Learning to Teach
A Literature Review of Induction Theory and Practice

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New Zealand
Teachers Council
Te Pouherenga Kaiako o Aotearoa

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Learning to Teach is a three stage research programme launched by the New Zealand Teachers Council to investigate the nature and quality of advice and guidance provided for provisionally registered teachers in early childhood services, Māori medium settings and in other primary and secondary schools. This literature review comprises the first in a series of three research reports on teacher induction.

NEW ZEALAND COUNCIL FOR EDUCATIONAL RESEARCH

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Research reports are also available on the Teachers Council website: www.teacherscouncil.govt.nz.

Opinions expressed in this report are those of the authors and do not necessarily coincide with those of the New Zealand Teachers Council.

Preface

In New Zealand a newly qualified teacher undergoes a period of advice and guidance before becoming eligible to become a fully registered teacher. In this period, a teacher is categorised as being 'provisionally registered' and is entitled to a structured programme of mentoring, professional development, observation, targeted feedback on their teaching and regular assessments based on the standards for full registration. Research indicates that the nature of this induction plays a significant role in the future success and retention of newly qualified teachers (Cameron, Baker, & Lovett, 2006; Education Review Office, 2004, 2005; OECD, 2005; Renwick, 2001). Recent research reports (e.g. Cameron, Baker, & Lovett, 2006; Education Review Office, 2004, 2005; Kane, 2005; Kane & Mallon, 2006; OECD, 2005) have highlighted that the induction programmes experienced by provisionally registered teachers are variable in nature and quality. There are examples of exemplary practice but, in a number of other cases, concerns have been raised regarding the training and support for 'tutor teachers' and others responsible for providing advice and feedback.

Since the induction of provisionally trained teachers is of critical importance for the retention and development of quality teachers, the New Zealand Teachers Council has commissioned a research programme to explore induction theory and practice. *Learning to Teach,* a three stage research programme, was developed to investigate the nature and quality of advice and guidance provided for provisionally registered teachers in early childhood services, Māori medium settings and in other primary and secondary schools. A reference group was established to guide this research programme, with representatives from NZPPTA, NZEI, Te Tari Puna Ora o Aotearoa, the Ministry of Education and the Council's early childhood and Māori medium advisory groups. The Council thanks them for their support and contribution in helping to guide the research and in considering draft reports.

This publication*, Learning to Teach: A Literature Review of Induction Theory and Practice*, completes the first stage of the research programme. The Council was pleased to award the contract for this piece of research to the New Zealand Council for Educational Research on the basis of their expertise and skills to carry out this work. Marie Cameron, who has published extensively in this area and is familiar with the literature on teacher induction, was the lead researcher and author of this report. In this report Cameron has carried out a critical review of international and New Zealand literature describing best practices, underpinning theories and evaluations of approaches to induction, including mentoring, assessment and moderation of assessments of newly qualified teachers.

The Council takes pleasure in making this review available to the wider education community. The findings have been helpful in the development of the Council's understanding of, and strategic thinking about, the role of the induction period for newly qualified teachers, as well as informing the second and third stages of the *Learning to Teach* research programme.

Dr Peter Lind
Director
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1. Introduction

This literature review is seen by the New Zealand Teachers Council as the first of three stages in the establishment of "an evidence base for the development of policies and advice to schools, kura and early childhood centres and to initial teacher education providers, Provisionally Registered Teachers themselves and others in the education community, who have a role in the support and professional education of newly qualified teachers" (Request for Proposals, p. 2).

While many factors contribute to successful outcomes for learners, there is now strong consensus that good teachers matter, and growing awareness that the "quality of the professional experience in the early years of teaching is now seen as a crucial influence on the likelihood of leaving the teaching profession" (OECD, 2005, p. 135), which in turn impacts on teacher quality. Historically, in most countries, beginning teachers have had exactly the same responsibilities as their experienced colleagues, with little or no acknowledgement of their novice status. In many instances they were left alone in their classrooms to "sink or swim" with the result that the profession lost potentially good teachers early in their careers. In the United States, teacher shortages were not the result of people choosing careers other than teaching; shortages resulted from a "revolving door" where new teachers left teaching more quickly than they could be replaced (Ingersoll & Smith, 2003). New York City recently invested $36 million in teacher mentoring, when it was realised that it was losing many new teachers annually, spending millions on recruiting new ones and because of "emerging research showing the devastating impact that persistent teacher turnover has on often the most vulnerable students" (New Teacher Center, 2006, p. 1). Induction for new teachers is, therefore, recognised as important, both in retaining beginning teachers and in assisting them to build productively on the early teaching foundations established in their initial teacher education programmes (Cochran-Smith, 2004; Darling-Hammond & Bransford, 2005; Ingersoll & Kralik, 2004; Kelley, 2004; OECD, 2005; Youngs, 2002).

According to Totterdell, Woodroffe, Bubb, Daly, and Smart (2004b, p. 4):

> In America (Scott, 2001; Shields et al., 2001; Youngs, 2002), Scotland (McNally, 2002), Northern Ireland (Moran et al., 1999) and England (Totterdell et al., 2002b) induction related to specified new standards of performance which are expected of new entrants to the profession has become the norm.

While other jurisdictions are waking up to the importance of induction, New Zealand has a history of requiring, for more than 22 years, "advice and guidance programmes" for beginning teachers, and its approach has received favourable international commentary (e.g. Britton, Paine, Pimm, & Raizen, 2003; Clement, 2000; Darling-Hammond, 2005). A United States Department of Education report (1998, p. 33) concluded that new teachers in Australia, Japan, and New Zealand

move from college to teaching in much more structured ways than in the United States, characterised by a context where "all professionals take active roles in a new teacher's acculturation and transition" through "mentoring, modeling good teacher practice, orientations, and in-service training". A recent article about induction practices in five countries (Wong, Britton, & Ganser, 2005) stated:

> Indeed we were struck by the variety of the sources of support in New Zealand and by how the schools make use of a range of induction activities. Throughout the educational system there is a universal commitment to support beginning teachers. (p. 381)

Despite positive evaluations of beginning teacher induction from overseas commentators, there is some concern about the consistency of induction and mentoring of beginning teachers in New Zealand. The New Zealand Teachers Council has identified the two-year induction period for Provisionally Registered Teachers in early childhood centres, primary and secondary schools, and Māori medium settings as the priority area for the Teachers Council to strengthen the teaching profession. The Teachers Council has commissioned a programme of research on teacher induction because of recent evidence that the quality of support provided to provisionally registered teachers is variable (Cameron, Baker, & Lovett, 2006; Education Review Office, 2004, 2005; Kane, 2005; Kane & Mallon, 2006), and the Teachers Council's awareness that "there are particular issues and barriers to establishing good advice and guidance programmes" (Request for Proposals, p. 1).

New Zealand is not alone in facing issues and barriers to the effective implementation of induction policies. A recent report by the London Institute of Education (Totterdell, Bubb, Woodroffe, & Hanrahan, 2004a) based on surveys of newly qualified teachers who experienced induction programmes in 1999–2000 and 2000–2001, found that not all newly qualified teachers received their entitlement to a reduced workload. A more recent study by Bubb and Earley (2006) found that a significant minority of new teachers in England still were not getting their full entitlement of support, mentoring and assessment. They described this as "educational vandalism" occurring at three levels: policy, school, and teacher levels. The authors contend that fiscal mismanagement at the policy level, poor leadership, inequities in some schools, and unwise choices at the individual level all contribute to uneven implementation of the induction of newly qualified teachers.

The intentions of the induction research are to inform policies that firstly support consistently high quality induction into the teaching profession, and secondly that ensure that those who mentor beginning teachers have the skills and knowledge to do this effectively. The key policy goal is to develop practices that will give the Teachers Council, the profession, and the public confidence that Provisionally Registered Teachers have developed their professional learning to a level where they can be awarded fully registered teacher status. The research will also contribute to policy development that will give similar levels of confidence in the assessment processes that lead to Provisionally Registered Teachers being granted full registration. In commissioning this

research, the Teachers Council also seeks exemplars of good induction practice that can be shared with the profession.

The second stage of the induction research will be a national survey of provisionally registered teachers at the end of their second year of provisional registration, in November 2006, followed by focus groups of former Provisionally Registered Teachers at the beginning of their third year of teaching early in 2007. A third stage will comprise case studies of effective induction practices in early childhood, primary and secondary schools, and Māori medium settings in 2007.

The context for the induction of Provisionally Registered Teachers in New Zealand

School sector

The "Tomorrow's Schools" legislation in 1987 meant that, in the primary service, newly qualified teachers were no longer guaranteed an initial teaching appointment. Secondary teachers have never had special conditions for their first teaching positions. School inspectors, who previously certified the competence of both newly qualified primary and secondary teachers, were abolished (Moskowitz & Kennedy, 1997). Although schools had been responsible for providing advice and guidance programmes to their beginning teachers since 1985,[1] they were now responsible for recommending them for full teacher registration.

Schools are required to employ only those teachers who have applied for, and been awarded, provisional teacher registration status by the New Zealand Teachers Council on graduation from an accredited "provider" of initial teacher education. The minimum period of provisional registration is two years. The Ministry of Education provides an allowance to state schools employing a beginning teacher of 0.2 of a full-time teacher salary (five hours a week) for the first year, and 0.1 for the second year. The additional allowance is intended to support schools to provide beginning teachers with an advice and guidance programme to enable them to become fully registered teachers. The time allowance can be shared between the beginning teacher and a tutor teacher in primary schools. The 0.2 time allowance goes directly to the provisionally registered teacher in secondary schools, who has relative autonomy regarding its use (Pettigrew, 2004). Research on how schools use the time allowance is provided later in this report.

Beginning secondary teachers are required to have a reduced workload in their first two years; for example, a first-year teacher should be timetabled for no more than 15 hours of teaching and be

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[1]   A new system of appointments was gazetted on 14 November 1984, requiring beginning teachers to be appointed to certificating positions for two years during which time they were required to receive a programme of advice and guidance.

allocated five hours of advice and guidance time and five hours of non-contact time for individual duties.

Schools are required to appoint a tutor teacher or supervising teacher with responsibility for working with the beginning teacher to tailor an advice and guidance programme appropriate to the needs of the new teacher. In primary schools, the tutor teacher is usually a teacher who teaches in the same teaching syndicate, and in secondary schools it is typically the head of the subject department in which the beginning teacher is located. The tutor teacher in primary schools is paid a small honorarium ($2,000) in acknowledgement of this role. There is no requirement that tutor teachers be trained for their roles, although some courses are available through School Support Services, universities and colleges of education. Currently there is no formal acknowledgement in the salary scale or career structure for tutor teachers, although the New Zealand Educational Institute (NZEI) is currently discussing career pathways and required training or qualifications for the tutor teacher role. A new scheme to provide heads of departments in secondary schools with a time allowance for each Provisionally Registered Teacher in the department is planned.

In larger secondary schools with several beginning teachers there may be a Provisionally Registered Teacher co-ordinator who oversees the advice and guidance programmes and who may conduct observations and assessments of beginning teachers' classroom teaching. This responsibility may attract one or more management units (increased salary for the duration of the task). In addition, a pilot programme was introduced in 2005 to create Specialist Classroom Teachers (SCTs) to support and assist beginning teachers and other colleagues to develop and demonstrate purposeful learning environments and effective teaching practices. SCT positions attract a time allowance of four hours a week and additional salary of $6,500 for each appointee. The programme is currently being evaluated, and the review will be completed in March 2007. For 2007, the SCT role will continue under largely similar terms and conditions to the 2006 pilot year, (Ministry of Education, Post Primary Teachers Association, & School Trustees Association, 2006). Advice to schools states that:

> It is not proposed that this position should necessarily replace any existing arrangements schools have for the induction and support for beginning teachers or teachers new to the school, or to replace any other professional development programme in the school, for example it is not intended to replace the Provisionally Registered Teacher Co-ordinators. However, it may well complement existing support or be incorporated into it (Ministry of Education et al., 2006).

The SCT role is for advice and guidance only, and is "intended to be kept separate from any appraisal, performance management or competency judgements" (Ministry of Education et al., 2006). While training is not mandated for the SCT role, all new appointees were invited to a training day at the end of 2005, provided with a SCT handbook, and access to ongoing support from an SCT advisor in each School Support Service region. Funding was also provided for a three-day SCT hui in the April holidays. There is also a dedicated SCT website.

There is an expectation from the Teachers Council that Provisionally Registered Teachers are appraised at least twice a year against the Satisfactory Teacher Dimensions, and the Ministry of Education requires them to be appraised annually against the Professional Standards for Beginning Teachers. According to the Teachers Council (Shaw, Lind, & Thomas, 2006)

> The *Satisfactory Teacher Dimensions* were developed in 1996–1997 to encapsulate the professional consensus of that time of what a good teacher, teaching in any sector, should know and understand, and have the skills and professional beliefs or values in order to apply that knowledge in their practice as a teacher. The standards are grouped under the categories of professional knowledge, professional practice (learning environment and teaching), professional relationships and professional leadership. (p. 6)

Shaw et al. point out that the dimensions reflect a broad understanding of key aspects of good teaching and are similar to other descriptors of teaching developed 10 years ago. They also note that they are called "dimensions" rather than standards, with individual workplaces expected to develop their own standards to determine whether a teacher meets the above dimensions. This raises issues about the consistency of judgements, with educational leaders in workplaces left with the sole responsibility for judging teacher competence.

After a minimum of two years of supervised teaching, the Provisionally Registered Teacher applies to the Teachers Council for full registration. According to the information on the Teachers Council website, to move from provisional registration to full registration the teacher must:

- complete a total of two years supervised teaching following the gaining of an approved teacher education qualification. The teaching does not have to be only at one learning centre but must be in minimum blocks of 10 weeks in an approved setting
- have a teaching load of a minimum of 12.5 hours per week
- be employed as a teacher—not a teacher aide or a volunteer worker—in the general education system or in institutions approved by the Teachers Council
- participate in an advice and guidance programme for the two-year period, which includes a structured programme in the first year and continuing supervision by a fully registered teacher throughout the second and subsequent years. Evidence of this programme may be requested by the Teachers Council. It is the responsibility of the Provisionally Registered Teacher to keep all evidence of their advice and guidance programme
- meet the "satisfactory teacher" criteria laid down by the Teachers Council
- be recommended for full registration by the professional leader of the learning centre which is employing the teacher. (The Teachers Council will not accept a recommendation unless it is made or supported by a teacher with current full registration.)
- possess a current practising certificate

From: http://www.teacherscouncil.govt.nz/ registration/how/full/

The Teachers Council audits a random 10 percent sample of records from registration applications as a check that the process has occurred. If there is insufficient evidence of an advice and

guidance programme through the two year induction period, the Teachers Council requests further documentation. Where the evidence is not forthcoming, the Provisionally Registered Teacher may remain provisionally registered until this documentation can be provided.

Early childhood sector

Education for children under the age of six is not compulsory in New Zealand, although in practice most children begin school around their fifth birthdays. Parents have a range of choices for early childhood education and care, and in recognition of the importance of early childhood education, the government is committed to increasing opportunities for all New Zealand children to participate in quality early childhood education services (Ministry of Education, 2002). The introduction of professional teacher registration for all teachers in teacher-led ECE services, such as those already applying in state kindergartens and schools is part of the government's strategy to enhance the quality of early childhood education provision.

The strategic plan for early childhood education includes increasing the number of qualified and registered teachers, so all teacher-led ECE services are required to move towards registration of their staff. All persons responsible for the management of centres have been required to be registered teachers since 2005, and 50 percent of regulated staffing will be required to be registered teachers by December 31, 2007, changed from the previous deadline of January 2007 because many centres were having great difficulty finding the qualified staff necessary to meet government requirements. The targets increase steadily until 2012 when it is expected that at least 70 percent of staff will be registered and the remainder studying for a Teachers Council-approved qualification. This means that, unlike their colleagues in the school and state kindergarten sectors, many Provisionally Registered Teachers may have been teaching and studying for their teaching qualification for a number of years before beginning the registration process.

Since mid-2005, all ECE services, including state kindergartens, have been able to access a Ministry of Education Provisionally Registered Teacher support grant for each of two years to support the induction of permanently appointed Provisionally Registered Teachers in their employment. If the Provisionally Registered Teacher moves to a new service during their two years, the first service ceases claiming and the new employer has to apply for the support grant. The grant is currently $3,700 and, within broad Ministry of Education guidelines, it is up to each service to determine how best to use the funding. Some services, for example state kindergartens, and Salvation Army services, have negotiated a Tutor Teacher Allowance in their employment contracts, although the funding for this comes out of the Provisionally Registered Teacher support grant. The Provisionally Registered Teacher support grant is not paid for long-term relievers or those on fixed-term contracts.

In the early childhood education and care sector, the person holding the operating licence for the education facility is responsible for ensuring that the centre has policies and procedures in place to support the advice and guidance programme for each Provisionally Registered Teacher. One of the key issues for Provisionally Registered Teachers in the early childhood sector is that without a

tradition of teacher registration, there is a small pool of fully registered teachers available to contribute to advice and guidance programmes. In contrast with other sectors, the responsibility for finding a supervising/mentor teacher resides with the Provisionally Registered Teacher:

> One of your tasks will be to find a fully registered teacher who is willing and able to take on the role of supervising teacher. (New Zealand Teachers Council & Ministry of Education, 2006, section 2, p. 3)

Another consequence of the shortage of fully registered early childhood teachers is that there is no requirement that the fully registered teacher be an early childhood teacher.

Because of this shortage, the sector has developed a number of initiatives to assist Provisionally Registered Teachers. For example, one nationwide private provider pools the support funding to employ teacher registration supervisors to work with Provisionally Registered Teachers in cluster groups, visit them in their centres, and provide formative and summative assessment. There is a system of support and training for the facilitators. Provisionally Registered Teachers receive four observations by trained observers over their two-year induction period. Data from observations and records of professional development are maintained on a central database so that should teachers move centres, or misplace their records, the company can provide them with copies for registration purposes.

The kindergarten sector has had the same requirement for teacher registration as the schools sector since 1990. This has resulted in a bigger pool of fully registered teachers to mentor Provisionally Registered Teachers than in the education and care sector. Local kindergarten associations, as the employers of teachers, also provide personnel to support and oversee registration. Some associations have developed written supports including registration handbooks, such as that developed by the Auckland Kindergarten Association (Auckland Kindergarten Association, 2006). Tutor teachers (who must be fully registered teachers) receive two days' release a year to work with their Provisionally Registered Teacher, and Provisionally Registered Teachers receive a day a term. The time allows Provisionally Registered Teachers to participate in and record details of their advice and guidance programme, observe the teaching practice of other teachers, seek out appropriate external professional development, and attend Auckland Kindergarten Association workshops throughout their two years as Provisionally Registered Teachers. Professional support managers, who may be a senior manager in the kindergarten where the Provisionally Registered Teacher is employed, are responsible for overseeing advice and guidance programmes and for ensuring that appraisals are conducted and sent to the Auckland Kindergarten Association for review and for inclusion in their registration files.

Kaupapa Māori sector

"Kaupapa Māori education has grown and developed through the passion and efforts of Māori whānau, hapū, hapū and iwi. It has arisen out of a shared vision and common desire to foster and retain the Māori language and culture, and to ensure learning, within this sector, is driven by and reflective of the needs of Māori learners." (Group Māori Ministry of Education, 2006, Executive

Summary, para.5). Kaupapa Māori education includes education within kōhanga reo and puna kōhungahunga in early childhood education, bilingual and immersion units and classes and kura kaupapa Māori and wharekura in the schooling sector, and wānanga at tertiary level. Teachers in this sector require fluency in te reo Māori, and are highly sought after in both kaupapa Māori and general education facilities and throughout the public sector. Retention of teachers in this sector has been identified by the New Zealand Educational Institute (NZEI) as a serious problem:

> Even when Māori medium teachers are attracted [to teaching], it can be difficult to retain them. Māori medium teachers with te reo Māori fluency are in high demand throughout the public sector. This forces Māori medium education into competition with other public sector divisions who have seen the value of fluent te reo Māori speakers and have the resources to recruit vigorously for these skilled personnel. (NZEI, 2006c)

When compulsory teacher registration was re-introduced in 1996, persons who were employed to teach in kura kaupapa Māori schools were exempt. Until 2006, there was no requirement for teachers in kura kaupapa Māori (KKM) settings to be qualified and registered teachers. This is likely to impact on the availability of fully registered teachers who are also fluent in te reo Māori, to support the induction of teachers in this sector.

