# Induction and Mentoring Pilot Programme: Primary

*Leading Learning in Induction and Mentoring*

Frances Langdon with Annaline Flint,
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New Zealand
Teachers Council

*Te Pouherenga Kaiako o Aotearoa*

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The Induction and Mentoring Pilot Programme trialled the New Zealand Teachers Council's *Draft Guidelines for Induction and Mentoring Programmes and for Mentor Teacher Development in Aotearoa New Zealand.* Four sector-specific pilots were funded to investigate different models of support and development for mentor teachers and Provisionally Registered Teachers. The Pilot Programme ran over 2009 and 2010 and included an external evaluation. This report details findings from the primary–intermediate pilot.

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# Foreword

The aim of the Induction and Mentoring Pilot Programme initiated by the New Zealand Teachers Council (the Council) was to trial the *Draft Guidelines for Induction and Mentoring Programmes and for Mentor Teacher Development in Aotearoa New Zealand* (*Draft Guidelines*). The *Draft Guidelines* were developed to support and promote comprehensive induction and educative mentoring practices in schools, kura, and early childhood education (ECE) settings in Aotearoa New Zealand. They include key principles for effective induction and mentoring, essential components of a programme of support for Provisionally Registered Teachers (PRTs), and key skills, knowledge, and attributes required by mentor teachers.

The Induction and Mentoring Pilot Programme involved four sector-specific pilots (ECE, primary–intermediate, secondary, and Māori medium) and an external evaluation. The Council chose to fund pilots that drew on the unique features of each setting and utilised or enhanced existing funding and support structures.

The Induction and Mentoring Pilot Programme built on the Council's *Learning to Teach* research programme, which highlighted the important role mentor teachers have in supporting the learning of PRTs. The research showed that the support given to PRTs had been variable and that there was a lack of training and support provided for mentors. On the basis of this research, the Council chose to focus on shifting induction from technical and emotional support for PRTs to educative mentoring focusing on evidence of teachers practice and reciprocal learning conversations.

A steering group, chaired by Dr Lexi Grudnoff from the University of Auckland, guided the selection of the pilot programme contractors and provided feedback on the content of the sector-specific induction and mentoring pilot programmes and milestone reports. It also gave advice to the Council on implications of the findings of the pilot programmes and next steps.

Findings from the pilots and evaluation were used to finalise the *Draft Guidelines* and develop a national strategy to support its implementation.

The Council would like to thank everyone who has been involved in the Induction and Mentoring Pilot Programme, in particular the teachers and professional leaders who enthusiastically embraced the pilot programmes in their schools, kura, and ECE settings. The Council is extremely grateful to the directors of the pilots and the evaluation team for the professionalism, energy, and rigour with which they approached this programme. They have all made a significant contribution to the teaching profession.

Dr Peter Lind
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# Author acknowledgements

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## Background and methodology

The pilot project, *Leading Learning in Induction and Mentoring,* aimed to develop further understanding of effective induction and mentoring for two key purposes: to trial the *Draft Guidelines for Induction and Mentoring Programmes and for Mentor Teacher Development in Aotearoa New Zealand* (*Draft Guidelines*) (New Zealand Teachers Council, 2009) and to subsequently inform national policy on induction. These *Draft Guidelines* were developed to address inconsistencies in the quality of the existing induction system in Aotearoa New Zealand.

The project had two parallel programmes, which, at times, intersected; one was professional development, the other research. The professional development intervention had a whole-school approach to build leadership and mentoring knowledge and capacity. Its purpose was to develop and align schools' Provisionally Registered Teacher (PRT) induction and mentoring programmes with the *Draft Guidelines* and to engage mentors in educative mentoring to support PRT learning and assessment. The second programme addressed four key research questions:

1. What is the role of school leaders and mentor teachers in translating the *Draft Guidelines* into school-based induction programmes?
2. How is PRTs' learning and development supported by leaders during the first two years of their teaching career to meet the *Registered Teacher Criteria* (New Zealand Teachers Council, 2010)?
3. What understandings, attitudes, and skills do educative mentors require to focus PRTs' learning on developing pedagogical expertise?
4. How do assessment practices (both formative and summative) affect confidence in the judgments made about the PRT's ability to meet the *Registered Teacher Criteria*?

## The findings summarised

The pilot demonstrated that induction and mentoring programmes are more likely to succeed where school leadership is informed and involved, a principle identified in the *Draft Guidelines*. This pilot showed that this requires leaders to take an active interest in PRTs' knowledge and skill development and to commit to the provision of relevant resources. Furthermore, principals and other school leaders were found to need a focus on professional development to promote pedagogical expertise. In the context of the pilot, pedagogical expertise is having an over-riding concern with student's learning and being constantly alert to developing a repertoire of pedagogical strategies to address this concern.

The pilot confirmed that mentors need to take an educative role in the induction programme, a view supported by the *Draft Guidelines*. It found that, in the absence of education, mentors base their practice on their own beliefs and experiences of mentoring. As a consequence, PRT mentoring is typically affective rather than effective. This limited approach can entrench current ways of teaching rather than inquire into and transform practice. An educative approach to mentoring promotes spending time on effective practices that cause learning for both PRTs and students. Norman and Feiman-Nemser (2005) describe educative mentoring as going beyond the quick-fix, "feel-good" support to incorporate a "vision of good teaching", teachers as learners, and the classroom as a site of inquiry. Educative mentoring in the pilot focused on developing pedagogical expertise.

The pilot also found that successfully transferring and sustaining the pilot programme nationwide would require principals to act strategically. Principals would need to:

- first, collaboratively develop and operationalise a school vision of PRT induction and mentoring
- second, give mentors authority to develop PRT programmes and support mentor professional development
- third, communicate the role all teachers have in the development of PRTs.

Furthermore, mentors need to commit to developing educative mentoring practices that focus PRT learning on valued student's learning outcomes. Similarly, PRTs need to commit to evidence-informed learning and aspire to developing pedagogical expertise.

## Recommendations

The *Draft Guidelines* and *Registered Teacher Criteria* aim to raise minimum standards of teaching and accommodate a transformative strategic vision for induction and mentoring programmes. The pilot identified a number of challenges that need to be addressed to achieve this. These challenges and their implications are discussed in the body of the report. The following is a summary of recommendations made.

### Professional development

It is recommended that:

- relevant professional development for principals and mentors to understand their role and the expectations inherent in the *Draft Guidelines* and *Registered Teacher Criteria* be provided
- consideration be given to developing a mentoring curriculum
- mentors are provided with ongoing research-informed professional development in educative mentoring
- networks of mentors are established to build capacity and provide a pool of mentoring expertise to support ongoing professional development.

## Overseas trained teachers

It is recommended that:

• the induction and mentoring support for overseas trained teachers be reviewed.

### Information and guidelines

It is recommended that:

• at the time of a PRT appointment, the principal, mentor, and PRT are provided with relevant policy information and guidelines.

## Research tool

It is recommended that:

• a tool be developed to measure and analyse the effectiveness of PRT induction and mentoring to provide objective feedback to the New Zealand Teachers Council (the Council) and principals about the strengths and weaknesses of schools' induction and mentoring programmes.

## The *Draft Guidelines*

It is recommended that:

• the critical role principals have in providing school cultures to support PRT learning be made explicit
• the roles and expectations of the principal, mentors, and the school staff in supporting PRTs to achieve the *Registered Teacher Criteria* be made explicit and prioritised in the *Draft Guidelines*
• stronger links are made between the *Draft Guidelines* and the *Registered Teacher Criteria*
• include the aim to have a transformative strategic vision for induction and mentoring programmes and practices that go beyond advice and guidance, as proposed in the *Draft Guidelines*
• the role of release teachers for mentors and PRTs in the induction and mentoring programme be recognised and clarified.

## PRT assessment

It is recommended that:

• the sector works towards establishing one set of standards for teachers
• negotiations be initiated to resolve the tensions between the New Zealand Educational Institute competency employment agreement and the intent of the Council *Draft Guidelines* and *Registered Teacher Criteria* as aspirational frameworks for continued professional learning

- the expectations of principals, mentors, and PRTs with regard to formative and summative assessment of PRTs be clarified
- ways for principals and mentor teachers to access targeted and assessment-focused educative induction and mentoring professional development be explored
- benchmark exemplars of *Registered Teacher Criteria* standards be developed
- the sector works towards developing moderation policy and practices to achieve greater consistency in the quality of PRTs recommended for full registration.

# 1. Introduction

*This chapter introduces the New Zealand Teachers Council Induction and Mentoring Pilot Programme and explains the rationale behind the whole-school approach adopted by the University of Auckland for the primary–intermediate school pilot. It also addresses the specific aims of the pilot and outlines efforts made to engage school leaders and develop mentors' skills.*

## Induction and mentoring in Aotearoa New Zealand

Provisionally Registered Teachers (PRTs) in Aotearoa New Zealand have been entitled to comprehensive induction and mentoring support since 1985. According to the *Registered Teacher Criteria* (New Zealand Teachers Council, 2010), the purpose of induction is to provide a comprehensive and educative framework of support and to facilitate the collection of evidence to demonstrate that the PRT has met the national criteria for full teacher registration.

All Aotearoa New Zealand primary schools are provided with national guidelines and a staffing entitlement to facilitate on-site mentoring of PRTs in their first two years of practice. The staffing entitlement for mentoring a PRT is 0.2 full time teacher equivalent (FTTE) for a first-year PRT and 0.1 FTTE for a second-year PRT, with mentors receiving an allowance of $2000, which will increase to $4000 in 2012. This entitlement provides in-school mentors and PRTs with release time to be used as each school deems fit. National teacher advisory centres provide additional PRT support, generally in the form of workshops.

International and national studies have identified positive aspects of the Aotearoa New Zealand system. For example, Britton, Paine, Pimm, and Raizen (2003) described Aotearoa New Zealand induction as comprehensive, but also highlighted inconsistencies in the quality of the induction and mentoring provided. As Cameron, Dingle, and Brooking (2007) found:

> Many workplaces do not appear to have provided the quality and frequency of specific pedagogical support that would be likely to lead to more effective teaching and successful learning.

Aotearoa New Zealand is not alone in finding that the quality of PRTs' experiences of induction and mentoring vary. Totterdell, Bubb, Woodroffe, and Hanrahan (2004) reported that not all newly qualified teachers in England receive their entitlements.

## The Teachers Council response

In 2006, the New Zealand Teachers Council (the Council) launched the *Learning to Teach* research programme to investigate the quality of induction and mentoring provided in Aotearoa New Zealand to PRTs. There were three stages: a literature review (Cameron, 2007), a national survey of PRTs (Cameron, Dingle, & Brooking, 2007), and in-depth case studies (Aitken, Ferguson, McGrath, Piggot-Irvine, & Ritchie, 2008).

Cameron et al. (2007, p. 108) provided evidence that, while novices felt personally welcomed and valued, "many did not receive the level of support, mentoring, and assessment to which they were entitled". A significant proportion of teachers—22% of early childhood education teachers, 21% of secondary teachers, and 14% of primary teachers—considered that they had been left to "sink or swim".

In response to this and other research that identified inconsistencies in the quality of mentoring received by PRTs, the Council developed the *Draft Guidelines for Induction and Mentoring Programmes and for Mentor Teacher Development in Aotearoa New Zealand* (*Draft Guidelines*) (New Zealand Teachers Council, 2009). These *Draft Guidelines* (see Appendix A) were designed to shift induction and mentoring practices rather than embed existing practice. For example, they propose that an educative model of induction and mentoring should be transformative in nature and should benefit the full range of learners in Aotearoa New Zealand schools.

**Figure 1: Points of influence: intersecting quality benchmarks in a teacher's career**
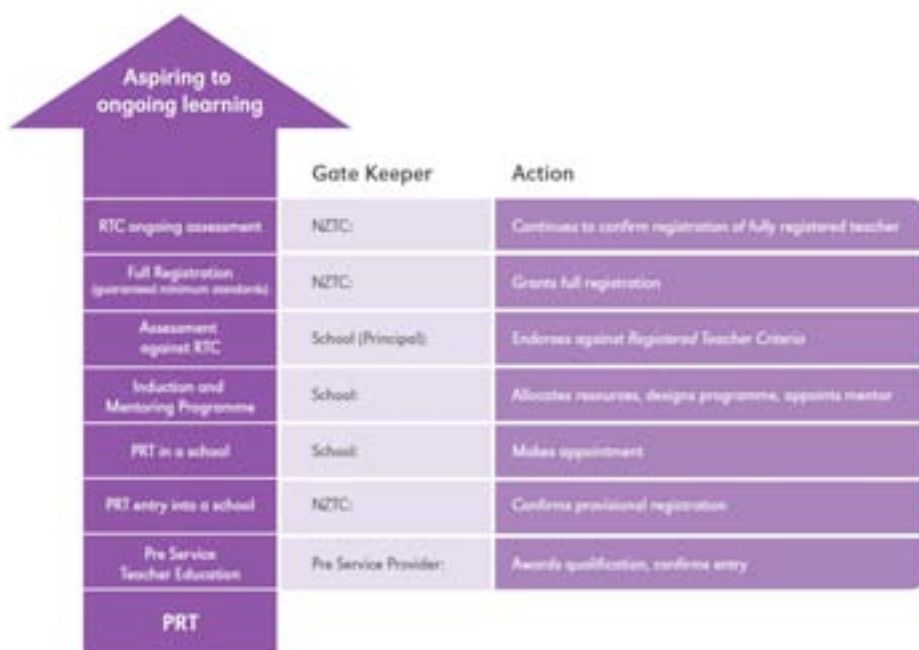
The Council then contracted an induction and mentoring pilot for primary and intermediate schools in the Auckland region. The Council recognised that there are key points where teacher quality can be influenced. Figure 1 identifies seven intersecting points that act as gatekeepers to teacher quality. The pilot programme would focus on two of these key points of influence: the school's induction and mentoring programme and the assessment of the PRT against the *Registered Teacher Criteria*.

## Pilot programme aims and rationale

The primary–intermediate induction and mentoring pilot programme had two important aims. The first was to explore a range of models for the development and support of mentor teachers. The second aim was to trial the *Draft Guidelines* across a range of settings and models. The overarching question asked by the pilot programme was "How do the *Draft Guidelines for Induction and Mentoring Programmes and for Mentor Teacher Development in Aotearoa New Zealand* and school practices combine to support Provisionally Registered Teachers' learning and development?"

The University of Auckland designed a whole-school approach to implementing the pilot programme in its region, making robust links between national policies, leadership, and mentoring. The decision to take this approach was based on the following assumptions.

- First, the belief that a PRT cannot thrive in a dysfunctional school: school leadership creates the conditions for induction and mentoring by giving induction and mentoring status within the school.
- Second, mentoring is a necessary but not sufficient condition to enable sustainable shifts in induction and mentoring practices in schools. Sustainability and longer-term effects require induction and mentoring to be embedded within the school's vision, policies, and practices. Induction and mentoring must be a considered choice, gaining commitment from the school as a whole.

Figure 2 illustrates the essential components of a whole-school approach. National policy, educative mentoring, and school leadership are fundamental to sustaining high-quality learning for PRTs and to their impact on student's learning. PRTs and students come and go; investment in building leadership and mentoring capability to hardwire these essential components is likely to provide a greater level of confidence in the quality of PRT induction and mentoring and, ultimately, teacher quality.

**Figure 2: A model of Learning to Teach While Teaching: PRT induction and mentoring in the primary–intermediate pilot programme**
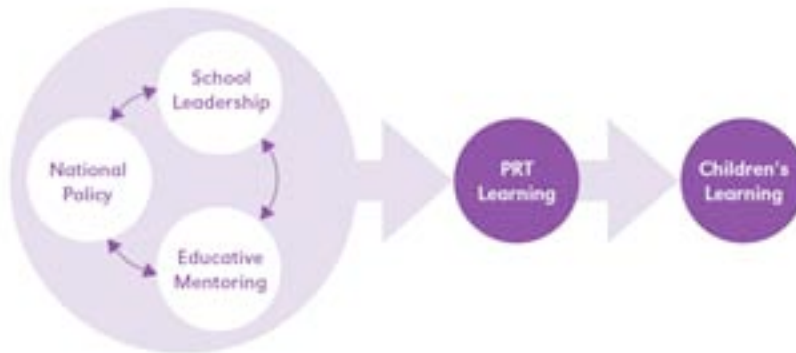


## The aim of the primary–intermediate pilot programme

The primary–intermediate pilot programme was designed on a theoretical framework, empirically confirmed in a multi-site instrumental case study and by the Council-commissioned research that informed the development of the *Draft Guidelines* (Cameron, 2006; Langdon, 2007). The framework, which identifies 12 key characteristics of sound PRT induction, is explained in Table 2 of this report (p. 23). The specific aim of the project was to develop further understanding of effective induction and mentoring to inform the national policy on induction and the *Registered Teacher Criteria*. This would be done by examining:

- the role school leaders and mentor teachers play in translating the *Draft Guidelines* into school-based induction programmes
- how PRTs' learning and development is supported by leaders during the first two years of their teaching career to meet the *Registered Teacher Criteria*
- the understandings, attitudes, and skills educative mentors require to focus PRTs' learning on developing pedagogical expertise
- how assessment practices (both formative and summative) affect confidence in the judgments made about the PRT's ability to meet the *Registered Teacher Criteria*.

## The professional development intervention

Educational development programmes are more likely to succeed where the institution's leadership is informed and involved (Timperley, 2008). One of the key principles of the *Draft Guidelines* is that all programmes should be based in a community of support and include active support by the institution's professional leader.

The success of PRT induction is predicated on leaders taking an active interest in the PRT's knowledge and skill acquisition. In addition, leaders have a commitment to provide relevant professional development and resources (Totterdell et al., 2004). Educational leaders have the ability to remove the obstacles that prevent people from aspiring to expertise as well as the organisational barriers that stop them succeeding. In this way, leaders can enable developmental changes that lead PRTs to more effective teaching and learning.

The pilot model included strategies to engage leaders at all stages of the pilot programme so that they could develop the organisational conditions needed for PRTs to make and sustain improvements in practice.

### Principal and school leader workshops

The principals and selected school leaders involved in the pilot programme participated in two workshops, led staff meetings, and attended two half-day forums. (Figure 4, p. 16, provides an overview of the professional development intervention). The purpose of the workshops was to help schools analyse their induction programmes using the *Draft Guidelines* and a theoretical framework (Langdon, 2007). During the workshop, each school set goals and developed action plans.

The purpose of the in-school staff meetings was to consult with staff and seek input to develop site-specific induction policy and practice. The aim of the 2009 and 2010 forums was to network, present individual school induction models and vision statements, and showcase mentor learning.

### Mentor teacher development programme

The mentor teacher induction and mentoring development programme (The Inquiring Teacher—Induction and Mentoring) consisted of 10 two-hour sessions in each year of the pilot. All participants were required to document their learning. Furthermore, the mentor teachers had the option of enrolling in this programme as a postgraduate or graduate Diploma of Education or Bachelor of Education upgrade course.

The aim of the mentoring professional development programme was to equip the mentors with the knowledge and skills they needed to provide effective educative mentoring to their PRTs.

Numerous studies have identified the characteristics of educative mentoring (Achinstein & Athanases, 2006; Cameron, 2009; Feiman-Nemser, 2001a; Langdon, 2010; Moir, Barlin, Gless, & Miles, 2009; Norman & Feiman-Nemser, 2005). In terms of this pilot programme, educative mentoring was concerned with developing pedagogical expertise by:

- recognising the range of expertise, skill, and knowledge mentors require in this role
- linking practice to a view of good teaching
- providing a developmental (but not linear) view of learning to teach
- employing a non-deficit approach, with a focus on cognitive and reflective skills and evidence to advance learning
- engaging PRTs in serious professional conversations
- providing planned learning opportunities and taking advantage of incidental learning opportunities
- expecting the development of pedagogical expertise
- providing effective support so the new teacher thrives.

Professional development and learning for mentors should be responsive to mentor needs, the school context, and the induction design. Therefore, the professional development programme:

- was predominantly on-site and formal and used action research methodology
- took an inquiry and evidence-based approach to learning and development
- was held in collaborative communities of practitioners
- was value added, developing relevant knowledge and skills.

Action research was used to ensure a robust on-site evidence-based approach to mentoring PRTs was developed. Action research was suited to this programme as it has a unique way of putting research into practice to create change. The process engages teachers in analysis to help them make judgments about how to improve their teaching. The focus is on practitioners' learning in a social setting and requires the teacher as researcher to question, reflect on evidence, and adapt practice in a systematic and planned way. Each action research cycle involved setting a goal, providing a rationale, taking action, analysing and reflecting on the action, and developing a new goal.

# 2. Methodology

*This chapter explains the study design and methods of data analysis adopted in the research project that ran alongside the professional development intervention component of the primary–intermediate induction and mentoring pilot programme. Limitations and ethical considerations are also discussed.*

## Research questions

The research methods detailed in this chapter were used to provide data to answer the following four research questions.

1. What is the role of school leaders and mentor teachers in translating the *Draft Guidelines* into school-based induction programmes?
2. How is PRTs' learning and development supported by leaders during the first two years of their teaching career to meet the *Registered Teacher Criteria*?
3. What understandings, attitudes, and skills do educative mentors require to focus PRTs' learning on developing pedagogical expertise?
4. How do assessment practices (both formative and summative) affect confidence in the judgments made about the PRT's ability to meet the *Registered Teacher Criteria*?

## Study design

A multi-site case study was adopted so that each of the six cases was instrumental in informing and theorising the collective case of PRT induction and mentoring. A longitudinal mixed-method approach to data collection was used (see Figure 3).

Quantitative data were gathered through questionnaires that enabled the researchers to compare responses in different groups of participants (that is, principals, mentors, PRTs, and other teaching staff).

Qualitative data were gathered through: semi-structured one-to-one interviews; focus groups; mentoring conversations; and documentation analysis. The interviews, focus groups, and mentoring conversations were audio-taped, transcribed, and analysed.

The qualitative data enabled the researchers to explore, understand, and describe the richness, depth, and complexity of the induction and mentoring processes (Denzin & Lincoln, 2005).

**Figure 3: Overview of data-collection methods over time**
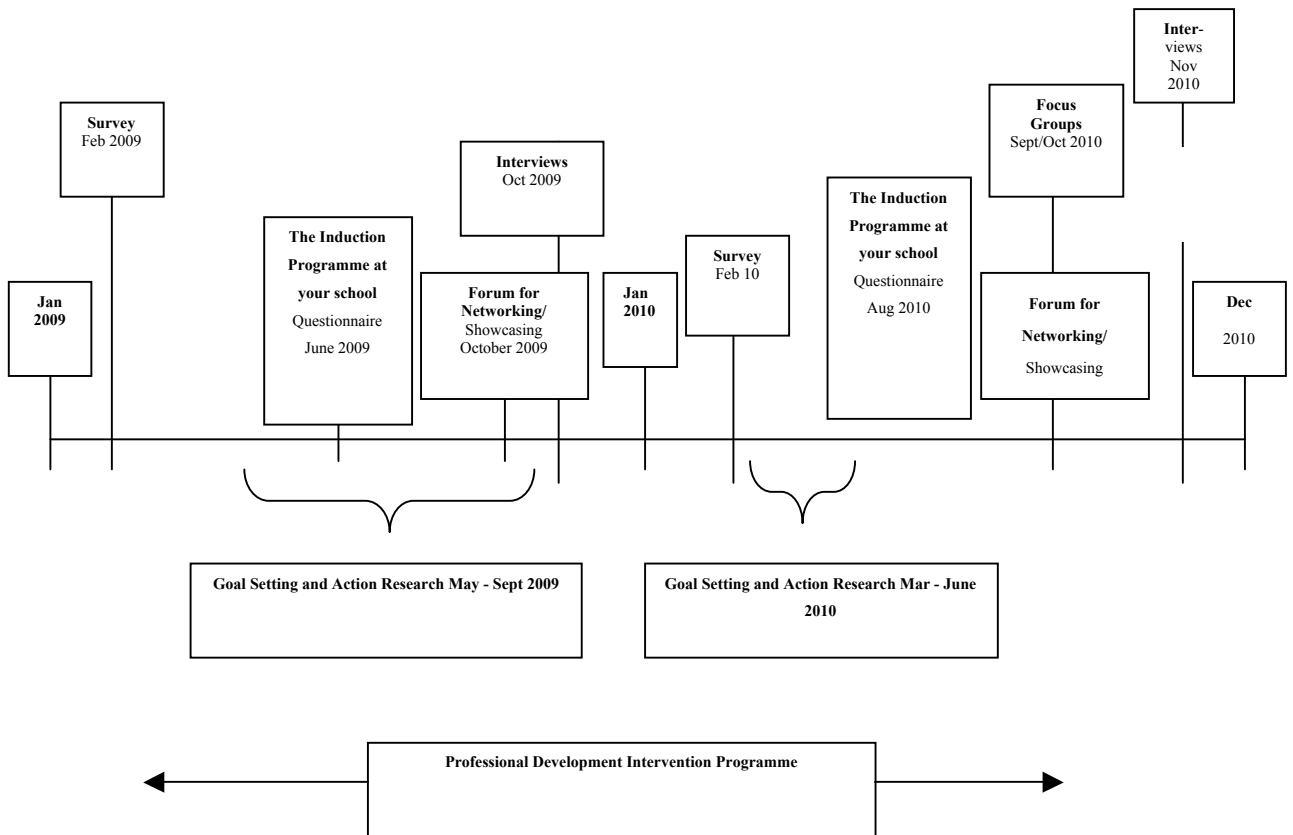


## The data collection methods

### *Questionnaire*

In March 2009 and August 2010, all teaching staff in the six schools were invited to complete *The induction programme at your school* questionnaire. The school personnel responsible for the pilot programme received and distributed the questionnaires to those who had consented to participate. The questionnaires were completed in privacy and returned by mail to the researchers to ensure confidentiality. The questionnaire was designed to measure perceptions of the effectiveness of induction and mentoring programmes within a school against the theoretical framework and *Draft Guidelines* (see Appendices B and C).

### *Survey*

In February 2009 and February 2010, principal and mentor participants in the pilot completed the *Analysis of sound induction* survey. This survey provided data on goal setting and action plans.

The theoretical framework (that is, the model of sound induction) aligned with the *Draft Guidelines* (see Appendix D).

*Taped one-to-one semi-structured interviews*

In October 2009, all principals, mentors, and PRTs were interviewed. In November 2010, participants new to the project were interviewed. Three versions of interview guidelines were prepared: one for principals, one for mentors, and one for PRTs (see Appendix E). These remained the same for both years.

*Taped and transcribed mentor and PRT learning conversations*

Each PRT had a learning conversation with their mentor between May and September 2009 and between March and June 2010. These conversations were recorded so that researchers could investigate the knowledge, attitudes, and skills educative mentors require to focus PRTs' learning on valued student outcomes. This also helped mentors to analyse their practice through action research cycles. (The themes for these conversations are reproduced on p. 12 of this report.)

Ninety-five conversations were recorded by 19 mentors. The mentor set a goal for each conversation. Afterwards, they analysed the conversation, set a new goal, and considered how they would alter their future practice.

It was anticipated that each mentor would complete six action research cycles over each year. However, this was not achieved by all due to various factors, such as: time constraints, demands of other responsibilities within the school, personal circumstances, and participation in only one year of the intervention programme. In 2009, of the 15 mentors who took part in the programme:

- two documented six cycles
- four documented five cycles
- one documented three cycles
- three documented two cycles
- two documented one cycle
- three did not document any action research cycles.

During the year, one of these mentors went on maternity leave, one left teaching, and one chose not to attend the course.

In 2010, of the 12 mentors in the programme:

- five documented five cycles
- four documented four cycles
- three did not document any action research cycles.

Of the three who did not document any action research cycles, two completed three cycles and one completed one cycle.

*Focus groups*

In 2010, the researchers held three focus groups: one with principals, one with mentors, and one with PRTs. The purpose of these meetings was to investigate the extent to which assessment practices (both formative and summative) affect confidence in the judgments made about the PRT's ability to meet the *Registered Teacher Criteria* (see Appendix F).

*Documentation analysis*

Each school created an induction model to illustrate how the induction system at their school operated. Each mentor also represented their mentor action research cycles in the form of a diagram to show how their learning conversations had developed over time (see the "Schools leading learning" section of this report, p. 15).

## Participants

*School selection*

The Council identified the general locations and specific types of schools to be included in the sample. Four primary schools (two urban and two rural) and two intermediate schools (both urban) were subsequently selected for the pilot.

The researchers identified potential schools and held meetings with the schools' principals. A university administrator then contacted potential participant schools to maintain school privacy by ensuring that the researchers did not know which schools declined to participate. The lead researcher then approached the first six schools that expressed interest in the research project.

Once the selection of the six schools was finalised, researchers met with each principal to outline the project and request approval and commitment from the board of trustees. The principal then nominated a liaison person to distribute participation information sheets and consent forms to board members, mentor teachers, PRTs, and other teaching staff. These participant information sheets made it clear that participation was voluntary, thus avoiding coercion or undue influence.

The six case studies in Appendix G provide an overview of each school's context, its induction and mentoring goals, what it wanted to achieve and what action was taken, the results, and examples of the constraints encountered.

*Number of participants*

In 2009, the individual participants consisted of six principals, 18 mentors, 21 PRTs, and approximately 134 other teachers spread across six schools. In 2010, the number of participating mentors and PRTs decreased to 13 and 15 respectively. The same schools participated in both years. All six principals saw the programme through to completion.

Over the two years, there were 193 participants including six principals, 22 mentors, 31 PRTs, and another 134 teachers (see Table 1).

The number of mentors and PRTs participating in the project changed as PRTs became fully registered and staff resigned, went on maternity leave, and left the pilot for personal reasons. In total, 18 PRTs and eight mentors left the pilot programme. In 2010, four new mentors and eight new PRTs, including one overseas trained teacher (OTT), joined the pilot. During 2010, the split between first- and second-year PRTs was virtually even compared with the start of the project in 2009, when more PRTs were in their second year.

**Table 1: The number of pilot participants over two years**

| School | Urban /Rural | Decile | School roll | School type | Mentors | | PRTs | | Teachers | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | 2009 | 2010 | 2009 | 2010 | 2009 | 2010 |
| Rimu School | Urban | 2 | 315 | Full Primary: State Integrated | 1 | 1 | 3 | 3 | 16 | 16 |
| Pohutukawa School | Urban | 2 | 513 | Contributing: State | 6 | 1 | 6 | 2 | 29 | 29 |
| Manuka School | Urban | 3 | 401 | Intermediate: State | 3 | 4 | 4 | 4 | 23 | 23 |
| Kahikatea School | Urban | 1 | 696 | Intermediate: State | 5 | 4 | 4 | 4 | 37 | 37 |
| Te Kouka School | Rural | 9 | 344 | Full Primary: State | 1 | 1 | 2 | 1 | 16 | 16 |
| Horoeka School | Rural | 9 | 207 | Full Primary: State | 2 | 2 | 2 | 1 | 13 | 13 |
| | | | | **Total** | **18** | **13** | **21** | **15** | **134** | **134** |
| | | | | **Total number over 2 years** | **22 (8 completed 2 years)** | | **31** | | **134** | |

# Data analysis

## Questionnaire

The *Induction programme at your school* questionnaire was a 78-item measure built to survey 12 areas identified as critical to sound induction and mentoring. One of the items, for example, related to the quality of leadership underpinning effective teacher induction and mentoring at the respondent's school. The questionnaire used a seven-point Likert scale ranging from "strongly disagree" to "strongly agree".

Items were empirically validated and generated for the measure on the basis of a theoretical framework of sound PRT induction and mentoring and the *Draft Guidelines*. The purpose of this quantitative instrument was to assist in the evaluation of induction and mentoring programmes and to assess perceptions of the school culture across multiple constituents. Mean scores were generated against the 12 characteristics of the theoretical framework, which were mapped to the *Draft Guidelines*. This allowed analysis of respondent groups within, between, and across schools. The statistical analysis of this survey was limited by the size of the sample.

## Survey: analysis of sound induction

The data from the *Analysis of sound induction* survey was first, analysed against the *Draft Guidelines* and theoretical framework and second, a cross-school data analysis was completed.

### Taped one-to-one semi-structured interviews

The interviews were transcribed and analysed against the 12 characteristics and *Draft Guidelines*. This allowed for comparison across the principal, mentor, and PRT groups. Data analysis was an iterative process of coding against themes.

## Taped and transcribed mentor and PRT learning conversations

The following six themes were used to analyse the mentor and PRT conversations.

- *Knowledge and skills*: Did the mentor establish explicit criteria for effective practice for the PRT? Did they discuss how new strategies link to principles of effective practice?
- *PRT's existing theories*: Did the mentor encourage the PRT to articulate their theories and beliefs regarding teaching, learning, and students and their learning?
- *Integration of theory and practice*: Did the mentor discuss how the PRT had put their theories into practice (for example, how they had integrated theory with assessment)?
- *Focus on students*: Did the mentor encourage the PRT to talk about their students (for example, by discussing the PRT's knowledge of their students and their students' needs and planning requirements for the next steps of learning)?

- *Self-regulatory approach to learning*: Did the mentor encourage the PRT to trial their own ideas, to make decisions about what they are going to teach next, and to justify their teaching?
- *Joint deconstruction of existing practice and co-construction of new practice*: Did the mentor give the PRT an opportunity to deconstruct their existing practice (for example, by describing what happened and analysing and discussing evidence) and to co-construct their new practice (for example, by designing next steps and setting new goals).

## Focus groups

The focus group transcriptions were analysed against the following codes: impact on the quality of PRTs becoming fully registered; effects of the *Registered Teacher Criteria* on the quality of newly registered teachers; making judgments; PRT assessment and evidence; teacher quality; and national consistency. The researchers developed and compared models of PRT assessment across participant groups.

## Documentation analysis

Researchers analysed individual school goals and vision statements against the *Draft Guidelines* and compared schools. They explored mentor learning by analysing the action research cycles that mentors had documented against the learning conversation themes outlined above.

# Ethical considerations

The research project was approved by the University of Auckland Human Participants Ethics Committee.

## Informed and voluntary consent

Participants were informed about the nature and purpose of the research, how the data would be collected and used, and what their participation in the research would involve. They were informed of the project objectives and of the estimated time commitments required of them and asked to give their voluntary consent in writing. Participants had the right to personally withdraw or withdraw their data from the project without prejudice at any time up to three months from the administration of each instrument. The participant information sheets (for boards of trustees, principals, mentors, PRTs, and teaching staff) can be found in Appendix H.

## Protection of identity

Pseudonyms were selected to protect the participants' identity (see Appendix I). All data will be stored securely for a period of six years. Although confidentiality will be maintained, anonymity cannot be guaranteed because of the interactions between participants in focus groups.

## Potential effects on the institutions and participants involved

The lead researcher considered all the proper ethical considerations to ensure that the schools and participants were not and will not be harmed or adversely affected by this research.

# Limitations

The sample size and the interpretive approach limits generalisation. Nevertheless, the research design, triangulation of data, and inter-rater reliability checks during the analysis should provide confidence in the credibility and trustworthiness of the findings. For example, triangulation occurred through the interviewers asking similar sets of questions of principals, mentors, and PRTs. The questionnaire also asked the same questions across participant groups in 2009 and 2010. Cross-analysis of data enabled the researchers to develop working theories. Reporting these theories allows the reader to gain insight or confirm what they know about PRT induction and mentoring.

