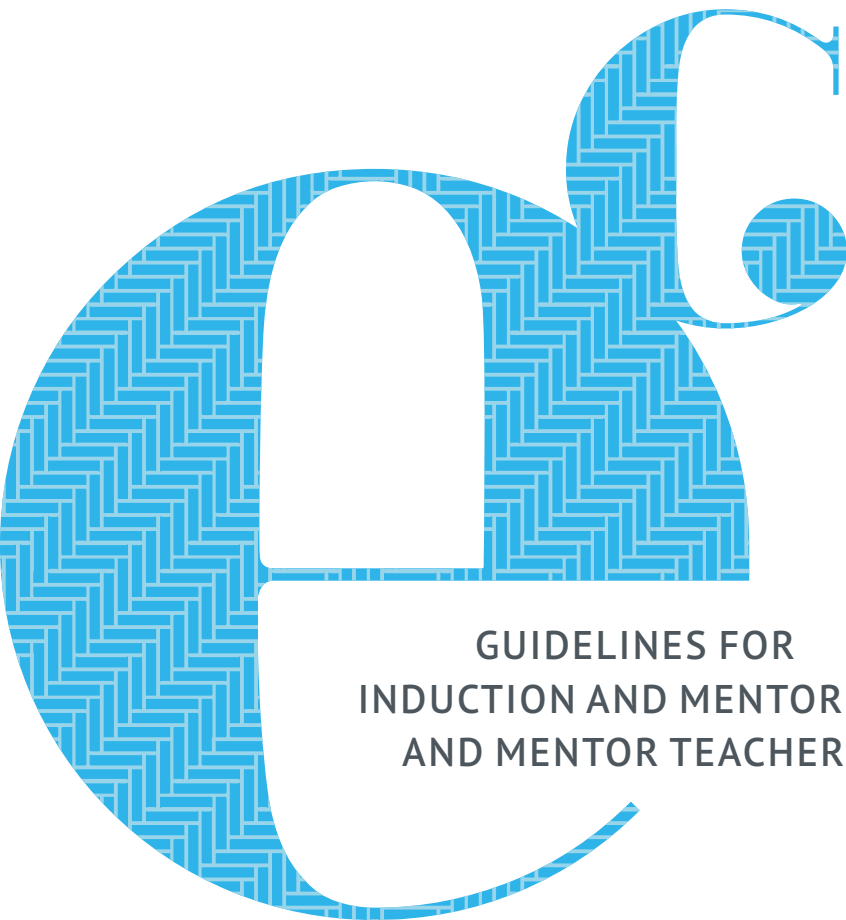


PROFESSIONAL LEARNING JOURNEYS
GUIDELINES FOR INDUCTION AND MENTORING
AND MENTOR TEACHERS



GUIDELINES FOR
INDUCTION AND MENTORING
AND MENTOR TEACHERS

EDUCATION COUNCIL

NEW ZEALAND | Matatū Aotearoa



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The Guidelines have been reviewed to reflect changes made necessary by the Education Amendment Act 2015 and changes to registration and attainment of full practising certificates.



SECTION ONE

INTRODUCTION

Our Vision
Ū ki te ako, tū tangata ai āpōpō.
Excel in teaching so our learners will
excel in the future.

Our Mission
To set, maintain and promote standards
of excellence in teaching.

INTRODUCTION

These guidelines were developed to provide nationally consistent, high-quality and comprehensive support for Provisionally Certificated Teachers (PCTs) in their first few years of practice and enable them to become fully certificated teachers.

THE GUIDELINES FOR INDUCTION AND MENTORING AND MENTOR TEACHERS

- include key principles for high-quality induction and mentoring in Aotearoa New Zealand
- outline the essential components of a programme of support for PCTs
- clarify expectations for the role of mentor teachers
- describe the required key skills, knowledge and attributes, and the professional learning and development needed by mentor teachers to fulfil this role adequately.

“We support a high quality teaching profession with the capability to assist all ākonga/learners in achieving success in education.”

