Content

A. Introduction
- Development of peer-group mentoring in Finland
- Key ideas of the Finnish model of PGM

B. Practice architectures of PGM
- Study aims
- Theoretical background
- Methods
- Findings

C. PGM as a tool for teacher development
- Study aims
- Theoretical background
- Methods
- Findings
A. Introduction

Finnish practices of Peer-group mentoring (PGM)
## Development of Peer-Group Mentoring in Finland

<table>
<thead>
<tr>
<th></th>
<th>One-to-one Mentoring</th>
<th>Group Mentoring</th>
<th>Piloting Peer-Group Mentoring</th>
<th>Disseminating Peer-Group Mentoring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Years</strong></td>
<td>2000-2006</td>
<td>2003 onwards</td>
<td>2006 onwards</td>
<td>2010 onwards</td>
</tr>
<tr>
<td><strong>Organizing principles</strong></td>
<td>1 experienced teacher + 1 new teacher</td>
<td>1 experienced teacher + group of new teachers</td>
<td>1 experienced teacher + group of both new and experienced teachers</td>
<td>1 experienced teacher + group of both new and experienced teachers</td>
</tr>
</tbody>
</table>

PGM is developed and disseminated under Osaava Program 2010-2016:
- For teachers’ professional development and work-wellbeing
- Inducting new/beginning teachers

Recent development:
- eMentoring
- +55 teachers
Key Ideas of the Finnish model of PGM

- **PEERNESS, DIALOGUE, CONSTRUCTIVISM**
  - reciprocal sharing of experiences and knowledge creation in a group, using discussion and other reflective tools.

- **AUTONOMY**
  - no elements of assessment, standardisation or control are involved.
  - reflects the Finnish way of educational reform with a high level of teacher autonomy.

- **NARRATIVES**
  - PGM is about professional development: by reflecting on their work, teachers build up their professional identity.

- **INTEGRATIVE PEDAGOGY**
  - In the model of Integrative pedagogy expertise consists of theoretical knowledge, practical knowledge, self-regulative knowledge and socio-cultural knowledge -> integration of different forms of knowledge is a key to professional development.
B. Practice architectures of PGM

(Matti Pennanen, Ilona Markkanen, Hannu Heikkinen, Hannu Jokinen & Päivi Tynjälä)
Study aims:

• Discover the practice architectures which prefigures the practices of PGM
• Discover the practices that constitute PGM
Theoretical background
(very simplified version)

• Practice architectures
  – Constitutes enabling and constraining preconditions for the practice (but not deterministically)
    • Cultural-discursive arrangements (language)
    • Material-economic arrangements (physical time-space)
    • Social-political arrangements (power and solidarity)
What are the practices and practice architectures of Peer-Group Mentoring?

RQ1: What are the characteristic material-economic arrangements of PGM?
- Actions, activities and physical settings

RQ2: What are the characteristic cultural-discursive arrangements of PGM?
- Understandings, concepts, and discourses

RQ3: What are the characteristic social-political arrangements of PGM?
- Social norms, connections and relationships
METHODS

Data collection:
- Empirical data was collected in 2010-2013 from group participants (n=313) using online questionnaires and group interviews (n=14)

Philosophical-empirical enquiry (Kemmis & Grootenboer, 2008):
- Empirical data has been analysed from the perspective of practice architectures.
Findings
Material-Economic

Characteristic physical conditions and set-ups:

“How does it look like?”
Material-Economic

Characteristic physical conditions and set-ups:
“How does it look like?”

• Time:
  – Usually afternoons, 1.5 – 3 hours
  – Monthly basis

• Participants:
  – Mostly female, usually 0-2 men in the groups of 5-12 persons

• Meeting places:
  – In schools, coffee houses, teachers’ home, libraries, museums
  – Coffee, pastry, furniture, decoration
Cultural-discursive

Characteristic concepts and phrases:
“How does it sound like?”

Teachers Equals Peers Group ’Verme’

Mentor Facilitator Organizer Peer

New teachers Beginning teachers Novice
Experienced teachers Teachers in new situation

Empathy Support Well-Being Unwinding Sharing
Discussing Reflecting Relaxing Confidential
Having Coffee
Social-political

Characteristic social norms, connections and relationships: "How are the persons and social groups related?"

• Experienced teachers and beginning teachers (work career)
• Mentor and mentees (mentoring relationship)
• Male teachers and female teachers (gender)
• The role of teachers in the Finnish society (cultural background)
• Special education teacher, subject teacher, class teacher, vocational teacher (professional relationship)
What are the core practices and practice architectures of Peer-Group Mentoring?

- What are the characteristic physical-material conditions of PGM?
- What are the characteristic cultural-discursive conditions of PGM?
- What are the characteristic social-political conditions of PGM?