The questionnaire was designed to test a theoretically based measure of teacher induction and mentoring. A pilot of the questionnaire items generated from the theoretical framework and the *Draft Guidelines* was conducted. Initial testing of the items against the framework and *Draft Guidelines* led to changes in the questionnaire in 2010. This was to strengthen the questionnaire as a measure. Further work and a larger sample size are required to test its psychometric properties. Even so, the questionnaire helped researchers assess multiple constituent's perceptions of their school's induction and mentoring programmes, both within and across the six schools.

# 3. Results

*This chapter presents findings from the primary–intermediate induction and mentoring pilot programme. It examines the importance of a school vision and goals that align with the Council's* Draft Guidelines *and the crucial role of the principal. It reports on the benefits of action research and the development of educative mentoring and also considers how assessment practices affect confidence in the judgements made about the ability of PRTs to meet the* Registered Teacher Criteria*. Finally, it considers how the pilot programme could be sustained and transferred to other schools nationwide.*

## Schools leading learning

*Two key levers were found to contribute to improving schools' induction and mentoring programmes: a school vision statement and a theoretical framework that supported the school to analyse its programmes, set goals, and document practices. This section looks at how the schools' vision statements and goals aligned with the Council's* Draft Guidelines *and examines participants' perceptions of the effectiveness of their mentoring programme.*

### Overview

The first step in the development of school-specific induction and mentoring goals to improve PRT learning was to engage principals and mentors in analysing their programmes against the *Draft Guidelines* and theoretical framework.

In each school, the development of a vision statement and goal setting clarified aspirations and expectations of induction and mentoring. The entire teaching staff was involved in the process of analysis and goal-setting, through staff meetings held at the start of each year of the pilot. Schools also held an annual networking forum towards the end of each year, where induction and mentoring models and goals were presented, along with other achievements.

Figure 4 presents an overview of the pilot professional development intervention.

**Figure 4: An overview of the pilot professional development intervention**



| Knowledge building/Analysis/ Goals | Individual School staff meetings<br><br>- Knowledge building - analysis - goals - expectations | PRT/Mentor meetings in each school/ Expectations | Educative Mentoring course Knowledge building and action research cycles | Forum for Networking and Showcasing induction and Mentoring Models |
|---|---|---|---|---|
| Jan 2009 | Feb/March 2009 | March 2009 | 17 March – 20 Oct 2009 10 Tuesday sessions 8.30 – 10.30 | 28 Oct 2009 |
| Jan 2010 | Feb/March 2010 | March 2010 | 9 March – 10 August 2010 10 Tuesday sessions 8.30 – 10.30 | 21 Sept 2010 |

## Key levers for change

The model of induction and mentoring used in the pilot reflects the transformative, aspirational intention of the *Draft Guidelines* and *Registered Teacher Criteria*. It aspires to set the PRT on a pathway to developing pedagogical expertise (see Figure 5).

Pedagogical expertise in this context is defined as having an overriding concern with student's learning and being constantly alert to developing a repertoire of pedagogical strategies. Principals' expectations are fundamental to PRTs achieving pedagogical expertise (Achinstein & Athanases, 2006; Gless, 2006). Mentors and PRTs are more likely to move beyond survival and classroom management to pedagogical strategies when principals expect all teachers to aspire to expertise and when induction and mentoring resources are used to design flexible and responsive needs-based programmes. The expectation is that mentors will:

- provide a safe environment where PRT confidence is developed so that boundaries are pushed and risks are taken
- negotiate and plan learning goals and utilise just-in-time incidental learning opportunities
- base professional learning conversations on goals and evidence
- guide and model collating documentation that attests to meeting not only the minimum standards of the *Registered Teacher Criteria*, but to a commitment to further strengthening pedagogical expertise.

**Figure 5: A model of induction and mentoring: aspiring to pedagogical expertise**



Commitment to pedagogical expertise

Commitment to strengthening pedagogical expertise. PRT meets RTC.

Observations. Goal setting. Learning conversations.

Pushes boundaries and builds confidence. Planned and incidental learning opportunities. Provides a safe environment and allows risk taking.

Educative mentoring

School-wide collegial collaboration and commitment to PRT induction and mentoring

Resources used to design a responsive, flexible induction and mentoring programme focused on pedagogical expertise

School-wide focus on strengthening pedagogical expertise

National policy supports PRT focus on children's learning

*Planning change: vision statements and goals*

During the intervention, there were two points where induction and mentoring programmes were analysed by principals and key leaders: prior to the commencement of the intervention and then after a year in the programme. The aim was to assess the induction and mentoring programme against the *Draft Guidelines* and theoretical framework, set goals, and develop action plans to strengthen the school's PRT support. The goals set the programme on a developmental pathway. Furthermore, the release of mentor teachers—during the school day—to attend the mentoring course demonstrated the school's commitment to mentor learning and development. The engagement of all teaching staff in the process of analysis and goal setting in staff meetings each year helped develop a vision statement and clarify purpose, roles, and expectations.

# Vision statements

The development of a vision statement gave direction to the goals that had been set to improve induction and mentoring.

All schools, except Rimu School, adopted the draft vision statement from the *Draft Guidelines* without alteration (see Appendix A, *Draft Guidelines* 3.2).

Rimu School adapted the *Draft Guidelines* vision statement. Its vision focused on the collective responsibility of the school staff in the induction and mentoring programme, on the schools' specific character, and on providing a good environment in which the induction and mentoring programme would take place. Rimu School's vision statement can be found in Figure 6.

**Figure 6: Rimu School vision statement for the PRT induction and mentoring programme, 2010**

All staff recognise the responsibility and privilege of inducting the PRT into the profession through active support, modelling and pastoral care. The work of induction is therefore the collective responsibility of the staff although the mentor teacher provides the primary support for the PRT.

The PRT is inducted into both the profession and the specific cultural context of the school through the special character and the contextual factors of the community.

The mentor teacher and the leadership teams work in close communication to provide mutual support and appropriate progressions for the development of the PRT.

We recognise that the time of induction will be a challenging time for the PRT so it is essential that the environment within which he or she works is positive, professional, life-giving and good humoured.

## School goals

Schools used the *Draft Guidelines* and theoretical framework to build knowledge and understanding of induction and mentoring. The *Analysis of sound induction* survey acted as a tool to analyse current programmes and provide principals with the opportunity to work with mentors and school staff to develop an induction and mentoring vision, identify strengths and weaknesses, and set goals relevant to their context. Engaging in this process led to:

- clarification of school-wide induction and mentoring expectations
- a review of the way resourcing is used to support PRT and mentor learning
- strengthening of the relationship between the national PRT induction and mentoring vision and purpose and schools' policy and practice
- schools aligning induction and mentoring with national policy (the *Draft Guidelines*).

Research has shown PRT induction has greater effect when there is congruence between, in this case, the national system and school practice (Darling-Hammond, 1999; Totterdell et al., 2004).

### *Alignment of goals with the* Draft Guidelines

Most schools adopted three or four goals in 2009. The exceptions were Ti Kouka School and Horoeka School, which adopted eight and 10 goals respectively. In 2010, after a review and further analysis of their induction and mentoring programmes, five of the six schools amended their goals.

In both years of the pilot, all schools adopted goals that linked directly to *Draft Guidelines* 5.3: "quality mentoring is central, but the wider professional community also contributes to PRT learning". This indicates that this is a common goal that all schools value highly.

Other goals that were shared by at least three schools related to *Draft Guidelines* 5.1: "there is a clear vision for the programme"; 5.2: "there is institutional commitment for the induction programme"; and many aspects of *Draft Guidelines* 4, including "providing a community of support and a programme based on the needs of the PRT".

Fewer schools included goals based on *Draft Guidelines* 5.4, that "the programme be based on clear criteria"; 5.6 that "the programme provide support and processes to enable full registration"; and certain aspects of *Draft Guidelines* 4, including "developing teaching agency".

School leaders set goals after analysing induction and mentoring in their school and identifying essential components of the *Draft Guidelines* that required strengthening in their context. At the end of 2010, after the second round of analysis of the induction and mentoring programmes, one school retained the same goals but refined its action plan, while the remaining five schools amended their goals.

**Manuka School goals**

For 2009, Manuka School adopted four goals that linked directly to: *Draft Guidelines* 5.1, "clear programme vision"; 5.3, "quality mentoring is a central component and support from the wider professional community"; and 5.4, "clear criteria to guide learning".

In 2010, the school retained its goal relating to mentoring as a central component, reflecting the value that it places on the role of the mentor. All other goals were replaced by two goals relating to guidelines 4 and 5.3, clarifying the role of the PRT Coordinator, and 5.2, which was concerned with effectively managing the use of 0.2 time support. These new goals covered similar areas to the goals they replaced, but were more specific, perhaps indicating that the school was clearer about what it wanted to focus on after a year's experience in the pilot.

**Horoeka School goals**

Horoeka School adopted nine goals for 2009, covering all of the components of a sound programme listed in section 5 and many of the key principles listed in section 4 of the *Draft Guidelines*. This suggests the school is committed to providing coverage to all values contained within the *Draft Guidelines*. These goals were not amended for 2010.

**Ti Kouka School goals**

Ti Kouka School had eight goals for 2009, covering all the essential components of an effective induction programme listed in section 5 of the *Draft Guidelines*, except section 5.4 relating to the programme being "based on clear criteria".

Small changes were made to these goals for 2010. In respect of the goal "PRT has a successful year and makes a successful transition from pre-service to competent teacher", the word "makes" was replaced by "begins to make" and "competent" was replaced by "experienced".

**Kahikatea School goals**

Kahikatea School adopted two goals in 2009; both linked directly to *Draft Guidelines* 5.3, acknowledging that "quality mentoring is a central component of an effective induction programme". One of the school's two goals also linked to *Draft Guidelines* 5.2: "providing institutional commitment".

In 2010, Kahikatea School added a goal with regard to strengthening staff understanding of PRT and professional learning through handbooks. This goal aimed to ensure that multiple individuals contributed to the induction programme *(Draft Guidelines* 5.3). These goals may indicate the high value that Kahikatea School places upon mentoring as a central component of an effective induction programme.

**Rimu School goals**

Rimu School adopted two goals in 2009. These related to giving PRTs opportunities to observe good teaching (*Draft Guidelines* 5.1) and to the responsibility all leaders have for induction (*Draft Guidelines* 5.2 and 5.3).

In 2010, the school replaced these with six new goals that focused on strengthening the 2009 goals, reinforcing the school's culture of support, continuing current allocation of staffing, and updating the PRT induction booklet.

**Pohutukawa School goals**

Pohutukawa School adopted three goals for 2009. These related to ways the team of PRTs can work together (*Draft Guidelines* 4), strengthening mentor skills (*Draft Guidelines* 5.3), and reviewing documentation to ensure that it reflects national criteria (*Draft Guidelines* 5.4 and 5.6).

In 2010, the school retained these three goals and added a fourth, related to formalising a vision of what constitutes good teaching (*Draft Guidelines* 5.1).


## Induction and mentoring handbook

The pilot programme provided schools with an induction and mentoring handbook containing essential information and resources related to induction and mentoring. The principal, mentors, and staff of each school collaborated to customise this handbook to communicate their vision, goals, requirements, and expectations.

Here is an example of the content of one school's individualised handbook.

1. School Induction and Mentoring Model

   - School vision statement for induction and mentoring programmes
   - Key beliefs about teaching and learning at Rimu School
   - Beginning teacher advice and guidance programme

2. New Zealand Teachers Council *Draft Guidelines for Induction and Mentoring Programmes for Mentor Teacher Development in Aotearoa New Zealand*

   - Suggested activity, template, and exemplar: understanding and "unpacking" the *Draft Guidelines*

3. School use of staffing time allowance and resources

4. New Zealand Teachers Council *Registered Teacher Criteria*

   - School expectations for documented evidence of PRT engagement in an induction and mentoring programme and progress to meet RTC
   - Record of involvement in professional development

5. Educative mentoring

- Figure 1. How induction and mentoring benefited beginning teachers to shift from a focus on survival and self to student learning
- What do new teachers need? 12 things to keep in mind

6. Sample observation schedules

7. Mentoring conversations: frameworks for analysis

- Mentoring conversations: proforma

8. Readings

9. Reference List

10. Code of Ethics

11. Other

## Showcase and networking forums (2009, 2010)

The pilot programme included two showcasing forums—one at the end of each of the two years of the project—to which all staff of the six participating schools were invited. Approximately 60 people attended each forum. Participants included principals, mentors, PRTs, and teachers. The purpose was to bring together the six participating schools to enable them to network, exchange ideas, and present their individual induction models, goals, and mentor learning.

At each forum, an overview of the pilot programme was presented. Principals showcased their school induction models, vision statements, and handbooks, and shared their experiences of the project. Mentors presented their action research cycles and reflected on their individual learning. Following the presentations, staff from all participating schools had the opportunity for informal discussion and to establish future networks.

## Perceptions of PRT mentoring effectiveness

This section presents the perceptions that school leaders, mentors, and teachers have of PRT induction and mentoring, as measured against the *Draft Guidelines* and theoretical framework.

The theoretical framework consists of 12 key characteristics of sound induction, mapped against the *Draft Guidelines* (as detailed in Appendix J). These 12 characteristics are outlined in Table 2, alongside examples of implementation.

**Table 2: A theoretical framework of effective PRT induction**

| Characteristics | Examples |
|---|---|
| 1. Policies and standards for induction, and resource allocations for those programmes, are coordinated at the national, state, or regional level | • Professional obligations are clarified<br>• Expectations and roles communicated<br>• Resourced over two years<br>• Mentors are appointed and given the authority to act |
| 2. There are clear expectations of PRT induction and high levels of consistency between state, community, and school regarding these expectations | • National guidelines and *Registered Teacher Criteria* are used to analyse and improve induction and mentoring<br>• The school develops, documents, and communicates a vision, a model, roles, and expectations<br>• Responsive, needs-based induction programmes are negotiated and designed |
| 3. A vision of good teaching is articulated and observed by the PRT | • All staff discuss in forums and understand what good teaching looks like in practice |
| 4. Powerful leadership underpins the induction programme | • Principals and senior management actively support mentors and PRTs<br>• Mentors lead new teacher development |
| 5. Appropriate work conditions are provided to meet the PRT's needs | • PRT's students are hand-picked<br>• PRT's inexperience is recognised, with time allocated to manage new tasks<br>• The mentor's and PRT's classrooms are near one another |
| 6. The school culture is collaborative; it fortifies PRT learning and development | • Teachers work and plan together in teams<br>• Success is celebrated |
| 7. Teacher agency and democratic practices are promoted | • PRTs actively participate in decision-making at the school and classroom level<br>• Mentors encourage PRTs to push boundaries |
| 8. Multiple key individuals contribute to PRT learning and development, not just the mentor (tutor teacher) | • All teaching staff readily answer PRT questions and talk about student's learning<br>• Other classroom teachers provide PRTs with the opportunity to observe them teaching<br>• Other teachers take the time to listen to PRT ideas |
| 9. Learning occurs in context with the classroom being a site of inquiry | • Taking risks is supported<br>• Learning conversations are about personal beliefs about teaching and how that influences planning and practice<br>• Observation and feedback are based on PRT goals |
| 10. Accountability for the PRT induction system and process is through professional peer review | • Assessment process and expectations against *Registered Teacher Criteria* are clarified<br>• Documentation is used to provide evidence of learning, e.g., learning goals, portfolios, and reflective journals |
| 11. Adequate time and opportunities are provided to enable the PRT to locate themselves within the community of teachers and to establish constructive relationships within the profession | • Time is given to developing relationships with colleagues, parents, and support agencies<br>• Broad professional issues are discussed at staff meetings |
| 12. Links between initial teacher education programmes, induction, and ongoing learning promote a trajectory of professional development and learning throughout a teacher's career | • All teachers are expected to be engaged in teacher learning<br>• Knowledge and ideas PRTs bring to the position are valued |

The *Induction programme at your school* questionnaire was administered to all participants in 2009 to gauge their perceptions of the induction programme in their school. Each item in the questionnaire was aligned with the *Draft Guidelines* and the theoretical framework encapsulated in the 12 key characteristics of sound induction listed in Table 2. Each characteristic had up to seven items in the questionnaire.

The participants scored each question on a Likert scale from Strongly Disagree to Strongly Agree, indicating their general level of agreement with each survey question.

The findings of the *Induction programme at your school* questionnaire are presented below. The graphs are indicative of participants' perceptions of their schools' induction programme, rather than definitive measures of such programmes.

## Participants' perceptions 2009: all six schools

Figure 7 shows the mean scores for the questionnaire over the participants of all six schools at the end of the first year of the project. The participants are divided into three groups—principals and mentors, PRTs, and teaching staff—as illustrated by the three lines on the graph.

Overall, with the exception of characteristics 5 and 10, all three groups were in general agreement that there was evidence of the 12 characteristics within their schools.

All three participant groups scored characteristic 5 (Appropriate work conditions are provided to meet the PRT's needs) lower than the other characteristics. Interestingly, most participant groups also scored this characteristic lower than others in the 2010 questionnaire, although this was still higher than in 2009. This may be an indication that there will always be difficulties with providing PRT-appropriate work conditions such as hand-picked classes and extra time to manage new tasks.

**Figure 7: Induction programme questionnaire 2009: all schools**
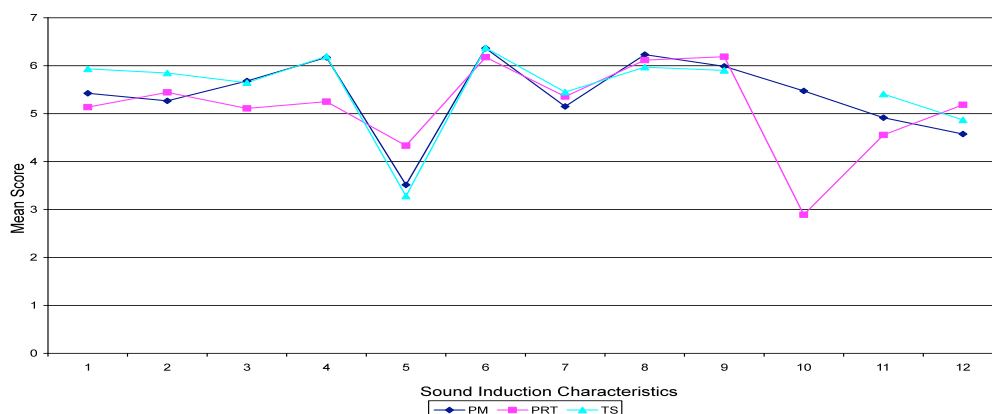


* PM: principals and mentors; PRT: Provisionally Registered Teachers; TS: teaching staff

Compared to the principals and mentors, PRTs had a much lower mean score for characteristic 10 (Accountability for the PRT induction system and process is through professional peer review). This could suggest that, in 2009, PRTs were confused over how their learning was assessed and how they would meet national criteria. The *Registered Teacher Criteria* was new and in draft form in this year. The 2010 questionnaire shows a higher consensus in the agreement with this characteristic across all participants. This may be in response to the *Registered Teacher Criteria* no longer being in draft form and to teachers being more familiar with it.

In 2009, although participants generally were in agreement, teaching staff were likely to have the most favourable view of their school's induction programme in relation to the *Draft Guidelines* and the theoretical framework. PRTs were more likely to have the least favourable view. In contrast, the 2010 questionnaires showed that principals were likely to have the most positive view of their induction programme and mentors, the least positive.

*Participants' perceptions 2010: all six schools*

The questionnaire was modified for 2010 to strengthen a review against the *Draft Guidelines* and the theoretical framework. Although direct comparisons cannot therefore be made between the two questionnaires, observations can be noted as both are measuring against the *Draft Guidelines* and the theoretical framework.

Figure 8 shows the mean scores across all schools in 2010. All four groups of participants generally agreed with the statements contained in the questionnaire. Overall, principals and PRTs tended to have the strongest response, with mentors and the teaching staff tending to have weaker responses.

**Figure 8: Induction programme questionnaire 2010: all schools**
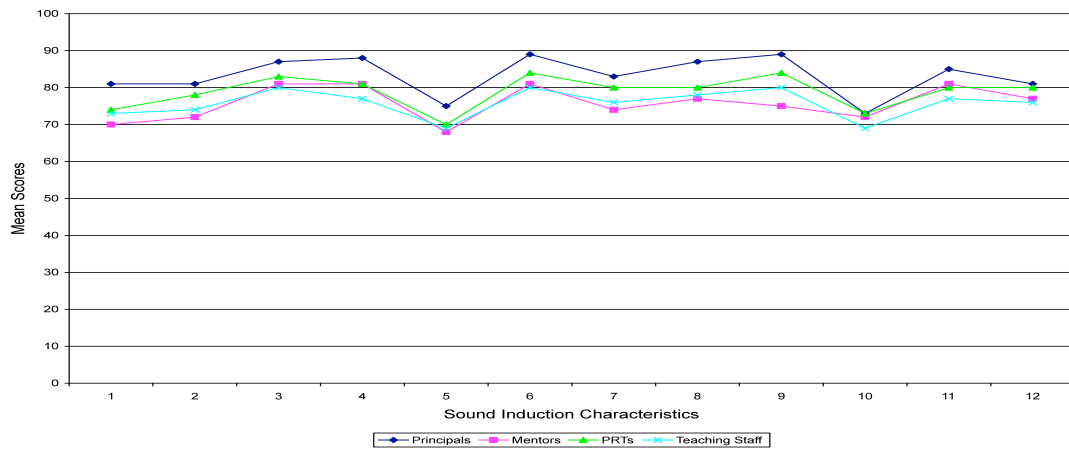


Most participant groups gave their lowest scores to characteristic number 5 (Appropriate work conditions are provided to meet the PRT's needs). This may indicate that there needs to be a stronger focus on these aspects of the induction programme, such as hand-picking classes for PRTs, giving the PRT time to manage new tasks, and giving the PRT closer proximity to the mentor.

Conversely, the characteristics scored high by most participant groups were number 6 (The school culture is collaborative; it fortifies PRT learning and development) and number 9 (Learning occurs in context with the classroom being a site of inquiry).

## Participants' perceptions 2010: individual schools

**Figure 9: Induction programme questionnaire 2010: Manuka School**
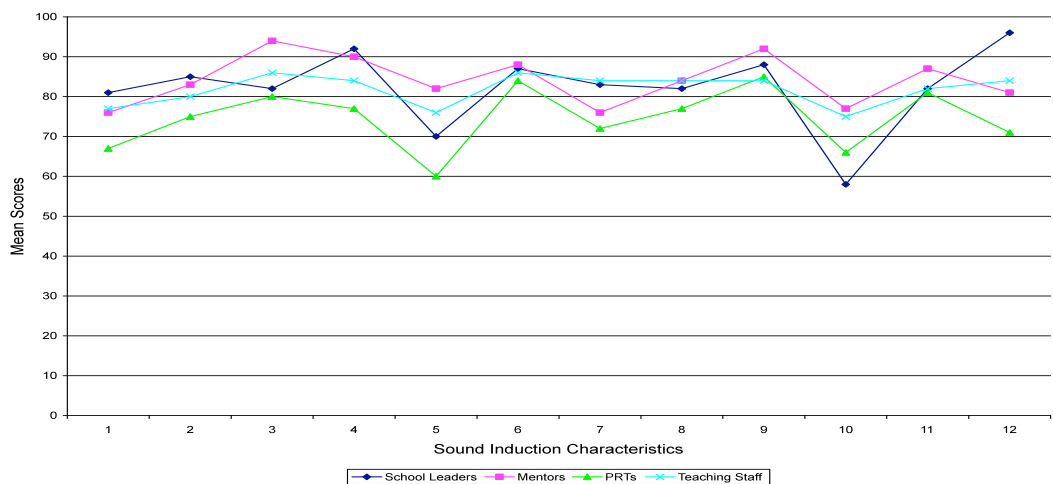


The mean scores for Manuka School show that the PRTs had much weaker responses across most characteristics than the other participant groups. (This is quite different from Rimu School (Figure13), for example.) This may indicate gaps between what the Manuka School PRTs perceived to be a good induction programme and what the other groups perceived they were providing.

**Figure 10: Induction programme questionnaire 2010: Horoeka School**
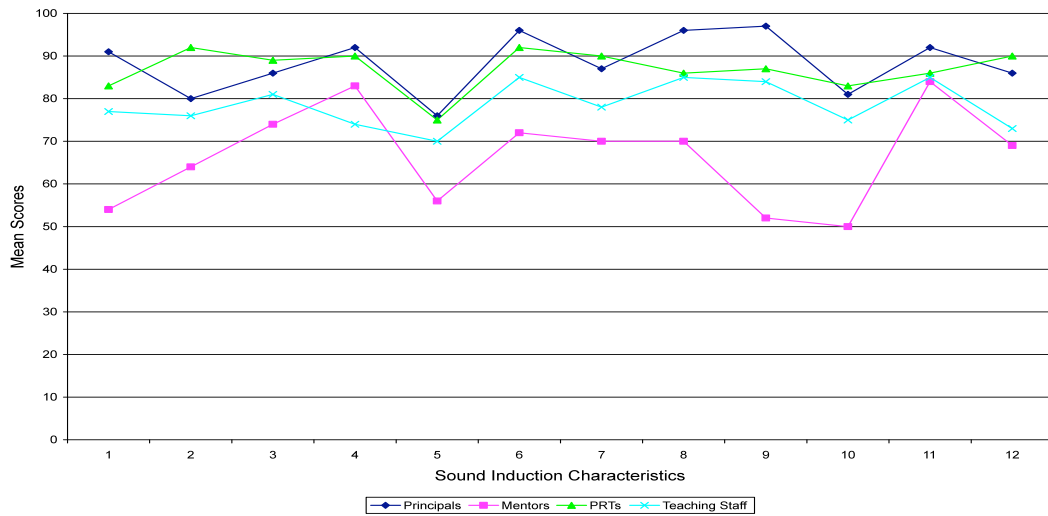


The mean scores of Horoeka School participants show that the mentors had generally much weaker responses across most characteristics than the other participant groups, while the school leaders and PRTs had generally stronger responses. This may indicate that, while the school has a good induction programme, mentors were engaged in active reflection and more critical of areas that could be improved.

**Figure 11: Induction programme questionnaire 2010: Ti Kouka School**
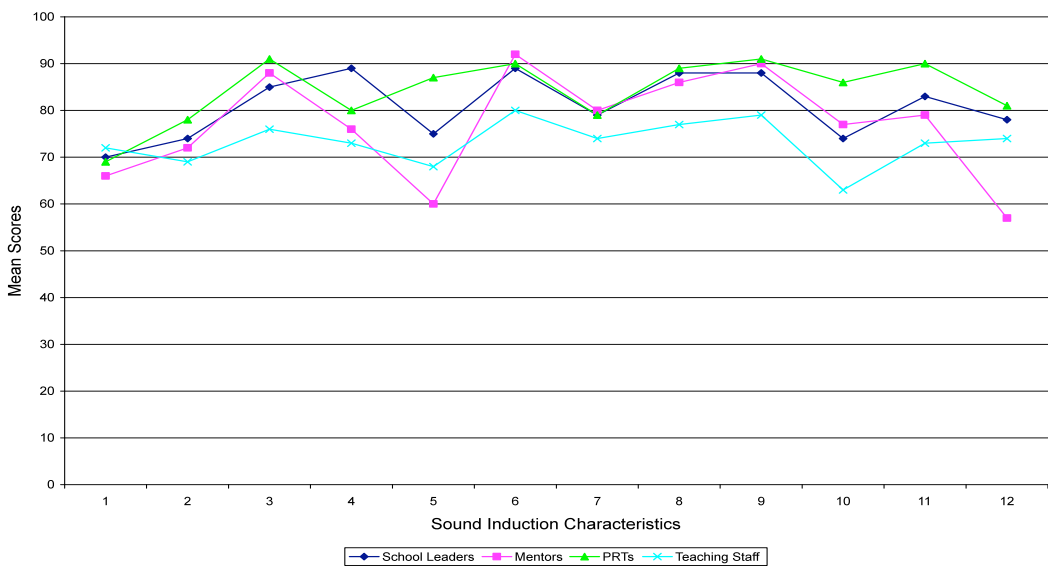


The mean scores for Ti Kouka School indicate that the PRTs generally scored the survey questions more strongly than the other groups, while the teaching staff generally had the weakest responses. This may indicate that teaching staff had not been actively involved in the induction programme. The graph indicates that PRTs strongly agreed that they were receiving effective induction.

**Figure 12: Induction programme questionnaire 2010: Kahikatea School**
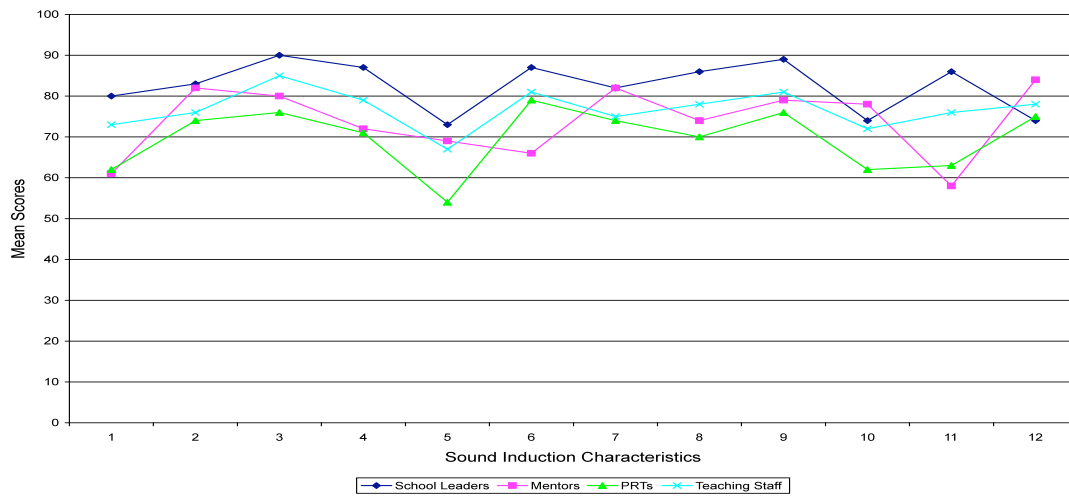


The mean scores for Kahikatea School show a general congruence between all the participant groups across most of the characteristics. This suggests a good school-wide contribution to the induction programme at all levels.

**Figure 13: Induction programme questionnaire 2010: Rimu School**
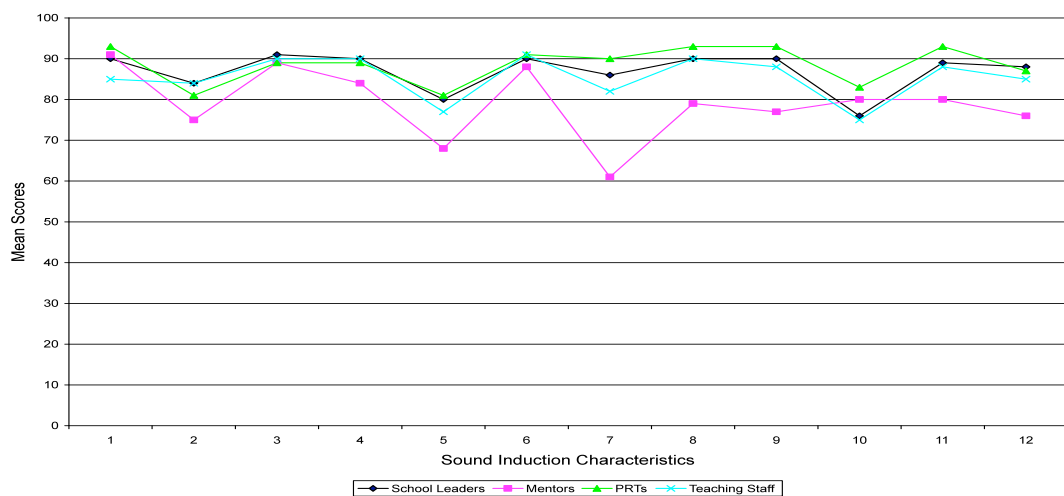


The mean scores for Rimu School show that its PRTs had the strongest responses of all participant groups, while the mentors had the weakest. This may indicate that mentors, being reflective on their performance, were able to readily identify areas for improving what may already be a good induction programme.

**Figure 14: Induction programme questionnaire 2010: Pohutukawa School**
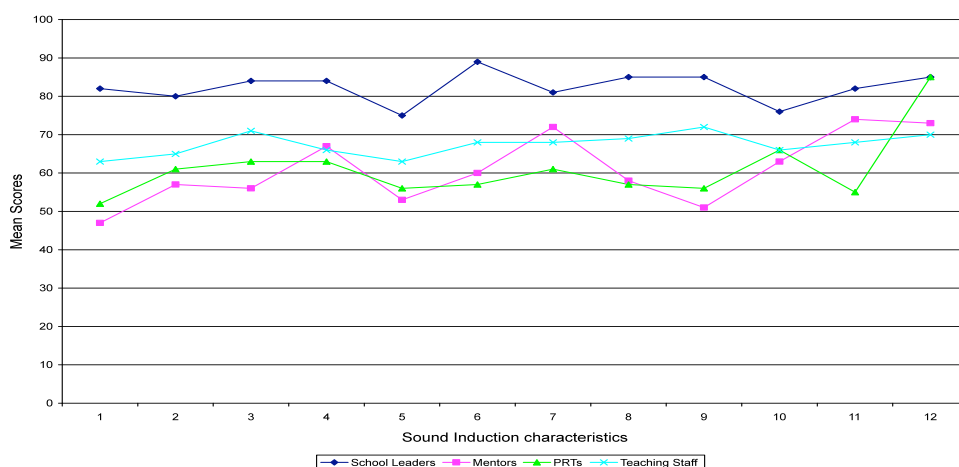


The mean scores of the participants from Pohutukawa School indicate that most participants had weaker responses across most characteristics than other schools. Within the school, the teaching staff, the PRTs, and the mentors tended to have weaker responses than the school leaders. This could suggest that the school participants did not perceive their school's induction programme to be as effective as it could be.

*Overall perceptions of induction and mentoring programmes*

The principals' overall perception of the alignment of their induction and mentoring programme against the *Draft Guidelines* and the theoretical framework was strong and matched the perception of mentors, teachers and PRTs (see Figure 8). However, when examining individual schools, differences between the perceptions of principals and other participants were more obvious. For example, the principal from Pohutukawa School had a more optimistic perception of how well the school's programme aligned with the *Draft Guidelines* than other participants in the school (see Figure 14). This suggests that providing objective feedback to school principals about the strengths and weaknesses of their programmes could help address misconceptions and target improvement.

The PRTs in all schools also scored the questionnaire very strongly against the *Draft Guidelines* and the theoretical framework's characteristics, indicating their agreement that they had received effective induction and mentoring. Two exceptions to this were Manuka School and Pohutukawa School, where PRTs had weaker perceptions of their induction programme than the other participant groups. This may indicate that the PRTs and the other participants are not communicating about what an effective induction programme should deliver.