The New Zealand context, perhaps because of its vanguard status within the international field of induction, provides for a variety of approaches to teacher induction. Secondary, primary, early childhood and Māori sectors each lend idiosyncratic differences to the New Zealand induction landscape. There is a need for greater understanding of these complexities. This leads to the questions this review examines throughout the remainder of this document. What, for example, can the international literature tell us about the characteristics of sound induction practice? How do different jurisdictions support their beginning teachers, and how do they determine that they are eligible for full registration? What do we know already about induction of teachers in the New Zealand context? Accordingly, the Teachers Council has posed a number of questions to guide its induction project. These are outlined in the following section.

Literature review questions

The Request for Proposals from the Teachers Council posed a number of key questions to guide the three stages of the induction research. There is considerable overlap between the questions. This literature review addresses the first four questions and provides initial commentary on other areas where there is research evidence.

1. What are the features of effective advice and guidance programmes, including formative and summative assessment processes, as identified by the literature, the Teachers Council, and other key stakeholders?

2. What knowledge, preparation, and support do mentoring teachers require to work effectively with Provisionally Registered Teachers within a structured advice and guidance programme?

3. What is the nature of existing practices, including assessment processes, of advice and guidance programmes accessed by Provisionally Registered Teachers in a range of settings in New Zealand?

4. What is known about the impact of such programmes on the professional learning of Provisionally Registered Teachers?

5. What examples are there, in a range of settings in New Zealand, of exemplary practices and of ways of dealing with problematic situations when supporting Provisionally Registered Teachers through effective advice and guidance programmes?

6. What contextual supports are needed when supporting Provisionally Registered Teachers through effective advice and guidance programmes?

2. Methodology

The research brief (Request for Proposals) called for a critical review of international and New Zealand literature describing best practices, underpinning theories and evaluations of approaches to induction, including mentoring and assessment and moderation of assessments of newly qualified teachers. The review is "required to take account of the particular contexts of early childhood and Māori medium in New Zealand. The latter may require the analysis of research in other indigenous settings" (Request for Proposals, p. 3).

A variety of approaches were taken to search for and select research for this review. We searched for research held on a variety of library databases using the following search terms: induction, beginning teachers, newly qualified teachers, indigenous teachers, mentoring, retention.

Library staff at NZCER provided us with abstracts of conference reports and theses and followed up our requests for interloans. Our colleagues at the Faculty of Education at the University of Auckland assisted us by contacting academics at New Zealand institutions to locate local scholarship on teacher induction, and by providing copies of additional research. This strategy yielded some directly relevant New Zealand published work, some unpublished internal evaluations from providers, some conference presentations, and details of three PhD theses in progress.

As with the recent New Zealand teacher education literature review we conducted for the Ministry of Education and the Teachers Council (Cameron & Baker, 2004) we did not require New Zealand research to be published or peer reviewed as this would have seriously curtailed the research we could include.

We also searched websites of teachers' councils, professional organisations, and various accreditation bodies and agencies with a focus on beginning teachers in New Zealand, Australia, the United Kingdom, Scotland, and the United States. Ruth Kane, from the University of Ottawa, located research on teacher induction in Canada for this review.

The seven-week time frame allocated for this component of the research project did not allow for a fully comprehensive search of the literature or document delivery from international sources so our approach has been to summarise findings from key syntheses of research on teacher induction, as well as research published subsequently.

The research brief also requires us to examine non-empirical material such as documented advice from the Teachers Council, teacher unions and other stakeholders.

There are problems with much of the literature on induction and mentoring with a major issue identified as selection bias because "the schools that have induction programs are also likely to support teachers in other ways" (Johnson, Harrison Berg, & Donaldson, 2005, p. 88). There is also a dearth of studies comparing teachers who experienced induction programmes with those who had no induction, although the United States has recently provided funding for a control group-treatment multi-year study (Squirrel Main, personal communication, 13th November, 2006). Furthermore, it is difficult to compare the outcomes of "induction" programmes because they can range from a one-hour orientation to systematic programmes involving trained mentors, release time, comprehensive formative and summative assessment, and broad professional development opportunities. Allen (2005, p. 119) in his review of the international literature on induction, found only three studies he considered to be sufficiently robust to allow for strong conclusions to be drawn about the specific components that make induction and mentoring programmes successful, and recommended that "those who are considering implementing such programs will have to rely on the consensus of expert opinion." Despite these caveats, however, we think that the knowledge base on induction is sufficiently robust to provide some answers to the questions posed by the Teachers Council.

3. Question 1: Features of effective advice and guidance programmes

The first research question was:

> What are the features of effective advice and guidance programmes, including formative and summative assessment processes, as identified by the literature, the Teachers Council and other key stakeholders?

The stakeholders consulted for this report included the teacher unions and employers, including representatives from kindergarten associations, and the private education and care sector.

This section begins by defining the terms "induction" and "mentoring", and their relationship with advice and guidance programmes. We then discuss the different definitions of effectiveness in relation to programmes of support for new teachers. This is followed by describing how the Teachers Council and others describe "effective" advice and guidance programmes. We then report the international literature on the characteristics of effective induction and mentoring programmes, and the sparse literature on induction in early childhood education and indigenous contexts. We then describe the key features of six induction programmes—in the United States, Canada, Scotland, and Australia—with a specific focus on how beginning teachers are assessed. The final part of this question explores assessment of Provisionally Registered Teachers in the New Zealand context, concluding with implications of the overall research for their assessment.

Induction and mentoring: what are they?

There is some confusion in the literature and in practice[2] about the terms mentoring and induction. Wong (2005) distinguishes induction from mentoring as follows:

> **Mentoring** is a formal coaching relationship in which an experienced teacher gives guidance, support, and feedback to a new teacher. High quality mentor programs fully train mentors, pair first and second year teachers with mentors in similar grades and subject areas, and provide release time and common planning time for mentors and mentored.

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[2] In the piloting of survey instruments for the next stage of the Teachers Council research project on induction, we found that some teachers considered that the term "induction" referred to the short orientation provided at the start of a new teaching position.

Induction goes beyond mentoring to provide an extensive framework of support, professional development and standards-based assessments and evaluations. Comprehensive induction programs vary in their particular design, but essential elements include a high quality mentor program, ongoing professional development, access to an external network of beginning teachers and standards-based evaluations of beginning teachers and the program itself.

"Induction" is therefore more than a specific stage in a teacher's career. Ideally it builds on the knowledge and skills that new teachers bring with them from their initial teacher education programmes, and involves both socialisation into the teaching workplace and structured and on going professional learning opportunities. Feiman-Nemser (2001, p. 1026), in an often-quoted paper, asserts:

New teachers have two jobs—they have to teach and they have to learn to teach. No matter how good a preservice programme may be, there are some things that can only be learned on the job.

Feiman-Nemser describes the central tasks of teacher induction as supporting new teachers as they: gain knowledge of students, curriculum, and school context; design responsive curriculum and instruction; enact a beginning repertoire in purposeful ways; create a classroom learning community; develop a professional identity, and learn in and from practice. Totterdell et al. (2004a, p. 10) report the view of the General Teaching Council for England that induction should be established as part of a continuum "starting with how teachers are recruited, trained and appointed, through how they are inducted and supported, to finally how they are assessed, rewarded and developed professionally".

Induction programmes, particularly in large schools, typically involve an orientation programme to help new teachers understand the expectations of their particular contexts. They provide information on "how things are done around here" for responsibilities such as keeping records on attendance and children's learning, and how to locate and access resources. Often this is the only induction component some beginning teachers get. Whisnant, Elliot, & Pynchon (2005, p. 12) point out that in the United States:

As many as 50 percent of beginning teachers do not participate in induction programmes beyond a one-time orientation only, and only one percent of the teacher workforce participates in the kind of comprehensive programme recommended by researchers.

Research has shown that while there is no "one-size-fits-all" approach to induction (Smith & Ingersoll, 2004) there is a growing knowledge base about the characteristics of effective induction programmes. These will be discussed in the next section of the report.

The term **"mentoring"** is often used interchangeably with induction in the United States because "mentoring has been the dominant form of teacher induction" (Fulton, Yoon, & Lee, 2005, p. 4). Mentoring, however, is an important component of support to beginning teachers, not the only

support, and the appointment of a mentor cannot be assumed to address the learning needs of a new teacher.

Achinstein & Villar (2004, p. 311) define mentoring as a strong professional relationship where a new teacher is paired with a veteran teacher "who attends to the professional development of beginning teachers through ongoing observation, conversations and assessment of practice, goal setting aligned with standards of quality teaching, and technical and emotional support".

Mentoring has evolved in the past 10 or so years from an emphasis on short-term practical advice and emotional support to a process with the potential to strengthen teaching throughout a teaching career (Wang & Odell, 2002, reported in Whisnant et al., ibid.).

Totterdell et al., (2004a, p. 7) align the purposes of mentoring with that of any effective professional development, suggesting that "the aim of all professional development activities should be to bring about a change in the thinking and practice of participants, which in turn should have a positive impact in the workplace". This type of professional development should therefore:

• improve the thought and practice of teachers and their provision for students.
• develop the personal and professional attributes, knowledge, skills, understanding, experience and values of teachers.
• help teachers to gain confidence and competence and maintain them.
• provide teachers with a means of valuing their learning and help them demonstrate it to others
• enable teachers to see everyday practice as the actual source of professional learning.

(Bubb et al., 2002, p. 184, in Totterdell et al., 2004a, p. 7).

The research of Totterdell et al. (2004a) supports emerging evidence from the New Zealand best evidence synthesis on professional learning and development described in Timperley, Fung, Wilson, & Barrar (2006). Timperley et al. (ibid.) suggest that teachers learn to teach in ways that impact on student learning in particular types of professional learning environments. They suggest that professional learning activities such as telling, modelling and demonstrating, observation and feedback, examination of student outcomes, analysis of current practice and co-construction of new practice, and discussion of self or mutually identified issues, can act as vehicles for promoting iterative learning processes that may cause teachers to consider the congruence of their current practice with their intended purposes. If the process creates sufficient cognitive dissonance in teachers, they may change their thinking and classroom practice. The kinds of interactions that assist experienced teachers to critically evaluate their practice and learn how to enhance it are also likely to assist beginning teachers to do likewise.

What does "effective" mean in the context of induction?

The most common measure of the effectiveness of induction programmes internationally is relatively low level: whether they reduce the attrition of teachers in the early years of teaching.

While it would seem that retention should be a relatively easily measured outcome, it can be hard to correlate data on teacher retention with participation in induction activities, given the variability of induction programmes. Numerous descriptive studies have documented variations in content and characteristics, duration and intensity; their purposes; approaches to mentoring; and provision of additional resources (Smith & Ingersoll, 2004).

A second measure of effectiveness is the impact of induction on teacher satisfaction and confidence. Teacher confidence and job satisfaction is typically measured through surveys and interviews. Do teachers feel that teaching has turned out to be all they hoped; do they think that they have been able to "make a difference" in the lives and learning of their charges? This is an important measure because teachers typically enter teaching to "make a difference" to children and young persons' learning and life chances (Hall & Langton, 2006; Kane & Mallon, 2006) and a key reason they leave teaching is dissatisfaction resulting from frustration that they are not able to achieve these purposes (Johnson et al., 2005).

A third measure of effectiveness is the impact of induction on teachers' expertise. Specifically, has induction assisted them to become better at helping children and young people to become interested and successful learners? Has it fostered the disposition to look for evidence of the impact of their teaching? Has the feedback provided during their period as Provisionally Registered Teachers helped them to refine and develop their teaching approaches and their relationships with learners, parents and caregivers? Did their induction programme provide opportunities to learn from their more experienced colleagues? Recently there has been more research which seeks evidence of impact beyond that obtained from surveys or interviews, and which includes measures of the achievement of students taught by teachers who experienced high quality induction programmes. There are few such studies, probably because retention has been the major focus of most studies, and because these outcomes are "notoriously difficult to measure" (Strong, 2004, p. 12), but the literature review will report this evidence where it is available.

The Teachers Council uses the terms "successful" (New Zealand Teachers Council & Ministry of Education, 2006, Section One, p. 3), and "good" (New Zealand Teachers Council & Ministry of Education, 2006, Section Four, p. 9) in referring to "effective" advice and guidance programmes. A "successful" advice and guidance programme "ensures that Provisionally Registered Teachers … meet the requirements for full registration". Thus, "effective" programmes of advice and guidance in the New Zealand context are those which impact on teachers' expertise in relation to the Satisfactory Teacher Dimensions, as well as:

> ensuring that these teachers:
>
> develop into effective teachers who reflect on the impact their teaching has on learning;
>
> display increasing confidence in their ability to teach at particular levels;

increasingly develop good relationships with learners and others involved in the learners' education and well-being;

are enthusiastic learners themselves, participating in professional development to improve their knowledge and capabilities as teachers;

work in a collegial and co-operative fashion with other staff members;

demonstrate initiative, imagination, and innovation in their planning and teaching;

accept advice and know when to ask for it". (New Zealand Teachers Council & Ministry of Education, 2006, Section One, p. 3)

There has been no research specifically on whether New Zealand advice and guidance programmes ensure that teachers who are awarded fully registered status exhibit the criteria listed above, although the Education Review Office, using its own "indicators" of effectiveness has recently conducted a national evaluation of Provisionally Registered Teachers (Education Review Office, 2004) which will be discussed in the section on New Zealand research on induction. The next stage of the research, the survey of second-year Provisionally Registered Teachers, will provide evidence of their perceptions of the effectiveness of their advice and guidance programmes.

For the purposes of this review, the measures used as indicators of effectiveness, are those used in the reviewed research. The fourth Teachers Council question, "What is known about the impact of such programmes on the professional learning of the Provisionally Registered Teachers?" will be addressed within our response to Question One.

How do the Teachers Council and other documentation describe effective advice and guidance programmes?

New Zealand recommendations about the components of advice and guidance programmes reflect the growing consensus about the need for comprehensive induction programmes, and professional development activities with the potential to enhance the professional learning of Provisionally Registered Teachers. The Handbook, *Towards Full Registration: A Support Kit* (2006, Section Four, p. 9) writing for Provisionally Registered Teachers in the schools sector, describes the following features of a "good" advice and guidance programme as including:

a supervising/tutor teacher who is a fully registered effective teacher, with the expertise to help you improve your teaching and your students' learning;

a programme that is developed and agreed to by you and your supervising/tutor teacher and principal and that enables you to work towards continually demonstrating the Satisfactory Teacher Dimensions, and the relevant professional standards;

clarification about: your expectations of learning so that they align with the school's expectations, the school's expectations of you as a teacher and staff member;

professional and personal support from your colleagues, your principal, and your employers;

observation and appraisal of your teaching by your colleagues (including the principal) to give you constructive feedback about your progress towards demonstrating the Satisfactory Teacher Dimensions, and support in enhancing and improving your teaching practice;

opportunities to observe the work of other teachers and discuss this with them;

professional discussions with colleagues about the learning of students;

your participating in appropriate courses and meetings, both informal and structured, within and outside your own school;

your maintaining a written record of your professional learning, including of your advice and guidance programme, of your professional discussions and appraisals, and of the plans for providing your with further support and development;

clear, preset goals that provide you with opportunities for reflection and development.

The Teachers Council website and the joint Ministry of Education and Teachers Council publication for Provisionally Registered Teachers, *Towards Full Registration: A Support Kit* (2006, Section One, p. 7) provide further examples of worthwhile activities to include in an advice and guidance programme:

- observations of other teachers and students in Provisionally Registered Teacher's own or another learning centre
- discussions with parents, whānau, community resource people
- developing knowledge of learners and their families/whānau/communities and understanding of their learning strengths and needs
- professional discussions with colleagues
- discussion with other teachers such as guidance counsellors, senior staff or advisers
- becoming familiar with the library, teaching resources and records of the learning centre
- finding out about policies, procedures, and expectations in the Provisionally Registered Teacher's learning centre
- studying professional material analysing own professional needs and development
- participating in courses and meetings which require release from teaching duties
- participating in internal professional development
- being observed teaching and receiving feedback on strengths and areas for further feedback
- developing curriculum and teaching and learning knowledge and understanding through reading and discussion with colleagues
- planning and preparation of learning programmes
- reflecting on continuous improvement as a teacher
- working through issues and problems with supervising/tutor teacher to develop appropriate strategies to strengthen teaching

- improving understanding and use of assessment tools, including how to use the information they provide to plan for further teaching and for reporting purposes
- increasing knowledge and understanding of te reo me ona tikanga Māori.

Fuller descriptions of documentation relevant to different sectors from *Towards Full Registration: A Support Kit* (New Zealand Teachers Council & Ministry of Education, 2006) are attached as Appendix A.

NZEI describes the features of an advice and guidance programme to primary level Provisionally Registered Teachers as including:

- a programme that is developed and agreed to by you, your tutor teacher, and principal and that enables you to work towards continually demonstrating the Satisfactory Teacher Dimensions;

- professional and personal support from your colleagues, principal, and employers;

- observation and appraisal of your teaching by your colleagues;

- opportunities to observe and discuss the work of other teachers;

- appropriate courses and meetings;

- a written record of your professional learning, including of your advice and guidance programme, of your professional discussions and appraisals, and of the plans for providing you with further support and development;

- clear, preset goals that provide you with opportunities for reflection and development (NZEI, 2006a, p. 11)

NZEI also provides guidance for tutor teachers in a special circular (NZEI, 2006b), shown in Appendix B.

Other organisations have produced booklets to supplement the official publication *Towards Full Registration: A Support Kit* (2006). The Auckland Kindergarten Association provides a handbook for Provisionally Registered Teachers. This handbook includes a registration contract to formalise the supervision process, as well as explicit links to the Satisfactory Teacher Dimensions to provide focus for advice and guidance programmes. The handbook offers comprehensive and structured advice for documenting process towards the satisfactory teacher dimensions, including a framework for reflection based on Smyth (1989).

Auckland Kindergarten Association guidelines emphasise that the process is participant driven, with Provisionally Registered Teachers expected to carry responsibility for ensuring that they are meeting registration requirements. A *Teacher Registration Assessment* booklet for recording the necessary assessments, advice and guidance on each of the Satisfactory Teacher Dimensions, can be purchased from the Early Childhood Council.

All of the publications build on the official documentation, and attempt to simplify the registration process for Provisionally Registered Teachers. Publications vary according to the extent to which

they portray the registration process as formative "learning journeys" or as technical tasks that have to be "achieved".

There appears to be more scope for guidance on the types of evidence that Provisionally Registered Teachers could use as evidence of achievement of the Satisfactory Teacher Dimensions. Currently, Appendix Five (p.20) in *Towards Full Registration: A Support Kit* offers examples of documentation that could be collected. For example:

- Your notes from your observations of children and your comments on how these observations informed your teaching (ECE sector).

- Your supervising teacher's or principal's records of observations of your teaching. These may include examples of plans that you have developed for your class. (Schools sector).

- A record of your reflection on your teaching. This may include reflection on:
  - advice that you have been given by your supervising/tutor teacher;
  - how the advice given helped or didn't help your teaching;
  - new strategies that you have tried in the classroom;
  - the meetings that you had with your supervising/tutor teacher (Schools sector).