The research programme Learning to Teach (2007–2008) preceded the development of these guidelines and highlighted the potential of intensive, pedagogically focused mentoring to accelerate the learning and expertise of newly qualified teachers.

As a result, the term ‘induction and mentoring’ now replaces ‘advice and guidance’. This signals the shift from ‘advice’ to a co-constructive relationship and programme of professional learning. While the main focus is the support of PCTs, these guidelines can also be used for the collegial support of all teachers, including those new to teaching in New Zealand.

BACKGROUND

Learning to Teach (2007–2008) was informed by international expertise, discussion with professional groups and a two-year national pilot programme.

It was undertaken to investigate the quality and consistency of support available to PCTs in New Zealand. The research showed the distinction between limited mentoring, geared around advice and emotional support, and intensive pedagogically oriented mentoring often referred to as ‘educative mentoring’.

The research provided the platform for the Guidelines to be developed and tested in the Council’s Induction and Mentoring Pilot Programme, comprising four sector-specific pilots:

- **Early Childhood Education** – New Zealand Kindergartens’ Regional Networks
- **Primary/Intermediate** – Auckland University’s Educative Mentoring and Induction Programme

- **Secondary** – Massey University’s Professional Learning Community
- **Māori Medium** – Te Whare Wānanga o Awanuiārangi’s Connected Approach.

A summary of the pilot programme, including the findings, can be accessed on the Council’s website.

High-quality induction programmes are comprehensive, educative and evaluative.



PURPOSE

The Guidelines are designed to shift school, kura and early childhood education (ECE) policy and practices towards an ‘educative mentoring’ approach. This is a shift away from a view of induction as ‘advice and guidance’ to one of skilled facilitation of ‘learning conversations’ focusing on evidence of teachers’ practice. Rather than just providing ‘advice’ and emotional support, the mentor teachers co-construct professional learning, where often the learning is reciprocal.

The Guidelines acknowledge a teacher’s work is highly complex and demanding. Research and experience clearly shows newly graduated teachers need high-quality and well-structured induction to:

- become accomplished and effective teachers who can improve the learning outcomes of diverse ākongā
- progressively demonstrate they meet the Practising Teacher Criteria (PTC)
- be able to contribute fresh ideas and approaches that rejuvenate teaching workplaces
- build a strong foundation of self-reflection and ongoing professional learning
- enjoy teaching and be a positive member of the profession.

While these guidelines focus on (and have been tested with) PCTs, they are also useful for all teachers who do not yet hold a full practising certificate.¹ This includes teachers returning to the profession after a break, and overseas teachers who are new to New Zealand. These guidelines will be useful in any context where teachers require support and mentoring in their ongoing development.

“We need to know how to create relationships that allow for effective communication, that allow for you to ask those hard questions...”

¹ Including teachers who hold a Subject to Confirmation Practising Certificate and who are seeking to hold a Full Practising Certificate.

WHO SHOULD USE THESE GUIDELINES

These guidelines are intended for everyone with a role to play in mentoring PCTs and other teachers needing support. All professional leaders are responsible for ensuring they have an induction and mentoring policy in place for their school, kura or ECE service based on these guidelines.

PROFESSIONAL LEADERS

These guidelines will support professional leaders to:

- lead a learning culture supported by policies and systems that help PCTs and mentor teachers
- create and implement a high-quality programme of induction and mentoring within their setting
- be clear about their role in the processes and systems for supporting PCTs
- ensure there are robust processes for making assessment decisions for full certification.

MENTOR TEACHERS

These guidelines will support mentor teachers to:

- create and implement – along with the professional leader – a high-quality programme of induction and mentoring within their setting
- be clear about what their role involves
- know what professional learning and development is needed for their role
- develop educative approaches to their day-to-day mentoring practice.

“We are diverse learners, as are children.
We are communities of learners.”

