

## *Original Paper*

# Conceptualizing a Mentoring Framework for Samoan and Pacific Island Teachers

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## 1. Introduction

As teachers continue to leave the teaching profession Ministries of Education continue to find ways to address this problem. Research indicated mentoring as an effective approach to support novice teachers (Stock & Duncan, 2010) resulting in many countries developing mentoring programs. Research found that teacher mentoring programs positively impact teacher retention (Ingersoll & Strong, 2011), however Tomlinson (2019) argued that there is lack of structure to guide mentors within many mentoring programs. Knight et al. (2014) showed some concerns regarding the practice of those individuals who are involved in mentoring of novice teachers and went on to emphasize the importance of identifying and defining mentoring strategies. Moreover, Will (2017 cited by Tomlinson 2019) stressed the value of quality mentoring and the need for mentors to establish a defined set of mentoring strategies for effective facilitation of professional development of new teachers. In a similar vein, Schwan, Wold, Moon, Neville, and Outka (2020) citing Breaux and Wong, (2003); Callahan (2016); Darling-Hammond (2012; White & Mason, 2003) also stressed the importance of developing organized and meaningful mentoring programs to address the issue of teacher attrition. While numerous studies have been conducted on mentoring programs elsewhere however there is dearth research on a structured and meaningful mentoring program within the Pacific including Samoa. There is a great need to develop a mentoring program within the Samoan context as this can develop mentors' knowledge and understanding in supporting teachers and to address the teacher attrition problem.

## 2. Context

Teacher attrition is a grave concern, and the Ministry of Education, Sports and Culture (MESC) in Samoa has made attempts to address this problem over the years. For example, professional developments were carried out to support teachers however it failed to alleviate the issue of teacher attrition. In 2011, the MESC initiated a mentoring workshop to train mentors in 2011, however, was

unsuccessful. In 2019 the MESC called for a teacher induction and mentoring program to be developed but, this initiative was based on theorization and document analysis without empirical data from teachers themselves. Gathering data from teachers as to the type of a structured mentoring program they see meaningful and appropriate is crucial and this research is geared towards this end. It aims to gather views from practitioners themselves of the type of mentoring program that would support them in their teaching and learning context. Although a recent study was carried out on teachers' experiences of mentoring (2021), it focused mainly on teachers' experiences of mentoring and factors that may have affected teacher performance, but a model of mentoring was overlooked. This paper is to present findings concerning teachers' perceptions of an appropriate mentoring model for Samoa which may also be relevant for other Pacific /Oceanic contexts.

### 3. Literature Review

The conceptualization of mentoring in the teaching profession is supported by mentors and mentees sharing a vision of what entailed effective mentoring (Feiman-Nemser, 2001; Holland, 2018; Schwille, 2008). It hinged on providing new teachers with opportunities to learn the art of teaching and introduced them to practices that advanced and cultivated student learning. Authors (Feiman-Nemser, 1998; Schwille, 2008; Stanilaus, et al, & Wexler, 2019, 2020) addressed the value of educative mentoring when a novice became an active participant in the process. According to Grossman et al. (2009, p. 280) cited in Wexler (2019) "Learning about student understanding is a central practice to teaching and important for novices to enact." Bradbury (2010) citing Feiman-Nemser (2001) focused on the core principles of educative mentorship which included "cultivating a disposition of inquiry, focusing attention on student thinking and understanding, and fostering disciplined talk about problems of practice" (p. 28). Essentially, the emphasis was on student understanding and how they thought as it informed instruction, ongoing assessment and decision making as the basis of educative mentoring "that prioritizes reflection and continued growth" (Bradbury, 2010, p. 1050). New teachers should be guided by mentors or the more knowledgeable others that scaffold learning (Vygotsky, 1978) until it became internalized. This ensured the mentees arrived at their zone of proximal development in the teaching and learning process. It is the process of working closely with the mentors that "novice teachers learn to know, think and act like their experienced mentors" (Schwille, 2008, p. 141).