The main limitation of this advice is that it could lead to Provisionally Registered Teachers collecting a range of items and reflections that are not adequately tied to the Satisfactory Teacher Dimensions. Given that the items are intended to demonstrate the achievement of the dimensions that lead to full registration, the Provisionally Registered Teacher should have these dimensions in mind throughout the period of provisional registration and seek to select evidence that shows how they have been achieved. This need not mean selecting separate evidence for the 29 dimensions, but including thoughtful items and explaining why they have been included, and what they are evidence of. Although we have not seen examples of the documentation provided by teachers who have been audited by the Teachers Council, we would anticipate that the "evidence" provided by teachers is unlikely to demonstrate their achievement of the Satisfactory Teacher Dimensions.

What are the characteristics of effective induction and mentoring programmes?

There is considerable literature identifying the components that contribute to effective induction programmes. For the purposes of this review, mentoring is conceptualised as a component that contributes to an overall induction programme.

Effective mentoring programmes

This section refers to mentoring *programmes* rather than mentor *characteristics* which are the focus of Question 2. The literature clearly points to a need to attend to the learning and conditions of mentors as well as beginning teachers if mentoring is to achieve its intended purposes of impacting on teacher practices and children's and students' learning.

The New Teacher Center (2006) recently evaluated New York City's new teacher mentoring programme, and has published a mentor quality checklist for "high quality" mentoring programmes (see Table 1).

Most of the characteristics in Table 1 could also apply to mentoring programmes in New Zealand, although we are not recommending that fully released mentors are needed to support effective induction in most New Zealand contexts, because there is considerable literature showing that teacher professional learning is most effective when it is school-based and integral to the work of the school (Guskey, 2002; Joyce, & Showers, 2002). In contexts where suitable mentors are not available (such as some early childhood contexts) or where there are insufficient teachers to offer collaborative learning opportunities (for example in small rural communities), fully released mentors may be a useful option.

Mentoring programmes are also likely to have more impact on teacher expertise when they are well aligned with overall systemic goals for education. Thus, in New Zealand, mentoring programmes should be aligned with government priorities to ensure the success of all learners by promoting effective teaching for all children, and family and community engagement in education. Alignment with programmes such as Enhancing Effective Practice in Special Education (EEPiSE) and In-service Teacher Education Practice (INSTEP) could strengthen mentoring approaches, requiring provision for mentors to develop their own understandings of current initiatives and evidence-based practice. Although the review of the Specialist Classroom Teacher scheme is still in progress, efforts have clearly been made to leverage system change by building on the knowledge and skills of Specialist Classroom Teachers.

Table 1 **Mentor quality checklist (from New Teacher Center p. 6, 2006)**

What *high quality* mentoring IS	What *high quality* mentoring is NOT
Rigorous mentor selection based on qualities of an effective mentor Qualities may include evidence of outstanding teaching practice, strong interpersonal skills, experience with adult learners, respect of peers, current knowledge of professional development.	**Choosing mentors based on seniority or 'who is available'** Without rigorous selection, mentors may not have the capacity to engage in meaningful interactions with new teachers, or may perpetuate mediocre or poor teaching practice.
Sanctioned time for mentor-teacher interactions NYC recommends releasing teachers full time so they can focus entirely on new teacher development. Mentors and new teachers should have at least 1.25–2.5 hours per week for interactions. That time should be protected by teachers and administrators.	**Meetings happening occasionally or 'whenever the mentor and teacher are available'** Often both parties are so busy that meeting time gets relegated down the list of priorities. The brief meetings that do occur are typically insufficient for fostering real growth.
Intensive and specific guidance moving teaching practice forward, while also providing elements of emotional/logistical support Focusing on specific areas for instructional growth help teachers know concretely how to improve. Example: *"Let's talk about what strategies will help you address the concern you had about reaching your struggling English Language Learner students."*	**Non-specific emotional/logistical support alone** Emotional support is nice, but alone does little to improve teacher practice. Without specific instructional feedback, 'feel good' mentoring often prevails. Example: *"You're doing a great job, Jane. Keep it up!"*
Ongoing professional development for mentors Effective teachers don't automatically know what it is about their teaching that is effective. Many mentors are also surprised to find that conveying knowledge to students is not the same as conveying knowledge to adults. High quality and on-going training is needed to help mentors develop the skills to identify and translate the elements of effective teaching to new teachers.	**No training for mentors** Mentors sometimes think that their job is to clone themselves. Without training, these mentors will default to the 'watch-me-and-learn' strategy that too often fails to develop the skills or confidence teachers need to succeed. Effective mentoring provides collaborative guidance that helps new teacher ask the right questions and begin to take responsibility for finding answers.
Documentation and evidence of teacher progress Just like student learning, new teacher learning should be data-driven. To be effective, feedback to new teachers should be grounded in evidence about their practice. Tools to collect data about various components of their classroom practice and documentation of all mentoring conversations ensures a structure for focussing on instructional and continual growth.	**Informal/non-evidence based feedback** Program rigor may be compromised when interactions are based on informal conversation and "off-the-cuff" remarks. Without structure and evidence around good teacher practice, interactions may lead to 'feel-good' mentoring that does not lead to improved teaching practice.
Multi-year mentoring Mentoring should be intensive and ongoing (for at least two years) to move teacher practice forward in ways that help all students thrive. NYC suggests that most deep learning about instruction (through mentoring) happens in teachers' second and third year in the classroom.	**Mentoring for first year teachers only** One year mentoring programs are great at providing the support first year teachers need to survive, but they are not sufficient to help teachers reach their optimum level of effectiveness.

Effective induction programmes

Effective induction programmes have been shown to include a number of aligned and integrated components which contribute to what Britton, Paine, Pimm, and Raizen (2003) describe as "comprehensive" approaches to induction, as opposed to more "limited" and less effective approaches. Table 2 outlines the key features of limited and comprehensive approaches to induction.

Table 2 **Key features of limited versus comprehensive induction programmes (Britton, Paine, Pimm, & Raizen, 2003, p. 2)**

Programme features	Limited induction	Comprehensive induction
Goals	Focuses on teacher orientation, support, enculturation, retention	Also promotes career learning, enhances teaching quality
Policies	Provides optimal participation and modest time, usually unpaid	Requires participation and provides substantial paid time
Overall programme design	Employs a limited number of *ad hoc* induction providers and activities	Plans an induction system involving a complementary set of providers and activities
Induction as a transitional phase	Treats induction as an isolated phase, without explicit attention to teachers' prior knowledge or future development	Considers the influence of teacher preparation and professional development on induction programme design
Initial teaching conditions	Limited attention to initial teaching conditions	Attention to assigned courses, pupils, non-teaching duties
Level of effort	Invests limited total effort, or all effort in a few providers, activities	Requires substantial overall effort
Resources	Does not provide resources sufficient to meet programme goals	Provides adequate resources to meet programme goals
Levels of the education system involved	Involves some levels of the system, perhaps in isolation	Involves all relevant levels of the system in articulated roles
Length of programme	One year or less	More than one year
Sources of support	Primarily or solely uses one mentor	Uses multiple, complementary induction providers
Conditions for novices and providers	Usually attends to learning conditions for novices	Also provides good conditions and training for providers
Activities	Uses a few types of induction activities	Uses a set of articulated, varied activities

Increasingly induction is being conceptualised as a stage in a continuum of teacher development that supports entry into a learning community (Carroll, Fulton, Yoon, & Lee, 2005). These

authors define induction as both a period of time and "a network of supports, people, and processes that are all focussed on assuring that novices become effective in their work" (Carroll et al., 2005, p. 4) with induction conceptualised as a process that lasts up to three years, that includes key elements such as opportunities to observe and be observed by other teachers, common planning time, and participation in a network of teachers. New initiatives in initial teacher education such as the Scottish Teachers for a New Era programme, promote initial teacher education as the first stage of a six-year continuum of supported teacher development, which extends from a four-year degree programme into the first two years of practice in schools. Developers intend that this will be achieved through partnerships between the University of Aberdeen and local school authorities.[3]

Bubb et al. (2002, cited in Totterdell et al., 2004a, p. 7) define induction as a process that can be seen to align well with expectations of New Zealand advice and guidance programmes:

> The term induction is taken to mean supported and assessed entry to full professional teacher status. Induction programmes include designated release time from teaching; support from experienced colleagues; the setting of objectives and targets that are linked to continuing professional development activities and courses to meet the needs of the new teacher and assessment against performance standards. Generally speaking, additional support for NQTs (newly qualified teachers) is elicited from many quarters of the school and from others outside its confines.

Arends and Winitzky (1999, cited in Totterdell et al., 2004a), and Bartell (2005) reviewed and summarised research on existing beginning induction programmes in the United States. The characteristics of effective induction programmes are summarised as follows:

- clarity about the purpose and intended outcomes of the programme
- sufficient attention to leadership and administration of the programme
- fostering collaboration among organisations, groups and individuals involved in providing induction services
- knowledge about and linkages with the initial teacher education that prepared the beginning teacher
- clear definitions for "effective teaching"
- understanding of the processes of learning to teach
- monitoring the process of learning to teach
- monitoring how induction is delivered
- giving attention to the context in which they are assigned to work and providing "appropriate for experience" teaching assignments for new teachers
- using mentoring to guide new teachers. Mentors should be carefully selected and trained to effectively guide and assist new teachers

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[3]   See http://www.abdn.ac.uk/stne/ for information about the Scottish Teachers for a New Era initiative.

- provide scheduled, structured time for experienced and beginning teachers to work together
- provide professional development to support induction- training that is related to their immediate needs and their current stage of professional development
- classroom-based observation, feedback and assistance
- feedback about progress in meeting professional goals and expectations
- awareness of the value of socialization in the induction process
- evaluation of the programme and its impact on new teachers and those they teach.

(From Bartell, 2005, pp. 65–66, and Arends & Winitzky, 1999, cited in Totterdell et al., 2004a, p. 32.)

The Australian Commonwealth Department of Science, Education and Training (2002, p. 11) suggests that the literature reveals a number of attributes of effective support programmes. These are summarised as a set of 10 key characteristics:

- Effective programmes serve several purposes, including orientation, personal and professional support, professional development and appraisal.
- Effective programmes are multi-dimensional, addressing teachers' personal, professional and pedagogical needs.
- Effective programmes acknowledge the strengths and potential contribution of beginning teachers.
- Effective programmes adopt a differentiated approach, focused on individual needs and goals, rather than standardised content.
- Support is sequenced to match beginning teachers' changing developmental needs.
- Provision of the support programme is co-ordinated between different levels of jurisdiction.
- Effective programmes combine a range of strategies to serve different purposes and needs.
- Assessment is managed so that it does not overwhelm, undermine or conflict with provision of support.
- Teaching loads and other responsibilities are allocated appropriately to suit beginning teachers' skills and experience.
- Effective programmes depend on school (and district) cultures, which foster openness, collaboration and help-seeking.

Whisnant, Elliott, and Pynchon (2005) drew together papers from several sources to come up with recommendations for the effective induction of new teachers. We have adapted these recommendations for the New Zealand context, and have included additional recommendations from other sources as identified in, in Table 3. We have also added two further categories: "Align induction programmes with existing school improvement approaches", and "Build systemic commitment, within and outside schools, to support all teachers' professional learning."

Table 3 **Effective components of induction programmes from Whisnant, Elliott, and Pynchon (2005); Youngs, (2002); Arends and Winitzky, 1999; and Stansbury and Zimmerman (2002).**

Component	Function/Structure
Orientation programme	Health and safety requirements
	Key people and their roles
	Mission and values
	Resources
	Written material for reference (e.g. expectations of Provisionally Registered Teachers and the advice and guidance programme)
	Support and encouragement from principals (Youngs, 2002)
Quality, structured mentoring	Select mentors according to rigorous criteria
	Train and support mentors (Arends & Winitzky, 1999; Youngs, 2002)
	Establish provisions for common time, and support
	Regularly scheduled meetings
	Ensure that mentor and Provisionally Registered Teacher have a common instructional focus
	Ensure that mentor and Provisionally Registered Teacher are located close to each other
	Personal and emotional support (Commonwealth Department of Education Science and Training, 2002; Stansbury & Zimmerman, 2002)
	Promote critical reflection on teaching practice (Stansbury & Zimmerman, 2002)
Common planning time	Focus on lesson design and curriculum
	Use student assessment data to guide planning
	Promote collaboration
	Reduced workload for Provisionally Registered Teachers (Arends & Winitzky, 1999)
	Release time for mentors(Arends & Winitzky, 1999; Youngs, 2002)
Intensive and on-going professional development for mentor and Provisionally Registered Teacher	Identify the teaching and learning needs of the Provisionally Registered Teacher and the mentor
	Help with building relationships with parents (Arends & Winitzky, 1999)
	Expand content knowledge
	Address diversity in learning and culture
	Expand pedagogical content knowledge
External teacher networks	Enable mentors and Provisionally Registered Teachers to gather in like groups
	Encourage reflective dialogue
Standards-based evaluation	Support demonstrations of effective teaching
	Provide focused feedback on teaching (formative assessment)
	Use relevant standards to judge capability (summative assessment)
Align induction programmes with existing school/centre improvement approaches	Include Provisionally Registered Teachers and mentors in school/centre development processes
Build systemic commitment, within and outside schools/centres, to support all teachers' professional learning	Develop school/centre leader understanding of effective teacher induction principles and practices (e.g. through Aspiring Principals and First-Time Principal Induction programmes
	Continue to strengthen workplace conditions that support teacher professional learning

While it does not specifically focus on beginning teacher induction, the New Zealand Best Evidence Synthesis *Characteristics of Professional Development Linked to Enhanced Pedagogy and Children's Learning in Early Childhood Settings* (Mitchell & Cubey, 2003), summarises the evidence on approaches to professional learning in early childhood education that have been linked with changes in teacher practice and enhanced children's learning. We suggest that induction practices that emphasise the characteristics in the Best Evidence Synthesis would constitute powerful induction for Provisionally Registered Teachers. These practices are shown in Table 4.

Table 4   Characteristics of effective professional development linked to enhanced pedagogy and children's learning in early childhood education settings

The professional development incorporates participants' own aspirations, skills, knowledge and understanding into the learning context	The professional development provides theoretical and content knowledge and information about alternative practices	Participants are involved in investigating pedagogy within their own early childhood settings	Participants analyse data from their own settings. Revelation of discrepant data is a mechanism to invoke revised understanding	Critical reflection enabling participants to investigate and challenge assumptions and extend their thinking is a core aspect	Professional development supports educational practice that is inclusive of diverse children, families and whānau	The professional development helps participants to change educational practice, beliefs, understanding, and/or attitudes	The professional development helps participants to gain awareness of their own thinking, actions, and influence
The professional development takes on board participants' own aspirations, skills, knowledge, and understanding, and recognises the context for learning. This is a starting point the programmes introduce new ideas and provide opportunity for participants to question their experiences and views, and not simply validate	Theoretical and content knowledge related to effective pedagogy is provided. This may be generic or content specific, such as generic areas of co-constructing learning, scaffolding, learning dispositions as outcomes of Te Whāriki, and specific areas such as	The programme involves participants investigating real life examples of pedagogy within their own settings. Investigative methods, such as action research, are useful. Investigation by participants in issues within their own setting (e.g. interactions	A key process in contributing to revision of assumptions and understanding is "creating surprise through exposure to discrepant data" from the participant's own early childhood service. Understandable data that reveals "pedagogy in action" and others' views	Critical reflection involves teachers/educators in investigating and challenging their assumptions. This in turn encourages insights and shifts in thinking. This is particularly valuable in challenging deficit views associated with ethnicity, socio-economic status, child's	Professional development supports practice that is inclusive of all children, families and whānau. Its focus is on pedagogy that understands, values, builds on and extends the competencies and skills that every child brings to an early childhood setting. It supports	Professional development is linked to tangible changes in pedagogical interactions and this in turn is associated with children's learning in early childhood settings. The professional development helps participants to change educational practice,	The professional development assists participants to gain greater awareness and insight into themselves, and a stronger appreciation of the power of their role as educators.

them.	early literacy, mathematical and scientific understanding, creativity. Content knowledge is integrated with pedagogical knowledge. The theoretical and content knowledge expands participants' knowledge base. Information and knowledge about alternative practices are provided.	and behaviour) encourages work on issues that are important to participants and that make a difference to their own pedagogical practice. An external professional development adviser or researcher engages in the investigation.	is helpful in these investigations. Useful approaches to data collection include collection and analysis of video and audio-tape recordings, observations, surveys of others' views, and assessments of learning. The professional development programme supports data collection and analysis.	age, parental knowledge, and gender. Some conditions that encourage critical reflection: 1) collaboration with others and being exposed to their views. These views include views of colleagues, professional development advisers, parents, and children; 2) using deeper or different theoretical understanding; 3) teachers/educators thinking about their own thinking, e.g. through use of journals and diaries.	participants to work closely with families so that both are better informed about and able to extend the child's experiences and learning. Professional development in support of inclusive practice helps participants analyse data obtained through close observation of relationships between children and people, use formative assessment, and offer curriculum differentiation.	beliefs, understanding, and/or attitudes. Participants are encouraged to investigate ideas and practices that stand in the way of an equitable society. Participants may become aware of ways in which they disempower or limit groups or individuals.

Mitchell, L. and Cubey, P. (2003). *Characteristics of Effective Professional Development Linked to Enhanced Pedagogy and Children's Learning in Early Childhood Settings: Best Evidence Synthesis*. Wellington: Ministry of Education.

Overall, the literature on induction reported so far in this review highlights the need for induction programmes to be based on a clear rationale and purpose and for adequate resources to be provided to achieve the intended goals. Beginning teachers should have a reduced workload, and expectations for extra school- or centre-related work should not conflict with core teaching work. Programmes include, but are not restricted to, one-to-one mentoring, and provide structured opportunities for learning within and outside particular teaching contents. Ideally mentors will be people with the interpersonal skills, commitment, and knowledge to enhance the beginning teacher's practice, and they will be given professional development and support to help their beginning teacher to achieve the goals of the induction programme. Integral to effective induction programmes are opportunities for beginning teachers to observe models of good teaching practices, and to receive structured feedback on their own teaching. There is general agreement that induction programmes should be focused on the needs of each beginning teacher, as identified by observations, analysis of children's or students' learning, and discussion, all of which contribute to a formalised induction plan. They combine new teacher support, development, and assessment. Induction programmes are more likely to be productive when they occur in settings where more experienced teachers are committed to supporting their new colleagues, in cultures that foster openness, collaboration, and asking for help. New Zealand policies and recommended approaches to induction favour comprehensive approaches although not all sectors currently have the resources to support teachers and Provisionally Registered Teachers sufficiently.

International literature on induction in early childhood settings

The syntheses of literature on induction we have found so far focus entirely on the school sector. A new Eric search since the first draft found one reference only and it had little relevance to this review. One problem is that the term "early childhood" is defined differently in other contexts, and does not appear to include teachers of children aged from 0–3 years as in New Zealand. We do not assume that the literature from the school sector will apply to teachers in early childhood contexts, but until there is relevant literature, we have to use what currently exists.

Noble and Macfarlane (2005) present findings of a longitudinal study by Noble, Goddard, and O'Brien (2003) in Queensland that highlights significant differences in the timing of "burn-out" between teachers in the primary, secondary, and early childhood sectors. They identify problems of isolation for beginning teachers in some early childhood settings, resulting in fewer opportunities to develop their understandings of teaching with more experienced colleagues. They also identify heavy workloads as inhibiting opportunities to establish professional networks. The professional development that is available to early childhood teachers in Queensland is held with their primary school colleagues, a process which fails to address their own professional concerns.