PROVISIONALLY CERTIFICATED TEACHERS (PCTS)

These guidelines will help PCTs to:

- know what programme of support they are entitled to in their first few years of teaching to help them become fully certificated teachers
- recognise what ongoing professional self-reflection, learning and development is expected of them
- have input into the programme's design and implementation (in collaboration with the professional leader and mentor teacher).

WIDER EDUCATION SECTOR

These guidelines have implications for the wider education sector to identify the support and resources they can provide to encourage high-quality induction and mentoring.

“It’s the whole school culture... if PCTs are in a switched-on school they will become switched-on for sure.”



HOW TO USE THE GUIDELINES

Professional leaders and teachers should think about what works best in their specific setting, their sector and for individual teachers. Unpacking, co-constructing and interpreting what they mean is intrinsic to their value. They should be discussed in relation to key documents such as the Practising Teacher Criteria, school, kura or ECE service strategic plans, appraisals and performance management systems.

All schools, kura and ECE settings should have an induction and mentoring policy in place. It is recommended that this policy is based on these guidelines.

They may also be used:

- as a way for staff to explore what effective induction and mentoring looks like in the school, kura or ECE setting
- as a central reference point against which current induction and mentoring practices are reviewed regularly
- in combination with other research (for example Learning to Teach (2007–2008) when developing an induction and mentoring programme
- to clarify roles for, and expectations of, supporting teachers
- to identify skills, knowledge and appropriate professional development activities to develop mentor teachers effectively.

Induction and mentoring programmes will look different, depending on the individual characteristics of the school, kura or ECE setting, and the needs of the PCT. Useful findings from the pilot programmes that may help with developing the structure of the programme include:

- time needs to be scheduled and prioritised, for meaningful discussion about teaching practice to take place
- networks for PCTs and mentors are important for sharing ideas, resources and support as well as an opportunity to identify issues
- induction and mentoring programmes are more likely to succeed where the school, kura or ECE service's leadership is actively informed and involved
- reciprocity and collective contribution for a common good are key concepts in mentoring in Māori medium settings. The mentoring of the PCT is a collective responsibility.

REFLECTIVE QUESTIONS

When unpacking these guidelines, it may be helpful to ask:

- How do they add to or expand your current knowledge of what high-quality induction and mentoring looks like?
- What do you believe constitutes high-quality induction and mentoring in your setting?
- Are there aspects of these guidelines that need to be emphasised or interpreted to better reflect the unique needs of your teachers?
- Does your current induction and mentoring programme reflect the vision set out in these guidelines?
- What can a PCT expect in their induction and mentoring programme in your setting?
- What support should mentor teachers receive to be effective?
- What implications do these guidelines have on your practice?
- How might these guidelines be used to promote a learning culture amongst all teachers in your setting?
- What documented policy and handbook(s) do you need to provide to put these guidelines into effect for your setting?

RELATIONSHIP WITH THE PRACTISING TEACHER CRITERIA

PCTs are required to demonstrate they meet all the Practising Teacher Criteria in order to become fully certificated teachers. The Criteria provide the “hurdle, compass and beacon” for PCTs to be issued with full certification and for all teachers to gain and renew a full practising certificate. These guidelines should be used in partnership with the Practising Teacher Criteria. The Criteria guide professional learning for all teachers seeking to gain and maintain full certification.

“...through active listening and open questioning they gave their PCTs more opportunity to discuss their own beliefs about children and their learning and to make their own decisions regarding teaching.”

WHAT DOES ‘HIGH-QUALITY INDUCTION’ MEAN?

Induction is the broad term for all support and guidance (including mentoring) provided to newly graduated teachers as they begin their teaching practice in real situations. It is about building the teaching profession and ensuring teachers are part of a learning community focused on continually improving the learning outcomes of all their ākonga.

High-quality induction programmes are **comprehensive, educative and evaluative**.