The literature referred to mentoring as professional practice which involved mentors' knowledge about the mentees and what they needed to learn (Cooke, 2016; Norman & Feisar-Nemser, 2005; McDonald & Flint, 2011; Richmond, Dersheimer, Ferreira, Maylone, Kubitskey, & Meriweather, 2017). It acknowledged the importance of the role of mentors in understanding where the novices are at, their learning needs and how to assist and advance their development. According to Schwille (2008) mentoring as a professional practice involved coaching and stepping in, teaching together, demonstration teaching, interactions or mentoring on the move, co-planning, video analysis and journal writing which were additional strategies that supported and enhanced mentoring. Moreover, mentoring

as an educational practice is intervention that promotes continuous interaction between the mentors and mentees (Bradbury, 2010; McDonald & Flint, 2011; Barnett & Freidrichssen, 2015).

The design of a mentoring framework in the context of Pacific countries and Samoa is a roadmap that Alred and Garvey (2010) provided for mentoring development and advancement of novice teachers. The alignment of this model to Vygotsky's sociocultural constructivist theory of social interaction paralleled mentoring in the Samoan context. It highlighted four phases: the first is self-reflection where mentor and mentee needed to have a clear perspective of what both wanted from the relationship; secondly, the establishment and formation of the mentor-mentee relationship; thirdly, the relationship is consolidated and reinforced; and finally, the relationship is moving ahead demonstrating advancement and growth in the relationship. This is in terms of better understanding between the mentors and mentees, the guidance and support provided by the mentors and the direction for future development in classroom teaching and learning for effective student learning. In moving ahead Alred and Garvey (2010) perceived the different phases as supporting interactive partnership inside and outside (Schwille, 2008; Gardiner, 2017) where "mentors keep close communication with novices to share thinking, problems and responses while teaching and responding to students" (p. 4) and where "planning and reflection occur before and after interactive teaching" (p. 4). The framework of educative practice ensured it could be applied in different contexts to achieve its goals of effective mentor and mentee and efficacious teaching for student learning. This study investigated the participants views in connection to the 4 phased model by Alred and Garvey (2010).

#### **4. Research Questions**

The study investigated participants' views about the concept of mentoring and gauged participants' holistic perspective in terms of teacher development and teacher nurturance. Additionally, factors contributing to participants' motivation and demotivation for teaching were solicited. The objectives focused on the following: 1) To reflect on requirements and support for initial teacher in the profession that mentors need to provide to assist mentees development; 2) To establish mentor-mentee relationship which encouraged open communication and interactive practice in planning, questioning, critiquing and sharing in teaching; and 3) To ensure mentor-mentee relationship grew to a level where both accept constructive feedback and trial of different strategies for novice development; 4) an implementation framework or mentoring model to guide mentor and mentees practice.

The main question of the study focused on; 1) What are the initial requirements that both mentor and mentee need during the novices first years of teaching? The sub questions that followed are; 2) What elements of a mentor-mentee relationship promotes open communication and interactive practice? 3) How does the mentee-mentor relationship develop and advance to the next level of professional teaching; 4) How would a mentoring framework or mentoring model for implementation be designed and contextualized to be applicable and relevant to Samoa's new, burgeoning teachers.

## 5. Theoretical Framework

A theoretical framework guided understanding of the mentoring concept and its connectivity to theories such as the sociocultural theory, the constructivist theory and the interpretive paradigm. Socioculturalists and constructivists believe members of a community construct knowledge and understanding at different levels of expertise (Wells & Claxton, 2008). While both acknowledge the diverse participatory mechanisms used, there is agreement that contextual factors play a significant role (Jonassen, 1994; Packer & Goicoechea, 2000). Interpretivism, on the other hand, elucidated the lived experiences of participants to promote insights into the phenomenon (Schwandt, 1994).

The pressing question of the study on how mentors and mentees conceptualised, applied and transferred mentoring into professional practice was essential. It suggested characteristics that internationally and contextually contributed to the enhancement of the teaching profession in Samoa. The formulation of research questions ensured flexibility in the construction of the research design which reviewed the study instruments, the participants, the setting, experiences and knowledge gleaned. Additionally, substantive theory demonstrated the transference of theoretical thinking in a specific context. It validated mentoring and its philosophy of professional practice to provide a practical approach of action. In essence, the contextual elements or characteristics of the study could be relocated elsewhere that shared characteristics deemed transferable (Glaser & Strauss, 1965). A critical feature of the research was the exploration of teachers' experiences, perceptions, philosophies, beliefs, value system, behavior and application. In this case, the attributes of mentorship were evident in the western and also in the traditional Samoan approaches. Substantive theory as a working theory (Glaser & Strauss) supported the transferable mentorship philosophy of the teacher professional ideal.