International literature on induction in indigenous settings

We located little research that specifically addressed the induction of indigenous beginning teachers. A study of eight new Native American teachers (Figueira, 2000, cited in Demmert & Towner, 2003) reported:

> From a tribal and Native American professional perspective, the creation of lifelong learning environments and meaningful educational experiences for both the young and adults of a tribal community requires a language and cultural context that supports the traditions, knowledge, and language(s) of the community as the starting place for learning new ideas and knowledge. There is a firm belief within many tribal communities and (among) Native educators that this cultural context is absolutely essential if one is to succeed academically and to build meaningful lives as adults. (p. 1)

In Figueira's study, despite the importance of a supportive cultural context for beginning Native American teachers, it was found that:

> These case studies reveal that efforts to situate learning within the local context are often thwarted by factors within the teaching environments. The specific situations underlying this issue range from community dissonance regarding the place of Native language and culture in the school, to a lack of pedagogical knowledge, methodology and teaching materials, to the conflicting demands and pressures of state standards and federal mandates.

> Certain other issues also emerged as prominent. The most frequently cited were the need for orientation, induction or formal mentoring at the school sites and the need for strategies to increase parent involvement and enhance communication with families. They additionally identified issues around discipline, motivating students, and lack of spare time, problems that are common to new teachers anywhere. (p. 1)

Figueira describes how mentoring supported beginning Native American teachers in identifying issues, prioritising goals, resolving problems and developing a reflective practice that responded to the needs of their Native students.

We found an unpublished masters thesis (Stewart, 2005) that explored the personal and professional identities of nine indigenous teachers in British Columbia, Canada. Stewart points out that little has been written about indigenous teachers, with the focus to date being on indigenous children and schools. Issues that may be relevant to the review include their perception that their programmes of initial teacher education were devalued as "easier" than mainstream programmes; expectations that they would act as "cultural knowledge brokers" for their colleagues as well as teaching students; and obligations to other indigenous teachers and school workers as well as to their communities. The teachers felt pressure to perform for their non-Native colleagues:

> So, there is the expectation that we are role models in the community, and we are professionals all the time, even when we are treated badly by our non-indigenous colleagues (pp. 71–72).

The available research highlights the extra complexities inherent in indigenous settings, and points to the need for greater research attention to the sorts of induction experiences that would retain and enhance teachers in indigenous teaching contexts.

Summative and formative assessment processes used in induction programmes and teacher registration

The relationship between the supportive process of induction and the judgemental process of assessment for registration is hotly debated in the literature (Commonwealth Department of Education Science and Training, 2002). However, both formative and summative assessment processes provide feedback on teaching and can contribute to effective induction programmes.

Formative assessment processes are those which help Provisionally Registered Teachers to identify what they are doing well, and pinpoint how they can develop their teaching. These processes can partially be achieved by individual teacher reflection on their work, but learning is richer when it is scaffolded by an informed "other" such as a mentor teacher. Information from formative assessment contributes to decisions about the sorts of professional learning that might benefit the Provisionally Registered Teacher (for example: assistance with planning, observing another teacher; videoing and jointly analysing their teaching; attending a short course in an area of identified interest or need). Engaging in formative assessment has the potential to support habits of self-reflection and career-long professional growth (Villar & Strong, 2005).

Summative assessment is the assessment that summarises a teacher's accomplishments at a particular point in time although it can also be used formatively to help a teacher develop in identified areas. It can also be used to determine that a Provisionally Registered Teacher has demonstrated the knowledge, skills and attitudes required to move to fully registered teacher status. Traditional ways of assessing teachers' competency in the United States for licensing decisions, such as tests of teacher knowledge, have been subject to much criticism for their lack of authenticity and predictive validity (Pecheone & Chung, 2006). Berliner (2005) also notes that in the United States, "despite many attempts to demonstrate the validity of the National Teacher Examination in predicting ratings of teaching competence and/or student achievement, no predictive validity could be found" (p. 208). Berliner contends that to validly assess teachers "will require highly discerning observers who spend their time watching teachers teach" (p. 208).

Traditionally, researchers have considered that formative and summative processes should be kept separate, because of a belief that it is difficult for the mentoring relationship when the mentor is also the assessor (Moskowitz & Stephens, 1997). Under the sub-title "Assistance not

Assessment", The APEC (Asia-Pacific Economic Cooperation) Teacher Preparation and Professional Development Study (1997)[4] states the following as one of its conclusions:

> The absence of serious concern by all participants in the teacher induction program about meeting certification and registration requirements enhances the provision of assistance and support. Teachers do not feel threatened or even uncomfortable about being observed and asking questions that they fear will reveal professional inadequacies. However, in some other teacher induction programs, assessment is more formal and is primarily used to "weed out" unqualified teachers. In such cases, assessment is linked so closely to certification or registration that it is sometimes difficult for a program of teacher support to coexist with assessment. Some new teachers have difficulty accepting guidance from and feeling comfortable with a mentor who is also a formal assessor.
> (http://www.ed.gov/pubs/APEC/ch6.html)

Some researchers suggest that mentoring partnerships are far more fruitful when novice teachers are treated as an equal in the relationship. Hargreaves and Fullan (2000, p. 3) comment on the importance of effective mentoring:

> The reality in many schools today is that while assigned mentors may know more than new teachers about certain areas such as school procedure or classroom management, the new teacher may sometimes know more than the mentor about new teaching strategies. If the school assumes the mentor always knows best, even about teaching strategies, innovative new teachers might quickly experience the mentor relationship as an oppressive one.

Fullan warns against using assessment as a focal point of induction: "Assessment-based induction schemes run the risk of reducing teaching to less significant goals and of repelling the best teacher prospects and teacher-leaders" (p. 2). Fullan, however, does see a place for assessment in a supportive context where teachers grow through making mistakes and learning from them.

More recently there is a growing consensus that the most appropriate person to provide critical feedback is the person who is the most familiar with the context of the beginning teacher, and that it is often not feasible to carry out separate processes (Commonwealth Department of Education Science and Training, 2002). A paper on the Teachers College Record website (Yusko & Feiman-Nemser, in press) argues that formative assessment (assistance) and summative assessment can coexist, and with appropriate training and support it is possible for mentors to combine both processes while retaining the trust of new teachers and promoting their development and their students' learning.

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[4] The study looked at induction in its member countries (Australia, Brunei, Canada, Japan, Korea, New Zealand, Papua New Guinea, Singapore, Chinese Taipei, United States).
For details go to: http://www.ed.gov/pubs/APEC

The following section describes some well-researched programmes, and identifies how assessment contributes to the support provided to beginning teachers.

Connecticut's Beginning Teacher Educator Support and Training (BEST) programme

Based on a study set in Connecticut during 2000–2001, Youngs (2002) examined the impact (in terms of retention) of Connecticut's Beginning Teacher Educator Support and Training (BEST) programme in two school districts. The BEST programme provides beginning teachers with mentoring and other support, such as subject specific seminars that are designed to familiarise beginning teachers with the state's teaching standards and the portfolio requirements. Some of the seminars are now on-line.

Part of Youngs' report focused on how beginning teachers are supported and assessed. To ensure that mentors are prepared for both roles, they are required by the state to participate in three days of BEST training, provided by experienced mentors, teacher educators and/or BEST regional field staff.

Teachers-in-residence are seconded from schools for two-year periods to work in the BEST programme to design the content specific seminars for first and second year teachers, to respond to their queries, and to develop and score beginning teacher portfolios. Scorers attend two days of training, and work from 10 to 12 paid days in their summer holidays benchmarking and scoring portfolios.

At the end of their second year of teaching, teachers are required to submit several pieces of work from one or two teaching units, such as a description of their teaching context, lesson plans, two videotapes of their teaching the unit, samples of student work, and teacher commentaries on their planning, teaching, and assessment of student achievement. The portfolio requirements are highly structured and teachers are given detailed handbooks to support their preparation. A primary school teacher would complete a portfolio in "elementary education", whereas secondary teachers would complete a portfolio relevant to their subject specialism. Early childhood teachers are not included in BEST.

Connecticut's approach to assessing the portfolios has been characterised as "integrative and dialogic" (Moss, 1998, reported in Youngs, 2002).[5] Each portfolio is scored independently by two trained assessors who teach in the same content area as the beginning teacher whose portfolio they are assessing. They then moderate together. Initially, the assessors use a discipline-specific evaluation framework to judge the teacher's work, and then they summarise information across the portfolio as a whole against a set of guiding questions using a scoring rubric, as they determine overall performance. It takes four to five hours to score each portfolio. If teacher

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[5]   The BEST programme has been described comprehensively and further details are available at http://www.state.ct.us/sde/dtl/t-a/

performance on the portfolio is judged to be unsatisfactory, they may resubmit a new portfolio in their third year of teaching. If they are unsuccessful this time, they are ineligible for licensure, and may not remain as teachers in Connecticut.

During the second year, the teachers-in-residence work with beginning teachers, sometimes in their schools, to help them to understand the state standards, use specific teaching strategies, and reflect on their teaching by examining student work. Many of the schools in the districts studied also include aspects of the portfolio process into their teacher evaluation processes, and principals have had a major role in the development of the standards. As a result of the district policy on mentor assignment, work conditions, and support for beginning teachers, in combination with effective principal leadership, Youngs (2002) concludes that new teachers experience comprehensive support and opportunities to learn to develop their teaching practice, and as a result the percentages of teachers who remain in teaching (around 90 percent) are higher than in similar districts elsewhere.

California Beginning Teacher Support and Assessment (BTSA) programme

An example of another induction programme that has been demonstrated to enhance retention and enhance teacher capability is the California Beginning Teacher Support and Assessment (BTSA) programme (Villar & Strong, 2005). The principal goal of this programme is to create the professional conditions for beginning teachers that are most likely to keep them from leaving and to ensure their professional success (Fletcher & Barrett, 2003). This programme is available to all Californian beginning teachers, and typically features fully released mentors each with caseloads of 15 teachers. The mentors meet at least once a week for two hours with each beginning teacher to provide observation and coaching, emotional support, help with planning and classroom management, demonstration lessons and curriculum resources, and to facilitate communication with the principal. Beginning teachers also have some release time, and also attend monthly seminars designed to enhance teaching pedagogy and to embed them in a support network with ongoing professional dialogue with their peers.

The programme includes a formative assessment system aligned with district expectations for performance management, and content standards and student needs. A support provider/assessor assesses the performance of each beginning teacher with one or more complex measures at the onset of the programme and at multiple points during the induction programme to document progress over a period of time. Each assessment is based on the California Standards for the Teaching Profession. The assessment information is used to determine the scope, focus, and content of professional development activities that are the basis of the beginning teacher's Individual Induction Plan. New teachers may move forward in their professional practice in a variety of ways, developing at different rates in different areas of teaching.

Villar and Strong (ibid., p.9) claim that the features of the programme are consistent with Smith and Ingersoll's (2004) highest level of induction support; that is, "basic induction, plus collaboration, plus teacher networks, plus extra resources". Their research shows that the

programme is associated with high retention, and student achievement in reading is at the same levels as those taught by experienced teachers. In addition, the benefits and costs of mentoring over five years "demonstrates a societal return of 1.50 distributed among teachers, districts and students for every dollar invested in new teacher induction".

Thompson, Paek, Goe, and Ponte (2004) compared teachers who had a high level of exposure to the California Beginning Teacher Support and Assessment (BTSA) programme and the California Formative Assessment and Support System for Teachers (CFASST) to teachers who had little or no exposure. They found that high-level exposure teachers were better at planning, were more likely to ask their students higher-order questions, and were more likely to provide substantive, specific formative feedback to students. Students of teachers with high engagement with the programme outscored the students of the low-engagement teachers by an average of .25 standard deviations across six standardised tests. Though these differences were not statistically significant, the authors concluded that the consistency of the results suggests that BTSA/CFASST has a positive impact on student achievement.

The Beginning Teacher Induction Program (BTIP) in New Brunswick and the newly introduced New Teacher Induction Program (NTIP) in Ontario

In Canada, where there is no federal Ministry of Education, education and the preparation of teachers is a provincial responsibility. The most common reason cited for new teachers leaving the classroom is lack of support to adjust to the demands of the classroom (Ontario College of Teachers, 2006). The BTIP in New Brunswick began in 1995 and has been evaluated on a yearly basis. The most recent evaluation of the programme, in 2004-2005, involved 336 beginning teachers in 153 schools working with experienced teachers who acted as mentors for the school year. The programme lists the following as its ultimate goals:

- orientation
- support
- acquisition and refinement of teaching skills
- developing a philosophy of education
- self-assessment and self-evaluation
- retention of beginning teachers

Each pair of participants is allocated $500 from the Department of Education to go toward professional development activities for new teachers. Activities may include release time to visit each other's classroom and to engage in meetings to go over report cards and meetings with parents. The Teachers' Association contributes a fixed amount of money to be used when the $500 allocation runs out. The funding is minimal compared with New Zealand funding for induction.

Assessment is not a focal part of the programme and is not related to a teachers' certification or registration. While formal evaluation is not a mandate of the BTIP, the annual evaluations of the programme commonly refer to the controversial nature of evaluation. In the 2004-2005 evaluation

of the BTIP, Gill studied the propensity of those being mentored to participate in "high risk activities" as described by Scott in his evaluation of the BTIP programme in 2001. Scott writes:

> Activities [that] place higher emotional and professional demands on the participants may be termed higher-risk activities. This is because traditionally teaching has been an isolated activity which one performed alone, except for occasional supervision from a principal or supervisor. Perhaps because of its association with supervision and possible criticism, many teachers are reluctant to invite colleagues into their classroom. (p. 19)

Both Scott and Gill, in their respective studies, note the tensions surrounding the observation and evaluation of teaching. Interestingly, Scott finds that an alarming percentage of mentors (39.5 percent) in 2001 were unwilling to allow new teachers to observe their teaching. Scott writes:

> This is a tendency which the steering committee has previously interpreted as counter to the goals of BTIP. This behaviour has been discussed before at the provincial level and would expect that the co-ordinators have emphasised at their workshops how important it is for mentors to allow their partners to observe them teaching as well as to observe the beginning teachers, but apparently their appeals have either been muted or fallen on deaf ears. (p. 19)

Gill also stresses the importance of informal evaluation. "Observing other teachers teach and being observed and receiving feedback are important strategies for developing teaching skills and strategies". She goes on to cite Mugglestone (2004) who conducted a follow-up study to the 2003 BTIP. Mugglestone reported that the former beginning teachers, upon reflection, wished they had been observed more and been given more extensive feedback.

The Ontario Ministry of Education introduced a mandatory New Teacher Induction Program (NTIP) in 2006 for its roughly 6,500 new teachers in response to low teacher retention and a climate where new teachers felt overwhelmed. The NTIP funds school boards to develop and implement programs at a board and school level that comprise three key elements: orientation to board and school; professional development on new Ministry initiatives and priorities; and one-on-one mentoring. The NTIP does not stress evaluation as part of its mandate (Ontario College of Teachers, 2006).While mentors are expected to provide feedback and suggestions to new teachers, vice-principals and principals remain responsible for their formal evaluation. The induction programme commenced as a mandatory requirement to be administered by all school boards in the 2006/2007 academic year. The Ministry of Education has also funded a province-wide evaluation of the NTIP which is being conducted by a research team from Ottawa University led by Professor Ruth Kane.

Teacher Induction Scheme, Scotland

Rippon and Martin (2006) describe the new Teacher Induction Scheme (TIS) introduced in 2002, replacing the system that had been in place since 1965. The main intention is to ensure that all new teachers experience consistent induction. Previously teachers may have had a series of short-term appointments which worked against consistency, and it took an average of three and a half

years to complete what was then a two-year probationary period (Draper, O'Brien, & Christie, 2004). Since 2002, when teachers graduate from initial teacher education, they are "placed" in schools as "probationer teachers" for a year, on 0.7 of a teaching workload and a slightly reduced salary. The school gets 0.1 time allocation for induction support (Martin & Rippon, 2005). By contrast, in England the division is 90 percent teaching, and 10 percent for professional development (Draper et al., 2004). At the end of the induction period there is no guarantee of a permanent teaching position. Each probationer teacher is assigned an "induction supporter" to carry out support and assessment roles in accordance with guidance provided by the General Teaching Council Scotland. The induction supporter is usually from the same school as the probationer teacher.

Each week the probationer teacher meets with the induction supporter to receive feedback on their progress, and to plan developmental targets. They are formally assessed monthly, against the Standard for Full Registration. The Standard comprises "23 general statements augmented by 96 more specific illustrations of professional practice" (Draper et al., 2004, p. 205).

While the authors are supportive of the intent of the induction scheme, they point out that the changes are structural or procedural and their success depends on the contexts already existing in schools. They quote Flores (2001), who asserts that teachers usually experience individualistic rather than collaborative work cultures, with teachers who are too preoccupied with their own classroom demands to devote much time to support new teachers.

The construction of new teachers as "probationers" who will be around for a short time only also appears to carry risks that they are not treated as having full status in their schools, or are expected to conform to established school norms. They report the experiences of Gemma, a composite identity constructed from accounts of several probationer teachers:

> Hierarchical relations, the avoidance of 'technical talk', a cult of individualism, and the need to conform may be things Gemma has to kowtow to if she is to be accepted. Ironically, in seeking the acceptance of her colleagues to gain a sense of identity she may prevent her idealized teacher identity from emerging. The quest for real teacher identity becomes a contributing factor in the promotion of conformist school culture. (Rippon & Martin, p. 321)

They also comment that in some schools in Scotland, there is reluctance on the part of teachers to work with new teachers and to allow them to observe their teaching. There is no systematic programme of support and training for induction supporters. A weakness of the Scottish system appears to be its reliance on one-to-one mentoring by untrained mentors.

Induction and assessment programmes in Victoria, Australia

Victoria is the only Australian state that directly funds local delivery of induction programmes (Commonwealth Department of Education Science and Training, 2002). In the majority of states, new teachers have the same teaching hours as their experienced colleagues. In Victoria, schools have responsibility for induction, and they are required to link the assessment of "probationary" teachers to school performance management cycles. A "Performance and Development

Handbook" includes professional standards for beginning teachers, based on five dimensions of teaching. Nineteen professional standards act as indicators of performance. According to the Department of Education Science and Training publication, *An Ethic of Care* (2002, pp. 43–44)

> The standards are an integral part of a performance and development cycle. The cycle begins with discussion about the standards and expectations of performance, and is followed by a mid-cycle review. The process culminates with teachers completing a 'performance and development pro-forma' in which they must demonstrate 'that they are developing the skills and competencies needed to become an effective classroom practitioner.' This leads to a review by the principal and an assessment against the five dimensions, each of which must be achieved for a satisfactory review outcome. There are matching standards for experienced teachers.

New assessment processes for Provisionally Registered Teachers were trialled and evaluated for the Victorian Institute of Teaching (VIT) in 2003 by the Australian Council for Educational Research (ACER) (Kleinhenz & Ingvarson, 2005; Wilkinson, Beavis, Ingvarson, & Kleinhenz, 2005).

As part of the full registration process Provisionally Registered Teachers were required to complete a portfolio with three components: an analysis of teaching and learning; a record of collegial activities; and a list of, and commentary on, professional development activities undertaken. Each of these is discussed below.

An analysis of teaching and learning

This task required the Provisionally Registered Teacher to describe and reflect on a sequence of class lessons, with particular attention to the learning of two representative students. The task had five components:

- establishing the teaching context
- planning a teaching and learning sequence
- providing details of two teaching and learning activities
- an analysis of two students' learning
- a reflection of the teaching and learning process (ACER, 2004, p. 4).

It was suggested that documentation of planning and reflection be about five pages in length, and that it include student work samples.

A record of collegial activities

This task required evidence of classroom-based activities and support from mentors, including at least three classroom observations and feedback, and reflection by Provisionally Registered Teachers on their learning.

