

**Mentoring Relationships, Roles and Responsibilities in
Pre-service Teacher Professional Placements**

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Abstract

In recent years, pre-service teaching degrees have placed emphasis on the use of mentoring during the practical component of learning to teach. Formal mentoring relationships, in the context of learning to teach, provide the pre-service teacher opportunities to experience authentic teaching situations, as well as the opportunity to work alongside and be guided by a teacher mentor. Pre-service teachers often view the professional placement with a teacher mentor as the most important part of their degree. It is during these placements that the pre-service teacher begins to construct links between what is learnt at university and the day to day work of teachers. However, mentoring a pre-service teacher is a complex task which requires reciprocity between the mentor teacher and the pre-service teacher. Although there is a growing body of research concerning mentoring in pre-service teacher education in Australia, the research generally focuses on the mentor teacher with limited research centred on the pre-service teacher. This research investigated mentoring from the pre-service teacher's perspective. First year and final year pre-service teachers were surveyed about mentoring during their professional placements. The pre-service teachers were asked about their perceptions of mentoring as well as their mentoring experiences during their professional placement. The responses of the first year and final year pre-service teachers were compared in order to determine differences in perceptions and experiences. It was found that there were many similarities in the perceptions and experiences of both groups of pre-service teachers, but that there were subtle differences in particular mentoring functions that relate to the needs of each group. The findings presented in this paper will be used in the formulation of guidelines for pre-service teachers during professional placements.

Introduction

Mentoring has gained prominence in pre-service teacher education in recent times (Walkington, 2005a; Price & Chen, 2003). In Australia, this prominence has occurred through circumstances such as a perceived need for change in pre-service teacher education professional placements (House of Representatives, 2007). Whilst there is a growing body of research concerning the use of mentoring in the pre-service teacher education context, its use is often not clearly conceptualised (Hall, Draper, Smith & Bullough Jr, 2008; Walkington, 2005b; Lai, 2005; Hudson, 2004).

Furthermore, much of the mentoring research focuses on the teacher mentor. In this respect, the existing research highlights the benefits of mentoring pre-service teachers as well as the roles of the teacher mentor. Research which focuses on the pre-service teacher is limited and is often only considered from the perspective of the mentor teacher. This research explores perspectives and experiences of the pre-service teacher in professional placements. This investigation was part of a larger doctoral study, however this paper presents a phase of the research which utilised a survey to gather data from pre-service teachers. The data gathered from the survey compared the perceptions and experiences of two groups of pre-service teachers in order to determine whether their mentoring needs change throughout the course of their teaching degree.

Background Literature

Learning to teach is a complex process which is reliant on explicit instruction and practical experiences in order to develop the craft. Successful mentoring relationships, where a mentor teacher and pre-service teacher work together towards the achievement of personal and professional goals, is often seen as a critical component in learning to teach. Given that this is a critical component, aspects of what is considered as 'successful' 'effective' or 'ideal' is difficult to identify within a relationship that is often dependent on personal attributes, philosophy or contextual situations. Within the literature that concerns mentoring in the pre-service teacher education context, various researchers offer descriptions about ideal mentoring relationships. Descriptions such as 'professional', 'friendly', 'purposeful' and 'inclusive' are common (Cain, 2009; Zanting, Verloop & Vermunt, 2001). These descriptions can be classified as feelings and personal qualities (Cain, 2009; Maynard, 2000). As such, mentoring relationships are dependent on each participant; therefore the focus of mentoring may be best centred on the function of it, rather than the creation of an ideal relationship.

Lai (2005) has identified three dimensions from the mentoring literature which conceptualise such mentoring relationships. These dimensions focus on function rather than feelings or personal

qualities. The dimensions target relational concepts, developmental concepts and contextual concepts. It is these three dimensions that are being used as a framework for exploring pre-service teacher's perspectives of mentoring in this research.

The relational dimension

The relationship between the mentor teacher and the pre-service teacher is the focus of the relational dimension. This dimension specifically centres on the interactions that occur between the mentor and mentee, as well as how these interactions impact on the development of the relationship (Ambrosetti, 2010). In the context of pre-service teaching, this dimension includes both the professional and personal relationships that develop between the mentor teacher and the pre-service teacher. Reciprocity is a key feature of the relational dimension and is often referred to in the literature which concerns mentoring relationships (Heirdsfield, Walker, Walsh & Wilss, 2008). Reciprocity is described in mentoring situations as each participant offering input and receiving output from the relationship, therefore implying an equal, non-hierarchical type of relationship (Heirdsfield et al., 2008; Kamvounias, McGrath-Champ & Yip, 2007; McGee, 2001).