In two of the schools (Rimu and Horoeka), the mentors scored the questionnaire weaker than the other participant groups. However, in both of these schools, the PRTs also scored the questionnaire more strongly than the other participants, suggesting that the perceptions of the PRT are strengthened when the mentors' perceptions of the induction programme are weaker. In this case, mentors' perceptions may relate to them being critical of aspects of the induction programme that they think the school can improve on.

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The teaching staff generally did not markedly disagree or agree with most other participant groups. One exception was Ti Kouka School, where teaching staff scored the items weaker than most other participant groups. This may indicate that teaching staff at Ti Kouka were not as engaged with their school's induction programme as were their counterparts in other schools.

## Summary

Overall, two key levers were found to contribute to changing conceptions of PRT induction and mentoring. The first lever was the school's engagement in processes to build knowledge to clarify and document perceptions of induction and mentoring in their school: the school vision statement. The second lever was the use of policy, the *Draft Guidelines*, and knowledge as a theoretical framework within which the school could analyse and document its induction and mentoring practices and set goals.

Evaluations of school programmes indicate that when practices of principals, mentors, PRTs, and classroom teachers align with the purpose outlined in the *Draft Guidelines* and when there is a theoretical understanding of induction and mentoring, the quality and consistency of PRT experiences is improved. However, individual schools' differences in perceptions suggest a need for objective external evaluation of programmes, along with internal evaluative tools to help address misconceptions and inconsistencies.

# The role of school principals

*By leading the development of educative induction and mentoring programmes in their schools in accordance with the* Draft Guidelines*, principals support PRT development and student learning. This section reports on the six principals' engagement in the pilot professional development intervention and research programme.*

## Overview

The *Draft Guidelines* (New Zealand Teachers Council, 2009, p. 3) states, as a key principle, that programmes should "be based in a community of support including the active support by the institution's professional leader". The pilot programme set out to investigate the role principals play in actively supporting PRT induction and mentoring in ways that are aligned with the *Draft Guidelines* and *Registered Teacher Criteria*.

The pilot programme recognised the influence principals have on the norms and practices of the school culture in which mentors work and in which new teachers enter. Numerous studies attest to an association between the everyday organisational, social, and cultural practices of the school and the development of a teacher's professional identity and practice (Flores & Day, 2006; Hargreaves & Goodson, 1996; Moore, Johnson, & Kardos, 2004; Timperley et al., 2008).

In Aotearoa New Zealand, principals determine how PRT resourcing will be used and what opportunities will be provided for PRTs. Therefore, principals were viewed as key levers to implementing the Council's aim to provide comprehensive, educative induction and mentoring programmes for PRTs.

## Leading effective induction and mentoring

The six principals experienced both similar and different challenges when providing PRTs with the conditions that aligned with the *Draft Guidelines*. All had access to national resources and the professional development intervention provided by the pilot. Of the six schools, three were well established and easy to staff. The stability in these schools reduced the number of demands on leadership. Three of the schools had a relatively high staff turnover or a greater proportion of OTTs. Appointing and accommodating new staff increased the demands on leadership. All schools were involved in various professional development initiatives and were busy work environments.

Prior to the commencement of the pilot programme:

- one school had a highly regarded, well-established induction and mentoring programme
- one did not have a programme despite having PRTs
- four schools had appointed mentors to work with their PRTs.

Further, the majority of principals had not communicated or published a model or vision of PRT induction and mentoring before the programme began. Consequently, roles were unclear and mentors typically relied on their own experiences of mentoring or on practices that had evolved over time. One reason for this was that schools do not always have PRTs on their staff and therefore principals are not necessarily providing PRT induction and mentoring support each year. So, unlike other policies and practices (such as appraisal), PRT induction and mentoring is not always part of a school's day-to-day or annual practices.

The pilot schools all had PRTs, but the number of PRTs and active mentors varied over the two years of the pilot programme, which attests to the variable nature of mentor and PRT populations in schools.

### Appointing mentors

> If the right people are appointed and they have a moral and ethical commitment to the work they do and continually extend their own learning in the interests of doing what they do even better, then everything pretty much works out! Not rocket science, but seems to be getting more elusive in the complex world we live in! (CSP4)

While principals took the appointment of the mentor teacher seriously, the majority were confronted with a number of issues when making appointments. These included school size and the capability and experience of current staff. Smaller schools had less choice in the appointment of mentors.

Some schools applied innovative approaches to these challenges. In Ti Kouka School, for example, mentoring became part of the deputy principal's role. This enabled her to be released to fulfil her multiple responsibilities and it also enabled her to release and observe her PRT. In Rimu School, the mentor was a specialist in curriculum areas and did not have responsibility for a class of her own. She was appointed as the mentor for all PRTs and was able to dedicate her time to work alongside and observe and model lessons in the PRTs' classrooms. Both of these were successful arrangements, with the schools' PRTs reporting high levels of satisfaction with their programmes.

Kahiakatea School appointed managerial staff as mentors, but also set up a buddy system to allow for PRTs to form a relationship with someone other than their mentor. Principals in intermediate schools that had PRTs as specialist teachers were not able to provide mentors who were experienced in the same curriculum area (for example, art, drama, and music).

At the commencement of the project, mentors in all schools but one had no access to sustained education in educative mentoring. Therefore, the majority of principals were drawing on a pool of teachers who had no formal mentor training.

A further problem encountered by some principals was having quality release teachers to cover PRTs' classrooms. As one principal explained:

> I guess one of the problems is making sure you've got a good release teacher, so that if the PRT is going out of their classroom, they do not have to [return to] a class that has become dysfunctional because of the release teacher. (CSP1)

The role of the release teacher is not referred to in the *Draft Guidelines*. The release teacher is an under-utilised resource. This teacher has the potential to positively contribute to PRT induction. Consideration could be given to including a reference to the role of the release teacher in the *Draft Guidelines*.

## School models

A purpose of the pilot professional development programme was to engage principals and key leaders and then all staff in an understanding of their role when implementing sound PRT induction and for them to set specific goals to develop or further strengthen their schools' induction models.

An analysis examined the induction model of each school and how each one linked back to the *Draft Guidelines*. It found that each model incorporated the six essential components of effective induction programmes (New Zealand Teachers Council, 2009 p. 3), but that priorities differed between the schools. For example, Kahikatea School had a strong focus on evidence-based practice, feedback, and inquiry and also made links between theory and practice. Horoeka School emphasised a cyclical relationship between educative mentoring and collegial and community support. Te Kouka School recognised the importance of the New Zealand Educational Institute in social networks. Rimu School highlighted the influence of the school culture and partnership in learning along with the PRT and mentor's learning journey. The Pohutukawa School model clarified hierarchical relationships and induction and mentoring tasks.

Figure 15 is an example of a school's induction model, in this case, the induction model for Kahikatea School. The induction models of all six schools can be found in Appendix K.

**Figure 15: Sample induction model: Kahikatea School**
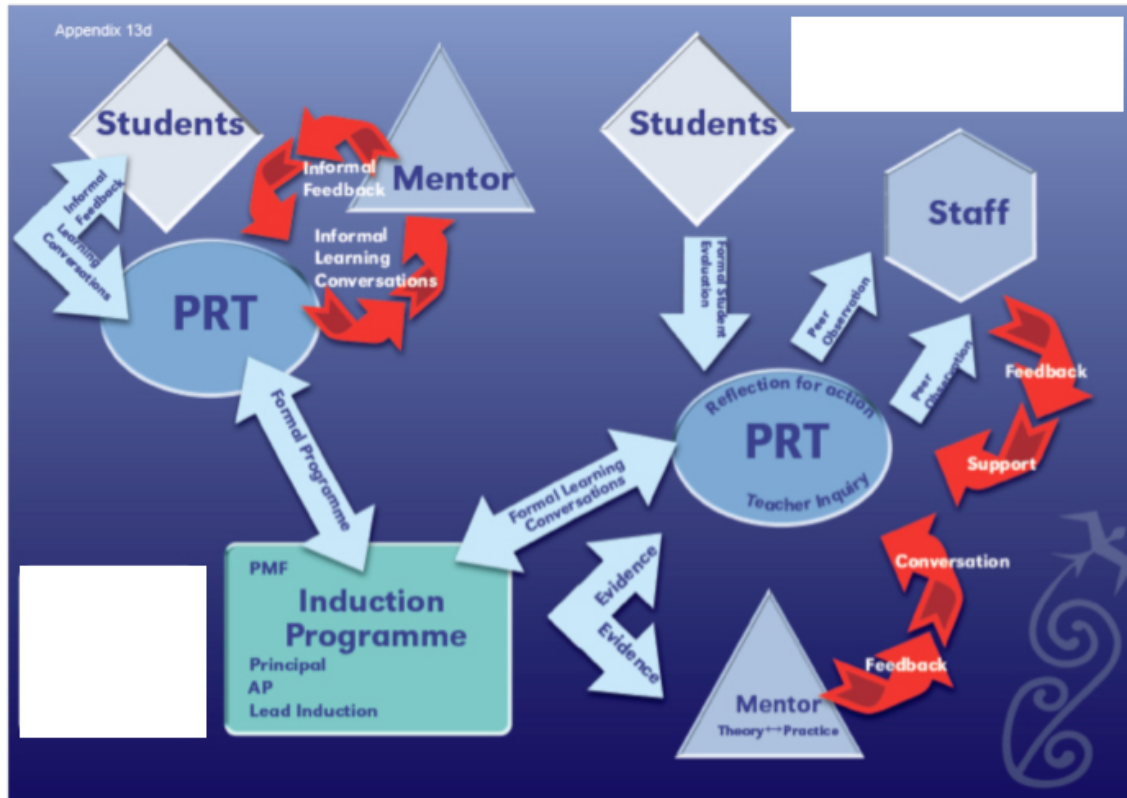


The six essential components of effective induction programmes, taken from the *Draft Guidelines* section 5, are as follows.

1. There is a clear programme vision.
2. There is institutional commitment and support for the programme.
3. Quality mentoring is a central (but not the sole) component.
4. The programme is based on clear criteria to guide the learning of and formative feedback for the teacher.
5. The programme is focused on the daily practice of teachers with their learners.
6. The programme will provide the support and processes needed so the teacher can move towards gaining full registration.

Surprisingly, student learning or knowledge of students was visible in only three of the six models. However, each school clearly situated PRT learning within an educative framework. Further, all schools acknowledged the need for formal learning opportunities alongside informal and incidental learning opportunities. Analysing the *Draft Guidelines* to develop school models resulted in individual school interpretations that reflected their educational priorities.

## The importance of principals to effective induction

A cross analysis of the principal, mentor, and PRT interviews confirms that principals are key to the provision of effective induction and mentoring programmes. This is illustrated in a comment by the classroom teacher from Horoeka School:

> Our induction is very effective. We have highly motivated PRTs and our mentor teachers [appointed by the principal] are totally committed to ensuring that PRTs are receiving high-quality support. (Q8CT)

Furthermore, pilot participants agreed that principals needed to play a supportive role and take an active interest in PRT induction. This active interest involved working with mentors and school staff to:

- analyse current practice
- build knowledge of induction and mentoring and how teachers learn
- establish goals to improve induction and mentoring
- develop an induction and mentoring vision
- develop a school model of PRT induction and mentoring
- clarify roles and expectations
- develop an induction and mentoring handbook to make public and guide the process of PRT learning, development, and assessment against the *Registered Teacher Criteria*
- embed induction and mentoring in a school-wide professional development programme
- provide learning opportunities for mentors
- provide regular feedback to the learners: students, PRTs, and mentors.

The findings from principal, mentor, and PRT interviews indicate that the engagement of principals in the pilot professional development intervention and research project resulted in benefits to PRTs and mentors, as well as the principals themselves.

### *Benefits to PRTs*

The benefits to PRTs of their principal's engagement in the pilot programme were identified as follows.

- Access to an appropriately resourced and planned programme committed to improvement.
- The assignment of mentors who were appropriately appointed and generally compatibly matched to support their learning and the achievement of the *Registered Teacher Criteria.*

- Engagement with mentors who were supported to learn mentoring skills, resulting in educative mentoring and the provision of effective support, as the PRT from Horoeka School illustrated:

  > [My mentor] listens really well, and [provides] specific feedback too. She'll listen. She might not respond straight away, but she will show me that she's listened to me by actually thinking about what's happening, and coming back, even later, and saying, "I was thinking about it and we could do this..." (BTF4)

- Powerful modelling, by principals, of a commitment to ongoing learning, which raised PRTs' expectations to do the same.
- Feeling like a valued staff member when principals take an active interest in their development, as a PRT from Rimu School explained:

  > We've got very strong leadership; I think that helps a lot and sets the tone for the school as well, which is good. It's the culture of the school. No question that you ask anybody is ever a dumb question. (BTF6)

- The ability to gain support from all staff members, since staff were more aware of their role in supporting new teacher learning:

  > You sort of have to learn on the hop, which you've never done before in your life. People are so helpful; I could tell them what kind of thing I'd like, [what] I was thinking about, and they'd say "Oh that's really good, but what about this…"(BTF6)

### *Benefits to mentors*

The benefits to mentors of their principal's engagement in the pilot programme were identified as:

- access to professional development and time to learn
- greater clarity about roles, responsibilities, and expectations when a school-specific induction model and vision and a school induction and mentoring handbook were developed
- greater recognition of their role, since principals' engagement with the pilot and school staff to strengthen the induction and mentoring programmes attributed status to the mentors' role.

All mentors were released to attend the mentoring course during school time in 2009 and 2010. A commitment to mentor professional learning was exemplified by the principal from Rimu School, who said:

> …the more good teachers hear about interesting research, ideas, and academic study related to effective teaching, and how they can both model it and talk about it [with PRTs], the better they are going to mentor PRTs. (CSP4)

*Benefits to principals*

The benefits for principals of engaging in the pilot programme were identified as:

- The opportunity to critically analyse their induction and mentoring programmes with the support of school staff and to set goals to strengthen their current programme.
- Learning more about new teacher development and clarifying their role and responsibilities.
- Developing a school induction model and vision for PRT learning.
- Having clear alignment with national expectations (*Draft Guidelines* and *Registered Teacher Criteria*) published in a school handbook.
- Improving their confidence in the quality and robustness of their school's support of PRTs:

> The quality and consistency of the PRT support programme is key. It's having really, really good structures that mean that this tutor teacher has the same expectations as this mentor–—everybody's on the same page and you've got the same shared messages going across. [This applies to] the good PRTs as well as the ones who are struggling, because I think if you are a really good PRT, who's doing a top-notch sterling job, sometimes you're just left to get on and do the job. This is because everybody thinks you're so good and they don't think about the fact that that person could excel. (PF6)

- Improving confidence in the robustness of recommendations made to fully register a teacher:

> [The pilot] points out the need for clarity of your documentation right from the start. It doesn't matter, because if you've got that trail of what you've told the teacher, the advice and guidance that's been given, no matter whether the husband is the chairman of the board or what, you've got that evidence that the teacher is not doing what they're supposed to be doing. (PF1)

- Engaging new and experienced teachers in evidence-based professional learning to support student's learning.

## Summary

The data revealed that there were benefits to all when principals led the development or improvement of PRT induction and mentoring in their school using the *Draft Guidelines*. This was achieved by all staff becoming involved in the development and implementation of a school-specific model, thus making the school's programme transparent. The process communicated, clarified, and documented expectations of school staff (through the induction model and handbook) and aligned the purpose with national expectations.

Principals identified four challenges to lifting the quality of mentoring across Aotearoa New Zealand primary and intermediate schools. These were:

1.  Developing and building understandings of what educative induction and mentoring means for PRTs and teaching staff in their school.
2.  The appointment of, and ongoing support for, educative mentors.
3.  Making the shift to recognise that student's learning is integral to induction and mentoring programmes.
4.  The need for all schools to evaluate the effectiveness of their induction and mentoring programme.

Overcoming these challenges would allow schools to fine-tune and improve mentoring and PRT learning in ways that align with the overriding aim of improving student's learning.


# Making mentors

*This section reports on the mentors' engagement in the pilot programme. It presents and analyses data from interviews, action research cycles (which included mentor and PRT learning conversations), and the mentor course to provide insight into the understandings, attitudes, and skills required of educative mentors.*


## Overview

> I realise I have the responsibility to not only support my beginning teacher, [but] to move her out of the survival zone to the point where she becomes a reflective professional and focused on the students' outcomes. (CSM5)

As emphasised in this report's introductory chapter, educative mentoring was central to the success of the pilot programme. Mentors engaged in this pilot in two capacities: as participants in both the professional development intervention and the research programme.


### *Educative mentoring*

Educative mentoring in this project was concerned with developing PRT pedagogical expertise. This means that mentors have an overriding concern with student's learning and are constantly alert to PRTs developing a repertoire of pedagogical strategies to address this concern. For mentors to be educative, they will:

*   link practice to a view of good teaching
*   have a developmental (but not linear) view of learning to teach
*   employ a non-deficit approach to mentoring that privileges cognitive and reflective skills, along with evidence to advance learning
*   engage PRTs in serious professional conversations

- plan, with PRTs, their learning and development, while taking advantage of incidental learning opportunities
- provide support to build PRT confidence
- view themselves as learners.

**Table 3: Educative mentoring: elements and examples**

| Educative mentoring | Examples of practice |
|---|---|
| • Recognises the range of expertise, skill, and knowledge mentors require in this role | • Discussions of strategies are linked to principles of effective practice<br>• Classroom observations are tailored to the PRT's goals<br>• Feedback is typically based on evidence, e.g., student's achievement data, PRT planning, observation data<br>• Mentor engages with PRT as a co-learner: questions that inquire into and challenge practice are common |
| • Links practice to a view of good teaching | • Encourages PRT to make decisions and justify how they will teach<br>• Allows PRTs 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 | • Acquires a critical knowledge of theories of teacher development along with the expectation of PRTs to engage in reflection with a primary concern for student's learning |
| • Employs a non-deficit approach with a focus on cognitive and reflective skills, and evidence to advance learning | • Deconstruction: Allows PRT to describe what happened, analyse and discuss the evidence, and examine student understandings and outcomes<br>• Co-construction: design next steps, set new goals, and understand the implications for students and for learning |
| • Engages PRTs in serious professional conversations | • Develops knowledge and ability to conduct learning conversations<br>• The mentor and PRT meet at planned times to engage in learning conversations about the PRT's practice. The agenda of the conversations and goals are agreed beforehand to ensure the conversations are focused<br>• Conversation is non-judgmental and based on evidence |
| • Provides planned learning opportunities and takes advantage of incidental learning opportunities | • Goal-setting meetings, observation times, and professional conversations are planned and timetabled<br>• Establishes with PRT that no question is a silly question<br>• Open-door policy means that "just-in-time" learning can take place |
| • Expects the development of pedagogical expertise | • A knowledge of how to use cognitive interventions is developed to recognise teacher expertise<br>• Feedback and conversations are about student's learning in the context of the PRT's classroom<br>• Mistakes, fallibility, and pushing boundaries are accepted as part of learning—the classroom becomes a site of inquiry |
| • Provides affective support so the new teacher thrives | • Conversations are non-judgmental<br>• Successes, particularly related to student's learning, are affirmed<br>• PRTs are listened to—beliefs are unpacked, mentors speak less<br>• PRT knowledge is valued<br>• A sense of professional agency is encouraged through engagement in decision making about classroom practice |

Table 3 identifies elements of educative mentoring and provides examples of how these are visible in practice (Achinstein & Athanases, 2006; Baron, 2006; Feiman-Nemser, 2001b; Gless, 2006; Moir et al., 2009; Norman & Feiman-Nemser, 2005; Strong, 2009; Yusko & Feiman-Nemser, 2008).

## The professional development intervention

The pilot programme provided sustained research-informed and practice-based professional development for educative mentors. The aim was to provide rich learning opportunities that focused on well-founded frameworks for conceptual change and epistemological shifts (Alexander, 2006) whereby mentors viewed themselves as learners and mentoring as educative. This was achieved by:

- building compelling theoretical knowledge
- facilitating the development of alternative beliefs and view points
- collecting and analysing high-quality professionally relevant evidence to overcome resistance and provide direction for development
- providing a climate where reflection and questioning were the norm.

Mentoring courses, consisting of 10 sessions of 150 minutes each, were held in 2009 and 2010. Mentors were given the opportunity to inquire into, document, and change their practice, with the aim of building the knowledge and skills needed to be an educative mentor. To moderate their understanding and expectations, they worked collaboratively with other mentors. Each year, they also presented their learning at a forum to colleagues (principals, teachers, and PRTs,) from the six participating schools. The mentoring course included the following content:

- building knowledge and reviewing understanding of educative mentoring
- building knowledge and developing understanding of PRT learning
- cognitive interventions to develop teacher expertise: learning conversations
- action research methodology and classrooms as sites of inquiry
- goal setting and reflection
- observation and feedback
- acquiring assessment knowledge and the ability to use evidence-based learning: assessing
- reviewing and understanding the *Registered Teacher Criteria* and the *Draft Guidelines*
- building knowledge and understanding of the role and responsibilities of leaders.

*Mentoring: before the intervention*

Mentors reported great differences in their mentoring practices before and after the intervention. In evaluating their mentoring knowledge and practice before the pilot, mentors indicated that they lacked the skills and knowledge required of an educative mentor. They typically had an informal approach to mentoring, with a limited "advice and guidance" focus and a lack of understanding of what was expected of them:

> [I was] mostly doing pastoral or limited mentoring, with no real "guts" behind it. (CSM3)

Mentors were likely to provide emotional and practical support to their PRT, especially at times when the PRT was particularly stressed:

> My role was more as a support person; one who provided practical resources and gave the answers to the PRT. (CSM2)

This informal approach to mentoring reinforces the status quo, as referred to in the *Draft Guidelines* (2009, 3.1, p. 2), rather than viewing teaching as an ongoing, reflective process. Areas of concern identified by mentors prior to the intervention included:

- Lack of knowledge about the tools and resources available to assist mentoring practice.
- Lack of awareness of the need to focus on their own development whilst also focusing on the PRT:

> I did not have much knowledge on how to mentor before coming to the course. One big thing I have learnt is that it is not about my mentee, but about me as a mentor. (CSM4)

- Privileging the "do as I do" style of mentoring; as a mentor from Manuka school said:

> Before completing the mentoring course, I really had no direction in how I would mentor others. My beliefs were that my PRT had to do as I do and that was the best way for us both. (CSM7)

- Limited knowledge about how to conduct focused observations.
- Lack of knowledge about learning conversations.
- The need to improve communication skills, particularly listening and providing feedback during conversations with the PRT:

> You need to have good communication skills because sometimes you have to give hard messages. (CSM12)

Another mentor provided a possible reason for this lack of communication, saying:

> [I would] beat around the bush—an element of wanting to support and not to hurt [the PRT]. (CSM8)

The importance of establishing relationships that allow for effective communication was further illustrated by another mentor who claimed:

> We need to know how to create relationships that allow for effective communication; that allow for you to ask those hard questions… (CSM9)

These findings support *Draft Guideline*s 6.2: The role of a mentor teacher of PRTs includes: Listening to and helping the PRT to solve problems (2009, p. 4).

# Changing practice: action research

The pilot intervention programme used action research methodology to provide mentors with robust, evidence-based strategies to shift their practice from limited mentoring of PRTs to educative mentoring.

The course content areas outlined above encouraged mentors to change their mentoring practice by building their knowledge. Action research helped them improve their practice by addressing ethical issues and analysing the learning conversations they had with their PRTs against six themes. The themes (which are explained on page 12 of this report) were: knowledge and skills, PRTs' existing theories, integration of theory and practice, focus on students, self-regulatory approach to learning, and joint deconstruction of existisng practice and co-construction of new practice. In this way, mentors and PRTs colluded to become learners together.

Mentors reported that the most challenging aspect of the process was their shift from experienced teacher and problem solver to learner. As the mentor from Kahikatea School commented:

> We are also real people that experience difficulties and learn. (CSM9)

## *Four mentors grow through action research*

This section presents an analysis of the action research cycles of four selected mentors:

- one had completed two years of the programme and documented 11 cycles
- one had completed two years of the programme and documented nine cycles
- two had each completed one year of the programme and documented four cycles.

Mentors taped and analysed conversations with their PRTs. During their first taped learning conversations, all four mentors made attempts to encourage PRTs to talk about their own beliefs on teaching and learning. However, this was hindered as the mentors tended to dominate the conversation with "advice" (talking about what they did in their own classrooms) and to ask a lot of closed questions. In the last taped conversation of their first year, the mentors allowed their PRTs more opportunity to contribute to the conversation and discuss their own theories of teaching and learning. Some still tended to push their own views, at times, rather than allowing the PRTs to formulate their own ideas.

Mentors who completed both years of the programme reported and demonstrated a greater shift in practice towards educative mentoring in the second year. Mentors still occasionally dominated the first conversation of the second year. However, through active listening and open questioning they gave their PRTs more opportunity to discuss their own beliefs about students and their learning and to make their own decisions regarding teaching. The PRTs were encouraged to engage in self-reflection and gain agency and power over their practice. In their last taped conversations of the second year in the programme, the mentors continued to develop this enhanced PRT contribution. One new aspect of the last conversations in this sample was the discussion of assessment and how it should be used to drive the next step of the PRT's teaching.

The taped conversations show that one year of action research, critical self-analysis, and goal setting can enable a mentor to change their practice in ways that positively influence their PRT's ability to focus on student's learning and develop agency around their own learning. The comment below emphasises the importance of inquiry and reflection to mentoring practice:

> [The mentor] needs to be an enquiring teacher really, because they're not going to be a very good tutor teacher if they're not enquiring enough. And reflective, too: they need to have reflective skills and encourage that thinking in an outgoing way. (CSM11)

After two years of goal setting and continual reflection on their own practice, mentors made epistemological shifts to educative mentoring. They used active listening and open questioning to encourage their PRTs to inquire into their own practice. Of particular note was the commitment to extend and develop PRT expertise beyond the level of competently meeting the *Registered Teacher Criteria*. These mentors showed that they had become "reflective practitioner[s] focused on inquiry into their own and others' professional practice and learning and act[ing] as change agent[s] and educational leader[s]" (*Draft Guidelines*, 2009, 6.1, p. 4). They had become learners working alongside their PRTs, modelling the use of goal setting, reflection, and evidence to critically analyse and improve practice. One PRT had the following comment to make:

> [My mentor] will come back from the course and say, "This is what I've done. This is what I've learnt"—we've definitely adapted a lot of stuff that has come through. (CSBT1)

### All mentors' action research experience

All mentors reported on the knowledge and skills they had acquired during the pilot programme. These included skills in goal setting, learning conversations, effective questioning, observations, and using evidence as a tool.

At the end of the programme, mentors noted that they were now setting more specific and focused goals, putting more emphasis on goal setting, and negotiating goals with their PRT. As the mentor from Horoeka School explained:

> We work on this goal to change or enhance practice until we are satisfied we have achieved our goal. (CSM6)

Mentors also reported more constructive, evidence-based learning conversations with their PRTs:

> Now I act on evidence. Before, I used evidence as examples in her observation notes or in an end-of-term report. Now we use evidence to build a new focus or goal. (CSM6)

Within these learning conversations, the mentors used more critical questions to challenge the PRT's thinking and encourage them to deconstruct their practice. Furthermore, the mentors had been able to develop observation skills and achieve more focused observations, as evidenced in this comment by a mentor:

Even with observations, the whole way that those are undertaken is done in a slightly different manner now, because we have agreed on what we are going through, so there are no surprises; both of us are very well aware of the purpose. (CSM8)

## From limited to educative mentoring

At the end of each year of the intervention, mentors were asked to assess themselves as educative mentors on a five-point Likert scale that ranged from "not knowledgeable and competent" to "slightly", "somewhat", "very", and "extremely" knowledgeable and competent.

Mentors who had completed both years of the mentoring courses rated themselves as "very knowledgeable and competent". Of those who had completed one year of the course, seven rated themselves as "somewhat knowledgeable and competent" and five as "very knowledgeable and competent". While it is not possible to make a direct comparison with mentors' reflection on their mentoring approaches prior to the intervention, the mentors clearly identified a shift from *limited* practices to *educative* practices.

Table 4 lists the characteristics of limited and educative mentoring, as recorded by mentors. Mentors noted that their focus changed from the PRT (telling or questioning the PRT) to the mentors themselves (examining their own practice and how it affects the PRT). Following the pilot, the mentors were focused both on their mentoring and the effects of their mentoring practice. The mentors' own self-focus and reflection reportedly benefitted their PRTs, as illustrated by this mentor teacher:

> …because the focus was on my mentoring abilities, it really gave me the opportunity to focus on exactly the skills, requirements, and resources needed to assist my mentee to move forward. (CSM3)

The *Draft Guidelines* states that mentors need to focus on themselves as learners for effective educative mentoring to take place within a school's induction programme (2009, p. 4).

**Table 4: Characteristics of limited and educative mentoring**

| Limited | Educative |
|---|---|
| 1. Emotional Support<br>  • Pastoral care<br>  • Pep talk<br>  • Support, advice, guidance<br>  • Collective responsibility<br>2. Technical Support<br>  • Support<br>  • Advice<br>  • Focus on behaviour<br>  • Practical: mentor taking class so PRT can focus on small groups<br>  • Short-term fixes<br>  • Teaching focus<br>  • Surface "stuff"<br>  • Hierarchical: "get sorted"<br>  • Mentor talks, PRT listens<br>  • Surface<br>  • Reactive<br>  • Big "whole class" observations<br>  • Shallow<br>  • Mini "me" scenario<br>  • Speak to the learner: teachers are learners | 1. Links practice to a view of good teaching<br>  • Learning focus<br>  • Goal orientated: PRT and mentor goal<br>2. Builds confidence by developing pedagogical expertise<br>  • Setting goals: own development<br>  • Underpinned by student achievement<br>3. Has a developmental (but not linear) view of learning to teach<br>  • Long-term focus<br>  • Deeper: what lies behind…<br>4. Develops teacher autonomy and agency<br>  • Teacher voice<br>  • Determine next steps<br>  • Take responsibility<br>  • PRT agency involved in making decisions<br>  • Examine and reflect on own practice<br>  • Deeper (becoming self-regulated)<br>5. Builds knowledge by using the classroom as a site of inquiry<br>  • Practice: effective pedagogy<br>  • Proactive: application strategies<br>6. Provides planned learning opportunities and uses incidental learning opportunities<br>  • Focused<br>  • Purposeful<br>  • Detailed observation<br>  • Specific<br>  • Mentor and PRT focused: purposeful, know what you'll observe<br>  • Range of tools used in observation<br>7. Engages in serious professional conversations<br>  • Professional discussion: challenge pedagogy<br>  • Listening<br>  • Professional discussion<br>  • Deeper "stuff"<br>  • Learning conversation process (partnership)<br>  • More about mentor (listening) and their role<br>8. Bases feedback and assessment on evidence<br>9. Interrogate data<br>  • Get PRT to think more and have evidence for what he or she is doing<br>  • Evidence based<br>10. Enables the new teacher to thrive<br>  • Teacher belief, teacher voice<br>11. Other<br>  • School structure (mentoring given status and embedded in the school systems) |

*Benefits for mentors*

Mentors viewed mentoring as a two-way process in which they worked collaboratively with their PRT and learnt from them. The mentor from Manuka School said:

> I can learn from my PRT through focused learning conversations—it is a partnership. (CSM2)

Another mentor discussed the importance of working collaboratively:

> It is about knowing what the focuses are and finding the solutions together. I personally had to do readings and ask my mentee to do the same reading in order to have discussions. (CSM4)

The mentor from Rimu School explained that she had made a conceptual change from being a problem solver to developing autonomy and agency in her PRT. She also talked about the moment she realised that she was not there to provide all the answers to her PRT:

> Being able to think I don't have to "solve" everything for the PRT, but rather provide them with a strategy or framework to work through something for themselves. (CSM1)

Mentors said it was important to have clarity about the role and expectations, as the mentor from Manuka School illustrates:

> This [mentoring] was a very new experience for me. I had no idea how about I would start with the whole thing. So, thank God for the course; I learnt heaps! (CSM4)

Mentors in the pilot programme felt that they would not have been fully aware of the expectations associated with their role without the intervention programme. They needed to learn the kind of evidence required and how to conduct learning conversations, for example. A mentor from Kahikatea School commented:

> I don't think, for me, that I had direction before; it was my way and that's how it happened…Having been in the course for two years, [I have a] framework about those things we should be doing. (CSM9)

*Benefits for PRTs*

According to mentors, educative mentoring resulted in three key benefits for PRTs. The first related to changes in, or enhancements of, the PRT's practice. These improvements were attributed to the mentor's focus on evidence when providing feedback and engaging in learning conversations. A mentor from Horoeka School noted "enhanced classroom teaching methods and enhanced planning formats" (CSM6). A mentor from Kahikatea saw a change in her PRT's approach to literacy, "a visible change in practice—in teaching of vocabulary" (CSM9). Educative mentoring was considered of benefit to students, as a mentor from Horoeka School explained, "…it ensured her class got a "better deal" due to more effective teaching" (CSM2).

Second, PRTs were viewed as becoming more critical and more able to use evidence to reflect on their practice. As a PRT from Rimu School confirmed:

> I think [learning conversations] help a lot with reflection, so that when I'm talking to [my mentor] she's always encouraging me to reflect and to think through various solutions that I could have. Rather than telling me to do it one way, it's very much a discussion, which is also a reflection in itself. And I find that we generate ideas or bounce ideas off each other during the course of the conversation, which is really helpful. (CSBT2)

The mentor from Horoeka agreed, noting that her PRT was becoming more reflective, "[evidence] made my PRT think more critically about her practice by, for example, looking at research and readings" (CSM2). Another mentor noticed a difference in her PRT's ability to plan:

> I think it [my mentoring] has made my PRT become more of a critical thinker. They think more about why they choose to teach the way they do. They are able to plan more effectively because of the thinking they do about why they choose to teach that way. (CSM7)

All mentors in this pilot reported that they had shifted the mentoring of their PRT to focus on student's learning as a result of the educative mentoring intervention. A comment by a mentor from Manuka School illustrates this shift:

> Mentors now shift PRTs from survival to focus on student outcomes. This is such an important move that mentors should be trained and then acknowledged for their role. (CSM5)

Third, many of the mentors witnessed their PRTs gaining agency and autonomy as a result of educative mentoring. This suggests that the PRTs had gained confidence in their own practice and also in working with others to find solutions to their problems. The importance of developing PRT agency is reflected in section 4 of the *Draft Guidelines* (2009, p. 2).

A mentor from Horoeka School noted that her mentoring had helped her PRT "become more self regulatory" (CSM6), while a mentor from Kahikatea School explained:

> The PRT is no longer looking for the solution or fix-it strategy from me. (CSM9)

## Sustaining and maximising mentoring practice

The mentors agreed that refining their mentoring practice would be a continual process. For example, a mentor from Kahikatea School said:

> I will continue to reflect and refine my practice based on the needs of my PRT. (CSM10)

The mentor from Rimu School made a similar point:

> I think it will be about refinement and embedding what I have learned. (CSM1)

Another outcome of the intervention programme was that mentors used what they had learned to benefit their schools by supporting new mentors and PRTs within the induction programme. Kahikatea School mentors reported becoming more involved with the planning and implementation of their schools' induction programmes and appraisal programme:

> [We will be] working as part of the management team to support all the PRTs in the school and the mentors [as well]. And [we will] contribute ideas to the performance management folio as needed. (CSM10)

### Overseas trained teachers

A serendipitous finding was that principals and mentors alike found that overseas trained teachers (OTTs) required a similar level of support to PRTs to achieve the *Registered Teacher Criteria.* However, OTTs receive less induction funding support than Aotearoa New Zealand-trained PRTs.