> For each, there would be a pre-observation discussion to discuss:
>
> The focus for the observation
>
> The planned learning activities and outcomes

Contextual information

The mentor would observe the class and take notes, relating the graduate teacher's performance to the relevant standards. After the observation, the mentor and graduate would have another conversation, in which the mentor would provide the graduate with feedback. This feedback, together with the graduate's own reflections, was to be recorded on pro-formas developed by ACER and the SPLB team. (ACER, 2004, p. 4)

A list of, and commentary on, professional developmental activities undertaken

This component required teachers to submit a list of the professional development activities they had undertaken and include a commentary on how at least three of these activities have assisted their professional learning.

The decision about the acceptability of the portfolios as evidence of suitability for full teacher registration, rested with the principal and a school-based panel assessment. Provisionally Registered Teachers submitted their portfolios to a panel comprising their principal, a colleague of their choice, and a mentor for a Provisionally Registered Teacher (not their own). Although most Provisionally Registered Teachers rated the process as fair, the evaluation, however, doubted "that the summative assessment processes for making the crucial recommendation for full registration were sufficiently rigorous, valid, fair and consistent to provide reliable guarantees of graduates' eligibility to gain full registration and entry to the profession" (ACER, 2004, p. 27).

In 2004, the Victorian Institute of Teaching implemented the new registration procedures for all Provisionally Registered Teachers. It included two days of professional development for mentors, two afternoon sessions for Provisionally Registered Teachers and two principal briefings. There was a range of supporting documentation for all groups including a CD-ROM for Provisionally Registered Teachers to use in preparing their portfolios. ACER conducted an evaluation with Provisionally Registered Teachers, mentors and principals (Wilkinson et al., 2005). The evaluation used surveys of provisionally registered teachers, mentors, and principals to gather perceptions of the new registration procedures in Victoria. The evaluation found that although primary Provisionally Registered Teachers were more positive about the new registration procedures than their secondary colleagues there was general support for the process, with stronger support reported from principals and mentors than from the Provisionally Registered Teachers themselves.

The report highlighted the desire of Provisionally Registered Teachers for decisions about their entry to the profession to be taken seriously:

Clearly, many graduate participants in the project expected a much more demanding summative assessment than they actually experienced. Most were unsure of how the assessment would be carried out. Because it had never been done before, they did not have precedents on which to base expectations of rigour or lack thereof. Many graduates invested large amounts of work and effort to produce portfolios of excellent quality, in the belief that there would be a rigorous assessment. They were disappointed that they did not receive more formal recognition of a kind that matched the seriousness with which they prepared their portfolios. They also would have

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welcomed more detailed feedback on their development and progress. (ACER, 2004, p. 27)

The New Zealand context

In New Zealand, there is an expectation that Provisionally Registered Teachers will be assessed and provided with feedback throughout their induction period. There has been no research specifically on how the assessment of Provisionally Registered Teachers operates in practice in New Zealand, although primary school principals tend to report that they are happy with the performance of their beginning teachers (Cameron & Grudnoff, 1993; Grudnoff & Tuck, 2002; Renwick, 2001a). Grudnoff and Tuck (1999) describe the appraisal of primary teachers in New Zealand as involving "fuzzy standards and leaps of faith. The leap is quite substantial, from the written amorphous open criteria to the actual appraisal of an instance of teaching practice" (p. 9).

More recently, Grudnoff and Tuck (2003, p. 1) contend:

> New Zealand has also been a fertile breeding ground for the creation of lists of statements defining the characteristics of the good teacher. In the latter part of the last century the Teacher Registration Board (1997) published criteria for identifying the "satisfactory teacher", the New Zealand Qualification Authority set out "standards" of teaching (Gibbs and Munro, 1993; McGrath, 1996), the Education Review Office (1998) published the defining characteristics of the "capable teacher", and last but not least the Ministry of Education (1998) published "interim standards" for teachers in primary schools. The cynic familiar with the literature will not be surprised at the problematic nature of the defining characteristics of a good teacher. As Stones (1994, p 236) commented, "Consensus on the critical attributes of competent teaching does not exist".

Grudnoff and Tuck have studied cohorts of primary teacher education graduates during their first two years of teaching since 1999, and as part of this research have attempted to assess their teaching. They found that none of the "plethora of official promulgations of sets of descriptions of standards of teaching" (2003, p. 1) had scoring rubrics and objective appraisal processes, so they developed their own set of written statements of standards and assessment procedures in consultation with principals, tutor teachers and beginning teachers. They consider that "to a large extent the credibility of standards rests with the credentials of those who write the initial descriptions of accomplished practice, and those who make the ultimate judgement of whether particular standards have been met in a particular context" (p. 3). They think it unlikely that principals and educational leaders will be able to translate the current standards into consistent assessments of teaching.

They acknowledge difficulties in developing performance indicators for the dimensions that are able to be used by people who were not part of their construction, and report an unpublished study by Haigh and Tuck (1998) which found that correlations between initial teacher educators' and classroom teachers' judgements of student teachers' teaching were low or insignificant. The main reason for different judgements, they contend, was that the teacher educators and classroom

teachers had not collaboratively developed shared understandings of what the "standards" looked like in practice.

Grudnoff and Tuck (2003, pp. 2–3) go on to explain:

> Standards setting finally comes down to credible judges making judgements according to transparent rules in specified contexts, and the objectivity of their judgements is in part dependent on the nature of the written standard. Consider a national Olympic committee selecting runners for inclusion in the national team as sprinters. The standard set is likely to be unequivocal, e.g. if you run 100 metres in less than a certain time as measured by specified instruments and specified judges, on a level track, with a following wind less than a certain speed then you will be nominated for the team. If you do not run it in this time under the specified conditions then you will not be nominated. Consider if the above standard for nomination had been written as follows:
>
> > 'To be nominated the athlete must run quickly'
>
> There is now considerable room for interpretation as to the nature of the context and what is to count as running quickly. Virtually all of the standards in the literature on effective teaching are of the "running quickly" type, e.g.
>
> > 'Adequately explores opportunities and uses knowledge to...'
> >
> > 'Identifies a relevant range of resources...'
> >
> > 'Researches a range of issues...'
> >
> > 'Describes adequately...'
> >
> > 'Presents findings cogently...'
>
> The labelling of such written descriptions as 'standards' has been criticised by New Zealand writers on the grounds that it confuses a standard manner of describing learning outcomes or activities with the process of setting standards or making judgement about standards of performance (Elley, 1995; Tuck, 1994, 1995).

Grudnoff and Tuck (2003) and Cameron and Gunn (1999) emphasise that effective assessment of teaching practice needs to be part of a coherent process with a shared purpose and direction, with evidence of effective practice evolving as part of a collective discourse best achieved over time as opposed to one-off checkpoints.

There are currently few opportunities for New Zealand teachers to learn how to undertake formative and summative assessments with their colleagues, and current approaches to teacher appraisal have been shown to have vague goals and to focus on teacher practices without exploring connections between these practices and student learning (Sinnema, 2005). In their study of 57 third-year primary and secondary teachers, Cameron, Baker and Lovett (2006) found while two-thirds of the primary teachers reported that feedback on their teaching as part of school appraisal processes helped and motivated them to improve their teaching, only 40 percent of the secondary teachers agreed that appraisal observations were helpful and motivating. These studies suggest that further opportunities may be required for New Zealand tutor teachers/supervisors to

develop greater expertise in having discussions about teaching with their Provisionally Registered Teachers that focus them on the links between their teaching and their children's/students' learning, and that encourage them to further advance their pedagogical approaches. While the current Satisfactory Teacher Dimensions indicate that Provisionally Registered Teachers might "reflect on teaching with a view to improvement", they do not suggest that teachers might use evidence of student learning to guide their reflections. The Teachers Council has begun a review the Satisfactory Teacher Dimensions; if they are to be used as the basis for registration decisions, they will need to be developed collectively, as were the current dimensions, with attention to the design of appropriate assessments, alongside their development.

There is some evidence of a lack of consistency in the provision of both formative and summative assessment to beginning teachers, particularly in secondary schools (Cameron et al., 2006; Goold, 2004; Kane & Mallon, 2006). Cameron et al., (2006, p. 53) concluded from their study of 57 new teachers:

> Given that some beginning teachers were not provided with mentors and did not have their teaching assessed, we cannot be confident they all met requirements for full teacher registration. While they may be satisfactory teachers they are unlikely to have made optimal progress.

Shaw et al., (2006) contend that schools and centres tend to use the Ministry of Education standards as default standards rather than using the Satisfactory Teacher Dimensions set by the profession. Having two sets of "standards" appears confusing, and may limit the role of the Teachers Council in setting and maintaining standards in the profession. The survey phase of the induction research will explore the assessment of Provisionally Registered Teachers in New Zealand.

Shaw et al. (2006) also express concern about the lack of moderation of judgements about decisions that Provisionally Registered Teachers are ready to be awarded full registration. Until their abolition in the late 1980s, school inspectors each judged and classified beginning teachers, and there was a moderation system in place.

There is also some concern from within the early childhood and secondary sectors with the audit process used by the Teachers Council to check that applicants for full registration have engaged in an advice and guidance programme during their period of provisional registration. In a recent paper to its annual conference, the Post Primary Teachers Association (2006) claims that the audit process reflects a low trust model, because it does not accept the recommendation of the school principal.

The Auckland Kindergarten Association has several concerns with the process of awarding full registration, especially for Provisionally Registered Teachers who may have stepped out from employment for several years, before continuing with the registration process, as it considers that evidence of teacher reflections *throughout* the induction period was not required several years ago.

Implications for assessment for full registration of Provisionally Registered Teachers

The main points from this overview of assessment can be summarised as follows:

- Lists of agreed standards or "dispositions" on their own, will do little to improve teaching practice; they need to be part of a system-wide commitment to creating suitable opportunities for continuing growth of teacher knowledge and expertise related to enhancing children's and young persons' learning.
- The United States and Australian literature typically emphasises that assessment of teaching is best achieved by using well-designed, standards-driven assessments.
- Well conceptualised and managed assessment based on agreed standards (or agreed definitions of effective teaching) can help to develop a professional consensus about what valued and worthwhile teaching looks like in practice.
- Formative and summative assessments of teaching should be informed by clear notions of what effective teaching practice looks like in the particular context where it is being assessed. How this is done in New Zealand appears to be more idiosyncratic than systematic.
- Assessments of teaching "help to inform and guide practice, enrich the discussion of that practice, and help shape and guide teaching of all teachers toward that vision of excellence" (Bartell, 2005, p. 162).
- Assessments of teaching must be credible, fair, valid, manageable, and legally defensible (Hattie, 1999). This means that those doing the assessments require training and assistance to do this task.
- Learning how to be an assessor can be powerful professional development for teachers.
- Assessments of teaching should be performance-based and authentic. Increasingly assessments are designed to measure teaching in authentic ways, based on artefacts and examples of teachers' actual practice, and evidence of how they think about, plan for and evaluate their teaching and their students' learning. There are tensions around teacher assessment. Bartell (2005, pp. 161–162) reports that they include:
  - accountability versus support and improvement
  - moving the profession forward versus maintaining the status quo
  - assessment for minimum competency versus assessment to promote excellence
  - assessments that require more work for teachers versus embedded assessments
  - assessments that are useful versus assessments that are intrusive.

Summary

The research points to a common core of practices that have been shown to lead to important outcomes for newly registered teachers. Essentially, effective induction programmes appear to have multiple components, and be provided by a range of people, in a range of circumstances that are focussed on teachers' and children's/student learning. High-quality induction programmes are

coherent: the varied activities are logically connected and aligned. Mentoring is an important component of induction, but tutor teachers/supervisors require training and support to equip them to provide feedback that assists beginning teachers to focus on the learning needs of those they teach. This requires that tutor teachers/supervisors have sound knowledge and understanding relevant to the teaching context of their Provisionally Registered Teacher. In practice this would mean that the tutor teacher of a secondary science teacher of Year 9 and 10 students would have knowledge and expertise in teaching science concepts meaningfully to this age group, skills in evaluating students' understanding of these concepts, and the ability to assist the Provisionally Registered Teacher to develop these skills. Similarly, a primary school teacher is best mentored by an experienced teacher with current knowledge of the curriculum and pedagogies for the level the Provisionally Registered Teacher is teaching. The practice of primary teachers mentoring early childhood teachers because of a lack of fully registered teachers in the ECE sector is a stop-gap practice at best. Tutor teachers in Māori medium contexts need a complex mix of skills: competency in te reo Māori and kaupapa, and curriculum and pedagogical knowledge relevant to their teaching context.

Perhaps the most important message that emerges from the literature on induction is: it is what teachers are inducted *into* that is critical. Targeted funding, training, and resources are necessary but not sufficient to impact on teacher practice. In 2003, the National Commission on Teaching and America's Future held a summit of teachers, superintendents, teachers, union leaders, legislators, principals, teacher educators, and researchers to consider the elements or components necessary to embrace new teachers into a culture of support (National Commission on Teaching and America's Future, 2003) and would move them towards accomplished teaching. Participants stressed that support needs to extend beyond mentoring, and that induction should be into a collaborative professional learning community that emphasises their relationships with colleagues, with strong expectations that they will continue to learn and grow throughout their careers. Participants emphasised how:

> We cannot talk about the first years of teaching in isolation. We must talk about the profession of teaching. We must have a vision of what we want the profession to look like in order to know how to effectively introduce beginners into that profession.
>
> We must have a vision of the career path for all teachers in order to have a clear vision of where that path begins.
>
> We cannot talk about the daily work of novice teachers without also talking about the daily work of all teachers. If the daily work of beginning teachers changes, the daily work of every teacher in the schools [and centres] in which they work will be impacted.
>
> If effective induction of teachers means making teaching work more public and subject to shared reflection among all practitioners in a school/centre, that would change the culture of the schools. Any change in culture would impact teachers, as well as principals, parents, and, of course, students. (National Commission on Teaching and America's Future, 2003, p.4)

Overall, the components recommended in the New Zealand documentation on advice and guidance programmes for Provisionally Registered Teachers comprise a number of the elements of the comprehensive induction practices recommended in the literature. The next section will examine the research on mentoring.

4. Question 2: Requirements for mentoring teachers

> Just as all students deserve caring and competent teachers, all beginning teachers deserve caring and competent mentors. Well-prepared mentor teachers combine the knowledge and skills of a competent classroom teacher with the knowledge and skills of a teacher of teaching. (Feiman-Nemser, 2001, Teacher learning during the induction phase, para. 46)

The second research question was:

> What knowledge, preparation and support do mentoring teachers require to work effectively with Provisionally Registered Teachers within a structured advice and guidance programme?

Responses to this question of the knowledge, preparation, and support needed by mentors if they are to effectively support Provisionally Registered Teachers depend on the purposes that mentoring is intended to achieve. Not surprisingly, given the steepness of the learning curve in the first year of teaching, new teachers are likely to emphasise the affective dimensions of mentor support. Moir and Gless (2001) stress that the success of any support programme depends on a strong, supportive, and sustained relationship between the mentor and new teacher. A recent person specification generated by Scottish student teachers, shown in Table 5, illustrates the importance to new teachers of emotional support, relevant practical and professional knowledge, and time to help them adapt to their individual work contexts and cultures. (Rippon & Martin, 2003).

Table 5 **Person specification for a mentor teacher (induction supporter) from Rippon and Martin (2003, p. 224)**

Induction supporter	Essential attributes	Desirable attributes
Approachability		
Inclination	Willing to work with *Provisionally Registered Teachers	Expresses a desire to work with Provisionally Registered Teachers and demonstrates a keen interest and knowledge of issues associated with them
Time	Use time available to deal with Provisionally Registered Teachers ' concerns	Makes time to spend with Provisionally Registered Teachers to support, guide and discuss issues with them as they arise
Listening	Willing to spend time listening to Provisionally Registered Teachers ' views and concerns	Demonstrate the desire to listen actively to Provisionally Registered Teachers, taking account of their views and concerns in practice
Empathy	Have an appreciation of the apprehension felt by most Provisionally Registered Teachers	Show understanding in areas of concern to Provisionally Registered Teachers and ability to find out about personal and professional concerns of individuals. Willing to advocate for Provisionally Registered Teachers .
Partnership	Have the skills to work with Provisionally Registered Teachers as professional colleagues	Have a genuine interest in collaborating with Provisionally Registered Teachers in an equal partnership, to consolidate and challenge personal and professional practice.
Teaching credibility		
Teaching competence	Be a positive teaching role model	Be a positive role model in your relationships with children and young people*, in the delivery of the curriculum and in terms of organisation of your own teaching programme. Be able to share and explain your teaching practices with others.
Teaching reputation	Be well regarded by children, and young people, colleagues, managers and parents	Have a proven track record of high achievement as a teacher, staff member and mentor.

Induction supporter	Essential attributes	Desirable attributes
Professional Knowledge and Authority		
Educational knowledge	Possess an up-to-date educational knowledge and skills	To possess up-to-date educational knowledge, be able and willing to share it and the underpinning philosophies and/or principles with others.
School[or centre*] knowledge	Be aware of wider workplace* issues and procedures	Be able and willing to explain workplace policy and procedures to Provisionally Registered Teachers, and guide them to relevant sources of information or personnel.
Motivational skills		
Observation	Have an awareness of key professional teaching skills	Able to identify and evaluate professional abilities and personal qualities.
Feedback	Able to give sound advice and direction to Provisionally Registered Teachers	Able to establish a genuine, honest dialogue about performance, balancing courage with consideration for the Provisionally Registered Teacher.
Enthusiasm	Able to demonstrate a love of teaching	Able to collaborate with others, generating an enthusiastic and confident approach to teaching.
Other		
	Be honest	
	Be fair	
	Have a personal identity as well as a professional identity	
	Have a sense of humour	
	Respect others and their feelings	

*Terminology changed to reflect New Zealand context

Teachers in the *Teachers of Promise* study (Cameron et al., 2006) also emphasised the value of mentor knowledge, and willingness to respond to requests for technical assistance in their early days as teachers:

> She was the teacher in charge of the year one and two teachers and she was one of those fantastic women that you could trip up in a corridor and she would give you immediate advice, how to rectify a behaviour problem or how to, you know, get that done in the most efficient way, and she was great, like she was always available. (Secondary teacher, quoted in Cameron et al., p. 38)

Other researchers have identified lists of attributes that mentors should ideally possess. Bartell (2005, p. 76) quotes a list of mentor characteristics originally provided by Odell and Huling, 2000. Mentors should:

- be committed to studying and developing their own practice.
- be able to model the standards-based teaching that the programme is attempting to foster.
- be able to work with adults from diverse backgrounds.
- be sensitive to the viewpoints of others.
- be informed about mentor responsibilities and willing to make the necessary commitment to carry out these responsibilities, including a substantial time commitment.
- be committed to ethical practice.
- be committed to providing both professional and emotional support and challenge.
- have completed the previously agreed-upon required number of years of teaching.

Fletcher and Barrett (2003, pp 4–5) have identified further skills for effective mentoring:

- ability to direct support toward improving student achievement
- ability to use formative assessment to guide support
- ability to assist with documenting professional growth over time
- ability to model and encourage on-going self-assessment and reflection, and
- ability to foster collaboration and leadership among teachers.

Other writers consider that lists of mentor characteristics do little to assist mentors to know what to do to assist a new teacher. The National Center for Research on Teacher Learning (NCRTL) publication *Learning from Mentors – Study Update* (1995) focuses on mentoring *practices* and the contribution of mentor teachers to novice teachers' learning. Although this is an early study, the issues raised are still relevant and are reflected in subsequent approaches to mentoring:

- Mentors do not automatically promote the kinds of teaching and professional norms that advance students' learning.
- Mentoring must be informed by an understanding of how novices learn to teach. They therefore require an understanding of what is important for new teachers to learn, and how to support and create opportunities for them to learn.
- Mentoring is more than a social role. It is a specific area of professional practice. Role definitions don't help mentors understand what their role requires. "More helpful are clear statements of purpose linked to descriptions of specific mentoring practices in context."(p. 2)
- Mentors need time to mentor and opportunities to learn to mentor. Mentors need opportunities to:
  - critically examine their beliefs about teaching and learning to teach;
  - align their mentoring practices to beginning teachers' learning;
  - discuss mentoring dilemmas and problems with others.