Moreover, the substantive theory focused on qualitative case studies to illustrate similar patterns and themes. It also built generalizations from the phenomenon in this case the mentorship attributes of participants (Glor, 2008). Like the sociocultural theory, it emphasized society's role in individuals' construction of knowledge (Lantolf, 2000; Perry, 2012). The sociocultural framework is based on culture (Farrelly & Nabobo-Baba, 2014) and language (Lameta, 2006; Reynolds, 2014) which became the pillar stones for the overarching scaffolding in the co-construction of knowledge (John-Steiner & Mahn, 1996).

In relation to sociocultural theory, substantive theory corroborated the importance of the environment and the role of society in the way people come to understand and think (Vygotsky, 1978). The emphasis is on society, its role on individuals' and how knowledge is imparted and constructed. The Vygotskian scaffolding that viewed culture and language as critical for co-construction of knowledge was evident in this study as participants demonstrated mutual understanding to bridge dissonance in existing relationships.

Thus, mentoring attributes verified the role of sociocultural and substantive theory and their relationships to the integrated western and traditional Samoan mentoring theories. Through the discovery of new facts this has lent credence to the formulation of the integrated framework that would

meet the unique context of small island nations such as Samoa.

## 7. Research Methodology

The study employed a mixed method research that Tashakkori and Creswell (2007, p. 4) defined as ‘research in which the investigator collected and analysed data, integrated the findings, and drew inferences using either qualitative or quantitative approaches or both in a single study’. Studies that are products of the pragmatist paradigm combined the qualitative and quantitative approaches within different phases of the research process (Tashakkori & Teddlie, 2008, p. 22). In comparison to professional development programs in other ministries, mentoring in education advanced and embraced mixed-methods research in a constructive and purposeful manner (Annells 2007; O’Cathain, 2009) as detailed in this investigation based on teachers experience in the Samoan context.

Quantitative and qualitative data were collected during a three-month period in 2020. A total of 226 were randomly selected to respond to a survey questionnaire, 20 teachers that served between 3 and 15 years were purposively interviewed to examine their experiences and the perceived impact of mentoring. This was supplemented by data collected from two focus group discussions to find patterns, make predictions, test relationships, and generalize results to a wider population Bhandari (2022) of novice teachers in Samoa. A brief exploration of the novice teachers’ experiences in mentoring helped create and shape more streamlined questions for focus groups. Exploring attitudes and thoughts on mentoring before discussions on the initial phase of work experience for novices gave content to shape and guide the research questions.

While the mixed method was utilized in the mentoring research for data collection, the mentoring framework employed only the results from participants during the interviews and focus group discussions as it added “voice” and provided depth and richness (Daniel, 2011) that could be linked to Alred and Garvey’s (2010) four phased mentoring model for novice teachers’ development. Data was analyzed thematically (Huber and Miles, 2007) in connection to the four phases of the mentoring model framework.

## 8. Findings and Discussion

The findings of the research are in four subheadings that have been adapted from Garvey and Alred (2010). These four areas included: 1) Self-reflection which centres on the direction the mentor and mentee need to travel together; 2) Establishment and creation of the mentor-mentee relationship critical to the area of motivation for the relationship to take off; 3) Maintaining and consolidating mentoring relationship and its focus on professional development which is significant to ensure that the necessary support is provided; and finally; 4) Relationship is moving ahead with ongoing, continuous professional development. These findings are discussed in relation to the interviews conducted with twenty teachers and focus group discussions with 38 teachers. Although the mixed method approach was used for the mentoring research, the data for the mentoring framework primarily utilized

interviews and focus group sessions.

### 9. Self-Reflection-Direction

Reflective practice in teaching and education is essential (Harrison et al., 2005, Shandomo, 2020) as ‘teachers learn best by studying, doing and reflecting’ (Darling-Hammond, 2008). This culture of learning can transpire ‘within the teacher’s own classroom, through observation of others’ classrooms, and through dialogue of the teaching and learning occurring in those classrooms.