Some participants noted that it was more difficult to shift OTTs' entrenched approaches to teaching and learning than to mentor Aotearoa New Zealand-trained PRTs. A principal explained this difficulty as follows:

> You don't get the release time to put a good teacher alongside them, which is one of the most valuable things. (PF6)

Principals further argued that the different support funding level for PRTs qualified in Aotearoa New Zealand and those trained overseas led to inconsistency in quality at registration:

> What I am saying about the quality issue is that [OTTs] need more support and guidance than New Zealand-trained teachers. [The later] have had time at a New Zealand university being trained in the New Zealand curriculum and effective pedagogy, whereas the overseas pedagogy alone is markedly if not totally different in many cases to what we believe and promote here. (PF1)

The mentors were used as a resource to support OTTs and teachers who moved from one context to another, such as Kura Kaupapa Māori immersion teachers moving into the mainstream public school sector. The OTT from Manuka School had this comment to make:

> I am thankful to this school for letting me have a mentor as an OTT. I just wish I could have had it last year, sooner rather than later, but I realise I am lucky, because some of my overseas trained friends have not had [any mentoring]. (CSBT4)

*Sustaining mentoring practice*

A mentor from Horoeka School reported that she would continue with educative mentoring even though her PRT had become fully registered:

> [I am] continuing educative mentoring with colleagues in the school who are not PRTs—[to help them develop] expertise. (CSM2)

Another mentor explained:

> This project has provided the opportunity to create a model and framework in which to operate as a mentor—rather than [my practice being] just what I, as a mentor, thought was appropriate. (CSM9)

The relationship between mentoring and the quality of registered teachers was recognised. The mentors suggested that mentoring be viewed as a career pathway, as a mentor from Horoeka School put it:

> Mentors are the last stop for PRTs becoming fully qualified and registered. (CSM6)

Furthermore, the mentors proposed a "mentoring community" be established so that mentors have somewhere to go to share knowledge and find answers to questions. This would be especially useful for mentors from isolated schools or schools that have only one or two mentors.

Finally, mentors suggested that guidelines and expectations be published so that mentors are more aware of the responsibilities associated with their role. This would complement the *Draft Guidelines*.

## Summary

The approach to mentoring promoted through the primary–intermediate induction and mentoring pilot programme aligned with the *Draft Guidelines* definition of high-quality mentoring as:

> …an experienced colleague who is skilled and resourced with time recognition and training to guide, support, give feedback to and facilitate evidence informed reflective learning conversations with the PRT. An "educative mentor" in this sense is not merely a "buddy" providing emotional support and just-in-time tips to the PRT (New Zealand Teachers Council, 2009, p. 1).

A curriculum that gave mentors the opportunity to re-conceptualise themselves as learners was required to help mentors shift from a limited approach to mentoring to an educative approach. This curriculum supported mentors to build theoretical knowledge and test their theories in cycles of evidence-based practice and in partnership with their PRT. As a result of this, mentors realised that they too are learners and that they can learn alongside their PRT.

The mentor interviews also confirmed that mentors developed:

- clarity about the expectations of their role
- a more critical inquiry approach, using evidence to reflect on their own mentoring practice
- greater confidence in their use of such strategies as goal setting, observations, and professional learning conversations to support and assess PRT learning and development
- the ability to effectively use evidence to support PRT learning and development.

Mentors were also pleased to:

- gain a sense of satisfaction because students in the PRT's class were "getting a better deal due to more effective teaching" (CSM2)
- use their mentoring knowledge and skills to support other teachers in a mentoring role.

Those who completed the two-year educative mentoring course (36%) reported their thinking and beliefs about mentoring had changed, which in turn had changed their mentoring practice. Additional benefits identified were their ability to:

- provide evidence that the PRT was gaining agency and a sense of autonomy over their own learning and development through the use of educative mentoring strategies
- lift the practice of a competent PRT beyond meeting minimum standards to developing pedagogical expertise.

This shift of focus from a limited approach to mentoring to an educative approach took sustained and serious engagement in a one- to two-year course, as evidenced in the action research documentation. PRTs reported that educative mentoring assisted them in developing pedagogical approaches that focused on student's learning.

# PRT assessment

*This section asks how assessment practices affect confidence in judgments made about PRTs' ability to meet the* Registered Teacher Criteria. *Drawing on data from focus groups with principals, mentors, and PRTs, it considers how the* Draft Guidelines *and the* Registered Teacher Criteria *might provide a coherent and cohesive educative framework for PRT learning and development. The implications for schools and national policy are also addressed.*

## Overview

Teachers employed in Aotearoa New Zealand schools are required to be registered and to do this they must meet national standards—the *Registered Teacher Criteria.* These criteria outline the essential knowledge and capabilities required for quality teaching in Aotearoa New Zealand.

In the *Registered Teacher Criteria*, the Council states:

> [The *Registered Teacher Criteria*] has the potential to not only guarantee minimum standards of teaching, but to provide an aspirational framework of continued professional learning and development that will impact on the learning outcomes of children and young people. (New Zealand Teachers Council, 2010, p. 2)

Explicit links are made between the *Registered Teacher Criteria* and the *Draft Guidelines* that provide a framework for the PRT induction programme. For example, the *Draft Guidelines* expect that the induction programme "will provide support and processes needed so the teacher can move towards full registration" and that the programme will be "based on clear criteria to guide the learning of and formative feedback for the teacher" (2009, pp. 4, 5, 6).

In the pilot programme, the assessment of PRTs and the *Registered Teacher Criteria* were scrutinized from two perspectives.

In the mentor professional development intervention programme, the mentors considered the *Registered Teacher Criteria* as a formative and summative assessment tool.

In the research portion of the pilot, principals, mentors, and PRTs provided data on how they used the *Registered Teacher Criteria* and considered its potential to lift teacher quality. During focus groups, these participants considered their respective roles in the assessment process and looked at ways they might improve confidence in the judgments made when recommending a PRT for full registration by the Council.

## Recognising potential

> I think the *Registered Teacher Criteria* are valid...they embody many of the things that are foundational to effective teaching, so I think they definitely have a place. We are very early on in the implementation, so the question will be how often they are consulted in five years. I think they are another tool, another resource that can be used effectively. (MF3)

Principals, mentors, and PRTs engaged in discussions about the influences that impact teacher quality. Interestingly, none of the participants identified themselves as most influential. For example, principals and mentors perceived that the primary influence on teacher quality was the PRT's professional knowledge, skill, and personal commitment. From the PRTs' perspective, the relationship with the mentor had the most impact on the quality of their teaching. Even so, all participants perceived that the school culture, good role models, and the type of mentoring support provided had the potential to impact positively or negatively on the development of the new teacher, as illustrated by this principal:

> It's the whole school culture...what they think is important. If PRTs are in a switched-on school they will become switched on for sure. (PF1)

Furthermore, principals agreed that the quality and consistency of the induction programme was essential to developing high-quality teachers. This, they argued, included the need for good mentors who had shared understandings and expectations of their role, both when supporting the struggling PRT and enabling those developing expertise to thrive and aspire to ongoing learning:

> The quality and consistency of the PRT support programme is key...for good PRTs, as well as ones who are struggling, because [sometimes] a really good PRT, who's doing a top-notch sterling job…is just left to get on and do the job. (PF6)

Principals noted that competent PRTs were often quickly considered to have become "one of the teachers". These PRTs would then receive less induction support, frequently below their entitlement, particularly in the second year of the induction programme. The *Draft Guidelines*, combined with the *Registered Teacher Criteria* framework, provide the opportunity to shift this perception to lift the quality of fully registered teachers. Further clarification of roles in the development of the PRT could strengthen the type of support provided.

## The *Registered Teacher Criteria*

### Relevance to PRT practice

When asked to consider how the *Registered Teacher Criteria* affected the quality of newly registered teachers, the majority of participants marked the middle on a "strongly agree" to "strongly disagree" continuum. This did not mean the *Registered Teacher Criteria* was not considered useful. All participants spoke favourably about it. For example, they commented on the clarity it provided about professional knowledge in practice and about professional expectations. Both mentors and PRTs also used the *Criteria* as a useful tool to guide professional learning and as a benchmark to collect evidence of development. As one PRT said:

> I think the *Criteria* does make a difference...[the criteria and key indicators within the document] sort of open your mind and shift you away from a narrowly focussed mindset (BTF1).

Another PRT said the criteria listed in the *Registered Teacher Criteria* "acted like a sort of checklist...they were useful to reflect on things" (BTF2). Certainly, PRTs referred to the criteria when setting goals and gathering evidence of their learning:

> I really like [the criteria]; they are very clear and professional. I think there is a clear correlation between the evidence [I collect] and meeting the criteria. (BTF4)

### Formative assessment

Principals, mentors, and PRTs advocated that the PRT receive ongoing feedback that both challenges them and supports their confidence and development. The quality of mentoring and the mentor-PRT relationship were viewed by all participants as critical to the PRT's ability to listen to

and take on board constructive feedback and to move towards meeting the *Registered Teacher Criteria*. When trust was low and power relationships were not accommodated, PRTs lost confidence and felt alienated. This was vividly illustrated by one PRT who said:

> I didn't have a voice. I just let him cut me down and I just sat there [thinking] "Okay, so I'm not good at this", instead of saying, "Actually, I feel I did improve". (BTF5).

Having clear expectations was reported to ameliorate difficulties, as the same PRT explained:

> They made a plan and I looked at what I needed to do to get there. So, it was nice they did that to help me. (BTF5)

Both mentors and PRTs confirmed that they used the *Registered Teacher Criteria* to shift the focus from the personal to the professional, as one PRT explained:

> We just laid out the criteria. We do observations and I know exactly where I am going. We plan the next step. (BTF1)

PRTs thrived when the relationship was constructive and mentoring went beyond "feel-good" support and advice to evidence-based feedback.

## Summative assessment

> There should be no surprises. (PF1; MF1)

All participants agreed that formative feedback against the *Registered Teacher Criteria* throughout the two-year induction period should mean that a PRT is aware of their development and readiness to become fully registered. This was the case for the majority of PRTs in the pilot programme. Of the two who did not meet the standards during the two-year period, one was given a further six months' induction support with a clear plan of how she could achieve full registration and the other was considering leaving the profession.

Within each school, a range of evidence and people validated the judgment that a PRT was ready for full registration. This evidence typically included written feedback on goals, observations, lesson plans, reflections, and evidence of professional reading (See Appendix L). The mentor would make a recommendation to the principal through reports on the PRT's progress. Drawing on their experiences beyond the pilot study, mentors said that principals' expectations regarding reports to them varied. Some principals want a regular written report; others are satisfied with a brief verbal report. One mentor explained:

> Every principal is different. If there is no communication, you don't feel like bothering. You give them the five-minute snapshot…of what has happened and they may or may not agree—they can sign or not. If principals become more involved in the journey with mentors, we can go a long way. (MF2)

Mentors were committed to the PRT achieving the criteria for full registration, but were concerned about working in isolation. They discussed the quality of evidence they were basing their judgments on and how they judged quality in relation to mentors in other schools:

> What is the quality of evidence that supports the judgments? If I'm sitting in my little school in the middle of nowhere and [another mentor] is sitting in a larger school, is what we deem quality the same? (MF5)

The mentors suggested that moderation could be considered, perhaps through a network of mentors or the introduction of an external moderator.

## Competence issues

The participants had three concerns about the usefulness of the *Registered Teacher Criteria*.

First, neither principals nor mentors liked working with two sets of standards—the interim professional standards and the *Registered Teacher Criteria*. Some mentors argued that they would be better used if they were part of the appraisal system.

Second, all participants were concerned about the lack of consistency and understanding across schools about how the criteria in the *Registered Teacher Criteria* are interpreted in practice.

Third, confidence in the *Registered Teacher Criteria* acting as a benchmark for quality was low. Interestingly, none of the principals or mentors considered that meeting the criteria for full registration was a guarantee that the third-year teacher would be competent. There were complex reasons for this lack of confidence in the *Registered Teacher Criteria* as a benchmark or indicator of quality, with principals saying that they knew of instances where principals had recommended "borderline" PRTs for full registration. The following reasons were given:

- If there is a lack of confidence in the rigour of the induction and mentoring support provided, the school might make a positive recommendation to avoid a personal grievance claim. The New Zealand Educational Institute Te Riu Roa (NZEI) states that teachers are subject to competency procedures when "they fail to meet the standards within the timeframe agreed and they have failed the beginning or registered teachers' standards". At this point, the principal must advise the teacher that their competence is in question and identify the specific matters causing concern (New Zealand Educational Institute, 2011). The principal, in consultation with the teacher, would then take action, making decisions on timeframes, objectives, and evaluation processes. The NZEI states:

  > Teachers aggrieved by the processes followed by principals or boards of trustees will have a right to use the personal grievance provisions in the collective agreement. (New Zealand Educational Institute, 2007)

- The final assessment becomes more problematic when PRTs move from one school to another during their induction period. Under these circumstances, it is difficult for a school to demonstrate that the PRT has been given appropriate induction and mentoring support

throughout their two-year provisional registration. Furthermore, the different schools may have given the PRT different feedback about their level of competence, resulting in the PRT having a different view of their competence than that expressed in the final school assessment.

- In hard-to-staff schools, a lower level of PRT competence may be tolerated.

The quote below represents the view of the majority of principals on PRT full registration:

> It's a lot easier to register a "borderline" person and hope for the best down the track than not to register them because the onus is on the school to prove that you have done absolutely everything in your power to [help them] meet the standard. There's a lot of pressure and sometimes the softer option is easier for the "borderline" PRT. I don't think the really bad ones get through, but "borderline" ones do. (PF1)

## Summary

The *Registered Teacher Criteria* will apply to all teachers, not just PRTs, from 2012, when all teachers will be required to provide evidence to show they have met the criteria in order to renew their registration.

The *Draft Guidelines* (published in final form in 2011) and the *Registered Teacher Criteria* together have the potential to raise minimum standards of teaching at the point of full registration. However, concerns raised by participants in the pilot programme need to be addressed in order to guarantee these standards. It is therefore timely to consider strengthening induction and mentoring in Aotearoa New Zealand.

# Sustainability and transferability

*This section addresses the sustainability and transferability of the primary–intermediate induction and mentoring pilot programme. Examining issues that emerged from the professional development intervention and the research programme, it presents strategies and challenges, along with possible ways forward.*

## Overview

Certain understandings and practices must be "hard-wired" into the practice of school leaders and mentors, indeed into the cultural norms of the school, for the quality of PRTs' experiences of induction and mentoring to be lifted.

## Principals leading learning

For school principals, embedding high-quality PRT induction and mentoring means enacting three strategies:

1. To systemically lead the professional learning and development required to implement induction and educative mentoring programmes.
2. To manage resources to achieve the induction and mentoring vision and purpose.
3. To provide confidence in the assessment of the PRT against the *Registered Teacher Criteria*.

The following quote exemplifies the first two approaches:

> I set the expectation of what needs to happen. I like to be quite involved with PRTs and I enjoy building a relationship with PRTs; I think that's important. I take an interest in what they're doing and I ensure there's professional development provided for both them and the mentor teachers. I ensure the systems are in place and, more to the point, that they are actually implemented and people follow them, particularly regarding things like release time. (CSP5)

Table 5 identifies eight strategies to support effective PRT induction and mentoring programmes and provides examples of what these look like in practice. While all six pilot schools implemented the majority of these strategies, some gave greater emphasis to one over another. For example, Kahikatea School embedded induction and mentoring into a school-wide programme. External evaluators assessed the individual programmes.

**Table 5: Leadership activities to support PRT induction and mentoring**

| Strategy | Examples of practice |
|---|---|
| Situates PRTs and mentors in schools with a shared understanding of good teaching, where teachers are learners committed to advancing student's learning | • Communicates the induction and mentoring programme to all staff—discusses roles and expectations <br> • Develops and documents, with school staff, a shared vision of good teaching with exemplars—using the *Registered Teacher Criteria* <br> • Plans, on an annual basis, a combination of whole school and individual professional learning and development |
| Situates PRT mentoring within a whole school mentoring programme | • Implements a school-wide mentoring programme: teachers mentor each other, set goals, and observe practice |
| Uses policy, resources, and guidelines to analyse and develop with colleagues and mentors the school induction and mentoring programme | • Builds on knowledge of induction and mentoring, drawing on research, readings, and experts in the field <br> • Uses the national induction and mentoring guidelines to analyse current practices <br> • Develops, with staff, a school vision of induction and mentoring <br> • Develops a school PRT induction and mentoring model <br> • Links induction and mentoring to school-wide mentoring and teacher appraisal <br> • Engages with staff and mentors to develop and publish an induction and mentoring handbook that makes public and guides the process of PRT learning, development, and assessment against the *Registered Teacher Criteria* |
| Develops pedagogical expertise of mentors and PRTS | • Embeds induction and mentoring in a school-wide professional development programme <br> • Provides learning opportunities and professional development for mentors <br> • Expects mentors to document and share their learning and development |

**Table 5 (continued)**

| Strategy | Examples of practice |
|---|---|
| Assigns authority to mentors to design flexible and responsive programmes | • With colleagues, documents mentoring roles and expectations (including the role of the release teacher)<br>• Enables mentors to negotiate a needs-based programme with PRTs<br>• Expects the programme to focus on student's learning<br>• Expects the mentor to continue to develop mentoring expertise<br>• Expects mentors and PRTs to push boundaries, make mistakes, learn, and aspire to developing pedagogical expertise |
| Develops valid assessment of the PRT against the *Registered Teacher Criteria* | • Establishes, with the mentor and PRT, the assessment programme, the timeline, and the evidence required (both formative and summative)<br>• Expects regular reports on PRT progress<br>• Expects evidence from observations, planning, and reflection to focus on student's learning |
| Evaluates induction and mentoring practices | • Uses evidence to self-review the induction and mentoring progamme<br>• Sets goals, makes an action plan, and identifies evidential measures to improve induction and mentoring |
| Engages in professional learning with PRTs and mentors | • Models self as a learner<br>• Takes an active interest—has both formal and informal learning conversations with PRTs and mentors<br>• Celebrates success |

The results of the questionnaire revealed differing perceptions of the effectiveness of the induction and mentoring programme. Generally, principals had a more favourable view of the programme than other groups, such as mentors, PRTs, and teachers. Leaders need relevant information to target programme improvements. This information could be provided through objective feedback on the effectiveness of the school's induction and mentoring programme.

## Mentors leading learning: a curriculum

The pilot provided sustained and rich learning opportunities that focused on conceptual change. It demonstrated that, given these opportunities, mentors can re-conceptualise themselves as learners and come to see mentoring as educative.

Educative mentoring involves building compelling theoretical knowledge, facilitating the development of alternative beliefs and viewpoints, collecting and analysing high-quality evidence that is professionally relevant, and providing a climate where reflection and questioning are the norm.

The *Draft Guidelines* define high-quality mentoring as:

> An experienced colleague who is skilled and resourced with time recognition and training to guide, support, give feedback to, and facilitate evidence-informed reflective learning conversations with the PRT. An "educative mentor" in this sense is not merely a "buddy" providing emotional support and just-in-time tips to the PRT1 (New Zealand Teachers Council, 2009, p. 1)

Mentors reported a lack of educative mentoring knowledge prior to the educative mentoring course. This suggests that all mentors need professional development in order to provide effective mentoring for new teachers entering the profession. Knowledge that guides mentoring practice and the mentor role needs to be made explicit.

As Achinstein and Athanases (2006) assert, mentoring needs to be cast as a deliberate act that is underpinned by knowledge of effective mentoring. Such knowledge could include: an understanding of context and leadership; authority and agency and self as learner; expectations and expertise in practice; and curriculum knowledge and assessment.

A curriculum for mentor development could cover:

- developing clarity of expectations, purpose, and role
- the authority and agency to lead
- critical inquiry into mentor and PRT development
- identifying and articulating teaching expertise
- knowledge of strategies to focus novices on learners
- evidence-based observational and professional conversation skills
- assessment.

Table 6 provides a possible mentor teacher curriculum.

**Table 6: Possible mentoring curriculum**

| Topic | Content |
|---|---|
| Effective mentoring and induction design and practices | • Characteristics of educative mentoring (skills, knowledge, dispositions, practices); contrast with limited mentoring<br>• The impact of expectations on PRTs<br>• School vision statements and induction models |
| PRT learning and development: a learning continuum from pre-service to an accomplished teacher | • PRT learning |
| Cognitive interventions: making explicit and gaining access to thinking underlying the development of teacher expertise | • How to recognise teacher expertise |
| Action research methods and methodology | • Action research methodology: how it differs from scientific research; its suitability for teacher and classroom research; its strengths and weaknesses<br>• Classrooms as sites of inquiry |
| Goal setting | • Research on the link between goal setting and enhanced performance<br>• "SMART" goals |
| Observation and feedback | • Observation strategies and techniques<br>• Constructive feedback<br>• Observation records |

**Table 6 (continued)**

| Topic | Content |
|---|---|
| Professional conversations | • Strategies for learning conversations<br>• The feedback process<br>• Knowledge and skills, agency, deconstruction of practice, co-construction of new practice, integration of theory and practice, self-regulatory approach to learning, teacher's existing theories, student focus<br>• Personal theories of mentoring—goals, mentoring style, resources used, activities engaged in, effectiveness |
| Assessment, moderation, and evidence-based learning | • Assessing PRTs against the *Registered Teacher Criteria* |
| National teaching standards, criteria, and guidelines | • The *Registered Teacher Criteria* and *Satisfactory Teacher Dimensions*<br>• The *Draft Guidelines* |
| Leadership | • Leaders' responsibilities |

## PRT assessment: concerns

All principals, mentors, and PRTs in the pilot found the *Registered Teacher Criteria* useful:

> …I really like the *Registered Teacher Criteria*; it is very clear and professional. When we do observations, I know exactly what is going on. I found that really helpful. I really like that there is a fair amount of evidence collected, so there is a clear correlation between the evidence and meeting the criteria. (BTF1)

Nevertheless, as discussed in the previous section of this report, participants raised some concerns. One concern was the existence of two sets of standards: the interim professional standards and the *Registered Teacher Criteria*. Another key concern was confidence in the *Registered Teacher Criteria* as a benchmark for quality. Participants perceived a lack of consistency in how criteria in the *Registered Teacher Criteria* are interpreted and assessed in different schools. This issue of confidence was particularly highlighted when PRTs changed schools:

> The whole idea of consistency and moderation comes to the fore when PRTs are in multiple schools across the two-year period. This has huge implications for them and could raise issues around confidence and cause anxiety. (MF5)

A further concern was the threat of personal grievance claims. Participants explained that there is tension between the intent of the induction and mentoring phase and *Registered Teacher Criteria* as an aspirational framework of continued professional learning and development and the New Zealand Educational Institute Te Riu Roa employment agreements. This tension was illustrated by a principal as follows:

> The PRT's job description is on the professional standards. If you decide that you've got a concern about this PRT and there is a possibility that you're not going to register them, there's a whole employment disciplinary process that you've got to be very

careful about. It's a different process for both [the interim professional standards and *Registered Teacher Criteria*]. That's when you've got a dilemma. (PF1)

Principals considered that it could be potentially problematic not to recommend "borderline" PRTs for full registration. This happened particularly when there were questions not only about the PRT's ability to meet the *Registered Teacher Criteria,* but also about the quality of the induction and mentoring programme:

Well, that's what I was saying to you; it's easier, it's actually much, much easier to sign ["borderline" PRTs] off because the onus is on the school. (PF6)

Table 7 identifies assessment concerns and suggests some possible ways to move forward.

**Table 7: Assessment concerns and possible ways forward**

| Assessment concern | Possible ways forward |
|---|---|
| The existence of two sets of standards | • Work towards establishing one set of standards for teachers<br>• As an interim measure for appraisal purposes, use the mapped interim professional standards against the *Registered Teacher Criteria*, available on the New Zealand Teachers Council website (http://www.teacherscouncil.govt.nz/) |
| Tension around competency issues in the mentoring phase and in employment agreements | • Address tensions between the *Registered Teacher Criteria* as an aspirational framework and the personal grievance provisions of the New Zealand Educational Institute employment agreements, which a PRT may choose to use if not recommended for full registration after two years |
| Lack of clarity about assessment against the *Registered Teacher Criteria* | • Further clarify the roles and expectations of principals, mentors, and PRTs with regard to formative and summative assessment of PRTs |
| Lack of access to appropriate professional development and teachers' lack of time | • Provide targeted educative induction and mentoring professional development for principals and mentor teachers with an evidenced-based focus |
| Lack of consistency between schools about the standard for meeting *Registered Teacher Criteria* | • Provide benchmark exemplars to show the standard required by the *Registered Teacher Criteria* |
| Lack of confidence in the quality of a just-registered teacher | • Develop a moderation policy and practices to achieve greater levels of consistency across schools |
| The challenge of mentoring and assessing in isolated school contexts | • Develop local networks of principals, mentors, and PRTs to support the moderation of assessment processes |

## Further Challenges

### *Leaders*

In many respects, the differences in the quality of induction and mentoring found in the pilot schools before the pilot intervention mirrored differences in the wider school community. One school already had many of the elements of induction and mentoring proposed in the *Draft Guidelines* and theoretical framework, for example, while another had PRTs without mentors and no evidence of PRT induction programmes. While most policies that affect teachers are embedded in the school annual plan and school practices, PRT induction and mentoring policies become relevant only when a PRT is appointed. Making such policies pertinent to principals so they do not fall back on past practices is critical to strengthening PRT induction and mentoring experiences.

Principals and mentors raised four key resourcing challenges in their individual interviews and focus groups.:

- The difficulties in appointing an appropriate mentor in smaller schools and in intermediate schools where PRTs are specialist teachers.
- The challenge of appointing mentors who are educative and have the ability to support teacher learning and development. The following comment from the Manuka School principal represents the views of other principals in the pilot:

    If you are going to be a mentor teacher, you actually have to want to be one. I think that there are a lot of people that I've seen over the years who have been made to be mentor teachers because they are the only person on the staff who's got the experience to do it. I don't know that they actually ever really wanted to do it and that is so counterproductive. (CSP5)

    Indeed, when mentors were directed by principals to mentor PRTs and attend the pilot course, their engagement in the programme was initially superficial until the relevance of the learning to their practice became apparent.

- The need to appoint quality release teachers. This challenge was explained by the Horoeka School principal:

    I guess one of the problems is making sure you've got a good release teacher, so that if the PRT is going out of their classroom, they do not have to [return to] a class that has become dysfunctional because of the release teacher. Likewise the release teacher shouldn't be somebody who will pick holes and criticise the work that they're doing. (CSP1)

- The challenge of adequately resourcing PRTs who are OTTs.

*Mentors*

Mentors in the pilot acknowledged the need for all mentors to build on their existing practices and gain new understanding and skills specific to effective induction and educative mentoring. Many mentors lack the skills to provide effective mentoring to new teachers. Often these mentors are selected for the role because of their years of experience as teachers or the length of their tenure at the school.

To ensure that PRTs more consistently experience high-quality induction and mentoring, pilot participants recommended a national approach to mentoring that recognises the importance of the mentors' role and provides professional development to all mentors. The following suggestions were made during principal and mentor focus group discussions and individual interviews:

- Raise the status of mentoring at a national level through the development of a mentoring career pathway:

  > There needs to be a recognised pathway and then mentoring will be respected. You could have a community of mentors within every school cluster. Strength could be developed through moderation with a community group of mentors. (MF4)

- Provide examples to illustrate the mentor's role, as described in the *Draft Guidelines*. As the mentor from Horoeka said:

  > I'm big on guidelines. I like structure and I like to know where I'm going, with examples. This might be observations or videos. (CSM6)

- Give all mentors access to in-depth professional development in mentoring. This should not be a "one-size-fits-all" programme, as the mentor from Kahikatea School explained:

  > Mentors need up-to-date research in how PRTs' learn and what's most effective for them. They also need up-to-date information about raising student outcomes and to have some of their mentoring beliefs challenged. (CSM13)

- Provide ongoing on-site support for mentor teachers, in addition to formal training. All principals agreed that mentors should develop mentoring expertise through some form of professional development. However, not all agreed that the curriculum for this development should be standard. The Pohutukawa School principal believed mentors should be qualified:

  > Maybe mentors need a "driver's license" to become a mentor teacher. If you have got the license, you can claim an allowance. I am suggesting something that gives mentors an incentive to do the professional development to get [their] mentoring certificate. (CSP3)

- Set up a "mentoring community" to address mentors' questions and provide access to a library of resources and research.

Table 8 lists some challenges and possible solutions suggested by participants in the pilot programme to improve the consistency and quality of PRT induction and mentoring.

**Table 8: Improving the consistency and quality of PRT induction and mentoring**

| Challenge | Possible solutions |
|---|---|
| Make induction and mentoring policy and the *Draft Guidelines* pertinent to principals so they do not fall back on past practices | • Lift the profile of leadership roles in the *Draft Guidelines*<br>• Send an email alert to principals and mentors on the appointment of a PRT to direct them to relevant policy, training support, and the *Draft Guidelines* and other resources |
| Appoint an appropriate mentor in small schools and in intermediate schools where PRTs are specialist teachers | • Establish networks of support—an in-school mentor focused on pedagogy and an out-of-school specialist teacher to model curriculum and planning |
| Appoint willing mentors who are educative with the ability to support new teacher learning and development | • Make the role professionally attractive by developing a mentoring career pathway that gives mentoring status at a national level<br>• Clarify expectations, with the *Draft Guidelines* explicitly describing the expectations of mentors<br>• Provide mentors with access to in-depth professional development in mentoring—recognising that this should not take a " one-size-fits-all" approach<br>• Provide ongoing on-site support for mentor teachers<br>• Provide formal education in educative mentoring |
| Appoint high-quality release teachers | • Clarify and document the role and expectations of release teachers as members of the PRT induction and mentoring team |
| Overcome the relative isolation of mentors and mentoring where most mentors are working on their own with PRTs | • Establish mentoring networks in each school cluster<br>• Set up a national "mentoring community" to address mentors' questions and provide access to a library of resources and research |

*Review of the* Draft Guidelines

Principals are responsible for the way induction and mentoring resources are used, for the appointment of mentors, and for the final assessment of the PRT against the *Registered Teacher Criteria*. They influence the school culture and ways of teaching. From 2012, all principals will be working with the *Registered Teacher Criteria* to make recommendations to confirm the registration for all teachers. Principals, therefore, are the lynchpin of good induction and mentoring and, like mentors, require time, professional development, and support to understand and fulfil their role in the professional learning and development of new teachers. The pilot programme research suggests that explicitly defining the role and responsibility of the principal and making stronger links between

the *Draft Guidelines* and the *Registered Teacher Criteria* may help alleviate concern that not all PRTs experience appropriate induction and mentoring (Cameron et al., 2007).

Mentors identified five key issues that need to be addressed to strengthen the *Draft Guidelines*. These are summarised in Table 9.

First, mentors confirmed the need for mentor education (referred to as training (p. 1) and development (p. 3) in the *Draft Guidelines*). They believed that mentors should receive some kind of formal education and development before they begin mentoring. Suggestions as to what form this education should take ranged from a two-day mentoring course at the beginning of each school year and ongoing on-site support specifically for mentors, to a postgraduate mentoring qualification. It should be noted that although just under half of the mentors initially registered their interest in enrolling in the heavily subsidized educative mentoring course as a postgraduate qualification paper, only four did so. The reasons offered for this low take-up included career stage and age, current professional commitments, and busyness of teachers' work. This was despite the fact the mentors had already completed and documented 75% of the work required for the course.

Second, mentors suggested the following for inclusion in section 7 of the *Draft Guidelines* "Key Areas of Knowledge, Skills and Dispositions Needed for Effective Mentoring" (2009, p. 5):

- knowledge of effective teacher assessment
- observation skills
- comprehensive knowledge and understanding of the *Registered Teacher Criteria*
- development of effective professional conversation skills (that is, learning conversations).

One mentor explained that becoming more theory-based had supported her feedback to her PRT and made her more confident in her role.

Third, mentors suggested that the principals' and mentor's roles should be made more explicit within the *Draft Guidelines* by developing mentoring as a career pathway and having mentors more involved in the implementation of their school's vision.

Fourth, mentors expressed concern around the language used in the *Draft Guidelines*. Specifically, a number of mentors noted that the *Draft Guidelines* were "too wordy" and should be made more accessible and easier to understand. Another concern was the tension between the phrases "advice and guidance" and "educative mentoring" (*Draft Guidelines*, 2009, p. 1). Mentors suggested that the *Draft Guidelines* clarify the difference between the two types of mentoring. Conversely, the majority of the mentors found that collaboratively "unpacking" the *Draft Guidelines* helped develop a shared understanding of what the criteria meant in practice.

Fifth, the mentors recognised that the *Draft Guidelines* provide a framework to support high-quality, comprehensive, and educative support for PRTs as they begin their teaching in real situations (2009, p. 3). However, they expressed concern about how the staffing resource allocated to PRT induction is used. They agreed that the time allocated was insufficient for all mentoring and professional development activities and that some mentors may need to use dedicated resourcing time to catch up

on their paperwork rather than to work with the PRT directly. In addition, mentors suggested that mentors be given greater agency about how the time allocated was used.

**Table 9:** *Draft Guidelines:* **concerns and possible ways forward**

| Concerns | Possible ways to address concerns |
|---|---|
| How principals can better understand the *Draft Guidelines* and their role in implementing them | • Provide access to professional development, along with online communities of support |
| How mentors can access education, referred to as training (p. 1) and development (p. 3) in the *Draft Guidelines* | • Provide incentives and access to educative mentoring programmes and qualifications |
| How principals' and mentors' roles are explained | • Expand and clarify the role of principals and mentors |
| The language used in the *Draft Guidelines* | • Provide a framework for teachers to work together to unpack the guidelines and develop a shared understanding of what they would look like in practice<br>• Provide definitions and readings |
| How the staffing resource allocated to PRT induction is used | • Provide exemplars of different models of support |

## Summary

School leaders determine whether the systems necessary to sustain high-quality PRT induction and mentoring will be embedded in the school and whether teachers will be encouraged to develop pedagogical expertise. For principals, this means using the *Draft Guidelines*, in combination with the *Registered Teacher Criteria*, to analyse, develop, and evaluate programmes to focus mentors and PRTs on strategies that improve student's learning.

A mentoring curriculum and learning opportunities that develop educative mentoring practices may help achieve greater consistency in PRTs' mentoring experiences.

Teaching is complex and assessing teachers' practice adds yet another layer of complexity. It will be a challenge to develop trustworthy processes that promote confidence in the assessment of PRTs and all teachers against the *Registered Teacher Criteria.* Pilot programme participants suggested providing benchmarking exemplars of a fully registered teacher and developing moderation processes as strategies to address this challenge.