**Related Practice Architectures**

- **"Doings"**
  - Physical activity
  - Coffee
  - Servings

- **"Sayings"**
  - Verme
  - Peer
  - Mentoring
  - Menteé
  - Mentor

- **"Relatings"**
  - Professional autonomy
  - Rules and norms
  - Post
  - Control
  - Assessment

- **Meet adults**
- **Discussion**
- **Peaceful space**
- **Coffee break**
- **Work coaching**

- **Post**
- **Assessment**
C. PGM as a tool for teacher development
(Kendra Geeraerts, Paivi Tynjälä, Ilona Markkanen, Matti Pennanen, Hannu Heikkinen, David Gijbels)
## Theoretical background

Support required by beginning teachers (European Commission, 2010)

<table>
<thead>
<tr>
<th>Professional</th>
<th>Personal</th>
<th>Social</th>
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</thead>
<tbody>
<tr>
<td><strong>Aims</strong></td>
<td>- Further develop teaching competences</td>
<td>- Develop identity as a teacher</td>
</tr>
<tr>
<td>- Link initial teacher education and CPD</td>
<td>- Boost self-confidence</td>
<td>- Promote cooperation</td>
</tr>
<tr>
<td>- Develop professionalism of beginning teachers</td>
<td>- Reduce stress and anxiety</td>
<td>- Promote collaborative learning</td>
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<td></td>
<td>- Motivate</td>
<td></td>
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<td></td>
<td>- Avoid drop out</td>
<td>- Promote involvement in and from school community</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Relevant systems of support</strong></th>
<th>- Mentor</th>
<th>- Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Peer</td>
<td>- Peer</td>
<td></td>
</tr>
<tr>
<td>- Expert</td>
<td>- Self-reflection</td>
<td></td>
</tr>
<tr>
<td>- Self-reflection</td>
<td></td>
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</tr>
</tbody>
</table>
Study aims

1. How do teachers in general and vocational education experience PGM in their professional development?

2. To what extent do PGM participants perceive that they are being supported with regard to the professional, personal and social dimensions of professional development?
Methods

- Quantitative research methods
- 116 teachers: general education (69); vocational education (47)
- Online survey in Spring 2012
- Outcomes of PGM: 21 items
  Response categories on a 4 point scale ranging from ‘strongly disagree’ to ‘strongly agree’
- Analysis: descriptive and inferential statistics (CFA & EFA)
Findings

- Mentees’ perceptions of the importance of PGM

- PGM is important at the beginning of working career
- PGM is important also in the later stages of working career

Percentage of mentees agreeing with the statements, % (n=116)

<table>
<thead>
<tr>
<th>General education (69)</th>
<th>Vocational education (47)</th>
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<tbody>
<tr>
<td>98</td>
<td>98</td>
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<td>94</td>
<td>94</td>
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<tr>
<td>98</td>
<td>100</td>
</tr>
</tbody>
</table>
Experiences of PGM

- PGM is important in the beginning of work career
- PGM is important also in the later stages of work career
- PGM has strengthened my professional identity
- Other members in PGM group have given me support to my professional development
- PGM has helped me to cope better at work
- PGM has given me abilities to co-operate with others
Experienced outcomes of PGM in general and vocational education

### Professional Dimension
- Due to PGM, I have changed my working methods (p<.036)
  - General education: 35%
  - Vocational education: 55%
- Due to PGM, I have begun to think in a new way about what is important in my work
  - General education: 52%
  - Vocational education: 60%
- I have developed new pedagogical ideas in the PGM group
  - General education: 61%
  - Vocational education: 61%
- In the PGM group, I have gained new ideas for school development
  - General education: 75%
  - Vocational education: 79%
- The PGM group has given me much information to support my work
  - General education: 73%
  - Vocational education: 76%
- Members of the PGM group have supported me in my professional development
  - General education: 81%
  - Vocational education: 87%

### Personal Dimension
- PGM has made me excited about my work
  - General education: 68%
  - Vocational education: 81%
- PGM has given me self-confidence in my teaching duties
  - General education: 71%
  - Vocational education: 77%
- PGM has strengthened my professional identity
  - General education: 78%
  - Vocational education: 89%
- Due to PGM, I can better cope in my work
  - General education: 87%
  - Vocational education: 87%

### Social Dimension
- Due to PGM, my colleagues ask me about my opinions and advice (p<.001)
  - General education: 10%
  - Vocational education: 38%
- PGM has generated ideas for developing our work community
  - General education: 57%
  - Vocational education: 70%
- PGM has improved my collaboration skills
  - General education: 77%
  - Vocational education: 85%