The developmental dimension

The focal point of the developmental dimension is the purpose of the relationship. In the pre-service teacher education context, the purpose is for the pre-service teacher to develop teaching skills and knowledge (Ambrosetti, 2010). However, the developmental aspect also includes the mentor teacher's needs. Mentor teachers develop professionally in the sense that they critically reflect on their own practice and often gain new insights into current teaching methods (Walkington, 2005b; McGee, 2001). The developmental dimension is dependent on the processes that occur in a mentoring relationship. These processes include the roles that the mentor and mentee undertake in the relationship, how the relationship is organised as well as specific outcomes required from the mentoring relationship.

The contextual dimension

The contextual dimension can be described as the situational aspect of the mentoring relationship. In the context of pre-service teaching, the situational aspect is that of the job of a teacher. The job of a teacher entails such aspects as the management of the learners, providing learning experiences and organisational matters of a classroom. The contextual dimension also includes the concept of enculturation. Enculturation refers to the culture of a workplace (in this case a school) and how the workers behave and act in the workplace. Enculturation, in this context can be described as 'fitting into the school community' (Lai, 2005; Feiman-Nemser, 2003).

The three dimensions identified by Lai create a holistic approach to mentoring relationships as the dimensions focus on building the whole relationship, rather than parts of the relationship. Lai (2005) notes that emphasis is often placed on one of the dimensions as being more important, however this emphasis is dependent upon the conceptualisation of mentoring by the researcher. This research project considers each of the dimensions equal in importance.

Methodology

Research context

This research examined mentoring from a pre-service teacher perspective. Specifically the research centred on perspectives of mentoring as well as experiences of mentoring. A survey was implemented whilst the pre-service teachers were undertaking their Embedded Professional Learning (EPL) at that point in time. EPL refers to the professional placement and the tasks the pre-service teachers undertake during the placement. This phase of the study was guided by the following research question:

What are the perceptions of pre-service teachers about mentoring and what mentoring experiences do pre-service teachers encounter during their professional placements?

As indicated in Figure 1, the questions in the survey specifically investigated the following elements of the research question:

- Mentoring aspects – pre-service teachers were asked to describe mentoring and identify the important aspects of mentoring. Data was gathered which specifically focused on their perceptions.
- Mentoring experiences - pre-service teachers were asked about their experiences during EPL. Specifically the pre-service teachers were asked about their contribution to their current mentoring relationship, the experiences they have had and what they have achieved from EPL. The data gathered about this element concerned mentoring in action.