# 4.  Discussion

*This chapter discusses the findings of the primary–intermediate induction and mentoring pilot programme and presents recommendations to help increase PRT experience of high-quality induction and mentoring in Aotearoa New Zealand schools.*

## Introduction

The Aotearoa New Zealand PRT induction and mentoring system is recognised as comprehensive and capable of providing effective induction. However, appropriate resourcing and programmes are not reaching all new teachers. This presents a challenge as PRTs' learning is primarily experienced on the job. They rely on their school to provide high-quality support and practice.

In response to this challenge and to the *Learning to Teach* research, which confirmed the inconsistency of both PRTs' induction experiences and mentoring capability, the Council developed *Draft Guidelines.* These were piloted in the primary–intermediate pilot programme. The *Draft Guidelines* aim to shift the focus of induction from a system that Britton et al. (2003, p. 334) found to be well crafted to support the "status quo" and teachers "fitting-in", to a transformative, educative approach to mentoring PRTs.

The Council's commitment to a shared strategic vision to govern and shape PRT induction and mentoring is evident in the pilot programme. The *Draft Guidelines* go a long way towards addressing the inconsistencies reported in the *Learning to Teach* research (Cameron, 2006, 2007; Cameron et al., 2007). The primary–intermediate pilot intervention and research programme provides further knowledge and insight into supporting the Council's national aim to provide an educative model of induction and mentoring that is transformative in nature and benefits all learners in Aotearoa New Zealand schools.

## Discussion

The pilot programme found that the benefits of induction and mentoring are limited if a school's leadership and culture send contrary messages regarding PRT performance standards. As Sparks suggested (2005, pp. 242-243), the mentor-PRT relationship can simply serve "to further entrench current practice and heighten the resistance to serious reform of teaching and learning" unless mentors are carefully selected and educated to act as "embodiments of the desired future of teaching and learning in the school". For the *Draft Guidelines* to be effective, they need to be implemented by knowledgeable and committed principals and integrated into effective school structures and culture,

thus embedding Cameron's (2007) view that induction is an introduction to career-long professional learning and development to strengthen teaching and student's learning.

## Leadership

The task of the pilot programme was to build knowledge about PRT induction and mentoring and actively engage leaders to ultimately enhance the learning of all ākongo or learners (*Registered Teachers Criteria,* New Zealand Teachers Council, 2010). Robinson, Hohepa, and Lloyd (2009) found:

> The more leaders focus on their influence, their learning, and their relationships with teachers on the core business of teaching and learning, the greater their influence on student outcomes.

The pilot programme provided evidence that school leaders, including mentor teachers, are pivotal to the effective translation of national induction and mentoring policy and guidelines into practices to improve the quality and consistency of PRTs' learning and development. For principals, this means a leadership approach where the focus is building domain knowledge and practices about PRT and mentor development to improve student's learning. Such an approach requires building shared understandings and documenting what pedagogical expertise and educative mentoring is and looks like in their school. It also means setting and evaluating goals and tracking improvements by analysing current induction and mentoring practices against the *Draft Guidelines* and a theoretical framework. These processes positively influence the use of induction and mentoring resources.

An evaluation of the six school programmes confirmed that when the induction and mentoring practices of principals, mentors, PRTs, and classroom teachers align with the purpose outlined in the *Draft Guidelines*, and when there is a theoretical understanding of induction and mentoring, the quality and consistency of PRT experiences is improved. However, the research also found differences in how these groups of participants viewed the effectiveness of PRT induction and mentoring in their school. This suggests there is a need for objective external evaluation along with internal evaluative tools to help address misconceptions and inconsistencies and target resources for improvement.

## Mentors' shifting practice

An aim of the pilot programme was to shift mentors' practice from predominantly affective support and advice to educative strategies to improve student's learning. To achieve this shift, a mentoring curriculum was developed. From this curriculum, mentors built knowledge and engaged in action research to inquire into and provide evidence of mentoring that was educative. Interestingly, mentors found becoming a learner challenging, as they had typically viewed themselves as supporters and problem solvers. To overcome resistance and develop alternative mentoring beliefs and skills, mentors required motivation and engagement with evidence about their own practices. "Aha" moments that signalled the shift from a limited to educative form of mentoring typically took from four to six action research cycles.

Mentors who spent two years in the programme, documenting up to 11 action research cycles, became learners working alongside their PRTs, modelling teacher agency. This occurred through a partnership relationship with the PRT and the use of goal setting, reflection, and evidence to critically analyse and improve mentoring and the PRT's practice. Both mentors and PRTs reported powerful learning experiences.

The pilot programme demonstrated that the shift from limited to educative mentoring requires time to build theoretical knowledge and to test these theories in cycles of evidence-informed practice. This has implications for the design and delivery of mentoring education.

## Assessment

Data from the pilot programme revealed that the *Draft Guidelines* and *Registered Teacher Criteria* were positively viewed as a useful framework to guide PRT learning and assessment. Furthermore, they help clarify expectations and are broad enough to accommodate individual PRT developmental needs. However, mentors reported that both documents could be daunting when read for the first time. Even so, discussing and unpacking the criteria in the pilot mentoring programme enabled the mentors to develop an understanding of how the criteria translated into teaching practice and to identify the evidence required to show the criteria are met. To use the *Registered Teacher Criteria* effectively, schools will need to do the same. Engaging in this process within a school should facilitate a shared understanding of good and successful teaching.

Not surprisingly, given the complexity of teaching, issues around assessment of PRTs against the *Registered Teacher Criteria* were identified. Most principals expressed concern about the level of confidence they had in the *Registered Teacher Criteria* as a benchmark of quality. Principals and mentors suggested there was a need for moderation of judgments against the criteria, particularly in "borderline" cases. The relative isolation of mentors and the quality of evidence used to assess PRTs were mentioned as particular challenges. Issues around benchmarking across schools need to be addressed to promote greater consistency in the judgments made about quality teaching against the *Registered Teacher Criteria*.

Together, the *Draft Guidelines* and the *Registered Teacher Criteria* have the potential to raise minimum standards of teaching during a PRT's two-year induction phase and at the point of full registration. Making this role explicit and drawing links between the two policy documents will go some way to addressing variations in the way they may be interpreted.

Questions of sustainability and transferability are common to pilot projects. The pilot programme revealed that greater consistency in PRTs experiences across schools may be achieved by using the *Draft Guidelines* and *Registered Teacher Criteria* as a framework and tool for analysis to improve learning for all. However, further longitudinal research is required to confirm the changes made to induction and mentoring practices and benefits claimed. Nevertheless, there are lessons to be learned.

First, the successful transfer of effective induction and mentoring practices identified in the pilot project will require leaders to "hard-wire" the national vision and purpose into the school's vision,

policies, and practices. Second, creating the conditions for PRTs to thrive will mean engaging all members of the school in understanding their role in supporting PRT induction and mentoring. Third, mentors require rich and sustained educative mentoring professional development opportunities based on research and practice-informed curriculum. Situating mentors in a broader mentoring community, within and across schools, has the potential to enable mentors to thrive by providing a professional group (similar to the project) to promote learning and address key issues.

Developing trustworthy processes that promote confidence in the assessment of PRTs and all teachers against the *Registered Teacher Criteria* is a challenge. Addressing constraints and motivating engagement in this role are key to lifting quality. The project provided evidence of principals and mentors commitment to addressing such challenges. Even so, this is a complex task. Kleinhenz and Ingvarson (2007, p. 6), in their report on standards for teachers, acknowledge the difficulties. Nevertheless, they argue that teachers, with training, can reach high levels of reliability when assessing evidence in relation to teaching standards. Clearly, developing processes to improve confidence in PRT assessment is a task for principals and teachers.

# Recommendations

## PRT assessment

Concerns specifically related to the assessment of PRTs included: the existence of two sets of standards, that is the interim professional standards and the *Registered Teacher Criteria*; the low level of confidence in the *Registered Teacher Criteria* acting as a benchmark for quality; and the tensions between the New Zealand Educational Institute competency employment agreement and the intent of the Council *Draft Guidelines* and *Registered Teacher Criteria* as aspirational frameworks for continued professional learning.

| | |
|---|---|
| *Recommendation 1:* | Work towards establishing one set of standards for teachers. |
| *Recommendation 2:* | Initiate negotiations to resolve the tensions between the Educational Institute's competency employment agreement and the intent of the Council *Draft Guidelines* and *Registered Teacher Criteria* as aspirational frameworks for continued professional learning. |
| *Recommendation 3:* | Clarify the expectations of principals, mentors, and PRTs with regard to formative and summative assessment of PRTs. |
| *Recommendation 4:* | Investigate ways of targeting PRT assessment-focussed professional development for principals and mentor teachers. |
| *Recommendation 5:* | Develop benchmark exemplars of *Registered Teacher Criteria* standards. |
| *Recommendation 6:* | Develop moderation policy and practices to achieve greater consistency in the quality of PRTs recommended for full registration. |

## Overseas trained teachers

Principals and mentors alike found that OTTs required a similar level of support to PRTs to achieve the *Registered Teacher Criteria*, but received less induction funding support.

*Recommendation 7:*   Review the induction and mentoring support for provisionally registered OTTs.

## Professional development

The need for professional development is clear. Principals and mentors require time and support to understand their role in the professional learning and development of new teachers.

*Recommendation 8:*   Offer professional development to principals and mentors to promote understanding of their role and the expectations of the *Draft Guidelines* and *Registered Teacher Criteria*.

*Recommendation 9:*   Develop a mentoring curriculum.

*Recommendation 10:*   Provide mentors with ongoing research-informed professional development in educative mentoring.

## Logistical challenges

Principals find it challenging to appoint suitable mentors in small schools and in intermediates where there are PRT specialist teachers and to find appropriate release teachers for mentors and PRTs.

*Recommendation 11:*   Establish networks of mentors to build capacity and provide a pool of mentoring expertise to support ongoing professional development.

## Information and guidelines

Schools do not always have PRTs on their staff. Consequently, when PRTs are appointed it is important that principals and mentors have access to up-to-date policy and guidelines and know about how to maximise the use of the staffing resource.

*Recommendation 12:*   Ensure that the principal, mentor, and PRT are provided with relevant policy information and guidelines at the time of a PRT appointment.

## Research tool

To promote consistency in the quality of PRTs' induction and mentoring experience, principals and mentors require evidence that the school programme is theoretically sound and that practices reflect the purpose and vision of the *Draft Guidelines*.

*Recommendation 13:*　　Develop a research tool that measures and analyses the effectiveness of PRT induction and mentoring and provides objective feedback to principals about the strengths and weaknesses of their induction and mentoring programme.

## The *Draft Guidelines*

The *Draft Guidelines* and *Registered Teacher Criteria* were identified as effective levers, benefiting principals, mentors, and PRTS. However, findings from the pilot suggest that aspects of these documents could be strengthened.

*Recommendation 14:*　　Make explicit the critical role principals have in the provision of school cultures to support PRT learning.

*Recommendation 15:*　　Make explicit and prioritise the roles and expectations of the principal, mentors, and the school staff in supporting PRTs to achieve the *Registered Teacher Criteria*.

*Recommendation 16:*　　Strengthen the links between the *Draft Guidelines* and the *Registered Teacher Criteria*.

*Recommendation 17:*　　Provide a definition of terms and strengthen clarity of concepts.

*Recommendation 18:*　　Make explicit the critical role principals have in the provision of school cultures to support PRT learning.

*Recommendation 19:*　　Include a transformative strategic vision for induction and mentoring programmes and practices that go beyond advice and guidance as a purpose of the *Draft Guidelines*.

*Recommendation 20:*　　Recognise and clarify the role of the release teacher for mentors and PRTs in the induction and mentoring programme.

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# Abbreviations and glossary

## Abbreviations

OTT      overseas trained teacher

PRT      Provisionally Registered Teacher

## Glossary

| | |
|---|---|
| *Draft Guidelines for Induction and Mentoring Programmes and for Mentor Teacher Development in Aotearoa New Zealand (Draft Guidelines*) | Draft guidelines developed by the New Zealand Teachers Council for schools and early childhood education settings in Aotearoa New Zealand to guide the development and implementation of induction and mentoring programmes. The final version was published in 2011 as *Guidelines for Induction and Mentoring and Mentor Teachers*. |
| Educative mentoring | Educative mentoring requires a vision of good teaching, a regard for Provisionally Registered Teachers as learners, and consideration of how to develop a principled, evidenced-based approach to teaching in order to improve student's learning. |
| Induction | The broad term for all support and guidance (including mentoring) provided to newly graduated teachers as they begin their teaching practice in real situations. |
| Induction and Mentoring Pilot Programme | A New Zealand Teachers Council national project trialling the *Draft Guidelines*. The project involved four sector-specific pilots and an external evaluation and investigated models of induction and mentor teacher development. |
| Limited mentoring | A narrow view of mentoring which has the primary purpose of easing a Provisionally Registered Teacher's entry into the profession with mentors providing "on-the-job support" to identify and fix deficits in the new teacher's practice and help with questions and uncertainties that arise. |

| | |
|---|---|
| Mentor teacher | A registered teacher employed by a school or early childhood education service to mentor the Provisionally Registered Teacher through the provision of induction and mentoring and professional development opportunities. (May also be called a tutor teacher.) |
| New Zealand Teachers Council (the Council) | The professional and regulatory body for registered teachers working in English and Māori medium settings in early childhood education, schools, and other related education institutions in Aotearoa New Zealand.<br><br>(http://www.teacherscouncil.govt.nz) |
| Pedagogical expertise | Pedagogical expertise in the context of this report is defined as having an over-riding concern with students' learning and being constantly alert to developing a repertoire of pedagogical strategies to address this concern. |
| Primary–intermediate induction and mentoring pilot programme | The primary–intermediate education sector induction and mentoring pilot programme, developed by Auckland UniServices Limited as one of four sector-specific pilots within the New Zealand Teachers Council's Induction and Mentoring Pilot Programme. |
| Provisionally Registered Teacher (PRT) | A graduate from an approved initial teacher education programme, who has New Zealand Teachers Council provisional registration. (May also be called a beginning teacher.) |
| *Registered Teacher Criteria* | Developed by the New Zealand Teachers Council, it describes the criteria for quality teaching in Aotearoa New Zealand, detailing what Provisionally Registered Teachers need to show to gain full registration and what experienced teachers need to demonstrate to maintain a practising certificate. The *Registered Teacher Criteria* was piloted in 2009 and published in 2010. |
| *Satisfactory Teacher Dimensions* | Developed by the Teacher Registration Board and first published in 1996, the dimensions have now been superseded by the *Registered Teacher Criteria*. The dimensions described the criteria to be met by all fully registered teachers in Aotearoa New Zealand. |

# Appendix A: New Zealand Teachers Council Draft Guidelines for Induction and Mentoring Programmes and for Mentor Teacher Development in Aotearoa New Zealand

## 1. Introduction

- New Zealand has a well established policy, resourced by Government, for supporting provisionally registered teachers in their first two years of teaching. In the schools sector, PRTs have a reduced teaching load and they are expected to be supported with an advice and guidance programme as they move towards recommendation for full registration. In the early childhood sector, centres are funded by government to provide appropriate advice and guidance and support for PRTs to work towards achievement of full registration.

- Drawing on its research programme in 2006-2007 '*Learning to Teach"*, the Council has developed these draft guidelines for induction and mentoring programmes. The guidelines are currently being used in a national pilot programme and will be finalised in 2011.

## 2. What is meant by 'induction' and 'mentoring' in these guidelines?

2.1.    Induction (sometimes called 'advice and guidance') refers to the comprehensive and educative framework of support provided to provisionally registered teachers as they begin their teaching practice in real situations. Such a framework includes as its most important features, a high quality mentor programme to facilitate practice focused professional learning, on-going professional development from a range of sources, access to external networks and standards-based, evidence informed formative and summative evaluations of professional practice. These programmes require structured support and resources provided from within the teaching institutions and also externally by agencies such as the Council, the Ministry of Education, employing authorities, unions and a variety of other external support services.

2.2.    A 'high quality mentoring programme' refers to the provision of an experienced colleague who is skilled and resourced with time, recognition and training to guide, support, give feedback to and facilitate evidence informed, reflective learning conversations with the PRT. An 'educative mentor' in this sense is not merely a 'buddy' providing emotional support and handy 'just in time' tips to the PRT. Educative mentoring is a highly skilled and highly valued role in the profession.

2.3.    In addition to the educative purpose and nature of these programmes, as outlined above, they also provide the mechanism by which evidence of progress towards meeting the fully registered teacher criteria is gathered and assessed for registration purposes. Furthermore, the Council requires evidence that an appropriate induction programme has been engaged in by a provisionally registered teacher as one of the requirements for granting full registration.

## 3. Strategic Vision Statement for Induction and Mentoring Programmes for PRTs in Aotearoa New Zealand

3.1.    **Purpose of a vision statement**

A shared strategic vision should govern and shape the nature of induction support provided by everyone who has a role in supporting newly qualified teachers. For example, is induction merely to socialise teachers for the status quo?  Or, do we have a *transformative* strategic vision for induction and mentoring programmes and practices?

### 3.2.  Draft vision statement for induction and mentoring programmes for PRTs in Aotearoa New Zealand

> *High quality induction programmes will be provided for all PRTs who aspire to achieve full registration as a teacher in Aotearoa New Zealand.*
>
> *The programmes will be educative in focus and will support recently qualified teaching graduates to become:*
>
> - *Effective teachers for diverse learners in Aotearoa New Zealand*
>
> - *Professionally engaged teachers committed to on-going inquiry into their own teaching and to supporting colleagues in this as a collaborative process.*
>
> *Systematic development and on-going support to mentor teachers will provide the intensive professional support needed by all individual PRTs to maximise their professional learning and progress towards achievement of the above two goals.*
>
> *Through this systematic provision of high quality induction and mentoring of new entrants to the profession, the profession will progressively improve its ability to contribute to equitable learning outcomes for all learners.*

## 4.  Key Principles for Effective Induction and Mentoring of PRTs in Aotearoa New Zealand

Underpinning principles for effective induction and mentoring programmes are that they should be

- based on the aspirations and needs of the teacher
- be responsive to the demographic profile of the learners
- develop teacher agency for their own professional learning
- be educative in focus
- be based in a community of support including the active support by the institution's professional leader
- work towards the programme vision, particularly for gaining equitable outcomes for all learners

## 5.  Essential components of effective induction programmes

### 5.1.  *There is a clear programme vision* [1]
- this provides the why for the programme and drives the direction / outcomes desired

### 5.2.  *There is institutional commitment and support for the programme*
- there needs to be structural support from the employer and senior colleagues, including ensuring dedicated time is provided for the mentoring and other professional development

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[1] See section 3.2.  One purpose of the pilots is to use, and get feedback on this draft vision statement as underpinning the development of induction and mentoring in Aotearoa New Zealand

- there needs to be leadership for a culture of collaborative professional inquiry
- the learning community in some settings, may embrace families and others in the wider community as well as professional colleagues from within and external to the learning setting

**5.3.** *Quality mentoring is a central (but not the sole) component*
- this means mentors need to be carefully selected, provided with access to high quality development and support for their role, and assured of dedicated time to carry out the role (see next section on quality mentoring)
- the teacher will be supported to access learning from the wider professional community including observations of colleagues, participation in structured professional development programmes within and external to the institution

**5.4.** *The programme is based on clear criteria to guide the learning of and formative feedback for the teacher*
- there needs to be a shared understanding of the characteristics of effective teaching
- the criteria for effective teaching currently are the *Satisfactory Teacher Dimensions* that have to be met to gain full registration and renew practising certificates. These will be replaced with revised *Registered Teacher Criteria* after piloting in 2009

**5.5.** *The programme is focused on the daily practice of teachers with their learners*
- programmes will provide intensive, specific guidance based on evidence from the teaching and the learning of all the ākonga – so that the teacher is supported to systematically reflect on this evidence and learn from it
- the programmes will focus on the needs and aspirations of individual PRTs, establishing reciprocal relationships that encourage the PRT to take increasing responsibility for identifying next steps for their professional learning

**5.6.** *The programme will provide the support and processes needed so the teacher can move towards gaining full registration*
- this means meeting the Council requirements for formal documentation of the induction programme and evidence of the teacher's progress towards achievement of the standard for full registration, the *Satisfactory Teacher Dimensions / Registered Teacher Criteria.*

## 6. Essential Components of Quality Mentoring[2]

### 6.1. Vision statement for an effective mentor

*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 acts as a change agent and educational leader, dedicated to facilitating growth in professional capability of the colleagues they specifically support and to the wider learning community*

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

### 6.2. The Role of a Mentor Teacher of PRTs includes:
- *Providing support to the provisionally registered teacher in their new role as a teacher with full responsibility for their learners*

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[2] Although very important, mentoring is only one of the important components of good induction programmes. See section 5.

- *Facilitating learning conversations with the PRT that challenge and support them to use evidence to develop teaching strengths*
- *Assisting the teacher to plan effective learning programmes*
- *Observing the teacher and providing feedback against specific criteria and facilitating the teacher's ability to reflect on that feedback*
- *Assisting the teacher to gather and analyse student learning data in order to inform next steps / different approaches in their teaching*
- *Guiding the teacher towards professional leadership practices to support learning in the unique socio-cultural contexts of Aotearoa New Zealand*
- *Liaising with colleagues to facilitate provision of appropriate support and professional development for the teacher within a professionally focused community of practice*
- *Providing formal assessment of the teacher's progress in relation to the STDs / RTCs*
- *Suggesting professional development suited to current professional needs that may be accessed within or beyond the institution*
- *Advocating for the teacher if need be in terms of their entitlements as a PRT*
- *Demonstrating effective teaching*
- *Listening to and helping the PRT to solve problems*

## 7. Key Areas of Knowledge, Skills and Dispositions Needed for Effective Mentoring

### 7.1. Draft interim[3] list

(1) *Mentors know about teachers, teaching and teacher learning*

This would include areas of knowledge such as:
(a) Contextual knowledge of individual PRTs including cultural background
(b) Pedagogy of teacher education and of mentoring[4]
(c) Professional knowledge, professional standards (STDs/ draft RTC), education context
(d) Leadership and management of change

(2) *Mentors know about learners and learning*

This would include areas of knowledge such as:
(a) Contextual knowledge of the learners the PRT is teaching, including cultural background of individuals and of the community/s the learners are from
(b) Pedagogical content knowledge relating to curriculum area/s the PRT is teaching within
(c) Research into learning e.g. Best Evidence Synthesis reports from Ministry of Education
(d) Collection and interpretation of evidence of learning

(3) *Mentors are able to use mentoring skills and dispositions*

These would include ability to:
(a) Facilitate constructive but challenging professional conversations with PRTs and maintain their enthusiasm
(b) Demonstrate for the PRT effective teaching for diverse learners
(c) Negotiate and advocate on behalf of the teacher
(d) Demonstrate professional leadership and understanding of the potentiality of effective teaching to influence equitable outcomes for learners
(e) Seek cultural advice to support development of te Reo me ona Tikanga

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[3] It is proposed that this draft list of knowledge and skills be piloted in schools and early childhood settings during 2009, and subsequently refined using learning from the pilots.
[4] Two important references here would be the learning from the INSTEP project (Ministry of Education) and the findings in the Timperley, Wilson, Barra & Fung (2008) *Teacher Professional Learning and Development BES,* (Ministry of Education).

### 7.2. Piloting of Interim Knowledge, Skills and Dispositions for Mentors

One of the outcomes of the pilot programmes will be to finalise a desired set of knowledge, skills and dispositions for mentors of PRTs which the profession can build on.

## 8. Guidelines for Provision of Mentor Teacher Development

**8.1.** Pilot programmes will be developed in 2009 to explore models for mentor teacher development and support. The pilot programmes should support the guidelines set out in previous sections for quality induction and mentoring, including the vision statement for an effective mentor.

**8.2.** Although a variety of models will be explored in the pilots, they should draw on the now extensive literature on effective mentoring and mentor teacher development, recognising that brief, one off workshops are insufficient to prepare mentors adequately for their significant role as teacher educators – whether they are mentoring one or more teaching colleagues in their institution or mentoring to a cluster of PRTs from an external agency.

**8.3.** Development programmes may include (but not be confined to) some of the following content:

- Pedagogy of mentoring – including facilitative relationships
- Knowledge of the *Satisfactory Teacher Dimensions* and the *Registered Teacher Criteria*
- Approaches to gathering evidence of teachers' learning and of providing and documenting formative feedback
- Collection and analysis of learning data for PRTs to engage with in their professional learning
- Knowledge of specific strategies such as for supporting differentiated learning needs, English for Second Language learners, English for Additional Language learners, and support to literacy and numeracy learning.
- Leadership development

**8.4** Ongoing support, including structures for professional learning communities for mentors should be established.

Appendix B:   2009 *Induction programme at your school*
              questionnaire (principals and mentors,
              PRTs, teaching staff)

# Principals / Mentor Teachers
# The induction programme at your school

**Indicative Questionnaire for all participants**

School: _____ Year level(s) taught: _____ Gender (please circle one): Male / Female

Years of teaching: _____ Nationality: _____ The first language spoken: _____

(a) Please circle **ONE** number to indicate how you feel about each statement using the given scale.
(b) There are **NO** right or wrong answers.

| Strongly disagree | Tend to disagree | Slightly disagree | Slightly agree | Somewhat agree | Moderately agree | Strongly agree |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

PRT = Beginning Teacher

## *In our school, ...*

| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|---|
| *1.* | the expectations of PRTs are clearly communicated. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *2.* | there are commonly held conceptions of what effective teaching is. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *3.* | students are carefully selected for PRTs' classes. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *4.* | the principal supports PRT induction. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *5.* | effective teaching is evident. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *6.* | teachers are engaged in decision making processes | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *7.* | a PRT is supported emotionally by all staff other than the tutor teacher | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *8.* | the tutor teacher regularly observes the PRT's teaching. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *9.* | a PRT is expected to reflect on their practice from day one of their first year. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *10.* | PRTs are encouraged to participate in NZEI matters. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *11.* | Our school's induction programme design is responsive to PRTs' individual learning needs. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *12.* | we find the New Zealand Teachers Council's/the Ministry of Education's support kit 'Towards Full Registration' useful | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *13.* | there is no one best way to teach. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *14.* | the principal takes an active interest in PRT's induction. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *15.* | teachers' workload are overwhelming. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *16.* | there are high expectations placed on teachers to focus on children' learning and achievement. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *17.* | teachers primarily focus on accountability requirements | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *18.* | a PRT is encouraged to try new ideas. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| | | Strongly agree | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Moderately agree | | | | PTO | |
| | | | | Somewhat agree | | | | |
| | | | | | Slightly agree | | | |
| | | | | | | Slightly disagree | | |
| | | | | | | | Tend to disagree | |
| | | | | | | | | Strongly disagree |

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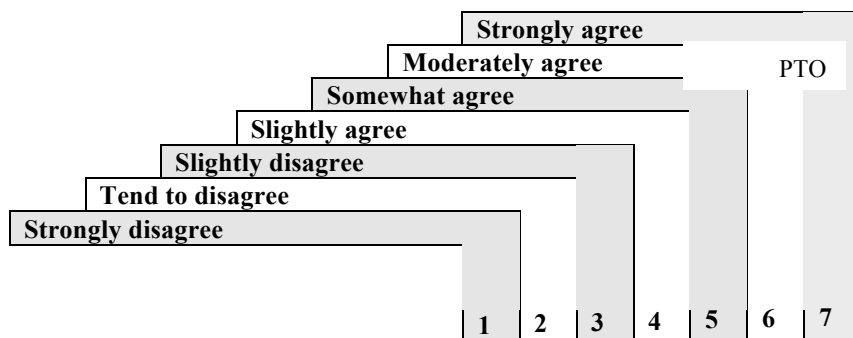
## *In our school, ...*

| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|---|
| *19.* | all teachers actively contribute to the national policies that affect themselves. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *20.* | we find the New Zealand Teachers Council's/the Ministry of Education's draft guidelines useful | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *21.* | a PRT's confidence is fostered by all staff. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *22.* | the tutor teacher regularly engages a PRT in professional conversations | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *23.* | a PRT is expected to set goals related to his/her practice. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *24.* | PRTs are engaged in conversations about school policies that affect teachers. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *25.* | there is a strong link between pre-service teacher education programmes and induction | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *26.* | there is confusion about what standards PRTs should be judged against for full registration | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *27.* | a PRT is expected to evaluate his/her goals | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *28.* | PRTs find it difficult to engage with school matters beyond their own classroom. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *29.* | a vision of effective teaching is articulated to PRTs. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *30.* | senior management is actively involved in PRT's induction. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *31.* | the mentor teacher is physically located near to the PRT. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *32.* | teachers are encouraged and supported in professional development. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *33.* | a PRT's mistakes and fallibility are accepted by all staff | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *34.* | the tutor teacher provides constructive feedback to the PRT about his/her practice | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *35.* | a PRT is expected to set goals related to children's learning. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *36.* | PRTs are readily considered to be part of the school community | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *37.* | A strong link between pre-service teacher education programmes and induction is unnecessary | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *38.* | Our school's induction programme design is effective in supporting PRTs' learning to teach. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *39.* | Judgements made about a PRT's readiness to become fully registered are effectively assessed against the NZTC's Draft Registered Teacher Criteria/Satisfactory Teacher Dimensions. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *40.* | a vision of effective teaching is unclear to PRTs. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *41.* | the principal clearly communicates the school's induction programme | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *42.* | teachers support PRTs | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| | Strongly disagree | Tend to disagree | Slightly disagree | Slightly agree | Somewhat agree | Moderately agree | Strongly agree |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**In our school, …**

| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|---|
| *43.* | the tutor teacher provides constructive feedback to the PRT about children's learning | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *44.* | tutor teacher(s) model effective teaching practices. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *45.* | a PRT is respected as a colleague by all staff | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *46.* | teachers professional conversations with PRTs are generally about children's learning | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|---|
| *47.* | Our school effectively uses the staffing resource to support PRTs' learning. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *48.* | Teachers draw on their pre-service teacher education learning to inform their practice | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

*Please add any comments if you wish:*

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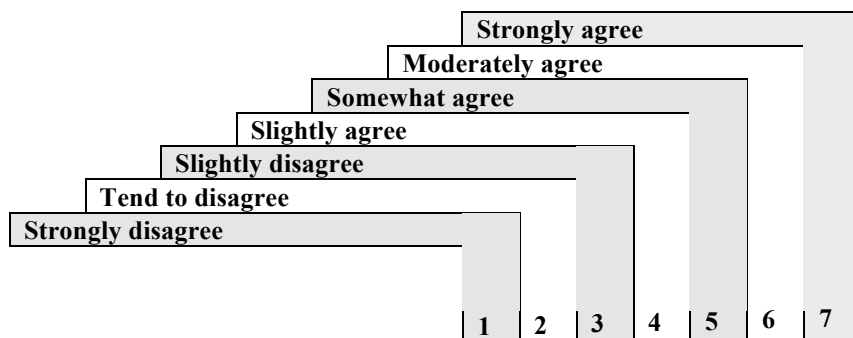*Thank you very much for your assistance!*

# Provisionally Registered Teacher (PRT)

# The induction programme at your school

**Indicative Questionnaire for all participants**

School: _____ Year level(s) taught: _____ Gender (please circle one): Male / Female

Years of teaching: _____ Nationality: _____ The first language spoken: _____

(a) Please circle **ONE** number to indicate how you feel about each statement using the given scale.
(b) There are **NO** right or wrong answers.

| | Strongly disagree | Tend to disagree | Slightly disagree | Slightly agree | Somewhat agree | Moderately agree | Strongly agree |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**PRT = Beginning Teacher**

**In our school, …**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| *1.* | the expectations of PRTs are clearly communicated. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *2.* | there are commonly held conceptions of what effective teaching is. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *3.* | students are carefully selected for PRTs' classes. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *4.* | the principal supports PRT induction. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *5.* | effective teaching is evident. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *6.* | teachers are engaged in decision making processes | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *7.* | a PRT is supported emotionally by all staff other than the tutor teacher | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *8.* | the tutor teacher regularly observes the PRT's teaching. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *9.* | a PRT is expected to reflect on their practice from day one of their first year. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *10.* | PRTs are encouraged to participate in NZEI matters. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *11.* | Our school's induction programme design is responsive to PRTs' individual learning needs. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *12.* | there is no one best way to teach. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *13.* | the principal takes an active interest in PRT's induction. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *14.* | teachers' workload are overwhelming. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *15.* | there are high expectations placed on teachers to focus on children' learning and achievement. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *16.* | teachers primarily focus on accountability requirements | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *17.* | a PRT is encouraged to try new ideas. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**Strongly agree**
**Moderately agree**
**Somewhat agree**
**Slightly agree**
**Slightly disagree**
**Tend to disagree**
**Strongly disagree**
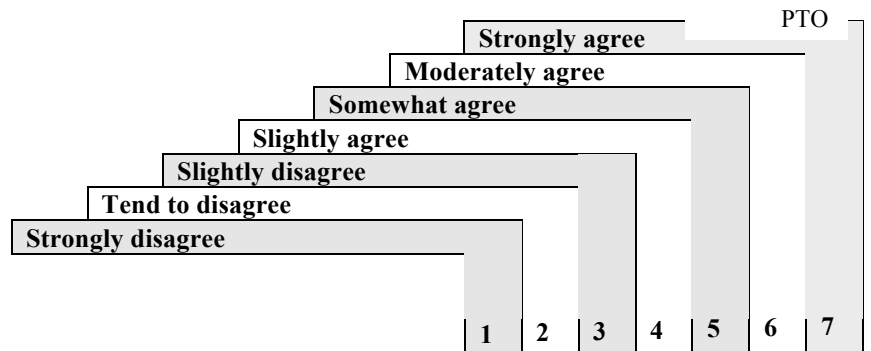
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|---|---|---|---|---|---|---|---|---|

**In our school, …**

| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|---|
| 18. | all teachers actively contribute to the national policies that affect themselves. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 19. | a PRT's confidence is fostered by all staff. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 20. | the tutor teacher regularly engages a PRT in professional conversations | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 21. | a PRT is expected to set goals related to his/her practice. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 22. | PRTs are engaged in conversations about school policies that affect teachers. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 23. | there is a strong link between pre-service teacher education programmes and induction | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 24. | there is confusion about what standards PRTs should be judged against for full registration | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 25. | a PRT is expected to evaluate his/her goals | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 26. | PRTs find it difficult to engage with school matters beyond their own classroom. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 27. | a vision of effective teaching is articulated to PRTs. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 28. | senior management is actively involved in PRT's induction. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 29. | the mentor teacher is physically located near to the PRT. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 30. | teachers are encouraged and supported in professional development. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 31. | a PRT's mistakes and fallibility are accepted by all staff | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 32. | the tutor teacher provides constructive feedback to the PRT about his/her practice | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 33. | a PRT is expected to set goals related to children's learning. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 34. | PRTs are readily considered to be part of the school community | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 35. | A strong link between pre-service teacher education programmes and induction is unnecessary | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 36. | Our school's induction programme design is effective in supporting PRTs' learning to teach. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 37. | a vision of effective teaching is unclear to PRTs. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 38. | the principal clearly communicates the school's induction programme | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 39. | teachers support PRTs | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| | | **Strongly agree** | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | **Moderately agree** | | | | | | |
| | | **Somewhat agree** | | | | | | |
| | | **Slightly agree** | | | | | | |
| | | **Slightly disagree** | | | | | | |
| | | **Tend to disagree** | | | | | | |
| | | **Strongly disagree** | | | | | | |
| | | **1** | **2** | **3** | **4** | **5** | **6** | **7** |

**In our school, …**

| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|---|
| *40.* | the tutor teacher provides constructive feedback to the PRT about children's learning | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *41.* | tutor teacher(s) model effective teaching practices. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *42.* | a PRT is respected as a colleague by all staff | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *43.* | teachers professional conversations with PRTs are generally about children's learning | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *44.* | Our school effectively uses the staffing resource to support PRTs' learning. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *45.* | Teachers draw on their pre-service teacher education learning to inform their practice | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

*Please add any comments if you wish:*

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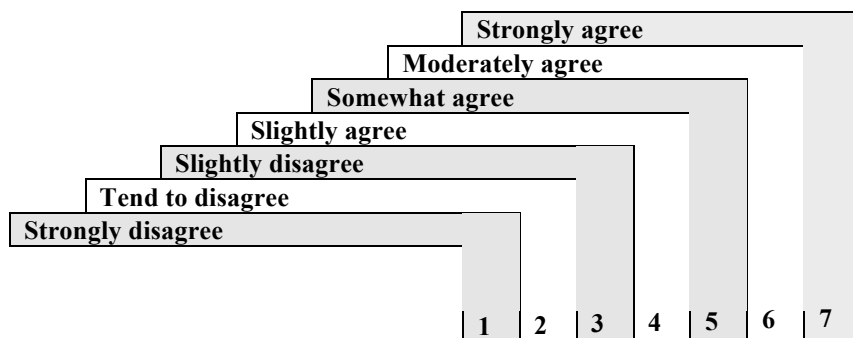*Thank you very much for your assistance!*

# Teaching Staff

## The induction programme at your school

**Indicative Questionnaire for all participants**

School: _____ Year level(s) taught: _____ Gender (please circle one): Male / Female

Years of teaching: _____ Nationality: _____ The first language spoken: _____

(a) Please circle **ONE** number to indicate how you feel about each statement using the given scale.
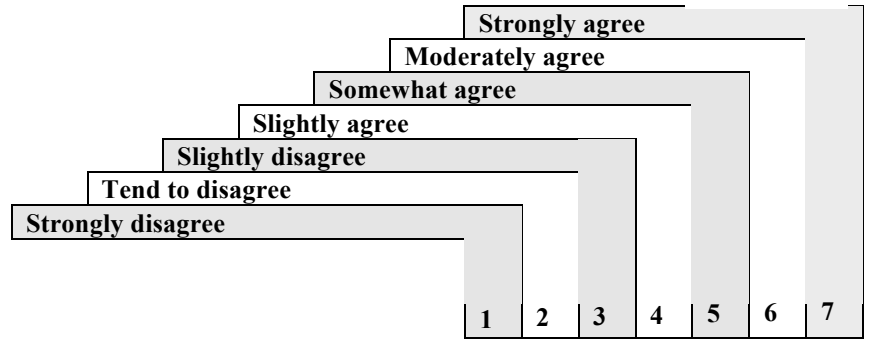(b) There are **NO** right or wrong answers.

