minimum of two class session. Three observations are recommended.

The observer is familiar with the strategies and the induction process used by the mentor teachers

and understands the expectations of the school when it comes to teacher preparation and teacher quality.

Checklist Items

- Are observable actions and behaviors of the teacher being observed (observable during a single visited class session),
- Describe practices that can be implemented within a wide variety of teaching models, both traditional and innovative. (reflections of the informal mentoring process)
- Reflect actions and behaviors that should be observable in *nearly* all classes,
- Are rated as observed and not observed or satisfactory or unsatisfactory
- Were developed to include best teaching practices relevant to most teaching environments

Observation check list

Setting:

Observer:

Role of observer:

Time:

Length of observation:**Description of checklist:**

This checklist consists of 5 sections. The sections are aimed at capturing the activities and the teaching styles of new or untrained teachers in their setting. Sections to be observed include:

planning and organization, presentation or methodology, learning environment, communication and interaction. and content knowledge and relevance. These are areas that would have been discussed with teachers during sessions with mentor teachers.

Respond to each statement using the following scale.

- 1. Not observed 2. Improvement needed 3. Accomplished very well/excellent*

1. Planning and organization	1	2	3
a. Evidence of lesson planning	1	2	3
b. Lesson shows logical flow and sequencing	1	2	3
c. Lesson includes formative and summative assessment	1	2	3
d. Paced lesson appropriately, according to students' ability	1	2	3
e. Related lesson to previous and future lessons	1	2	3
 1. Presentation and methodology			
f. Research based materials are used in the class	1	2	3
g. Technology is incorporated into the lesson structure	1	2	3
h. Explained major / minor points with clarity	1	2	3
i. Used good examples to clarify points	1	2	3
j. Variety of instructional strategies were used	1	2	3
k. Critical thinking skills are encouraged	1	2	3
l. Integrates materials from real world (simulations, cases)	1	2	3
m. Active collaborative and cooperative learning not passive learning	1	2	3
 2. Learning environment			
n. Classroom management	1	2	3
o. Print rich classroom with identifiable corners	1	2	3
p. Classroom assessment techniques are used	1	2	3
q. Classroom is a non-lecture environment (student centred)	1	2	3
r. Lesson started on time and ended on time	1	2	3

3. Communication and interaction

- | | | | |
|---|---|---|---|
| s. All students are actively engaged in the lesson | 1 | 2 | 3 |
| t. Actively encouraged students' questions and discussion | 1 | 2 | 3 |
| u. Teacher served as a coach and support to all students | 1 | 2 | 3 |
| v. Teachers responds appropriately to student questions | 1 | 2 | 3 |
| w. Demonstrated respect for diversity and asks for same of students | 1 | 2 | 3 |

4. Content knowledge and relevance

- | | | | |
|---|---|---|---|
| x. Teacher is knowledgeable of course/subject content | 1 | 2 | 3 |
| y. Teacher relates concepts to students' life experiences | 1 | 2 | 3 |
| z. Teacher presented lesson at an appropriate level for students | 1 | 2 | 3 |
| aa. Selects learning experiences appropriate to level of learning | 1 | 2 | 3 |

Appendix E: Results of Observations

Outcomes of Principles of Andragogy and Facilitator of Learning Guide

Sections observed	Comments
<p>1. Planning and organization if these are your themes you can use them under each RQ.</p>	
<ul style="list-style-type: none"> a. Evidence of lesson planning b. Lesson shows logical flow and sequencing c. Lesson includes formative and summative assessment d. Paced lesson appropriately, according to students' ability e. Related lesson to previous and future lessons 	<p>All untrained teachers planned effectively and set clear objectives that were understood. The lesson plans flowed logically and were properly sequenced, included a variety of formative and summative assessment strategies to assess students' comprehension of the concepts being taught. The lessons were also clearly linked to previous lessons and suggestions were made for continuation in the next lesson. All teachers with the exception on one paced the lesson according to students' ability. Even though the students demonstrated knowledge of differentiated instruction, there was no evidence of individual IEP for students.</p>
<p>2. Presentation and methodology</p>	

<ul style="list-style-type: none"> f. Research based materials are used in the class g. Technology is incorporated into the lesson structure h. Explained major / minor points with clarity i. Used good examples to clarify points j. Variety of instructional strategies were used k. Critical thinking skills are encouraged l. Integrates materials from real world (simulations, cases) m. Active collaborative and cooperative learning not passive learning 	<p>All teachers integrated Technology was incorporated into the lesson structure</p> <p>A wide variety of instructional methods were used inclusive of cooperative learning, discovery learning, role play, Simulations and real cases were used for reference</p> <p>The classrooms were all student centered with the students involved in a number of hands-on activities and role play exercises. One of the teachers need to work on how to engage the students in critical thinking.</p>
3.Learning environment	
<ul style="list-style-type: none"> n. Classroom management o. Print rich classroom with identifiable corners p. Classroom assessment techniques are used q. Classroom is a non-lecture environment (student centred) r. Lesson started on time and ended on time 	<p>There was one teacher who had some issues with classroom management, with a class of 27 students. She however was able to use a positive behaviour management initiative to keep the disruptions at minimal. All other teachers were able to take prompt action to address any disruptive or poor behaviour. Students were also praised and validated throughout the lesson for their efforts and for responding correctly to questions asked. The classroom environments were positive and</p>

	<p>enlightening. There were identifiable corners with distinct materials for the four core subject areas. The teachers all supported a student centred environment and provided many students related activities to keep the students focussed and interested in learning. One teacher also had difficulty starting and finishing the lesson during the time available for that lesson.</p>
4. Communication and interaction	
<p>s. All students are actively engaged in the lesson</p> <p>t. Actively encouraged students' questions and discussion</p> <p>u. Teacher served as a coach and support to all students</p> <p>v. Teachers responds appropriately to student questions</p> <p>w. Demonstrated respect for diversity and asks for same of students</p>	<p>Students were observed participating animatedly in the activities. The students were all treated fairly and equally asked to participate in the lesson. The students' understanding of concepts was assessed through the ongoing questioning techniques utilized by at least two of the teachers. The teachers also responded appropriately to student questions. Through questioning, students misconceptions and mistakes were recognised by the teachers and these were quickly addressed by the teachers to facilitate the learning process.</p>
5. Content knowledge and relevance	

<ul style="list-style-type: none">x. Teacher is knowledgeable of course/subject contenty. Teacher relates concepts to students' life experiencesz. Teacher presented lesson at an appropriate level for students aa. Selects learning experiences appropriate to level of learning	The teachers showed knowledge and understanding of the content covered in each lesson. The concepts taught were all compared to students real life situations

Appendix F: Research Questions and Themes Derived from the Interviews

Research Question	Themes
Which parts of the mentorship program the untrained teachers found to be useful	<i>lesson planning, classroom management, methods of student grouping and techniques for record keeping</i>
What parts of the mentorship program did the teacher mentors (trained teachers) find to be valuable in assisting new teachers?"	<i>the discussions on lesson planning, professional development, sharing of classroom management techniques, sharing of instructional materials and resources and conducting demonstration lessons</i>
What techniques, learned in the summer mentoring program, did new teachers implement in the classroom when teaching	<i>methodological and pedagogical skills</i>
What are the suggestions of both new and mentor teachers with respect to the principal mentorship program designed to increase efficacy in the classroom	<i>mentorship for improved teacher quality, support for new teachers or recommendations for new teacher support, facilitation to mentoring or training for mentors on how to mentor</i>