COMPREHENSIVE

A comprehensive induction programme has many elements and is conducted over a sustained period. For PCTs, this is at least two years. No single intervention is enough to create high-quality induction. A comprehensive induction programme includes:

- welcoming and introducing a new teacher to the context in which they will work
- ongoing professional development and support from a range of sources
- access to external professional networks
- high quality educative mentoring
- standards-based, evidence-informed evaluations of professional practice against the Practising Teacher Criteria.

A comprehensive induction programme should not be undertaken in isolation. It requires employers, leaders, the school, kura or ECE professional learning community, and the wider profession to be engaged.

EDUCATIVE

The induction programme is a key opportunity and time for intensive, sustained professional learning. An induction programme should not be focused on progressing through a standard checklist of requirements. Instead induction should be focused on enabling PCTs to learn and practise the skills, attitudes and attributes they need to become accomplished, fully certificated teachers who can improve the learning outcomes of diverse ākonga.

EVALUATIVE

An induction and mentoring programme provides opportunity for formative and progressive feedback to the PCT on their professional learning as well as leading to a final assessment of whether the PCT is ready to hold a full practising certificate. This means records must be kept of:

- activities that occur as part of the induction programme, the feedback and support provided to the PCT, and the PCT's own reflection and learning
- evidence of the PCT's progress towards meeting the *Practising Teacher Criteria*.

When an application for full certification is received, the Council will be seeking evidence the PCT has undertaken an appropriate induction programme, and been assessed as having met all the *Practising Teacher Criteria*.

“An induction and mentoring programme provides opportunity for formative and progressive feedback to the PCT on their professional learning.”

**WHAT DOES 'HIGH-QUALITY MENTORING' MEAN?**

Mentoring is an essential component of induction. High-quality mentoring is educative in focus as well as based on a relationship of trust and collegiality. It is important mentor teachers are well resourced – with dedicated time to fulfil the role – and that they receive career recognition for the role. A high-quality mentoring programme is **relationship-based, focused on educative mentoring, recognised and resourced**.

RELATIONSHIP-BASED

A mentor should be able to work comfortably and supportively in a co-constructive relationship with the PCT. Mentor teachers require professional development and support to advance their relational skills.

FOCUSED ON EDUCATIVE MENTORING

High-quality mentoring happens when an experienced colleague provides dedicated time to a PCT. They will guide, support, give feedback and facilitate evidence-informed, reflective learning conversations. An 'educative mentor' is not merely a 'buddy' providing emotional support and handy 'just in time' tips to the PCT. Educative mentoring is a highly skilled and highly valued role in the profession, and mentors need appropriate professional development to learn and practise these skills.

RECOGNISED AND RESOURCED

Mentor teachers should be supported by the school, kura or ECE service leadership to have dedicated time and professional development to fulfil their roles adequately. Ideally, mentor teachers should receive career recognition for the important professional leadership and support they provide.

RESOURCES

Resources to support the use of these guidelines and implementation of induction and mentoring programmes are available on the Council's website.



SECTION TWO

THE GUIDELINES

Part A:

Guidelines for establishing and implementing a programme of induction

Part B:

Guidelines for mentoring and mentor teacher development



PART A

Guidelines for establishing and implementing a programme of induction

“The best teaching brings about change in the learners as well as in the teachers themselves, welcomes challenges to accepted practice and is always seeking to progressively improve outcomes for learners. This is ‘transformative teaching’.”

1. VISION STATEMENT

High-quality induction programmes will be provided for all PCTs who aspire to hold a full practising certificate as a teacher in Aotearoa New Zealand.

The programmes will be educative in focus and support recently qualified teaching graduates to become:

- effective teachers for diverse ākonga in Aotearoa New Zealand
- professionally engaged teachers committed to ongoing inquiry into their own teaching and working collaboratively with colleagues.

Professional development and ongoing system-wide support to mentor teachers underpins the intensive professional support needed by PCTs to maximise their professional learning and progress towards achieving these two goals.

In this way, the profession will progressively improve its ability to contribute to equitable learning outcomes for all ākonga.