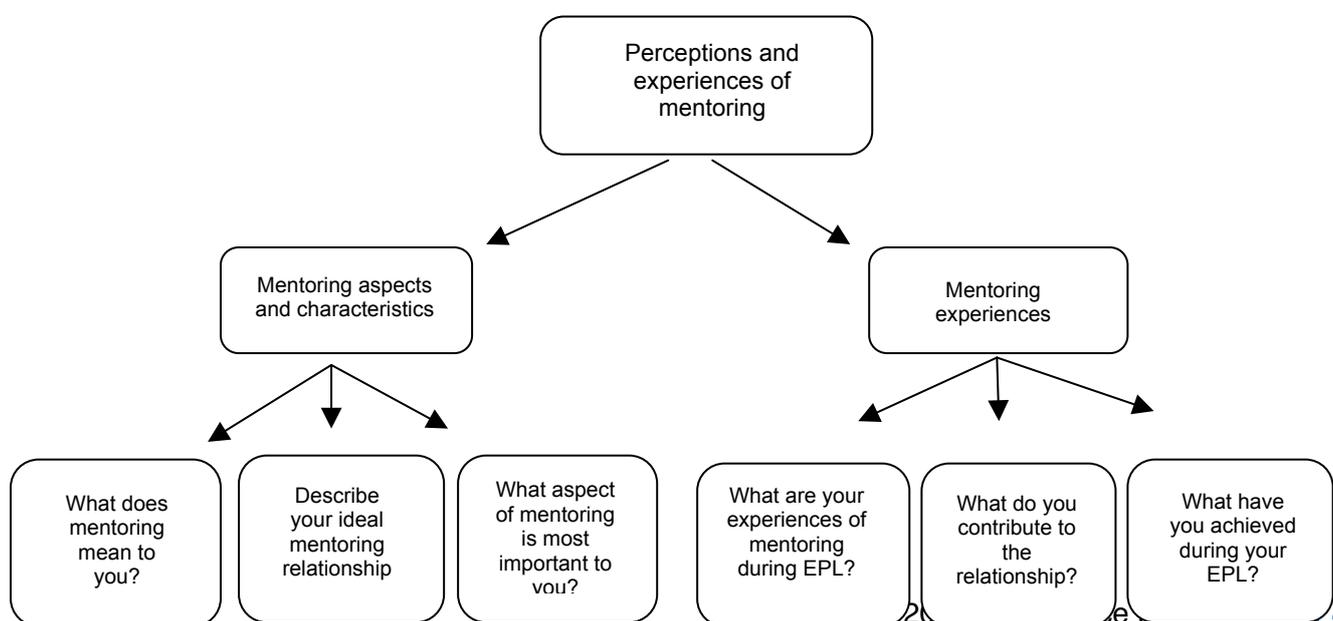


Figure 1- Survey elements

Research Sample

The pre-service teachers who participated in the research project were first year pre-service teachers and final year pre-service teachers. There were a total of 75 pre-service teachers who participated in the research project and they were enrolled in a range of pre-service degrees which included early childhood, primary and secondary specialities. Pre-service teacher education degrees at CQUniversity are four years in duration; however students have the option of fast-tracking their degree into three years. Therefore, the students classified as a 'final year' may be in the final year of the three year fast track program or the traditional four year pathway. Ninety-five percent of students enrolled in the degree are at university for the first time and there is a fifty-fifty split of school leavers and mature age students. As shown in Table 1, the majority of participants were female, which reflects current trends in the teaching profession.

Table 1 - Research sample

Degree cohort	Professional placement days	Females	Males	Total
First year	12 (single days)	41	3	44
Final year	120 (combination of single days and blocks)	26	5	31
				75

Pre-service teachers enrolled in an education degree at CQUniversity begin a professional placement in the first semester of study. The professional placement consists of single day visits which culminate in a continuous block. This format of professional placement occurs throughout the degree. The pre-service teachers are placed in a classroom with a mentor teacher for a large portion of the year. This enables the pre-service teachers to build a relationship with both the learners and the mentor teacher. Students on the four year pathway do not have a professional placement in their second year, but are encouraged to volunteer in a classroom during this time. Table 2 outlines the professional placement schedule during the degree.

Table 2 – Professional experience schedule

Degree year	Semester 1	Semester 2
First year	10 single day visits	10 single day visits + two week block
Third year	10 single day visits + two week block	10 single day visits + three week block
Final year	Two week block + 10 single day visits + three week block	Four week block + six week internship

The survey

The survey was created using Zoomerang and was administered online. All first year and final year pre-service teachers were sent an access link (via their student email account) at one regional campus of CQUniversity. Only first year and final year pre-service teachers from one campus were nominated so as to ensure a valid comparison could be made between the first year and final year respondents. All responses were anonymous.

At the time of the study, as seen in Table 1, first year pre-service teachers had spent a total of 12 days (single day visits) with a mentor whereas final year pre-service teachers had spent 120 days (combination of single day visits and blocks of weeks) over the course of their degree. The final years had experienced two or three different teacher mentors at that point in time, whereas the first years had only experienced the one teacher mentor. The final year pre-service teachers were completing the final EPL placement in their degree at the time of the survey.

Data Analysis

The survey contained both closed (likert scales) and open ended questions. Descriptive statistics were generated for the closed questions and themes of responses were generated for addressing aspects of mentoring in the open questions. The responses of the two groups of pre-service teachers were compared. The comparison was deemed an important aspect of the study as the research literature on mentoring in pre-service teacher education indicates that mentoring changes according to the progress and needs of the pre-service teacher.

Findings

Mentoring aspects and characteristics

Pre-service teachers described mentoring mainly in terms of relational and developmental dimensions, with only a small percentage describing contextual aspects. Interestingly, most descriptions refer to 'someone', therefore creating an emphasis on the mentor teacher and their role. Table 3 presents a representation of the descriptions made by each group of pre-service teachers.