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | Strongly agree |
| | | | | | Moderately agree | |
| | | | | Somewhat agree | | |
| | | | Slightly agree | | | |
| | | Slightly disagree | | | | |
| | Tend to disagree | | | | | |
| Strongly disagree | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

PRT = Beginning Teacher

## *In our school, ...*

| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|---|
| *1.* | the expectations of PRTs are clearly communicated. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *2.* | there are commonly held conceptions of what effective teaching is. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *3.* | the principal supports PRT induction. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *4.* | effective teaching is evident. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *5.* | teachers are engaged in decision making processes | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *6.* | a PRT is supported emotionally by all staff other than the tutor teacher | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *7.* | PRTs are encouraged to participate in NZEI matters. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *8.* | Our school's induction programme design is responsive to PRTs' individual learning needs. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *9.* | there is no one best way to teach. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *10.* | the principal takes an active interest in PRT's induction. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *11.* | teachers' workload are overwhelming. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *12.* | there are high expectations placed on teachers to focus on children' learning and achievement. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *13.* | teachers primarily focus on accountability requirements | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *14.* | a PRT is encouraged to try new ideas. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *15.* | all teachers actively contribute to the national policies that affect themselves. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *16.* | a PRT's confidence is fostered by all staff. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| | | Strongly agree | | | | |
| | Moderately agree | | | | | |
| | Somewhat agree | | | | | |
| Slightly agree | | | | | | |
| Slightly disagree | | | | | | |
| Tend to disagree | | | | | | |
| Strongly disagree | | | | | | |

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

## *In our school, ...*

| | | | | | | | | |
|----|-----------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|
| 17. | PRTs are engaged in conversations about school policies that affect teachers. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 18. | there is a strong link between pre-service teacher education programmes and induction | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 19. | a vision of effective teaching is articulated to PRTs. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 20. | senior management is actively involved in PRT's induction. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 21. | the mentor teacher is physically located near to the PRT. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 22. | teachers are encouraged and supported in professional development. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 23. | a PRT's mistakes and fallibility are accepted by all staff | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 24. | PRTs are readily considered to be part of the school community | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 25. | A strong link between pre-service teacher education programmes and induction is unnecessary | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 26. | Our school's induction programme design is effective in supporting PRTs' learning to teach. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 27. | a vision of effective teaching is unclear to PRTs. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 28. | the principal clearly communicates the school's induction programme | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 29. | teachers support PRTs | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 30. | tutor teacher(s) model effective teaching practices. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 31. | a PRT is respected as a colleague by all staff | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 32. | Our school effectively uses the staffing resource to support PRTs' learning. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 33. | Teachers draw on their pre-service teacher education learning to inform their practice | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

*Please add any comments if you wish:*

_____

_____

_____

_____

_____

### *Thank you very much for your assistance!*

**In our school…**

Appendix C:   2010 Perception of beginning teacher induction at our school questionnaire

SD = strongly disagree; SA= strongly agree

# In our school…

**Perceptions of Beginning Teacher Induction in our School**

**Directions.** Please make a slash mark on the line indicating your **general** level of agreement with each item from *strongly disagree (SD)* to *strongly agree (SA)*. Please answer *all items* in the questionnaire

Each of the items start with the stem: "In our school…"

> **Example:**
> **In our school…**
>  students respect teachers' authority.
>
> |----------------------------------------------------|------------------|
> strongly disagree                              strongly agree
>      SD                                                           SA

# In our school…

1. teachers are aware of the NZTC Draft Induction and Mentoring Guidelines.

SD                                                                SA

2. the principal selects effective mentors to induct beginning teachers.

SD                                                                SA

3. teachers are engaged in decision making when planning *how* the curriculum will be taught.

4. beginning teachers are encouraged to reflect on their classroom practice from the

SD                                                                SA

SD                                                                SA

5. beginning teachers are listened to by other teachers.

SD                                                                SA

# In our school…

6. staff are encouraged to engage in professional learning and development.

SD             SA
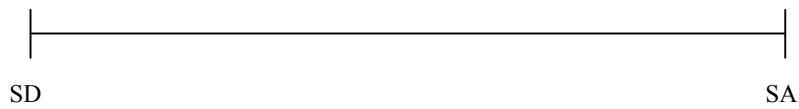
7. beginning teachers' ability to meet the Registered Teacher Criteria is judged, in part, on student performance data.

SD             SA
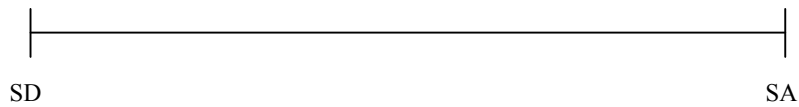
8. mentors observe beginning teachers' practice.

SD             SA
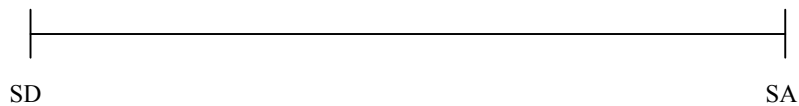
9. beginning teachers are readily considered to be part of the collaborative school community.

SD  about good teaching.   SA

SD             SA
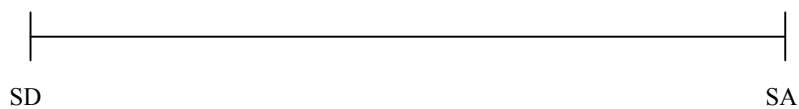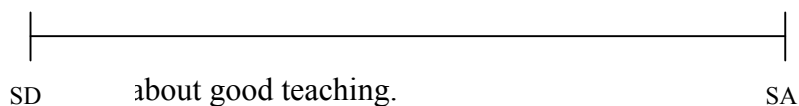
11. mentors clearly communicate school expectations to beginning teachers.

SD             SA
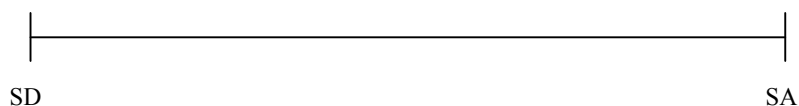
12. mentors are given adequate time to support beginning teachers.

SD             SA
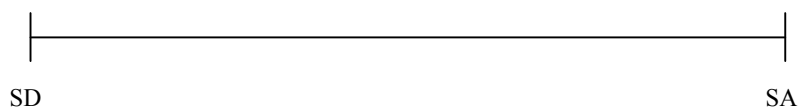
# In our school…

13. beginning teachers are supported emotionally by mentors.

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|———————————————————————————————————————|
SD                                      SA
```
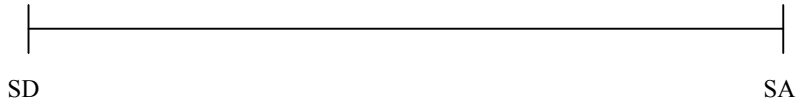
14. mentors find it difficult to critically assess beginning teachers who are not meeting criteria/standards.

```
|———————————————————————————————————————|
SD                                      SA
```
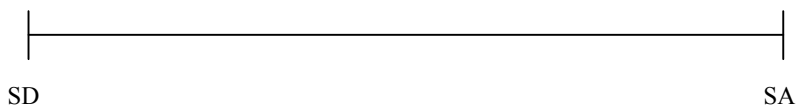
15. beginning teachers are provided with professional development opportunities that meet their needs.

```
|———————————————————————————————————————|
SD                                      SA
```

16. the principal expects beginning teachers to focus on student learning.

```
|———————————————————————————————————————|
SD                                      SA
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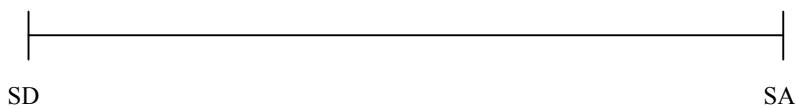
17. mentors encourage beginning teachers to try out different approaches to teaching.

```
|———————————————————————————————————————|
SD                                      SA
```
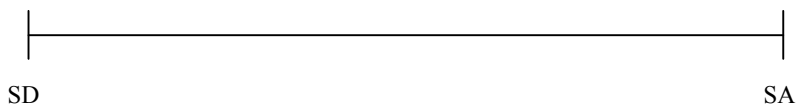
18. beginning teachers' confidence in teaching is fostered by staff.

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|———————————————————————————————————————|
SD                                      SA
```
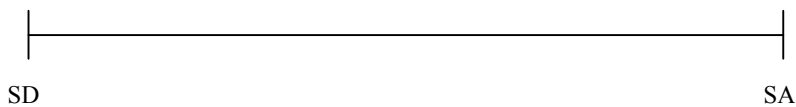
19. mentors provide constructive feedback to beginning teachers about their practice.

## In our school…

SD                           SA
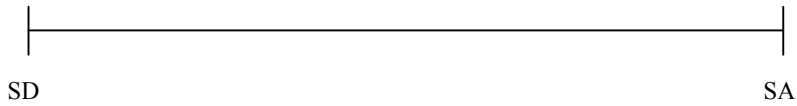
20. mentors are aware of the expectations associated with their role.

SD                           SA
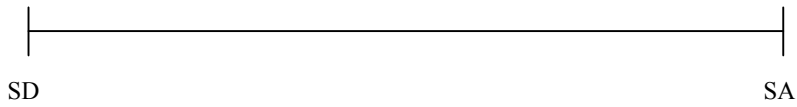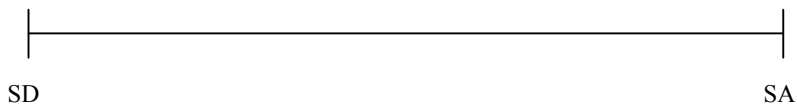
21. beginning teachers feel comfortable to approach other teachers for help.

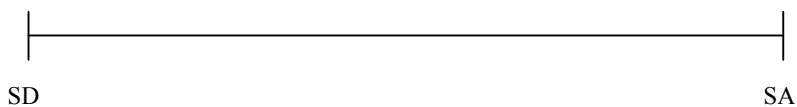SD                           SA
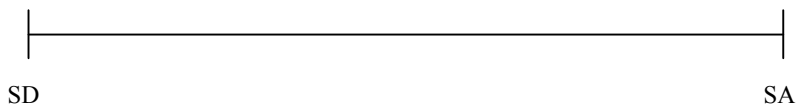
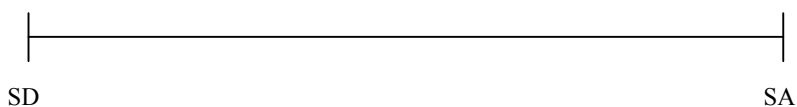22. mentors foster beginning teachers' confidence in teaching.

SD                           SA
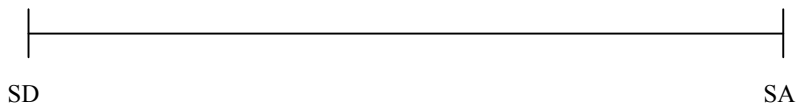
23. only beginning teachers who meet the Registered Teacher Criteria can become fully registered.

SD                           SA

24. we have a professional learning and development programme that encourages career-long learning.

SD                           SA

25. beginning teachers are expected to focus on student learning.

SD                           SA

## In our school…

26. the principal values mentors' role in beginning teacher induction.

```
├──────────────────────────────────────────────┤
SD                                              SA
```
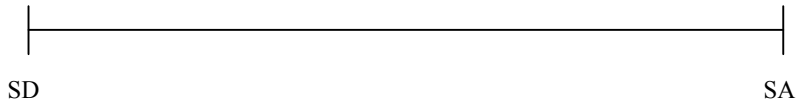
27. the principal clearly communicates school expectations to beginning teachers.

```
├──────────────────────────────────────────────┤
SD                                              SA
```
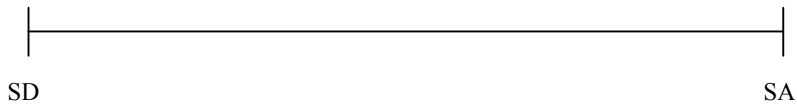
28. teachers focus primarily on accountability requirements (e.g., reporting to parents, assessment requirements)
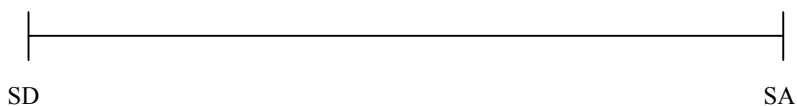
```
├──────────────────────────────────────────────┤
SD                                              SA
```
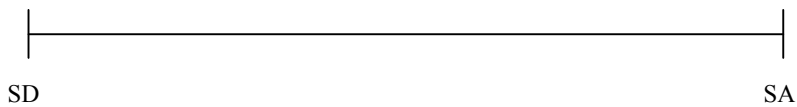
29. mentors model effective teaching practices.

```
├──────────────────────────────────────────────┤
SD                                              SA
```
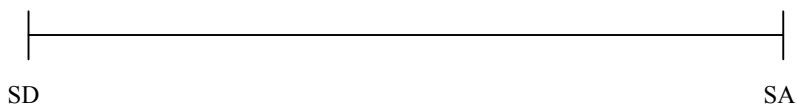
30. evidence is required to assess beginning teachers' ability to meet the national criteria.

```
├──────────────────────────────────────────────┤
SD                                              SA
```
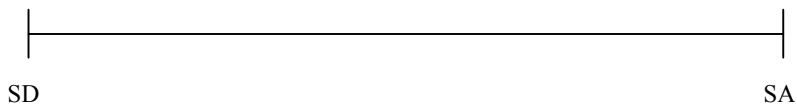
31. pre-service teacher education influences beginning teachers.

```
├──────────────────────────────────────────────┤
SD                                              SA
```

# In our school…

32. beginning teachers' successes are acknowledged.

|—————————————————————————————|

SD                     SA
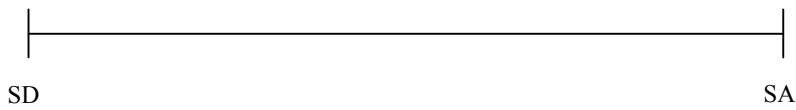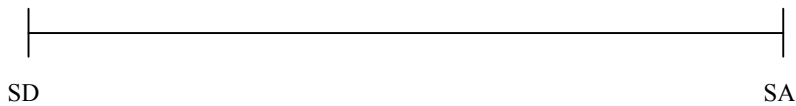
33. mentors know about the resources (e.g., guidelines, release time) that support beginning teacher development

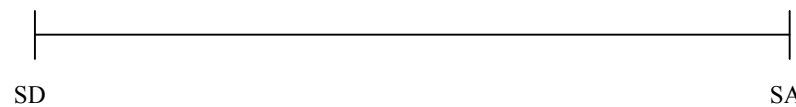|—————————————————————————————|

SD                     SA
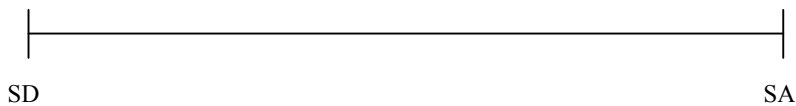
34. there are commonly-held conceptions of what good teaching practice looks like.

|—————————————————————————————|

SD                     SA
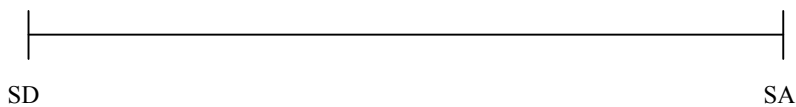
35. teachers' workloads are overwhelming.

|—————————————————————————————|

SD                     SA

36. teachers are engaged in decision making when planning curriculum delivery.

|—————————————————————————————|

SD                     SA

37. mentors assess beginning teachers' learning and development against criteria/standards.

|—————————————————————————————|
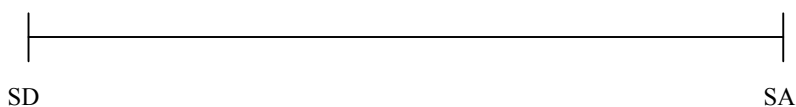
SD                     SA

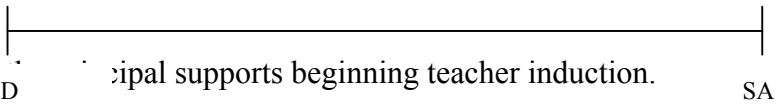38. there is clarity about the evidence required for beginning teachers to meet the national criteria for teacher registration.
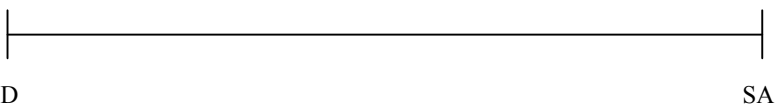
# In our school…

—— ipal supports beginning teacher induction.

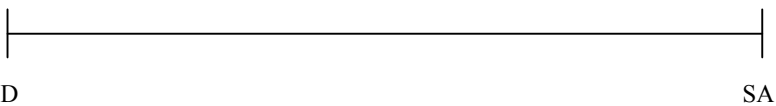SD                                                    SA

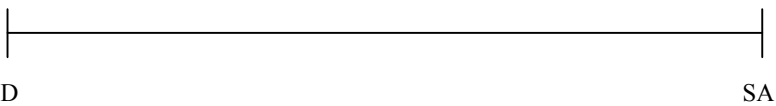SD                                                    SA

40. beginning teachers are expected to focus on classroom management and survival rather than student learning.

SD                                                    SA

41. work conditions (e.g., class size, planning time) are suited to beginning teachers' stage of development.

SD                                                    SA

42. staff support beginning teachers in their development.

SD                                                    SA

43. the standards/criteria used by principals and mentors to assess beginning teachers are clear.

SD                                                    SA

44. beginning teacher induction and mentoring builds on pre-service teacher education programmes.

SD                                                    SA

# In our school…

45. in-class mistakes are viewed as opportunities for beginning teachers to inquire into their practice.

SD                                                                                                    SA

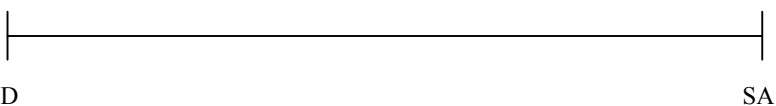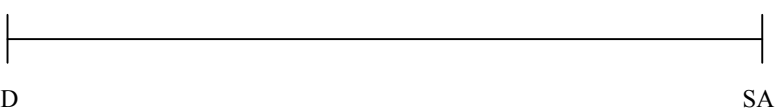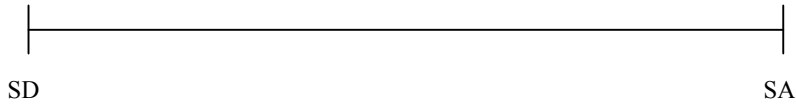46. beginning teachers are given the opportunity to question their beliefs about teaching.

SD                                                                                                    SA
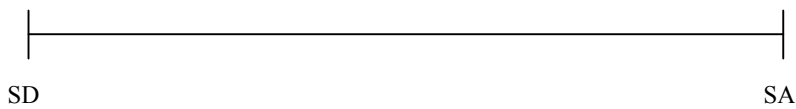
47.  mentors expect beginning teachers to set goals related to their practice.

SD                                                                                                    SA
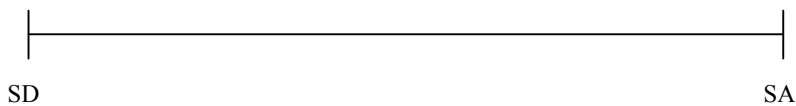
48. staff work in a collaborative and supportive school culture.

SD                                                                                                    SA
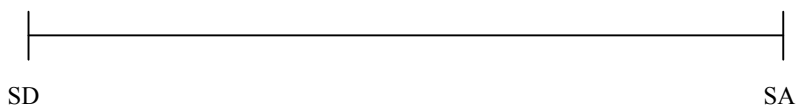
49. the principal is an advocate for the school's induction programme.

SD                 nning teacher induction policy reflects nation:      SA            s.

SD                                                                                                    SA
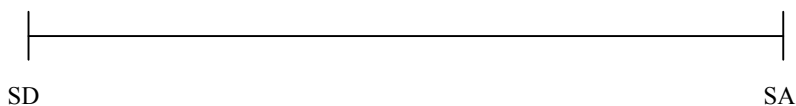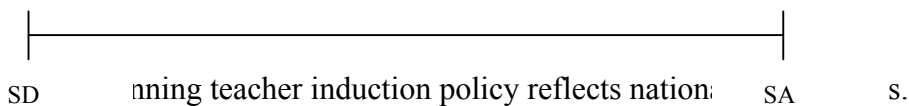
51. the induction policy is put into practice.

SD                                                                                                    SA
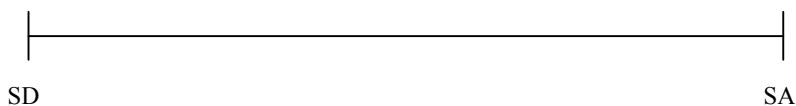
SD = strongly disagree; SA= strongly agree

# In our school…

52. we know what good teaching looks like.

SD ————————————————————————————— SA
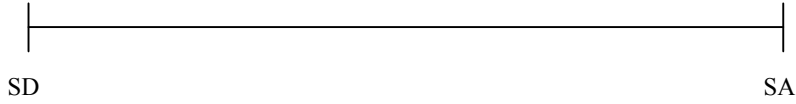
53. beginning teachers feel comfortable getting their questions answered.

SD ————————————————————————————— SA
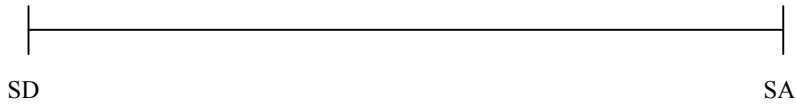
54. mentors are given opportunities to develop their mentoring skills.

SD ————————————————————————————— SA
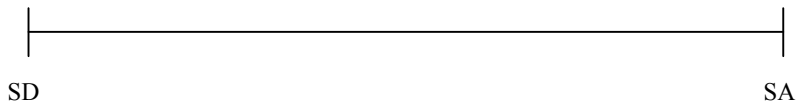
55. the principal plays a key role in the professional relationship between the mentors and the beginning teachers.

SD ————————————————————————————— SA
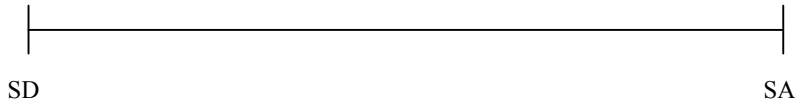
56. mentors observe beginning teachers to enable more effective practice.

SD ————————————————————————————— SA
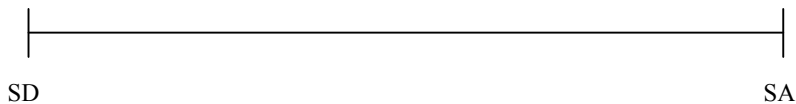
57. teachers are engaged in decision making processes about school matters.

SD ————————————————————————————— SA
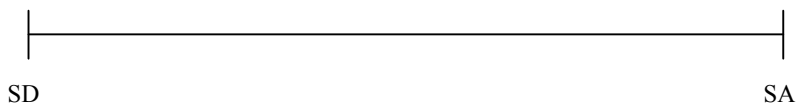
58. beginning teachers have time to manage planning and assessment.

SD ————————————————98———————————— SA
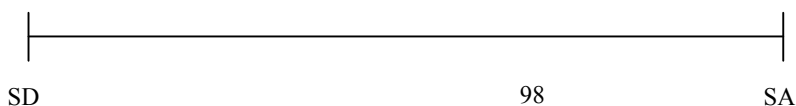
# In our school…

59. Registered Teacher Criteria are used consistently when assessing beginning teachers.

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├─────────────────────────────────┤
SD                                 SA
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60. staff regularly engage with beginning teachers in professional conversations.

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├─────────────────────────────────┤
SD                                 SA
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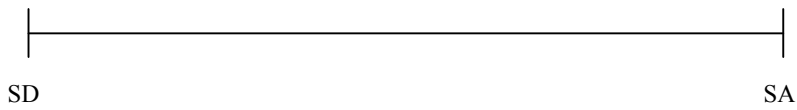
61. there are models of good teaching evident.

```
├─────────────────────────────────┤
SD                                 SA
```
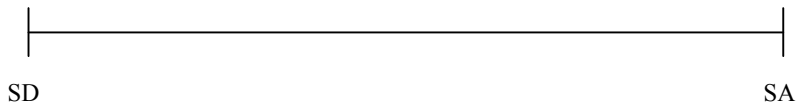
62. students are carefully selected for beginning teachers' classes.

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├─────────────────────────────────┤
SD                                 SA
```
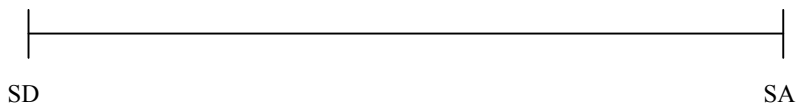
63. mentors guide beginning teachers to set goals related to student learning.

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├─────────────────────────────────┤
SD                                 SA
```
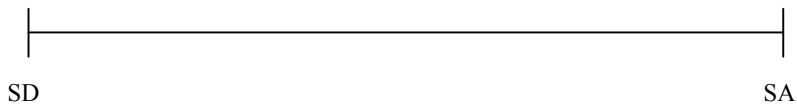
64. beginning teachers' approaches to teaching change over time.

```
├─────────────────────────────────┤
SD                                 SA
```
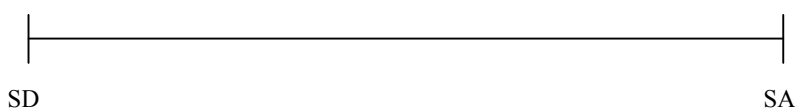
65. staff respect beginning teachers as colleagues.

# In our school…

```
├──────────────────────────────────────┤
SD          cipal takes an active interest in beginning teac    SA         n.
```

```
├──────────────────────────────────────┤
SD                                                    SA
```

67. there is effective use of the staffing resources to support beginning teachers' learning.

```
├──────────────────────────────────────┤
SD                                                    SA
```

68. beginning teachers observe models of good teaching.

```
├──────────────────────────────────────┤
SD                                                    SA
```

69. beginning teachers are emotionally supported by staff.

```
├──────────────────────────────────────┤
SD                                                    SA
```

70. the success of beginning teachers is largely dependent on their relationship with their mentors.

```
├──────────────────────────────────────┤
SD                                                    SA
```

71. teachers take responsibility to develop and improve their own teaching practice.

```
├──────────────────────────────────────┤
SD                                                    SA
```

72. school leaders are actively involved in beginning teachers' induction.