The Council's vision statement sets out the overall purpose for an induction programme and the outcomes the programme should aim for.

2. PRINCIPLES FOR HIGH-QUALITY INDUCTION PROGRAMMES

High-quality induction programmes:

- are based in a community of support including the active support by the institution's professional leader
- are personalised and based on the aspirations and needs of the individual PCT
- are responsive to the characteristics of ākongā and the wider community
- develop a PCT's increasing responsibility for their own professional learning
- are educative in focus
- work towards the Council's vision statement, with a particular focus on improving equitable outcomes for all ākongā
- are regularly reviewed to ensure continued effectiveness.

3. ESSENTIAL COMPONENTS OF HIGH-QUALITY INDUCTION PROGRAMMES

There is commitment to the vision statement

- The employer, leadership and school, kura or ECE professional learning community need to develop a common understanding of how the vision statement will be interpreted and applied within their context, and be committed to it.

There is institutional commitment and leadership for the programme

- Leaders and the school, kura or ECE learning community must be committed to a culture of collaborative professional inquiry.
- There must be structural support from the employer and senior colleagues, including ensuring dedicated time is provided for mentoring and other professional development.
- The learning community will embrace families and others in the wider community in addition to professional colleagues.
- Leaders should provide work conditions for the PCT that recognise their novice status.

Quality mentoring is a central (but not sole) component

- Mentors need to be carefully selected, provided with access to high-quality professional development and support for their role, and assured of dedicated time to carry out the role (see Part B).
- The PCT will also be supported to access learning from the wider learning community including observations of colleagues and participation in structured professional development programmes inside and outside the institution.

The programme is based on the Practising Teacher Criteria to guide the learning and formative feedback to the teacher

- There needs to be a shared understanding of the characteristics of effective teaching as set out in the Practising Teacher Criteria.

The programme is focused on the daily practice of PCTs with their ākongā

- The programme will provide intensive, specific support based on evidence from the teaching and learning of the ākongā – so the PCT is able to systematically reflect on this evidence and learn from it.
- The programme will focus on the needs and aspirations of individual PCTs, establishing reciprocal relationships that encourage the PCT to take increasing responsibility for identifying next steps for their professional learning.

The programme will provide the support and processes needed so the PCT can move towards gaining full certification

- This means meeting the Council's requirements for formal documentation of the induction programme and documentation of evidence of the teacher's progress towards achievement of all of the Practising Teacher Criteria, to be able to move to a full practising certificate.



PART B

Guidelines for mentoring and mentor teacher development

“Mentors learned more from the pilot than just mentoring skills. They were also presented with opportunities to take a stronger lead role in professional development initiatives in the school, they were recognised as leaders in their schools and they were also able to influence the induction and mentoring systems.”

The vision statement shown below should govern the selection, development and day-to-day practice of mentor teachers.

1. VISION STATEMENT

An effective mentor is a reflective practitioner focused on inquiry into their own and others’ professional practice and learning – based on a clear understanding of outstanding teaching.

An effective mentor has a significant educative leadership role, dedicated to growing the professional capability of the colleagues they support.

An effective mentor has a sound knowledge and skill base for their role and can establish respectful and effective mentoring relationships.

An effective mentor does not work in isolation. Mentors can only be effective if they are providing mentoring as part of a comprehensive induction programme and are well supported by their employer, professional leader and professional learning community.

2. ROLE OF A MENTOR TEACHER

The role of a mentor of a PCT includes:

