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EXTENDED ABSTRACT

Problem statement

This study focused on a presenting problem of practice which existed in the Ministry of Education Mentoring Programme for Newly-Hired Teachers. New teachers need both emotional and professional support as they begin their teaching career. Induction programmes are critical for their professional growth and how well they function as teachers (Helms-Lorenz et al., 2013; Nasser-Abu Alhija & Fresko, 2016; Roff, 2012). An in-depth investigation was conducted. It exposed a dysfunction in the mentoring component of the Ministry's Mentoring Programme for Newly-Hired Teachers. Mentoring was once a prominent feature of the induction programme but it had not been sustained. Factors contributing to the absence of the mentoring component included: inadequate mentor training, an absence of clear mentor roles and responsibilities, lack of cooperation from school administrators, and the absence of a mentoring programme administrator to monitor and evaluate the programme's effectiveness.

Purpose

William Rothwell's Human Performance Enhancement (HPE) Model is a systematic approach to identifying or anticipating human performance problems and human performance improvement opportunities. This model calls for working with all stakeholders to do the following:

1. Analyze what is happening.
2. Envision what should be happening.
3. Clarify the present and future importance of the gaps.
4. Determine the present and future importance of the gaps.
5. Identify the underlying cause(s) of the gap(s).
6. Select human performance enhancement strategies, individually or collectively, that close the gaps by addressing their causes(s).
7. Assess the likely outcomes of implementation to minimize adverse side effects and maximize positive results.
8. Establish an action plan for implementation of the human performance enhancement strategies (Rothwell, 2005, p. 48).

To solve the presenting problem, a performance enhancement strategy resulted in the design of a Mentor Training Programme. The main goal of the programme was to effectively train experienced teachers to support newly-hired teachers as mentors for the duration of enrollment in the Ministry of Education Teacher Induction Programme. This training for mentors was designed on the basis of two critical elements: (1) on best practices in the field

of education and (2) the resources available to the Ministry of Education. The following module topics were covered during the two-day sessions:

1. History and Goals of the Ministry of Education Induction Programme
2. Role and Responsibilities of a Mentor
3. Benefits of Mentor Training
4. The Adult Learner
5. Characteristics of a Quality Mentor
6. Effective Communication (Active Listening)
7. Appropriate Mentor to Mentee Interaction
8. Conferencing
9. Documentation

The guiding questions based on Phillips and Phillips (2005) included the following:

1. What was the overall reaction of the participants to the mentor training?
2. Did participants acquire new knowledge and skills and were they confident in their ability to apply what they had learned?
3. Did the participants effectively apply their new knowledge and skills?
4. To what extent did participants' application of knowledge and skills positively influence key measures such as teaching performance, teacher job satisfaction, and teacher retention?

Design

The Training

The newly hired teachers were asked to identify a more experienced teacher who was stationed at their campus. This teacher had to have at least five years of teaching experience along with a rating of above average performance for the five years. The potential mentor had to sign an agreement confirming their willingness to complete a two-day mentor training programme along with a mentoring commitment which would last for three months. Before the training could begin, each mentor and mentee was encouraged to sign a confidentiality agreement.

A two-day long training programme was delivered to eight trained early childhood and primary school teachers on the campus of a primary school in New Providence. At the end of the two-day sessions participants had to use a 5-point Likert rating scale to complete an End-of-Training Questionnaire. Next, the teachers demonstrated their knowledge of effective mentoring procedures and practices on a multiple choice post-test which had ten items. The practical was evaluated with the use of a role play performance demonstration and peer assessment rubric. The rubric was structured with a 5-point Likert scale with the following ratings: *poor*, *below average*, *average*, *good*, or *exceptional*.

The Mentoring

Each mentor and mentee pair was located on the same campus. After mentoring for three months, the effectiveness of the mentoring was evaluated. First, mentors had mentees complete a Mentee Needs Assessment form. The completion of conference and observation forms required mentors to use their active listening skills to execute weekly pre-conferences, purposeful classroom observations and walkthroughs, and post-conferences. Mentors completed a Journal Entry form weekly. All documents were collected weekly and logged to a data collection checklist by the facilitator. Additional data were collected with mentee and mentor questionnaires.

Effects on Key Measures

The main purpose of the mentor training initiative was to improve key measures connected with newly-hired teachers. These measures include the performance of teaching duties, job satisfaction, and retention. Data related to retention were gathered from an item on the mentee questionnaire. Additional data were gathered from mentor and mentee focus group sessions. To gather data related to performance, formal teacher performance evaluations were completed by school administrators. Administrative questionnaires were completed. The choices for responses to items were: *poor*, *below average*, *average*, *above average*, *excellent*. The areas included were classroom management, instruction, assessment, record keeping, and interaction with teachers and administrators. To gather data about job satisfaction, the mentees completed a Job Satisfaction Survey designed by Richard Bellingham.

Main findings

Results gathered indicated that the mentors had a positive reaction to the training. Results gathered from the mentees in the area of teaching performance, teacher job satisfaction and teacher retention indicated that the Mentor Training Programme had a positive impact on the early childhood and primary school teachers.

Performance

Table 1.1 Official end of Term Performance Ratings of the Mentees by Administration

Area	Poor	Below Average	Average	Above average	Excellent
Record Keeping	0	0	0	2	6
Assessment	0	0	1	4	3
Classroom Management	0	0	1	1	6
Instruction	0	0	2	2	4
Interaction with Teachers and Administrators	0	0	0	3	5

According to Table 1.1, none of the mentees received ratings of *poor* or *below average* in any of the areas on their official end of term performance appraisal. The mentees were rated most highly in the areas of record keeping and classroom management.

Job Satisfaction

Table 1.2 Mentee Results from Richard Bellingham Job Satisfaction Survey

Mentee	Great Job 50-60 points	Good Job 40-49 points	OK Job 30-39 points	Bad Job 20-29 points	Depressing Job 1-19 points
1	52				
2		42			
3	56				
4				24	
5	50				
6	50				
7			36		
8	56				

The results indicate that five of the mentees felt as if they had done a *Great Job*, one of the mentees felt as if they had done a *Good Job*, one felt as if they had done an *OK Job*, and one felt as if they had done a *Bad Job*. None of the mentees thought they had done a *Depressing Job*.

Retention

Table 1.3 *Mentee Chance of Return Next Year*

Mentee	Undecided	Poor	Average	Good	Excellent
1			*		
2					*
3					*
4				*	
5					*
6					*
7					*
8					*

The mentees were asked about their chances of returning to teach for the Ministry of Education the following school year. Six out of eight indicated that there was an excellent chance of returning. One said that there was a good chance and only one said that there was an average chance of returning.

Final thoughts and recommendations

- Formal mentoring arrangements be added to the organization's present induction programme which will transform it into a high-quality induction programme.
- Mentees can learn from mentors and mentors can learn from mentees.
- The fact that a teacher has been teaching for some time does not automatically qualify that teacher to effectively mentor another teacher.
- It is ideal for mentors to receive formal training to ensure their effectiveness.

Keywords: Mentor, mentoring, mentee, training

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Dr. Bandelier has held major posts in Education at UB. These include Professional Development and Field Placement Coordinator and Head of Department for Primary and Early Childhood programmes. In 2010 she worked with a team to complete extensive work which led to the introduction of the new Bachelor of Education degree programme in Early Childhood Education.