These practices would help to develop a "culture of mentoring" where mentor teachers work together to improve their teaching and mentoring.

Wang, Odell, and Strong (2006) discuss how novice–mentor discussions based on observed lessons are thought to help novices teach more effectively, and develop attitudes and skills for analysing and transforming their teaching. The theoretical basis for this belief is that all knowledge is situated in and grows out of a particular context (Brown, Collins, & Duguid, 1989), and that experienced mentors know how to pitch their assistance at the level required by new teachers. Working together and talking about common experiences is thought to provide access to mentors' more developed knowledge and ways of doing things (Lave & Wenger, 1991).

> [She gave me] a lot of help with planning: we'd do a lot of planning together, so we [both] knew where we were going. I had a Year 5 class; she had a Year 6 in the same syndicate … We'd do all our goal setting, things like that together. She was basically just there, and I always felt that she was there when I needed her and she always knew when I needed her too. Sometimes she could just tell by talking to me that 'Okay, you need a bit of help here.' (Primary teacher, quoted in Cameron et al., p. 42)

Some researchers such as Cochran-Smith and Lytle (1999) caution that mentors can reinforce conservative practices. Certainly, mentoring that occurs in the context of individualistic school cultures is unlikely to maximise new teacher learning, as there is limited access to collaboratively developed approaches to practice. Kardos, Johnson, Peske, Kauffman and Lui (2001) found that new teachers in *integrated professional cultures* experienced an environment where there was ongoing interaction between experienced and new teachers about teaching and learning. There was a shared responsibility for the school's students and for each other, and beginning teachers did not have to rely on a sole dedicated mentor as their sole source of support; they were in fact embedded in a rich and professionally nourishing professional culture.

> I am really lucky to be in the junior syndicate 'cause everybody looks after one another and it's just fantastic. I had a really good tutor teacher who I was able to go to but it wasn't just her, it was, you know, it was any of the teachers in the syndicate I could go to for help, so I didn't just solely rely on my tutor teacher for assistance. (Primary teacher quoted in Cameron et al., 2006, p. 39)

Mentors also need personal understandings and skills to assist new teachers to teach in ways that reflect contemporary research on specific content areas. Williams, Gore, and Cooper, (2004) consider that the ability to focus on pedagogy is insufficiently emphasised in the mentoring literature; they believe that student learning is at the heart of teaching practice, so mentoring programmes should assist teachers to deliver "good pedagogy" (p. 3). Roehrig and Luft (2004), in a study of beginning secondary science teachers, contend that teaching science as enquiry requires teachers to know about the processes and nature of science as well as the facts and principles of their subject, and they need to have a strongly interconnected and readily accessible knowledge about their subject to teach it meaningfully to students. They point out (2004, p. 21) that "without support teachers will enact instruction that best serves them and not the students". Williams, Gore and Cooper (2004) note that "The decisions teacher make about what they teach and how they teach it, and then specifically how that learning is planned, programmed, assessed and tested are central to students' achievement" (p.2). Thus the quality of the teaching is what matters most in

the classroom, and a focus on pedagogy and teacher and student learning is central to effective mentoring practice.

Wang et al., 2006 point out that most studies rely on interview and survey data collected in traditional mentoring contexts without direct observation of novice–mentor conversations in settings where participants are committed to newer approaches to teaching effectiveness. Their study of the pre-lesson conversations of three mentoring pairs showed that few *how* and *why* questions were posed by mentors, with attention typically focused on the *activities* that students were going to do, rather than the teaching strategies the teacher was intending to use. This finding resonates with those of Timperley (2001) and Sinnema (2005) who also found that conversations between supervisors and teachers were largely concerned with immediate issues of practical performance and advice giving, rather than assisting teachers to inquire into the rationale and impact of their teaching decisions.

Mentor teachers also require skills of problem analysis in order to assist Provisionally Registered Teachers to address problems of practice. For example, Achinstein and Barrett (2004) note that researchers and school administrators frequently identify classroom control as paramount in new teacher concerns. New teachers who are having difficulties with behaviour management, therefore, are advised to focus on rules and routines. Achinstein and Barrett (ibid.) point out Feiman-Nemser's (2001) view that behaviour problems "may have more to do with curriculum and instruction, and an ability to engage diverse learners in meaningful and challenging tasks, than with discipline" (p. 717). Thus, a mentor, faced with a Provisionally Registered Teacher and an out-of-control class, requires a number of sophisticated skills that allow them to diagnose the problem(s) and assist the Provisionally Registered Teacher to address the problem(s).

Achinstein and Barrett (2004) have described how teachers and mentors tend to use particular frames to explain what they perceive to be occurring in their classroom contexts. A managerial frame, for instance, emphasises relationships between teachers and students in terms of the importance of the teacher being in charge, and being explicit about rules and expectations. The classroom would be "efficient" and "organized"; teachers operate as managers, and students as workers. A human relationships frame would highlight meeting students' needs, with "caring" environments where learners are valued both as unique individuals and collaborators with others. They suggest that mentors can assist teachers to reveal their assumptions about teaching and learning, and help them to "reframe" their thinking about their own roles and/or those of their students. Feiman-Nemser (2001) describes these practices as "educative mentoring".

However, as we have reported earlier, it has not been part of the culture of teaching to uncover and explore rationales for teaching decisions. Timperley (2001) uses the term "learning conversation" to describe the particular kind of interaction that promotes student-teacher learning, although the model is applicable to beginning teachers too. Timperley emphasises that this task is particularly challenging because it requires mentors to know how to talk about teaching principles in ways that promote others' learning about their practice and how to improve on it. Robinson (1993, p. 55) contends that those giving feedback to others need to be able to express their views

clearly, give reasons for these views and check whether the recipient agrees or disagrees with their interpretation. These skills are not readily learnt without specific training and ongoing support.

Mentors also need to know how to gather, interpret, and use data to inform teaching. Using the earlier example of a Provisionally Registered Teacher with "behaviour-management" problems, the mentor may learn, in discussion with the Provisionally Registered Teacher, that she believes that at Year 9 all of the students in her class should be able to follow her instructions to read and answer questions from an assigned article. The mentor may suggest that it is possible that the article is too difficult and contains too many complex ideas for the group of students who are "off task" and disengaged. How then, will she test this assumption? Can she and the Provisionally Registered Teacher come up with a strategy that will ascertain if indeed the task is too advanced for some of the students? She may suggest that they use the services of the school's Resource Teacher in Learning and Behaviour (RTLB) to assess the students' reading and comprehension skills; she may suggest that they check the data sent from the previous intermediate school; or suggest they ask the students themselves why it is they are not engaging with the suggested work. These possible responses use data rather than opinion to generate approaches to addressing problems.

Similarly, a mentor needs to have personal understandings of how to interpret student data to identify who is having difficulties in specific areas, and how to use this information to target future teaching and learning experiences, for individuals or groups of children or students, in order to assist a Provisionally Registered Teacher. Until relatively recently, there have been inadequate tools or professional development to support these approaches, so it is likely that mentor teachers would benefit from professional learning related to assessment.

Implications for mentors of Provisionally Registered Teachers

Mentoring requires skills that are additional to those of a teacher who works well in her own classroom or centre, and the literature consistently advocates that teachers need training and support to do these roles well.

The literature on mentoring indicates the importance of selecting mentors carefully and of providing them with training, resources and support to provide mentoring that aligns with the "vision of what we want the profession to look like". Opportunities for mentors and beginning teachers to participate in school based professional development appear to provide experiences where collective expertise and sharing of practice can be extended (Cameron et al., 2006). Greater research on the kinds of mentoring practices that strengthen new teachers' pedagogical content knowledge is indicated.

The next section will explore New Zealand research with a view to providing insights about the extent to which the recommended practices are reflected in New Zealand teaching contexts.

5. Question 3: Existing New Zealand practices

The third research question investigated in this literature review is:

> What is the nature of existing practices, including assessment processes, of advice and guidance programmes accessed by Provisionally Registered Teachers in a range of settings in New Zealand?

Studies by the Ministry of Education, Teacher Registration Board, Teachers Council and the Education Review Office

While New Zealand does not have an extensive literature on teacher induction, there has been an ongoing research focus over the past 15 years to assess stakeholder views of the support provided to new teachers. There have been four national studies on the professional support provided to beginning teachers in the school sector. The first (Mansell, 1996) surveyed first- and second-year primary and secondary Provisionally Registered Teachers about their advice and guidance programmes and their use of the 0.2 release time. Most respondents were positive about their advice and guidance programmes, although primary teachers were more positive, and had more opportunities to learn from their more experienced colleagues. Most of the Provisionally Registered Teachers reported meeting regularly with an identified supervisor with whom they set up regular meetings as well as support from other teachers.

The second national study (Renwick, 2001) investigated the perceptions of a random sample of primary and secondary Provisionally Registered Teachers in relation to their advice and guidance programmes. This study supported the findings of Mansell (1996), highlighting differences between primary and secondary teachers in their perception of the amount and effectiveness of the support they received. Overall, primary teachers were more likely to have a designated tutor/supervising teacher who provided regular support, and to consider that their advice and guidance programme was effective.

Dewar et al. (2003) interviewed staff in 20 secondary schools, and found that advice and guidance programmes appeared to be ad hoc rather than implemented on a formally scheduled basis. Many Provisionally Registered Teachers wanted, but did not get, systematic mentoring, and had insufficient opportunities to observe other teachers. Some Provisionally Registered Teachers were reluctant to add to the workload of their colleagues by asking for help. Because the 0.2 time allowance was used to reduce their workload, other teachers did not have access to release time to provide the sorts of support they would have preferred to provide.

In 2005, the Education Review Office (ERO) conducted an evaluation of the quality of guidance and support provided by schools to Provisionally Registered Teachers in their second year of teaching in conjunction with their scheduled school reviews (Education Review Office, 2005). The study involved 119 primary beginning teachers in 79 schools and 79 secondary teachers in 32 schools, about 8 percent of the beginning teachers in New Zealand schools. The Provisionally Registered Teachers had been in the same school for both years of their provisional registration. The evaluation took place between February and May 2004, which means that the beginning teachers had completed half or slightly more of their induction period.

ERO used its own indicators to design the questions and judgements of effective practice, focusing on the beginning teachers' subject knowledge and engagement of students in learning, and schools' effectiveness in facilitating the further development of the beginning teacher's knowledge, skills and values as a teaching professional.

The reviewers carried out classroom observations of beginning teachers and their tutor/supervising teachers, interviewed the Provisionally Registered Teacher, tutor teacher, and principal in each school, and examined evidence from school and classroom documentation alongside evidence from the school review. Although the reviewers attended training sessions to prepare for their roles, measures of inter-rater reliability to assess the degree to which different observers gave consistent judgements for their observations were not established. Table 6 summarises the percentage of beginning teachers who met or exceeded ERO's expectations for beginning teachers.

When ERO examined individual teachers' attainment of ERO's expectations of effectiveness, it found that, of beginning teachers in their second year, only 65 percent of primary and 52 percent of secondary beginning teachers met all expectations. ERO concluded:

- the quality of the school's support arrangements was a significant factor in the effectiveness of the Year 2 beginning teacher's teaching
- the tutor teacher/Provisionally Registered Teacher relationship was a significant factor influencing the quality of the Year 2 beginning teacher's teaching
- beginning teachers benefit from opportunities to work with and meet other beginning teachers
- there is cause for concern about the quality of teaching of a sizable minority of beginning teachers and for the quality of support they receive (2004, p. 37).

On the basis of the findings of its evaluation ERO recommended:

- strengthening the tutor teacher's role and status as a step on the senior teacher's career path;
- providing more targeted professional development for tutor teachers
- increasing the time allowance for tutor teachers and beginning teachers during the beginning teachers' second year of teaching
- increasing professional development opportunities for beginning teachers that focus on the pedagogical areas of weakness identified in the report's findings

- facilitating the establishment of, and access to, support groups for all beginning teachers (or, where feasible, establishing small teams of beginning teachers within schools)
- investigating the practice that some schools adopt of employing beginning teachers on a temporary basis, as de facto probationers (2004, p. 38).

Table 6 **ERO evaluation of primary and secondary second year beginning teachers and the advice and guidance provided by their schools**

Evaluative question/area	Percentage of beginning teachers meeting or exceeding ERO's expectations	
	Primary %	Secondary %
1. To what extent does the Year 2 beginning teacher have the subject knowledge to teach effectively in assigned areas of responsibility?	77	77
2. How effective is the Year 2 beginning teacher in engaging the students in learning?		
2.1 Pedagogical knowledge and skills for promoting student achievement	80	77
2.2 Extent to which students are effectively engaged in learning	79	72
2.3 Diversity: the extent to which the beginning teacher uses a range of approaches and resources effectively to meet the needs of all students	71	73
3. How effective is the school in facilitating the further development of the beginning teacher's knowledge, skills and values as a teaching professional?		
3.1 School policies and practices link with a facilitate effective professional development opportunities for the beginning teacher	84	80
3.2 The school's guidance programme meets the individual development needs of the beginning teacher	80	68
3.3 The school effectively promotes the teacher's development of constructive professional relationships within the school community.	86	75

According to an unpublished telephone survey of tumuaki in kura kaupapa Māori schools by the Teachers Council (New Zealand Teachers Council, 2006), while there is strong commitment to have qualified and fully registered teachers in kura kaupapa Māori, there are barriers to this happening. These include the scarcity of suitably qualified tutor teachers and the capacity of those available to meet their needs. Some schools may have only one fully registered teacher. For example a tumuaki reported:

> As the tumuaki I've been the only tutor teacher. I had 4 beginning teachers at one time and there was no financial recognition.

Other barriers for the provision of quality induction in the kura kaupapa Māori sector were identified by those interviewed as:

- the availability of training for suitable tutor teachers based specifically in Te Aho
- access to professional development because of the scarcity of trained and qualified relievers as well as inadequate funding to pay for relievers
- the need for more trained and qualified teachers who are proficient in te reo.

Independent research

Small-scale independent academic research exploring teacher induction and beginning teachers' experiences in schools and the early childhood sector has been undertaken over the past 15 or so years, with heightened interest in the past five years.

Research on early childhood beginning teachers in New Zealand

Mahmood (2000) and Renwick and Boyd (1995) identified the importance of workplace conditions and support in the first year of teaching for early childhood teachers. Both studies found that dissatisfaction with their work was often related to working conditions, including role expectations unrelated to teaching, particularly for those working in early childhood services other than kindergarten.

More recently, Aitken (2005) examined the experiences of a group of eight newly registered early childhood teachers and found that practices and relationships within centres impacted on their transition to teaching. The demands and responsibilities associated with government policy initiatives were more strongly felt in education and care centres; Aitken considered that "this seemed to be directly related to the availability of qualified and more experienced teachers within the kindergarten setting" (p. 100). She reported that some of the teachers were required to work long hours, and were expected to carry too much responsibility too early in their careers, including supporting other staff and relievers, which led to teacher attrition. Some of the teachers had been unable to begin the full registration process during their first year because of a shortage of fully registered teachers in their centre, and their inability to find a supervisor.

Mitchell, Royal Tangaere, Mara, and Wylie (2006) also found that some teachers in education and care centres had difficulty in accessing a local registration supervisor. This was especially evident in rural localities. Teachers in Pasifika early childhood education centres could not always access an appropriate registration supervisor who understood their language and culture. There were also some concerns that the quality of advice and guidance was variable.

A small-scale project by Marshall (2005) focused on the professional development needs of three Provisionally Registered Teachers in kindergartens in their first month of teaching. During this time, teachers attended an induction workshop provided by the Auckland Kindergarten Association. Support within centres was identified as critical, including being formally welcomed into their centre. One Provisionally Registered Teacher was welcomed only by a message on the board. Differing levels of support from their professional services manager were identified. The three teachers considered that the induction workshop by the association would have been improved by more practical information about areas such as funding, and the roles and work of kindergarten committees. They identified their need for more formal feedback on their practice, dedicated time to work on registration folders and meetings assigned for registration with tutor teachers.

A small scale internal evaluation of 325 Provisionally Registered Teachers with a response rate of 18 percent showed that those replying had found their induction support to be very helpful. The most helpful component was the opportunity to network with other teachers (Hay, 2006).

Research on primary beginning teachers in New Zealand

Lang (1999) explored beginning primary teachers' experiences and found that both personal and professional factors impacted on their ability to "survive" their first year of teaching. The school-based factors included collaborative planning, and support from their tutor teacher. A second study (Lang, 2002) also highlighted the importance of supportive personal and professional relationships to new teachers.

Smales (2002) identified adequate and appropriate support within their working context as the key factor in enabling 30 first-year primary Provisionally Registered Teachers to evolve their image as a teacher and develop effective and satisfying teaching practices.

Trevethan (2006) interviewed four primary beginning teachers and their tutor teachers at the beginning and end of 2004 from a sample of graduates from Dunedin College of Education. In 2005, the process was repeated with another three beginning teachers. Advice and guidance programmes included formal and informal meetings, release time, observation in other classes, formal observations by tutor teachers, written feedback, working alongside other colleagues, formal appraisal, recording, reflective diary writing, planning checks, and written reports on teaching. Provisionally Registered Teachers and tutor teachers identified characteristics of effective tutor teachers almost entirely in terms of provision of personal and emotional support, although the tutor teachers identified the need for tutor teachers to have taught at the level as their Provisionally Registered Teacher, to be enthusiastic about teaching and to be a competent

experiences classroom teacher. Both tutor teachers and Provisionally Registered Teachers emphasised that tutor teachers need adequate time and support to perform their roles, a finding also reported by ERO (Education Review Office, 2005).

Research on teachers in kura kaupapa Māori

The only study we found about the induction of teachers in kura kaupapa Māori settings was that of Stucki, Kahu, Jenkins, Bruce-Ferguson, & Kane (2006), who reported anecdotal evidence that Māori teachers in mainstream, bilingual and total immersion settings are more likely to leave than other teachers, because of unreasonable expectations on their time and resources, and a lack of structured support. Teachers in their study found it difficult to secure teaching positions and the authors note "There is evidence to support the contention that these mainly Māori beginning teachers from an identifiably Māori provider who was also new in the sector had more difficulty than most in successfully finding employment on the basis of age and the unknown nature of the wānanga (Stucki et al., 2006, p. 24). Like the Native American teachers reported in Stewart (2005), some teachers may have been disadvantaged in their search for employment because of perceptions that their programme of teacher preparation was less adequate than that of mainstream providers.

The study tracked 12 of 27 graduates of Te Wānanga o Aotearoa Korowai Akonga programme in 2004 and found, like other studies, that graduates experienced varying degrees of support in their first year of teaching. All of the beginning teachers in this study found that it was up to them to ask for assistance, with the following comment illustrating the lack of comprehensive induction support:

> It feels like I am hinting all the time. I am the one who is going to have to do all the extra mileage to go out and find these things out. No one is going to or… some do help out, but you are on your own. (Stucki, Kahu, Jenkins, Bruce-Ferguson, & Kane, 2006, p. 19)

It is unclear in the study whether the teachers were employed in mainstream or Māori medium teaching contexts. There is clearly a major gap in the literature in relation to induction in kura kaupapa Māori settings.