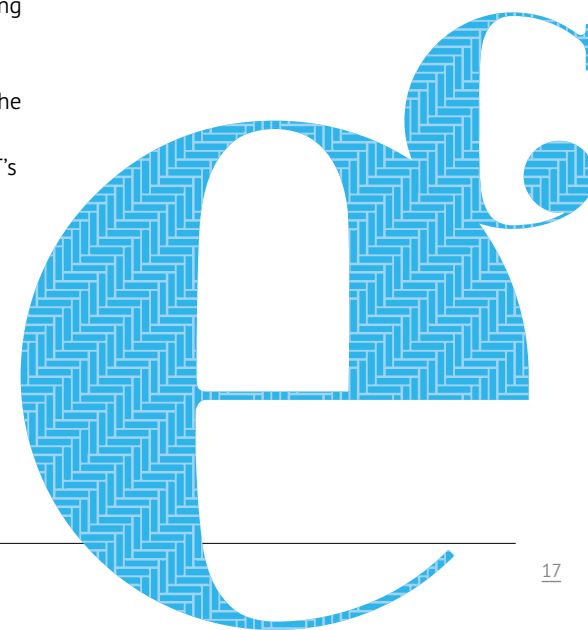
- providing support to the PCT in their new role as a teacher with full responsibility for their ākonga
- demonstrating effective teaching
- facilitating learning conversations with the PCT that challenge and support them to use evidence to develop teaching strengths
- assisting the PCT to plan effective learning programmes
- observing the PCT and providing feedback against specific criteria and facilitating the PCT’s ability to reflect on that feedback
- assisting the PCT to gather and analyse ākonga learning data in order to inform next steps and different approaches in their teaching
- guiding the PCT towards professional leadership practices that support learning in the unique socio-cultural contexts of Aotearoa
- supporting the PCT to become part of the wider learning community
- providing formal assessment of the PCT’s progress in relation to the Practising Teacher Criteria
- suggesting suitable professional development for the PCT
- advocating for the PCT if needed, particularly in accessing high-quality induction and mentoring
- listening to and helping the PCT solve problems.

3. KEY AREAS OF KNOWLEDGE, SKILLS AND DISPOSITIONS NEEDED FOR HIGH-QUALITY MENTORING

Mentors know about teachers, teaching and teacher learning

This includes areas of knowledge such as:

- contextual knowledge of an individual PCT including their cultural background
- pedagogy of teacher education and of mentoring
- knowledge of the teaching profession, the education system and Practising Teacher Criteria
- leadership and management of change.



Mentors know about ākonga and learning

This includes areas of knowledge such as:

- contextual knowledge of the ākonga the PCT is teaching, including cultural background of individuals and communities the ākonga are from
- pedagogical content knowledge relating to curriculum area(s) within which the PCT is teaching
- research into learning, for example, Best Evidence Synthesis reports from the Ministry of Education
- collection and interpretation of evidence of learning.

Mentors are able to use mentoring skills and dispositions

These include the ability to:

- facilitate constructive but challenging professional conversations with PCTs and maintain their enthusiasm
- demonstrate for the PCT effective teaching for diverse ākonga
- use effective observation skills and strategies
- analyse and reflect on evidence of learning
- negotiate and advocate on behalf of the teacher
- demonstrate professional leadership and understanding of the potentiality of effective teaching to influence equitable outcomes for ākonga
- provide and/or seek cultural advice to support development of te reo me ōna tikanga.

4. PROVISION OF MENTOR TEACHER PROFESSIONAL DEVELOPMENT

Ongoing support systems and professional development opportunities for mentor teachers should be established. As set out in these guidelines, the mentor teacher role involves specific skills that cannot be assumed but need to be explicitly taught and supported. They are skills that are also needed in other professional leadership roles. This means that increasing capability in these areas will have an impact on the quality of the wider professional leadership in a school, kura or ECE setting.

The Council works with the wider profession to ensure there will be, over time, a structured system of formal learning and ongoing professional development to support the mentor teacher role. It is recommended that mentor teachers form professional communities of practice to support each other within and/or between schools, kura and ECE settings.

Programmes for the development of mentor teachers may include (but not be confined to) the following content:

- pedagogy of mentoring
- facilitation of challenging, evidence-informed, professional learning conversations
- knowledge of the Practising Teacher Criteria (and how to use them to guide the professional learning of a PCT)
- approaches to gathering evidence of PCTs' learning and of providing and documenting formative feedback
- collection and analysis of learning data for PCTs to engage within their professional learning
- knowledge of specific strategies such as for supporting differentiated learning needs, English for Second Language learning, English for Additional Language learning, and support for literacy and numeracy learning
- leadership development
- active listening
- how to personalise learning.