In the Samoan cultural context everyday learning is gleaned from observations whether it is tool making for shallow or deep-sea fishing or implements for clearing the fields, planting taro and *taamu* or shooting birds and wildlife. Data from Focus Group (FG, 2020) indicated the importance of sharing and dialoguing ideas to encourage the new teacher *“I get a lot of experience by sharing ideas with other teachers as it informs on new teaching methods and building relationships with colleagues”* (Focus Group). Likewise, cultural skills in fishing, farming and bird shooting are honed overtime through elders showing the young men and women the art of their craft. Another participant emphasized the importance of observation for teacher development. *“When I first came to the teaching field, I learned a lot by observing other teachers”*.

Borko (2004) stated that teachers can benefit from reflecting upon their own teaching and learning, in addition to the teaching and learning of their fellow colleagues. This is also highlighted in family debates and meditative discussions on how certain sea expeditions fared and land productivity in specific areas. Observations of the use of tools, equipment and implements focused on how effective and successful these were in securing yields from the sea and land. As such reflective practice helps teachers develop a deeper understanding of their pedagogical skills and the opportunity to contemplate on how to become more effective. As such, teachers are encouraged to challenge their teaching practices, examine their personal biases and create an environment of trust (Shandomo, 2010).

Self-reflection and the placement of novice teachers with appropriate mentors is an important milestone in the achievement of the mentor-mentee relationship that hinged on trust, belief and faith. This relationship is also the cornerstone of the parent-child, elder-youth, chief-untitled men, women-men relationships that clearly demarcates the role of each although their combined effort attests to serving all. As in any nurturing relationship reciprocity is a significant component where the giver provides the support to ensure the receiver develops and in return offers the same patronage to those that come after.

**Trust** represented a core element of **mentoring** relationship and involved the conviction of both in a mutual and sharing understanding of the mentoring and professional development needed. Self-reflection based mentoring module is perceived as effective in improving personal, social and professional competency of mentors and mentees (Sobri et al., 2018). The mentees must trust that the mentors have their best interests in mind and will provide accurate and honest guidance. With trust, information pertaining to mentoring remains confidential and is shared between the mentor and the mentee (FG, 2020) demonstrated in the actual act of believing in someone and having confidence in

them. The level of trust in a place of work is a predictor of success because it remains a critical element linking workers performance to organizational commitment (Laschinger et al., 2000) which in school would contribute to student growth and achievement. Trust includes the willingness to take risks as the act of trusting could make one vulnerable to others' actions. In mentoring, the mentor and mentee must rely on the assumption that others would act in a favourable manner. Subsequently, the mentor-mentee relationship played a significant role in the pursuit of a healthy relationship to serve the interest of students and schools as a community of learners. Celano and Mitchell (2014) pointed to the importance of trust between mentor and mentee in facilitating the development of teaching efficacy.

### 10. Establishment and Creation of the Mentor-Mentee Relationship – Motivation

The establishment and creation of the mentor-mentee relationship is based on motivational practices advocated in educative mentoring. This begins with a relationship that is gradually cemented to reduce barriers in communication, consultation, exchange, and interaction.

Samoa culture as an oral tradition society is deeply entrenched in the art of speaking and language is extremely persuasive. Elders and respected members of the community use persuasive language to harness youth's observational skills and raise productivity and efficiency. Evidence is usually seen in male competencies in the utilization of fishing skills in snaring and hauling nets and the application of specific techniques in catching octopus, eels and tuna. Female artistic flare is demonstrated in the weaving of fine mats, creating bouquets and garlanding during village and church functions. Teachers in the FG (2020) had this to say "*Mentoring provides novice teachers with the opportunity to work closely with a mentor that initiates mentees into the teaching profession*". For some "*the motivation to teach is ignited through partnerships that encompass qualities of trust, nurturance, reliability, diligence and conscientiousness*". Youths come from families where mothers work in partnership with men; females weave blinds for the house *fale*, men construct with wood from the environment and children gather pebbles, stones and sand as floorboards for the *fale*. Others pointed to the "*close euphemism between nurturance and effectiveness*" reflecting the meticulous attachment between the two. It paved the way for effective nurturing and good teaching promoting trust between the mentor-mentee and the importance of language in the student teacher relationship.