```
├──────────────────────────────────────┤
SD                              100                   SA
```

# In our school…

73. the principal is aware of the expectations of their role in beginning teacher induction.

SD                            SA
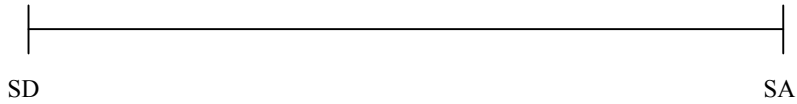
74. beginning teachers work with experienced teachers to collaboratively plan.

SD                            SA

75. mentors provide constructive feedback about student learning to beginning teachers.

SD                            SA
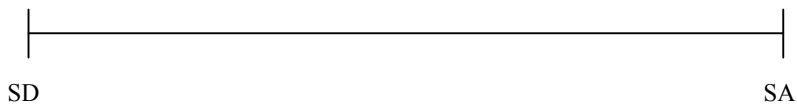
76. it is easy to recognise good teaching.

SD                            SA
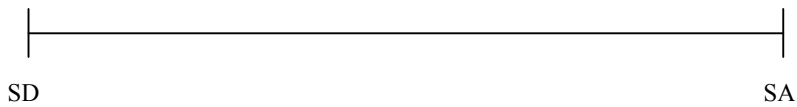
77. beginning teachers have adequate time to reflect on student learning.

SD                            SA
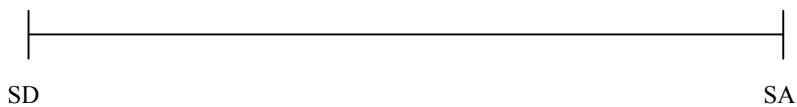
78. mentors regularly engage beginning teachers in professional conversations.

SD                            SA
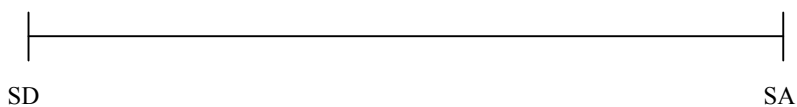
# Appendix D:   Analysis of sound induction survey

# Indicative Questionnaire for Principals/Mentors
## An analysis of sound induction in context against the model

**Instructions:**
1. Rank the 12 characteristics of sound induction in order of importance, 1 being the most important and 12 being the least.
2. From your own School practice, please assess the 12 characteristics of sound induction using the following scale: 1 = not evident, 9 = consistently evident.
3. Comment on your assessment, if necessary
4. Set goals against the characteristics of sound induction you would like to strengthen within your school
5. Identify action to be taken
6. Identify people to be involved

| Alignment with NZTC Draft Guidelines | 12 Characteristics of sound induction | Rank | Assess | Comment | Goals | Action to be taken | Identify people involved |
|---|---|---|---|---|---|---|---|
| 5.2 & 5.3 | National/State or regional coordinated system supported by policy and resources<br><br>e.g. T/T appointed<br>Staffing allocated to support induction programme | | 1 — 9 | | | | |
| 5.4 | There exists clarity of expectations and high levels of consistency between state, community, and school about PRT induction<br><br>e.g. national guidelines used | | 1 — 9 | | | | |
| 5.1 | A vision of good teaching is articulated and observed<br><br>e.g. expectations about what constitutes good teaching communicated | | 1 — 9 | | | | |
| 4 & 5.3 | Powerful leadership underpins PRT induction programmes – principal senior management and mentor (T/T) leadership<br><br>e.g. principals and senior mangers actively support tutor teachers/mentors | | 1 — 9 | | | | |
| | Work conditions are provided to meet PRT needs<br><br>e.g. hand picked class time to manage new tasks | | 1 — 9 | | | | |

| | | |
|---|---|---|
| | | close physical proximity to T/T |
| 4 | $1_____9$ | Collaborative school cultures fortify PRT learning and development<br><br>e.g. teachers working together in teams |
| 4 | $1_____9$ | Teacher agency and democratic practices are promoted and teacher engagement in decision making at micro and macro levels is modeled and expected<br><br>e.g. participation in decision making at school wide and classroom level<br>PRT and T/T negotiate ad flexible and responsive programme |
| 5.3 | $1_____9$ | Multiple individuals (including the tutor/mentor) contribute to PRT learning and development<br><br>Teaching and general staff readily offer PRT support |
| 5.5 | $1_____9$ | Learning occurs in context with the classroom becoming a site of inquiry<br><br>e.g. PRT is given feedback on goals set<br>Teaching observations occur |
| 5.4 & 5.6 | $1_____9$ | Accountability for the PRT induction system and process is through professional peer review<br><br>e.g. PRT learning is assessed against national criteria and validated by T/T, principal, documentation and observation |
| | $1_____9$ | Time and opportunity are provided to enable the PRT to locate themselves within the community of teachers and to establish constructive relationships with the profession<br><br>Staff room/ staff meeting conversations are frequently about children's learning and teachers work |

| | | |
|---|---|---|
| Links between initial teacher education programmes, induction and ongoing learning promote a trajectory of professional development and learning throughout a teacher's career | | |
| E.g. preservice learning is acknowledged. Whole school professional development is planned and implemented for all teachers | | |

## 4. Key Principals for Effective Induction and Mentoring of PRTs in Aotearoa New Zealand

Underpinning principles for effective induction and mentoring programmes are that they should be

- based on the aspirations and needs of the teacher
- be cognisant of the demographic profile of the learners
- develop teacher agency for their own professional learning
- be educative in focus
- be based in a community of support including the active support by the institution's professional leader
- work towards the programme vision, particularly for gaining equitable outcomes for all learners

## 5. Essential components of effective induction programmes

**5.1. There is a clear programme vision** – this provides the why for the programme and drives the direction/outcomes desired

**5.2. There is institutional commitment and support for the programme** - there needs to be structural support from the employer and senior colleagues, including ensuring dedicated time is provided for the mentoring and other professional development there needs to be leadership for a culture of collaborative professional inquiry the learning community in some settings, may embrace families and others in the wider community as well as professional colleagues from within and external to the learning setting

**5.3. Quality mentoring is a central (but not the sole) component** - this means mentors need to be carefully selected, provided with access to high quality development and support for their role, and assured of dedicated time to carry out the role (see next section on quality mentoring)the teacher will be supported to access learning from the wider professional community including observations of colleagues, participation in structured professional development programmes within and external to the institution

**5.4. The programme is based on clear criteria to guide the learning of and formative feedback for the teacher** - there needs to be a shared understanding of the characteristics of effective teaching the criteria for effective teaching currently are the Satisfactory Teacher Dimensions that have to be met to gain full registration and renew practising certificates. These will be replaced with revised Registered Teacher Criteria after piloting in 2009

**5.5. The programme is focused on the daily practice of teachers with their learners** - programmes will provide intensive, specific guidance based on evidence from the teaching and the learning of all the ākonga - so that the teacher is supported to systematically reflect on this evidence and learn from tithe programmes will focus on the needs and aspirations of individual PRTs, establishing reciprocal relationships that encourage the PRT to take increasing responsibility for identifying next steps for their professional learning

**5.6. The programme will provide the support and processes needed so the teacher can move towards gaining full registration** - this means meeting the Teachers Council requirements in terms of formal documentation of the induction programme and of the teacher's progress towards achievement of the standard for full registration, evidenced against the Satisfactory Teacher Dimensions /Registered Teacher Criteria.

Appendix E:   Interview schedules
             (principal, mentor, PRT)

Auckland University
Faculty of Education
Induction and Mentoring Project
Pilot interviews

## **Principal**

**1)** How does your leadership as a principal influence PRT induction in your school? Give examples.

_____

_____

_____

_____

**2)** What strategies are put in place to provide high quality induction for PRTs in your school?

_____

_____

_____

_____

**3)** Should "anyone" be selected as a mentor teacher?

_____

_____

_____

_____

**4)** In order to be an educative mentor teacher…
- **a)** What knowledge is required?

_____

_____

_____

_____

- **b)** What skills are required?

_____

_____

_____

_____

- **c)** What dispositions are required?

_____

_____

_____

_____

**5)** How do you as a principal support your mentor/tutor teachers?

_____

_____

_____

**6)** What are some factors you can identify which **enable** the provision of effective PRT induction

_____

_____

_____

_____

**7)** What are some factors you can identify which might **place constraints** on the provision of effective PRT induction

_____

_____

_____

_____

**8)** How has this pilot program influenced your school's PRT induction, programme and practices? Give examples.

| Not at all | Slightly | Somewhat | Satisfactorily | Reasonably Effectively | Effectively | Extremely Effectively |

**10)** What aspects of induction/mentoring would you want addressed through the program next year?

_____

_____

_____

_____

**11)** Research has shown that nationally, there is inconsistency around the quality of PRT induction. What strategies could be put in place to provide high quality induction for all PRTs across all NZ primary schools?

_____

_____

_____

_____

**12)** What are some ideas/suggestions for supporting mentor teachers nationally?

_____

_____

_____

_____

**13)** How do you assess a PRT's readiness for full registration in your school? What evidence is collected?

_____

_____

_____

_____

_____

**14)** How can a higher level of consistency for assessing a PRT's readiness for full registration be achieved nationally?

| Not at all | Slightly | Somewhat | Satisfactorily | Reasonably Effectively | Effectively | Extremely Effectively |
| --- | --- | --- | --- | --- | --- | --- |
| \| | \| | \| | \| | \| | \| | \| |

| Not at all | Slightly | Somewhat | Satisfactorily | Reasonably Effectively | Effectively | Extremely Effectively |
| --- | --- | --- | --- | --- | --- | --- |
| \| | \| | \| | \| | \| | \| | \| |

**17)** Is there anything else that you would like to add?

_____

_____

_____

_____

Auckland University

Faculty of Education
Induction and Mentoring Project
Pilot interviews

# Mentor Teacher

*Educative mentoring conversations/skills and understandings*

**1)** What mentoring goals have you set for yourself and why did you choose these goals?

**2)** How do your mentoring goals support the development of your mentoring skills?

**3)** What are the key things that you learned from the educative mentoring conversations to date/so far?

**4)** What insights about your mentoring practice have you gained from your taped educative mentoring conversations? How did this impact on your practice?

*Mentor teachers central to PRT learning and development*

**5)** How were you selected as a mentor teacher?

**6)** Should "anyone" be selected as a mentor teacher? Should there be formal training? Should training be made compulsory? What would it look like?

_____

_____

_____

_____

**7)** Suggest strategies for strengthening mentor teacher practice.

_____

_____

_____

_____

**8)** What do mentors need to know about…
  •  **a)** teaching?

_____

_____

_____

_____

  •  **b)** teacher learning? (p.7 Draft Guidelines)

_____

_____

_____

  •  **c)** students and their learning?

_____

_____

_____

_____

| Not at all | Slightly | Somewhat | Satisfactorily | Reasonably Effectively | Effectively | Extremely Effectively |
|---|---|---|---|---|---|---|

**10)** In order to be an educative mentor…
  •  **a)** What knowledge is required?

_____

_____

_____

_____

- **b)** What skills are required?

_____
_____
_____
_____

- **c)** What dispositions are required?

_____
_____
_____
_____

*General*

**11)** Can you give some examples of the ways you are supported as a mentor/tutor teacher?

_____
_____
_____
_____

**12)** How do you assess a PRT's readiness for full registration in your school? What evidence is collected?

_____
_____
_____
_____

]

|    Not at all    Slightly    Somewhat    Satisfactorily    Reasonably Effectively    Effectively    Extremely Effectively

|——————|——————|——————|——————|——————|——————|

]
t
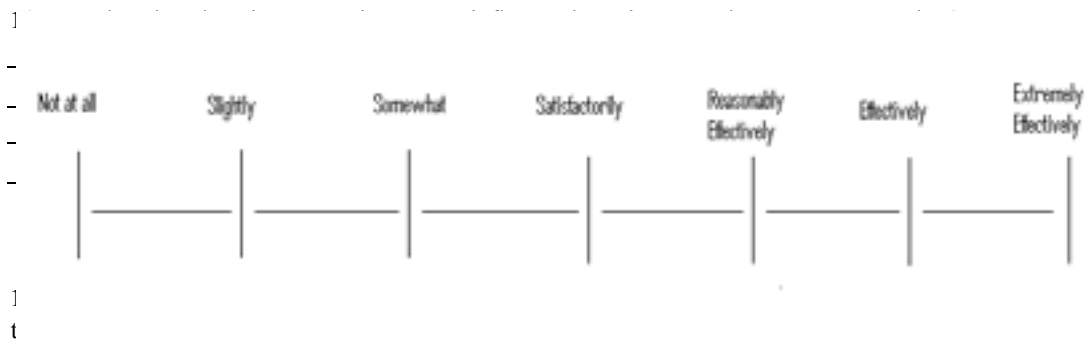
*Nationally*

**15)** What are some ideas/suggestions for supporting mentor teachers nationally?

_____
_____
_____
_____

**16)** What sort of systematic professional development do mentor teachers require?

_____

_____

_____

**17)** What ongoing support should be provided? – What should be the focus?

_____

_____

| Not at all | Slightly | Somewhat | Satisfactorily | Reasonably Effectively | Effectively | Extremely Effectively |

**19)** Is there anything else that you would like to add?

_____

_____

_____

_____

## Provisionally Registered Teacher (PRT)

**1)** How is your induction programme responsive to your learning needs? How could it be improved/ strengthened?

_____

_____

_____

_____

_____

**2)** Your mentor has been engaging you in learning conversations.
- **a)** How do these conversations assist your teaching practice?

_____

_____

_____

- **b)** Give examples of how your learning to teach is supported.

_____

_____

_____

- **c)** Give examples of how your learning to teach is constrained.

_____

_____

_____

_____

**3)** Is there an agreement between your mentor teacher and yourself on the focus of your learning conversations? If yes, in what way is this agreement negotiated?

_____

_____

_____

**4)** Do you feel listened to during these conversations? Are there any examples that you could share?

_____

_____

_____

**5)** Any thoughts on how these conversations could be different?

_____

_____

_____

**6)** What feedback best supports you to focus on student learning?

_____

_____

_____

_____

**7)** Should "anyone" be selected as a mentor teacher?

_____

_____

_____

_____

**8)** In order to be an effective educative mentor teacher…
**a)** What knowledge is required?

_____

_____

_____

_____

**b)** What skills are required?

_____

_____

_____

_____

**c)** What dispositions are required?

_____

_____

| Not at all | Slightly | Somewhat | Satisfactorily | Reasonably Effectively | Effectively | Extremely Effectively |
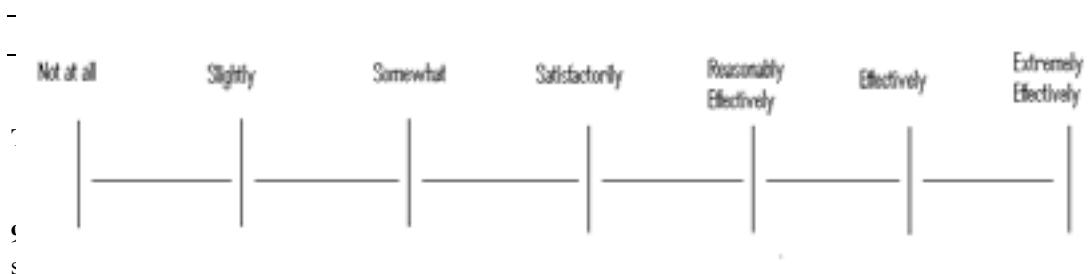
**10)** On a scale of 1-7, how well do you feel your mentor teacher has focused your learning to teach on valued student outcomes?

**11)** As a PRT, have you any specific induction and mentoring needs that you would like to be addressed?

_____

_____

_____

_____

**12)** Is there anything else that you would like to add?

_____

_____

_____

_____

# Appendix F:   Focus group guides (principal, mentor, PRT)

**Principals Focus Group**
**Guiding discussion document**

Time frame: one hour taped focus group

To guide the discussion there are a number of ground rules. First ground rule is to create a safe environment: so that no harm comes to any participant. Confidentiality is essential. Second, it is important that everyone gets the opportunity to speak so listening is important.

The focus of the discussion is on PRT assessment. Prior to beginning teachers (PRTs) becoming fully registered as a teacher they must demonstrate that they meet the NZ Teachers Council's Registered Teacher Criteria. PRTs are expected to have evidence of learning and development across the first two years of teaching. They are signed off as having met the criteria by the mentor with the principal having ultimate authority (sign-off).
To start the discussion we are going to grapple with a dilemma that can confront principals and mentors:

**Scenario 1** - Jenny is a second year teacher in a decile 5 primary school. She is a solo mother with three children. She is not collegial or popular with other staff. She is defensive and struggles to meet all her commitments.  She is a borderline case – in the mentor's view she has not reached the criteria for full registration but the mentor feels sorry for her plight.  Given her personal circumstance the principal recommends her for full registration. Jenny continues to teach over the next 10 years but continues to struggle and requires ongoing support.
Your views (each participant)...General discussion
What could be put in place to address this dilemma?

**Questions**
From your experience, what impacts on the quality of PRTs becoming fully registered?
- Generally...
- Specifically...
- Most?
- Least?

**NZ Teachers Council's Registered Teacher Criteria**
- How do you perceive the criteria effecting  the quality of newly registered teachers
  Continuum: not at all.........................................................................significantly
  Explain why you have put your mark on the continuum

**Making Judgments**
- What matters arise for principals when judging PRTs as meeting the criteria?
- What matters arise for mentors when judging PRTs as meeting the criteria?
- What matters arise for PRTs when judged against the criteria?

**PRT Assessment**
- What evidence do you use to make the judgement about a PRT's ability to meet the RTC?
- Who moderates the judgments made about a PRT's ability to meet the RTC within your school?

**Teacher Quality**
- How reliable is the relationship between a PRT becoming fully registered and the quality of a teacher?
- I can employ a newly fully registered PRT and have confidence that they will be competent
  Strongly disagree ------------------------------------------------------------------- Strongly Agree
  Explain why you put your mark where it is on the continuum

**National consistency**
National inconsistencies have been identified in the quality of  newly registered teachers. In the For Teachers 10, Winter Issue 14, it was asked "how can the profession 'scale –up' the necessary conditions and practice that will make a permanent difference to professional learning of teachers and mentors?" (Cynthia Shaw, 2010)
- How could these national inconsistencies be addressed?
- How should mentors be selected?
- Trained? If so ....What form of training should take place?
- How can we strengthen the consistency of judgements made about PRT's ability to meet the RTC?
- If external moderation for schools' judgements made about PRT's ability to meet the RTC were introduced, how could this work?

We are going to end the session with another scenario:
**Scenario 2** - Craig is a second year teacher who has been judged not to have met the criteria for full teacher registration. The principal has told him he will need to continue as a PRT for at least a further 6 months, with goals and support to lift his performance. Craig, who is inclined not to listen to feedback, disagrees. He applies for, and wins, another job.  The principal learns that after 2 months in the new position, Craig has been signed off as meeting the criteria
Your views (each participant)...General discussion
Any other comments…
 Thank you for participating...

Time frame: one hour taped focus group

To guide the discussion there are a number of ground rules. First ground rule is to create a safe environment: so that no harm comes to any participant. Confidentiality is essential. Second, it is important that everyone gets the opportunity to speak so listening is important.

The focus of the discussion is on PRT assessment. Prior to beginning teachers (PRTs) becoming fully registered as a teacher they must demonstrate that they meet the NZ Teachers Council's Registered Teacher Criteria. PRTs are expected to have evidence of learning and development across the first two years of teaching. They are signed off as having met the criteria by the mentor with the principal having ultimate authority (sign-off).
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Your views (each participant)...General discussion
What could be put in place to address this dilemma?

**Questions**
From your experience, what impacts on the quality of PRTs becoming fully registered?
- Generally...
- Specifically...
- Most?
- Least?

**NZ Teachers Council's Registered Teacher Criteria**
- How do you perceive the criteria effecting the quality of newly registered teachers
  Continuum: not at all..........................................................................significantly
  Explain why you have put your mark on the continuum

**Making Judgments**
- What matters arise for mentors when judging PRTs as meeting the criteria?
- What matters arise for principals when judging PRTs as meeting the criteria?
- What matters arise for PRTs when judged against the criteria?

**PRT Assessment**
- What evidence do you use to make the judgement about a PRT's ability to meet the RTC?
- Who moderates the judgments made about a PRT's ability to meet the RTC within your school?

**Teacher Quality**
- How reliable is the relationship between a PRT becoming fully registered and the quality of a teacher?
- I can employ a newly fully registered PRT and have confidence that they will be competent
  Strongly disagree -------------------------------------------------------------------- Strongly Agree
  Explain why you put your mark where it is on the continuum

**National consistency**
National inconsistencies have been identified in the quality of newly registered teachers. In the For Teachers 10, Winter Issue 14, it was asked "how can the profession 'scale –up' the necessary conditions and practice that will make a permanent difference to professional learning of teachers and mentors?" (Cynthia Shaw, 2010)
- How could these national inconsistencies be addressed?
- How should mentors be selected?
- Trained? If so ....What form of training should take place?
- How can we strengthen the consistency of judgements made about PRT's ability to meet the RTC?
- If external moderation for schools' judgements made about PRT's ability to meet the RTC were introduced, how could this work?

We are going to end the session with another scenario:
**Scenario 2** - Craig is a second year teacher who has been judged not to have met the criteria for full teacher registration. The principal has told him he will need to continue as a PRT for at least a further 6 months, with goals and support to lift his performance. Craig, who is inclined not to listen to feedback, disagrees. He applies for, and wins, another job. The principal learns that after 2 months in the new position, Craig has been signed off as meeting the criteria
Your views (each participant)...General discussion
Any other comments….
Thank you for participating...

**Beginning teacher (PRT) Focus Group**
**Guiding discussion document**

Time frame: one hour taped focus group

To guide the discussion there are a number of ground rules. First ground rule is to create a safe environment: so that no harm comes to any participant. Confidentiality is essential. Second, it is important that everyone gets the opportunity to speak so listening is important.

The focus of the discussion is on PRT assessment. Prior to beginning teachers (PRTs) becoming fully registered as a teacher they must demonstrate that they meet the NZ Teachers Council's Registered Teacher Criteria. PRTs are expected to have evidence of learning and development across the first two years of teaching. They are signed off as having met the criteria by the mentor with the principal having ultimate authority (sign-off).
To start the discussion we are going to grapple with a dilemma that can confront principals and mentors:

**Scenario 1** - Jenny is a second year teacher in a decile 5 primary school. She is a solo mother with three children. She is not collegial or popular with other staff. She is defensive and struggles to meet all her commitments.  She is a borderline case – in the mentor's view she has not reached the criteria for full registration but the mentor feels sorry for her plight.  Given her personal circumstance the principal recommends her for full registration. Jenny continues to teach over the next 10 years but continues to struggle and requires ongoing support.
Your views (each participant)...General discussion
What could be put in place to address this dilemma?

**Questions**
From your experience what impacts on the quality of PRTs becoming fully registered?
- Generally...
- Specifically...
- Most?
- Least?

**NZ Teachers Council's Registered Teacher Criteria**
- How do you perceive the criteria effecting  the quality of newly registered teachers
  Continuum: not at all........................................................................significantly
  Explain why you have put your mark on the continuum

**Making Judgments**
- What matters arise for PRTs when judged against the criteria?
- What matters arise for mentors when judging PRTs as meeting the criteria?
- What matters arise for principals when judging PRTs as meeting the criteria?

**PRT Assessment**
- As a PRT, what evidence do you use to make judgements about your ability to meet the RTC?
- Who moderates the judgments made about your ability to meet the RTC within your school?

**Teacher Quality**
- How reliable is the relationship between a PRT becoming fully registered and the quality of a teacher?
- Do you think principals can employ a newly fully registered teacher and have confidence that they will be competent?
  Strongly disagree ------------------------------------------------------------------- Strongly Agree
  Explain why you put your mark where it is on the continuum

**National consistency**
National inconsistencies have been identified in the quality of  newly registered teachers. In the For Teachers 10, Winter Issue 14, it was asked "how can the profession 'scale –up' the necessary conditions and practice that will make a permanent difference to professional learning of teachers and mentors?" (Cynthia Shaw, 2010)
- How could these national inconsistencies be addressed?
- How should mentors be selected?
- Trained? If so ....What form of training should take place?
- How can we strengthen the consistency of judgements made about PRT's ability to meet the RTC?
- If external moderation for schools' judgements made about PRT's ability to meet the RTC were introduced, how could this work?

We are going to end the session with another scenario:

**Scenario 2** - Craig is a second year teacher who has been judged not to have met the criteria for full teacher registration. The principal has told him he will need to continue as a PRT for at least a further 6 months, with goals and support to lift his performance. Craig, who is inclined not to listen to feedback, disagrees. He applies for, and wins, another job.  The principal learns that after 2 months in the new position, Craig has been signed off as meeting the criteria
Your views (each participant)...General discussion
Any other comments…              Thank you for participating...

# Appendix G: Case study – Manuka School

| Context | Suburban<br>School Roll: 410<br>Decile:  3<br>Type:  Intermediate, Years 7 & 8<br>Mentors: 6<br>PRTs: 6<br>Total School Staff: 23 |
|---|---|
| School Induction and Mentoring Goals | The school's goals centred on the kind of support that PRTs required, namely, strengthening of mentor skills to support PRT learning and development, effective use of time resources, development and clarity of a PRT coordinator role and clear structured guidelines for the school induction programme. |
| What Manuka school wanted to achieve | • Strengthen mentor skills to support PRT learning and development<br>• Appoint PRT coordinator<br>• Develop coordinator's role and school induction programme guidelines.<br>• Effectively use time and resources |
| Action Taken | • Meetings were held with all school staff, mentors, PRTs, and school leaders which included the following:<br>    o Goal setting as a whole school<br>    o Critical analysis of sound induction and mentoring against draft induction and mentoring guidelines and theoretical framework.<br>• A showcase and networking forum was held each year and was an opportunity for principals to present their school induction models and mentors to talk about their learning through action research.<br>• Mentors were invited to participate in 'The Inquiring Teacher' Induction and Mentoring Professional Development Programme.  This involved ten two hour sessions each year.<br>• Of the six mentors, five completed action research cycles and documented their learning.  Two of the mentors participated in the first year and three in the second year of the mentoring course.  The sixth mentor did not participate because of family circumstances.<br>• PRT time allocation to be consistently enforced and planned. |
| Results | • The school developed an induction and mentoring model and vision statement in 2009 which was later revised in 2010 (refer appendix).<br>• Handbook personalised to the school which provides information and guidelines for new mentors and PRTs.<br>• Mentoring capability was increased by five trained mentors.<br>• Appointed a PRT coordinator to effectively manage the use of time and resources.<br>• The school developed clear guidelines for their own induction and mentoring programme. |
| Examples of Constraints | • One mentor was appointed in a senior position and did not complete the course?.<br>• One mentor left teaching.<br>• One mentor discontinued participation because of family illness.<br>• Two of the PRTs were specialist teachers which meant they were relatively isolated and unable to participate in team planning sessions.   One suggested way of combating this constraint is to create links to other schools that also have PRTs who are specialist teachers.<br>• The school was staffed by a number of overseas trained teachers who also required induction and mentoring.<br>• Time was a constraint which was partly addressed by appointing the PRT coordinator whose responsibilities included management of time and resources.<br>• Need to upskill mentors in a school that has a high ratio of overseas trained teachers who were new to the country. |

# Appendix H:   Case study – Horoeka School

| Context | Rural<br>School Roll:  207<br>Decile:  9<br>Type:  Full Primary, Years 1 to 8<br>Mentors: 2<br>PRTs: 3<br>Total School Staff: 13 |
|---|---|
| School Induction and Mentoring Goals | The school had a variety of goals that addressed different issues.  There were goals that had the aim of ensuring that the needs of mentors and PRTs were determined; that PRTs experiences of induction and mentoring were consistent; that mentor skills were strengthened to support PRT learning and development and that the school induction programme be developed collaboratively.  Other goals involved setting up systems for PRTs to request a change of mentor and developing a schedule of meetings to clarify the role of DP/AP support.  Lastly, goals were set that aimed to involve leadership to take a more active role in the induction of PRTs, namely, sharing observation notes with management and scheduling times for the principal to formally and informally observe PRTs. |
| What Horoeka School wanted to achieve | • Ensure PRT's experiences of induction and mentoring are consistent and professional.<br>• Clarity developed around administrative procedures i.e. process for change of mentor.<br>• Provide learning opportunities for PRTS through scheduled observations and meetings.<br>• Determine needs of the mentors and their PRTs.<br>• Strengthen mentor skills to support PRT learning and development.<br>• Involvement of whole school staff in development of school induction programme.<br>• Involvement of management in every PRT's induction. |
| Action Taken | • Meetings were held with all school staff, mentors, PRTs, and school leaders which included the following:<br>   o Goal setting as a whole school<br>   o Critical analysis of sound induction and mentoring against draft induction and mentoring guidelines and theoretical framework.<br>• A showcase and networking forum was held each year and was an opportunity for principals to present their school induction models and mentors to talk about their learning through action research.<br>• Mentors were invited to participate in 'The Inquiring Teacher' Induction and Mentoring Professional Development Programme.  This involved ten two hour sessions each year.<br>• Two mentors finished two years of the mentoring course, and completed annual action research cycles, written reflection and documentation of learning. One of these mentors formally enrolled in the University of Auckland post graduate diploma course in the second year. |
| Results | • The school developed an induction and mentoring model and vision statement in 2009 which was later revised in 2010 (refer appendix).<br>• Handbook personalised to the school which provides information and guidelines for new mentors and PRTs.<br>• The two mentors' engagement in the course, action research cycles and documentation of learning resulted in a major shift from a limited form of mentoring to an educative mentoring approach. |
| Examples of Constraints | • One of the mentors did not have a PRT in the second year of the course but remained committed to developing their mentoring skills.<br>• Limited involvement of principal in the induction of individual PRTs. This was addressed by developing goals around management becoming more involved in PRT's learning and development. |

# Appendix G:   Case study – Ti Kouka School

| | |
|---|---|
| Context | Rural<br>School Roll: 311<br>Decile:  10<br>Type:  Full Primary, Years 1 to 8<br>Mentors: 1<br>PRTs:   3<br>Total school staff:  16 |
| School Induction and Mentoring Goals | The school's goals had a focus on PRT support and professional development with the aim of creating successful teachers.  Emphasis was placed on the value of PRTs being fully integrated, active members of the school community who have a strong focus on student learning and achievement.  Other goals centred on strengthening mentor skills, exposing PRTs to modelling of good teaching practice and conducting planned observations. |
| What Ti Kouka school wanted to achieve | • Create successful teachers who have a strong focus on student learning and achievement.<br>• Actively involve PRTs in the school community.<br>• Strengthen mentor skills.<br>• Expose models of good teaching to PRTs. |
| Action Taken | • Meetings were held with all school staff, mentors, PRTs, and school leaders which included the following:<br>   o Goal setting as a whole school<br>   o Critical analysis of sound induction and mentoring against draft induction and mentoring guidelines and theoretical framework.<br>• A showcase and networking forum was held each year and was an opportunity for principals to present their school induction models and mentors to talk about their learning through action research.<br>• The deputy principal was appointed as the induction and mentoring coordinator which enabled her to allocate time to the role. She mentored two PRTs, whilst the third PRT in the pilot was mentored by another mentor who did not participate in the programme.  The mentoring coordinator participated in the mentor course for two years, and engaged in action research cycles and written reflection for both years.  As part of the course, she attended 10 sessions each of the two years.<br>• Timetabled and planned observations of teaching for PRTs.<br>• Regular weekly meetings that provide opportunities for PRTs to actively participate within the school team. |
| Results | • The school developed an induction and mentoring model and vision statement in 2009 which was later revised in 2010 (refer appendix).<br>• Whole school engagement in goal setting.<br>• Handbook personalised to the school which provides information and guidelines for new mentors and PRTs.<br>• Deputy principal coordinator became the mentor of the mentors and supported the tutor of the third PRT.<br>• Mentoring skills were generalised across other functions (e.g. appraisal).<br>• Mentoring capability which focused on student learning and achievement increased throughout the school.<br>• The mentor became a learner alongside the PRT creating a strong school learning community.<br>• Both the coordinating mentor and principal reported a high degree of satisfaction with the development of the induction and mentoring programme. |
| Examples of constraints | A constraint at the beginning of the pilot was that the coordinating mentor did not have adequate time to undertake the role. The school overcame this by providing the DP/mentoring coordinator with full release from classroom responsibilities. |

# Appendix G:   Case study – Kahikatea School

| Context | Suburban<br>School Roll:  712<br>Decile:  1<br>Type:  Intermediate, Years 7 & 8<br>Mentors:  5<br>PRTs: 8<br>Total School Staff: 37 |
|---|---|
| School Induction and Mentoring Goals | The school's goals were centred on the importance of leadership and the whole staff assisting PRTs through their induction programmes; strengthening staff understanding of PRTs and professional learning; and having mentors who have strong skills, support PRTs with their learning and development.  As a result, the school aimed to have PRTs who were engaged and had success in their induction programme. |
| What Kahikatea school wanted to achieve | • Strengthen leadership around Induction and mentoring<br>• Engage whole staff in assisting PRTs through their induction programme.<br>• Strengthen mentoring skills to support PRT learning and development.<br>• Strengthen staff understanding of PRT and professional learning. |
| Action Taken | • Meetings were held with all school staff, mentors, PRTs, and school leaders which included the following:<br>   o Goal setting as a whole school<br>   o Critical analysis of sound induction and mentoring against draft induction and mentoring guidelines and theoretical framework.<br>• A showcase and networking forum was held each year and was an opportunity for principals to present their school induction models and mentors to talk about their learning through action research.<br>• Mentors were invited to participate in 'The Inquiring Teacher' Induction and Mentoring Professional Development Programme.  This involved ten two hour sessions each year.<br>Of the five mentors, four attended the mentor course for two years. The fifth mentor did not attend the second year due to family circumstances. Four of the mentors engaged in action research cycles with one of those completing only one cycle. One mentor documented their learning and was formally enrolled in the University of Auckland post graduate diploma course in their second year.  One mentor did not engage in action research or document their learning. |