Table 3 – Mentoring descriptions

Dimension	First year pre-service teachers	Final year pre-service teachers
Relational	<p>Having someone to look up to. Someone who has a lot of experience in a particular area.</p> <p>Working with someone who has a lot of experience that I can trust who nurtures me.</p>	<p>A relationship that has someone with more experience than you that will help you through something.</p> <p>Taking you under their wing, nurturing you, caring and encouraging you.</p>
Developmental	<p>It's a relationship when someone assists you when you need it; they give advice and feedback – both positive and negative.</p> <p>When a person looks after you and helps you to learn in a specific area. They provide opportunities to teach and try things out.</p>	<p>When someone guides you through an aspect of learning through experience.</p> <p>I think it is when someone provides feedback, support and encouragement, guidance and knowledge to pre-service teachers.</p>
Contextual	<p>Learning and observing how things are done in schools.</p>	<p>Nil responses</p>

It can be seen from Table 3 that first year and final year pre-service teachers describe the relational component of mentoring in a similar fashion. Each group refers to a more experienced person, someone to look up to and someone who has nurturing characteristics. Along with the use of the word 'someone' in the responses, it can be suggested that the pre-service teachers are placing the emphasis of mentoring on the mentor. The majority of descriptions of mentoring from the first year

and final year pre-service teachers were classified as developmental as they described the functions of mentoring. Many of the descriptions in this respect referred to roles that mentors undertake. Both groups of pre-service teachers used such descriptors as ‘give advice’, ‘provides feedback’, ‘guide you’ and ‘helps you to learn’. Although the first year pre-service teachers were the only group to provide responses which were contextually oriented, the responses indicated that mentoring should include learning about the wider context of schools.

Pre-service teachers were also asked to describe their ideal mentoring relationship. Again the pre-service teachers focused on the relational and development dimensions of mentoring relationships, as there were no descriptions classified as contextual. Table 4 provides a sample of responses that are representative of each group. Many of the descriptions were written with reference to their current mentoring relationship and made reference to ‘the mentor’ indicating that the mentor is viewed as ‘being the relationship’.

Table 4 – Descriptions of an ideal mentoring relationship

Dimension	First year pre-service teacher	Final year pre-service teacher
Relational	<p>A feeling of working ‘with’ someone, being accepted where I am and being guided to grow. Having a friend who is open, honest and a good role model.</p> <p>Being able to talk to my mentor about absolutely everything! Be their friend, be comfortable when they observe me in action.</p>	<p>A friend and someone you are confident with.</p> <p>Supportive and for it to be a partnership.</p>
Developmental	<p>My mentor teacher involves me in everything and trusts me to take the class on my own – she constantly provides me with written and verbal feedback and keeps me in the loop via email. She keeps copies of everything for me and has given advice on assignments. She treats me as a professional in the classroom.</p> <p>Someone who will show me what and what not to do with the class. Someone who is willing to share and guide me along the correct path. Someone who will allocate time to look over what I need to do and assure me that I’m doing ok.</p>	<p>One where we become equals and share ideas and strategies – working together towards a common goal.</p> <p>The mentor guides and gives constructive feedback allowing the mentee to take risks and try new things.</p>
Contextual	Nil responses	Nil responses

Relationally, both first year and final year pre-service teachers used the description ‘friend’ and ‘friendly’ when describing an ideal mentoring relationship. It was also intimated by both groups that an equal partnership type of relationship was important. Developmentally, there were also

similarities in the descriptions. The provision of feedback was included in many of the descriptions provided by both groups of pre-service teachers, as well as references to ‘working together’. Comments were also made by the first years and final years which made reference to the development of their teaching abilities, therefore indicating that the developmental aspect is an important part of an ideal mentoring relationship.

In order to support the findings from the above open ended questions, a rating question which centred on mentoring aspects was included. The question asked participants to nominate the most important mentoring aspect from a list provided. The list included both relational and dimensional aspects. No contextual aspects were included in the list. Inclusivity and support are classified as relational aspects whereas role model, guide, constructive feedback, assessment and demonstration are classified as developmental aspects.