Life in Samoa supports nurturing and language plays a critical role particularly with the older generation in motivating the younger generation to take a more proactive and interactive part in community life. As one participant said "*novices are motivated when mentors use inspiring language that arouses interest and willingness to excel but when language is used to erode and undermine one's confidence then one's belief in self is destroyed. This is also the case in the classroom with the students that teachers teach*". As such, setting the parameters for the mentor-mentee relationship to develop and evolve required specific support mechanisms to be in place.

It is critical that both the mentor and mentee become active participants in the learning process as well as taking into consideration that the environment they work in should be conducive to learning. As

cultural life involves a milieu of people of all ages, the motivation to be an integral part of society ensures relationships are enhanced to assist societal developments as well as proactive members that are willing to support and take the time to show the younger generations the ropes in village affairs, functions and the everyday protocols of village life. One participant explained *“taking into account not only the immediate environment but relationships with teachers and the principal”*. In this environment the knowledgeable mentor is given the opportunity to scaffold learning in promoting and supporting effective practice for the mentee so learning is internalized. As one offered *“the environment should demonstrate children in interactive engagement with the teacher, the questioning inquiry mode that borders on unbounded curiosity, the enjoyment they get out of responding to debatable issues and the mental stimulation they get from working cooperatively in groups, as a class and individually”*. Motivational practice as one participant added *“goes beyond emotional, psychological and resource procurement”* to ensure mentees reach their zone of proximal development.

Subsequently, new teachers flourished under the care and guidance of the mentor as they observed, trialed teaching and engaged in several tasks that would contribute to their repertoire of knowledge, skills and understanding. It is through the mentorship relationship that novices are exposed to the multiple and various forms of teaching opportunities conducted by mentors to uncover the art of reflective practice which is critical to “shape and instill this intellectual habit” (Schwille, 2008, p. 140).

#### **Maintaining and consolidating mentoring relationship – Professional Support**

In management the components of trust and trustworthiness, empowerment, consistency, and mentorship coexisted at all levels regardless of the type of school administration (Kane-Urrabazo, 2006). It has been said that the element of trust not only motivates relationships, but it also empowers the mentors as it allows for making mistakes that one could learn from. This is critical in any context that looks beyond learning as transcending the present and mobilizing generations for the future. Trustworthiness is *“more than integrity; it also connoted competence”* (Covey, 1991). Findings from the FG, 2020 discussions indicated support provided by the principal, staff and the community contributed significantly to mentees development. Principals need to put support systems such as mentoring and other mechanisms in place to allow empowered novice teachers to flourish, thus increasing their own effectiveness as well as that of the school (Laschinger et al., 2000).

The conceptualization of professional practice is developed from a theoretical stance on the expectations of mentoring practice and languages which are based on mentors’ professional judgment and understanding of the novices. Again, this is a significant aspect as any developing relationship, be it personal or professional is consolidated by good judgment based on a solid understanding of the mentee or youth. This relationship promotes novices learning over time and involves practice which is an essential component for novices to reflect deeply. During the FG meetings senior teachers shared their involvement in *“coaching novice teachers by supporting planning, designing assessment rubrics, delineating teachers’ code of ethics, professional protocols and nurturing good working relationships with teachers and school committees”*.



Additionally, in FG meetings teachers strongly felt that “*mentoring should be conducted within schools where the newly inducted teachers into the profession are familiar with the school environment and the staff that they have become acquainted with*” and where “*the relationship has been solidified through open communication between the novices and older teacher*”. However, this was not the opinion of individual teachers during interviews conducted in various schools. Many believed the “*MESC should be instrumental in institutionalizing the mentoring programme since they are in a much better position to understand the needs of the teachers in the system, teacher expectations and teacher professional development*”. Although this could be perceived as a point of contention, it also brought to the forefront the importance of understanding the local context in which all these interactions transpire. As such it became significant that teachers understanding and MESC expectations needed to be integrated to ensure the programme is productive and sustainable.

It is through effective and successful professional development programmes that veterans of teaching become invaluable mentors in schools imparting and infusing its novice teachers with the desire to reach the heights of professionalism. Likewise, the elders in the culture who take the time to initiate the young to their art and craft as well as the expectations, requirements and protocols of society are able to better prepare the younger generation to meet the demands of a changing society.