| Results | • The school developed an induction and mentoring model and vision statement in 2009 which was later revised in 2010 (refer appendix).<br>• Handbook personalised to the school which provides information and guidelines for new mentors and PRTs.<br>• There was variability in the capability developed by mentors due to the low rate of documentation of learning and the minimal engagement in action research and written reflection.<br>• The mentoring aspect of the pilot aligned with the leadership goals in the school to establish mentoring for all teachers. |
| Examples of Constraints | • Time and busyness had an effect on the mentors' documentation and written reflection of their learning.<br>• Conflicting priorities in a school managing multiple demands and challenges also had an effect on engagement in learning. |

# Appendix G:   Case study – Rimu School

| Context | Suburban<br>School Roll:  314<br>Decile:  1<br>Type: State Integrated  Full Primary, Years 1 to 8<br>Mentors: 1<br>PRTs: 5<br>Total School Staff: 16 |
|---|---|
| School Induction and Mentoring Goals | The school's goals had a strong emphasis on the entire school staff being responsible for the induction of PRTs while the mentor teachers provide primary support.  The school had the intention of providing PRTs with opportunities to observe good teaching and be involved in decision making in a "positive, professional, life giving and good humoured" environment. |
| What Rimu school wanted to achieve | • Engagement of whole school staff to take responsibility for induction of PRTs.<br>• One mentor taking the lead in PRT induction.<br>• Provide PRTs with the opportunity to observe good teaching.<br>• Engage PRTs in decision making.<br>• Provide positive, professional, life giving and good humoured environment. |
| Action Taken | • Meetings were held with all school staff, mentors, PRTs, and school leaders which included the following:<br>   o Goal setting as a whole school<br>   o Critical analysis of sound induction and mentoring against draft induction and mentoring guidelines and theoretical framework.<br>• School provided time and gave status to the mentoring role by appointing a lead mentor.<br>• The lead mentor engaged in the mentoring programme over two years, two complete action research cycles and documented her learning annually.<br>• A showcase and networking forum was held each year and was an opportunity for principals to present their school induction models and mentors to talk about their learning through action research.<br>• A long history of commitment to induction and mentoring by the principal. |
| Results | • The school developed an induction and mentoring model and vision statement in 2009 which was later revised in 2010 (refer appendix).<br>• Handbook personalised to the school which provides information and guidelines for new mentors and PRTs.<br>• The lead mentors' engagement in action research cycles, written reflection and documentation of learning over a two year period resulted in significant shifts from a limited form of mentoring to an educative framework. |
| Examples of Constraints | • Work and time was managed so that induction and mentoring of PRTs was a priority and well resourced.<br>• Engagement in a mentoring programme further improved mentoring capabilities and potentially the quality of fully registered teachers. |

# Appendix G:   Case study – Pohutukawa School

| Context | Suburban<br>School Roll: 560<br>Decile:  2<br>Type:  Contributing, Years 1 to 6<br>Mentors: 7<br>PRTs: 7<br>Total school staff: 29 |
|---|---|
| School Induction and Mentoring Goals | The school set one goal to review it's induction and mentoring programme to ensure it was aligned with national criteria; a second goal was to formalise a vision of good teaching for the whole school staff to have access to; and the final goals were focussed on enhancing PRTs' learning and development by having them work collaboratively and by strengthening the skills of mentors. |
| What Pohutukawa school wanted to achieve | • Alignment of their induction and mentoring programme with the draft national guidelines and the RTCs.<br>• Create a vision of good teaching for all school staff<br>• Enhance PRTs learning and development through collaborative work<br>• Strengthen the skills of mentors |
| Action Taken | • Meetings were held with all school staff, mentors, PRTs, and school leaders which included the following:<br> o Goal setting as a whole school<br> o Critical analysis of sound induction and mentoring against draft induction and mentoring guidelines and theoretical framework.<br>• A showcase and networking forum was held each year and was an opportunity for principals to present their school induction models and mentors to talk about their learning through action research.<br>• Mentors were invited to participate in 'The Inquiring Teacher' Induction and Mentoring Professional Development Programme.  This involved ten two hour sessions each year.<br>• Five of the seven mentors completed one year of the mentoring course. The two remaining mentors attended the course intermittently due to lack of motivation and family circumstances respectively. Four of the mentors documented their learning and action research cycles. Two of those mentors successfully completed the course as a post graduate diploma 30 credit University of Auckland course.<br>• Staff engagement in discussions about good teacher practice.<br>• Opportunities created for all PRTs and mentors to discuss concerns and needs. |
| Results | • The school developed an induction and mentoring model and vision statement in 2009 which was later revised in 2010 (refer appendix).<br>• Handbook personalised to the school which provides information and guidelines for new mentors and PRTs.<br>• Capability of the majority of mentors within the school was increased<br>• Engaged in aligning their induction and mentoring programme with the draft national guidelines and RTCs.<br>• Discussion about organising a regular time for the PRTs to meet and discuss their learning as a group. |
| Examples of Constraints | Time, motivation and personal circumstances had an impact on increasing mentoring capability |

Appendix H:   Participant information sheets
(boards of trustees, principals, mentors,
PRTs, teaching staff

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Auckland 1035, New Zealand

# PARTICIPANT INFORMATION SHEET

(Board of Trustees)

Title: Induction and Mentoring Research Programme

Principal Researcher: Dr. Frances Langdon

To Chair of Board of Trustees

The School of Teaching Learning and Development at the University of Auckland, Faculty of Education is currently involved in a two year research project funded by New Zealand Teachers Council. The purpose of this research is to develop further understanding of effective induction and mentoring in order to inform the national draft guideline on induction and the draft registered teacher criteria. The two key researchers in the project will be Dr Frances Langdon and Annaline Flint.

The researchers believe that the school, by being part of this research, may become more aware of educative mentoring and the effective beginning teacher induction programme. At the end of the research project, the researcher's final report of findings and future recommendations will be available for the participants' perusal and inspection. It is anticipated that the findings and recommendations may influence and strengthen school-wide beginning teacher mentoring and induction policy and practice.

We would like to seek your consent and approval for your school to be involved in this research, and for the principal and teaching staff to be invited to participate. Each year, the following activities will be carried out by each group of participants:
- Principals (1hr 40mins per year)
  - 40 minutes to complete questionnaires x 2
  - 30-minute individual interview x 1
  - 30-minute focus group x 1
- Mentor Teachers (2hr 10mins per year)
  - 40 minutes to complete questionnaires x 2
  - 30-minute individual interview x 2
  - 30-minute focus group x 1
  - *15 minute mentoring conversations x 5 (No additional time required. Part of mentoring and induction professional development process)*
- Provisionally Registered Teachers
  - 40 minutes to complete questionnaires x 2
  - 30-minute individual interview x 1
  - 30-minute focus group x 1
  - *15 minute mentoring conversations x 5 (No additional time required. Part of mentoring and induction professional development process)*

- Other Teaching Staff (20mins per year)
  - 20 minutes to complete a questionnaire

The purpose of the questionnaires, interviews, focus groups and mentoring conversations will address the aims of the project outlined below:
- the role school leaders and mentor teachers play in translating the national induction system (policy, resourcing, regulations) into school based induction programmes;

- how provisionally registered teachers' (PRTs) learning and development is supported by leaders, mentors and school staff during the first two years of their teaching career to meet the Draft Registered Teacher Criteria (July 2008);
- the understandings, attitudes and skills educative mentors require to focus PRTs' learning on valued student outcomes;
- the extent assessment practices (both formative and summative) affect confidence in the judgements made about the PRT's ability to meet the Draft Registered Teacher Criteria

Participation is voluntary and all participants will be asked to sign a consent form. We respectfully request that any staff members' participation or non-participation not affect them in any way. The school and participants who decide to take part in the research, may themselves withdraw and/or withdraw their data at any time up to data analysis of each instrument (approximately 3 months e.g. 1st June 2009) without stating a reason and without prejudice. Pseudonyms will be used to ensure that if any information provided by your school and its teachers is reported or published, the school and its staff will not be identifiable as the source. Please be aware that because of the interactions between participants in the mentoring conversations and focus groups, anonymity cannot be guaranteed. However, every effort to ensure confidentiality of data will be made. Participants in focus groups will be asked to respect confidentiality, but it should be noted that the researchers cannot guarantee this.

Interviews will be audio-taped with participants consent and the tape recorder can be turned off for individual interviews at any time if requested. The interviews will later be transcribed by an independent transcriber who will sign a confidentiality agreement. Following transcription of the audio tapes, a copy of the transcription will be offered to participants for verification purposes. Requests for these will be sent electronically.

All data collected will be stored separate from participant consent forms, in a locked cabinet on university premises and may be retained indefinitely for possible future research and publication beyond this research. In addition, a copy of the researchers' report of the findings will be made available to all participants at the conclusion of the project.

If you have any questions about the study and your possible participation in it, please feel free to contact Dr. Frances Langdon at the University of Auckland on either 623-8899 extn. 48769, or f.langdon@auckland.ac.nz  Should this request meet with your approval, please complete the enclosed consent form and return it in the self addressed envelope provided.
An alternative Faculty contact is the dean of the Faculty, Associate Professor Graeme Aitken on 623-8899 extn 48821 or g.aitken@auckland.ac.nz.

Thank you in anticipation.

Kind regards

Dr Frances Langdon

For any queries regarding ethical concerns please contact the chair of the University of Auckland Human Participants Ethics Committee on 09 373-7999 extn.87830
**APPROVED BY THE UNIVERSITY OF AUCKLAND HUMAN PARTICIPANTS ETHICS COMMITTEE on …/…/2009 for a period of three years. Reference Number 2009/….**

THE UNIVERSITY OF AUCKLAND
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# PARTICIPANT INFORMATION SHEET

(Principal)

Title: Induction and Mentoring Research Programme

Principal Researcher: Dr. Frances Langdon

To School Principal

The School of Teaching Learning and Development at the University of Auckland, Faculty of Education is currently involved in a two year research project funded by New Zealand Teachers Council. The purpose of this research is to develop further understanding of effective induction and mentoring in order to inform the national draft guideline on induction and the draft registered teacher criteria. The two key researchers in the project will be Dr Frances Langdon and Annaline Flint.

We are inviting you to participate in this research. Your participation, as a Principal, over a two year period would involve the following time commitment:
(1hr 40mins in total per year)
*   40 minutes to complete questionnaires x 2 (Term 2 and 4)
*   30-minute individual interview x 1 (Term 3)
*   30-minute focus group x 1 with the principals of five other participating schools (Term 4)

The purpose of the questionnaires, interviews and focus groups will address the aims of the project outlined below:
*   the role school leaders and mentor teachers play in translating the national induction system (policy, resourcing, regulations) into school based induction programmes;
*   how provisionally registered teachers' (PRTs) learning and development is supported by leaders, mentors and school staff during the first two years of their teaching career to meet the Draft Registered Teacher Criteria (July 2008);
*   the understandings, attitudes and skills educative mentors require to focus PRTs' learning on valued student outcomes;
*   the extent assessment practices (both formative and summative) affect confidence in the judgements made about the PRT's ability to meet the Draft Registered Teacher Criteria

Interviews will be audio-taped with your consent and the tape recorder can be turned off for individual interviews at any time if requested. The interviews will later be transcribed by an independent transcriber who will sign a confidentiality agreement. Following transcription of the audio tapes, a copy of the transcription will be offered to you for verification purposes. Requests for these will be sent electronically. All data collected will be stored separate from participant consent forms, in a locked cabinet on university premises and will be stored for a period of six years after the completion of the project for possible future analysis and publication. A copy of the researchers' report of the findings will be made available to all participants at the conclusion of the project.

Participation in this research is voluntary and you will be asked to sign a consent form. If you decide to take part in the research, you may withdraw yourself and/or withdraw your data up to data analysis of each instrument (approximately 3 months e.g. 1st June 2009) without stating a reason and without prejudice. Pseudonyms will be used to assure that if any information provided by you is reported or published, you and your school will not be identifiable as the source. Please be aware that because of the interactions between participants in the mentoring conversations and focus groups, anonymity cannot be guaranteed. However, every effort to ensure confidentiality of data will be made. Participants in focus groups will be asked to respect confidentiality, but it should be noted that the researchers cannot guarantee this.

If you have any questions about the study and your possible participation in it, please feel free to contact Dr. Frances Langdon at the University of Auckland on either 623-8899 extn. 48769, or f.langdon@auckland.ac.nz  Should this request meet with your approval, please complete the enclosed consent form and return it in the self addressed envelope provided.

An alternative Faculty contact is the dean of the Faculty, Associate Professor Graeme Aitken on 623-8899 extn 48821 or g.aitken@auckland.ac.nz.

Thank you in anticipation.

Kind regards

Dr Frances Langdon

For any queries regarding ethical concerns please contact the chair of the University of Auckland Human Participants Ethics Committee on 09 373-7999 extn.87830

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# PARTICIPANT INFORMATION SHEET

(Mentor Teacher)

Title: Induction and Mentoring Research Programme

Principal Researcher: Dr. Frances Langdon

To Mentor Teacher

The School of Teaching Learning and Development at the University of Auckland, Faculty of Education is currently involved in a two year research project funded by New Zealand Teachers Council. The purpose of this research is to develop further understanding of effective induction and mentoring in order to inform the national policy on induction and the draft registered teacher criteria. The two key researchers in the project will be Dr Frances Langdon and Annaline Flint.

We are inviting you to participate in this research. Your participation, as a Mentor Teacher, over a two year period would involve the following time commitments:
(2hr 10mins in total per year)
- 40 minutes to complete questionnaires x 2 (Term 2 and 4)
- 30-minute audio-taped individual interview x 1 (Term 3)
- 30-minute audio-taped focus group x 1 with the PRTs of five other participating schools (Term 4)
- *15 minute audio-taped mentoring conversations x 5 with your mentor/tutor teacher. (No additional time required. Part of mentoring and induction professional development process. Note the researcher will not be present and the tape recorder can be turned off at your request)*

The purpose of the questionnaires, interviews, focus groups and mentoring conversations will address the aims of the project outlined below:
- the role school leaders and mentor teachers play in translating the national induction system (policy, resourcing, regulations) into school based induction programmes;
- how provisionally registered teachers' (PRTs) learning and development is supported by leaders, mentors and school staff during the first two years of their teaching career to meet the Draft Registered Teacher Criteria (July 2008);
- the understandings, attitudes and skills educative mentors require to focus PRTs' learning on valued student outcomes;
- the extent assessment practices (both formative and summative) affect confidence in the judgements made about the PRT's ability to meet the Draft Registered Teacher Criteria.

Interviews will be audio-taped with your consent and the tape recorder can be turned off for individual interviews at any time if requested. The interviews will later be transcribed by an independent transcriber who will sign a confidentiality agreement. Following transcription of the audio tapes, a copy of the transcription will be offered to you for verification purposes. Requests for these will be sent electronically. All data collected will be stored separate from participant consent forms, in a locked cabinet on university premises and will be stored for a period of six years after the completion of the project for possible future analysis and publication. A copy of the researchers' report of the findings will be made available to all participants at the conclusion of the project.

Participation in this research is voluntary and you will be asked to sign a consent form. If you decide to take part in the research, you may withdraw yourself and/or withdraw your data up to data analysis of each instrument (approximately 3 months e.g. 1$^{st}$ June 2009) without stating a reason and without prejudice. Pseudonyms will be used to assure that if any information provided by you is reported or published, you and your school will not be identifiable as the source. Please be aware that because of the interactions between participants in the mentoring conversations and focus groups, anonymity cannot be guaranteed. However, every effort to ensure confidentiality of data will be made. Participants in focus groups will be asked to respect confidentiality, but it should be noted that the researchers cannot guarantee this.

If you have any questions about the study and your possible participation in it, please feel free to contact Dr. Frances Langdon at the University of Auckland on either 623-8899 extn. 48769, or f.langdon@auckland.ac.nz  Should this request meet with your approval, please complete the enclosed consent form and return it in the self addressed envelope provided.
An alternative Faculty contact is the dean of the Faculty, Associate Professor Graeme Aitken on 623-8899 extn 48821 or g.aitken@auckland.ac.nz.


Thank you in anticipation.

Kind regards

Dr Frances Langdon

For any queries regarding ethical concerns please contact the chair of the University of Auckland Human Participants Ethics Committee on 09 373-7999 extn.87830
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# PARTICIPANT INFORMATION SHEET

(Provisionally Registered Teacher)

Title: Induction and Mentoring Research Programme

Principal Researcher: Dr. Frances Langdon

To Provisionally Registered Teacher

The School of Teaching Learning and Development at the University of Auckland, Faculty of Education is currently involved in a two year research project funded by New Zealand Teachers Council. The purpose of this research is to develop further understanding of effective induction and mentoring in order to inform the national policy on induction and the draft registered teacher criteria. The two key researchers in the project will be Dr Frances Langdon and Annaline Flint.

We are inviting you to participate in this research. Your participation, as a Provisionally Registered Teacher, would involve the following time commitments each year:
(1hr 40mins in total per year)
- 40 minutes to complete questionnaires x 2 (Term 2 and 4)
- 30-minute audio-taped individual interview x 1 (Term 3)
- 30-minute audio-taped focus group x 1 with the PRTs of five other participating schools (Term 4)
- *15 minute audio-taped mentoring conversations x 5 with your mentor/tutor teacher. (No additional time required. Part of mentoring and induction professional development process. Note the researcher will not be present and the tape recorder can be turned off at your request)*

The purpose of the questionnaires, interviews, focus groups and mentoring conversations will address the aims of the project outlined below:
- the role school leaders and mentor teachers play in translating the national induction system (policy, resourcing, regulations) into school based induction programmes;
- how provisionally registered teachers' (PRTs) learning and development is supported by leaders, mentors and school staff during the first two years of their teaching career to meet the Draft Registered Teacher Criteria (July 2008);
- the understandings, attitudes and skills educative mentors require to focus PRTs' learning on valued student outcomes;
- the extent assessment practices (both formative and summative) affect confidence in the judgements made about the PRT's ability to meet the Draft Registered Teacher Criteria

Interviews will be audio-taped with your consent and the tape recorder can be turned off for individual interviews at any time if requested. The interviews will later be transcribed by an independent transcriber who will sign a confidentiality agreement. Following transcription of the audio tapes, a copy of the transcription will be offered to you for verification purposes. Requests for these will be sent electronically. All data collected will be stored separate from participant consent forms, in a locked cabinet on university premises and will be stored for a period of six years after the completion of the project for possible future analysis and publication. A copy of the researchers' report of the findings will be made available to all participants at the conclusion of the project.

Participation in this research is voluntary and you will be asked to sign a consent form. If you decide to take part in the research, you may withdraw yourself and/or withdraw your data up to data analysis of each instrument (approximately 3 months e.g. 1$^{st}$ June 2009) without stating a reason and without prejudice. Pseudonyms will be used to assure that if any information provided by you is reported or published, you and your school will not be identifiable as the source. Please be aware that because of the interactions between participants in the mentoring conversations and focus groups, anonymity cannot be guaranteed. However, every effort to ensure confidentiality of data will be made. Participants in focus groups will be asked to respect confidentiality, but it should be noted that the researchers cannot guarantee this.

If you have any questions about the study and your possible participation in it, please feel free to contact Dr. Frances Langdon at the University of Auckland on either 623-8899 extn. 48769, or f.langdon@auckland.ac.nz  Should this request meet with your approval, please complete the enclosed consent form and return it in the self addressed envelope provided.

An alternative Faculty contact is the dean of the Faculty, Associate Professor Graeme Aitken on 623-8899 extn 48821 or g.aitken@auckland.ac.nz.

Thank you in anticipation.

Kind regards

Dr Frances Langdon

For any queries regarding ethical concerns please contact the chair of the University of Auckland Human Participants Ethics Committee on 09 373-7999 extn.87830

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# PARTICIPANT INFORMATION SHEET

(Teaching Staff)

Title: Induction and Mentoring Research Programme

Principal Researcher: Dr. Frances Langdon

To Teaching Staff

The School of Teaching Learning and Development at the University of Auckland, Faculty of Education is currently involved in a two year research project funded by New Zealand Teachers Council. The purpose of this research is to develop further understanding of effective induction and mentoring in order to inform the national policy on induction and the draft registered teacher criteria. The two key researchers in the project will be Dr Frances Langdon and Annaline Flint.

We are inviting you to participate in this research. Your participation over a two year period would involve the following time commitments:
- 20mins in total per year to complete a questionnaire

The purpose of the questionnaire will address the aims of the project outlined below:
- the role school leaders and mentor teachers play in translating the national induction system (policy, resourcing, regulations) into school based induction programmes;
- how provisionally registered teachers' (PRTs) learning and development is supported by leaders, mentors and school staff during the first two years of their teaching career to meet the Draft Registered Teacher Criteria (July 2008);

Participation in this research is voluntary and you will be asked to sign a consent form. If you decide to take part in the research, you may withdraw yourself and/or withdraw your data up to data analysis of each instrument (approximately 3 months e.g. 1st June 2009) without stating a reason and without prejudice. Pseudonyms will be used to assure that if any information provided by you is reported or published, you and your school will not be identifiable as the source. Please be aware that anonymity cannot be guaranteed. However, every effort to ensure confidentiality of data will be made.

If you have any questions about the study and your possible participation in it, please feel free to contact Dr. Frances Langdon at the University of Auckland on either 623-8899 extn. 48769, or f.langdon@auckland.ac.nz  Should this request meet with your approval, please complete the enclosed consent form and return it in the self addressed envelope provided.
An alternative Faculty contact is the dean of the Faculty, Associate Professor Graeme Aitken on 623-8899 extn 48821 or g.aitken@auckland.ac.nz.

Thank you in anticipation.
Kind regards
Dr Frances Langdon

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**for a period of three years. Reference Number 2009/….**

# Appendix I:    Pseudonym table

# Pseudonym and Code Tables

**Interview Participant Codes**

| Schools | Pseudonym | Urban/Rural | Location | Decile | School Roll | School type |
|---------|-----------|-------------|----------|--------|-------------|-------------|
| | Rimu School | Urban | South Auckland | 2 | 315 | Full Primary: State Integrated |
| | Pohutukawa School | Urban | South Auckland | 2 | 513 | Contributing: State |
| | Manuka School | Urban | South Auckland | 3 | 401 | Intermediate: State |
| | Kahikatea School | Urban | South Auckland | 1 | 696 | Intermediate: State |
| | Ti Kouka School | Rural | Papakura District | 9 | 344 | Full Primary: State |
| | Horoeka School | Rural | Franklin District | 9 | 207 | Full Primary: State |

**Focus Group Participant Codes**

| Principals | PF1, PF2, PF3, PF4, PF5, PF6 |
|------------|------------------------------|

| Principals | CSP1, CSP2, CSP3, CSP4, CSP5, CSP6 |
|------------|-------------------------------------|
| Mentors | CSM1, CSM2, CSM3, CSM4, CSM5, CSM6, CSM7, CSM8, CSM9, CSM10, CSM11, CSM12, CSM13 |
| PRTs | CSBT1, CSBT2, CSBT3, CSBT4 |

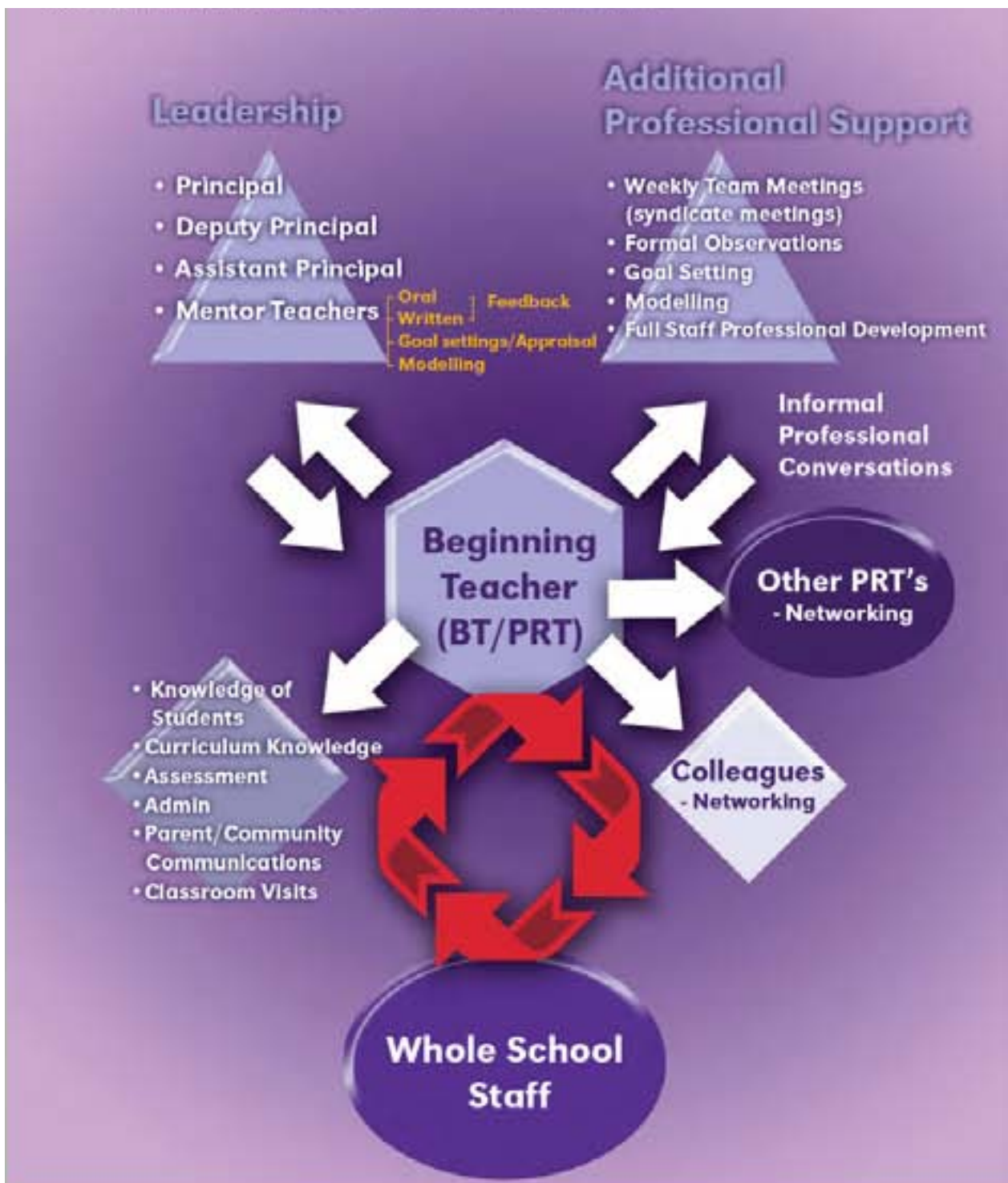| Mentors | MF1, MF2, MF3, MF4, MF5, MF6, MF7 |
|---------|-----------------------------------|
| PRTs | BTF1, BTF2, BTF3, BTF4, BTF5, BTF6 |

**Questionnaire Participant Codes**

| Classroom Teachers | Q8CT, Q9CT |
|--------------------|------------|

# Appendix J: Alignment of *Draft Guidelines* against characteristics of sound induction
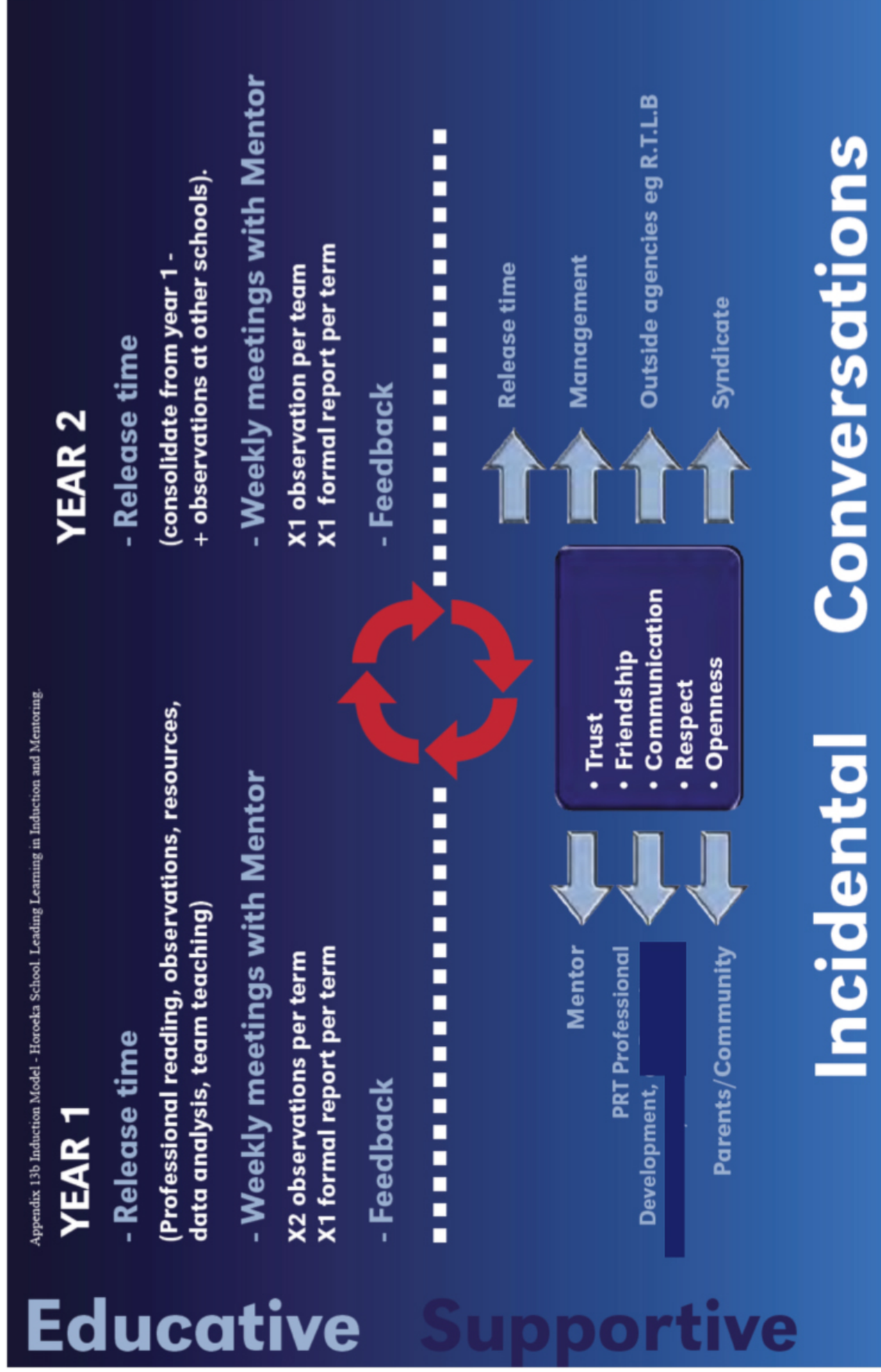
| Alignment between the 12 characteristics of sound induction and NZTC draft guidelines for induction and mentoring programmes and for mentor teacher development | |
|---|---|
| National/State or regional coordinated system supported by policy and resources<br><br>e.g. T/T appointed<br>Staffing allocated to support induction programme | 2. What is meant by 'induction' and 'mentoring' in these guidelines?<br>2.1, 2.2, 2.3<br>5. Essential components of effective induction programme.<br>5.2 There is institutional commitment and support for the programme<br>5.3. Quality mentoring is a central (but not the sole) component |
| There exists clarity of expectations and high levels of consistency between state, community, and school about PRT induction<br>e.g. national guidelines used | 3. Strategic vision statement for induction and mentoring programmes for PRTs in Aotearoa New Zealand.<br>3.1,3.2<br>4. Key principles for effective induction and mentoring of PRTs in Aotearoa New Zealand<br>5. Essential components of effective induction programme.<br>5.1 There is a clear programme vision<br>6.1 Vision statement for an effective mentor<br>7 Key areas of knowledge, skills and dispositions needed for effective mentoring |
| A vision of good teaching is articulated and observed<br>e.g. expectations about what constitutes good teaching communicated | 5. Essential components of effective induction programme.<br>5.4. The programme is based on clear criteria to guide the learning of and formative feedback for the teacher |
| Powerful leadership underpins PRT induction programmes – principal senior management and mentor (T/T) leadership<br>e.g. principals and senior mangers actively support tutor teachers/mentors | 5. Essential components of effective induction programme.<br>5.2 There is institutional commitment and support for the programme |
| Work conditions are provided to meet PRT needs<br>e.g. hand picked class<br>time to manage new tasks<br>close physical proximity to T/T | 1. Expected to have reduced teaching load |
| Collaborative school cultures fortify PRT learning and development<br>e.g. teachers working together in teams | 5. Essential components of effective induction programme<br>5.2 There is institutional commitment and support for the programme |
| Teacher agency and democratic practices are promoted and teacher engagement in decision making at micro and macro levels is modeled and expected<br>e.g. participation in decision making at school wide and classroom level<br>PRT and T/T negotiate ad flexible and responsive programme | 4. Develop teaching agency for their own professional learning |
| Multiple individuals (including the tutor/mentor) contribute to PRT learning and development<br>Teaching and general staff readily offer PRT support | 5. Essential components of effective induction programme<br>5.3 Quality mentoring is essential (but not the sole) component<br>6.2 The role of the mentor teacher of PRTs … |
| Learning occurs in context with the classroom becoming a site of inquiry<br><br>e.g. PRT is given feedback on goals set<br>Teaching observations occur | 5. Essential components of effective induction programme<br>5.3 Quality mentoring is essential (but not the sole) component<br>5.5 Programmes will focus on the needs and aspirations of individual PRTs |
| Accountability for the PRT induction system and process is through professional peer review<br><br>e.g. PRT learning is assessed against national criteria and validated by T/T, principal, documentation and observation | 5. Essential components of effective induction programme<br>5.4. The programme is based on clear criteria to guide the learning of and formative feedback for the teacher<br>5.6. The programme will provide the support and processes so needed so the teacher can move towards gaining full registration |

| | |
|---|---|
| Time and opportunity are provided to enable the PRT to locate themselves within the community of teachers and to establish constructive relationships with the profession<br><br>Staff room/ staff meeting  conversations are frequently about children's learning and teachers work | 5. Essential components of effective induction programme<br>5.5. The programme is focused on the daily practice of teachers with their learners |
| Links between initial teacher education programmes, induction and ongoing learning promote a trajectory of professional development and learning throughout a teacher's career<br><br>e.g. preservice learning is acknowledged. Whole school professional development is planned and implemented for all teachers | 3.2 Teachers committed to ongoing  inquiry into their own teaching and to supporting colleagues in this as a collaborative process |

**Appendix K:    Induction Model – Manuka School**

**Appendix K:     Induction Model – Horoeka School**



Appendix 13b Induction Model - Horoeka School. Leading Learning in Induction and Mentoring.

## YEAR 1

- Release time

(Professional reading, observations, resources, data analysis, team teaching)

- Weekly meetings with Mentor

X2 observations per term
X1 formal report per term

- Feedback

## YEAR 2

- Release time

(consolidate from year 1 - + observations at other schools).

- Weekly meetings with Mentor

X1 observation per team
X1 formal report per term

- Feedback

Mentor

PRT Professional
Development,

Parents/Community

- Trust
- Friendship
- Communication
- Respect
- Openness

Release time

Management

Outside agencies eg R.T.L.B

Syndicate

**Educative**   **Supportive**

**Incidental   Conversations**

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Appendix 13c Induction Model - Ti Kouka School_Leading Learning in Induction and Mentoring

## Community Organisations

e.g. SPARC, Active Schools, Public Health Nurses, GSE

- Parents - PTA -

**Community**

**SCHOOL**

### School Community

Teacher aides - Sencos - RTLB - Teacher Support

#### Syndicate

Educative & Emotional Support

- Observations
- Conversations
- Professional Learning Support
- Reflection
- Moderation
- Assessment Meetings
- Team meetings

Planning  Modelling
Feedback  Tutoring

**BT** (Beginning Teacher) **or PRT** (Provisionally Registered Teachers)

**Mentor Tutor Teacher**

#### School Staff

Teachers
Admin Staff
Caretaker

Educative & Emotional Support

- Learning Support
- Conversations
- Observations
- Acceptance
- Encouragement
- Resource Sharing
- Becoming part of "whole school culture"
- Staff Meetings
- Whole School development

#### BOT, Management

- Use of 0.2 funding
- Professional development
- Mentor / Tutor teacher appointed
- Time allocated
- Support of Principal & senior Management

**Community Facilities**

Parks, Sports, Libraries, Art Galleries, Museums

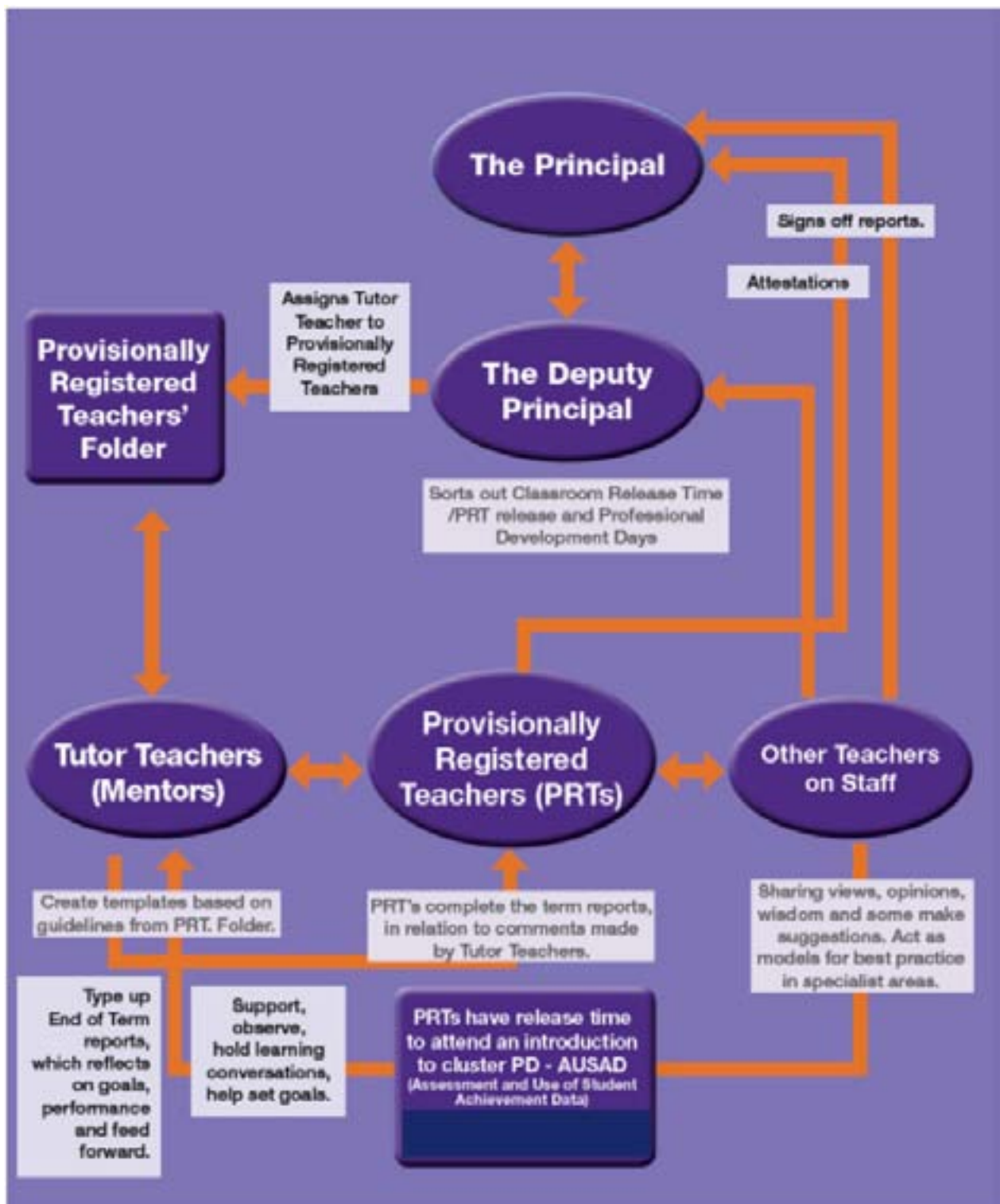**Teachers Council - NZEI - PRT Meetings - Social networking with other PRT's**

**NZ**

**Appendix K:    Induction Model – Kahikatea School**

## Appendix K: Induction model – Rimu School



Appendix 13e Induction Model - Rimu School. Leading Learning in Induction and Mentoring

## Appendix K:     Induction Model – Pohutukawa School

Appendix L:  School expectations of documented evidence of progress to meet *Registered Teacher Criteria*

# School expectations:
## Documented evidence of PRT engagement in Induction and Mentoring programme and progress to meet RTC

1. **Observations**
   - Formal
   - Timetabled
   - Negotiated/ Goal focused
   - Evidenced based feedback
   - Critical reflection
   - Next steps/goals

   *Frequency*
   - *Formal  - 2 per term for 1ˢᵗ year PRT*
       - *1 per term for 2ⁿᵈ year PRT*
   - *Informal – Many*

2. **Professional Conversations**
   - Negotiate goal
   - Agreement on gathering evidence
   - Set time / place for...e.g. Observation
   - Action – Do it!
   - Set time / place for feedback
   - Set ground rules for discussing matters other than goal
   - Describe your actions
   - Interpret the evidence
   - Explain your thinking/beliefs that informed these actions
   - Check your description and explanation
   - Listen
   - Keep an open mind
   - Plan future action

   *Frequency*
   - *Minimum of 2 per term – linked to observation*
   - *Weekly initially*
   - *Daily in some instances*

3. **Documentation**
   - Planning
   - Observations (of teachers within the school and other schools)
   - Critical reflection on: e.g. children's achievement data; goals; planning (Journals, anecdotal notes, formal reflections)
   - Assessment
   - Appraisal
   - Record and impact of professional development

   *Frequency*
   - *Regularly*
   - *Ongoing*
   - *When required for reporting purposes*