As shown in Figure 2, first year pre-service teachers nominated (in order of preference) ‘guide’, ‘role model’ and ‘provision of constructive feedback’ as most important. These findings suggest that first years place more importance on developmental aspects. Final years, however nominated ‘provision of constructive feedback’, ‘support’, ‘inclusivity’ and ‘guide’ as most important to them, indicating that both relational and developmental aspects are important. First years placed some emphasis on demonstration and assessment, where as the final years did not.

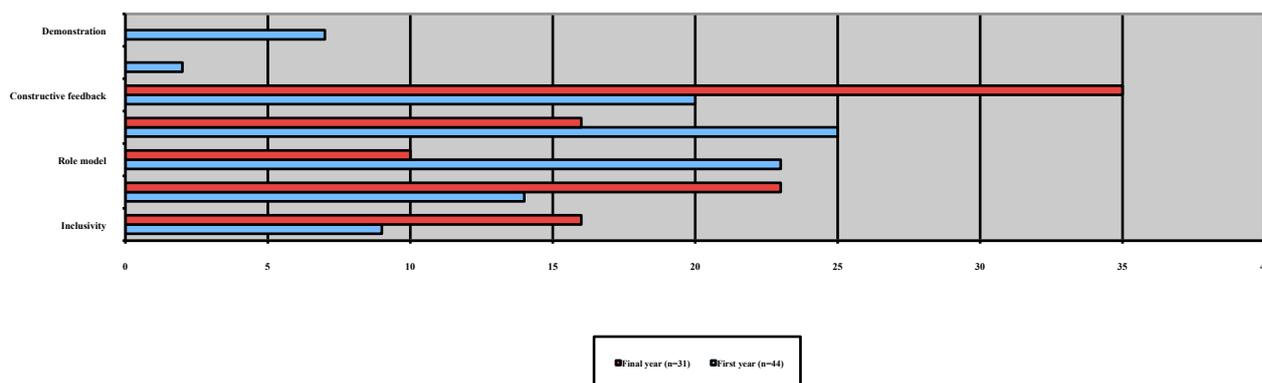


Figure 2 – Important aspects of mentoring relationships

Mentoring experiences

Pre-service teachers were asked about specific mentoring experiences that they may have had during their professional placement. They were also asked about their contributions to the mentoring relationship.

In the first question which centred on mentoring experiences, the pre-service teachers were presented with a list of typical practicum experiences and were asked to rate each one. The experiences presented included relational or developmental aspects which focused on the actions of the mentor teacher. Table 5 presents the experiences and results.

Table 5 – Mentoring experiences

Dimension		Agree		Disagree	
		First year (n=44)	Final year (n=31)	First year (n=44)	Final year (n=31)
Relational	I was welcomed into the	94%	78%	6%	22%

	classroom by my mentor teacher.				
Developmental	The mentor teacher provided opportunities for me to complete the assigned tasks.	90%	88%	10%	12%
	I have had ample opportunities to become involved in the routines of the classroom and to practice teach.	88%	96%	12%	4%
	My professional development needs were met in my host classroom.	84%	70%	16%	30%
	I was given constructive feedback by my mentor teacher.	78%	87%	22%	13%
	I was encouraged to reflect by my mentor teacher.	70%	76%	30%	24%

Only one relational experience was presented to the pre-service teachers. More first years indicated that they were welcomed into the classroom than final years. Five developmental experiences were presented with the results varying between the first year and final year pre-service teachers; however the maximum variance was less than twenty percent in most instances. The findings suggest that not all pre-service teachers are experiencing positive or all encompassing mentoring experiences. It can be suggested that a small percentage of pre-service teachers are missing out on experiences which they have earlier described as requiring.

The pre-service teachers were also asked about their own contribution to the mentoring relationship. Table 6 presents a representative selection of descriptions concerning the pre-service teacher's role and contribution in the mentoring relationship. As per the previous findings, the responses centred on relational and developmental dimensions with no contextual aspects described. There were however, more responses which were developmental in nature than relational from both groups of pre-service teachers