Consequently, mentoring supports mentees based on the following professional practices such as: coaching and stepping in, collaborative teaching, demonstration, interactions, debriefing sessions, and co-planning. Coaching, and stepping in to ensure the mentor observes and makes use of the opportunity in providing suggestions for improvement. It is also vital that the mentee feels at home in this set up, asking the mentor questions during the lesson while at the same time assessing the lesson and the direction to be taken. Moreover, rapport between the two is tangible where they communicate with a look or brief verbal discussion during the lesson. In some cases, the mentor may step in to demonstrate while the mentee confers with the children as they work.

Collaborative teaching is teaching together and a “*mentoring skill in the action of teaching*” (Schwille, 2008, p. 146). This ensures mentors are given the opportunity to bring their repertoire of teaching skills and experiential knowledge to assist novices in expanding their own horizons. This would involve the mentor and mentee in action taking turns sharing in the lesson taught and working with groups of children which can result in deep learning and generative discussions which some participants have alluded to “*more interactive class discussions with both the mentor and mentee playing a critical role in soliciting students’ views by questioning and prompting them to go beyond what they know*”.

Demonstration teaching provides novices with the opportunity to watch the mentors demonstrate teaching while they work through mentors’ thinking and the decisions made in the process. Later they would meet to discuss how it went, what happened and what was learnt. One teacher had this to say, “*While novices as graduates from the university believe they have the skills and knowledge, nevertheless, work experience is a critical factor as mentors have gone through trial and error and have retained some of the best practices of the profession which has contributed to effective student*

*learning*". In this way, sharing can transcend personal and professional barriers in pursuit of what are more applicable and relevant to support and achieve student success. Additionally, the lesson helped the novice to observe how the mentor guided pupils understanding from the concrete to conceptual understanding and as one participant contributed *"this actually goes beyond sharing to making connections from the physical to theoretical underpinnings of the why and how"*.

Interactions of mentoring on the move illustrated how the mentor emphasized the nature of interactions as flexible by encouraging, ideas, comments and suggestions which contributed to increasing novice growth. Some have articulated growth in this area "as crucial for both the novice and learners in terms of confidence building, holistic educational development, application of pedagogical skills and effective practice".

Mentoring and debriefing sessions provided mentors and mentees with scheduled times to discuss novices teaching and learning needs, opportunities for reflective practice and adapting materials to cater for pupils' learning levels which interviewees believed is supported by *collaboration and successful feedback*.

Co-planning is perceived as a prerequisite to co-teaching. The mentor is a critical friend suggesting ways of thinking and decision making to guide planning together with novice, expands ideas, intuitions and understanding for mentees to further teaching theories and assist pupils' performance.

The six areas explicate a close bond to the cultural environment where learning through osmosis through gradual assimilation into the local context share similarity with mentee initiation into the art and craft of teaching and learning. Room for development in this area would support novice development and would engage both the mentor and mentee to thrash out their knowledge and understanding of the way forward and how student learning could be enhanced.

## **11. Relationship Is Moving Ahead-Professional Development**

The establishment of the mentor and mentee relationship is one of continuous support for more or better efficacious understanding of the teaching and learning process. This is significant and also plays a crucial part in cultural learning. Substantially, it pointed to a relationship that is moving forward and forged ahead in the knowhow that the future direction for development and effective student learning would be defined by the mentoring process that mentors and mentees needed for continuous professional development. In light of ensuring that unceasing support is provided, further avenues are explored for mentors and mentees to enhance their professional capabilities. As such professional developments in the following areas should also navigated: videotape analysis, journal writing, inside the action, outside the action, and other contextual differences.

Videotape analysis where mentors and mentees discussed each other's teaching, analyzing areas of interest, promoting alternative views on possible teaching strategies, productive modes and take the opportunity to reflect on practice, what was successful and areas to be improved.

Journal writing keeps an account of the teaching and learning process. Undoubtedly, journal writings

are windows of opportunity for thinking, understanding and reflection. It is a tool to record and retain ideas, thoughts, questions, and various teaching and learning strategies that would be difficult to remember over time.

Inside the action is integrated contextual practice especially in different cultural settings. This takes into consideration what happens in the classroom between the mentor, mentee and pupils. It involved experience and guidance, mentors assisting novice to think through challenging teaching situations there and then. It also included improvisations and adaptations as part and parcel of professional growth. Moreover, novices should have a positive outlook on mentoring and not feel intimidated or demoralized by seniority or authority.