“Learning to be a teacher is a career-long process.”

SECTION THREE

APPENDICES

Glossary

Select bibliography

Educative mentoring in practice
Characteristics of limited and high-quality
induction and mentoring

GLOSSARY

“I will enjoy my provisional certification years and embrace them instead of enduring them.”

Advice and guidance

The term used by the Council and the profession until recently to describe the programmes of support for Provisionally Certificated Teachers (PCTs). Now replaced by induction and mentoring programmes.

Ākonga

A learner who may be in a range of settings, from early childhood to secondary and beyond.

Induction and mentoring

This is the programme of professional support provided to provisionally certificated teachers, teachers with a Subject to Confirmation Practising Certificate and others new to the profession in New Zealand.

Mentor teacher

A mentor teacher may be variously described as a tutor teacher, supervising teacher, support teacher or co-ordinator of the induction programme for PCTs.

A mentor teacher is fully certificated and needs to have specific, specialised skills to support PCTs to become fully certificated.

Professional leader

In the schooling sector, the professional leader is the principal of the school. In early childhood services, the professional leader may be one of a variety of roles such as head teacher, team leader or manager professional practice. This person has the responsibility for the teaching and learning in the school or service and for ensuring that high-quality induction and mentoring programmes are in place.

Provisionally Certificated Teacher

Teachers apply for provisional certification when they have qualified to teach by successfully completing an approved initial teacher education programme in New Zealand or been granted recognition of an overseas teaching qualification. They then undertake a structured programme of induction and mentoring, which enables them to demonstrate they are competent in the Practising Teacher Criteria and can apply for full certification.

Practising Teacher Criteria

These are the standards for fully certificated teachers in New Zealand to demonstrate 'satisfactory recent teaching experience'. Provisionally certificated or Subject to Confirmation certificated teachers need to demonstrate they meet the Practising Teacher Criteria in order to gain full certification, and then to maintain this every three years.

Subject to Confirmation Practising Certification

Teachers may be issued a practising certificate Subject to Confirmation if they have not recently been able to demonstrate they meet all the Practising Teacher Criteria in the New Zealand general education system, or an approved setting.

Full Certification

Teachers who have been recently assessed as meeting each of the Practising Teacher Criteria and who meet all other requirements may be issued with, or renew, a Full Practising Certificate.

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The following tables can be used to discuss what activities could be included in a high-quality induction and mentoring programme. They will help professional leaders, mentor teachers and Provisionally Certificated Teachers (PCTs) to unpack these guidelines. The tables were developed by teachers in the primary/intermediate school pilot led by Auckland University.²

EDUCATIVE MENTORING IN PRACTICE

The table below summarises characteristics of educative mentoring, and what it looks like in practice.

Educative mentoring	Examples of practice
Recognises the range of expertise, skill and knowledge mentors require in this role	<ul style="list-style-type: none"> discussions of strategies are linked to principles of effective practice teaching observations are tailored to PCT's goals feedback is typically based on evidence, for example, achievement data, PCT planning, observation data mentor engages with PCT as a co-learner; questions that enquire into and challenge practice are common.
Links practice to a view of good teaching	<ul style="list-style-type: none"> encourages PCT to make decisions and justify how they will teach allows PCT to unpack beliefs and explain teaching methods with the aim of improving learning and building confidence.
Has a developmental (but not linear) view of learning to teach	<ul style="list-style-type: none"> acquires critical knowledge of theories of teacher development along with the expectation of PCT to engage in reflection with a primary concern for learning of ākongā.
Employs a non-deficit approach with a focus on cognitive and reflective skills, and evidence to advance learning	<ul style="list-style-type: none"> deconstruction: allows PCT to describe what happened, analyse and discuss the evidence, examine ākongā understandings and outcomes co-construction: design next steps, set new goals and understand the implications for children and learning.