Table 6 – Pre-service teacher's contribution

Dimension	First year pre-service teacher	Final year pre-service teacher
Relational	<p>To communicate with the mentor, be partners in the classroom, help, share and take the initiative.</p> <p>Be honest about how I am feeling and be receptive to any comments.</p> <p>To initiate conversations relating to my tasks, students, and the feedback I am given.</p>	<p>Be open minded and contribute equally.</p> <p>To be open to support, open and accepting of advice.</p>
Developmental	<p>I assist the MT when needed, I complete tasks I need to complete. I am always actively involved in classroom activities, whether it be roaming around, helping students or helping my mentor teacher prepare for a lesson.</p>	<p>Critically reflecting, applying feedback into practice.</p> <p>Learn and adapt from my mentor.</p> <p>Willing to share knowledge and ideas, accept feedback.</p>

	To listen to the mentor teacher and take on board what she says so I can improve. Complete my tasks, plan lessons and seek direction from the mentor.	
Contextual	Nil	Nil

Table 6 suggests that the contribution by first year and final years are similar in both relational and developmental dimensions. Relational responses featured such descriptives as being open, communicating and contributing equally to the relationship. Undertaking tasks, reflecting on feedback, listening, participating and learning were typical of developmental responses. The results also suggest that the pre-service teachers are willing to contribute what they could to the mentoring relationship.

The final question focused on the achievements made by pre-service teachers during their EPL experience. This question provides data about what occurred in the mentoring relationship. Table 7 provides a representative sample of responses from first year and final year pre-service teachers.

Table 7 – EPL achievements

Dimension	First year pre-service teacher	Final year pre-service teacher
Relational	Working with others in a classroom – mentor teacher, teacher aide, parents and children.	Building relationships in the school with other teachers and staff – have made good networks that I can come back to.
Developmental	Practical experiences of teaching – I have gained confidence, I now know I can do this. Hands on experiences and the chance to test myself. I have been exposed to lots of teaching strategies and ideas.	Confidence in my abilities as a teacher. I know what strategies work well and how to reflect on the feedback I am given so that I can develop my skills.
Contextual	A better understanding of how a classroom and school processes work within the real environment of teaching.	A greater and more specific knowledge of the reality of being a full time teacher.

As seen in Table 7, all three dimensions were experienced by the pre-service teachers. The relational and developmental aspects saw first years and final years make similar responses. Relational aspects concerned the opportunity to build relationships not just with their mentor teacher, but with other school personnel. Developmentally, the opportunities for practical experiences, building skills and knowledge, as well as developing confidence were featured in many of the responses. Contextually, the findings suggest that there was a difference between first year and final year responses. First year pre-service teacher responses referred to 'understanding' how classrooms and school operate, whereas final year pre-service teachers focussed on 'the job of a teacher'. This finding may be attributed to final year pre-service teachers being at the end of their teaching degree and ready to immerse themselves as a teacher in the profession.

Discussion

The findings provide insight into pre-service teacher's perceptions and experiences of mentoring. In light of the findings, first year and final year pre-service teachers have similar perceptions of mentoring, but have had differing mentoring experiences. The key similarities and differences will be discussed using the three dimensions of mentoring.

Mentoring perceptions and experiences

The two groups of pre-service teachers had similar perceptions of what mentoring is and how it related to themselves as pre-service teachers. The findings suggested that the mentor is key within the relationship. All pre-service teachers referred to the mentor when describing what mentoring is and what constitutes an ideal mentoring relationship. This indicates that in mentoring relationships, they view the mentor at the epicentre of the mentoring relationship. Those pre-service teachers who included reference to themselves (or the mentee) in their descriptions referred to their role as the one receiving the benefits. This perception of mentoring fits with more traditional mentoring definitions where the mentor provides all that is needed in the relationship. However, contemporary definitions of mentoring describe mentoring as a mutual relationship where the mentor and mentee have equally important roles (for example Kamvounias et.al, 2007; Freeman, 2008; Paris, 2010). Researchers such as Ambrosetti and Dekkers (2010, p.52) have defined mentoring as "a non-hierarchical, reciprocal relationship between mentors and mentees who work towards specific professional and personal outcomes for the mentee". This definition indicates that the mentee or the pre-service teacher has an equally important role in the relationship, yet the pre-service teachers in this research do not acknowledge their role or contribution as being as important as the mentor's role.