Outside the action focused on planning, co-planning, and debriefing sessions. These provide novices with behaviours and approaches for reflective practice and self-assessment. Other contextual distinction involved effective mentoring that transcended cultural differences and constraints. In addition, novices are guided through planning to teach independently where they get to understand teaching for pupils' conceptual understanding that leads to better interpretation and transformation. Thus, effective mentoring would drive mentoring further rather than limiting practice. As seen in cultural functions and gatherings, avenues where chiefs and elders speak provide aspiring orators and the younger generations the experience to learn from significant others in terms of public speaking and in the appropriate use of genealogical references and rebuttals which are deemed important components of effective cultural expectations.

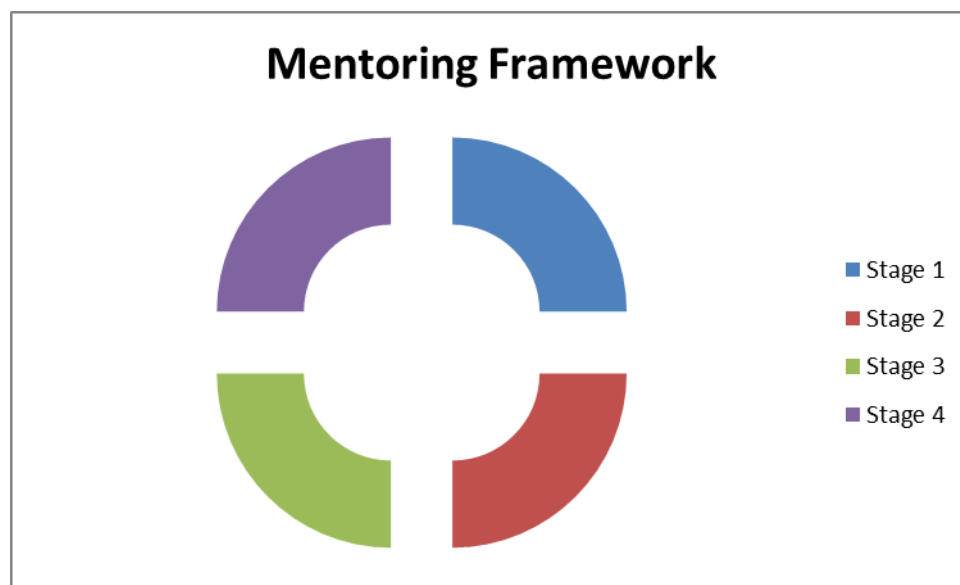
## 12. Conclusion

Interviews and focus group discussions were extracted and extrapolated to assist in the design of a mentoring framework which would be appropriate for Samoa and Pacific Islands. Delving into participants responses were deemed to replicate Alred and Garvey (2010) mentoring framework and ideally seemed to transcend contextual boundaries.

Investigations have utilized the areas discussed by Alred and Garvey on: 1). Self-reflection as pertaining to the importance of both mentor and mentee reviewing their own perceptions and perspectives of the teaching professions. What is it that both want to get out of the relationship personally and professionally? This should set the stage for the next step in the relationship which is 2) Establishment and creation of the mentor-novice relationship. By the two parties reaching an understanding in what they wanted to get out of the relationship the motivation to liaise and paves the way for the start of a rapport between the two. Once this relationship is ready to set off then 3) Sustenance and maintenance of the relationship would require ongoing professional development offered by the ministry, school, principal, staff and local community. This is a critical area as some participants noted *"it is an area of great concern because the support is haphazard and not forthcoming from the MESC, the school and community particularly in the areas of content and pedagogical skills, professional support and human relations"*. In the final stage 4) Relationship moving ahead, the

achievement of the first three could flag that mentoring has reached a point where both mentor and novice are on continuous professional development. Both have spread their influence to cover a wide range of areas that also extended to enabling and achieving student competency and proficiency at various level of their development.

Thus, the mentoring framework as depicted embraced the sociocultural and substantive theories as important pillar stones for teacher mentoring and the formulation of an integrated one to suit the needs of Samoa and the islands of Oceania.



**Figure 1. Diagrammatic Mentoring Framework for Samoa and Pacific Island Teachers**

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