Percentage of mentees agreeing with the statements, % (n=116)
## Conceptualisation of professional development

Covariances of the confirmatory factor analysis

<p>| Covariances               | Estimate | Std. err | Z-value | P(|z|) | Std.lv | Std.all |
|---------------------------|----------|----------|---------|-------|--------|---------|
| Personal<del>Professional     | 0.045    | 0.009    | 3.940   | 0.000 | 0.760  | 0.760   |
| Personal</del>Social           | 0.037    | 0.009    | 4.138   | 0.000 | 0.813  | 0.813   |
| Professional~Social       | 0.062    | 0.013    | 4.721   | 0.000 | 0.821  | 0.821   |</p>
<table>
<thead>
<tr>
<th>Factor</th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>Communalities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Strengthening professional identity and self-confidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PGM has given me self-confidence in my teaching duties</td>
<td>.945</td>
<td></td>
<td></td>
<td>.721</td>
</tr>
<tr>
<td>PGM has made me excited about my work</td>
<td>.768</td>
<td></td>
<td></td>
<td>.586</td>
</tr>
<tr>
<td>PGM has strengthened my professional identity</td>
<td>.743</td>
<td></td>
<td></td>
<td>.716</td>
</tr>
<tr>
<td>Due to PGM, I have more confidence in matters involving the whole school community</td>
<td>.696</td>
<td></td>
<td></td>
<td>.622</td>
</tr>
<tr>
<td>Due to PGM, I have begun to think in a new way about what is important in my work</td>
<td>.659</td>
<td></td>
<td></td>
<td>.459</td>
</tr>
<tr>
<td>Due to PGM, I can better cope in my work</td>
<td>.649</td>
<td></td>
<td></td>
<td>.480</td>
</tr>
<tr>
<td>Due to PGM, I have changed my working methods</td>
<td>.413</td>
<td>.317</td>
<td></td>
<td>.445</td>
</tr>
<tr>
<td>Due to PGM, I have gained more knowledge about the subjects that I teach</td>
<td>.333</td>
<td></td>
<td></td>
<td>.335</td>
</tr>
<tr>
<td>2. Development of skills and knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The PGM group has given me useful information to support my work</td>
<td>.544</td>
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<td>.590</td>
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<tr>
<td>In the PGM group, I have gained new ideas for school development</td>
<td>.700</td>
<td>.322</td>
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<tr>
<td>I have developed new pedagogical ideas in the PGM group</td>
<td>.711</td>
<td></td>
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<td>.610</td>
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<tr>
<td>PGM has improved my collaboration skills</td>
<td>.301</td>
<td>.391</td>
<td></td>
<td>.488</td>
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<tr>
<td>Members of the PGM group supported me in my professional development</td>
<td>.576</td>
<td></td>
<td></td>
<td>.575</td>
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<tr>
<td>The benefits of PGM have been very holistic</td>
<td>.409</td>
<td></td>
<td></td>
<td>.210</td>
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<tr>
<td>3. Development of work community</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Due to PGM, I have started to think that the school needs further development</td>
<td>.628</td>
<td></td>
<td></td>
<td>.302</td>
</tr>
<tr>
<td>PGM has generated ideas to develop our work community</td>
<td>.581</td>
<td></td>
<td></td>
<td>.615</td>
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<tr>
<td>PGM has helped me to exercise influence on important decisions involving the work community</td>
<td>.300</td>
<td>.505</td>
<td></td>
<td>.534</td>
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<tr>
<td>Due to PGM, my colleagues ask me about my opinions and advice</td>
<td>.508</td>
<td></td>
<td></td>
<td>.378</td>
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</tbody>
</table>

Cronbach's alpha

<table>
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<tr>
<th></th>
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<tbody>
<tr>
<td></td>
<td>.892</td>
<td>.832</td>
<td>.720</td>
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## Correlations from the explorative factor analysis

<table>
<thead>
<tr>
<th></th>
<th>Pearson correlation</th>
<th>Sig. (2-tailed)</th>
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</thead>
<tbody>
<tr>
<td>Strengthening professional identity and self-confidence</td>
<td>0.682</td>
<td>P&lt;0.001</td>
</tr>
<tr>
<td>~ ~ Development of skills and knowledge</td>
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<td></td>
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<tr>
<td>Strengthening professional identity and self-confidence</td>
<td>0.502</td>
<td>P&lt;0.001</td>
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<tr>
<td>~ ~ Development of work community</td>
<td></td>
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<tr>
<td>Development of skills and knowledge</td>
<td>0.453</td>
<td>P&lt;0.001</td>
</tr>
<tr>
<td>~ ~ Development of work community</td>
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</table>

New conceptualization of professional development!
Thank you!