Perceptions of mentoring tended to focus on the relational and developmental aspects with a small number of pre-service teachers making a reference to a contextual mentoring factor. Pre-service teachers placed heavy emphasis on developing a relationship that enabled them to develop their skills and knowledge of teaching. This perception links to a more traditional view of mentoring, but it also may also reflect the purpose for being in a professional placement. Pre-service teachers are placed in schools for practical experience and learning how to teach. Therefore in the eyes of the pre-service teacher, the gesture of taking the pre-service teacher to the school library and showing them how to borrow resources may simply be viewed as a courtesy rather than contextual aspect of a mentoring (Maynard, 2000). This finding could be attributed to the fact that professional placements in which these students attend focus heavily on tasks to do. Although the placements are long term and emphasise the building of relationships and development of skills and abilities, little emphasis is placed on contextual matters within the professional experience program.

Important aspects of mentoring relationships include such mentor roles as guiding, role modelling and providing feedback (Hall et.al, 2008; Kwan & Lopez-Real, 2005; Maynard, 2000). Pre-service

teachers focused on the developmental aspects when nominating the most important mentoring factor, although final year students did place some emphasis on relational aspects. There were significant differences between the first year and final year findings in this respect. 'Constructive feedback' was valued by many final years as an important aspect, whereas 'guide' was valued more by first years. This difference can be attributed to the different developmental needs of each group of pre-service teachers as a mentee who has just begun the learning journey may need more guidance and support than one who is near the end of their journey (Le Maistre, et. al, 2006; Bouquillon, Sosik & Lee, 2005; Jones, 2000).

The role of the mentee or pre-service teacher is not well researched; however the pre-service teachers in this study were very clear about the contributions they made and the role they undertook in the mentoring relationship. First year and final year students intimated that they needed to be active in both the relational and developmental aspects of the relationship. Walkington (2005a) refers to this as being an 'active participant'. Nevertheless, there was a subtle difference between the contributions of the first years and final years. First year pre-service teachers implied that they engaged in more of a helper role in order to observe and develop teaching skills. This finding correlates to findings in Freeman's (2008) work about the role of the pre-service teacher. Freeman calls this role one of learner as it includes such aspects as observing, listening, implementing feedback and teaching. However the findings from final year pre-service teachers about their contributions implied that they were more collaborative in role, working with the mentor as a partner in order to polish their already developed skills and knowledge.

This research has found that the developmental need of the pre-service teacher clearly impacts upon the mentoring that the mentor teacher provides as the first and final year pre-service teacher's experiences during their EPL were varied. Despite the variance, all pre-service teachers identified success in achieving goals during their EPL placements. First year pre-service teacher's responses indicated that the goals to be achieved focussed on 'learning to teach', whereas final years centred on 'job readiness'. Therefore it is suggested that the goals of each group indicate that both developmental and contextual aspects are key in becoming a teacher.

Conclusion

In order to answer the research question, the three dimensions provided by Lai were used as an analysis framework to determine similarities and differences of mentoring perceptions and experiences between two groups of pre-service teachers. Each dimension was considered as equally important in function.

It can be concluded that the relational and developmental dimensions are perceived to be more important to the pre-service teachers. The contextual dimension, although apparent in the findings, was not a key aspect of mentoring according to the pre-service teachers. This finding indicates that the pre-service teacher perceives that a successful mentoring relationship is centred on the formation of a reciprocal relationship that is conducive to learning. The findings also suggest that the pre-service teachers perceive that the mentor is at the centre of the relationship and that the actions, interactions and roles that mentor teacher undertake direct the relationship.

This research has confirmed that the perceptions of pre-service teachers concerning mentoring are generally similar for both first year and final year pre-service teachers. However the nature and level of mentoring required by pre-service teachers tended to be specific to each cohort and was dependent upon the pre-service teacher's developmental needs. This finding is a logical one. First year students are at the beginning of their learning journey and are grappling with making sense of

the new knowledge and skills they are learning, as well as the realisation of what teaching entails. Final year pre-service teachers on the other hand, know how to teach, know what it means to be the teacher, but want the freedom to experiment and expand their professional knowledge. Despite efforts to structure professional placements and mentoring relationships according to the requirements of the education degree, the findings suggest that the experiences and needs of the pre-service teacher will always be varied and thus should be allowed for within the structure of the professional placement program.

Ensuring positive experiences which foster learning and the effective development of teaching abilities is the purpose of including school based experiences in our pre-service teacher education programs. In order to ensure experiences are both positive and rich in learning opportunities, further research which focuses on the pre-service teacher during professional placements is needed. The findings in this research have unearthed a need for research which focuses on the pre-service teacher and their developmental needs.

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