² Langdon, F., with Flint, A., Kromer, G., Ryde, A., & Karl, D. (2011). *Induction and mentoring pilot: Primary. Leading learning in induction and mentoring.*

Educative mentoring	Examples of practice
Engages PCT in serious professional conversations	<ul style="list-style-type: none"> • develops knowledge and ability to conduct learning conversations • the mentor and PCT meet at planned times to engage in learning conversations about the PCT's practice. The agenda is agreed beforehand to ensure the conversations are focused • conversation is non-judgemental and based on evidence.
Provides planned, and takes advantage of incidental, learning opportunities	<ul style="list-style-type: none"> • goal setting meetings, observations times and professional conversations are planned and timetabled it's established with the PCT that no question is a silly question • it is established with the PCT that no question is a silly question • open door policy means that 'just in time' learning can take place.
Expects the development of pedagogical expertise	<ul style="list-style-type: none"> • knowledge of how to use cognitive interventions is developed to recognise teacher expertise • feedback and conversations are about learning of ākongā in the context of the PCT's teaching • mistakes, fallibility and pushing boundaries are accepted as part of learning – their teaching becomes a site of inquiry.
Provides affective support so the new teacher thrives	<ul style="list-style-type: none"> • conversations are non-judgemental • successes, particularly related to learning of ākongā, are affirmed • PCT is listened to – beliefs are unpacked, mentor speaks less • PCT knowledge is valued • a sense of professional agency is encouraged through engagement in decision-making about teaching practice.

CHARACTERISTICS OF LIMITED AND HIGH-QUALITY INDUCTION AND MENTORING

LIMITED INDUCTION AND MENTORING

Emotional support

- pastoral care
- pep talks
- support, advice, guidance
- collective responsibility.

Technical support

- advice and handy tips
- focus on behaviour
- practical – mentor taking class so PCT can focus on small groups
- short-term fixes
- teaching focus
- surface issues

- hierarchical – mentor 'sorts out' PCT issues
- mentor talks, PCT listens
- reactive
- big 'whole deal' at once observation
- mini 'me' scenario
- speak to the learner – teachers are ākongā.

Mentor teachers

- chosen for convenience rather than skill or 'best fit' for the PCT
- not supported with professional learning for the role
- work in isolation with an individual teacher.

This table³ provides examples of what 'limited' induction and mentoring looks like in practice, compared with high-quality educative induction and mentoring. Aspects of 'limited' induction and mentoring, however, may still be important, particularly the emotional or pastoral support given to new teachers.

³ Langdon et al (2011).

HIGH QUALITY, INTENSIVE INDUCTION AND MENTORING

Links practice to a view of good teaching

- learning focus
- goal oriented – PCT and mentor goal.

Builds confidence by developing pedagogical expertise

- setting goals – own development
- underpinned by achievement of ākonga.

Has a developmental (but not linear) view of learning to teach

- long-term focus
- deeper exploration of practice and evidence of learning – and what lies behind the surface issues.

Develops teacher autonomy and agency

- teacher voice
- determine next steps and take responsibility
- PCT agency involved in making decisions
- examine and reflect on own practice
- becoming self-regulated.

Builds knowledge by using their teaching as a site of inquiry

- practice of effective pedagogy
- proactive – setting the PCT up – application of strategies.

Provides planned, and takes advantage of incidental, learning opportunities

- focused and specific
- detailed observation – but selective
- mentor and PCT focused – purposeful, know what you'll observe
- range of tools used in observation.

Engages in serious professional conversations

- professional discussion – challenge pedagogy
- active listening
- explore deeper issues
- learning conversation process (partnership)
- more about mentor (listening) and their role.

Bases feedback and assessment on evidence

- evidence based / interrogate data
- get PCT to think more and have evidence for what they are doing.

School, kura or early childhood education service structure

- mentoring given value and importance.