Research on secondary beginning teachers in New Zealand

A recent thesis (Goold, 2004) used focus groups to explore the support received by 19 first or second year Provisionally Registered Teachers from five secondary schools in Auckland. Three of the five schools ran an orientation programme that adequately prepared the new teachers for their start in teaching, although a fourth school provided 15 minutes on the day teaching began, and in the fifth school new teachers did not meet until the fourth week of the first term. Basic orientation practices were missing in some schools. For example, some teachers expressed concern that they had not been issued with keys to their classrooms, or key information such as fire-drill procedures and school discipline policies. One teacher said:

> We didn't get keys until about week three. I felt like being a student teacher, having to run in and say 'Can I borrow your keys?' You don't feel like you work there. We didn't go on an orientation around the school. We had a little map but it didn't make a lot of sense and you felt, kind of like an idiot when you were walking around with this map. I also found I had heaps of staff ask me if I was here to enrol on my first day. 'No, I'm a teacher not a student!' And what do I do when someone comes in with incorrect uniform into my class? (p. 58)

A teacher who had not been told how to fill out the class register said:

> It would be quite nice to know before the end of term that you are meant to add your register up and make it balance instead of finding out when you're the only one left and everybody is leaving. (p. 60)

The developmental support provided for these teachers varied greatly, although generally support within their subject departments was perceived to be good. Only four Provisionally Registered Teachers in Goold's study had regular opportunities to observe other teachers.

Two teachers who had responsibility for a small subject area reported that there was no one to help them. The issue of isolation for teachers who are the only teacher in their subject area was also identified in Cameron et al. (2006).

Many Provisionally Registered Teachers in Goold's study did not receive a systematic induction that developed their teaching. The area of greatest need for support was identified as pedagogical content knowledge, particularly in ensuring that content was appropriate to the understanding of students. The need for mentors to possess the skills to focus on improving pedagogy has been reported in the literature (Williams et al., 2004). A few teachers reported that in their departments teachers were reluctant to share their pedagogical knowledge: "the problem has been competition. You feel like you're in a competition".

Provisionally Registered Teachers also reported that they needed advice on working with classes of mixed ability, and low ability classes. None of the Provisionally Registered Teachers identified any professional development support with regard to understanding the learning needs of students. Only one school supported teachers in reporting to parents.

Teachers in three of the schools commented on the personal or psychological support they had received from their colleagues and the support that they provided to each other, an experience also identified as valuable by ERO (2004). Teachers in one school referred to the example of geese flying in formation, supporting each other and "honking" their encouragement to others.

> It's amazing how many times you see somebody and they look a little bit down and you go up to them and go 'honk, honk" and they end up laughing and it makes such a difference. (p. 79)

Three of the first year Provisionally Registered Teachers had not received any assessment of their teaching by their supervisor by the start of the third term and were unsure about the assessment processes. They were unclear about the aims of the induction programme and what they were

meant to get out of it. The failure of some secondary schools to meet their responsibilities to Provisionally Registered Teachers suggests that principals' recommendations for full registration of Provisionally Registered Teachers without observations of their teaching do not provide sufficient assurance that registration requirements have been met.

Concerns about the retention, quality and availability of New Zealand trained secondary school teachers, prompted Hansen, Ashman and Haigh (2003) to conduct a case study of two Provisionally Registered Teachers and one recently fully registered teacher employed in a semi-rural co-educational state secondary school over a period of a teaching year. Interviews were conducted with the three teachers and colleagues who contributed to their advice and guidance programmes. Observations and document analysis were used to explore the challenges and dilemmas encountered as they worked towards full registration. All teachers interviewed saw the first year of teaching as inevitably something to merely "survive". One teacher recalled:

> I did believe that my first year would be hard, I just knew I had to get through it…I had developed a determination and a desire to beat the system.

All teachers identified a lack of formal support from the senior management team, which at times contributed to insecurity in their roles, and overall "did not find that the school's systems for induction and mentoring were particularly helpful" (Hansen et al., 2003).

Pettigrew (2004) also conducted a qualitative study of five secondary teachers for a masters thesis. Her sample was restricted to first career teachers as she thought that career changers may have brought different "levels of resolve and different life skills", which could have assisted them to cope with early career challenges. At the time of the interviews the teachers were all employed in co-educational schools, and had taught between three to eight years. Pettigrew found that these teachers placed considerable importance on having supportive people within the school for their early years of teaching. Most support came primarily from within their departments, and their need for subject and pedagogical related help echoed Goold's (2004) data. For this reason teachers considered it essential that their mentor be from the same department, although it did not necessarily have to be their head of department, whose workloads they noted with "alarm and dismay". None felt particularly well supported by school leaders whom they described as "remote". They identified a need to be "noticed and valued". They considered that assistance was usually responsive rather than proactive or planned, which further supports Renwick's (2001) argument that the professional development needs of supervising teachers require research.

The beginning teachers felt that observations of their teaching practice were usually for summative purposes rather than to improve their own teaching.

They viewed the 0.2 non-contact time used for administration and planning as critical to their success, although one of the teachers had not received the time allowance. Only one teacher had observed other teachers in their school, and none had observed teachers outside their own schools.

The pressures of extracurricular requirements and a heavy workload were identified as unhelpful aspects of their work. They described extracurricular activities as a "catch 22" situation,

especially when they were an extension of their teaching subject, such as the creative arts and sport. While there were positive aspects, such as the building of positive relationships with students, the hardest aspects were the time it required and the conflict it created for their families, as well as the lack of school recognition.

Pettigrew suggested that induction should be centred on the school site and on factors that support good teaching (p. 22). She recommended that mentors be selected with care, and that they be provided with time, training, and some financial reward to support Provisionally Registered Teachers. She also recommended that schools acknowledge the novice status of Provisionally Registered Teachers in all aspects of their role such as the appropriateness of their teaching programme, their teaching space, class composition, and expectations outside the classroom. She considered it essential that Provisionally Registered Teachers are not exposed to a workload that would diminish their chances of success.

She recommended that advice and guidance programmes begin with a generic component for all Provisionally Registered Teachers in a school with an initial focus on the nuts and bolts tasks such as rolls, fees and routine tasks. Once this stage was completed, the advice and guidance programme would be planned in consultation with Provisionally Registered Teachers, to ensure they are given timely help with topical issues such as report writing, talking to parents, and managing difficult students. Other teachers' expertise should contribute to the induction programme. She urged that Provisionally Registered Teachers be nurtured and cared for, as part of a supportive school culture, modelled by school leaders in the first instance. Principals should take notice and acknowledge all Provisionally Registered Teachers.

Research on both primary and secondary beginning teachers in New Zealand

Both Goold's and Pettigrew's studies are supported by Cameron et al. (2006), who are conducting a longitudinal study of 57 primary and secondary teachers from their third year of teaching. Teachers in their study experienced one of three different types of induction. The first group of teachers (over half) recalled systematic and supportive induction experiences. A second group of teachers taught in schools that provided minimal or unsupportive induction, leaving them to survive by their own efforts. The third group of teachers was given guidance in an ad hoc way, usually from individuals, but had no planned advice and guidance programme. Teachers in primary schools generally reported more positive induction experiences than their intermediate and secondary colleagues, with the majority describing structured and supportive programmes, compared with around a third of secondary teachers. Almost half of the secondary teachers considered that they were provided with minimal or unsupportive induction.

Teachers in low-decile schools almost all experienced supportive induction. This finding contrasts with overseas studies that have found that many schools serving low-income students do not provide new teachers with the support they need to do their jobs well (Johnson, Kardos, Kauffman, Liu, & Donaldson, 2004). Similarly, in Squirrel Main's doctoral research, 60 percent

of the 202 Provisionally Registered Teachers surveyed in decile 1 and 2 schools, "agreed' or "strongly agreed" with the statement "My school has an exceptional advice and guidance programme"; only 13 percent disagreed or strongly disagreed (Main, personal communication, 8th Nov, 2006).

Primary teachers in Cameron et al. (2006) appeared to have more opportunities both within and outside their schools to develop greater subject specific expertise, as well as to build deeper understandings of areas such as formative assessment, and evidence-based pedagogy than did their secondary colleagues. Participation in school-based professional development contracts appeared to support the professional learning of primary teachers, and encouraged shared understandings of evidence-based practice to develop across the school. Well-supported teachers also tended to report greater satisfaction with teaching at the end of their third year of teaching.

Cameron, Baker & Lovett (2006, p. x) found that supportive and systematic induction practices tended to:

- reflect the learning cultures already established in schools. Support was wider than the allocation of a tutor/supervisor
- reflect effective leadership. Principals had a direct effect on beginning teachers by showing interest in them and encouraging their progress. They had an indirect influence effect on beginning teachers in that their management practices affected how successful they and their colleagues were able to be. Principals who managed the school in ways that supported the learning of all teachers, and protected new teachers from additional responsibilities that could prevent them from giving full attention to their classroom programmes, provided strong induction support
- provide opportunities for beginning and experienced teachers to develop collective understandings of effective teaching. This occurred primarily through school-based professional development
- occur in schools with well functioning departments or teaching syndicates with a collective approach to planning and assessment
- ensure that beginning teachers' classrooms were located close to their mentors and other sources of support. Proximity to others encouraged opportunities for sharing ideas and resources, for frequent informal feedback on their work, and for them to observe the teaching of their colleagues. Aligned timetables for tutor teachers and beginning teachers in secondary schools made it more likely that they would be able to meet together regularly
- ensure that tutor teachers or supervisors had the mix of personal and pedagogical skills to support and challenge the beginning teacher, as well as the time to fulfil this responsibility
- pay attention to class composition, timetable, and mix of subjects in secondary schools
- build advice and guidance programmes around the identified needs and interests of beginning teachers, and provide structured guidance for particular 'events" such as reporting to parents;
- provide encouragement for beginning teachers to participate in professional learning and networks outside the school.

Research in progress on the induction of Provisionally Registered Teachers in New Zealand

Ruth Kane (University of Ottawa) and Glenda Anthony (Massey University) and their team from a number of colleges and universities have been awarded a Teaching and Learning Research Initiative grant to examine beginning secondary teachers' experiences of initial teacher education and induction, the views of those responsible for their mentoring, appraisal and supervision, and factors that promote or hinder teacher capability and retention. Alongside this project, a doctoral scholar, Kate Ord, is undertaking a pilot study in early childhood education. It aims to understand how early childhood education student teachers experience and make sense of their teacher preparation programme and their sense of preparedness to teach as they are about to graduate, and to describe that sense of preparedness 6 and 12 months later. Its purpose is to make explicit how being prepared as an early childhood teacher is experienced and understood from the perspective of the student teacher, and how students' sense of preparedness impacts on them in their first year as a newly-qualified teacher. Student perspectives are located within institutional and official discourses of initial teacher education. The participants in the study are six graduates of a pre-service initial teacher education programme, six graduates of a centre-based (field-based) initial teacher education programme, and the co-ordinators of each programme. The two teacher education programmes are offered by different institutions.

Frances Langdon, from the Faculty of Education at the University of Auckland, is investigating beginning teacher professional development and learning in primary schools. The study seeks to understand the conditions and discursive practices of schools that were perceived to offer sound induction programmes for beginning teachers. The study is intended to provide information on programmes and practices that support the professional development and learning of beginning teachers; the extent that they give meaning to teacher practice; how these meanings inform a particular construct of the beginning teacher, and the tensions, accommodations and implications for beginning teacher learning and induction.

Lexi Grudnoff, also from the University of Auckland, is focusing on the transition from student to beginning teacher. The study will identify factors that enable or limit teachers' professional learning during their first year of teaching. Of particular interest is an understanding of how their pre-service teacher education programme, contextual features of their school and their own beliefs and biographies influence and impact on their transition to teaching and their development as first year teachers.

The research focus is on how the transition from student to teacher is experienced, interpreted and understood by beginning teachers. Questions guiding this research are:

- What are the patterns of transition from student teacher to first year teacher?
- What are the key factors which affect the transition, adjustment and development of first year teachers?
- How do these factors influence first year teachers' construction of themselves as teachers?

Squirrel Main, from the University of Auckland, has analysed survey responses from 191 of 467 beginning teachers in decile 1 and decile 2 primary schools in New Zealand about the frequency and utility of current induction practices in their schools. A paper from her PhD has just been published on the New Teacher Center Website (Main, 2006). Initial results from the survey show that teachers frequently experienced and derived benefit from a number of induction activities, including meeting with a tutor teacher, networking with other teachers, analysing student data, and developing curriculum with other teachers. Teachers reported, however, that documenting their record of their advice and guidance programmes was less beneficial than other frequently occurring induction activities. Observing their tutor teacher teaching, although valued, occurred with lower frequency. Beginning teacher meetings were perceived to be less helpful than other induction activities. Contrary to recent trends in Japan, the United States and the United Kingdom, the teachers reported infrequent use of video analysis of lessons, and found this to be less helpful than other induction activities.

Overall, the dissertation is arguing that New Zealand is leading other countries in shifting from a solely pastoral to a pastoral–pedagogical model of induction, and that low decile schools can have strong expertise in the area of teacher support. The second year of this dissertation project will involve case studies of four exceptional low-decile primary induction programmes.

Implications of New Zealand research on induction

Given the complexity of teaching, the resources invested in initial teacher education, the diversity of New Zealand learning environments, and the potential consequences for children's and young persons' learning, there are compelling reasons to adopt more systematic approaches to the induction and assessment of beginning teachers.

The literature on teacher induction in New Zealand indicates that many teachers experience a wide variety of induction activities that appear to contribute to their growth as teachers. The professional learning cultures within the Provisionally Registered Teachers' working environments appear to be the major factor in the quality of the advice and guidance given to beginning teachers. Educational leaders who provide access to knowledge and information and opportunities to enhance teachers' growth of knowledge are, at the same time, strengthening the supports for effective induction.

However, there is inconsistent provision of comprehensive induction, and an identified need to ensure that all Provisionally Registered Teachers thrive as well as survive. Hatch, White, and Capitelli (2005) contend that current supports for teacher learning in general are "far too meagre" and "Teachers today are more likely to develop their understanding about good teaching despite the conditions in which they work, rather than because of them" (pp. 323–324).

The next phase of the research will provide a comparative analysis of the process of induction across all sectors, with attention given to specific gaps in our knowledge, such as if or how Provisionally Registered Teachers and tutor/supervising teachers use the Satisfactory Teacher

Dimensions to guide their practice, the ways in which they consider that formative and summative assessment processes contribute to their growth in teaching, and the sources of evidence they use to demonstrate that they meet requirements for full registration. The study will also compare the opportunities provided in the different sectors for beginning teachers to develop their professional learning. We will also attempt to link teachers' induction experiences with their current levels of satisfaction as fully registered teachers.

6. Summary and conclusions

The overarching aim of this review has been to address a series of questions on teacher induction posed by the Teachers Council by reviewing the international and New Zealand induction literature and outlining the key recommendations for "advice and guidance" programmes in New Zealand documentation. This review is the first of three stages of the Teachers Council research programme on induction that is intended to inform policy development and identify and share successful induction practices in New Zealand. The review has informed the development of survey instruments sent to 2803 second-year Provisionally Registered Teachers on the Teachers Council database in November, 2006 and which will, in turn, lead to deeper exploration of successful induction practices in a series of focus groups to be held early in 2007. The third stage of the research programme will be case studies in selected early childhood, kura kaupapa Māori and school settings during 2007.

While the international literature on induction is extensive, the author of a major review (Allen, 2005, p. 119) cautions that there are few studies that are sufficiently robust to allow for strong conclusions to be drawn about the specific components that contribute to successful induction. In addition, little of the New Zealand literature on induction has been published in peer-reviewed journals, so any conclusions we have presented in this review are preliminary.

Summary

The purposes of induction programmes

Although induction programmes overseas were originally developed to address serious problems of early career teacher attrition, there is growing awareness that induction programmes should do more than assist new teachers to survive. Increasingly, induction programmes both support new teachers to cope with their new responsibilities and roles as teachers, and help them to learn how to teach in ways that promote the successful engagement and learning of all of their children/students.

Characteristics of effective induction programmes

Feiman-Nemser (2001), Totterdell et al., (2004a) and Carroll, Fulton, Yoon, and Lee (2005) emphasise that induction should be part of a continuum of teacher professional learning, instead of a one-off event occurring early in a teacher's career. Therefore graduating teachers should be aware of their requirements and entitlements in relation to their advice and guidance programmes,

and their induction programmes should build on the knowledge and skills that have been developed in programmes of initial teacher education.

Fundamental to the success of induction is intensive, sustained support from a skilled mentor (Moir & Gless, 2001). Induction programmes are more likely to impact on teacher attitudes and practice when they are part of professional learning environments that support and challenge all teachers to use evidence to inform their teaching decisions. In their view, induction programmes should develop or change the ways that teachers think about their work, and assist them to provide more effectively for their children/students, as well as helping them to develop and maintain confidence and competence.

Mentoring should contribute to comprehensive induction, rather than being the only component of an induction programme. Britton, Paine, Pimm and Raizen (2003) use the term "comprehensive induction" to describe induction programmes that:

- go beyond orientation, enculturation, and support to promote learning across a teacher's career
- are mandated with substantial paid time
- offer complementary activities
- build on teachers' prior knowledge and experiences, linking with initial teacher education
- pay attention to working conditions (assigned responsibilities, non-teaching responsibilities)
- require substantial overall effort
- provide adequate resources to meet programme goals
- involve all relevant levels of the system with well-articulated roles
- provide good conditions and training for mentors
- provide a range of induction activities.

By contrast, "limited" induction programmes tend to be restricted to guidance from one person, treat induction as an isolated phase, fail to provide sufficient resources, are for a short period of time (one year or less), fail to provide training and support for mentors and offer a limited range of induction activities.

Characteristics of effective mentors

A number of studies identify factors that contribute to effective mentoring:

- Rippon and Martin (2003) report that new teachers seek mentors who are approachable, with the time and skills to provide emotional support; who are enthusiastic, well-regarded and credible teaching role models: who possess current and relevant educational knowledge and skills, and who are able to observe and give feedback on teaching.
- Bartell (2005) identifies similar characteristics to Rippon and Martin (ibid.) and adds:
  - they should be committed to developing and studying their own practice
  - they should be able to model standards- based teaching.

- Fletcher and Barrett (2003) consider that mentors should be able to:
    - direct support towards improving student achievement
    - use formative assessment to guide support
    - assist with documenting professional growth over time
    - model and encourage on-going self assessment and reflection
    - foster collaboration and leadership among teachers.

- NCRTL (1995) emphasises that mentors do not automatically have the skills needed to effectively support beginning teachers, and advocates "a culture of mentoring" where mentors learn new skills and work with other mentors to improve their teaching and practices.

The work of New Zealand researchers, Timperley (2001) and Sinnema (2005), demonstrates that teachers and supervisors tend to emphasise issues of practical support and advice rather than helping teachers to enquire into the rationale and impact of their teaching decisions.

Achinstein and Barrett (2004) have identified the need for mentors to have problem analysis knowledge and skills, including how to collect and interpret data, and use it to inform teaching

Assessment of beginning teachers

Internationally, earlier approaches to teacher assessment, such as multiple choice examinations of teacher knowledge, are being seen as inauthentic measures of teacher performance (Pecheone & Chung, 2006; Berliner, 2005).

A number of researchers (e.g. Villar & Strong, 2005) contend that ongoing formative assessment that helps teachers to improve their teaching is essential to effective induction. Yusko and Feiman-Nemser (in press) maintain that with appropriate training and support, mentors are the most appropriate persons to provide both formative assessment (assistance) and summative assessment (i.e. determine that criteria have been achieved).

There are differing approaches to the summative judgement about whether a teacher has met criteria to be awarded full registration. Increasingly, beginning teacher portfolios are being used to determine if a beginning teacher has met state teaching standards (Youngs, 2002). This approach requires that beginning teachers are strongly supported to learn how to document evidence of their achievement of state standards. It also requires that those judging the portfolios are trained for their roles, that assessment is moderated, and a generous allocation of time to assess the portfolios (4–5 hours). By contrast, ACER (2004) doubted that the practice of "within school" assessment of beginning teacher portfolios in Victoria was sufficiently fair, valid, consistent, or rigorous to provide reliable guarantees of their eligibility to gain full teacher registration. ACER also reported that many teachers expected a more demanding summative assessment, given the large amount of work and effort they had invested in their portfolios. Thus the issue of *who* is making summative judgements, and how the judgements are made, is critical to the credibility of the assessment process.

While portfolios can be both a vehicle for documenting professional growth, and demonstrating achievement of teaching standards, they risk being a collection of documents if the process is insufficiently guided, and if there are no clear standards to work towards. Grudnoff and Tuck (2003) criticise current New Zealand descriptions of teaching "standards" as lacking scoring rubrics and objective appraisal processes. The Teachers Council revision of the Satisfactory Teacher Dimensions appears timely, and the tensions identified by Bartell (2005) are relevant:

- accountability versus support and improvement
- moving the profession forward versus maintaining the status quo
- assessment for minimum competency versus assessment to promote excellence
- assessments that require more work for teachers versus embedded assessments
- assessments that are useful versus assessments that are intrusive.

Research on induction of Provisionally Registered Teachers in New Zealand

The survey of the literature found little research on the induction of Provisionally Registered Teachers in early childhood settings. Research by Aitken (2005), and Mitchell et al., (2006) points to difficulties for Provisionally Registered Teachers in education and care centres in locating fully registered teachers to provide advice and guidance programmes.

A Teaching and Learning Research Initiative-funded study by Stucki, Paora, Kaha, Jenkins, Bruce-Ferguson, and Kane (2006) of beginning Māori teachers from one provider identified inconsistent levels of support in their schools.

Research on induction in the school sector has been ongoing since Mansell's first study (1996) on the use of the 0.2 time. Subsequent research (Renwick, 2001; Dewar et al., 2003; Goold, 2004; Pettigrew, 2004; and Cameron, Baker, & Lovett, 2006) contributes to a picture of uneven induction practices in schools. While examples of practices that align well with the international literature on effective induction can be found in both primary and secondary schools, beginning teachers in primary schools are more likely to experience comprehensive and supportive advice and guidance programmes. Beginning teachers who were well supported tended to work in collaborative contexts that were focused on teacher learning at all levels in the school, where decisions about teacher learning were based on evidence of teacher or student need; and where observations and discussions about learning and teaching were part of everyday work practices.

The Education Review Office (2005) found that the quality of schools' induction, and the quality of the tutor teacher/Provisionally Registered Teacher relationship were significant factors influencing the quality of Year 2 beginning teacher's teaching.

The New Zealand literature currently provides no information about how teachers document evidence of their progress towards full registration. The survey phase of the research programme will provide more information on the sources of evidence that are used to ascertain that teachers have met the requirements for full registration as a teacher.

Conclusions

The purposes of induction programmes

Most researchers accept that induction programmes should enable new teachers to develop confidence and teaching expertise, in order to meet specified criteria for registration, and to establish a solid foundation for future professional learning.

Characteristics of effective induction programmes

Most studies recommend a broad number of components in induction programmes that collectively promote consistent and aligned teacher professional learning. The professional learning communities in which teachers work are fundamental to effective induction. Teacher induction practices recommended by the New Zealand Teachers Council appear to meet many of the criteria for comprehensive induction, although resources differ in different sectors. Currently, the research suggests that activities such as joint planning, observation of other teachers, feedback on teaching, and opportunities to work with other teachers are more likely to occur in primary schools.

Characteristics of effective mentors

Studies have identified a wide range of personal, interpersonal, and professional skills required for mentors to focus new teachers on their classroom practice, and move it forwards. Researchers frequently emphasise that mentors need training and ongoing support to do this effectively. There is emerging evidence that professional development contracts in New Zealand primary schools are developing capabilities in teachers to examine and learn from classroom observations and evidence of student learning. Further training for mentor teachers could build upon this knowledge base, and provide opportunities for the development of a shared mentoring culture.

There is a need more systematic research into the goals, content, and approaches that tutor teachers currently use when mentoring Provisionally Registered Teachers, as well as knowledge about the kinds of professional learning environments that support the learning of mentors and Provisionally Registered Teachers. This would provide a basis for the design, piloting, and evaluation of mentor training and support programmes.

Assessment of beginning teachers

Research has identified a number of tensions in assessing beginning teachers. The evidence points to the need for valid and credible approaches that promote high quality teaching, without creating extra work for teachers that does not contribute to their learning. Research also indicates that those judging evidence of teaching effectiveness require significant time and training to work fairly and in valid ways. Assessment of beginning teachers requires a shared understanding of what good teaching looks like, and knowledge of how to judge evidence of teaching practice.

Research on induction of Provisionally Registered Teachers in New Zealand

The research on induction of Provisionally Registered Teachers in New Zealand shows that many teachers, particularly in primary schools, appear to be well supported in their schools, although school culture is the major factor in the quality of support that they receive. Little research exists on induction in early childhood and Māori medium settings. The forthcoming survey of Provisionally Registered Teachers will provide further information on patterns of provision within and across the different sectors.

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Appendix A: What do the New Zealand Teachers Council and other stakeholders say about features of effective advice and guidance programmes?

The following features of advice and guidance programmes are identified in the handbook *Towards Full Registration: A Support Kit,* (2005, 2006) (available at www.teacherscouncil.govt.nz) jointly produced by the Teachers Council and the Ministry of Education.

Generic features relevant to early childhood, school, and kura kaupapa Māori settings

- Employers are legally required to send newly appointed Provisionally Registered Teachers a letter of appointment formally outlining the terms and conditions of the position. While the handbook includes suggestions for what should be included, there are no specific requirements.
- The handbook advises Provisionally Registered Teachers that it is "important that you are provided with a job description for your teaching position and that you understand it because your performance management appraisal will be based on this" (Section One, p. 7)
- The advice and guidance programme should allow adequate time for:
  - classroom observations and feedback
  - identification of strengths and areas for further development
  - developing and exploring teaching resources
  - becoming familiar with technology that relates to teaching area
  - observing effective teaching practices by other teachers
  - engaging in professional discussion with colleagues
  - increasing familiarity with policies, procedures, systems and expectations
  - increasing knowledge and understanding about the curriculum, and about teaching and learning, through reading and discussion with other teachers
  - planning and preparing learning programmes
  - undertaking appropriate professional development with internal and external providers
  - reflecting on continuous improvement as a teacher
  - developing knowledge of learners and their families/whānau/communities and understanding of their learning strengths and needs
  - working through issues and problems with the supervising/tutor teacher to develop appropriate strategies to strengthen teaching

- improving understanding and use of assessment tools, including how to use the information they provide to plan for further teaching and for reporting purposes
- Increasing knowledge and understanding of te reo me ona tikanga Māori (Section One, p. 7)

Provisionally Registered Teachers should be aware they have:

- the right to be treated as a valuable member of staff
- the right to ask for help and support
- the right to have contributions to professional discussions respected
- the right to share in planning
- the right to be encouraged and supported when trying out new teaching and learning strategies
- the right to seek feedback on all aspects of teaching
- the right to participate on committees and in activities.

Provisionally Registered Teachers must be made aware of their responsibilities, which the handbook lists as:

- undertaking the effective teaching, assessment, and care of learners
- communicating with and reporting to the parents/whānau of learners
- effectively managing and organising time and workload
- planning and preparing for teaching 'to the best of your ability'
- keeping adequate, up-to-date records
- establishing a positive learning environment and developing good working relationships with learners
- reflecting on advice and feedback received and using that to inform your teaching
- maintaining good relationships with other staff members, working co-operatively with them, and being reliable and punctual
- undertaking tasks assigned as part of the teaching team (but only where these are within capabilities and experience
- implementing policies and procedures and maintaining the professional standards and expectations of the school or early childhood setting
- attending meetings and activities organised by the supervising/tutor as part of the advice and guidance programme and by other members of the team
- engaging in professional reading that relates to the goals set collaboratively with the tutor
- developing and maintaining partnerships with families/whānau (Section One p.8)

Early childhood sector

The *Towards Full Registration* handbook indicates that the aim of the advice and guidance programme is to enable the Provisionally Registered Teacher to demonstrate over the period of their advice and guidance programme that they have met the Satisfactory Teacher Dimensions and are ready to move to fully registered teacher status. The elements of induction practice that are recommended for teachers in this sector are:

- The programme should be based on the achievement of the satisfactory teacher dimensions.
- The programme should be collaboratively developed by the Provisionally Registered Teacher and supervisor/tutor.
- The programme should be tailored to the needs of the Provisionally Registered Teacher.
- The Provisionally Registered Teacher should collect evidence from their professional practice of their achievement of the four areas of professional knowledge, professional practice, professional relationships, and professional leadership.
- All of the generic responsibilities as indicated in the previous section are recommended "elements" of induction for Provisionally Registered Teachers, as well as: "Reading professional journals and Ministry of Education publications to increase your knowledge of recent developments".
- Teacher reflection is an important aspect of the ongoing development of a teacher and a critical component of an advice and guidance programme. It is suggested that the criteria outlined as the Satisfactory Teacher Dimensions can provide a framework for reflection. Keeping a reflective journal is recommended.
- The supervising/tutor teacher must keep and endorse records of the advice and guidance programme.
- Other documentation in relation to the advice and guidance programme is required. Provisionally Registered Teachers should keep:
  – records of planning for learning, implementation and feedback; (minimum of four documented observations)
  – observations and feedback
  – records of formative professional meetings showing links with the Satisfactory Teacher Dimensions
  – records of professional development attended
  – reflective notes on teaching in relation to the Satisfactory Teacher Dimensions

The Auckland Kindergarten Association also provides a handbook for Provisionally Registered Teachers. This handbook includes a registration contract to formalise the supervision process, as well as explicit links to the Satisfactory Teacher Dimensions to provide focus for advice and guidance programmes. The handbook offers comprehensive and structured advice for documenting process towards the satisfactory teacher dimensions, including a framework for reflection based on Smyth (1989).

The Auckland Kindergarten Association registration handbook includes a template for teachers to frame their reflection using the four cycles. Auckland Kindergarten Association guidelines emphasise that the process is participant driven, with Provisionally Registered Teachers expected to carry responsibility for ensuring that they are meeting registration requirements.

Kura kaupapa Māori sector

The *Towards Full Registration* handbook indicates that the aim of the advice and guidance programme is a programme of planned professional learning that assists beginning teachers[6] to meet the criteria necessary to achieve full registration. The elements of induction practice that are recommended for teachers in this sector are:

- provide an orientation booklet that provides the beginning teachers "with information about the school itself, the position being filled by the teacher, and the advice and guidance programme" (Section Three, p. 15)
- maintain a low teacher-student ratio of one teacher to every 12 students (ideally)
- the generic elements identified the first section of this appendix as applying to early childhood, school, and kura kaupapa Māori settings
- keeping records of relevant documentation (basically equivalent to other sectors.) It is suggested that the Teachers Council may require written feedback from the supervising/tutor teacher at the beginning, middle and end of the beginning teacher's support programme, as the beginning teachers' latest annual appraisal.

Primary and secondary school sectors

The *Towards Full Registration* handbook indicates that when a school appoints a Provisionally Registered Teacher it "accepts the responsibility of providing you with an advice and guidance programme that will support your progress towards becoming an effective fully registered teacher" (Section Four, p. 3). The handbook then suggests how primary schools and secondary schools, in consultation with their Provisionally Registered Teacher might use the beginning teacher time allowance provided to support induction. Although there are separate lists, the suggestions are essentially the same for both contexts and are broadly similar to those outlined in the generic section. Other recommended elements include:

- The principal should welcome the Provisionally Registered Teacher to the school and maintain ongoing contact.
- The principal has responsibility for ensuring the Provisionally Registered Teacher is receiving an advice and guidance programme.
- Supervising/tutor teacher responsibilities are oriented toward the joint development of a programme of professional learning that "meets your needs and is based on the Satisfactory Teacher Dimensions".
- Responsibility for documenting the advice and guidance programme is that of the Provisionally Registered Teacher, although the school is required to keep records of the programme. The suggestions about the sorts of documentation required are similar to those in

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[6]   The term "provisionally registered teacher" is not used in this section of the handbook; the term "beginning teacher" is used to describe teachers in their first two years of teaching.

the ECE sector although keeping reflective notes is made rather than a reflective journal. There is a reference to Appendix Five (an outline of the sort of documentation required for registration).

NZEI provides a booklet for Provisionally Registered Teachers (NZEI, 2006a) which covers much the same information as that in the *Towards Full Registration* handbook. This booklet emphasises using the strengths of teaching colleagues as a source of advice, guidance and information, including taking the opportunity to observe their teaching and discussing it with them, as well as keeping touch with (YMN) the network for young, new and student members within the union.

Appendix B: Information for tutor teachers about provisionally registered teachers

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February 2006

INFORMATION FOR

Tutor Teachers

about

Provisionally Registered Teachers

Key Points:

The role of a tutor teacher is a crucial one as the support and mentoring of beginning teachers can greatly influence the success of the induction of new members to the profession.

This circular provides information to assist tutor teachers with their roles in supporting Provisionally Registered Teachers.

Similar circulars have also been provided for the Provisionally Registered Teachers, and for the principal, at your school.

Actions:

Worksite Representatives

Please copy this circular for each of the tutor teachers in your school.

Tutor teachers

Read through the information contained in this circular.

Meet with your principal to clarify the expectations of you in your role as tutor teacher.

Discuss the circular with your Provisionally Registered Teacher at your next meeting.

Enquiries:

Please direct any enquiries to your field officer or Phillippa Ward at National Office,

Tel: (04) 382 2759 or fax: (04) 384 9401, or email phillippa.ward@nzei.org.nz

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INFORMATION FOR TUTOR TEACHERS

Your acceptance of the role of tutor teacher is to be applauded. You have recognised the responsibility of members of the teaching profession to support and mentor beginning teachers as they start their career. Your school has recognised your leadership and ability to carry out this important role. Your work will help to ensure that new teachers know what they are expected to do, the standard required and that they are valued and welcomed. This circular is intended to assist you in accessing the information you may need in your tutor teacher role.

1. NZEI Te Riu Roa membership

Discuss NZEI membership with the Provisionally Registered Teacher (PRT) and check that they know how to join, and are aware of the collective agreement. The worksite representative can be part of this discussion, or you may like to arrange a meeting between the Provisionally Registered Teacher and the worksite representative.

NZEI provides Provisionally Registered Teacher seminars in many areas, designed to provide industrial, employment and registration information for new teachers. You should encourage the Provisionally Registered Teachers to attend these days. Details are sent to the Provisionally Registered Teachers by NZEI regional offices once dates are set.

2. Teacher registration

Check that the Provisionally Registered Teacher has completed an application for registration with the Teachers Council. The legislation states that a person may not teach for more than twenty half days without registration. Forms can be accessed from the Teachers Council website. Use Form TC1.

As a tutor teacher, you must hold full registration for the period of the advice and guidance programme. Check your own practising certificate, or look at the Teachers Council website for the register to ensure that your registration fits this requirement.

3. Key resources

The Teachers Council and Ministry of Education folder *"Towards Full Registration"* (sent to all schools in 2004; a revised version is due in schools in March 2006). ***This contains vital information for you in your role as tutor teacher as well as information about advice and guidance programmes.***

The Teachers Council website **www.teacherscouncil.govt.nz**

The NZEI website **www.nzei.org.nz**.

4. Advice and guidance programmes

The guidelines and requirements for documentation of advice and guidance programmes are outlined on the Teachers Council website and in the revised version of the *Towards Full Registration* folder, due in schools in March 2006.

Key points to note are:

An advice and guidance programme is a collaborative approach between you, in your role as tutor teacher, and the Provisionally Registered Teacher from the start of the Provisionally Registered Teacher's employment, and throughout the two years of the programmes.

It is crucial that the programme is closely linked to the Teachers Council's Satisfactory Teacher Dimensions.

The advice and guidance programme must be documented throughout the two years of the programme.

While it is the Provisionally Registered Teacher's responsibility to keep the documentation (because the Provisionally Registered Teacher applies for full registration), it is important that you, as the tutor teacher, have some involvement in the documentation. The school should keep a record of the advice and guidance as evidence of its commitment to the resourcing and content of the advice and guidance programme. This is essential for later decision making on whether or not the Provisionally Registered Teacher should move to full registration.

If the Provisionally Registered Teacher has come from another school, ask to look through a copy of documentation from that school, so that you and the Provisionally Registered Teacher can ensure that the advice and guidance programme at your school builds on the previous programme.

5. Tutor Teacher Information

You will be eligible for the **Tutor Teacher Allowance.** The rate for 2006 is $2000, and the school must apply for this.

The Teachers Council recognises that your work as a tutor teacher will ensure you have opportunities for professional learning. Therefore the Council allows you to use the role to help meet the Council's "suitable professional development activity" requirements for the renewal of your own practising certificate. (See Form TC3 for renewal of a practising certificate)

6. The Beginning Teacher Time Allowance (BTTA)

This allowance is available from the Ministry of Education to boards employing teachers who are within their first twenty four months of teaching.

In primary schools, the time allowance must be used by the school to support the advice and guidance programme for the Provisionally Registered Teacher. The time is allocated to the school, not to the individual teacher. Schools should have policy clarifying the use of the BTTA for those

involved with the advice and guidance programme. Many schools will allocate some of the BTTA to the tutor teacher for use in their mentoring role.

In areas schools, there is a contractual right for the teacher to receive a time allowance for their advice and guidance programme.

Beginning teachers who are eligible for classroom release time (CRT) must receive this CRT allowance in addition to release associated with advice and guidance programmes.

7. Appointments, job description and salary

New employees should be provided with a letter of employment from the Board of Trustees which covers their job title, starting salary and whether they are in fixed-term or permanent employment.

The salary scale is laid out in the collective agreement booklet. Provisionally Registered Teachers may be able to get credit for their previous work experience, but must claim this credit within their first year of teaching.

If you wish to help your Provisionally Registered Teacher with these employment issues, more information is available in the collective agreements, on the NZEI website, from the worksite representative, or your field officer.

Tutor Teacher Checklist

This checklist summarises the suggestions in the NZEI Special Circular 2006/02.

✓	Actions	Resources to assist
	Encourage the Provisionally Registered Teacher to join NZEI as a full member	www.nzei.org.nz.get/5
	Ensure that the Provisionally Registered Teacher has - a letter of appointment - a job description - salary reflecting qualifications and previous work experience	Primary Teachers' Collective Agreement Part 5 Area Schools' Collective Agreement www.nzei.org.nz/get/17
	Check that the Provisionally Registered Teacher is registered, or that the school has applied for extension beyond the 20 half days allowed	www.teacherscouncil.govt.nz/registration/view
	Check that your own practising certificate is current and for full registration	www.teacherscouncil.govt.nz/registration/view
	Check that the school has applied for the Beginning Teacher Time Allowance policy on the use of BTTA to support the advice and guidance programme clear expectations for your role as tutor teacher	www.minedu.govt.nz /goto/resourcingforms
	In collaboration with the Provisionally Registered Teacher, develop and document the advice and guidance programme, ensuring the requirements of the Teachers Council are met	www.teacherscouncil.govt.nz/registration/how/ Teachers Council Folder "Towards Full Registration" (use the 2006 version)
	Ensure the school has a system to hold documentation of the advice and guidance programme	
	Check that the principal has applied for the Tutor Teacher allowance	www.minedu.govt.nz /goto/resourcingforms
	Encourage the Provisionally Registered Teacher to attend the NZEI seminars which assist with the induction programme	

Further information is available from NZEI Te Riu Roa field staff, the NZEI website and on the Teachers Council website.

This circular is available on www.nzei.org.nz.

2006 Special Circular 02